

Science and technology in everyday life

Unit delivery and assessment pack



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Contents

This unit delivery and assessment pack provides teachers with the information they need to deliver this unit.

The pack is structured as follows:

Unit overview	3
Entry Level Learning Outcomes and Assessment Criteria	5
Level 1 and Level 2 Learning Outcomes and Assessment Criteria	7
Delivery guidance	9
Planning courses	9
Amplification of learning outcomes	9
Suggested activities	14
Sources of evidence	15
Experiences	15
Resources and organisations	16
Resources required for delivery	16
Resources available to support delivery	16
Resources required for assessment	17

The UK Government has announced plans to restrict social media use by children under 16, which may impact some of our qualifications. We will keep our qualifications under review and make any necessary updates as further details become available

Unit overview

Title	Science and technology in everyday life
Suite	Skills for Life
Unit Codes	S623E1 S623E2 S623E3 S623L1 S623L2
GLH	20
Unit Aim	To develop learners' practical skills using technologies in a variety of everyday activities for personal purposes, such as online forms, finance and shopping, taking into account consequences of the use of technology such as legal, social and ethical.
Unit Summary	This unit helps learners understand how science and technology play an important role in their daily lives and how to use them safely and effectively. Learners will explore the different technologies they encounter in everyday activities, such as online shopping, digital banking, communication tools and health services, and learn practical skills to complete personal tasks with confidence. They will also consider how to protect their personal information, behave responsibly when using digital tools, and recognise both the benefits and risks of technology use. In addition, learners will reflect on the wider impact of science and technology including social, legal, ethical and environmental issues. Science is explored primarily through its practical application in everyday technologies, helping learners understand how scientific principles underpin the digital tools and systems they use in daily life, and building awareness of how technology shapes modern life and supports learners in making informed choices about its use.
Curriculum for Wales	Areas of learning and experience: This unit supports progress towards the following Science and technology statements of what matters: <i>computation is the foundation for our digital world, design thinking and engineering offer technical and creative ways to meet society's need and wants, and being curious and searching for answers is essential to understanding and predicting phenomena.</i> Learners will understand the role of technology in everyday life and will learn to use a range of digital tools safely, effectively and responsibly to complete personal tasks, and consider the social, ethical, and practical consequences of using technology in different situations. Integral and cross-curricular skills: Learners will have opportunities to develop their Digital competence, Critical thinking and problem-solving, and Personal effectiveness by

using technology in practical, everyday contexts such as online shopping, communication, and managing information.

At Entry Level, learners will practice using digital tools safely and effectively and become aware of basic risks online. They will develop confidence in using devices and applications, and making simple, responsible choices about technology use.

At Levels 1 and 2, learners will apply digital skills independently across a wider range of personal tasks, assessing the benefits and risks of technology and making informed decisions about how their choices affect themselves and others. They will develop critical thinking by evaluating online information and practice problem-solving when navigating digital tools. Learners will be encouraged to reflect on their digital behaviour, act responsibly online, and use digital tools confidently in practical and innovative ways.

Cross-cutting themes:

Diversity

Learners are encouraged to reflect on differences in access to technology, digital skills, and online experiences when using digital tools for everyday tasks. At Level 1 and 2, they can develop their understanding further by considering how technology use affects different groups, promoting inclusive, fair, and respectful online behaviour, and recognising the social and ethical implications of their digital choices.

Careers and work-related experiences

Learners begin to understand how digital skills and safe, responsible technology use support personal, educational, and work-related tasks. At Level 1 and 2, they can explore how applying digital competence in practical contexts, such as managing information, communication, and online tasks, can prepare them for future work opportunities and support problem-solving and decision-making in everyday and workplace settings.

Local, national and international contexts

Learners start to recognise that technology affects communities and societies in different ways. At Level 1 and 2, they can consider how digital tools influence communication, access to information, and social responsibility across local, national, and global contexts. They are encouraged to reflect on the ethical, social, and environmental consequences of their digital choices. Learners are also encouraged to consider the Welsh context (Cynefin) and Welsh language when using technology, reflecting on how digital tools can be used inclusively and accessibly for different communities."

Entry Level Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment Criteria (the learner can)		
	Entry 1	Entry 2	Entry 3
LO1 Be aware of how technology is used in everyday activities	E1 1.1 Name an example of how technology is used in an everyday activity. E1 1.2 List simple uses of technology.	E2 1.1 Give two ways technology is used for everyday activities. E2 1.2 Give examples of tasks people can do online.	E3 1.1 Give examples of how technology is used for shopping, banking, and communication. E3 1.2 Give examples of benefits or risks of using technology in these areas.
LO2 Be able to use technology for everyday personal tasks	E1 2.1 Use a digital device with support to complete a simple task. E1 2.2 Follow simple instructions to enter information into an online form. E1 2.3 Point out two familiar icons or buttons needed to perform a task.	E2 2.1 Use a digital device independently to complete a familiar personal task. E2 2.2 Enter simple information accurately into online forms or applications. E2 2.3 Follow instructions to use basic websites or apps.	E3 2.1 Use appropriate digital tools independently to complete everyday tasks. E3 2.2 Demonstrate completing forms with the correct information. E3 2.3 Demonstrate using websites or apps and following simple online instructions.
LO3 Know about rules for using technology safely and responsibly	E1 3.1 Point out one rule for using technology safely. E1 3.2 Match examples of safe and unsafe behaviour when using technology.	E2 3.1 State two rules for staying safe when using technology. E2 3.2 Give examples of responsible behaviour when using technology.	E3 3.1 Give a description of rules for using technology safely and responsibly. E3 3.2 Suggest why it is important to follow rules for safe and responsible technology use.

LO4 Be aware that using technology can have positive and negative effects on individuals, communities, and society	E1 4.1 Match examples of using technology to good or bad effects on people and situations. E1 4.2 Point out simple rules for using technology.	E2 4.1 Give examples of positive and negative effects upon people and situations of using technology. E2 4.2 Identify right and wrong ways to use technology.	E3 4.1 Indicate how using technology can affect people or situations. E3 4.2 Give examples of problems that can happen if technology is not used responsibly. E3 4.3 Show simple ways to use technology responsibly to avoid negative effects on others.
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If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Level 1 and Level 2 Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment Criteria (the learner can)	
	Level 1	Level 2
LO1 Be aware of the benefits and risks of using technology in everyday life	L1 1.1 Describe how different technologies are used in everyday life. L1 1.2 Explain some of the benefits of using technology. L1 1.3 Give examples of the risks of using technology.	L2 1.1 Explain how technology can benefit everyday life. L2 1.2 Describe potential risks or negative effects of using technology. L2 1.3 Give examples of how to reduce risks when using technology.
LO2 Be able to use a range of digital technologies to complete everyday personal tasks	L1 2.1 Select and use appropriate digital tools to complete everyday tasks. L1 2.2 Enter information accurately into online forms or applications. L1 2.3 Follow instructions to navigate websites or apps effectively. L1 2.4 Demonstrate completing simple transactions or tasks independently.	L2 2.1 Select and use a range of digital tools to complete personal tasks efficiently. L2 2.2 Enter and check information for accuracy when completing a range of multi-step forms or transactions. L2 2.3 Navigate websites or apps confidently, including troubleshooting simple problems. L2 2.4 Solve simple issues that arise when completing everyday personal tasks or transactions using technology.

LO3 Know how to protect personal information and behave responsibly online	L1 3.1 Identify ways to protect personal information when using technology. L1 3.2 Give examples of responsible behaviour online. L1 3.3 Explain why following rules for safe and responsible technology use is important.	L2 3.1 Describe a range of ways to protect personal information online. L2 3.2 Explain what responsible online behaviour looks like. L2 3.3 Explain the consequences of not following safe and responsible rules online. L2 3.4 Suggest ways to improve personal online safety and responsible behaviour.
LO4 Be aware of social, legal, and ethical issues when using technology	L1 4.1 Describe positive and negative effects of using technology in different situations. L1 4.2 Give examples of responsible behaviour to reduce negative effects. L1 4.3 Explain how following rules and behaving responsibly when using technology protects others.	L2 4.1 Explain a range of social, ethical, and legal effects of using technology. L2 4.2 Describe possible consequences for individuals or society if technology is used irresponsibly. L2 4.3 Suggest ways individuals and organisations can behave responsibly when using technology to reduce negative social, ethical, or legal impacts.

If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Delivery guidance

Planning courses

Each unit in the Skills for Life and Work suite is awarded individually. When planning courses, teachers should consider the potential qualification outcomes for individual learners.

Closely related units that might be delivered alongside Science and technology in everyday life include Online safety, Financial literacy, Digital film and media, Sustainability in action, Business finance and Using IT in the workplace. These units help learners to develop practical digital skills and to use technology safely, responsibly, and effectively. They provide opportunities to apply technology in everyday tasks, manage personal and financial information, engage creatively with digital tools, and consider the wider social, ethical, and environmental impacts of technology.

There may also be links to other WJEC qualifications, including GCSE Digital Technology, the General Foundation qualification in Digital Technology, and Entry Pathways Information and Communication Technology. For full details of the Skills for Life and Work units and qualifications please refer to the qualification specification.

Amplification of learning outcomes

The amplification of the learning outcomes provided below should support teachers in developing content for delivery. Teachers can develop and tailor content as appropriate to their learners, whilst ensuring that the learners are provided with knowledge, understanding and the opportunity to develop and apply the skills needed to meet the learning outcomes and assessment criteria. Content should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources
- local, national and international contexts, as appropriate.

Teachers may find it helpful to refer to the level descriptors within the qualification specification.

Learning outcome	Amplification
L01	Examples of how technology is used in everyday life could include: • using a mobile phone to make calls, send text messages, or use messaging apps • shopping online to browse items, compare prices, or buy goods • using a cash machine (ATM) to check a balance or withdraw money • online banking to view accounts or pay bills • sending and receiving emails • using video calls or social media to keep in touch with others • searching online for information, services, or opening times.

Simple risks of using technology could include:

- sharing personal information by mistake
- receiving messages that may be upsetting or confusing
- clicking on unfamiliar links
- entering incorrect information online.

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For Level 1 and 2 learners:

Examples of how technologies are used, and the benefits of using technology could include, but are not limited to:

- communicating with others using phones, messaging apps, or video calls
- shopping, banking and managing personal information online
- easy access to information and services, including health, education and public services
- using assistive technologies to support communication, learning, mobility, or independence
- using transport-related technologies, such as journey planning apps, digital tickets, or navigation systems
- completing tasks efficiently, saving time and effort
- increased convenience, speed and accessibility in daily life
- greater independence in managing personal and everyday activities.

Examples of risks of using technology could include, but are not limited to:

- online fraud or scams, including fake websites or messages
- privacy issues, such as sharing personal or financial information
- social impacts, including misunderstandings, negative online interactions or harmful content
- making mistakes online, such as entering incorrect information or using unsafe websites
- misuse of information, including copying or sharing content without permission.

Ways to reduce risks could include, but are not limited to:

- checking website security
- using strong passwords
- managing privacy settings
- check details to avoid errors.

LO2	Examples of everyday personal tasks: • online forms for applications, surveys, or registrations • online transactions, such as buying items or paying bills • checking accounts, e.g. bank balances or utility accounts • searching for information online, e.g. local services, opening times, or instructions • using digital communication tools, e.g. sending emails, messages, or video calls • navigating websites or apps to find information • using icons, buttons, menus, or links to operate devices or apps. For Level 1 and 2 learners: Additional examples of tasks could include: • selecting the most appropriate device or tool for a task • completing simulated online transactions or bookings independently (e.g. using demo websites, test accounts, or screenshots) • checking and verifying information for accuracy before submitting • navigating websites or apps efficiently, including following instructions or menus • troubleshooting simple technical problems when a device or app doesn't work (e.g. refreshing a page, checking connectivity, re-entering information, or restarting an app) • using multiple digital tools together to complete a task (e.g. search + email + document).
LO3	Examples of using technology safely and responsibly: • following rules for safe use of devices and apps, e.g. keeping passwords private, logging out after use • using websites and apps responsibly, e.g. being polite in messages, not copying or sharing others' work • protecting personal information when completing forms, online transactions, or social media interactions • identifying unsafe behaviour or risks, e.g. suspicious links, scams, or inappropriate content • checking for secure websites before entering personal or financial information • applying responsible online behaviour e.g. thinking before sharing information or posting content. For Level 1 and 2 learners: Examples of protecting personal information: • using strong, unique passwords and changing them regularly • keeping personal details private, e.g. date of birth, address, or financial information • adjusting privacy settings on apps, social media, and devices

	• understanding that personal data should only be shared with trusted sources • recognising consent requirements for sharing others' data, e.g. not posting someone else's information without permission • knowing that individuals have rights to access, correct, or delete their personal information. Examples of behaving responsibly online: • recognising and avoiding online scams, phishing, or suspicious links • thinking carefully before sharing personal or sensitive information • checking that websites, apps or content are secure and trustworthy • communicating responsibly online, e.g. polite messages, not sharing harmful content • checking accuracy of information before sharing to prevent spreading misinformation • understanding consequences of unsafe behaviour, e.g. identity theft, fraud, or harm to reputation • monitoring own digital footprint and reflecting on what has been shared online • following organisational or website guidelines for responsible and safe online use.
LO4	Positive effects of technology on individuals and communities can include: • staying in touch with friends or family using phones, messaging, or video calls • finding information easily online to support daily life • using technology to help with tasks, such as shopping, banking, or games. Negative effects/risks of technology can include: • seeing messages or content that could be upsetting • sharing personal information by mistake • spending too much time using technology, affecting wellbeing. Simple rules/responsible use can include: • being kind online and polite in messages • asking before sharing photos or information about others • following basic safety rules when using devices or websites. For Level 1 and 2 learners: Positive social, ethical and legal effects of technology can include: • communicating quickly and easily with friends, family, colleagues and communities • accessing information and services efficiently, including education, health, and support services

	• supporting creativity, learning and collaboration through digital tools • enabling fair access to services and information when technology is used inclusively. Negative social, ethical and legal effects or risks can include: • sharing personal information that could be misused or lead to identity theft • experiencing or causing harm through online messages, misinformation or exclusion • breaking copyright or intellectual property laws by copying or sharing content without permission • exposure to scams, fraud, or misleading information with financial or legal consequences Responsible behaviour and ways to reduce risks can include: • checking that websites, apps, or content are secure, accurate and trustworthy • respecting others online and acting ethically including not copying, harassing or spreading harmful content • reflecting on how digital choices affect oneself, other people, and wider society • understanding and following legal responsibilities online such as copyright, data protection, and rules around sharing content.
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Suggested activities

This section gives some suggested activities to support teaching and learning in a vocational context consistent with the philosophy and intent of the unit and associated qualifications. Useful resources and possible contacts that could be made in the delivery of the learning are also signposted.

The following activities would be suitable for use with Entry Level learners:

- labelling images of devices, icons, or digital tools (phones, tablets, ATMs, apps)
- matching technology tasks to their uses (e.g. online shopping, messaging, banking)
- videos or demonstrations of basic technology use (with guided discussion)
- exploring digital tools with support (e.g. turning on a device, opening an app)
- using accessibility tools, such as adapted keyboards, switch technology, screen readers, or translation tools, to complete tasks
- checklists to follow simple steps (e.g. 'open website → enter name → submit form')
- practising entering basic information into forms under supervision
- identifying basic icons, buttons, or menus needed to complete tasks
- sorting tasks into 'safe' vs 'unsafe' use of technology
- roleplay scenarios to practise safe online communication or responsible digital behaviour
- group discussions about positive and negative effects of technology scaffolded using visual prompts, simplified interfaces, signing, objects, symbolised text, or guided step-by-step demonstrations, depending on learner need.

The following activities would be suitable for use with Level 1 and 2 learners:

- creating a glossary or poster of key digital terms, apps, or websites
- completing online forms or transactions, e.g. simulated job application forms or registering for a course, to develop digital skills relevant to personal, educational, and workplace tasks
- reviewing information for accuracy
- navigating websites or apps, following instructions and troubleshooting minor issues
- roleplay scenarios with decision-making about safe or responsible technology use in social and workplace contexts
- using checklists or observation sheets for self/peer assessment of digital tasks
- practising responsible communication online (emails, messages, social platforms)
- scenarios explaining the benefits, risks, or social/ethical impacts of technology for example considering digital device recycling and its positive or negative environmental effects locally, nationally, or internationally
- presentations, leaflets, or guides on safe technology use, online safety, or digital problem-solving
- reviewing digital demonstrations or tutorials critically, e.g. "what was done well, what could be improved"
- completing multi-step online tasks under timed or realistic conditions
- planning ways to reduce risks and applying them while completing tasks
- reflection tasks considering social, ethical, and legal aspects of technology use, e.g. how sharing information online could affect themselves or others
- using Hwb or Learn My Way platforms to practise practical digital skills, such as completing online forms, searching for information, or using communication tools.

Sources of evidence

This unit is centre assessed and externally quality assured by WJEC. Assessment must be accessible, using clear language and reflecting the learner's level. Learners should demonstrate knowledge and skills through realistic activities such as roleplay, case studies, or projects. Whilst evidence may be verbal, written, practical or visual, extended written work is not required unless appropriate. Each unit must be assessed independently, even if tasks cover multiple criteria. Assessor judgements should focus on the meeting of standards, not on spelling or presentation unless specifically assessed. Full assessment guidance is available in the qualification specification.

Possible sources of evidence may include:

- completed matching worksheets or card sorts linking devices, apps, or digital tasks to their uses
- photographs or video clips of learners using digital tools or completing online tasks
- teacher observation sheets or checklists noting performance and independence
- peer feedback forms on responsible or safe use of technology
- completed online safety quizzes or scenario-based worksheets
- audio/video recordings of learners demonstrating communication via email, messaging, or video calls
- group posters, leaflets, or digital slides showing safe online practices, online risks, or step-by-step task guides
- completed online forms or transactions (printed or screenshots) showing correct use of digital tools
- Q&A/discussion notes about benefits, risks, or responsible technology use
- teacher observation notes during practical sessions or roleplay activities
- audio/video recordings of learners navigating websites or apps and following instructions
- learner scenario sheets outlining correct digital choices and safety considerations
- peer/teacher feedback focused on accuracy, safe behaviour, and effective use of technology
- learner reflection sheets describing challenges, problem-solving, or strategies for safe and responsible online behaviour.

Experiences

To provide a real-world context you could:

- Invite a digital technology professional or community expert to demonstrate how technology is used in everyday tasks such as online shopping, form-filling, or managing personal information. Learners could observe, make simple notes, or tick off the steps they see in the process. In pairs or groups, they could then practise using digital tools under supervision, discussing safe and responsible use, potential risks, and how to protect personal information. Learners could reflect on the experience by sharing what they learned and how they might apply these skills in their own everyday life.
- Arrange a visit to a local business, community organisation, or library to see how technology is applied in real-world settings. Learners could prepare questions in advance about digital tools, online safety, and practical uses of technology in personal or workplace tasks. During the visit, they could identify different technologies in use, discuss their purpose, and consider safe and responsible ways to use them. Learners could then record new skills or knowledge gained and link them to everyday digital tasks or future opportunities.

- Organise practical scenario-based activities where learners use digital tools to complete everyday tasks, for example, filling in online forms, managing an online shopping transaction, or sending emails and messages responsibly. They could practise identifying potential risks (e.g. scams, sharing personal information) and applying strategies to stay safe online. After each scenario, learners could discuss what went well, what challenges they encountered, and how they applied safe, responsible, and effective use of technology.

Resources and organisations

Resources required for delivery

Centres may need access to digital devices such as desktop computers, laptops or tablets to enable learners to navigate websites, applications and digital platforms. These resources support practical engagement with digital systems, allowing learners to explore how science and technology are applied in everyday contexts

Resources available to support delivery

ICO (Information Commissioner's Office)	Provides bilingual resources tailored to the Curriculum for Wales. Provides information, lesson plans and worksheets on a range of topics, including the following: • Smart products ICO • apps-consumer-guide.pdf • Microtargeting ICO • Cookies ICO • Cloud computing ICO • Wi-Fi security ICO • Deleting your data from computers, laptops and other devices ICO To find out more, go to: Wales - secondary ICO
Hwb	Wales's national digital learning platform includes a rich "Keeping Safe Online" section with up-to-date guidance, lesson plans, and resources tailored for Welsh schools. Includes the Online Safety Resource for Wales and Welsh media literacy tools. To find out more, go to: Hwb https://hwb.gov.wales/keeping-safe-online
Learn My Way (Good Things Foundation)	A free platform that is available in Welsh and English. Covers topics such as online basics, online shopping, filling in forms and online health services. To find out more, go to: https://www.learnmyway.com/ https://www.goodthingsfoundation.org/contact
Digital Communities Wales	A free, Welsh Government-backed, programme that supports digital inclusion and confidence. To find out more, go to: https://www.digitalcommunities.gov.wales
Bank of England	A selection of free educational resources focused on money management. To find out more, go to: https://www.bankofengland.co.uk/education/education-resources

Resources required for assessment

Assessment of this unit should not require any additional resources to those required for delivery.

References to third-party materials and links to external websites in this document are provided for convenience and informational purposes only.

We select and review these resources at the time of publication to support teaching and learning; however, their inclusion does not imply endorsement or guarantee of the organisations, content or opinions expressed.

We do not produce, maintain or control the external materials, and therefore cannot ensure their ongoing accuracy, availability or suitability, as content may change without notice.

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