

Unit Title: Producing Charts Using ICT

OCR unit number: 4

Level: Entry 3

Credit value: 3

Guided learning hours: 15

Unit reference number: K/502/1198

Learning Outcomes	Assessment Criteria
The Learner will:	The Learner can:
1 Follow recommended safe practices	1.1 Use equipment safely e.g. arrange hardware, cables, adjust seating, lighting, avoid hazards, take breaks
2 Start up computer systems	2.1 Switch on computer and monitor safely 2.2 Open software application, e.g. word processing, data handling, etc.
3 Use a data handling package to create charts	3.1 Use hardware, e.g. keyboard, mouse 3.2 Use software 3.3 Know that different software applications can produce charts e.g. spreadsheets and graphing packages
4 Enter and select data	4.1 Key in text and numbers 4.2 Know the importance of accuracy 4.3 Select the required data
5 Create charts appropriate to the data set	5.1 Create pie charts, bar/column charts and line charts 5.2 Know that pie charts show the proportion of the individual items within the whole data set 5.3 Know that bar/column charts compare individual data items 5.4 Know that line charts show continuously changing data
6 Attach headings and other labels to charts	6.1 Add headings to identify chart content 6.2 Add labels and percentage values to identify pie chart sectors 6.3 Add axis labels to bar/column and line charts
7 Save, print and close documents	7.1 Save documents 7.2 Print documents 7.3 Close documents

Unit purpose and aim

Candidates will be able to use a data handling package to create charts. They will be able to select data correctly and create a chart in an appropriate format.

Assessment requirements

In order to achieve this centre-assessed and OCR-moderated unit, candidates must:

- a) produce three charts appropriate to **three different** data sets: a pie chart, a bar/column chart and a line chart
- b) correctly label each chart with the headings, sector labels, axis labels and legends required by the chart type

Unit 4: Model assignment template and guidance

Model assignment template

The template has been designed to cover all of the assessment criteria and assessment requirements of this unit. The word version can be downloaded from the support materials section of the qualification [webpage](#). It should be edited to apply appropriate context for the candidates and used to design practice material and assessment assignments.

The context should be adapted so that the form of charts matches the interests and needs of the candidates. To contextualise the assignment template, only update the sections that appear in brackets; this ensures that all the assessment criteria and assessment requirements are still covered.

If you modify the model assignment template, in any other way, it is up to you to ensure that all assessment criteria and assessment requirements can still be met.

OCR ENTRY LEVEL AWARD IN USING ICT (ENTRY 3) UNIT 4: PRODUCING CHARTS USING ICT

TEMPLATE FOR MODEL ASSIGNMENT

CANDIDATE TASK SHEET

You need to show that you can use suitable software to create 3 types of charts.

Task 1

(Identify scenario)

- Open the data set (*filename*) from (*identify location.*)
- Highlight the data set (*give details*).
- Create a **pie chart**.
- Enter the heading (*enter appropriate text*).
- Ensure each sector is identified by a label or from a legend.
- Ensure each sector shows a **percentage** value.
- Check your work is accurate.
- Save** your work, **print** a copy and **close** the document.
- Check that you have included everything required.

Task 2

(Identify scenario)

- Open the data set (*filename*) from (*identify location*).
- Highlight the data set (*give details*).
- Create a **bar/column chart**.
- Enter the heading (*enter appropriate text*).
- Ensure each bar/column is identified by a label showing the data name.
- Label the x axis (*enter appropriate text*)
- Label the y axis (*enter appropriate text*)
- Check your work is accurate.
- Save** your work, **print** a copy and **close** the document.
- Check that you have included everything required.

(Template continues on next page)

Task 3

(Identify scenario)

- Open the data set (*filename*) from (*identify location*).
- Highlight the data set (*give details*).
- Create a **line chart**.
- Enter the heading (*enter appropriate text*).
- Ensure each point in the line chart is identified by a label showing the data name.
- Label the x axis (*enter appropriate text*)
- Label the y axis (*enter appropriate text*)
- Check your work is accurate.
- Save** your work, **print** a copy and **close** the document.
- Check that you have included everything required.

Hand your three printouts, with this sheet, to your tutor so that they can be assessed.

Tutor notes for model assignment

The tasks in this Model Assignment have been designed to meet all the assessment criteria in this unit. The examples used in the Assessment Criteria are for guidance only. More up-to-date options can be used, providing they enable the candidate to meet the assessment criteria e.g. mobile devices.

The template should be used to produce candidate assignments and design practice material. The context may be adapted so that the chosen topic matches the interests and needs of each candidate.

Centres must ensure that candidates have access to software that will enable them to meet all the assessment criteria, e.g. spreadsheet, graphing package etc.

There is no limit to the length of time candidates may take to carry out the tasks.

Each candidate should be given a copy of the Candidate Task Sheet. The tick boxes on this sheet may be used by candidates and tutors to ensure that all the assessment criteria have been covered in each of the tasks.

Candidates need to be aware of issues of Health and Safety relating to the use of computers and should follow recommended safe practices at all times.

Candidates will need information for three different charts. Tutors should use small data sets appropriate to the interests and experience of their candidates. Data sets should include four, five or six items. A different data set is required for each chart or graph. Comparative data sets are not required at this level. Tutors should prepare the data sets and make them available to candidates in a format suitable for the centre's software and from a source easily accessible by the candidate. Centres should ensure that they are presenting candidates with data appropriate to different chart types - e.g. continuous rather than discrete data for line graphs.

Tutors may give support and guidance to candidates and this may focus on checking that candidates understand what is expected of them. Tutors may also wish to provide help to candidates on choice of chart type for the data they wish to include. Candidates may make a rough plan of what they intend to produce, if they wish, but this should not be assessed.

Candidates must ensure their chart uses the appropriate format, that data is charted completely accurately and that all labels are shown. They should be encouraged to check that the content of all labels is correct, but will not be penalised for errors. If candidates are going to add labels to data sets, encourage them to improve the information shown by displaying the values rather than repeating the category name. The printouts submitted must be solely the work of the candidates. Printouts should be accompanied by a completed Candidate Evidence Sheet, one for each candidate.

Evidence should only be submitted to the OCR examiner-moderator when the centre assessor is satisfied that all the assessment criteria and assessment requirements have been met. Where gaps in the evidence are identified, tutors may give feedback to the candidates so that they can revise and reprint.

Task 1 - Create a pie chart

This task covers all Learning Outcomes

- Candidates should produce a pie chart from a given data set that will show the proportion of each item in the overall total. The data should be charted with 100% accuracy. Where this is not achieved, e.g. final data item not included in selection, tutors can give feedback to the candidate so they can edit the chart and reprint.
- The heading on the chart should assist in interpreting the content of the chart. “Peter’s Pie Chart” is not appropriate.
- Each sector must be clearly identified with a label and the percentage value. When printed, the sectors must be clearly distinct. If a legend is used, the sectors must be clearly identifiable from the legend.
- Candidates should be encouraged to check all headings and labels for accuracy and to delete superfluous labels – e.g. Series 1.
- Each chart must show the candidate’s name. This may be included in the title, e.g. “Centre Use by Peter Jackson”, in a header or footer, or handwritten on the printout.
- Candidates should then save, print and close the document.

Task 2 - Create a bar/column chart

This task covers all Learning Outcomes

- Candidates should produce a bar/column chart from a given data set that will compare individual data items. The data should be charted with 100% accuracy. Where this is not achieved tutors can give feedback to the candidate so they can edit the chart and reprint.
- The heading should assist in interpreting the content of the chart. “Peter’s Bar Chart” is not appropriate.
- Bar charts can have vertical or horizontal bars. Each bar must be clearly identified with a label. When printed, the bars must be clearly distinct. Values may be shown on the top of the bars to assist interpretation of the data.
- Candidates should be encouraged to check all headings and labels for accuracy and to delete superfluous labels – e.g. Series 1.
- Each chart must show the candidate’s name. This may be included in the title, e.g. “Daily Travel by Peter Jackson”, in a header or footer, or handwritten on the printout.
- Candidates should then save, print and close the document.

Task 3 - Create a line chart

This task covers all Learning Outcomes

- Candidates should produce a line chart from a given data set that will show continuously changing data. The data should be charted with 100% accuracy. Where this is not achieved,

for example where incorrect data set is selected, tutors can give feedback to the candidate so they can edit the chart and reprint.

- Line charts are used to show continuous data e.g. sales of one item over a period of time rather than static data like sales of different items at the same time.
- The heading should assist in interpreting the content of the chart. “Peter’s Line Chart” is not appropriate.
- The chart must be clearly identified with axis labels. When printed, the line must be clearly distinct. Values may be shown by the data points to assist interpretation of the data.
- Candidates should be encouraged to check all headings and labels for accuracy and to delete superfluous labels – e.g. Series 1.
- Each chart must show the candidate’s name. This may be included in the title, e.g. “Summer in Malta by Peter Jackson”, in a header or footer, or handwritten on the printout.
- Candidates should then save, print and close the document.

Evidence requirements

Evidence will consist of three printouts and the completed Candidate Evidence Sheet.