

# Support Materials

## Level 1 CLAiT for use with ITQ (QCF) Levels 1-3 in IT User Skills

Assessment Marking Handbook

# Contents

---

<b>1</b>	<b>Introduction</b>	<b>3</b>
<b>2</b>	<b>Assessment and moderation</b>	<b>4</b>
2.1	OCR-Set Level 1 CLAiT Live Assignments for use with ITQ	4
2.2	Currency of Assessment Materials	4
2.3	Assessment Information	5
2.4	Repeat Attempts/Re-sits	6
2.5	Security Issues	6
2.6	Evidence Requirements	7
2.7	Centre Assessment	8
2.8	Internal standardisation	9
2.9	External moderation	9
<b>3</b>	<b>Certification</b>	<b>10</b>
<b>4</b>	<b>Unit Content and Assessment Guidance</b>	<b>11</b>
4.1	General Marking Criteria	11
4.2	Critical Errors	13
4.3	Accuracy Errors	14
4.4	Errors in Completing Assessment Objectives	14
4.5	Errors in Keying Data (Data Entry Errors)	15
4.6	Examples of Data Entry Errors	16
4.7	Unit format	17
<b>5</b>	<b>Administration Arrangements</b>	<b>99</b>
<b>6</b>	<b>Supporting Documentation</b>	<b>99</b>
6.1	OCR Sample Assessment Material	99
6.2	Internal Standardisation Form	99
<b>7</b>	<b>Further Support and Information</b>	<b>103</b>

# 1 Introduction

The CLAiT 2006 qualifications, entry codes 05538, 05539, 05540, closed for entry on 31 August 2010 and for certification on 31 August 2011.

Centres can continue to use Level 1 CLAiT paper-based assignments to produce evidence for **ITQ Levels 1-3 in IT User Skills** (entry codes 03991, 03992, 03993, 03994, 03995, 03996, 03997, 03998, 03999, 13995, 13996, 13999).

OCR's Level 1 CLAiT units have been fully mapped against the ITQ units. The paper-based assignments can be used by centres as an assessment method for candidates to achieve specific units in the ITQ 2009 qualifications. OCR-set CLAiT assignments for use with ITQ are free to download from the OCR Interchange site. Whilst the assignment tasks remain the same, the front cover and this marking guide have been updated to support the use of evidence for ITQ.

## 2 Assessment and moderation

### 2.1 OCR-Set Level 1 CLAiT Live Assignments for use with ITQ

---

Level 1 CLAiT Live material is referenced by the unit number, academic year of introduction and set code. For example, the assignment for Level 1 CLAiT Unit 1 published in 2005/06 set A is referenced 1/05/A, and the assignment for Unit 3 published in 2006/07 will be referenced 3/06.

Centres are not permitted to amend live assignments.

OCR Level 1 CLAiT sample assignments (referenced 1/SAMPLE/A, 4/SAMPLE/B, etc) stored on the OCR website cannot be accepted by OCR as candidates' final assessment for the ITQ qualifications.

All live assignments and associated data files for use with the assignments are available to download from [OCR Interchange](#), by clicking 'CLAiT & ITQ' under 'By qualification'.

### 2.2 Currency of Assessment Materials

---

The following Level 1 CLAiT assignments will remain as live materials for the accreditation period of the ITQ (QCF) Levels 1-3 in IT User Skills qualifications (entry codes 03991, 03992, 03993, 03994, 03995, 03996, 03997, 03998, 03999, 13995, 13996, 13999):

- 2005-2006 Set A
- 2005-2006 Set B
- 2006-2007
- 2007-2008
- 2008-2009
- 2009-2010

A secure place must be available for the storing of live assessment material in advance of the assessments. After the assessments have taken place, a secure place must be available to store candidate work before it is submitted to the OCR ITQ Examiner-moderator.

## 2.3 Assessment Information

---

Before arranging an assessment, tutors should read this Assessment Marking Handbook carefully and any relevant Notes for Tutors in the live assignment booklet.

The OCR-set assignments for all units have a notional assessment duration of 2½ hours each. The 2½ hour assessment can be split over shorter, consecutive sessions if required. Centres must ensure all assessment material and work in progress is kept secure in the intervening period. Candidate work must be locked in a secure place. **No teaching sessions or tutorials can be held between assessment sessions.**

Centres must be able to provide accommodation for the assessment. The assignments must be completed under supervised conditions in a quiet, business-like atmosphere. It is acceptable to carry out the assessment during normal timetabled sessions or (for work-based assessment) during the working day.

Candidates may use English and mother-tongue dictionaries, spellcheckers (UK English), centre-prepared manuals, candidates' own notes or manufacturers' manuals during the assessment. Such manuals/notes are permitted only to cover the generic operation of the software and hardware to be used and must not refer to the assessment objectives or assignment, or assist the candidate unfairly with the interpretation or completion of instructions.

Candidates will need individual access to a computer for the duration of the assignment, and access to a shared printer as a minimum requirement.

Centres should ensure that the assignments are worked in advance of assessment, by the tutor or centre assessor, using the chosen software and hardware to be used by candidates.

Centres are responsible for ensuring that the hardware and software to be used for the assessment is in full working order and is sufficient to enable the candidate to meet all assessment objectives as specified in the assignment and in the unit content and assessment guidance. OCR does not recommend specific software for any units. OCR will not make allowances for software which does not permit candidates to complete the objectives as specified. Errors as a result of faulty or inappropriate hardware or software will not be taken into consideration by OCR. Centres must ensure that hardware and software is set to UK English spelling and UK date format i.e. day, month, and year.

In the event of a system failure, power cut or damage to equipment (including loss of Internet or network connection and/or system crash), candidates may be allowed a fresh attempt at the same assignment. This allowance does not cover any impediment caused by incorrectly set-up or configured software/hardware or any failure on the candidates' part to cope with standard system behaviour for which they have not been prepared.

Candidates cannot ask for, nor be given, any assistance during the assessment, except in the case of a system failure as detailed above. Once candidates start the assignment, **no further tuition may be given.**

Invigilators will need to observe and confirm certain assessment objectives such as 'save document' and 'close document'. This may be done either during the assessment, or following the assessment where appropriate. Invigilators must note on the candidates' submitted printouts any centre-observed objectives which have not been met.

At the end of the assessment, candidates should present the invigilator with the printouts they wish to submit. Where candidates have produced additional, unrequested printouts, they should either be destroyed, or crossed through to indicate they are not to be assessed. Centres should be aware that OCR will not make allowances for errors introduced by additional printouts and candidates may be disadvantaged if it is not clear which printouts are to be moderated.

All units are assessed and marked by the centre and externally moderated by the OCR-appointed ITQ Examiner-moderator.

## 2.4 Repeat Attempts/Re-sits

---

Candidates are only permitted one attempt at each live assignment. In the event that a candidate is unsuccessful in an assignment for a particular unit, they may re-sit that unit using a **different assignment** eg unsuccessful attempt at 2005-2006 Set A Unit 1, candidates can attempt 2006-2007 Unit 1.

Under no circumstances should any of the centre assessed units be submitted to OCR unless the centre assessor is satisfied that all the necessary criteria for an award of the unit have been met by the candidate.

Centres should submit only the assignment representing the candidate's best performance.

When candidates will be re-sitting the assessment:

- they may be shown (but must not retain) their marked first attempts, and may have their errors pointed out to them
- feedback and further tuition may be given on the objectives that have not been achieved
- once the candidate has started their re-sit assignment, **no further tuition can be given.**

## 2.5 Security Issues

---

A suitably competent invigilator must be present throughout to supervise the assessment. This would normally be the tutor or centre assessor. If the invigilator is not the centre assessor, they must be given guidelines as to which aspects of the candidates' work need to be observed.

Candidates must not communicate with each other in any way during the assessment.

Candidates cannot ask for, nor be given, any assistance during the assessment, except in the case of a system failure. In the event that the software behaves differently from expectations (eg due to default settings having changed) then candidates should complete the assignment and be given a re-sit if necessary. It is not permitted for the invigilator/tutor to assist in these circumstances.

All live assignments are confidential. They should be issued only at the time of assessment and must be collected at the end of the assessment. Files for live assignments are confidential. Candidates must not have access to files for live assessments until the time of assessment. At the time of assessment, candidates must only have access to the file(s) for the relevant unit. Local assessors presenting themselves as candidates should also not have access to the assignments or files before they take the assessment.

All work stored on the network, CD etc must be kept secure. Centres are advised to consider setting up password controlled access to network areas for assessment purposes.

All draft work and printouts produced during the assessment must be collected and destroyed.

Centres must ensure that candidates do not have the opportunity to retrieve the printouts of another candidate. Most of the assignments require the candidate to print their name, centre number and date on their work to assist in correctly identifying printouts.

Completed assignments must be kept securely by the centre prior to submission to the OCR ITQ Examiner-moderator. In no circumstances should the completed work be left in the custody of the candidates.

## 2.6 Evidence Requirements

---

All assignments are referenced to the assessment objectives in each unit. These references appear alongside the instruction where the candidate has the opportunity to demonstrate the objective. Marking of Level 1 CLAiT assignments involves checking that the assessment objectives have been met correctly, according to the assignment specifications, and of the marking guidance for each unit given later in this handbook.

Unless an assessment objective can be assessed only by observation by the centre assessor (e.g. close document, save document), all evidence must be clearly displayed on the printouts. Where printed evidence is expected, no other form of evidence such as tutor witness statements or annotations on the candidates' prints will be accepted. Allowance will not be made for technical problems causing output to deviate from expectations.

Each assignment contains sufficient print instructions to provide all of the necessary evidence.

Failure to produce a required printout will result in errors against each of the objectives for which that printout provides evidence.

Candidates are required to complete the assignments with no critical errors and no more than 4 accuracy errors. Critical errors and accuracy errors are specified in the marking criteria for each unit.

Centres should only submit the one attempt that is to be certificated, claiming the relevant ITQ unit number – see Section 3. Centres should submit the candidates' prints presented in the correct sequence accompanied by the ITQ Candidate Submission Cover Sheet for each candidate. Prints should not be enclosed in plastic wallets.

## 2.7 Centre Assessment

---

The centre assessor is responsible for marking Level 1 CLAiT candidates' work in the centre, and is normally the course tutor. Large centres are likely to have more than one centre assessor, in which case they should take steps to ensure that the standard of assessment is consistent (see below).

Centres are responsible for identifying staff that are able to act as centre assessors. OCR makes no specification regarding the background and experience of centre assessors other than that they must mark the candidates' work in accordance with the Level 1 CLAiT marking criteria, the assignments and the assessment guidance. Marking of a poor standard may result in certification claims being withdrawn.

In advance of the assessment, the centre assessor(s) must work through the Level 1 CLAiT live assignments to be used and generate a correct worked copy for marking purposes. This serves a number of purposes:

- to ensure the hardware/software to be used will enable candidates to achieve all of the assessment objectives
- to ensure that all the terminology used in the assignments has been covered in tuition
- to produce a correct worked copy from which the centre assessor will mark candidates' work
- to provide the OCR ITQ Examiner-moderator with an example of the expected system output.

OCR does not supply correct worked copies due to the discrepancies in output that can occur on different systems. OCR does not offer the service of checking or approving worked copies.

The assessor's worked copy must be submitted to the OCR ITQ Examiner-moderator with the candidates' work. A separate worked copy must be provided for each centre assessor who has marked work in the batch, unless an Internal Standardisation Form is included – see Section 6.2. Failure to submit worked copies places candidates at a disadvantage in the moderation process; as such copies can often assist the moderator in explaining unusual assessment output. The worked copies only need to be submitted once. A worked copy needs to be provided, to your allocated ITQ Examiner-moderator, each time a different unit assignment is submitted, preferably in electronic format.

The centre assessor must indicate all errors on the printouts. All candidate printouts, including those where there are no errors, must show evidence of the centre assessor's marking. If there are no errors on a printout, then a tick and/or a comment such as "no errors" will suffice.

Please see Section 2.9 about marking evidence for electronic submissions.

**Failure to identify errors or to provide evidence of marking may result in certification claims being withdrawn.**

Centre assessors are advised not to discuss estimated results with candidates until results are confirmed by OCR.



## 2.8 Internal standardisation

---

Internal standardisation in centres is an essential part of this process and OCR expects centres who have more than one centre assessor to put in place systems which ensure that they are marking to the same standard. The design of such systems is up to the centre, but may include double marking; appointing an internal co-ordinator; regular meetings or cascaded training; and recording and sharing assessment decisions and rulings received from OCR.

In addition, OCR provides an Internal Standardisation Form which, if completed correctly, permits the centre to submit a single worked copy for each assignment instead of one set per centre assessor – see Section 6.2. To enable this timesaving option, centres must confirm on the form that all candidates in the batch have been assessed using similar software/hardware set-ups, and that all centre assessors have used the single worked copy for marking purposes.

## 2.9 External moderation

---

The OCR ITQ Examiner-moderator will moderate the centre assessor's marking for Level 1 CLAiT work submitted as evidence for ITQ.

OCR Examiner-moderators are not empowered to enter into direct contact with centres. Under no circumstances must centres attempt to contact their Examiner-moderator in any way other than through posting or emailing candidate work to the address provided to them by OCR.

Candidate evidence can be submitted electronically via your allocated ITQ Examiner-moderator OCR mailbox. Please see Section 6 of the ITQ Centre Handbook for guidance (entry codes 03991, 03992, 03993, 03994, 03995, 03996, 03997, 03998, 03999, 13995, 13996, 13999).

Please refer to the ITQ Centre Handbook for entering and submitting for ITQ certification and full details of external moderation.

# 3 Certification

OCR's Level 1 CLAiT assignments can be used to produce evidence and claim for the specific ITQ units detailed below:

Level 1 CLAiT unit number and title	Claim ITQ Level 1 unit number and title	ITQ unit accreditation number
1 File Management and e-Document Production	77 Word processing software	L/502/4627
2 Creating Spreadsheets and Graphs	69 Spreadsheet software	L/502/4624
3 Database Manipulation	18 Database software	H/502/4553
4 e-Publication Creation	30 Desktop publishing software	Y/502/4565
5 Create an e-Presentation	58 Presentation software	K/502/4621
6 e-Image Creation	36 Imaging software	J/502/4612
7 Web Page Creation	80 Website software	L/502/4630
8 * Online Communication	33 Using email 39 Using the Internet	J/502/4299 T/502/4296

\* Please note, full successful completion of Level 1 CLAiT Unit 8 can be used as evidence to claim ITQ unit 33 and/or unit 39. The Level 1 CLAiT Unit 8 cannot be part completed to claim only one of these units.

Candidate achievements will be recognised through the issue of an ITQ unit certificate listing the ITQ units achieved.

Please refer to the ITQ Centre Handbook for full details of entering and submitting for ITQ certification (entry codes 03991, 03992, 03993, 03994, 03995, 03996, 03997, 03998, 03999, 13995, 13996, 13999).

# 4 Unit Content and Assessment Guidance

## 4.1 General Marking Criteria

---

Refer also to the Section 'Evidence Requirements'.

*This general marking criteria below applies to all units except if stated otherwise in the unit marking criteria.*

- Candidates must complete each assignment with no **critical errors** as defined under the heading 'Critical errors' and with no more than **four** accuracy errors.
- Centres must ensure that their systems will allow English UK spelling and UK English date format (date followed by month followed by year). Incorrect spelling and/or date will be penalised.
- All evidence must be clearly displayed on the printout where applicable (eg gridlines, borders, shading, hyperlink, attachments). Lack of evidence will be penalised under the relevant assessment objective. Tutor witness statements or annotations on the print will not be accepted.
- Errors in entering the candidate's name and centre number within the assignments are not penalised.
- Unless automatic fields in headers and footers are an assessment objective, header and footer information is treated as one data item. Omission of any or all header and/or footer items is penalised as one accuracy error per assignment. Where automatic fields in headers and footers are an assessment objective, candidates may incur a maximum of 2 accuracy errors for omission of headers and footers (one for the missing automatic field and one for any/all other data missing).
- All font sizes and styles used must be clearly readable. Unreadable text will be penalised under the relevant assessment objective.
- Candidates are only penalised once for any given error, regardless of how many times that specific error appears on subsequent printouts.
- Candidates are only penalised once for repeated instances of the same error (e.g. a word being misspelled on multiple occasions).
- Data entry errors in text specified for deletion count as errors if they were uncorrected before deletion.
- Where an amendment is required by an objective (eg delete, move, edit, resize), there must be evidence of a 'before' and 'after' situation on appropriate printouts. Specified amendments must be maintained through to the final print, each amendment not maintained will be penalised under the relevant assessment objective.

- For information on how to penalise upper and lower case, refer to the marking criteria for the individual unit.
- An error in completing a centre-assessed objective should be noted on the print by the assessor.
- A printout spreading onto additional sheet(s) is not penalised except where specified (provided the additional sheet is submitted).
- Any missing printout is penalised as a critical error, (the exception is a missing screen print for unit 8 only), however, if part of a print is missing, any missing evidence will be penalised under the relevant assessment objective.
- Prints must be original; photocopies of candidates' work are not acceptable.
- Errors corrected on subsequent prints will not be accepted.
- Filenames are not case sensitive and can be inputted in any case regardless of how they are displayed in the assignment. The candidate is not penalised if the case is different or inconsistent to the assignment.
- The candidate is not penalised if file paths are displayed in addition to the filename as part of the header or footer.
- The candidate is not penalised if file extensions are displayed as part of the filename in headers or footers.
- Candidates may display their name in any format. This applies to names added as part of the filename or names inputted directly into the header or footer.
- When a request for a candidate to add their name or initials to an existing filename, use of or omission of, brackets and/or spaces in these folder names or filenames are not penalised.

## 4.2 Critical Errors

A **critical error** is one which renders the goal document unfit for its purpose, for example, an incorrect formula result in a spreadsheet, an incorrect email address, or a failed link on a web page.

In order to pass, the candidate's printed evidence must not make any critical errors. Critical errors are explicitly defined for each unit, as per the table below, and in the marking criteria for each unit.

Unit Title	Critical errors
File management and e-Document Production	<ul style="list-style-type: none"> <li>• failure to delete specified file or folder</li> <li>• failure to delete any of the specified text</li> <li>• failure to show evidence of moving any of the specified text</li> <li>• deleting the wrong file or folder (Note this ruling applies to the file management task)</li> <li>• a missing document printout</li> </ul>
Creating Spreadsheets and Graphs	<ul style="list-style-type: none"> <li>• incorrect numeric data (as a result of data entry, formulae or sort results)</li> <li>• failure to insert specified row/column</li> <li>• failure to delete data in specified row/column</li> <li>• missing data or incorrect values on graph due to incorrect data selection</li> <li>• labels and/or legend do not identify data clearly</li> <li>• failure to use formula</li> <li>• a missing printout</li> </ul>
Database Manipulation	<ul style="list-style-type: none"> <li>• failure to use existing database</li> <li>• missing field(s)</li> <li>• report based on incorrect query</li> <li>• incorrect search results (on available data)</li> <li>• a missing printout</li> </ul>
e-Publication Creation	<ul style="list-style-type: none"> <li>• specified image is missing</li> <li>• specified text file missing or incomplete or text is amended</li> <li>• a missing printout</li> </ul>
Create an e-Presentation	<ul style="list-style-type: none"> <li>• specified image is missing on any slide</li> <li>• missing slide on any print</li> <li>• a missing printout</li> </ul>
e-Image Creation	<ul style="list-style-type: none"> <li>• specified image is missing</li> <li>• missing block of text</li> <li>• print(s) not in colour as specified</li> <li>• a missing printout</li> </ul>
Web Page Creation	<ul style="list-style-type: none"> <li>• specified image is missing</li> <li>• specified text file is missing</li> <li>• missing or inoperative link</li> <li>• a missing printout</li> </ul>
Online Communication	<ul style="list-style-type: none"> <li>• missing or incorrect attachment</li> <li>• an incorrect or missing email address</li> <li>• failure to locate and print web page(s) containing required information</li> <li>• failure to save specified image from web page in specified format</li> <li>• saving the specified data in an incorrect file format</li> <li>• a missing printout</li> </ul>

Any error not appearing on this list is considered an accuracy error.

## 4.3 Accuracy Errors

---

An accuracy error is one which does not prevent the goal document or activity from being usable. Candidates are permitted to make no more than **four** accuracy errors in any given assignment. Accuracy errors may occur in two different ways:

- errors in completing any other assessment objective as instructed that are not listed as a critical error;
- errors in keying data (data entry errors).

No distinction is made between these two types of error, and both types count equally towards the overall total of four permitted accuracy errors per assignment.

## 4.4 Errors in Completing Assessment Objectives

---

An error occurs where a candidate has not achieved an assessment objective as specified and this error is not listed as a critical error.

Specific details of the criteria for each objective may be found in the marking guidance for each individual unit.

Note that candidates should not be penalised for failing to achieve an objective if this is attributable to an earlier data entry error (eg a data entry error causes a database to be sorted incorrectly).

## 4.5 Errors in Keying Data (Data Entry Errors)

---

A data entry error is an incorrect/omitted/additional character in a **data item**\* or an omitted/additional space. Only one data entry error should be counted for a **data item**\*, regardless of the number of errors in the data item.

Identical data entry errors should be penalised on the first occasion only.

**\*The 'data item' varies in scope for each unit, depending partly upon the relative importance of data accuracy in that unit. The following table defines the data item for each Unit:**

Unit Title	Data Item
File Management and e-Document Production	<ul style="list-style-type: none"><li>• a word in input text</li><li>• a file/folder name</li><li>• header and footer</li></ul>
Creating Spreadsheets and Graphs	<ul style="list-style-type: none"><li>• text in a cell in spreadsheets</li><li>• a filename</li><li>• header and footer</li><li>• a heading in a graph</li><li>• an axis title in a graph</li><li>• a legend in a graph</li></ul>
Database Manipulation	<ul style="list-style-type: none"><li>• the contents of a field within a record (each cell)</li><li>• a field heading</li><li>• a report title</li><li>• a filename</li></ul>
e-Publication Creation	<ul style="list-style-type: none"><li>• a word</li></ul>
Create an e-Presentation	<ul style="list-style-type: none"><li>• a title</li><li>• a bulleted point</li><li>• header and footer</li></ul>
e-Image Creation	<ul style="list-style-type: none"><li>• a block of text</li><li>• an image</li></ul>
Web Page Creation	<ul style="list-style-type: none"><li>• a block of text</li></ul>
Online communication	<ul style="list-style-type: none"><li>• an email subject heading</li><li>• content of an email message</li><li>• a filename</li></ul>

A 'word' is defined as any normally recognisable word (hyphenated words count as one), or any series of characters that constitute a recognisable unit such as reference numbers (e.g. 2123) or telephone numbers (eg +4424 7647 0033) or dates (eg 11/12/2005), and includes the space following the word and any associated punctuation.

## 4.6 Examples of Data Entry Errors

---

1. A given sentence in an email message might be:

**Thank you for your message, received today, which I have forwarded...**

A candidate version might be:

**Thank you for your messige received today, which I have forwarded...**

This is penalised as one data entry error only, as the data item is the word “message”, including both the comma following it and the space following the comma.

2. A given record in a database might be:

<b>FOZIA ROKED</b>	<b>TEAM LEADER</b>	<b>£47000</b>	<b>42KJ</b>	<b>YES</b>
--------------------	--------------------	---------------	-------------	------------

A candidate version might be:

<b>FOZI ROCKED</b>	<b>TEEM LENDER</b>	<b>£47000</b>	<b>42KJ</b>	<b>YES</b>
--------------------	--------------------	---------------	-------------	------------

This is penalised as 2 data entry errors only:

- 1 accuracy error for incorrectly spelling the first and last name in the first cell as both errors appear in the same data item (cell)
- the second accuracy error for incorrectly spelling **TEAM** and **LEADER** as both words appear in the same data item (cell)

3. In a graph, a data item is an entire heading such as:

**VISITORS TO BIRMINGHAM**

4. In certain parts of a web page or in artwork a data item is a block of text such as:

**For more information:**

**Visit the Progress Media Website**



## 4.7 Unit format

---

### Unit Description

---

A statement of skills the unit is designed to accredit.

### Unit Content

---

This section describes the objectives that candidates will be assessed against. It is a mandatory requirement that candidates provide evidence of their skills, knowledge and understanding in relation to each assessment objective.

### Marking Criteria

---

The marking criteria summarise the requirements for each assessment objective. These criteria are not absolute and it will sometimes be necessary for centre assessors to make judgements based on the existing criteria to assess unexpected or unusual candidate output. If in doubt, centre assessors should email the marking query mailbox at [markingquery05538@ocr.org.uk](mailto:markingquery05538@ocr.org.uk)

**THIS PAGE HAS BEEN LEFT INTENTIONALLY BLANK**

## UNIT 1: FILE MANAGEMENT AND e-DOCUMENT PRODUCTION

---

### Unit Description

This unit is designed to accredit basic competencies in using a computer and its systems software, to create, manage and edit files and to format text, layout and document properties. Candidates will develop familiarity with the particular hardware to be used, the concepts of data input, output (printing), basic document management and an understanding of text manipulation and basic formatting. Candidates will develop an understanding of a computer's system to be able to create storage locations for user data files by creating files and folders.

### Unit Content

This unit has been mapped to ITQ Level 1 Unit 77 Word Processing Software.

The Assessment Objectives and Knowledge, Skills and Understanding are based on Level 1 CLAiT. Achievement of this unit should be sent to the ITQ Examiner-moderator.

### Assessment

Candidates are assessed by means of an OCR-set practical assignment with a notional duration of 2½ hours. The assignment is set in a realistic scenario and is designed to allow candidates to use their knowledge and understanding to demonstrate skill in each assessment objective in a logical and realistic way.

Candidates' work will be centre assessed and externally moderated by OCR. In order to achieve a Pass in this unit, candidates must demonstrate skill in each assessment objective within the stated tolerance of four accuracy errors and without incurring any critical errors. Candidates who do not achieve a Pass may re-take the assessment using a different assignment.

### Assessment tasks

Candidates are required to complete several tasks that address all of the assessment objectives identified in the unit content in a holistic and practical way. The assessment tasks will be practical related tasks with a clear purpose and will be OCR-set.

When instructed to check the work for accuracy, candidates are required to check that they have carried out all the instructions specified. They must not change the grammar; if they do, this will be penalised as one accuracy error for each incorrect, omitted or additional word.

### Evidence

A centre using the Level 1 CLAiT option for ITQ 2009 can submit candidates' work for this CLAiT unit assignment as evidence for ITQ Unit 77. For guidance on submission, tutors must refer to the ITQ 2009 Centre Handbook available on the OCR website.

<b>Unit Content – File Management and e-Document Production</b>	
<b>Assessment Objectives</b>	<b>Knowledge, Skills and Understanding</b>
<b>1 identify and use a computer workstation and appropriate system software</b>	
	<ul style="list-style-type: none"> <li>• identify, distinguish between and be able to operate hardware and software and understand correct procedures for using chosen software</li> <li>• appreciate safe working practice in using a computer to reduce risk of strain-type injuries</li> <li>• understand the generic components of common operating systems and their functions (windows, icons, buttons, menus, pointer, cursor, toolbars, etc) and appreciate the advantages of a Graphic User Interface in using IT (WYSIWYG, etc)</li> <li>• appreciate how to change basic settings on a computer eg sound volume, date, time</li> <li>• understand how to close documents and application software and how to shut down the operating system</li> </ul>
a gain access to data using a login and password	<ul style="list-style-type: none"> <li>• understand simple login procedures, understand how to change a password and be aware of good practice in selecting passwords</li> <li>• appreciate the need for security in the production of documents, and the risks and consequences of unauthorised access to computers and networks (viruses, computer misuse, etc)</li> </ul>
b create new documents c open existing document(s) d save documents	<ul style="list-style-type: none"> <li>• understand document management in the chosen software (new file, save, save as, close)</li> </ul>
e print documents	<ul style="list-style-type: none"> <li>• understand how to load paper correctly into a printer and how to print documents</li> <li>• understand how to produce printed evidence of folder contents</li> </ul>
<b>2 use a computer's system software to create and manage files and folders</b>	
a create and name files and folders	<ul style="list-style-type: none"> <li>• identify and distinguish between software elements (applications, data files/documents, folders)</li> <li>• understand how to locate data and files using the features of the system software</li> <li>• understand how to create, name and rename folders</li> </ul>
b rename a file or folder c delete file/folder d move a file e copy a file	<ul style="list-style-type: none"> <li>• understand the use and purpose of copy/move/delete/rename files and folders</li> </ul>

<b>3 identify and use word processing software to enter text, numbers and symbols</b>		
a	set page orientation	<ul style="list-style-type: none"> <li>understand the major layout and formatting functions of word processors (word wrap, spacing after punctuation, paragraph breaks, line spacing, page orientation, margins)</li> </ul>
b	set margins	
c	set text alignment	<ul style="list-style-type: none"> <li>understand the use of left and centre alignment and how to fully justify text and appreciate the effect this has on text spacing</li> </ul>
d	enter text, numbers and symbols	<ul style="list-style-type: none"> <li>understand how to use an input device to enter text, numbers and symbols (eg = - / # . , : @ ? ! £ &amp; % + *)</li> <li>understand the purpose and limitations of spell-checker and grammar-checkers</li> <li>understand the need for accurate data input and the importance of proofreading on-screen and on printed output</li> </ul>
e	insert table	<ul style="list-style-type: none"> <li>understand how to create a simple table</li> </ul>
f	apply borders	<ul style="list-style-type: none"> <li>understand the use of gridlines, borders and shading and the importance of readability</li> </ul>
g	insert headers/footers including automatic fields	<ul style="list-style-type: none"> <li>understand the use and purpose of headers and footers including the use of automatic fields (eg filename, date)</li> </ul>
h	use bullets/numbering	<ul style="list-style-type: none"> <li>understand how to apply bullets and numbering</li> </ul>
i	use tabs/indents	<ul style="list-style-type: none"> <li>understand how to indent text and be aware of the various methods of achieving this</li> </ul>
j	use word count	<ul style="list-style-type: none"> <li>understand the use of word count</li> <li>appreciate the use of existing templates eg for letters, faxes</li> </ul>
<b>4 format basic paragraph and document properties</b>		
a	set font type	<ul style="list-style-type: none"> <li>distinguish between common typefaces and understand how to select and amend them</li> </ul>
b	set font size	<ul style="list-style-type: none"> <li>understand how to set and amend font sizes</li> </ul>
c	emphasise text	<ul style="list-style-type: none"> <li>understand how to apply emphasis (bold, italic, underline)</li> </ul>
d	insert paragraph breaks	<ul style="list-style-type: none"> <li>understand the role of the cursor and mouse in selecting the edit point</li> </ul>
e	insert text	<ul style="list-style-type: none"> <li>understand how to amend a document (eg insert, move, delete, copy, line spacing)</li> </ul>
f	move text	
g	delete text	
h	set line spacing	
i	replace text	<ul style="list-style-type: none"> <li>understand the use and purpose of common editing tools (text selection, drag &amp; drop, cut, copy &amp; paste, delete &amp; backspace, search &amp; replace) and appreciate their various advantages/disadvantages</li> </ul>

## Marking Criteria for Unit 1: File Management and e-Document Production

In order to pass the assessment for this unit, candidates must complete the assignment without making any **critical errors** as defined below and with no more than **four** accuracy errors.

**Critical errors** are incurred for any instance of:

- failure to delete specified file or folder
- failure to delete any of the specified text
- failure to show evidence of moving any of the specified text
- deleting the wrong file or folder (Note this ruling applies to the file management task)
- a missing printout

**Accuracy errors** are incurred for each instance of:

- an error in keying data (for each data item)
- an error in completing any other assessment objective as instructed that is not listed as a critical error

**Data items** for Unit 1, File Management and e-Document Production are:

- a word in input text
- a file/folder name
- header and footer

### In Unit 1:

Text must be entered in the same case as shown in the assignment.

Incorrect use of case is penalised as one accuracy error per word. However, consistent use of upper or title case for the heading if different from the given text is penalised as one accuracy error per assignment.

## Detailed Marking Criteria for Unit 1: File Management and e-Document Production

Centre assessors must also refer to the General Marking Criteria which applies to all units on page 11.

<b>1 identify and use a computer workstation and appropriate system software</b>	
a	<p>gain access to data using a login and password</p> <p>This objective should be observed by the centre assessor.</p> <p>Candidates may use a login and password when they log on; or on a password protected file or drive. Tutors must also refer to the Important Notes for Tutors page preceding the assignment.</p> <ul style="list-style-type: none"> <li>• Failure to use a login and/or a password is penalised as one accuracy error per assignment.</li> </ul>
b	<p>create new documents</p> <ul style="list-style-type: none"> <li>• Failure to create a new document (eg by using an existing document) is penalised as one accuracy error per assignment.</li> </ul>
c	<p>open existing document(s)</p> <p>Tutors or candidates may amend the font style and/or size of the text in the provided text file, however all text must be clearly readable.</p> <ul style="list-style-type: none"> <li>• Failure to open the provided document, without help, is penalised as one accuracy error per assignment.</li> <li>• Unrequested amendments/deletions to the existing text in the provided text file are penalised as one accuracy error per data item.</li> <li>• Unrequested amendments to the provided document eg spacing, formatting or margins, are penalised as one accuracy error per assignment (Note this ruling applies to the document to be edited).</li> </ul>
d	<p>save documents</p> <ul style="list-style-type: none"> <li>• Failure to save a document is penalised as one accuracy error on each occasion that the document is not saved.</li> <li>• Failure to use the specified filename or an error in a filename is penalised as one accuracy error per assignment.</li> <li>• Failure to save a document with a new filename as instructed is penalised as one accuracy error per assignment (Note this ruling applies to the document to be edited).</li> </ul>
e	<p>print documents</p> <ul style="list-style-type: none"> <li>• A missing printout is penalised as a <b>critical error</b>.</li> </ul> <p>Screen print(s) may be from any view but all items must be clearly visible. Each illegible item will be penalised under the relevant assessment objective.</p>

<b>2 use a computer's system software to create and manage files and folders</b>	
a	<p>create and name files and folders</p> <ul style="list-style-type: none"> <li>• Failure to create a new folder as instructed is penalised as one accuracy error per assignment.</li> <li>• Failure to name the folder as instructed is penalised as one accuracy error per assignment.</li> </ul>
b	<p>rename a file or folder</p> <ul style="list-style-type: none"> <li>• Failure to rename a file or folder as instructed is penalised as one accuracy error per assignment.</li> <li>• File and folder names may be entered in any case. Use of brackets in a folder name is not penalised.</li> </ul>
c	<p>delete file/folder</p> <ul style="list-style-type: none"> <li>• Failure to delete the specified file or folder is penalised as a <b>critical error</b>.</li> <li>• Deleting the wrong file or folder is penalised as a <b>critical error</b> (Note this ruling applies to the file management task).</li> </ul> <p>Do not penalise additional, unspecified files and/or folders evident on the screen print.</p> <p>Tutor witness statements/annotations can only be accepted as evidence of missing files, as a result of an incorrect move. In the absence of an annotation to support an incorrect move, penalise against 2c.</p>
d	<p>move a file</p> <ul style="list-style-type: none"> <li>• Failure to move a file or folder as instructed is penalised as one accuracy error per assignment.</li> <li>• An incorrect move is penalised as one accuracy error per assignment.</li> </ul>
e	<p>copy a file</p> <ul style="list-style-type: none"> <li>• Failure to copy a file as instructed is penalised as one accuracy error per assignment.</li> <li>• An incorrect copy (eg a file named as <b>copy of xxx</b>) is penalised as one accuracy error per assignment. Do not penalise additional, unspecified files and/or folders evident on the screen print.</li> </ul>
<b>3 identify and use word processing software to enter text, numbers and symbols</b>	
	<p>The word processed document created by candidates may/may not be displayed on the screen print as it may be saved anywhere.</p> <p>If the saved document is evident on the screen prints provided, assessment objective 1d will need to be centre assessed.</p>
a	<p>set page orientation</p> <ul style="list-style-type: none"> <li>• Failure to set the page orientation as instructed is penalised as one accuracy error per assignment.</li> </ul>
b	<p>set margins</p> <p>Margins are assessed on the print. A 3mm tolerance is applied to each margin on each printout.</p> <ul style="list-style-type: none"> <li>• Failure to set the margins to within the 3mm tolerance is penalised as one accuracy error per assignment.</li> </ul>



c	<p>set text alignment</p> <ul style="list-style-type: none"> <li>• Failure to align text as instructed is penalised as one accuracy error per assignment.</li> <li>• Incorrect alignment or alignment of more or less than the instructed text is penalised as one accuracy error per assignment.</li> <li>• In fully justified text, spaces that appear as the result of unrequested hard returns in the text are penalised as one accuracy error on every occasion.</li> </ul>
d	<p>enter text, numbers and symbols</p> <p>The text should be entered as shown, in 'wrapped' or 'free-flowing' paragraphs, with one line space between paragraphs. Either one or two spaces are acceptable after items of punctuation; the spacing after punctuation need not be consistent.</p> <ul style="list-style-type: none"> <li>• Errors in entering data are penalised as one accuracy error per data item.</li> <li>• An additional hard return in the text within a paragraph is penalised as one accuracy error for each additional hard return.</li> <li>• An additional or omitted linespace between paragraphs is penalised as one accuracy error per assignment.</li> <li>• Failure to follow upper and lower case in the given text is penalised as one accuracy error per data item. However, consistent use of upper or title case in the heading, if different from the given text, is penalised as one accuracy error only.</li> <li>• Additional space(s) at the start of a paragraph are penalised as one accuracy error per assignment.</li> <li>• Use of more than two spaces after punctuation is penalised as one accuracy error per assignment.</li> <li>• Use of more than one space between words is penalised as one accuracy error per assignment.</li> <li>• Capitalisation of the initial letter of a bulleted list is penalised as one accuracy error per assignment, if capitalisation is applied consistently. Inconsistent use of case is penalised as one accuracy error per word.</li> </ul>
e	<p>insert table</p> <ul style="list-style-type: none"> <li>• Failure to insert a table where instructed is penalised as one accuracy error per assignment.</li> <li>• Use of tabs instead of creating a table is penalised under objective 3f.</li> <li>• Table text extending into the margin area is penalised as one accuracy error per assignment.</li> </ul> <p>Table borders that extend into the margin area are not penalised. Additional blank rows and/or columns are not penalised.</p>
f	<p>apply borders</p> <ul style="list-style-type: none"> <li>• Failure to display borders on the print as instructed is penalised as one accuracy error per assignment.</li> </ul>
g	<p>insert headers/footers including automatic fields</p> <ul style="list-style-type: none"> <li>• Failure to display headers and footers, including automatic fields, as instructed is penalised as one accuracy error per assignment for any number of items missing.</li> <li>• Errors in the filename are penalised under 2a or 2b.</li> <li>• Items placed in the header instead of the footer as instructed (or vice versa) are penalised as one accuracy error per assignment.</li> </ul> <p>Displaying file extensions is optional.</p>

h	<p>use bullets/numbering</p> <p>If bullets are requested, any style of bullet character is acceptable. If numbering is requested, any style of numbering is acceptable. Bulleted/numbered lists may/may not be indented.</p> <ul style="list-style-type: none"> <li>• Failure to use bullets or numbers as instructed is penalised as one accuracy error per assignment.</li> </ul>
i	<p>use tabs/indents</p> <ul style="list-style-type: none"> <li>• Failure to use tabs or indents as instructed is penalised as one accuracy error per assignment.</li> </ul>
j	<p>use word count</p> <ul style="list-style-type: none"> <li>• Failure to use word count and to enter the number of words on the print is penalised as one accuracy error per assignment.</li> <li>• An incorrect word count is penalised as one accuracy error per assignment.</li> </ul> <p>The display of the number of words is not assessed; the number of words may be handwritten or keyed in.</p> <p>Deviation in the word count as a result of accuracy errors in the document is not penalised. Note that in Microsoft Word, a default bullet character is included in a word count, however, a non-default bullet character is not normally included in the word count. Candidates will not be penalised as a result.</p>
<p><b>4 format basic paragraph and document properties</b></p>	
a	<p>set font type</p> <ul style="list-style-type: none"> <li>• Failure to set the font type as instructed is penalised as one accuracy error per assignment.</li> <li>• Displaying more or less text in the specified font type is penalised as one accuracy error per assignment.</li> </ul> <p>Centres that do not have the font type specified in the assignment should contact OCR.</p>
b	<p>set font size</p> <ul style="list-style-type: none"> <li>• Failure to set the font size as instructed is penalised as one accuracy error per assignment.</li> <li>• Displaying more or less text in the specified font size is penalised as one accuracy error per assignment.</li> </ul>
c	<p>emphasise text</p> <ul style="list-style-type: none"> <li>• Failure to emphasise the specified text is penalised as one accuracy error per assignment.</li> <li>• Failure to use the type of emphasis specified is penalised as one accuracy error per assignment.</li> <li>• Emphasising more or less than the specified text is penalised as one accuracy error per assignment.</li> </ul> <p>Additional use of emphasis to unspecified text is penalised as one accuracy error per assignment.</p>

d	<p>insert paragraph breaks</p> <p>The paragraph break must be inserted where instructed, and must be followed by one clear linespace.</p> <ul style="list-style-type: none"> <li>• Failure to insert the paragraph break as instructed is penalised as one accuracy error per assignment.</li> <li>• Additional space(s) at the start of the next paragraph or between paragraphs are penalised as one accuracy error per assignment.</li> </ul>
e	<p>insert text</p> <p>The specified text must be inserted in the correct position as instructed, with one or two spaces after punctuation.</p> <ul style="list-style-type: none"> <li>• Failure to insert text is penalised as an accuracy error per data item not inserted.</li> <li>• Inserting the correct text in an incorrect position is penalised as one accuracy error per assignment.</li> </ul>
f	<p>move text</p> <p>All of the specified text, including punctuation, must leave the original location and arrive in the new position. There must be one or two spaces after punctuation and one space between words on either side of the moved text.</p> <ul style="list-style-type: none"> <li>• Failure to show any evidence of moving the specified text is penalised as a <b>critical error</b>.</li> <li>• Moving the wrong text is penalised as a <b>critical error</b>.</li> <li>• Moving the specified text to the wrong location is penalised as one accuracy error per assignment.</li> <li>• Failure to move all of the specified text and associated punctuation is penalised as one accuracy error per assignment.</li> <li>• Moving more than the specified text is penalised as one accuracy error per assignment.</li> <li>• Copying the specified text to the correct location instead of moving is penalised as one accuracy error per assignment.</li> <li>• Copying the specified text to the incorrect location instead of moving is penalised as two accuracy errors per assignment.</li> <li>• Errors in spacing on either side of the moved text are penalised as one accuracy error per assignment.</li> <li>• Additional space(s) at the start of a paragraph as a result of moving text are penalised as one accuracy error per assignment.</li> </ul>
g	<p>delete text</p> <p>All of the specified text, including punctuation, must leave the original location. There must be one or two spaces after punctuation and one space between words on either side of the deleted text.</p> <ul style="list-style-type: none"> <li>• Failure to delete any of the specified text is penalised as a <b>critical error</b>.</li> <li>• Deleting the wrong text is penalised as a <b>critical error</b>.</li> <li>• Deleting more or less than the specified text is penalised as one accuracy error per assignment. However, if more than the specified text is deleted, resulting in lack of evidence for any other assessment objectives, candidates will also be penalised for each objective for which there is no evidence.</li> <li>• Errors in spacing on either side of the deleted text are penalised as one accuracy error per assignment.</li> </ul>

h	<p>set line spacing</p> <ul style="list-style-type: none"><li>• Failure to set the linespacing as instructed is penalised as one accuracy error.</li><li>• Setting the linespacing to more or less than the specified text is penalised as one accuracy error per assignment.</li></ul> <p>There may be one, two or three linespaces above and/or below a section of text that is double line spaced and the spacing need not be consistent. More than three linespaces above and/or below the text is penalised as one accuracy error per assignment.</p>
i	<p>replace text</p> <p>Each occurrence of the specified word must be amended to the new word, with one space on either side of the replaced word.</p> <ul style="list-style-type: none"><li>• Failure to replace any or all instances of the specified word is penalised as one accuracy error per assignment.</li><li>• An error in the replaced word and/or space before/after is penalised as one accuracy error per assignment.</li></ul>

## Marking Reference Grid for Unit 1: File Management and e-Document Production

A **data item** is:

- a word in input text
- a file/folder name
- header and footer

Assessment Objective		Critical Error	Accuracy Error		
			Once per assignment	Each instruction	Each data item
1a	gain access to data using a login and password		✓ observed		
1b	create new documents		✓		
1c	open existing document(s) *		✓		✓
1d	save documents *		✓	✓	
1e	print documents	✓			
2a	create and name files and folders		✓		
2b	rename a file or folder		✓		
2c	delete file/folder	✓			
2d	move a file		✓		
2e	copy a file		✓		
3a	set page orientation		✓		
3b	set margins		✓		
3c	set text alignment *		✓	✓	
3d	enter text, numbers and symbols *		✓		✓
3e	insert table		✓		
3f	apply borders		✓		
3g	insert headers/footers including automatic fields		✓		
3h	use bullets/numbering		✓		
3i	use tabs/indents		✓		
3j	use word count		✓		
4a	set font type		✓		
4b	set font size		✓		
4c	emphasise text		✓		
4d	insert paragraph breaks		✓		
4e	insert text *		✓		✓
4f	move text *	✓	✓		
4g	delete text *	✓	✓		
4h	set linespacing		✓		
4i	replace text		✓		

Note: This grid is provided for general reference, it must not be used as the sole reference for assessment. Tutors must refer to the Detailed Marking Criteria for each unit and to the General Marking Criteria which applies to all units.

For assessment objectives marked with an \* above, more than one ruling may apply depending on the type of error made, refer to the Detailed Marking Criteria for the assessment objective.

**THIS PAGE HAS BEEN LEFT INTENTIONALLY BLANK**

## UNIT 2: CREATING SPREADSHEETS AND GRAPHS

---

### Unit Description

This unit is designed to accredit basic competencies in using spreadsheet and graphs software to enter, edit and present numerical data using formulae, basic formatting tools and in using data modelling software to produce and format a variety of charts and graphs from existing data. Candidates will develop familiarity with the software to be used, along with a sound understanding of the use and manipulation of formulae and basic numerical formatting and data presentation concepts for the correct use of graphing tools.

### Unit Content

This unit has been mapped to ITQ Level 1 Unit 69 Spreadsheet Software.

The Assessment Objectives and Knowledge, Skills and Understanding are based on Level 1 CLAiT. Achievement of this unit should be sent to the ITQ Examiner-moderator.

### Assessment

Candidates are assessed by means of an OCR-set practical assignment with a notional duration of 2½ hours. The assignment is set in a realistic scenario and is designed to allow candidates to use their knowledge and understanding to demonstrate skill in each assessment objective in a logical and realistic way.

Candidates' work will be centre assessed and externally moderated by OCR. In order to achieve a Pass in this unit, candidates must demonstrate skill in each assessment objective within the stated tolerance of four accuracy errors and without incurring any critical errors. Candidates who do not achieve a Pass may re-take the assessment using a different assignment.

### Assessment tasks

Candidates are required to complete several tasks that address all of the assessment objectives identified in the unit content in a holistic and practical way. The assessment tasks will be practical related tasks with a clear purpose and will be OCR-set.

### Evidence

A centre using the Level 1 CLAiT option for ITQ 2009 can submit candidates' work for this CLAiT unit assignment as evidence for ITQ Unit 69. For guidance on submission, tutors must refer to the ITQ 2009 Centre Handbook available on the OCR website.

<b>Unit Content – Creating Spreadsheets and Graphs</b>	
<b>Assessment Objectives</b>	<b>Knowledge, Skills and Understanding</b>
<b>1 identify, input and amend data in spreadsheet software accurately</b>	
a insert text and numerical data	<ul style="list-style-type: none"> <li>• appreciate the need for accuracy when inputting data and the importance of checking output against expectations</li> <li>• identify appropriate software for the task to create spreadsheets and graphs</li> <li>• understand correct procedures for using the chosen software</li> <li>• understand the need to launch an application</li> <li>• appreciate the differences between data modelling software and purely graphical alternatives (eg live data modelling)</li> <li>• understand who the information is for; and when and how it will be used</li> </ul>
b insert row/column	<ul style="list-style-type: none"> <li>• understand the software's tools for adding and deleting rows and columns</li> </ul>
c delete row/column	<ul style="list-style-type: none"> <li>• appreciate the difference between deleting, hiding and clearing</li> </ul>
d amend text and numerical data	<ul style="list-style-type: none"> <li>• understand the need for accuracy when amending data in a spreadsheet, such as: cut, copy, paste, drag and drop, find and replace</li> </ul>
<b>2 insert and replicate formulae in spreadsheets</b>	
a use formulae and basic functions that produce correct results	<ul style="list-style-type: none"> <li>• understand the structure of a formula and the use of mathematical operators and basic functions such as: sum, operators ( + - * / ) and brackets</li> </ul>
b replicate formulae (fill)	<ul style="list-style-type: none"> <li>• understand how to replicate (fill) down a column or along a row and appreciate the effects on relative cell references</li> </ul>
c recalculate data	<ul style="list-style-type: none"> <li>• appreciate that amending data may cause an automatic recalculation of the results of formulae based on that data</li> </ul>
<b>3 produce pie charts, line graphs and bar/column charts from given data</b>	
a create graph(s)	<ul style="list-style-type: none"> <li>• distinguish between pie charts, line graphs and bar/column charts and comparative graphs; and understand how to create and format them</li> </ul>
b select data set(s)	<ul style="list-style-type: none"> <li>• understand how to select a variety of data sets for display in graphical form, using contiguous and non-contiguous data</li> <li>• understand how to compare two sets of similar data using line graphs and bar/column charts</li> <li>• understand how to select single, comparative and subsets of data</li> </ul>



<b>4 use common formatting and alignment techniques in spreadsheets and graphs/charts</b>	
a align text and numerical data	<ul style="list-style-type: none"> <li>understand left, right and centre alignment of cell data</li> </ul>
b format numerical data	<ul style="list-style-type: none"> <li>understand how to format numerical data to display in integer (0 decimal places) and/or in 2 decimal places</li> <li>understand how to format numerical data to display a currency symbol and appreciate that currency data is not always presented to 2 decimal places</li> </ul>
c display rows and columns to show borders/shading	<ul style="list-style-type: none"> <li>appreciate the need to format simple spreadsheets using appropriate tools and techniques such as height, width, borders and shading</li> </ul>
d enter graph and axes titles	<ul style="list-style-type: none"> <li>appreciate the need to display content on charts such as graph and axes titles</li> <li>distinguish between titles, axes titles, legends, labels and understand how to set and amend them</li> </ul>
e set axes upper and lower limits	<ul style="list-style-type: none"> <li>understand how to amend the graph to display specific upper and lower limits for continuous data</li> </ul>
f display data labels	<ul style="list-style-type: none"> <li>understand how to display data labels on x and y axes</li> </ul>
g use a legend	<ul style="list-style-type: none"> <li>understand the need for a legend to correctly identify comparative data sets</li> </ul>
h ensure comparative data is distinctive	<ul style="list-style-type: none"> <li>understand the importance of ensuring comparative data is distinctive and the effects of printing coloured graphs in grey</li> </ul>
<b>5 save and print spreadsheets and graph/chart</b>	
a save and close spreadsheet	<ul style="list-style-type: none"> <li>appreciate the use of save, save as and close</li> </ul>
b set page layout	<ul style="list-style-type: none"> <li>understand how to print a document from the chosen software using default print settings</li> <li>understand how to change the default print settings</li> <li>understand how to set headers and footers to include automatic fields (filename, date and time, page number)</li> <li>understand how to set margins, page size and orientation</li> </ul>
c insert headers and footers	
d print the spreadsheet with data showing in full as a table	<ul style="list-style-type: none"> <li>understand how to print the spreadsheet showing an appreciation of the changes to the display and layout</li> </ul>
e print the spreadsheet with formulae showing in full and displaying column and row headings	<ul style="list-style-type: none"> <li>understand how to set the spreadsheet to print with the formulae showing and appreciate the changes to the display that may result</li> <li>appreciate the need to display row and column headings in a formulae printout</li> </ul>
f print graphs on a sheet separate to the data source	<ul style="list-style-type: none"> <li>understand how to print graphs showing an appreciation of the changes to the display and layout</li> </ul>

## Marking Criteria for Unit 2: Creating Spreadsheets and Graphs

In order to achieve a Pass in the assessment for this unit, candidates must complete the assessment without making any **critical errors** as defined below and with no more than **four** accuracy errors.

**Critical errors** are incurred for any instance of:

- incorrect numeric data (as a result of data entry or incorrect formulae or sort results)
- failure to insert specified row/column
- failure to delete data in specified row/column
- failure to use formula
- missing data or incorrect values on graph due to incorrect data selection
- labels and/or legend do not identify data clearly
- a missing printout

**Accuracy errors** are incurred for each instance of:

- an error in keying data (for each data item)
- an error in completing any other assessment objective as instructed that is not listed as a critical error

**Data items** for Unit 2, Creating Spreadsheets and Graphs are:

- text in a cell in spreadsheets
- a filename
- header and footer
- a heading in a graph
- an axis title in a graph
- a legend in a graph

**In Unit 2:**

- Consistent, appropriate\* use of upper, lower, sentence or title case on a print is not penalised.
- Inconsistent or inappropriate\* use of case on a print is penalised as one accuracy error per assignment.

\*Proper nouns must begin with a capital letter.

## Detailed Marking Criteria for Unit 2: Creating Spreadsheets and Graphs

Centre assessors must also refer to the General Marking Criteria which applies to all units on page 11.

1 identify, input and amend data in spreadsheet software accurately	
a	<p>insert text and numerical data</p> <ul style="list-style-type: none"> <li>• Errors in numeric data are penalised as a critical error.</li> <li>• Errors in text are penalised as an accuracy error once per cell.</li> </ul> <p>A blank row below the heading and/or column labels is not penalised even if different to the example shown in the assignment.</p>
b	<p>insert row/column</p> <ul style="list-style-type: none"> <li>• Failure to insert row/column is penalised as a <b>critical error</b>.</li> <li>• A row/column inserted in an incorrect position is penalised as one accuracy error; however, if this results in incorrect calculations, this will be penalised as a critical error under 2a or 2c.</li> <li>• Errors in the inserted row/column are penalised under 1a.</li> </ul>
c	<p>delete row/column</p> <ul style="list-style-type: none"> <li>• Failure to delete the data in the specified row/column is penalised as a <b>critical error</b>.</li> <li>• Deleting the incorrect row/column is penalised as a <b>critical error</b>.</li> <li>• Deleting only the data and leaving blank cells is penalised as one accuracy error per assignment.</li> <li>• Hiding the row/column is penalised as one accuracy error per assignment; however, if this results in incorrect calculations, this will be penalised as a <b>critical error</b> under 2a or 2c.</li> </ul>
d	<p>amend text and numerical data</p> <p>Amendments are evidenced on the spreadsheet print, amendments appearing for the first time on the formulae print will not be accepted.</p> <ul style="list-style-type: none"> <li>• Failure to amend data is penalised for each amendment not carried out.</li> <li>• Failure to amend numeric data or an incorrect amendment is penalised as a <b>critical error</b> for each data item.</li> <li>• Failure to amend text or an incorrect amendment is penalised as one accuracy error for each data item.</li> </ul>

<b>2 insert and replicate formulae in spreadsheets</b>	
a	<p>use formulae and basic functions that produce correct results</p> <p>Candidates must use a function (eg SUM, AVERAGE) where instructed. Formulae may be constructed in any way that produce the correct results.</p> <ul style="list-style-type: none"> <li>• Failing to produce the correct results is penalised as a <b>critical error</b>.</li> <li>• Failure to display the results in the position specified, leaving the data ambiguous is penalised as a <b>critical error</b>.</li> <li>• Use of a formula instead of a function, which produces the correct results, is penalised as one accuracy error on each occasion that a function is not used as instructed.</li> <li>• Redundant use of the SUM() function is not penalised.</li> <li>• Additional, unrequested totals are not penalised unless otherwise instructed.</li> </ul>
b	<p>replicate formulae (fill)</p> <p>All replicated (copied) formulae must match the structure of the source formula.</p> <ul style="list-style-type: none"> <li>• Failure to replicate the source formula is penalised as one accuracy error per instruction, however, any incorrect results will be penalised under 2a or 5e.</li> </ul>
c	<p>recalculate data</p> <ul style="list-style-type: none"> <li>• Failure to recalculate data resulting in incorrect calculations is penalised as a <b>critical error</b>.</li> </ul>
<b>3 produce pie charts, line graphs and bar/column charts from given data</b>	
a	<p>create graph(s)</p> <p>A vertical or horizontal bar chart is acceptable. There is no penalty for including blank data on a graph.</p> <ul style="list-style-type: none"> <li>• An incorrect chart type is penalised as one accuracy error per instruction, however a stacked bar or stacked line graph is penalised as a <b>critical error</b>. Use of a 3-D bar/column or 3-D line graph is penalised as one accuracy error per assignment.</li> <li>• A legend must be displayed or removed as instructed. Deviation from the instruction is penalised as one accuracy error per assignment.</li> <li>• Failure to display the actual values (numbers) on bars or on data points on the line graph as instructed is penalised as one accuracy error per assignment.</li> <li>• Additional labels or data on a chart is penalised as one accuracy error per assignment.</li> </ul>
b	<p>select data set(s)</p> <ul style="list-style-type: none"> <li>• Failure to select the correct data or missing data will result in a <b>critical error</b>.</li> <li>• Data must be displayed on the x-axis and the y-axis as instructed. Displaying data on the incorrect axis is penalised as a <b>critical error</b>.</li> <li>• Additional selection of data, regardless as to how much, is penalised as one accuracy error per assignment.</li> </ul> <p>Failure to display the actual values (numbers) on bars or on data points on the line graph as instructed is penalised under 3a.</p>

4 use common formatting and alignment techniques in spreadsheets and graphs/charts	
a	<p>align text and numerical data</p> <ul style="list-style-type: none"> <li>• Failure to align text as instructed is penalised as one accuracy error per assignment.</li> <li>• Failure to align numeric data as instructed is penalised as one accuracy error per assignment.</li> <li>• Incorrect alignment due to an additional space is penalised as one accuracy error for each cell.</li> </ul> <p>Alignment carried out early, or additional unspecified alignment, is not penalised unless otherwise instructed.</p>
b	<p>format numerical data</p> <ul style="list-style-type: none"> <li>• Failure to format numeric data as instructed is penalised as one accuracy error for each instruction. Note: an 'instruction' is the text in the assignment which immediately follows eg, 8a (this is one instruction), 8b (another instruction), 8c (a third instruction), etc.</li> <li>• If the instruction is to display as integer (zero decimal places), use of formulae such as INT() or RND(), or manual deletion of decimal data is penalised as one accuracy error per assignment.</li> <li>• Addition of the currency symbol as text (rather than numerical formatting) is penalised as one accuracy error per assignment.</li> </ul> <p>A currency symbol may be displayed anywhere to the left of the figures within the cell. Use of accounting format is not penalised. Use of the £ or Euro symbol is acceptable.</p> <p>Formatting carried out early, or additional unspecified formatting, is not penalised unless otherwise instructed.</p> <p>Dashes are acceptable in place of zeroes.</p>
c	<p>display rows and columns to show borders/shading</p> <ul style="list-style-type: none"> <li>• Failure to show borders/shading is penalised as one accuracy error per assignment.</li> </ul> <p>Borders/shading must be clearly visible on the print.</p>
d	<p>enter graph and axes titles</p> <ul style="list-style-type: none"> <li>• A missing or ineffective* graph title or axis title (*that does not identify the chart correctly) is penalised as a <b>critical error</b>.</li> <li>• Additional unrequested titles are penalised as one accuracy error per assignment.</li> <li>• Data entry errors are penalised as one accuracy error per data item.</li> </ul>
e	<p>set axes upper and lower limits</p> <ul style="list-style-type: none"> <li>• Failure to set and display the upper and lower limits as instructed is penalised as one accuracy error per assignment. However, if this results in missing data on a graph this will incur a <b>critical error</b>.</li> </ul>

f	<p>display data labels</p> <p>In the bar or line graph, the data must be labelled on the x-axis and y-axis as instructed.</p> <ul style="list-style-type: none"> <li>• Missing labels or labels that do not identify the data correctly are penalised as a <b>critical error</b>.</li> <li>• Errors in data labels are penalised as one accuracy error per data item.</li> </ul>
g	<p>use a legend</p> <ul style="list-style-type: none"> <li>• A missing legend or a legend that does not correctly identify the data clearly is penalised as a <b>critical error</b>.</li> </ul>
h	<p>ensure comparative data is distinctive</p> <ul style="list-style-type: none"> <li>• Failure to ensure that comparative data is clearly distinctive is penalised as a <b>critical error</b>. The colour/style of the sectors/data points/bars/lines must be clearly distinctive so that the data can be clearly identified.</li> </ul> <p>If candidates are using a black and white printer, it is suggested that pattern infill is chosen instead of different shading.</p>
<b>5 save and print spreadsheets and graph/chart</b>	
a	<p>save and close spreadsheet</p> <ul style="list-style-type: none"> <li>• Failure to save a spreadsheet is penalised as one accuracy error on each occasion that the file is not saved.</li> <li>• Failure to use the specified filename or an error in a filename is penalised as one accuracy error per assignment.</li> <li>• An error in a filename eg spacing - 'bread 1' instead of 'bread1' is penalised as one accuracy error. Errors in filenames are penalised once only per assignment.</li> </ul>
b	<p>set page layout</p> <ul style="list-style-type: none"> <li>• Failure to set the page layout as instructed is penalised as one accuracy error per assignment.</li> </ul>
c	<p>insert headers and footers</p> <ul style="list-style-type: none"> <li>• Failure to display headers and footers, including automatic fields, as instructed is penalised as one accuracy error per assignment for any number of items missing.</li> <li>• Errors in the filename are penalised under 5a.</li> <li>• Items placed in the header instead of the footer as instructed (or vice versa) are penalised as one accuracy error per assignment.</li> </ul>
d	<p>print the spreadsheet with data showing in full as a table</p> <ul style="list-style-type: none"> <li>• A missing printout is penalised as a <b>critical error</b>.</li> <li>• Failure to print the data on one page as instructed is penalised as one accuracy error per assignment under 5b.</li> </ul>

e	<p>print the spreadsheet with formulae showing in full and displaying column and row headings</p> <ul style="list-style-type: none"> <li>• A missing printout is penalised as a <b>critical error</b>.</li> <li>• Failure to display formulae/functions that produce the correct results is penalised as a critical error.</li> <li>• Missing or incorrect formula/functions are penalised as a <b>critical error</b>.</li> <li>• Failure to display formulae in full is penalised as one accuracy error per column containing formulae that are not fully displayed.</li> <li>• Failure to display row and column headings as instructed is penalised as one accuracy error per assignment.</li> </ul> <p>Truncated data in other cells that do not contain formulae is not penalised on the formulae print. Corrected errors are not accepted on the formulae print.</p>
f	<p>print graphs on a sheet separate to the data source</p> <ul style="list-style-type: none"> <li>• A missing printout is penalised as a <b>critical error</b>.</li> <li>• Printing the graph on the worksheet instead of as a separate sheet is penalised as one accuracy error per assignment; however, failure to display any part of the graph in full on the print will be penalised under the relevant assessment objective.</li> </ul> <p>Printing the source data on a graph is not penalised. Colour prints are not necessary.</p>

## Marking Reference Grid for Unit 2: Creating Spreadsheets and Graphs

A **data item** is:

- text in a cell in spreadsheets
- a filename
- header and footer
- a heading in a graph
- an axis title in a graph
- a legend in a graph

Assessment Objective		Critical Error	Accuracy Error		
			Once per assignment	Each instruction	Each data item
1a	insert text and numerical data	✓ numbers			✓ text
1b	insert row/column *	✓			
1c	delete row/column *	✓			
1d	amend text and numerical data	✓ numbers			✓ text
2a	use formulae and basic functions that produce correct results *	✓			
2b	replicate formulae (fill)			✓	
2c	recalculate data	✓			
3a	create graph(s) *			✓	
3b	select data set(s) *	✓			
4a	align text and numerical data *		✓		
4b	format numerical data *			✓	
4c	display rows and columns to show borders/shading		✓		
4d	enter graph and axes titles	✓ missing or ineffective			✓
4e	set axes upper & lower limits *	✓ missing	✓		
4f	display data labels	✓ missing			✓
4g	use a legend	✓			
4h	ensure comparative data is distinctive	✓			
5a	save and close spreadsheet *		✓	✓	
5b	set page layout		✓		
5c	insert headers and footers		✓		
5d	print the spreadsheet with data showing in full as a table *	✓			
5e	print the spreadsheet with formulae showing in full and displaying column and row headings *	✓			
5f	print graphs on a sheet separate to the data source *	✓			

Note: This grid is provided for general reference, it must not be used as the sole reference for assessment. Tutors must refer to the Detailed Marking Criteria for each unit and to the General Marking Criteria which applies to all units.

For assessment objectives marked with an \* above, more than one ruling may apply depending on the type of error made, refer to the Detailed Marking Criteria for the assessment objective.



## UNIT 3: DATABASE MANIPULATION

---

### Unit Description

This unit is designed to accredit basic competencies in using database software to enter, amend and retrieve information from an existing database. Candidates will be required to produce reports using menus or shortcuts and to select, sort and print tables, queries and reports. Candidates will develop familiarity with the software to be used, along with a sound understanding of database concepts, selection/query tool and presentation tools.

### Unit Content

This unit has been mapped to ITQ Level 1 Unit 18 Database Software.

The Assessment Objectives and Knowledge, Skills and Understanding are based on Level 1 CLAiT. Achievement of this unit should be sent to the ITQ Examiner-moderator.

### Assessment

Candidates are assessed by means of an OCR-set practical assignment with a notional duration of 2½ hours. The assignment is set in a realistic scenario and is designed to allow candidates to use their knowledge and understanding to demonstrate skill in each assessment objective in a logical and realistic way.

Candidates' work will be centre assessed and externally moderated by OCR. In order to achieve a Pass in this unit, candidates must demonstrate skill in each assessment objective within the stated tolerance of four accuracy errors and without incurring any critical errors. Candidates who do not achieve a Pass may re-take the assessment using a different assignment.

### Assessment tasks

Candidates are required to complete several tasks that address all of the assessment objectives identified in the unit content in a holistic and practical way. The assessment tasks will be practical related tasks with a clear purpose and will be OCR-set.

### Evidence

A centre using the Level 1 CLAiT option for ITQ 2009 can submit candidates' work for this CLAiT unit assignment as evidence for ITQ Unit 18. For guidance on submission, tutors must refer to the ITQ 2009 Centre Handbook available on the OCR website.

<b>Unit Content – Database Manipulation</b>	
<b>Assessment Objectives</b>	<b>Knowledge, Skills and Understanding</b>
<b>1</b>	<b>enter data in an existing database and present and print data</b>
a	<p>open and use existing database</p> <ul style="list-style-type: none"> <li>• identify appropriate software for the task (eg database) and understand correct procedures for using chosen software</li> <li>• appreciate the differences between databases and spreadsheets (live data handling, multiple views [forms], flexible query/search/present facilities)</li> <li>• understand how to open an existing database and how to add new records</li> <li>• understand what types of information a database has been designed for</li> <li>• understand the importance of using UK English date format (day, month, year)</li> </ul>
b	<p>create new records</p> <ul style="list-style-type: none"> <li>• understand how to use a form designed for entering data into database</li> <li>• appreciate the need for accuracy and the importance of checking output against expectations</li> <li>• understand how to use a spell checker for checking data input</li> </ul>
c	<p>delete record(s)</p> <ul style="list-style-type: none"> <li>• understand the software's tools for adding and deleting records and appreciate the effects on the database</li> </ul>
d	<p>amend data</p> <ul style="list-style-type: none"> <li>• understand how to amend an existing record</li> </ul>
e	<p>replace data</p> <ul style="list-style-type: none"> <li>• understand how to replace data and appreciate the advantages of a search &amp; replace tool over manual editing of multiple items in a large database</li> <li>• understand the purpose of encoding data to improve database efficiency</li> </ul>
f	<p>save data (table, query, report) with specified name</p> <ul style="list-style-type: none"> <li>• understand the document management techniques for the chosen software and the differences from generic document management terms (eg automatic saving of data)</li> <li>• understand how to save a table, query and report with a specified file name</li> </ul>
g	<p>print data</p> <ul style="list-style-type: none"> <li>• understand how to print a table from the chosen software using default print settings</li> <li>• understand how to present and print the results of a query/filter as an unformatted tabular report</li> <li>• understand how to present data in full and print a report</li> <li>• close database and exit software</li> </ul>

<b>2 create simple queries/searches on one or two criteria and sort data</b>	
a select data on one criterion	<ul style="list-style-type: none"> <li>• understand the software's facility for producing simple database queries/searches/filters and how to save them for later use</li> <li>• understand the use of =, &lt;, &gt;, &lt;=, &gt;= in search criteria</li> </ul>
b select data on two criteria	<ul style="list-style-type: none"> <li>• understand the use of the software's query or filter facility to select a subset of data matching one and two criteria (text, numbers &amp; date)</li> </ul>
c sort data	<ul style="list-style-type: none"> <li>• understand how to present data sorted alphabetically, numerically and by date (both ascending and descending)</li> </ul>
d present selected fields	<ul style="list-style-type: none"> <li>• understand how to select which fields will be presented/printed</li> </ul>
<b>3 produce appropriate pre-defined reports from databases using short cuts</b>	
a produce simple database report(s)	<ul style="list-style-type: none"> <li>• understand how to produce appropriate pre-defined reports from existing databases, such as by using menus or short cuts (eg wizard, auto-report)</li> <li>• understand the production of simple tabular reports</li> </ul>
b set page orientation	<ul style="list-style-type: none"> <li>• understand how to set page orientation</li> </ul>
c display data in full	<ul style="list-style-type: none"> <li>• understand how to display records and field headings in full and the importance of displaying data in full on printed output</li> </ul>
d display page headers/footers (page number, date)	<ul style="list-style-type: none"> <li>• understand how to display headers and footers in reports (page number, date)</li> </ul>

## Marking Criteria for Unit 3: Database Manipulation

In order to achieve a Pass in the assessment for this unit, candidates must complete the assessment without making any **critical errors** as defined below and with no more than **four** accuracy errors.

**Critical errors** are incurred for any instance of:

- failure to use existing database
- missing field(s)
- incorrect search results (on available data)
- report based on incorrect query
- a missing printout

**Accuracy errors** are incurred for each instance of:

- an error in keying data (for each data item)
- an error in completing any other assessment objective as instructed that is not listed as a critical error

**Data items** for Unit 3, Database Manipulation are:

- the contents of a field within a record (each cell)
- a field heading
- a report title
- a file name

**In Unit 3:**

- Consistent, appropriate\* use of upper, lower, sentence or title case on a print is not penalised.
- Inconsistent or inappropriate\* use of case on a print is penalised as one accuracy error per assignment.

\*Proper nouns must begin with a capital letter.

## Detailed Marking Criteria for Unit 3: Database Manipulation

Centre assessors must also refer to the General Marking Criteria which applies to all units on page 11.

1 enter data in an existing database and present and print data	
a	<p>open and use existing database</p> <p>Centre assessors must refer to the Important Notes for Tutors pages preceding the assignment.</p> <ul style="list-style-type: none"> <li>• Failure to use the provided database is penalised as a <b>critical error</b>.</li> <li>• Use of American date format will be penalised as one accuracy error per data item.</li> <li>• Any unspecified amendments to the data are penalised as one accuracy error per data item.</li> </ul> <p>Currency may be formatted with any currency symbol.</p>
b	<p>create new records</p> <ul style="list-style-type: none"> <li>• Errors in entering data in new records are penalised as one accuracy error per data item.</li> <li>• Additional or duplicated records will be penalised as one accuracy error per data item.</li> <li>• Failure to display each data item in full (eg due to truncated field width) is penalised as one accuracy error per data item not displayed in full.</li> </ul> <p>Refer also to 3c.</p>
c	<p>delete record(s)</p> <ul style="list-style-type: none"> <li>• Failure to delete all or part of a record is penalised as one accuracy error per record.</li> <li>• Deleting the wrong record is penalised as one accuracy error for each incorrect data item (each cell) deleted.</li> <li>• Deleting only the data and leaving blank cells is penalised as one accuracy error per assignment (zeros displayed in numeric fields will not incur a second penalty).</li> <li>• Hiding the record is penalised as one accuracy error per assignment.</li> </ul>
d	<p>amend data</p> <p>All queries and reports must be carried out on the amended database.</p> <ul style="list-style-type: none"> <li>• Failure to amend data, an error in the amendment or amending an incorrect item is penalised as one accuracy error per data item (each cell).</li> </ul>
e	<p>replace data</p> <ul style="list-style-type: none"> <li>• Failure to replace data, an error in the replaced data or incorrect replacement is penalised as one accuracy error per assignment.</li> </ul>

f	<p>save data (table, query, report) with specified name</p> <ul style="list-style-type: none"> <li>• Failure to save the table/query/report is penalised as one accuracy error on each occasion that the table/query/report is not saved.</li> <li>• Failure to use the specified name(s) or an error in a table/query/report name is penalised as one accuracy error per assignment.</li> </ul> <p>Centres using software that does not automatically display filenames (eg table, query, report name) are advised to encourage candidates to display filenames by using headers and footers (eg automatic fields). However, if the software does not display filenames, this objective may be centre assessed.</p> <p>Use of, or omission of, brackets and/or spaces in table, query or report names are not penalised.</p>
g	<p>print data</p> <ul style="list-style-type: none"> <li>• A missing printout is penalised as a <b>critical error</b>.</li> </ul> <p>Failure to fit a table, query or report onto one page is not penalised, although advisable.</p>
<p><b>2 create simple queries/searches on one or two criteria and sort data</b></p>	
a	<p>select data on one criterion</p> <ul style="list-style-type: none"> <li>• Incorrect search results are penalised as a <b>critical error</b>.</li> </ul> <p>Incorrect results due to an earlier accuracy error do not incur a second penalty. Tutors must note the accuracy error(s) on the query print.</p>
b	<p>select data on two criteria</p> <ul style="list-style-type: none"> <li>• Incorrect search results are penalised as a <b>critical error</b>.</li> </ul> <p>Incorrect results due to an earlier accuracy error do not incur a second penalty. Tutors must note the accuracy error(s) on the query print.</p>
c	<p>sort data</p> <ul style="list-style-type: none"> <li>• Failure to sort data as instructed is penalised as one accuracy error per instruction.</li> <li>• An incorrect sort that results in the integrity of the corresponding data not being maintained is penalised as a <b>critical error</b> (as the data becomes unusable).</li> </ul> <p>Where there is no instruction to sort data, records may be presented in any order.</p> <p>Incorrect sort results from an earlier accuracy error do not incur a second penalty. Tutors must note the accuracy error(s) on the print.</p>

d	<p>present selected fields</p> <p>Field headings must be printed on every table, query and report print. Fields may be printed in any order. The use and/or printing of ID fields is not penalised.</p> <ul style="list-style-type: none"> <li>• A missing field is penalised as a <b>critical error</b>.</li> <li>• Additional fields are penalised as one accuracy error per print for any number of additional fields on that print.</li> <li>• Failure to present field headings is penalised as one accuracy error for each field heading not printed or not displayed in full.</li> </ul>
<p><b>3 produce appropriate pre-defined reports from databases using short cuts</b></p>	
a	<p>produce simple database report(s)</p> <p>Where the instruction is to produce a report, a table/query print is not acceptable.</p> <ul style="list-style-type: none"> <li>• A report based on an incorrect query is penalised as a <b>critical error</b>.</li> <li>• Failure to produce a database report is penalised as one accuracy error; however a missing printout is penalised as a <b>critical error</b> under 1g.</li> </ul>
b	<p>set page orientation</p> <ul style="list-style-type: none"> <li>• Failure to set the page orientation as instructed is penalised as one accuracy error per assignment.</li> </ul>
c	<p>display data in full</p> <ul style="list-style-type: none"> <li>• Failure to display each data item in full (eg due to truncated field width) is penalised as one accuracy error per data item per assignment. However, failure to display the same data item in one field for more than one record is penalised as one repeated accuracy error per assignment.</li> </ul> <p><b>This applies to all printouts including the first print of the table.</b></p> <p>If a data item was originally truncated on a table print, and is displayed in full on subsequent query or report prints, this is not accepted as a corrected error because the original database does not update.</p> <p>If a data item is not fully displayed on subsequent prints, this will not incur a second penalty even if truncated in a different way.</p>
d	<p>display page headers/footers (page number, date)</p> <ul style="list-style-type: none"> <li>• Failure to display headers and footers, including automatic fields, as instructed is penalised as one accuracy error per assignment for any number of items missing.</li> <li>• Errors in the filename are penalised under 1f.</li> <li>• Items placed in the header instead of the footer as instructed (or vice versa) are penalised as one accuracy error per assignment.</li> </ul>

## Marking Reference Grid for Unit 3: Database Manipulation

A **data item** is:

- the contents of a field within a record (each cell)
- a field heading
- a report title
- a file name

Assessment Objective		Critical Error	Accuracy Error		
			Once per assignment	Each instruction	Each data item
1a	open and use existing database *	✓			
1b	create new records				✓
1c	delete record(s) *				✓
1d	amend data				✓
1e	replace data			✓	
1f	save data (table, query, report) with specified name			✓	
1g	print data	✓			
2a	select data on one criterion	✓			
2b	select data on two criteria	✓			
2c	sort data *			✓	
2d	present selected fields *	✓ missing		✓ additional field(s)	
3a	produce simple database report(s) *	✓			
3b	set page orientation		✓		
3c	display data in full				✓
3d	display page headers/footers (page number, date)		✓		

Note: This grid is provided for general reference, it must not be used as the sole reference for assessment. Tutors must refer to the Detailed Marking Criteria for each unit and to the General Marking Criteria which applies to all units.

For assessment objectives marked with an \* above, more than one ruling may apply depending on the type of error made, refer to the Detailed Marking Criteria for the assessment objective.



## UNIT 4: e-PUBLICATION CREATION

---

### Unit Description

This unit is designed to accredit basic competencies in using desktop publishing concepts to produce and print a simple publication including imported text and image files in a standard layout. Candidates will develop familiarity with the software to be used, along with a sound understanding of basic desktop publishing concepts and the use of page layout tools.

### Unit Content

This unit has been mapped to ITQ Level 1 Unit 30 Desktop Publishing Software.

The Assessment Objectives and Knowledge, Skills and Understanding are based on Level 1 CLAiT. Achievement of this unit should be sent to the ITQ Examiner-moderator.

### Assessment

Candidates are assessed by means of an OCR-set practical assignment with a notional duration of 2½ hours. The assignment is set in a realistic scenario and is designed to allow candidates to use their knowledge and understanding to demonstrate skill in each assessment objective in a logical and realistic way.

Candidates' work will be centre assessed and externally moderated by OCR. In order to achieve a Pass in this unit, candidates must demonstrate skill in each assessment objective within the stated tolerance of four accuracy errors and without incurring any critical errors. Candidates who do not achieve a Pass may re-take the assessment using a different assignment.

### Assessment tasks

Candidates are required to complete several tasks that address all of the assessment objectives identified in the unit content in a holistic and practical way. The assessment tasks will be practical related tasks with a clear purpose and will be OCR-set.

### Evidence

A centre using the Level 1 CLAiT option for ITQ 2009 can submit candidates' work for this CLAiT unit assignment as evidence for ITQ Unit 30. For guidance on submission, tutors must refer to the ITQ 2009 Centre Handbook available on the OCR website.

<b>Unit Content – e-Publication Creation</b>	
<b>Assessment Objectives</b>	<b>Knowledge, Skills and Understanding</b>
<b>1 set up a standard page layout and text properties</b>	
	<ul style="list-style-type: none"> <li>• understand what laws and guidelines affect day-to-day use of IT for example data protection, equal opportunities, disability, health and safety, copyright and guidelines set by the organisation</li> <li>• understand why the IT system and software used was appropriate for the task (eg desktop publishing/page layout software)</li> <li>• identify appropriate software for the task and correct procedures for using chosen software</li> <li>• appreciate the differences between desktop publishing software and word processors (eg text flow, image control, purpose)</li> <li>• know the correct terms for the types of hardware being used (eg mouse, printer, monitor)</li> <li>• understand the correct terms for the basic tools and techniques in the software being used (eg drag and drop, text flow, resize, leading, kerning, layout guides)</li> </ul>
a set page size/orientation b set margins	<ul style="list-style-type: none"> <li>• understand how to set page size and margins</li> </ul>
c create text areas/text frames	<ul style="list-style-type: none"> <li>• understand the use and control of text frames or equivalent</li> </ul>
d set column widths/space between columns	<ul style="list-style-type: none"> <li>• understand how to set column widths/space between columns</li> </ul>
e use serif/sans serif fonts	<ul style="list-style-type: none"> <li>• distinguish between serif and sans serif typefaces and understand how to select them</li> </ul>
f use different font sizes	<ul style="list-style-type: none"> <li>• understand how to set and amend text sizes</li> </ul>
<b>2 use basic techniques to combine information</b>	
a import text file(s) b import image(s)	<ul style="list-style-type: none"> <li>• understand how to use basic techniques to combine information (eg text, images, simple drawn shapes)</li> <li>• understand the basic graphic capabilities of desktop publishing software</li> </ul>
c place images	<ul style="list-style-type: none"> <li>• understand how to position images in specified places, maintaining original proportions</li> </ul>
d place text	<ul style="list-style-type: none"> <li>• understand how to flow text as specified</li> </ul>
e use line/border features to draw simple lines/shapes	<ul style="list-style-type: none"> <li>• know how to draw and use lines, borders and simple graphic shapes</li> </ul>

<b>3    manipulate text and images to balance page</b>	
a    apply alignment and justification	<ul style="list-style-type: none"> <li>• understand the use of left and centre alignment and of full justification, and first line indent</li> </ul>
b    enter and amend text	<ul style="list-style-type: none"> <li>• know how to cut, copy and paste, insert and delete, find and replace text</li> </ul>
c    resize text	<ul style="list-style-type: none"> <li>• understand how to resize text</li> </ul>
d    use spell check	<ul style="list-style-type: none"> <li>• understand how to use spell check to check the accuracy of simple text</li> </ul>
e    manipulate image(s)	<ul style="list-style-type: none"> <li>• know how to cut and manipulate images (move, crop, flip, and resize) maintaining the original proportions</li> </ul>
<b>4    manage and print publications</b>	
a    save publication(s)	<ul style="list-style-type: none"> <li>• appreciate who and what the information is for and where it will be used (eg on screen or hard copy as a proof or a final draft) and when it is needed</li> <li>• know how to save documents in an appropriate format</li> </ul>
b    print and close document(s) in appropriate format	<ul style="list-style-type: none"> <li>• understand how to print composite publications from the chosen software using default print settings</li> <li>• understand how to close a publication using the correct procedures</li> </ul>

## Marking Criteria for Unit 4: e-Publication Creation

In order to pass the assessment for this unit, candidates must complete the assignment without making any **critical errors** as defined below and with no more than **four** accuracy errors.

**Critical errors** are incurred for any instance of:

- specified image is missing
- specified text file is missing, incomplete or text is amended
- a missing printout

**Accuracy errors** are incurred for each instance of:

- an error in keying data (for each data item)
- an error in completing any other assessment objective as instructed that is not listed as a critical error

**Data item** for Unit 4, e-Publication Creation is:

- a word

### In Unit 4:

- Consistent, appropriate\* use of upper, sentence or title case on a print is not penalised.
- Inconsistent or inappropriate\* use of case on a print is penalised as one accuracy error per assignment.

\*Proper nouns, headings/sub-headings and the start of a sentence must begin with a capital letter.

- Only one space is acceptable after items of punctuation

## Detailed Marking Criteria for Unit 4: e-Publication Creation

Centre assessors must also refer to the General Marking Criteria which applies to all units on page 11.

<b>1 set up a standard page layout and text properties</b>	
a	<p>set page size/orientation</p> <ul style="list-style-type: none"> <li>Failure to set the page orientation as instructed is penalised as one accuracy error per assignment.</li> </ul>
b	<p>set margins</p> <ul style="list-style-type: none"> <li>Failure to set the margins as instructed (to within the allowed tolerance) is penalised as one accuracy error per assignment.</li> </ul> <p>The following tolerances are allowed for margins on each print:</p> <ul style="list-style-type: none"> <li>Top margin 8mm tolerance</li> <li>Bottom margin 4mm tolerance</li> <li>Left and right margins a total 6mm tolerance.</li> </ul>
c	<p>create text areas/text frames</p> <p>Any facility of the chosen software that results in the flow of text is acceptable. Centres should be aware that in some software, the text frame properties should be set to zero to avoid additional spacing when the margins are measured on the print.</p> <ul style="list-style-type: none"> <li>Additional margin settings for text frames resulting in margin spaces being outside of the allowed tolerance will be penalised as one accuracy error per assignment.</li> </ul>
d	<p>set column widths/space between columns</p> <ul style="list-style-type: none"> <li>Failure to set the column width and/or spacing as instructed is penalised as one accuracy error per assignment. A 10% tolerance is permitted on the measurement of spacing between columns.</li> </ul>
e	<p>use serif/sans serif fonts</p> <p>Where the instruction is to use a serif or sans serif font, any font type from the serif or sans serif font family may be used. Centres should be aware that serif and sans serif are not font types (names) therefore they will not appear on the list of available fonts.</p> <ul style="list-style-type: none"> <li>Failure to use a serif/sans serif font as instructed is penalised as one accuracy error per assignment.</li> <li>An inconsistent font for the same style is penalised as one accuracy error per assignment (eg use of two different serif fonts for the body text).</li> <li>Use of illegible fonts (eg Wingdings) is penalised as a <b>critical error</b>.</li> </ul> <p>Unspecified formatting of the font style is not penalised unless otherwise instructed.</p>
f	<p>use different font sizes</p> <p>3 clearly different font sizes must be used (large for heading, medium for subheadings and smaller for body text). All text must be clearly readable.</p> <ul style="list-style-type: none"> <li>Failure to use 3 clearly different and legible font sizes for each style as instructed is penalised as one accuracy error per assignment.</li> </ul>

<b>2 use basic techniques to combine information</b>	
a	<p>import text file(s)</p> <ul style="list-style-type: none"> <li>• Failure to import all the text in the specified text file is penalised as a <b>critical error</b>.</li> <li>• Any unspecified amendment to the actual text in the text file is penalised as a <b>critical error</b>.</li> </ul> <p>Unspecified amendments to the spacing in the text file are penalised as one accuracy error per assignment.</p>
b	<p>import image(s)</p> <ul style="list-style-type: none"> <li>• Failure to import the specified image or printing with the image missing is penalised as a <b>critical error</b>.</li> </ul> <p>Refer also to 2c.</p>
c	<p>place images</p> <ul style="list-style-type: none"> <li>• Each image placed in the incorrect position will be penalised as one accuracy error for each instruction.</li> <li>• Any unspecified amendment to the image eg if the image is visibly distorted, truncated, cropped or flipped will incur one accuracy error per assignment.</li> <li>• If the image(s) touch or overlap any other text, drawing feature or margin space this is penalised as one accuracy error per assignment.</li> </ul> <p>There is no penalty if images are resized to fit within the column space.</p> <p>Distorted images, regardless of how many, are penalised as one accuracy error <b>ONLY</b> per assignment.</p>
d	<p>place text</p> <ul style="list-style-type: none"> <li>• Failure to place text in the correct position is penalised as one accuracy error for each instruction.</li> </ul> <p>Hyphenation is not penalised.</p> <p>There is no penalty if text is resized in order to achieve balanced columns, however, no text must be deleted or lost (eg at the end of the text file).</p> <p>Refer also to 2a.</p> <p>With the exception of 2005-2006 Set A and Set B, text that wraps on either side of the image is penalised as one accuracy error per assignment.</p>
e	<p>use line/border features to draw simple lines/shapes</p> <ul style="list-style-type: none"> <li>• Failure to use a line or border feature as instructed is penalised as one accuracy error for each omitted or incorrect feature.</li> <li>• A line/border feature that touches or overlaps text is penalised as one accuracy error per assignment.</li> <li>• A feature that extends into the margin/column space (or vice versa), if contrary to the instruction, is penalised as one accuracy error per assignment.</li> </ul> <p>Additional line/border features are not penalised.</p>

<b>3 manipulate text and images to balance page</b>	
	The tolerance for balancing columns is: the text in the final column may be two lines shorter than the previous column.
a	<p>apply alignment and justification</p> <p>In fully justified text, spaces that appear as the result of unrequested hard returns in the text are penalised as one accuracy error on every occasion.</p> <ul style="list-style-type: none"> <li>• Failure to align text as instructed is penalised as one accuracy error per instruction.</li> <li>• Incorrect alignment or alignment of more or less text than instructed is penalised as one accuracy error per instruction.</li> <li>• Failure to apply first line indents is penalised as one accuracy error per assignment.</li> </ul> <p>Note: Check that the correct number of indents for a particular assignment has been applied.</p>
b	<p>enter and amend text</p> <ul style="list-style-type: none"> <li>• Failure to enter or amend text is penalised as one accuracy error per word.</li> <li>• An error in text entered or amended is penalised as one accuracy error per word.</li> <li>• Failure to fit the heading text as instructed is penalised as one accuracy error per assignment.</li> <li>• A hyphenated or split heading is penalised as one accuracy error per assignment.</li> </ul> <p>Subheadings may wrap onto two lines.</p>
c	<p>resize text</p> <ul style="list-style-type: none"> <li>• Failure to resize text or incorrect resizing of text is penalised as one accuracy error per assignment.</li> <li>• Failure to use or maintain consistent size for each text style is penalised as one accuracy error per assignment.</li> </ul>
d	<p>use spell check</p> <p>A English (UK) spell checker must be used and grammar must not be changed (for example <b>eg</b> must not be changed to <b>e.g.</b>)</p> <ul style="list-style-type: none"> <li>• Failure to correct any or all spelling errors is penalised as one accuracy error per assignment.</li> <li>• Unspecified amendments to the text, including grammar, are penalised as a critical error under 2a.</li> </ul>
e	<p>manipulate image(s)</p> <ul style="list-style-type: none"> <li>• Failure to manipulate the image as instructed (eg move, crop, flip, resize) is penalised as one accuracy error per instruction.</li> <li>• Distorted images, regardless of how many, are penalised as one accuracy error per assignment. If an image was distorted on the first print and is still distorted on the second print, this does not incur a second penalty.</li> </ul> <p>Refer also to 2c.</p>

4 manage and print publications	
a	<p>save publication(s)</p> <ul style="list-style-type: none"> <li>• Failure to save a publication is penalised as one accuracy error on each occasion that the file is not saved.</li> <li>• Failure to use the specified filename(s) or an error in a filename is penalised as one accuracy error per assignment.</li> </ul> <p>This objective is centre assessed, tutors should note any error in saving with the specified filename on the print. However, if the software used is capable of displaying automatic filenames on the print, this is encouraged.</p>
b	<p>print and close document(s) in appropriate format</p> <ul style="list-style-type: none"> <li>• A missing printout is penalised as a <b>critical error</b>.</li> </ul>



## Marking Reference Grid for Unit 4: e-Publication Creation

A data item is:

- a word

Assessment Objective		Critical Error	Accuracy Error		
			Once per assignment	Each instruction	Each data item
1a	set page size/orientation		✓		
1b	set margins		✓		
1c	create text areas/text frames		✓		
1d	set column widths/space between columns		✓		
1e	use serif/sans serif fonts *		✓		
1f	use different font sizes		✓		
2a	import text file(s) *	✓			
2b	import image(s)	✓			
2c	place images *		✓		
2d	place text *			✓	
2e	use line/border features to draw simple lines/shapes *		✓		
3a	apply alignment and justification *			✓	
3b	enter and amend text *				✓
3c	resize text *		✓		
3d	use spell check *		✓		
3e	manipulate image(s) *		✓		
4a	save publication(s)			✓	
4b	print and close document(s) in appropriate format	✓			

Note: This grid is provided for general reference, it must not be used as the sole reference for assessment. Tutors must refer to the Detailed Marking Criteria for each unit and to the General Marking Criteria which applies to all units.

For assessment objectives marked with an \* above, more than one ruling may apply depending on the type of error made, refer to the Detailed Marking Criteria for the assessment objective.

**THIS PAGE HAS BEEN LEFT INTENTIONALLY BLANK**

## UNIT 5: CREATE AN e-PRESENTATION

---

### Unit Description

This unit is designed to accredit basic competencies in using presentation software to enter, edit and present visual information using basic formatting tools, including importing an image. Candidates will develop familiarity with the software to be used, along with a sound understanding of the use and manipulation of presentation software and the need for consistency in formatting and presentation concepts.

### Unit Content

This unit has been mapped to ITQ Level 1 Unit 58 Presentation Software.

The Assessment Objectives and Knowledge, Skills and Understanding are based on Level 1 CLAiT. Achievement of this unit should be sent to the ITQ Examiner-moderator.

### Assessment

Candidates are assessed by means of an OCR-set practical assignment with a notional duration of 2½ hours. The assignment is set in a realistic scenario and is designed to allow candidates to use their knowledge and understanding to demonstrate skill in each assessment objective in a logical and realistic way.

Candidates' work will be centre assessed and externally moderated by OCR. In order to achieve a Pass in this unit, candidates must demonstrate skill in each assessment objective within the stated tolerance of four accuracy errors and without incurring any critical errors. Candidates who do not achieve a Pass may re-take the assessment using a different assignment.

### Assessment tasks

Candidates are required to complete several tasks that address all of the assessment objectives identified in the unit content in a holistic and practical way. The assessment tasks will be practical related tasks with a clear purpose and will be OCR-set.

### Evidence

A centre using the Level 1 CLAiT option for ITQ 2009 can submit candidates' work for this CLAiT unit assignment as evidence for ITQ Unit 58. For guidance on submission, tutors must refer to the ITQ 2009 Centre Handbook available on the OCR website.

<b>Unit Content – Create an e-Presentation</b>	
<b>Assessment Objectives</b>	<b>Knowledge, Skills and Understanding</b>
<b>1 set up a presentation accurately</b>	
a use appropriate application software to create presentation	<ul style="list-style-type: none"> <li>• identify appropriate software to create a presentation</li> <li>• understand correct procedures for using chosen software</li> <li>• be aware of presentation graphics conventions and the relevance of 'house style' (eg words per frame)</li> <li>• appreciate the use of opening presentation software</li> </ul>
b create text areas/text frames	<ul style="list-style-type: none"> <li>• understand the importance of consistency within a slide show including the importance of the slide master or master slide</li> </ul>
c apply background consistently	<ul style="list-style-type: none"> <li>• understand the use of backgrounds</li> <li>• understand who the information is for; when it is needed and how it will be used (eg on screen or hard copy)</li> </ul>
<b>2 input and format data in presentation software</b>	
a create new slide(s)	<ul style="list-style-type: none"> <li>• understand slide creation</li> </ul>
b change the order of the slide(s)	<ul style="list-style-type: none"> <li>• understand the need to change the running order of the presentation</li> </ul>
c insert text	<ul style="list-style-type: none"> <li>• appreciate the need for accuracy when inputting data and the importance of checking output against expectations</li> </ul>
d use spell check	<ul style="list-style-type: none"> <li>• appreciate the need to use spellchecking facilities to check the accuracy of the text</li> </ul>
e use specified font sizes	<ul style="list-style-type: none"> <li>• understand how to set and amend font sizes</li> </ul>
f use bullets	<ul style="list-style-type: none"> <li>• understand the use of 1st level and 2nd level text</li> <li>• understand the use of bullet points</li> </ul>
g apply alignment	<ul style="list-style-type: none"> <li>• understand the use of left and centre alignment</li> <li>• understand the use of line spacing for text in bullet style</li> </ul>
h apply enhancement	<ul style="list-style-type: none"> <li>• understand how to apply emphasis (bold, italic, underline)</li> </ul>
i delete text	<ul style="list-style-type: none"> <li>• understand the use of common editing tools (text selection, cut, copy &amp; paste, delete &amp; backspace) and appreciate their various advantages/disadvantages</li> </ul>
j replace specified text	<ul style="list-style-type: none"> <li>• appreciate the advantages of a search &amp; replace tool over manual editing of multiple items</li> </ul>
k promote/demote text	<ul style="list-style-type: none"> <li>• understand the use of 1st level and 2nd level text, and the concept of promotion and demotion</li> </ul>

<b>3 import/insert images and graphics correctly</b>	
a insert graphic	<ul style="list-style-type: none"> <li>• understand how to insert graphics into a presentation</li> </ul>
b insert lines/boxes	<ul style="list-style-type: none"> <li>• understand the difference between inserting graphic images and insert graphic tools (lines, boxes, shapes, arrows)</li> </ul>
c shade or fill the drawn graphics	<ul style="list-style-type: none"> <li>• understand the use of fill and colour when drawing objects, to enhance the presentation</li> </ul>
<b>4 save and print the presentation</b>	
a save the presentation b save the presentation with new filename c close presentation	<ul style="list-style-type: none"> <li>• understand the document management techniques for the chosen software (file menu, open, save, save as, close)</li> <li>• understand the correct procedures for closing down the software</li> </ul>
d set the page orientation e set the headers and footers	<ul style="list-style-type: none"> <li>• understand how to print a document from the chosen software using default print settings</li> <li>• understand how to change the default print settings</li> <li>• understand how to set headers and footers to include automatic fields (filename, date and time, page number)</li> </ul>
f print the presentation as slides	<ul style="list-style-type: none"> <li>• understand how to print from the chosen software using default print settings</li> <li>• understand the need and how to print the presentation as individual slides</li> </ul>
g print the presentation as handouts	<ul style="list-style-type: none"> <li>• understand how to produce audience notes and thumbnail printouts</li> </ul>
h print the presentation as an outline view	<ul style="list-style-type: none"> <li>• understand the need to print the presentation in outline view to check text content</li> </ul>

## Marking Criteria for Unit 5: Create an e-Presentation

In order to pass the assessment for this unit, candidates must complete the assignment without making any **critical errors** as defined below and with no more than **four** accuracy errors.

**Critical errors** are incurred for any instance of:

- specified image is missing on any slide
- a missing slide on any print
- a missing printout

**Accuracy errors** are incurred for each instance of:

- an error in keying data (for each data item)
- an error in completing any other assessment objective as instructed that is not listed as a critical error

**Data items** for Unit 5: Create an e-Presentation are:

- a title
- a bulleted point
- header and footer

### In Unit 5:

- Consistent, appropriate\* use of upper, sentence or title case on a print is not penalised.
- Inconsistent or inappropriate\* use of case across the presentation is penalised as one accuracy error per assignment.

\*Proper nouns and the start of a sentence/bulleted point must begin with a capital letter.

- Either one or two spaces are acceptable after items of punctuation; the spacing after punctuation need not be consistent.

## Detailed Marking Criteria for Unit 5: Create an e-Presentation

Centre assessors must also refer to the General Marking Criteria which applies to all units on page 11.

<b>1 set up a presentation accurately</b>	
a	<p>use appropriate application software to create presentation</p> <ul style="list-style-type: none"> <li>Failure to use appropriate presentation software is penalised as one accuracy error per assignment. However, lack of evidence of achievement of any other assessment objective will incur an error for each assessment objective not evidenced.</li> </ul>
b	<p>create text areas/text frames</p> <p>Note that if the software has preset placeholders, new text areas/frames do not need to be created as existing placeholders may be modified.</p> <ul style="list-style-type: none"> <li>Failure to create text areas/text frames as instructed is penalised as one accuracy error per assignment.</li> <li>Failure to display items consistently across slides is penalised as one accuracy error per assignment.</li> </ul> <p>Note that for slide consistency, candidates should be familiar with a master slide.</p> <p><b>Inconsistent slide layout</b> – If a title slide has been used for slide 1, this should be penalised as 1 accuracy error per assignment, regardless of the number of resultant errors on that slide (eg missing bullet character, bullet point centred, and incorrect font size).</p>
c	<p>apply background consistently</p> <p>This objective should be observed by the centre assessor.</p> <ul style="list-style-type: none"> <li>Failure to apply background as instructed is penalised as one accuracy error per assignment.</li> </ul>
<b>2 input and format data in presentation software</b>	
a	<p>create new slide(s)</p> <ul style="list-style-type: none"> <li>A missing slide is penalised as a <b>critical error</b>.</li> <li>Incorrect slide order is penalised as one accuracy error per assignment.</li> <li>Failure to create a new slide (eg modifying an existing slide) is penalised as one accuracy error per assignment.</li> </ul>
b	<p>change the order of the slide(s)</p> <ul style="list-style-type: none"> <li>Failure to change the order of slides as instructed is penalised as one accuracy error per assignment.</li> </ul>
c	<p>insert text</p> <ul style="list-style-type: none"> <li>Failure to insert text as instructed is penalised as one accuracy error per data item.</li> <li>Failure to apply the correct text style is penalised as one accuracy error per assignment.</li> </ul>

d	<p>use spell check</p> <p>A English (UK) spell checker must be used and grammar must not be changed.</p> <ul style="list-style-type: none"> <li>• Failure to correct any or all spelling errors is penalised as one accuracy error per assignment.</li> </ul>
e	<p>use specified font sizes</p> <p>3 clearly different font sizes must be used. All text must be clearly readable.</p> <ul style="list-style-type: none"> <li>• Failure to use 3 clearly different and legible font sizes as instructed is penalised as one accuracy error per assignment.</li> </ul>
f	<p>use bullets</p> <ul style="list-style-type: none"> <li>• Failure to use a bullet character where instructed is penalised as one accuracy error per assignment.</li> </ul> <p>Any style of bullet character may be used.</p>
g	<p>apply alignment</p> <ul style="list-style-type: none"> <li>• Failure to align text as instructed is penalised as one accuracy error per assignment.</li> <li>• Incorrect alignment or alignment of more or less text than instructed is penalised as one accuracy error per assignment.</li> </ul>
h	<p>apply enhancement</p> <ul style="list-style-type: none"> <li>• Failure to apply enhancement to text (eg bold, italic) as instructed is penalised as one accuracy error per assignment.</li> <li>• Incorrect enhancement or enhancing more or less text than instructed is penalised as one accuracy error per assignment.</li> </ul>
i	<p>delete text</p> <ul style="list-style-type: none"> <li>• Failure to delete any or all of the specified text is penalised as one accuracy error per assignment.</li> <li>• Deleting more or less than the specified text or deleting the wrong text is penalised as one accuracy error per incorrect data item deleted. However, if more than the specified text is deleted, resulting in lack of evidence for any other assessment objectives, candidates will also be penalised for each objective for which there is no evidence.</li> <li>• Errors in presentation of text levels or layout as a result of the deletion are penalised as one accuracy error per assignment.</li> </ul>
j	<p>replace specified text</p> <ul style="list-style-type: none"> <li>• Failure to replace any or all instances of the specified word is penalised as one accuracy error per assignment.</li> <li>• An error in the replaced word is penalised as one accuracy error per assignment.</li> </ul>
k	<p>promote/demote text</p> <ul style="list-style-type: none"> <li>• Failure to promote/demote the specified text as instructed is penalised as one accuracy error per assignment.</li> </ul>



<b>3 import/insert images and graphics correctly</b>	
a	<p>insert graphic</p> <p>The image may be resized.</p> <ul style="list-style-type: none"> <li>• Failure to import the specified image or printing with the image missing is penalised as a <b>critical error</b>.</li> <li>• Failure to display the image on the specified slide(s) as instructed is penalised as one accuracy error per assignment.</li> <li>• Distorting the image is penalised as one accuracy error per assignment.</li> <li>• Inconsistent positioning or size of the image between slides is penalised as one accuracy error per assignment.</li> <li>• An image that overlaps or touches any other items is penalised as one accuracy error per assignment.</li> </ul> <p>Do not penalise if the image is not positioned exactly at the very corner of the slide.</p>
b	<p>insert lines/boxes</p> <ul style="list-style-type: none"> <li>• Failure to insert lines or boxes as instructed is penalised as one accuracy error per assignment.</li> </ul>
c	<p>shade or fill the drawn graphics</p> <ul style="list-style-type: none"> <li>• Failure to fill the drawn graphic as instructed is penalised as one accuracy error per assignment.</li> <li>• Shading that is not visible on the print is penalised as one accuracy error per assignment.</li> </ul>
<b>4 save and print the presentation</b>	
a	<p>save the presentation</p> <p>This objective should be observed by the centre assessor.</p> <ul style="list-style-type: none"> <li>• Failure to save the presentation is penalised as one accuracy error on each occasion that the presentation is not saved.</li> <li>• Failure to use the specified filename(s) or an error in a filename is penalised as one accuracy error per assignment.</li> </ul>
b	<p>save the presentation with new filename</p> <p>This objective should be observed by the centre assessor.</p> <ul style="list-style-type: none"> <li>• Failure to use the specified filename(s) or an error in a filename is penalised as one accuracy error per assignment.</li> </ul>
c	<p>close presentation</p> <p>This objective should be observed by the centre assessor.</p> <ul style="list-style-type: none"> <li>• Failure to close the presentation is penalised as one accuracy error per assignment.</li> </ul>
d	<p>set the page orientation</p> <ul style="list-style-type: none"> <li>• Failure to set the page (slide) orientation as instructed is penalised as one accuracy error per assignment.</li> </ul>

e	<p>set the headers and footers</p> <ul style="list-style-type: none"> <li>• Failure to display headers and footers, including automatic fields, as instructed is penalised as one accuracy error per assignment for any number of items missing.</li> <li>• Errors in the filename are penalised under 4b.</li> <li>• Items placed in the header instead of the footer as instructed (or vice versa) are penalised as one accuracy error per assignment.</li> <li>• Incorrect slide numbering is penalised as one accuracy error per assignment.</li> </ul> <p>Where the instruction is to insert an automatic date but the candidate inserts the date and time, do not penalise unless there is an instruction to display the automatic date <b>ONLY</b>.</p>
f	<p>print the presentation as slides</p> <ul style="list-style-type: none"> <li>• Any missing printout is penalised as a <b>critical error</b>.</li> <li>• Failure to print the presentation in the specified layout is penalised as one accuracy error per assignment.</li> </ul>
g	<p>print the presentation as handouts</p> <ul style="list-style-type: none"> <li>• Incorrect slide order is penalised as one accuracy error per assignment.</li> <li>• Failure to print the presentation in the specified layout is penalised as one accuracy error per assignment.</li> </ul>
h	<p>print the presentation as an outline view</p> <ul style="list-style-type: none"> <li>• Incorrect slide order is penalised as one accuracy error per assignment.</li> <li>• Failure to print the presentation in the specified layout (eg handouts instead of outline view) is penalised as one accuracy error per assignment.</li> </ul>

## Marking Reference Grid for Unit 5: Create an e-Presentation

A **data item** is:

- a title
- a bulleted point
- header and footer

Assessment Objective		Critical Error	Accuracy Error		
			Once per assignment	Each instruction	Each data item
1a	use appropriate application software to create presentation *		✓		
1b	create text areas/text frames		✓		
1c	apply background consistently		✓		
2a	create new slide(s) *	✓			
2b	change the order of the slide(s)		✓		
2c	insert text				✓
2d	use spell check		✓		
2e	use specified font sizes		✓		
2f	use bullets		✓		
2g	apply alignment		✓		
2h	apply enhancement		✓		
2i	delete text *			✓	
2j	replace specified text		✓		
2k	promote/demote text		✓		
3a	insert graphic *	✓			
3b	insert lines/boxes		✓		
3c	shade or fill the drawn graphics		✓		
4a	save the presentation			✓	
4b	save the presentation with new filename		✓		
4c	close presentation		✓		
4d	set the page orientation		✓		
4e	set the headers and footers		✓		
4f	print the presentation as slides *	✓			
4g	print presentation as handouts *	✓			
4h	print presentation as outline view *	✓			

Note: This grid is provided for general reference, it must not be used as the sole reference for assessment. Tutors must refer to the Detailed Marking Criteria for each unit and to the General Marking Criteria which applies to all units.

For assessment objectives marked with an \* above, more than one ruling may apply depending on the type of error made, refer to the Detailed Marking Criteria for the assessment objective.

**THIS PAGE HAS BEEN LEFT INTENTIONALLY BLANK**

## UNIT 6: e-IMAGE CREATION

---

### Unit Description

This unit is designed to accredit basic competencies in using computer art software to produce and print simple drawings, artwork and images. Candidates will insert, manipulate and edit simple artwork and images and combine containing information. Candidates will use simple checking techniques to check the accuracy of their work. Candidates will develop familiarity with the software to be used, along with a sound understanding of the concepts of image and text manipulation and formatting. A colour printer and digital camera will be required.

### Unit Content

This unit has been mapped to ITQ Level 1 Unit 36 Imaging Software.

The Assessment Objectives and Knowledge, Skills and Understanding are based on Level 1 CLAiT. Achievement of this unit should be sent to the ITQ Examiner-moderator.

### Assessment

Candidates are assessed by means of an OCR-set practical assignment with a notional duration of 2½ hours. The assignment is set in a realistic scenario and is designed to allow candidates to use their knowledge and understanding to demonstrate skill in each assessment objective in a logical and realistic way.

Candidates' work will be centre assessed and externally moderated by OCR. In order to achieve a Pass in this unit, candidates must demonstrate skill in each assessment objective within the stated tolerance of four accuracy errors and without incurring any critical errors. Candidates who do not achieve a Pass may re-take the assessment using a different assignment.

### Assessment tasks

Candidates are required to complete several tasks that address all of the assessment objectives identified in the unit content in a holistic and practical way. The assessment tasks will be practical related tasks with a clear purpose and will be OCR-set.

### Evidence

A centre using the Level 1 CLAiT option for ITQ 2009 can submit candidates' work for this CLAiT unit assignment as evidence for ITQ Unit 36. For guidance on submission, tutors must refer to the ITQ 2009 Centre Handbook available on the OCR website.

<b>Unit Content – e-Image Creation</b>	
<b>Assessment Objectives</b>	<b>Knowledge, Skills and Understanding</b>
<b>1 produce artwork and images</b>	
	<ul style="list-style-type: none"> <li>• understand what laws and guidelines affect day-to-day use of IT, for example, data protection, equal opportunities, disability, health and safety, copyright and guidelines set by the organisation</li> <li>• identify appropriate software for the task (eg bitmapped or vector-based software)</li> <li>• understand correct procedures for using chosen software</li> <li>• appreciate the differences between bitmap and vector-based graphics and their uses and limitations (eg edit modes, scalability)</li> <li>• know the correct terms for the types of hardware being used (eg mouse, printer, monitor)</li> </ul>
a download digital picture from a camera	<ul style="list-style-type: none"> <li>• understand how to download digital pictures from a camera</li> <li>• understand the document management techniques for the chosen software (file menu, open, save, save as, close)</li> <li>• know the correct terms for the basic tools and techniques in the software being used (eg flip, rotate, crop, resize)</li> </ul>
b set canvas/artwork size/orientation	<ul style="list-style-type: none"> <li>• understand how to set canvas/artwork size</li> </ul>
c import image(s) into artwork	<ul style="list-style-type: none"> <li>• recognise common file formats (eg .jpg, .gif, .psd, .bmp, .tiff, .pct) and understand how to import/paste an existing image file into artwork</li> </ul>
d position/move image in artwork	<ul style="list-style-type: none"> <li>• understand how to position/move image in artwork</li> </ul>
e crop image	<ul style="list-style-type: none"> <li>• understand the chosen software's basic image manipulation facilities (crop, resize)</li> </ul>
f resize image(s)	<ul style="list-style-type: none"> <li>• understand how to check and set size, alignment and orientation of images</li> </ul>
g create graphic shape(s)	<ul style="list-style-type: none"> <li>• understand how to create simple geometric and freehand shapes using the chosen software (eg squares, circles, rectangles, ellipses, triangles, straight and curved lines, freehand lines)</li> </ul>
<b>2 insert, amend and resize text</b>	
a insert/resize text to fit	<ul style="list-style-type: none"> <li>• understand how to use basic techniques to combine information (eg text, images, simple drawn shapes)</li> <li>• appreciate the difference between scalable and non-scalable text (bitmap/vector)</li> </ul>
b amend text	<ul style="list-style-type: none"> <li>• understand the chosen software's text editing and manipulation facilities (create, amend, resize)</li> </ul>

<b>3 manipulate and format drawing items</b>	
a use specified colours	<ul style="list-style-type: none"> <li>understand how to apply colour to text and graphics using the chosen software (eg fill, object properties etc)</li> </ul>
b rotate item	<ul style="list-style-type: none"> <li>understand how to isolate and manipulate text and graphic items eg align, rotate (180°, 90° clockwise, 90° anti-clockwise)</li> </ul>
c flip item	<ul style="list-style-type: none"> <li>understand how to flip horizontal/vertical</li> </ul>
d copy item	<ul style="list-style-type: none"> <li>understand how to copy and paste items</li> </ul>
e crop/trim item	<ul style="list-style-type: none"> <li>understand how to trim/crop items</li> </ul>
f resize item	<ul style="list-style-type: none"> <li>understand how to resize items</li> </ul>
g delete item	<ul style="list-style-type: none"> <li>understand how to cut/delete/erase items</li> </ul>
<b>4 manage and print artwork</b>	
a create new artwork	<ul style="list-style-type: none"> <li>appreciate who and what the information is for and where it will be used (eg on screen or hard copy as a proof or a final draft) and when it is needed</li> </ul>
b set artwork resolution	<ul style="list-style-type: none"> <li>understand how to specify the size of artwork (in metric measurements) and appreciate the relationships between screen size, print size and resolution</li> </ul>
c save and close artwork and digital image	<ul style="list-style-type: none"> <li>know how to save artwork in appropriate format</li> <li>understand how to close artwork using the correct procedures</li> </ul>
d print in black and white and colour	<ul style="list-style-type: none"> <li>understand how to print from the chosen software using default print settings</li> </ul>

## Marking Criteria for Unit 6: e-Image Creation

In order to achieve a Pass in the assessment for this unit, candidates must complete the assessment without making any **critical errors** as defined below and with no more than **four** accuracy errors.

**Critical errors** are incurred for any instance of:

- specified image is missing
- a missing block of text
- prints(s) not in colour as specified
- a missing printout

**Accuracy errors** are incurred for each instance of:

- an error in keying data (for each data item)
- an error in completing any other assessment objective as instructed that is not listed as a critical error

**Data items** for Unit 6, e-Image Creation are:

- a block of text
- an image

**In Unit 6:**

- Consistent, appropriate\* use of upper, lower, sentence or title case on a print is not penalised.
- Inconsistent or inappropriate\* use of case on a print is penalised as one accuracy error per assignment.

\*Proper nouns must begin with a capital letter



## Detailed Marking Criteria for Unit 6: e-Image Creation

Centre assessors must also refer to the General Marking Criteria which applies to all units on page 11.

<b>1 produce artwork and images</b>	
a	<p>download digital picture from a camera</p> <p>This objective requires candidates to download a digital picture from a camera. Candidates are not required to have taken the picture themselves using a digital camera. Tutors may provide candidates with suitable pictures (eg tutors may provide a folder containing the pictures, or pictures on a digital memory card). However, digital pictures must not be downloaded from the Internet as this does not fulfil the objective. If appropriate to the assignment instructions, tutors may convert pictures to greyscale or colour in advance of the assessment.</p> <ul style="list-style-type: none"> <li>• Failure to download a digital picture from a camera, but printing of another suitable picture in the colour specified is penalised as one accuracy error.</li> <li>• Failure to print this picture in colour/black and white as instructed is penalised as one accuracy error (refer also to 4d).</li> <li>• Failure to print any suitable picture is penalised as a <b>critical error</b>.</li> </ul>
b	<p>set canvas/artwork size/orientation</p> <p>There is a tolerance of 6mm both horizontally and vertically on the printed size of the artwork.</p> <ul style="list-style-type: none"> <li>• Failure to set the artwork size to within the stated tolerance is penalised as one accuracy error.</li> </ul>
c	<p>import image(s) into artwork</p> <ul style="list-style-type: none"> <li>• Failure to import the specified image or printing with the image missing is penalised as a <b>critical error</b>.</li> <li>• Distorted image(s) are penalised as one accuracy error per assignment.</li> </ul> <p>Where the text or the GIF image has a white background, penalise as one accuracy error per assignment.</p>
d	<p>position/move image in artwork</p> <ul style="list-style-type: none"> <li>• Failure to position the image(s) as instructed is penalised as one accuracy error.</li> <li>• An image that overlaps or touches any items (except the background) is penalised as one accuracy error per assignment.</li> </ul>
e	<p>crop image</p> <ul style="list-style-type: none"> <li>• Failure to crop unwanted content as instructed is penalised as one accuracy error per assignment.</li> </ul>
f	<p>resize image(s)</p> <ul style="list-style-type: none"> <li>• Failure to resize the image as instructed is penalised as one accuracy error per assignment.</li> <li>• A distorted or incorrectly resized image is penalised as one accuracy error per assignment.</li> </ul> <p>Unspecified resizing of an image is not penalised.</p>

g	<p>create graphic shape(s)</p> <p>The shape must be created as specified in the position specified, relative to other items as shown in the Layout Sketch in the assignment. Any attributes such as line width which are not specifically mentioned in the assignment are not assessed.</p> <ul style="list-style-type: none"> <li>• Failure to create a shape is penalised as one accuracy error for each missing shape.</li> <li>• Any incorrect or visibly distorted shape is penalised as one accuracy error per assignment.</li> <li>• Any shape in the incorrect position is penalised as one accuracy error per assignment.</li> <li>• Creating any additional graphic shapes is penalised as one accuracy error for each additional shape.</li> <li>• A graphic shape that touches or overlaps any other item is penalised as one accuracy error per assignment.</li> </ul>
<b>2 insert, amend and resize text</b>	
a	<p>insert/resize text to fit</p> <p>A block of text refers to a phrase or line of text on the same text layer.</p> <ul style="list-style-type: none"> <li>• Errors in entering text are penalised as one accuracy error per data item (block of text).</li> <li>• A missing block of text is penalised as a <b>critical error</b>.</li> <li>• Unreadable text is penalised as missing text therefore a <b>critical error</b>.</li> <li>• A visible border around a text frame (block of text) is penalised as one accuracy error per assignment.</li> </ul> <p>Where the text or the GIF image has a white background, penalise as one accuracy error per assignment.</p>
b	<p>amend text</p> <ul style="list-style-type: none"> <li>• Failure to amend text as instructed or an incorrect amendment is penalised as one accuracy error per assignment.</li> </ul>
<b>3 manipulate and format drawing items</b>	
a	<p>use specified colours</p> <ul style="list-style-type: none"> <li>• Use of incorrect colours is penalised as one accuracy error for each incorrect colour.</li> </ul>
b	<p>rotate item</p> <p>The item should be rotated by the specified amount exactly, candidates are expected to use tools within the software which achieve this.</p> <ul style="list-style-type: none"> <li>• Failure to rotate an item as instructed is penalised as one accuracy error per assignment.</li> <li>• Manual rotation (eg by dragging) resulting in an inaccurate rotation is penalised as one accuracy error per assignment.</li> <li>• Any unrequested amendment (eg flipping) is penalised as one accuracy error per assignment.</li> </ul>

c	<p>flip item</p> <ul style="list-style-type: none"> <li>• Failure to flip an item as instructed is penalised as one accuracy error per assignment.</li> <li>• Any unrequested amendment is penalised as one accuracy error per assignment.</li> </ul>
d	<p>copy item</p> <p>The copied item(s) must appear identical to the original.</p> <ul style="list-style-type: none"> <li>• Failure to copy an item as instructed is penalised as one accuracy error per assignment.</li> </ul>
e	<p>crop/trim item</p> <ul style="list-style-type: none"> <li>• Failure to crop or trim an item as instructed is penalised as one accuracy error per assignment.</li> </ul>
f	<p>resize item</p> <ul style="list-style-type: none"> <li>• Failure to resize an item as instructed is penalised as one accuracy error per assignment.</li> </ul>
g	<p>delete item</p> <ul style="list-style-type: none"> <li>• Failure to delete an item as instructed is penalised as one accuracy error per assignment.</li> <li>• Deleting more or less than instructed is penalised as one accuracy per assignment.</li> </ul>
<b>4 manage and print artwork</b>	
a	<p>create new artwork</p> <ul style="list-style-type: none"> <li>• Failure to create new artwork as instructed (to within the allowed tolerance as stated in 1b) is penalised as one accuracy error per assignment.</li> <li>• Additional items on the artwork suggesting use of existing artwork or failure to carry out instructions will be penalised as one accuracy error for each additional item.</li> </ul>
b	<p>set artwork resolution</p> <p>Note that the approximate original image proportions should be maintained when the image resolution is changed.</p> <ul style="list-style-type: none"> <li>• Failure to set the artwork resolution as instructed is penalised as one accuracy error per assignment.</li> </ul> <p>When in doubt, do NOT penalise if the change of resolution is not obvious on the printout of the amended image.</p>
c	<p>save and close artwork and digital image</p> <ul style="list-style-type: none"> <li>• Failure to save the artwork is penalised as one accuracy error on each occasion that the artwork is not saved.</li> <li>• Failure to use the specified filename(s) or an error in a filename is penalised as one accuracy error per assignment.</li> </ul> <p>This objective is centre assessed, tutors should note any error(s) on the print.</p>
d	<p>print in black and white and colour</p> <ul style="list-style-type: none"> <li>• A missing printout is penalised as a <b>critical error</b>.</li> <li>• Prints not in colour where specified are penalised as a <b>critical error</b>.</li> <li>• Any items missing on the printout are penalised under the objective.</li> </ul>

## Marking Reference Grid for Unit 6: e-Image Creation

A **data item** is:

- a block of text
- an image

Assessment Objective		Critical Error	Accuracy Error		
			Once per assignment	Each instruction	Each data item
1a	download digital picture from a camera *	✓			
1b	set canvas/artwork size/orientation		✓		
1c	import image(s) into artwork *	✓			
1d	position/move image in artwork			✓	
1e	crop image		✓		
1f	resize image(s)		✓		
1g	create graphic shape(s) *			✓	
2a	insert/resize text to fit *				✓
2b	amend text		✓		
3a	use specified colours			✓	
3b	rotate item		✓		
3c	flip item		✓		
3d	copy item		✓		
3e	crop/trim item		✓		
3f	resize item		✓		
3g	delete item		✓		
4a	create new artwork *		✓		
4b	set artwork resolution		✓		
4c	save and close artwork and digital image *			✓	
4d	print in black and white and colour	✓			

Note: This grid is provided for general reference, it must not be used as the sole reference for assessment. Tutors must refer to the Detailed Marking Criteria for each unit and to the General Marking Criteria which applies to all units.

For assessment objectives marked with an \* above, more than one ruling may apply depending on the type of error made, refer to the Detailed Marking Criteria for the assessment objective.

## UNIT 7: WEB PAGE CREATION

---

### **Unit Description:**

This unit is designed to accredit basic competencies in using software to create, format and link simple web pages. Candidates will develop familiarity with the software to be used, along with a sound understanding of basic HTML concepts, web page navigation, browsing and formatting.

### **Unit Content**

This unit has been mapped to ITQ Level 1 Unit 80 Website Software.

The Assessment Objectives and Knowledge, Skills and Understanding are based on Level 1 CLAiT. Achievement of this unit should be sent to the ITQ Examiner-moderator.

### **Assessment**

Candidates are assessed by means of an OCR-set practical assignment with a notional duration of 2½ hours. The assignment is set in a realistic scenario and is designed to allow candidates to use their knowledge and understanding to demonstrate skill in each assessment objective in a logical and realistic way.

Candidates' work will be centre assessed and externally moderated by OCR. In order to achieve a Pass in this unit, candidates must demonstrate skill in each assessment objective within the stated tolerance of four accuracy errors and without incurring any critical errors. Candidates who do not achieve a Pass may re-take the assessment using a different assignment.

### **Assessment tasks**

Candidates are required to complete several tasks that address all of the assessment objectives identified in the unit content in a holistic and practical way. The assessment tasks will be practical related tasks with a clear purpose and will be OCR-set.

### **Evidence**

A centre using the Level 1 CLAiT option for ITQ 2009 can submit candidates' work for this CLAiT unit assignment as evidence for ITQ Unit 80. For guidance on submission, tutors must refer to the ITQ 2009 Centre Handbook available on the OCR website.

<b>Unit Content – Web Page Creation</b>	
<b>Assessment Objectives</b>	<b>Knowledge, Skills and Understanding</b>
<b>1 identify and use appropriate software correctly</b>	
a create new document	<ul style="list-style-type: none"> <li>understand the basic techniques to combine information</li> <li>identify appropriate software for the task to create a simple website (eg HTML editor/text editor &amp; browser software)</li> <li>appreciate the differences between WYSIWYG HTML editing software and text editors (eg automation, interface, speed) and the disadvantages of exporting DTP and word processing files as HTML</li> <li>understand correct procedures for using the chosen software</li> <li>know who and what the information is for, where it will be used (eg on screen or hard copy) and when it is needed</li> <li>appreciate what features are used to help the user navigate round a website</li> <li>appreciate what laws and guidelines affect day-to-day use of IT, such as about data protection, equal opportunities, disability, health and safety, copyright and guidelines set by organisations and how these relate to websites</li> <li>understand the use of single page websites, such as those with text, a photo and a background</li> </ul>
b use basic file handling techniques for the chosen software	<ul style="list-style-type: none"> <li>understand the use of folders for images and text</li> <li>understand the document management techniques for the chosen software (file menu, open, save, save as, close)</li> </ul>
c save and close web pages	
<b>2 import, format and place text, graphics and image files</b>	
a enter/edit/replace specified text	<ul style="list-style-type: none"> <li>appreciate the need for accuracy when inputting data and the importance of checking output against expectations</li> </ul>
b insert text file	
c check text to make sure of accuracy, consistency and layout	<ul style="list-style-type: none"> <li>appreciate the need to use spellchecking facilities to check the accuracy of the text</li> <li>understand the need to ensure correct text is displayed on website and the need to check grammar</li> <li>understand the use of word count to ensure all words needed on the website are displayed</li> </ul>
d insert image(s)	<ul style="list-style-type: none"> <li>understand the need to check that the file format is suitable</li> <li>understand how to import/insert images into a web page using the chosen software</li> <li>understand the difference between inserting graphic images and insert graphic tools (lines, boxes, shapes, arrows)</li> </ul>
e align image(s)	<ul style="list-style-type: none"> <li>understand the need to place images correctly on a website</li> <li>understand the use of image, chart and diagram size and orientation</li> <li>understand the alignment of page items to the left, right and centre</li> </ul>

f	use basic editing and formatting techniques	<ul style="list-style-type: none"> <li>• understand the use of insert, delete, cut, copy, paste, drag and drop</li> <li>• appreciate the need to 'refresh' or 'reload' web pages after editing</li> <li>• appreciate the advantages of a search &amp; replace tool over manual editing of multiple items</li> </ul>
g	use different font styles	<ul style="list-style-type: none"> <li>• understand the use of fonts (typeface) and size and the need to emphasize text</li> <li>• understand the use of bold and italic when applied to text</li> </ul>
h	change background colour	<ul style="list-style-type: none"> <li>• appreciate the different features used on websites, such as backgrounds, content, sound, frames, action buttons, links and hotspots</li> </ul>
i	control text flow	<ul style="list-style-type: none"> <li>• understand the use of defined areas on a website to control text flow eg tables, image alignment, text alignment</li> </ul>
<b>3 insert relative, external and e-mail hyperlinks</b>		
a	link pages and test links	<ul style="list-style-type: none"> <li>• understand the correct use and format of basic hypertext links</li> </ul>
b	insert and test external link	<ul style="list-style-type: none"> <li>• understand the correct use of external hyperlinks to other websites or documents</li> </ul>
c	insert and test e-mail link	<ul style="list-style-type: none"> <li>• understand the use of http:// and mailto: when creating an e-mail link</li> </ul>
		<ul style="list-style-type: none"> <li>• appreciate the need to test that hyperlinks function correctly</li> <li>• appreciate the effects of editing HTML code on the browser display</li> </ul>
<b>4 manage and print web pages</b>		
a	print web pages	<ul style="list-style-type: none"> <li>• understand the different formats to print web pages and the effects on printing eg from a text editing software package and from an Internet browser</li> </ul>
b	print HTML source code	<ul style="list-style-type: none"> <li>• understand the need to print HTML code to check code and links</li> </ul>

## Marking Criteria for Unit 7: Web Page Creation

In order to achieve a Pass in the assessment for this unit, candidates must complete the assessment without making any **critical errors** as defined below and with no more than **four** accuracy errors.

**Critical errors** are incurred for any instance of:

- specified image is missing
- specified text file is missing
- missing or inoperative link
- a missing printout

**Accuracy errors** are incurred for each instance of:

- an error in keying data (for each data item)
- an error in completing any other assessment objective as instructed that is not listed as a critical error

**Data item** for Unit 7, Web Page Creation is:

- a block of text

**In Unit 7:**

- Consistent, appropriate\* use of upper, lower, sentence or title case on a print is not penalised.
- Inconsistent or inappropriate\* use of case on a print is penalised as one accuracy error per assignment.

\*Proper nouns and the start of a sentence must begin with a capital letter.

- Either one or two spaces are acceptable after items of punctuation; the spacing after punctuation need not be consistent.

Check carefully for the following common errors:

- **mailto:** has been used for the e-mail link
- **http://** has been used for the link to the URL
- Text is fully displayed on the Web page printout. Missing text is penalised as one accuracy error per data item not fully displayed on the browser print, provided all the text is fully displayed on the HTML printout.

Use of, or omission of, brackets and/or spaces in folder names or filenames are not penalised.



## Detailed Marking Criteria for Unit 7: Web Page Creation

Centre assessors must also refer to the General Marking Criteria which applies to all units on page 11.

<b>1 identify and use appropriate software correctly</b>	
a	<p>create new document</p> <p>It is acceptable to use any software capable of generating HTML-based web pages, including WYSIWYG editors, word processors and/or plain text editors. A browser must be used to display the browser pages. It is not sufficient to rely on the 'Preview Mode' (or equivalent of the editing software). When using word processing software, candidates should be made aware of the limitations of the software for more complex tasks.</p> <ul style="list-style-type: none"><li>• Failure to create a new blank document as instructed is penalised as one accuracy error per assignment.</li></ul>
b	<p>use basic file handling techniques for the chosen software</p> <p>All web pages and related images must be provided by the centre assessor in one folder and saved by the candidate(s) in one folder. The folder must be renamed with the candidate's name as instructed in the assignment.</p> <ul style="list-style-type: none"><li>• Any evidence not displayed on the web page as a result of incorrect file handling will be penalised under the objective (eg a missing image will be penalised as a <b>critical error</b>).</li><li>• Failure to rename the folder as instructed is penalised as one accuracy error per assignment.</li></ul> <p>Note: Use of brackets in the folder name is not penalised.</p> <p>Web pages must be printed from the browser and should display the URL path including the candidate's folder name. Failure to print as instructed is penalised under the objective.</p>
c	<p>save and close web pages</p> <ul style="list-style-type: none"><li>• Failure to save a web page is penalised as one accuracy error on each occasion that the web page is not saved.</li><li>• Failure to use the specified web page name or an error in a filename is penalised as one accuracy error per assignment; however, an incorrect filename in a link resulting in a failed link will be penalised as a <b>critical error</b> for each failed link.</li></ul>
<b>2 import, format and place text, graphics and image files</b>	
a	<p>enter/edit/replace specified text</p> <ul style="list-style-type: none"><li>• Failure to enter text as instructed or an error in the keyed in text is penalised as one accuracy error per data item.</li><li>• Failure to edit or replace text as instructed is penalised as one accuracy error per instruction.</li></ul>

b	<p>insert text file</p> <ul style="list-style-type: none"> <li>• Failure to insert any or all of the specified text is penalised as a <b>critical error</b>.</li> <li>• Unspecified amendments to the text in the text file are penalised as a <b>critical error</b>.</li> <li>• Unspecified amendments to the spacing in the text file are penalised under 2i.</li> </ul>
c	<p>check text to make sure of accuracy, consistency and layout</p> <ul style="list-style-type: none"> <li>• Inconsistent or incorrect layout is penalised as one accuracy error per assignment.</li> <li>• An error in keyed in text is penalised under 2a.</li> <li>• Unspecified amendments to the format and/or layout are penalised as one accuracy error per assignment.</li> </ul>
d	<p>insert image(s)</p> <ul style="list-style-type: none"> <li>• Failure to import the specified image(s) or printing with any image missing is penalised as a <b>critical error</b>.</li> <li>• Distorted image(s) are penalised as one accuracy error per assignment.</li> <li>• Failure to place or align the image as instructed is penalised as one accuracy error per assignment.</li> </ul> <p>There is no penalty for resizing the image, however, this should not be necessary.</p>
e	<p>align image(s)</p> <ul style="list-style-type: none"> <li>• Failure to align an image as instructed is penalised as an accuracy error once per assignment.</li> </ul>
f	<p>use basic editing and formatting techniques</p> <ul style="list-style-type: none"> <li>• Failure to use editing and formatting techniques as instructed are penalised as one accuracy error per assignment.</li> </ul>
g	<p>use different font styles</p> <ul style="list-style-type: none"> <li>• Failure to display font styles as instructed is penalised as one accuracy error per assignment.</li> </ul>
h	<p>change background colour</p> <p>This objective is assessed from the HTML source code. Background colour may be formatted using hexadecimal code (eg #6A6AFF) or colour (eg 'red'). Candidates are not expected to understand hexadecimal code.</p> <ul style="list-style-type: none"> <li>• Failure to change the background colour as instructed is penalised as one accuracy error per assignment.</li> </ul>
i	<p>control text flow</p> <p>Candidates must ensure that the text flows without unnecessary breaks, and with appropriate linespaces between paragraphs (including the heading and subheading).</p> <ul style="list-style-type: none"> <li>• Inserting additional line spaces (eg &lt;BR&gt; or &lt;P&gt; tags) within or between paragraphs or deleting existing linespaces is penalised as one accuracy error per assignment.</li> </ul>

<b>3 insert relative, external and e-mail hyperlinks</b>	
<b>a</b>	<p>link pages and test links</p> <p>* Links are accepted with or without quotation marks. Links must be formed and closed correctly. Note that links should work on any software, it is not acceptable for tutors to note on the print that links were tested and worked on the centre's software.</p> <p>Links may be either absolute (eg href="A:\welcome.htm") or relative (eg href="welcome.htm"). Candidates should be aware that absolute links would fail when viewed remotely.</p> <ul style="list-style-type: none"> <li>• Any incorrect link is penalised as a <b>critical error</b>.</li> <li>• Linking the wrong block of text is penalised as a <b>critical error</b>.</li> <li>• Linking more or less than the specified text is penalised as one accuracy error per link.</li> </ul> <p>Including non-printing items within link text (eg white space or &lt;BR&gt; tags) is not penalised.</p>
<b>b</b>	<p>insert and test external link</p> <p>Any external link must begin with <b>http://www</b>.</p> <ul style="list-style-type: none"> <li>• A link that will fail to load the correct web page is penalised as a <b>critical error</b>.</li> <li>• Linking the wrong block of text is penalised as a <b>critical error</b>.</li> <li>• Linking more or less than the specified text is penalised as one accuracy error per link.</li> </ul> <p>See also * in 3a.</p>
<b>c</b>	<p>insert and test e-mail link</p> <p>An email link must begin with <b>mailto:</b> There must be no space after the colon and mailto: must be in lower case.</p> <ul style="list-style-type: none"> <li>• A link to an e-mail address that would not generate the correctly addressed e-mail message is penalised as a <b>critical error</b>.</li> <li>• Linking the wrong block of text is penalised as a <b>critical error</b>.</li> <li>• Linking more or less than the specified text is penalised as an accuracy error per link.</li> </ul> <p>See also * in 3a.</p>

4 manage and print web pages	
a	<p>print web pages</p> <p>Web pages must be printed from the browser not from the editor software. Tutors are advised to set the browser settings to display the URL path on the printout eg file://A:\unit7\fayaz patel\welcome.htm</p> <ul style="list-style-type: none"> <li>• Any missing printout is penalised as a <b>critical error</b>.</li> <li>• Failure to print a web page from the browser is penalised as one accuracy error per assignment.</li> </ul>
b	<p>print HTML source code</p> <p>All links are assessed on the HTML source code printouts. The source code can be printed from either the browser or the editor. Additional superfluous code which may have been inserted by the software is not penalised. Tutors are encouraged to circle/highlight the links and the background colour on the html source code prints.</p> <ul style="list-style-type: none"> <li>• Any missing printout is penalised as a <b>critical error</b>.</li> </ul>

## Marking Reference Grid for Unit 7: Web Page Creation

A **data item** is:

- a block of text

Assessment Objective		Critical Error	Accuracy Error		
			Once per assignment	Each instruction	Each data item
1a	create new document		✓		
1b	use basic file handling techniques for the chosen software *	✓	✓		
1c	save and close web pages *			✓	
2a	enter/edit/replace specified text *				✓
2b	insert text file	✓			
2c	check text to make sure of accuracy, consistency and layout		✓		
2d	insert image(s) *	✓			
2e	align image(s)		✓		
2f	use basic editing and formatting techniques		✓		
2g	use different font styles		✓		
2h	change background colour		✓		
2i	control text flow		✓		
3a	link pages and test links *	✓			
3b	insert and test external link *	✓			
3c	insert and test e-mail link *	✓			
4a	print web pages *	✓			
4b	print HTML source code	✓			

Note: This grid is provided for general reference, it must not be used as the sole reference for assessment. Tutors must refer to the Detailed Marking Criteria for each unit and to the General Marking Criteria which applies to all units.

For assessment objectives marked with an \* above, more than one ruling may apply depending on the type of error made, refer to the Detailed Marking Criteria for the assessment objective.

**THIS PAGE HAS BEEN LEFT INTENTIONALLY BLANK**

## UNIT 8: ONLINE COMMUNICATION

---

### Unit Description

This unit is designed to accredit basic competencies in using email and browser software to receive and transmit messages and attachments electronically and to use the Internet for research. Candidates will develop familiarity with the software to be used and the concepts of network-based communications, along with a sound understanding of mailbox management and search engines.

### Unit Content

This unit has been mapped to ITQ Level 1 Unit 33 Using email and Unit 39 Using the Internet.

The Assessment Objectives and Knowledge, Skills and Understanding are based on Level 1 CLAiT. Achievement of this unit should be sent to the ITQ Examiner-moderator.

### Assessment

Candidates are assessed by means of an OCR-set practical assignment with a notional duration of 2½ hours. The assignment is set in a realistic scenario and is designed to allow candidates to use their knowledge and understanding to demonstrate skill in each assessment objective in a logical and realistic way.

Candidates' work will be centre assessed and externally moderated by OCR. In order to achieve a Pass in this unit, candidates must demonstrate skill in each assessment objective within the stated tolerance of four accuracy errors and without incurring any critical errors. Candidates who do not achieve a Pass may re-take the assessment using a different assignment.

### Assessment tasks

Candidates are required to complete several tasks that address all of the assessment objectives identified in the unit content in a holistic and practical way. The assessment tasks will be practical related tasks with a clear purpose and will be OCR-set.

### Evidence

A centre using the Level 1 CLAiT option for ITQ 2009 can submit candidates' work for this CLAiT unit assignment as evidence for both ITQ Unit 33 and Unit 39 or just one. Please note, the Level 1 CLAiT Unit 8 cannot be part completed to claim only one of these units.

For guidance on submission, tutors must refer to the ITQ 2009 Centre Handbook available on the OCR website.

<b>Unit Content – Online Communication</b>	
<b>Assessment Objectives</b>	<b>Knowledge, Skills and Understanding</b>
<b>1 identify and use email and browsing software</b>	
a use appropriate application software	<ul style="list-style-type: none"> <li>• identify appropriate software for the task (eg web browser, email software)</li> <li>• understand correct procedures for using chosen software</li> </ul>
b follow the rules of “netiquette” when communicating with others	<ul style="list-style-type: none"> <li>• appreciate what laws and guidelines affect day-to-day use of IT, eg copyright, data protection, equal opportunities, disability, health and safety</li> <li>• appreciate the effect of company policy and relevant legislation on the selection of appropriate material</li> </ul>
c use virus checking facilities	<ul style="list-style-type: none"> <li>• understand what viruses are and the problems they can cause</li> <li>• appreciate how using anti-virus software can help to keep risks to a minimum</li> </ul>
<b>2 navigate the World Wide Web and use search techniques to locate data on the Web</b>	
a access specified web page(s)	<ul style="list-style-type: none"> <li>• understand the component parts of an Internet address (URL)</li> </ul>
b navigate the World Wide Web using hyperlinks	<ul style="list-style-type: none"> <li>• understand the basic structure of web sites</li> <li>• understand web site navigation using browser software</li> </ul>
c use a site-specific (local) search engine	<ul style="list-style-type: none"> <li>• identify and distinguish between different types of search engines</li> </ul>
d use a general web search engine	<ul style="list-style-type: none"> <li>• understand how to choose information that is appropriate for what is needed</li> </ul>
e locate web page(s) containing required data	<ul style="list-style-type: none"> <li>• appreciate the need to pursue searches beyond the search results page(s)</li> </ul>
f save data from web page	<ul style="list-style-type: none"> <li>• appreciate the need to select and save material relevant to the query</li> <li>• understand how to save selected data from a web page (eg save image)</li> <li>• understand the difference between saving entire web page (htm) and selected image (eg gif, jpg)</li> </ul>
g store web address (URL)	<ul style="list-style-type: none"> <li>• understand the use of Internet address (URL) storage facilities eg bookmarks, favourites</li> <li>• understand how to use suitable techniques to pass on information to others eg sending web pages and web links via email</li> </ul>
h print selected web page(s)	<ul style="list-style-type: none"> <li>• understand how to print selected web page(s)</li> </ul>



<b>3 transmit and receive email messages and attachments</b>	
a access incoming message	<ul style="list-style-type: none"> <li>• appreciate the implications of using email for business communication (dating, filing, sender's details)</li> <li>• appreciate what to do about emails from unknown users</li> </ul>
b access attached file	<ul style="list-style-type: none"> <li>• understand how to access attachments</li> </ul>
c attach file to email message	<ul style="list-style-type: none"> <li>• understand facilities to attach documents and how to distinguish between different file formats (htm, gif, jpg)</li> <li>• appreciate the difficulty in sending and receiving emails with attachments</li> </ul>
d store email address e recall stored email address	<ul style="list-style-type: none"> <li>• understand facilities for storage and recall of email addresses</li> </ul>
f store email messages and/or attachment	<ul style="list-style-type: none"> <li>• understand document management in the chosen software (file menu, new, save, save as, close) and the differences from generic document management terms (eg mailbox, folders, saving externally)</li> <li>• understand the structure of an email storage system (mailbox)</li> <li>• appreciate how to find emails</li> </ul>
g reply to message h forward message i create and format new message j copy message	<ul style="list-style-type: none"> <li>• distinguish between different ways of sending email (reply, reply to all, reply with history, forward, compose, copy)</li> <li>• understand the importance of forwarding an attachment</li> <li>• appreciate the need to follow rules and guidelines for sending and replying to emails</li> <li>• understand how to format font (typeface), font size, colour, paragraphs (eg alignment, bullets, numbers, indents)</li> <li>• understand the importance of accuracy in addressing</li> </ul>
k delete email message	<ul style="list-style-type: none"> <li>• appreciate the need to manage email messages (save, delete, backup)</li> </ul>
l print message(s) and attachment	<ul style="list-style-type: none"> <li>• understand how to print email messages</li> <li>• appreciate the importance of displaying transaction/header details on prints of email messages (to, from, date sent, subject)</li> </ul>

## Marking Criteria for Unit 8: Online Communication

In order to pass the assessment for this unit, candidates must complete the assignment without making any **critical errors** as defined below and with no more than **four** accuracy errors.

**Critical errors** are incurred for any instance of:

- a missing or incorrect attachment
- an incorrect or missing email address
- failure to locate and print web page(s) containing required information
- failure to save specified image from web page in specified format
- saving the specified data in an incorrect file format
- a missing printout

**Accuracy errors** are incurred for each instance of:

- an error in keying data (for each data item)
- an error in completing any other assessment objective as instructed that is not listed as a critical error

**Data items** for Unit 8 Online Communication are:

- an email subject heading
- content of an email message
- a filename

**In Unit 8:**

- Use of any case for email addresses is acceptable as email addresses are not case sensitive.
- Consistent, appropriate\* use of upper, lower, sentence or title case on a print is not penalised.
- Inconsistent or inappropriate\* use of case on a print is penalised as one accuracy error per assignment.

\*Proper nouns and the start of a sentence must begin with a capital letter.

- Either one or two spaces are acceptable after items of punctuation; the spacing after punctuation need not be consistent.

Evidence for some objectives in this unit is by means of screen print(s). As producing screen prints is not an assessment objective for this unit, tutors may assist candidates in producing screen print evidence, no other assistance for demonstrating the assessment objectives of this unit may be given. Candidates that have completed Unit 1: File management and e-document production will be familiar with producing screen prints.

## Detailed Marking Criteria for Unit 8: Online Communication

Centre assessors must also refer to the General Marking Criteria which applies to all units on page 11.

<b>1 identify and use email and browsing software</b>	
a	<p>use appropriate application software</p> <p>It is acceptable to use any email software, including web-based software, suitable for vocational use that fulfils <b>all</b> the requirements for this unit. Tutors <b>must</b> work the assignments in advance of an assessment on the chosen software before recommending the chosen software to candidates.</p> <p>Lack of evidence of achievement of any assessment objectives will incur an error under each assessment objective.</p>
b	<p>follow the rules of “netiquette” when communicating with others</p> <p>Candidates should be aware of following good working practice when using the Internet and email.</p> <ul style="list-style-type: none"> <li>• Copying/sending email messages to inappropriate or additional recipients (except oneself) is penalised as one accuracy error per assignment.</li> </ul>
c	<p>use virus checking facilities</p> <ul style="list-style-type: none"> <li>• Failure to scan email attachment(s) is penalised as one accuracy error per assignment.</li> </ul> <p>Note that if the virus scanning software used in a centre scans all messages and attachments before they are received, it is acceptable for tutors to explain the use and importance of virus scanning and then to inform candidates of the name of the virus scanning software.</p> <p>Candidates must note the name of the virus checking software as instructed in the assignment as evidence for this objective.</p>
<b>2 navigate the World Wide Web and use search techniques to locate data on the web</b>	
a	<p>access specified web page(s)</p> <ul style="list-style-type: none"> <li>• Failure to access the specified web page is penalised as one accuracy error per assignment.</li> </ul> <p>An incorrect web page is penalised under 2e.</p>
b	<p>navigate the World Wide Web using hyperlinks</p> <ul style="list-style-type: none"> <li>• Failure to navigate the world-wide web using hyperlinks is penalised as one accuracy error per assignment.</li> </ul> <p>An incorrect web page is penalised under 2e.</p>

c	<p>use a site-specific (local) search engine</p> <p>Candidates must use the site-specific search engine (usually in the Progress Media web site) to search for the specified information.</p> <ul style="list-style-type: none"> <li>• Failure to use the site-specific search engine unaided is penalised as one accuracy error per assignment.</li> </ul> <p>An incorrect search result is penalised under 2e.</p>
d	<p>use a general web search engine</p> <p>Candidates may use any general search engine to search for the specified information.</p> <ul style="list-style-type: none"> <li>• Failure to use a general search engine unaided is penalised as one accuracy error per assignment.</li> </ul> <p>An incorrect search result is penalised under 2e.</p>
e	<p>locate web page(s) containing required data</p> <p>Candidates must pursue search engine results and follow links to find a web page on the specified topic.</p> <ul style="list-style-type: none"> <li>• Submitting a search engine listing or a page of links to sites claiming to be on the specified topic is penalised as a <b>critical error</b> (as there would be no guarantee the site actually exists).</li> <li>• Failure to locate and print the web page containing the required information is penalised as a <b>critical error</b>.</li> </ul> <p>Candidates must be encouraged to print only the one page which displays the correct result and to indicate the result eg by circling/highlighting/underlining. Candidates may be penalised against this objective for both the local and the general web search.</p>
f	<p>save data from web page</p> <p>The specified data to be saved is usually an image from a web page. Evidence for this objective is provided by means of a screen print as instructed in the assignment.</p> <ul style="list-style-type: none"> <li>• Failure to save the specified data from the web page as instructed is penalised as a <b>critical error</b>.</li> <li>• Saving the whole web page instead of the specified data only is penalised as one accuracy error per assignment.</li> <li>• Saving the specified data in an incorrect file format is penalised as a <b>critical error</b></li> </ul>
g	<p>store web address (URL)</p> <p>This objective should be observed by the centre assessor. To save time, tutors may wish to ask candidates to export and/or print their list of bookmarks. These printouts do not need to be submitted to OCR.</p> <ul style="list-style-type: none"> <li>• Failure to store the web pages is penalised as one accuracy error per assignment. Tutors should note this error on any print.</li> </ul>

h	<p>print selected web page(s)</p> <p>Tutors are advised to set the browser settings to display the URL path on the printout eg <a href="http://www.progress-media.co.uk/graph.htm">http://www.progress-media.co.uk/graph.htm</a></p> <ul style="list-style-type: none"> <li>• Any missing print is penalised as a <b>critical error</b>.</li> <li>• Screen prints of search results are not accepted as prints of selected web pages, a screen print of a web page will be penalised as a missing web page print, therefore a <b>critical error</b>.</li> </ul> <p>Printing of more than one page for the search results is not penalised, although this should be discouraged.</p>
<p><b>3 transmit and receive email messages and attachments</b></p>	
a	<p>access incoming message</p> <p>Evidence for this objective is provided by the printout of the forwarded message, which must contain the original incoming message in full, including original header details, and must show evidence of the original, unamended attachment.</p>
b	<p>access attached file</p> <ul style="list-style-type: none"> <li>• Failure to access the attached file is penalised as one accuracy error per assignment. This objective is centre assessed.</li> </ul> <p>Saving the attached file outside the mailbox structure is assessed under 3f.</p>
c	<p>attach file to email message</p> <p>The printed evidence must clearly show the presence of the attachment. This evidence can be in any format eg in the header details, as an icon in or under the body of the message or the attachment showing in full. Refer also to 1a.</p> <ul style="list-style-type: none"> <li>• A missing or incorrect attachment is penalised as a <b>critical error</b>.</li> <li>• No evidence of the attachment on the print is penalised as a <b>critical error</b>.</li> </ul> <p>Where the correct file has been attached more than once on the forwarded message, do NOT penalise.</p>
d	<p>store email address</p> <p>Evidence for this objective is provided by means of a print from the address book as instructed in the assignment. This may be a screen print</p> <ul style="list-style-type: none"> <li>• Failure to store the name as instructed or errors in the name are penalised as one accuracy error per assignment.</li> <li>• Failure to store the email address as instructed or an error in the email address is penalised as a <b>critical error</b>.</li> </ul> <p>Where an e-mail address is truncated on the printout from the address book but is clearly and fully displayed on the subsequent specified printout of the email, do NOT penalise.</p>
e	<p>recall stored email address</p> <ul style="list-style-type: none"> <li>• An incorrect, inaccurate or omitted email address is penalised as a <b>critical error</b>.</li> <li>• Failure to recall the stored address from the address book is penalised as one accuracy error. Note that some email software does not show evidence of the address having been recalled; if so, this objective should be observed by the centre assessor.</li> </ul>

f	<p>store email messages and/or attachment</p> <p>This objective may be assessed in different ways; eg the instruction may be to:</p> <p>a       Store the email message and the attachment within the email software in a folder in the inbox.</p> <p>b       Save the attachment only outside the mailbox structure in the same file format as the original attachment.</p> <p>Evidence for this will be by means of a screen print.</p> <ul style="list-style-type: none"> <li>• Failure to store the email message and the attachment as instructed is penalised as one accuracy error per assignment.</li> <li>• Failure to save only the attachment as instructed outside the mailbox structure (eg not saving, saving the message and attachment or saving with an incorrect file name or file format) is penalised as one accuracy error per assignment.</li> </ul>
g	<p>reply to message</p> <p>The reply email message must retain the original subject heading, with the addition of RE: (or equivalent) to indicate a reply. It is acceptable for the original message to be either quoted or absent.</p> <p>The address to which the reply is sent must tally with the address from which the original tutor email was sent. If an alias is used instead of the address, it must be consistent with the original sender's alias.</p> <ul style="list-style-type: none"> <li>• An incorrect, inaccurate or omitted email address is penalised as a <b>critical error</b>.</li> <li>• Failure to use the reply facility is penalised as an accuracy error (eg creating a new message or forwarding a sent message).</li> <li>• Replying to any other message is penalised as a <b>critical error</b> (as the original recipient would not receive the reply to their message).</li> <li>• Errors in keying data are penalised as one accuracy error per data item.</li> </ul> <p>See also 1b.</p>

h	<p>forward message</p> <p>The forwarded message must clearly display the original header details and all the original message text without amendment and must retain the original subject heading, with the addition of FW: (or equivalent) to indicate a forwarded message. The printed evidence must clearly show all this evidence. Where the print of the forwarded message does not show all this evidence, additional prints/screen prints are acceptable, however, tutor witness statements or annotations on the print will not be accepted as evidence.</p> <ul style="list-style-type: none"> <li>• An incorrect, inaccurate or omitted email address is penalised as a <b>critical error</b>.</li> <li>• A missing or incorrect attachment is penalised as a <b>critical error</b> (note that no evidence of the attachment is penalised as a missing attachment).</li> <li>• Errors in keying data are penalised as one accuracy error per data item.</li> <li>• Missing header details of the original message due to the software used (eg. GroupWise, Pegasus) will not be penalised if the missing header details are consistent in the tutor copy and all candidates' printouts.</li> <li>• Missing header details of the original message that are not reflected in the tutor copy or are inconsistent in candidates' work, will be penalised as one accuracy error.</li> <li>• Any missing evidence of the original message will be penalised as a <b>critical error</b>.</li> <li>• If the candidate does not forward the original message but creates a new message, copies all the original message text and header details and inserts the original attachment this is penalised as one accuracy error per assignment.</li> </ul> <p>See also 1b.</p>
i	<p>create and format new message</p> <p>The new message must not contain RE: or FW: in the subject heading or include any quoted text from a previous message.</p> <ul style="list-style-type: none"> <li>• Failure to create a new message is penalised as one accuracy error.</li> <li>• An incorrect, inaccurate or omitted email address is penalised as a <b>critical error</b>.</li> </ul> <p>See also 1b.</p>
j	<p>copy message</p> <p>Candidates must copy the message using the CC: facility.</p> <ul style="list-style-type: none"> <li>• An incorrect, inaccurate or omitted email address is penalised as a <b>critical error</b>.</li> <li>• Creating a second new message instead of copying the specified message to the second recipient as instructed is penalised as a <b>critical error</b>.</li> <li>• Entering the specified address in the TO: line is penalised as one accuracy error per assignment.</li> <li>• Entering the specified address in the BCC: line is penalised as one accuracy error per assignment if the printed evidence displays the address in the BCC: line. No printed evidence of the address in the BCC: line is penalised as a missing address, therefore a <b>critical error</b>.</li> </ul>

k	<p>delete email message</p> <p>Evidence for this objective is by means of a screen print.</p> <ul style="list-style-type: none"> <li>• Failure to delete the specified message is penalised as an accuracy error per assignment.</li> </ul>
l	<p>print message(s) and attachment</p> <p>All email prints must display full header details ie. To, From, Date (or equivalent) and Subject. Printing of the date as a system-generated header or footer is not accepted. If the full name of the sender is displayed above the header details without the word “From” this will be accepted, but any other identification will not be accepted.</p> <ul style="list-style-type: none"> <li>• Incomplete header details on email messages are penalised as one accuracy error per assignment.</li> <li>• A missing print is penalised as a <b>critical error</b>, however a missing screen print for this unit only is penalised for each objective not evidenced (eg delete message, save attachment, store email address). No further penalty will be applied for the missing screen print.</li> <li>• Lack of evidence on a print will be penalised under the objective.</li> </ul> <p>Screen prints that fully display all the required evidence are NOT penalised. Any missing evidence is penalised under the relevant assessment objective.</p>



## Marking Reference Grid for Unit 8: Online Communication

A **data item** is:

- an email subject heading
- content of an email message
- a filename

Assessment Objective		Critical Error	Accuracy Error		
			Once per assignment	Each instruction	Each data item
1a	use appropriate application software			✓	
1b	follow the rules of “netiquette” when communicating with others		✓		
1c	use virus checking facilities		✓		
2a	access specified web page(s) *	✓			
2b	navigate the World Wide Web using hyperlinks *		✓		
2c	use a site-specific (local) search engine *		✓		
2d	use a general web search engine *		✓		
2e	locate web page(s) containing required data	✓			
2f	save data from web page *	✓			
2g	store web address (URL) *		✓		
2h	print selected web page(s)	✓			
3a	access incoming message			✓	
3b	access attached file		✓		
3c	attach file to email message	✓			
3d	store email address *	✓ incorrect	✓		
3e	recall stored email address *	✓	✓		
3f	store email messages and/or attachment		✓		
3g	reply to message	✓		✓	
3h	forward message	incorrect address		✓	
3i	create and format new message			✓	
3j	copy message	✓		✓	
3k	delete email message		✓		
3l	print message(s) and attachment *	✓			

Note: This grid is provided for general reference, it must not be used as the sole reference for assessment. Tutors must refer to the Detailed Marking Criteria for each unit and to the General Marking Criteria which applies to all units.

For assessment objectives marked with an \* above, more than one ruling may apply depending on the type of error made, refer to the Detailed Marking Criteria for the assessment objective.

**THIS PAGE HAS BEEN LEFT INTENTIONALLY BLANK**

## 5 Administration Arrangements

Please refer to the ITQ Centre Handbook for full details of entering and submitting for ITQ certification (entry codes 03991, 03992, 03993, 03994, 03995, 03996, 03997, 03998, 03999, 13995, 13996, 13999).

[www.ocr.org.uk/itq](http://www.ocr.org.uk/itq)

## 6 Supporting Documentation

### 6.1 OCR Sample Assessment Material

---

OCR sample assessment material is available on the OCR website [www.ocr.org.uk/itq](http://www.ocr.org.uk/itq) for Level 1 CLAiT to be used as evidence for ITQ (entry codes 03991, 03992, 03993, 03994, 03995, 03996, 03997, 03998, 03999, 13995, 13996, 13999). Centres may choose to use these assignments for formative assessment of candidates.

### 6.2 Internal Standardisation Form

---

OCR provides an Internal Standardisation Form which, if completed correctly, permits the centre to submit a single worked copy for each assignment instead of one set per centre assessor. To enable this timesaving option, centres must confirm on the form that all candidates in the batch have been assessed using similar software/hardware set-ups, and that all centre assessors have used the single worked copy for marking purposes. Please use the form on the next page.

**THIS PAGE HAS BEEN LEFT INTENTIONALLY BLANK**

## OCR ITQ AWARD/CERTIFICATE/DIPLOMA IN IT USER SKILLS

### Internal Standardisation Form

Each Centre Assessor must send their worked copies to their OCR ITQ Examiner-moderator with each batch submitted, in order to ensure the Examiner-moderator is moderating from the same worked copy from which the centre assessor has marked.

This form allows centres with more than one centre assessor to submit a single worked copy to the ITQ Examiner-moderator, to represent the marking for all centre assessors. This single worked copy **must** be in use by all centre assessors as the marking copy, and the signee must take responsibility for standardisation of assessment within their centre.

In the event that work is received from a centre where it is clear that the standard differs considerably between assessors, OCR reserves the right to withdraw those unit(s) which do not meet the standards required and to ask for individual worked copies from named assessors.

<b>Scheme Code:</b>					
<b>Centre Number:</b>					
<b>Claim Number:</b>					

I confirm that this centre has performed internal standardisation on an ongoing basis to ensure consistency of assessment amongst all of the listed centre assessors, and that each assessor has used the attached worked copy as the basis of their marking.

**Name** (Please print): \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Local Assessors (please list):**

---



---



---



---

**THIS PAGE HAS BEEN LEFT INTENTIONALLY BLANK**

## 7 Further Support and Information

For general enquiries relating to any of the ITQ qualifications (entry codes 03991, 03992, 03993, 03994, 03995, 03996, 03997, 03998, 03999, 13995, 13996, 13999), please contact the OCR Customer Contact Centre by email [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)

Alternatively, you could visit OCR's website at [www.ocr.org.uk](http://www.ocr.org.uk) for further information.

When using Level 1 CLAiT live assignments as evidence for ITQ, please email CLAiT assessment marking queries only, direct to the Level 1 CLAiT marking query mailbox [markingquery05538@ocr.org.uk](mailto:markingquery05538@ocr.org.uk)

Please note that this mailbox is for Level 1 CLAiT **assessment queries only**.

Please **DO NOT** use the Level 1 CLAiT mailbox for any of the following:

- General enquiries eg advice about using e-claims or documentation queries
- As a checking service for tutor worked copies
- Any query that has attachments
- Any query about ITQ/CLAiT units that have already been processed or certificated.