

## Unit 1: ICT skills for business

**Candidate Name:** Candidate KG

| Assessment Objective   | Pass   | Merit  | Distinction  |
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| <b>Guidance for AO1</b>  | It is expected that activities for Assessment Objective 1 will be carried out throughout the development and production of other evidence. Candidates should set up a suitable directory structure for storing the files they create during this unit. For example, they might set up one main directory for each assessment objective. Some of these may be split into subdirectories, for example, Assessment Objective 4 could contain different directories for word processing or DTP work. Evidence for Assessment Objective 1 will consist largely of screenshots to show structures and techniques used. Where general skills such as moving and renaming files and directories are required it is sufficient for candidates to provide evidence of each skill <b>once</b> only, provided both files and directories are covered overall. Whilst it is expected that backing up will occur regularly it is sufficient for candidates to provide one screenshot as evidence. Shortcuts may be added to either the desktop or within folders. Signed witness statements may be used as additional evidence.  |  |  |
| <b>AO1</b><br><b>Demonstrate good working practices with files, directories/ folders and sub-directories/ subfolders</b> | Candidates will set up at least two directories.<br>They will save some files in appropriate locations using appropriate filenames.<br>They will demonstrate the ability to password protect files.<br>They will locate and open existing files that they have saved in their directories.<br>They will backup files onto a removable medium.<br>They will create shortcuts to at least one directory and one file.  | Candidates will create an appropriate directory structure with at least two main directories, each containing at least two subdirectories using appropriate names.<br>They will save most files in appropriate locations using appropriate filenames.<br>They will demonstrate the ability to password protect files.<br>They will locate and open existing files from a range of sources.<br>They will provide evidence of at least one instance of deleting, copying and moving files and directories.<br>They will backup and restore files from a removable medium.<br>They will create shortcuts to at least one program, directory and file. | Candidates will create an appropriate directory structure with at least two main directories, each containing at least two subdirectories using appropriate names.<br>They will save all files in appropriate locations using appropriate filenames and will provide evidence of at least one instance of deleting, copying, moving and renaming files and directories.<br>They will demonstrate the ability to password protect files.<br>They will locate and open existing files, using search facilities of operating systems software where necessary.<br>They will backup and restore files from a removable medium.<br>They will create, edit and delete shortcuts to at least one program, directory and file. |
| <b>AO1 NOTES</b><br><br><b><i>DISTN</i></b>  | Extensive screenshot evidence is provided for this AO, much of which could be reduced and some of which could have been replaced by tutor witness statement. Whilst the table format encourages candidates to annotate their screenshots it has the unfortunate effect of encouraging over-cropping and/or resizing so that important parts are either missing or cannot be read clearly.<br><br>The candidate has a main folder containing 10 sub-folders, at least one of which contains two sub-folders. It is a pity that over-cropping the screenshots to fit them into the table has removed the evidence of the location of these folders. A single screenshot of folder view would have provided better evidence. Further screenshots show a range of folders containing suitably named files, then files being opened from the candidate's user area and from other network drives (although this would not normally be considered necessary – a tutor witness statement might be appropriate here). The operating system search facility is shown in use. A file is shown being copied onto a pen drive as a backup and later this is retrieved. More importantly, the pen drive has a folder called 'Unit 1', which may contain some of the candidate's own files. There is evidence of deleting, copying, moving and renaming files and folders. Shortcuts to a folder, a file and a program have been created, renamed and deleted. A spreadsheet file has been password protected.<br><br>All Distinction criteria have been attempted, although editing a shortcut should involve more than simply renaming it. Evidence that the candidate has stored <b>all</b> files in appropriate locations using appropriate filenames could have been confirmed by a tutor witness statement. However, the work clearly evidences a candidate understanding and using good working practices and a <b>DISTINCTION</b> is the best fit grade. |  |  |

| Assessment Objective  | Pass  | Merit  | Distinction  |
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| <b>Guidance for AO2</b>   | Assessment Objective 2 requires evidence of the use of the World Wide Web (WWW) to find specific information. Candidates must reference the websites they use as sources of information, for higher grades they must also consider the validity of the information found. It is expected that candidates will make extensive use of email and the WWW, however, one piece of evidence is required for each requirement. Screenshots showing criteria entered into search engines, with evidence of some of the pages found, provide good evidence of searching the WWW. It is anticipated that evidence of the use of text and graphics from the WWW will be found in candidates' work for other assessment objectives, such as Assessment Objective 3 and Assessment Objective 4. This would also be the most appropriate place for a short comment about copyright issues. Printouts of emails received and sent (annotated to demonstrate understanding of key features eg cc, bcc and priority levels) can provide some evidence but screenshots will be required to show features such as attachments and the use of an address book eg adding a contact. Candidates must summarise the risks of receiving and opening email attachments and for distinction must suggest actions that could be taken to reduce these risks. |  |  |
| <b>AO2</b><br><b>Using appropriate software, select and use tools and facilities to download files/information and to send and receive email messages</b> | <p>Candidates will use search engines to find information on the Internet, although they may not use the most efficient criteria.</p> <p>They will provide their source(s) website addresses.</p> <p>They will send, receive, reply and forward email, including at least one message with a document attached. There should be some text and a header, although the quality of these may be poor.</p> <p>They will open an attachment sent to them via email and will save it to their work area.</p> <p>They will send messages to multiple recipients.</p> <p>Candidates will make a brief comment about the risks of opening email attachments.</p>   | <p>Candidates will locate suitable elements from local media and the World Wide Web, using effective search criteria e.g. keywords.</p> <p>They will provide their source(s) website addresses and will comment on the trustworthiness of the source.</p> <p>They will use bookmarks/favourites to store useful links.</p> <p>They will understand the implications of copyright.</p> <p>They will copy and paste text and graphics from the World Wide Web in compliance with current copyright legislation.</p> <p>They will send, receive, reply and forward email, including messages with multiple documents attached.</p> <p>They will use appropriate subjects and message text.</p> <p>They will send messages to multiple recipients and demonstrate an understanding of the use of cc.</p> <p>They will set messages as high or low importance.</p> <p>Candidates will summarise the risks of receiving and opening email attachments.</p> | <p>Candidates will locate suitable elements from local media and the World Wide Web, making effective use of advanced search criteria e.g. quotes, Boolean operators.</p> <p>They will comment on the validity of their source(s): provide name of their source(s) website addresses, note trustworthiness of source(s) and date of information.</p> <p>They will use bookmarks/favourites to store useful links and will organise these into folders.</p> <p>They will understand the implications of copyright.</p> <p>They will download graphic and text files in compliance with current copyright legislation.</p> <p>They will acknowledge all sources used.</p> <p>They will send, receive, reply and forward email, including messages with multiple documents attached.</p> <p>They will send messages to multiple recipients using cc and bcc appropriately, considering privacy issues.</p> <p>They will store, retrieve and use email addresses and details of personal contacts.</p> <p>They will make effective use of features of email software, including creating and using an email signature.</p> <p>They will consistently use appropriate subjects and message text.</p> <p>Candidates will summarise the risks of receiving and opening email attachments and suggest actions that could be taken to reduce these risks.</p> |

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| <b>AO2 NOTES</b><br><b>WORKING TOWARDS MERIT</b>                                 | <p>The candidate provides evidence of using search engines, although the search criteria are not good. There is an attempt to use quotes but these are used incorrectly. However, a later search shows a better understanding of the use of keywords and quotes and there is a reasonable use of the Advanced Search feature. It should be noted that although the teaching of a range of search engines is good practice there is no need for candidates to evidence the use of more than one in their portfolio work. A list of websites used, including dates and the information obtained, is provided. There is an attempt to consider the reliability of these websites, based on the size of the company and the date, but this is very limited. A simple search is also evidenced from a CD ROM (local medium)</p> <p>Because of network restrictions the Centre has allowed candidates to save to favourites on a teacher logon, with each candidate saving their favourites in a folder of their own name. The commentary suggests that the folders were created by the teacher. Whilst this shows the ability to use folders, without showing that the candidate has saved their own favourites within appropriate folders under their name, the Distinction requirement is not met.</p> <p>The candidate shows some understanding of copyright, although it is unfortunate that on two occasions the term 'copyright' is used where 'copyright free' was perhaps intended. There is a further attempt to consider the trustworthiness of sites, but again this goes no further than considering whether or not the company is well known. Acknowledgement of sources is found in the documents produced for AO4.</p> <p>The candidate provides evidence of receiving an email and saving an attachment. That this file has been opened is evidenced in the work for AO5. The candidate has then replied to this message, sending two attached files. This has also been forwarded to two other students, using cc. No understanding of the role of cc is demonstrated. The candidate has saved names and email addresses in an address book and has created a signature consisting of her name. Evidence following shows both of these being used. A further mail, marked High Priority, has been sent using cc and bcc, which eventually summarises some of the risks of opening email attachments and gives some advice about avoiding them.</p> <p>There is no evidence of the use of subject lines in any of the emails sent by the candidate. The cropped screenshots do not make the different emails easy to understand – straightforward printouts from the sent box would be much easier for the candidate and would provide better evidence of the actual emails sent. However, the evidence provided suggests that the candidate is not making use of the subject line, in fact in the last screenshot it appears that she has entered an email address here, with annotation suggesting she thinks that this will be sent to a third person. All requirements of Pass are therefore not met, although if evidence of emails with subject lines had been provided a Merit grade would have been the best fit – although trustworthiness and copyright are not well explained and understanding of cc is not shown, there is some evidence towards all Merit requirements, also some Distinction.</p> |  |   |
| <b>Guidance for AO3</b>  | <p>The presentation produced for Assessment Objective 3 should be appropriate for use in a business context, to illustrate a talk. As for Assessment Objective 2 evidence will largely comprise printouts of the presentation but there should also be some screenshots to demonstrate features used that cannot be seen from printouts, eg setting slide transitions and animations, spellchecking. Assessor witness statements will be required as evidence of the appropriateness and effectiveness of the overall presentation. This may be best demonstrated by candidates giving a talk illustrated by their presentation. However, if this is done the centre must assess only the presentation and not the effectiveness of the spoken delivery.</p>  |  |   |
| <b>AO3</b><br><b>Produce a business presentation using presentation software</b> | <p>Candidates will produce a business presentation of at least three slides using text and graphics.</p> <p>There may not be a consistent style to the pages.</p> <p>There will be some evidence that the candidate has checked for errors and the presentation will be largely fit for the purpose.</p>  | <p>Candidates will produce a business presentation of at least four slides using appropriate text and graphics.</p> <p>The presentation will have a consistent style.</p> <p>Slide transitions will have been set, but these may not always be the most effective.</p> <p>The presentation will be checked and free from obvious errors.</p> <p>The candidate will print out the presentation in handout form.</p> | <p>Candidates will produce a business presentation of at least five slides using appropriate text and graphics.</p> <p>The presentation will have consistent style.</p> <p>Slide transitions and animation will have been set and the presentation will have been checked to ensure it is appropriate to the purpose and audience.</p> <p>Speaker notes will be added where appropriate.</p> <p>The final presentation will be of near professional quality.</p> <p>The candidate will print out the presentation in handout form, and showing the notes pages.</p> |
| <b>AO3 NOTES</b><br><b>DISTN</b>   | <p>A five-slide presentation has been created. It shows a consistent style and has been printed out in handout form and with appropriate speaker notes. Evidence of spell check and animation is provided. A teacher witness statement confirms that the presentation was fit for purpose with suitable slide transitions and animation. A <b>DISTINCTION</b> can be awarded.</p>   |  |   |

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| <b>Guidance for AO4</b>  | <p>Evidence for Assessment Objective 4 will consist largely of final versions of the documents produced. However, some screenshots demonstrating the use of particular features that cannot be clearly seen should also be provided. For example, it is not clear from a printout of a document whether items are in a header or merely at the top of a page. If templates or master pages are produced these should be documented. Where elements have been obtained from external sources such as digital cameras, scanners, the WWW etc there should be evidence to show this. It is not necessary to produce a commentary detailing every step taken in the production of the documents. The minimum number of documents is given in the grading grid but candidates may need to produce more than the minimum in order to demonstrate a wider range of features. There is no benefit to candidates of creating many documents repeating the use of the same features.</p> <p>Documents should be created using word processing or DTP software only. As a minimum, it is expected that documents are fit for the intended audience and purpose, although some errors can be present. A screenshot showing the use of spellchecker and grammar check should be included.</p> |   |   |
| <b>AO4</b><br><br><b>Select and use tools and facilities in word processing or DTP software to produce a variety of business documents</b> | <p>Candidates will create straightforward business documents.</p> <p>These will include a letter and at least two other documents such as a business card, flyer, newsletter, invoice, memo, agenda, report or minutes. These may have been produced using standard templates.</p> <p>At least one document will include graphics using more than one source, e.g. clip art, the World Wide Web, scanner, digital camera, drawing package, spreadsheet or database.</p> <p>The documents will have been checked using a spelling checker but some errors may remain.</p> <p>Some formatting features, e.g. font style and size and paragraph justification will have been used.</p>  | <p>Candidates will create at least four types of business document, including a letter and a document of more than one page including tables, graphs and charts created in other software.</p> <p>They will include graphics from a range of sources.</p> <p>They will use spelling and grammar checks and will edit the documents to improve and correct them so that few errors remain.</p> <p>Text, tables and graphic images from a range of sources will be integrated into at least one document and these will be positioned and formatted appropriately.</p> <p>There will be some consistency to the layout of the documents, although there may be some exceptions.</p> <p>Although documents may be based on standard templates there will be evidence of the use of a range of software tools and facilities and these will have been used appropriately.</p> | <p>Candidates will create at least four types of business document, including a mailmerged letter and a document of several pages including tables, graphs and charts created in other software.</p> <p>They will include graphics from a wide range of sources.</p> <p>Documents will display a consistent housestyle designed by the candidate and an extensive range of software tools and facilities will have been used.</p> <p>They will insert fields, including date and document information.</p> <p>All documents produced will have been thoroughly checked using spelling and grammar checkers, and proof read, so that they are virtually error-free, and of a near professional standard.</p> |
| <b>AO4 NOTES</b><br><br><b><i>DISTN</i></b>  | <p>The candidate has created a mailmerged letter, a memo and a flyer. It appears that the date may have been inserted using a field, although this is not entirely clear. Evidence of spell checking is useful. A consistent house style has been designed and adhered to, although the monochrome copies do not show this in full. Where monochrome printing is necessary, access to electronic versions of these documents is helpful. A four-page newsletter containing charts from a spreadsheet has also been created but there is no use of tables. Page numbers have been inserted as fields.</p> <p>Although the date on the letter should have been written in full and a line down, the documents are on the whole good quality, consistent and of a near professional standard for this level. Evidence for inserting the date as a field is not clear and there is no use of tables. However, there is just enough evidence of Distinction criteria to award this grade.</p>   |   |   |

| Assessment Objective   | Pass  | Merit   | Distinction   |
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| Guidance for AO5   | Evidence of work with spreadsheets for Assessment Objective 5 will mainly comprise printouts from the spreadsheet. Formatting and editing should be evidenced by draft and final versions. Changed data should be evidenced by successive printouts. It is expected that the spreadsheet created will be very simple, for example calculating the profit made on a range of items sold. Distinction candidates might calculate totals and averages for different weeks. Unit 6: Spreadsheets – design and use, allows candidates to explore the use of spreadsheets further.  |   |   |
| AO5<br>Create and use a simple business spreadsheet  | Candidates will create a very simple business spreadsheet using a limited number of calculations.<br>The functions/formulas may not be efficient, but will work.<br>There will be sufficient row/column headings to make the spreadsheet reasonably easy to understand.<br>There may be little evidence of formatting.<br>There will be evidence that some of the data has been changed to obtain different results.<br>Candidates will print out their spreadsheet although the format of these printouts might not be suitable.   | Candidates will create an effective business spreadsheet displaying accurate figures.<br>It will contain a title and appropriate row/column headings.<br>Several different formulas and at least one function will have been used.<br>There will be some evidence of a range of formatting.<br>Candidates will edit the spreadsheet by inserting/deleting rows.<br>Formula printouts will be included.<br>There will be evidence that some of the data has been changed to obtain different results.<br>Candidates will preview and print out their spreadsheet using appropriate page orientation and number of pages. | Candidates will create an effective business spreadsheet displaying accurate figures.<br>Formulas will be used efficiently and will include the appropriate use of more than one function.<br>The spreadsheet will be formatted effectively using a range of format options.<br>Formula printout(s) will be included.<br>Candidates will edit the spreadsheet by inserting/deleting rows.<br>There will be evidence that some of the data has been changed to obtain different results.<br>Candidates will preview and print out their spreadsheet using appropriate page orientation and number of pages.<br>They will use appropriate headers and footers and will set other print layout features appropriately. |
| AO5 NOTES<br><b><i>DISTN</i></b>   | The spreadsheet is well organised and clearly formatted using shading, cell borders, currency and alignment. Data has been changed and the effect noted, also a row has been deleted and one has been added, according to the instructions on the Downloadable Tunes assignment. The formatting can be seen from the completed sheet. A formula printout shows the use of *, +, SUM, with AVERAGE added later. All printouts fit well onto the chosen landscape page and headers, footers are used. Additionally options have been chosen to show row and column headings. All <b>DISTINCTION</b> requirements are met.   |   |   |
| Guidance for AO6   | Assessment Objective 6 requires candidates to use a realistic business database. Candidates <b>must not</b> use search engines to evidence this assessment objective. There is no requirement in this unit to set up a database. Candidates wishing to study databases in more detail might wish to study Unit 7: Databases – design and use. Centres should provide candidates with a database, for example client records. This should contain sufficient records to make searching and sorting realistic and worthwhile tasks. Candidates should provide printed evidence of the design and results of queries and the reports carried out for specified purposes. The purposes may be specified by the candidates or by the centre in the form of a series of tasks. Searches using more than one criterion may use Boolean operators (AND and/or OR) or may achieve these effects using options in the software. |   |   |
| AO6<br>Select and use tools and facilities in database software to enter, sort and search for information for business purposes using a realistic business database provided by the centre | Candidates will enter, edit and delete data in a database.<br>They will create and use at least one simple query i.e. using a single search criterion.  | Candidates will enter, edit and delete data in a database.<br>They will create and use at least one simple query ie using a single search criterion, sorting on at least one field.<br>They will create and use a report to print out selected data for a specific need.  | Candidates will enter, edit and delete data in a database and will use the data to meet a wide range of business purposes.<br>They will create and use at least two queries, including more than one criterion, sorting on at least one field.<br>They will create and use at least two reports to print out selected data in different formats e.g. address labels, table format, list.  |
| AO6 NOTES<br><b><i>DISTN</i></b>   | Evidence of adding, deleting and editing the records required in the assignment are provided. It should be noted that a single printout of the original table, followed by a printout of the final table, would have adequately provided the same evidence. Two queries are created, one with a single search criterion and one with multiple criteria, sorted. These results are shown in reports, showing 3 different formats. All the requirements for a <b>DISTINCTION</b> are met.   |   |   |

**Overall:**

| <b>Assessment Objective</b> | <b>1</b>           | <b>2</b>                         | <b>3</b>           | <b>4</b>           | <b>5</b>           | <b>6</b>           |
|-----------------------------|--------------------|----------------------------------|--------------------|--------------------|--------------------|--------------------|
| <b>Grade awarded</b>        | <b>Distinction</b> | <b>Working<br/>towards Merit</b> | <b>Distinction</b> | <b>Distinction</b> | <b>Distinction</b> | <b>Distinction</b> |

With the exception of the email task, this is an extremely thorough portfolio, showing a candidate working at a high level. All the items produced – documents, spreadsheet, presentation and database reports – are of a high quality. Generally all requirements are evidenced well, although there is some unnecessary repetition and the volume of the portfolio could be reduced.

The candidate has failed to show the use of a header on emails and as such has not yet met the requirements. It is important for centres to pay attention to details such as these when marking work. It would not be difficult to show this candidate the importance of email subject lines and allow her to provide the additional evidence required to gain a Merit for AO2. The overall unit grade would then be a Distinction.

It is important to understand, however, that without this additional evidence this portfolio cannot be awarded a grade and so should not be submitted for moderation.

October 2008