

Functional Skills ICT

Deliverers' Handbook



Contents

Contents	2
Introduction	3
ICT Functional Skills Standards	3
Guidance on the Functional Skills Standards	3
Understanding the levels	4
Assessment Summary	38
Entry Level Assessment	38
Entry Level Assessment Task Marking	38
Level 1 Assessment Structure	39
Level 2 Assessment Structure	41

Introduction

Functional skills in information and communication technology (ICT) are essentially concerned with developing and recognising the ability of learners to apply and transfer skills in ways that are appropriate to their situation.

For ICT to be useful, learners must have the skills and confidence to apply, combine and adapt their ICT knowledge to new situations in their life and work. The capacity to identify and understand the role ICT plays in the world is crucial in enabling learners to function as effective citizens.

ICT Functional Skills Standards

Functional Skills qualifications in ICT assess three interrelated skills areas:

- Using ICT systems
- Finding and selecting information
- Developing, presenting and communicating information.

Functional Skills qualifications in ICT are available at Entry 1, Entry 2, Entry 3, Level 1 and Level 2. The criteria for these qualifications specify the requirements in terms of skill standards and coverage and range at each level. Each level of the qualification subsumes the previous level's skill standards and coverage and range, supporting a progression-based suite of skills qualifications.

Guidance on the Functional Skills Standards

The subject content set out in the guidance section of this document provides an indication of the type of skills that the learner is expected to use when applying their functional skills at each level.

This section is not a list that learners must confine themselves to, but is intended as a helpful guide to show the type of skills learners must have to be able to carry out tasks (solve problems) at that level.

There are various factors that affect a learner's ability to apply their ICT skills in everyday life. These include:

- the complexity of the task/problem/activity
- the technical demand associated with these activities

- the learner's level of familiarity with the task or activity
- the level of independence with which a learner can complete the activity.

Understanding the levels

Entry level learners:

- apply their basic knowledge and understanding to produce an appropriate solution to a simple problem/task (complexity)
- apply their understanding within a routine and familiar context (familiarity)
- apply a limited range of techniques to simple activities (technical demand)
- solve problems/tasks that are essentially instructor/tutor led (independence).

At level 1, learners:

- identify the ICT requirements needed to solve a straightforward task and apply their knowledge and understanding to produce an appropriate solution (complexity)
- apply their knowledge and skills within a non-routine but familiar context (familiarity)
- apply a range of techniques in a number of applications to produce an appropriate outcome (technical demand)
- solve problems/tasks that are essentially instructor/tutor guided, demonstrating the confidence to make informed choices and knowing when to seek guidance (independence).

At level 2, learners:

- analyse multi-step tasks and separate the components, identifying the relevant ICT requirements and applying their knowledge and understanding to produce an appropriate solution (complexity)
- apply their knowledge, skills and understanding within non-routine and non-familiar contexts (familiarity)
- demonstrate the application of a wide range of techniques across several applications to produce an appropriate outcome (technical demand)
- solve problems/tasks independently, overcoming challenges to produce successful outcomes (independence).

ENTRY 1

Area	Skill Standard	Coverage and Range	Guidance
Using ICT	E1.1 interact with ICT for a given purpose	E1.1.1 recognise and use interface features	<ul style="list-style-type: none"> • Learners can use any appropriate ICT system (e.g. mobile phone, computer, interactive TV, games console) and appropriate hardware (e.g. keyboard, track pad/touch pad, touch screen, mouse). It is important that the learner recognises that it is an ICT system that they are using. • Learners must be able to recognise and use appropriate interface features, e.g.: <ul style="list-style-type: none"> - menus - icons - option buttons • Recognising the similarities between interface features on familiar ICT systems is a useful starting point for developing skills in order to transfer them to other ICT systems.
	E1.2 follow recommended safe practices	E1.2.1 minimise the physical stress of seating, lighting and hazards	<ul style="list-style-type: none"> • Learners must be aware of the need to follow safety practices for their own benefit. They need to: <ul style="list-style-type: none"> - check/adjust their seating - check/adjust their posture - check/adjust their monitor - check/adjust the lighting - check for hazards such as removing drinks from around the ICT system • It is important that the need to follow safe practices is taken outside the ICT room in educational settings. Learners must understand the importance of safe practices when using ICT systems in public, within a working environment and at home.
		E1.2.2 keep access information secure by using password	<ul style="list-style-type: none"> • Learners must use a password or PIN (personal identification number) when using the ICT system e.g. computer, mobile phone, cash point

ENTRY 1 (continued)

Area	Skill Standard	Coverage and Range	Guidance
Finding and selecting information	E1.3 find given information from an ICT-based source	E1.3.1 text message, voicemail and on-screen information	<ul style="list-style-type: none"> • Learners must be encouraged to use everyday ICT sources of information such as those listed • The learner can be directed to the ICT based source.
Developing, presenting and communicating information	E1.4 enter and edit single items of information	E1.4.1 identify and correct simple errors	<ul style="list-style-type: none"> • Learners must be able to enter single items of information (e.g. a word, time, number). • The learner must make sure that the information entered is correct by identifying errors • Editing might take place by adding additional information.
		E1.4.2 label an image	<ul style="list-style-type: none"> • Learners must be able to add a single item of text to an image to explain the image or to name it. For example they might add a name to a photograph or label to an image of a dog as part of a literacy programme. • The image could be one provided to the learner. There is no requirement at this level for the learner to find or insert an image.
	E1.5 use ICT-based communication	E1.5.1 receive and open electronic messages	<ul style="list-style-type: none"> • The ICT-based communication could be, e.g.: <ul style="list-style-type: none"> - a text message - an email message - a voice mail - instant messaging (IM) - a message on a virtual learning environment (VLE) - internet (social networking site) • The communication will already be set up. There is no need for the learner to e.g. set up an email account or even to open up an application. The learner may be taken to the application. They are expected to open, read /listen and acknowledge the contents in some way (e.g. by replying to the message or carrying out an action in response to it).

ENTRY 2

Area	Skill Standard	Coverage and Range	Guidance
Using ICT	E2.1 interact with ICT for a purpose	E2.1.1 use computer hardware	<ul style="list-style-type: none"> • Learners may use a variety of everyday ICT equipment such as a computer, mobile phone, keyboard, track pad (touch pad) touch screen, mouse, headphones, printer.
		E2.1.2 use software applications for a purpose	<ul style="list-style-type: none"> • Learners must be able to use software that allows them to: <ul style="list-style-type: none"> - find information from ICT based sources of information such as a website, interactive TV, a CD, DVD - enter and edit information - bring together text and image(s) - read, send and receive electronic messages
		E2.1.3 recognise and use interface features	<ul style="list-style-type: none"> • Learners must be able to recognise and use interface features including: <ul style="list-style-type: none"> - menus - icons - option buttons - links / hotspots - windows - dialogue boxes

	E2.2 follow recommended safe practices	E2.2.1 minimise physical stress	<ul style="list-style-type: none"> Learners must be aware of the need to follow safety practices for their own benefit. They need to: <ul style="list-style-type: none"> check/adjust their seating check/adjust their posture check/adjust their monitor check/adjust the lighting check for hazards e.g. removing drinks from around the ICT system take breaks to avoid eye strain, back problems and RSI (Repetitive Strain Injury) It is important that the need to follow safe practices is taken outside the ICT room in educational settings. Learners must understand the importance of safe practices when using ICT systems in public, within a working environment and at home.
Using ICT		E2.2.2 keep access information secure by using password	<ul style="list-style-type: none"> Learners must use a password or PIN (personal identification number) when using the ICT system e.g. computer, mobile phone, cash point.
		E2.2.3 understand the need to stay safe	<ul style="list-style-type: none"> Learners must understand the nature of the internet and how information (e.g. information on social networking sites) is accessible to a range of individuals. Learners must know when it is appropriate / inappropriate to disclose their own personal information.

ENTRY 2 (continued)

Area	Skill Standard	Coverage and Range	Guidance
Finding and selecting information	E2.3 use ICT-based sources of information		<ul style="list-style-type: none"> • Learners must be able to use appropriate ICT-based sources of information e.g.: <ul style="list-style-type: none"> - websites - CDs and DVDs - database - folders containing files - podcasts - text messages • emails
	E2.4 find specified information from ICT-based sources	E2.4.1 use simple search facilities	<ul style="list-style-type: none"> • Learners must be able to use appropriate search facilities to find specified information: <ul style="list-style-type: none"> ○ follow links on a web page ○ use menus ○ enter simple key words into a search box
Developing, presenting and communicating information	E2.5 enter and edit information for a simple given purpose	E2.5.1 use simple editing and formatting techniques	<ul style="list-style-type: none"> • Learners must be able to: <ul style="list-style-type: none"> - insert text (single words, short phrases, notes, simple sentences) - delete text if required - align text (left and centre) - select font size - embolden text - insert image(s) - delete image(s) if required

ENTRY 2 (continued)

Area	Skill Standard	Coverage and Range	Guidance
Developing, presenting and communicating information	E2.6 bring together two given types of information	E2.6.1 for print and for viewing on screen	<ul style="list-style-type: none"> • Learners must be able to bring together two different types of information in a given format e.g. poster, presentation slide, invitation etc. • Learners must be able to: <ul style="list-style-type: none"> - use a font and font style that can be clearly read - size image(s) to suit the presentation. - make good use of screen or page size - balance components appropriately (text and image(s)) - split text appropriately so that meaning is clear
		E2.6.2 identify and correct simple errors	<ul style="list-style-type: none"> • Learners must take responsibility for making sure that their work is accurate. They must learn strategies to do this. As a minimum they must learn to use ICT facilities such as a spellchecker.
	E2.7 use ICT-based communication	E2.7.1 read, send and receive electronic messages	<ul style="list-style-type: none"> • The ICT-based communication could be, e.g.: <ul style="list-style-type: none"> - a text message - an email message - a voice mail - instant messaging (IM) - a message on a virtual learning environment (VLE) - internet (social networking site) • Learners must be able to: <ul style="list-style-type: none"> - navigate to their messages - open and read messages - create messages - reply to messages - send messages

ENTRY 3

Area	Skill Standard	Coverage and Range	Guidance
Using ICT	E3.1 interact with and use an ICT system to meet given needs	E3.1.1 use correct procedures to start and shut down an ICT system	<ul style="list-style-type: none"> • Learners must be able to start up, use and shut down an ICT system, e.g. a computer, a mobile phone or a digital camera. • Learners must be able to: <ul style="list-style-type: none"> - start up the ICT system - shut down the ICT system
		E3.1.2 use input and output devices	<ul style="list-style-type: none"> • Learners may use a variety of everyday ICT equipment e.g., a computer, mobile phone, keyboard, screen, mouse, headphones, printer. • Learners must be able to identify input and output devices in everyday use e.g. a self scan checkout has a touch screen, chip and pin device (keyboard), printer etc.
		E3.1.3 use software applications to meet needs and solve given problems	<ul style="list-style-type: none"> • Learners must be able to use software to: <ul style="list-style-type: none"> - store information - use simple searches to find information from web-based sources and from stored information - enter and develop text, graphics, numbers - bring together different types of information - print out information - read, send and receive electronic messages and use contacts
		E3.1.4 recognise and use interface features	<ul style="list-style-type: none"> • Learners must be able to recognise and use interface features including: <ul style="list-style-type: none"> - menus - icons - option buttons - links / hotspots - windows - dialogue boxes - drag and drop - copy and paste - cut

ENTRY 3 (continued)

Area	Skill Standard	Coverage and Range	Guidance
Using ICT		E3.1.5 change simple software settings	<ul style="list-style-type: none"> • Learners must be able to: <ul style="list-style-type: none"> - set page orientation - set page layout including margins and line spacing
	E3.2 store information	E3.2.1 open and save files	<ul style="list-style-type: none"> • Learners must know the basics of file formats so that they can recognise and open files that contain text, graphics and/or numbers. • Learners must be able to name files clearly and consistently so that they, or others, can retrieve them easily. • Learners must be able to save work at appropriate intervals. • Learners must be able to save files in given locations on a given ICT system so that they can retrieve them easily.
		E3.2.2 know how to insert and remove media	<ul style="list-style-type: none"> • Learners must know how to: <ul style="list-style-type: none"> - insert external storage media as appropriate to their ICT system, e.g. USB key, CD / DVD, memory card - remove the external storage media correctly
	E3.3 follow safety and security practices	E3.3.1 use and change passwords	<ul style="list-style-type: none"> • Learners must use passwords (or PIN, personal identification number) as instructed. • Learners must know why it is important to keep their password secure e.g. to help prevent access to an email account, identity fraud, access to bank account details etc. • Learners must be able to change passwords and PINs regularly to continue to keep information secure.

Entry 3 (continued)

Area	Skill Standard	Coverage and Range	Guidance
Using ICT		E3.3.2 minimise physical stress	<ul style="list-style-type: none"> • Learners must be aware of the need to follow safety practices for their own benefit. • Learners must begin to take responsibility for their immediate working environment and their own individual needs. • They need to: <ul style="list-style-type: none"> - check/adjust their seating - check/adjust their posture - check/adjust their monitor - check/adjust the lighting - check for hazards e.g. removing drinks from around the ICT system - take breaks to avoid eye strain, back problems and RSI (Repetitive Strain Injury) - arrange hardware and cables appropriately - use wrist rests or other appropriate aids
Finding and selecting information	E3.4 use simple searches to find information	E3.4.1 search stored information	<ul style="list-style-type: none"> • Learners must be able to: <ul style="list-style-type: none"> - use a single text search criterion to search stored information - use menus - use links
		E3.4.2 search web-based sources of information	<ul style="list-style-type: none"> • Learners must be able to: <ul style="list-style-type: none"> - use a search engine to find specific information on the internet - use links / hotspots - use menus
	E3.5 select relevant information that matches requirements of given task		<ul style="list-style-type: none"> • Learners must be able to select the specific information required from any information that they find. • Learners must be able to copy and paste text and graphics from the internet in compliance with copyright.

Entry 3 (continued)

Area	Skill Standard	Coverage and Range	Guidance
Developing, presenting and communicating information	E3.6 enter and develop different types of information to meet given needs	E3.6.1 enter, edit and format information, including text, graphics, numbers or other digital content, to achieve the required outcome	<ul style="list-style-type: none"> • Learners must be able to: <ul style="list-style-type: none"> - insert text - delete text if required - align text (left, right and centre) - select font size - select appropriate font style (bold, underlined, italic) - drag and drop text - copy and paste text • Learners may also use a variety of appropriate digital content to meet given needs e.g. video and sound files.
		E3.6.2 insert and position graphics or other digital content to achieve a purpose	<ul style="list-style-type: none"> • Learners must be able to: <ul style="list-style-type: none"> - insert image(s) - delete image(s) if required - position image(s) appropriately - label image(s) as appropriate - drag and drop images - copy and paste images - align images (left, right and centre) • Learners may also use a variety of appropriate digital content to meet given needs e.g. video and sound files.
		E3.6.3 process numbers to meet needs	<ul style="list-style-type: none"> • Learners are not required to set up structures for the processing of numbers. They must be able to use existing structures e.g. a shopping basket on a web site, or a spreadsheet designed by someone else etc. • Learners must be able to: <ul style="list-style-type: none"> - enter numbers - edit numbers - delete numbers - copy and paste numbers - use software to obtain a total from numbers entered

Entry 3 (continued)

Area	Skill Standard	Coverage and Range	Guidance
Developing, presenting and communicating information	E3.7 bring together different types of information for a given purpose	E3.7.1 for print and for viewing on screen	<ul style="list-style-type: none"> • Learners must be able to bring together different types of information as required for their purpose in a given format e.g. poster, presentation slide, invitation, flyer. • Learners must be able to: <ul style="list-style-type: none"> - use a font and font style that can be clearly read - size image(s) to suit the presentation. - make good use of screen or page size - balance components appropriately - split text as appropriate (into paragraphs) - enter headings as appropriate - use bulleted list(s) as appropriate
		E3.7.2 check for accuracy and meaning	<ul style="list-style-type: none"> • Learners must take responsibility for making sure that their work is accurate. They must learn strategies to do this. As a minimum they must learn to use ICT facilities such as a spellchecker. • Learners must take responsibility for checking that meaning is clear and correct.
		E3.7.3 check suitability of information	<ul style="list-style-type: none"> • Learners must take responsibility for making sure that the information they present is suitable for their target audience and meets the demands of the task given.

Entry 3 (continued)

Area	Skill Standard	Coverage and Range	Guidance
Developing, presenting and communicating information	E3.8 use ICT-based communication	E3.8.1 read, send and receive electronic messages	<ul style="list-style-type: none"> • The ICT-based communication could be: <ul style="list-style-type: none"> - a text message - an email message - instant messaging (IM) - a message on a virtual learning environment (VLE) - internet (social networking site) • Learners must be able to: <ul style="list-style-type: none"> - navigate to their messages - open and read messages - create messages - reply to messages - send messages
		E3.8.2 use contacts	<ul style="list-style-type: none"> • Learners must be able to: <ul style="list-style-type: none"> ○ retrieve and use contacts' details
		E3.8.3 understand the need to stay safe and to respect others when using ICT-based communication	<ul style="list-style-type: none"> • Learners must understand the nature of the internet and how information is accessible to a range of individuals. • Learners must know when it is appropriate / inappropriate to disclose their own personal information. • Learners must respect other people's personal information when using ICT-based communication.

LEVEL 1

Area	Skill Standard	Coverage and Range	Guidance
Using ICT	1.1 identify the ICT requirements of a straightforward task	1.1.1 use ICT to plan and organise work	<ul style="list-style-type: none"> • Learners must be able to understand a straightforward task and work out how they can use ICT effectively and efficiently to help them carry out that task. For example, the learner might be required to find out if a club has any money left in its budget. They would be given the income and expenditure for the year in a data file. The learner could decide to do this task by using a spreadsheet and by entering the appropriate formulas to find out the information required.
	1.2 interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	1.2.1 select and use software applications to meet needs and solve straightforward problems	<ul style="list-style-type: none"> • Learners must be able to select appropriate software to: <ul style="list-style-type: none"> - manage information storage - use search techniques to locate information from web-based sources and from stored information - enter, develop and refine text, tables, graphics, records, numbers, charts, graphs - process numerical data - display numerical data in a graphical format - use field names and data types to organise information - enter, search, sort and edit records - read, send and receive electronic messages with attachments - combine information within a publication - print out publications, spreadsheets (data and formulas), records, screen dumps

LEVEL 1 (continued)

Area	Skill Standard	Coverage and Range	Guidance
Using ICT		1.2.2 select and use interface features effectively to meet needs	<ul style="list-style-type: none"> • Learners must be able to recognise and use interface features including: <ul style="list-style-type: none"> - menus - icons - option buttons - links / hotspots - windows - dialogue boxes - drag and drop - copy and paste - cut - toolbar - scrollbar - zoom - minimise - maximise
		1.2.3 adjust system settings as appropriate to individual needs	<ul style="list-style-type: none"> • Learners need to understand that ICT systems often provide accessibility features to allow individual users to customise the system to meet their needs. • Learners must be able to change: <ul style="list-style-type: none"> - volume - brightness - background / wallpaper / screen saver - colours - mouse settings - screen resolution
	1.3 manage information storage	1.3.1 work with files, folders and other media to access, organise, store, label and retrieve information	<ul style="list-style-type: none"> • Learners must be able to: <ul style="list-style-type: none"> - create and name directories/folders - save files in appropriate locations using appropriate filenames - use "save as" when appropriate - locate and open existing files - backup and restore files from a removable medium - password protect files

LEVEL 1 (continued)

Area	Skill Standard	Coverage and Range	Guidance
Using ICT	1.4 follow and demonstrate understanding of the need for safety and security practices	1.4.1 demonstrate how to create, use and maintain secure passwords	<ul style="list-style-type: none"> • Learners must know why it is important to keep passwords secure e.g. to help prevent access to bank account details, or to files containing sensitive or confidential information. • Learners must be able to: <ul style="list-style-type: none"> - create suitable passwords - open files using passwords - password protect files - maintain and change passwords appropriately
		1.4.2 demonstrate how to minimise the risk of computer viruses	<ul style="list-style-type: none"> • Learners must be able to demonstrate how to minimise the risk of computer viruses by: <ul style="list-style-type: none"> - using anti-virus software - treating files from unknown sources with caution
Finding and selecting information	1.5 use search techniques to locate and select relevant information	1.5.1 search engines, queries	<ul style="list-style-type: none"> • Learners must be able to use search techniques: <ul style="list-style-type: none"> - use search engines to find information on the internet - use links / hotspots - use menus - use a single text, numeric and date search criterion - use quotation marks - use relational operators (=, >, <, <>)
	1.6 select information from a variety of ICT sources for a straightforward task	1.6.1 recognise and take account of currency, relevance, bias and copyright when selecting and using information	<ul style="list-style-type: none"> • Learners must be able to evaluate the validity of information downloaded as regards to: <ul style="list-style-type: none"> - age of information - reliability of source - relevance to the task set - compliance with copyright • Learners must be able to select the information required for the task from various sources: <ul style="list-style-type: none"> - internet - clipart - files on disk provided - information generated by the learner e.g. chart/graph, cropped image etc.

LEVEL 1 (continued)

Area	Skill Standard	Coverage and Range	Guidance
Developing, presenting and communicating information	1.7 enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	1.7.1 apply editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numbers, charts, graphs or other digital content	<ul style="list-style-type: none"> • Learners must be able to work with text: <ul style="list-style-type: none"> - insert, delete, drag and drop, copy and paste - format text (font, style, size), - use paragraph alignment (left, right, centre, fully justified) • Learners must be able to use simple tables appropriately to display information. They must be able to: <ul style="list-style-type: none"> - create a table defining the correct number of rows and columns required - edit tables – delete, insert rows and columns, adjust column width to suit information - align information within a table (left, right, centre) - add/remove cell borders • Learners must be able to work with graphics: <ul style="list-style-type: none"> - insert, delete, position, drag and drop and copy and paste images - align images (left, right, centre) as appropriate - size images as appropriate - crop images as appropriate - border images as appropriate • Learners must be able to work with other digital content: <ul style="list-style-type: none"> - insert video and / or sound file(s) provided into presentation slides • Learners must be able to work with records as detailed in 1.8.3 and 1.8.4 below. • Learners must be able to work with numbers as detailed in 1.8.1 below • Learners must be able to work with charts and graphs as detailed in 1.8.2 below.

LEVEL 1 (continued)

Area	Skill Standard	Coverage and Range	Guidance
Developing, presenting and communicating information	1.8 use appropriate software to meet requirements of straightforward data-handling task	1.8.1 process numerical data	<ul style="list-style-type: none"> • Learners must be able to: <ul style="list-style-type: none"> - create a spreadsheet file - enter text (headings and labels), numeric data - enter formulas involving the arithmetic operators (+, -, *, /) and simple functions (SUM, MIN, MAX) using relative cell referencing - replicate formulas - insert and delete rows and columns - edit data and formulas in cells - obtain results - display data appropriately: text (font, style, size, alignment), number (decimal places, percentage, currency, date/time), column width - set page orientation, create headers, footers - sort data on a single column in ascending (A-Z, 1-10) or descending (Z-A, 10-1) order as appropriate - filter data on a single column using a text, numeric or date criterion and/or a relational operator =, <, >, <> - print data - print the formulas used

LEVEL 1 (continued)

Area	Skill Standard	Coverage and Range	Guidance
Developing, presenting and communicating information		1.8.2 display numerical data in a graphical format	<ul style="list-style-type: none"> • Learners must be able to: <ul style="list-style-type: none"> - select the single data set required for charting - create charts and graphs – pie chart, bar chart, single line graph as specified • Learners must be able to display the chart/graph appropriately: <ul style="list-style-type: none"> - enter appropriate titles (chart title, axis titles) - make sure axis labels are appropriate - remove chart legend if appropriate • Learners must be able to: <ul style="list-style-type: none"> - print chart produced on a separate page - print chart produced with spreadsheet data - set page orientation as appropriate - create headers and footers
		1.8.3 use field names and data types to organise information	<ul style="list-style-type: none"> • Learners may use any software application that allows them to organise record information by using field/column names and data types. • Learners must be able to: <ul style="list-style-type: none"> - set up field headings as specified - set up field data types – number, text, date as specified
		1.8.4 enter, search, sort and edit records	<ul style="list-style-type: none"> • Learners must be able to: <ul style="list-style-type: none"> - enter records - amend details in records - delete records - sort data on a single field in ascending (A-Z, 1-10) or descending (Z-A, 10-1) order - search records using a single text, numeric or data criterion and / or the relational operators =, <, >, <>

LEVEL 1 (continued)

Area	Skill Standard	Coverage and Range	Guidance
Developing, presenting and communicating information	1.9 use communications software to meet the requirements of a straightforward task	1.9.1 read, send and receive electronic messages with attachments	<p>Learners must be able to:</p> <ul style="list-style-type: none"> - navigate to their email messages - open and read email messages - create email messages - reply to email messages - send email messages - attach file(s) to email messages - address email messages accurately
		1.9.2 demonstrate understanding of the need to stay safe and respect others when using ICT-based communication	<ul style="list-style-type: none"> • Learners must understand the nature of the internet and how information is accessible to a range of individuals. • Learners must know when it is appropriate / inappropriate to disclose their own personal information. • Learners must respect other people's personal information when using ICT-based communication.
	1.10 combine information within a publication for a familiar audience and purpose	1.10.1 for print and for viewing on screen	<ul style="list-style-type: none"> • Learners must be able to combine information within a specified publication: <ul style="list-style-type: none"> - letter - flyer - newsletter - information sheet - invitation - email - poster - presentation slides • Learners must be familiar with the publication types and must know the purpose of each and layouts appropriate to each. • Learners must know standard information required in: <ul style="list-style-type: none"> - a letter (date of letter, sender's address, receiver's address, salutation and complimentary close) - an email (receiver's address, cc, subject of email)

LEVEL 1 (continued)

Area	Skill Standard	Coverage and Range	Guidance
Developing, presenting and communicating information			<ul style="list-style-type: none"> • Learners must be able to: <ul style="list-style-type: none"> - use a font and font style that can be clearly read - size image(s) to suit the presentation - make good use of screen or page size - balance components appropriately - split text as appropriate (e.g. into paragraphs) - enter headings as appropriate - use bulleted list(s) and numbered lists appropriately - use simple tables appropriately • Learners must be able to: <ul style="list-style-type: none"> - set page orientation - set up page layout including page breaks, line spacing, margins - insert headers and footers as appropriate - use page numbering as appropriate - produce handouts of slides from presentation software (i.e. 6 slides per page and 3 slides per page) • Learners must be able to combine, as required: <ul style="list-style-type: none"> - text, graphics, charts and graphs, tables, numerical data, record data, video and sound files
		1.10.2 check for accuracy and meaning	<ul style="list-style-type: none"> • Learners must take responsibility for making sure that their work is accurate. They must learn strategies to do this. As a minimum they must learn to use ICT facilities such as a spellchecker. • Learners must proofread publications to detect errors not corrected by spell checker. • Learners must take responsibility for checking that meaning is clear and correct.

LEVEL 1 (continued)

Area	Skill Standard	Coverage and Range	Guidance
Developing, presenting and communicating information	1.11 evaluate own use of ICT tools	1.11.1 at each stage of a task and at the task's completion	<ul style="list-style-type: none">Learners must demonstrate that they have taken time to evaluate their use of ICT tools to present the publication for its audience. For example, final work should show that the learner has used page breaks so that information is clearly displayed on an information sheet, or that they have used a table to display information to make sure it is clear to its audience.

ICT – LEVEL 2

Area	Skill Standard	Coverage and Range	Guidance
Using ICT	2.1 Plan solutions to complex tasks by analysing the necessary stages	2.1.1 use ICT to plan and analyse complex or multi-step tasks and activities and to make decisions about suitable approaches	<ul style="list-style-type: none"> • Learners must be able to understand complex (multi-step) tasks and work out how they can use ICT effectively and efficiently to help them carry out those tasks. For example, the learner might be required to prepare a multi-media presentation about whether sales targets had been met. The learner could decide to do this task by using a spreadsheet to analyse sales figures provided and produce a chart. The chart could then be used in the presentation.
	2.2 select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	2.2.1 select and use software applications to meet needs and solve complex problems	<ul style="list-style-type: none"> • Learners must be able to select appropriate software to: <ul style="list-style-type: none"> - manage information storage to enable efficient retrieval - use appropriate search techniques to locate information from web-based sources and from stored information - enter, develop and refine text, tables, graphics, records, numbers, charts, graphs - process and analyse numerical data - display numerical data in an appropriate graphical format - use appropriate field names and data types to organise information - analyse and draw conclusions from a data set by searching, sorting and editing records - organise electronic messages attachments and contacts - combine and present information in ways that are fit for purpose and audience - print out publications, spreadsheets (data and formulas), records, screen dumps

ICT – LEVEL 2 (continued)

Area	Skill Standard	Coverage and Range	Guidance
Using ICT		2.2.2 select and use a range of interface features and system facilities effectively to meet needs	<ul style="list-style-type: none"> • Learners must be able to recognise and use interface features including: <ul style="list-style-type: none"> - menus - icons - option buttons - links / hotspots - windows - dialogue boxes - drag and drop - copy and paste - cut - toolbar - scrollbar - zoom - minimise - maximise - templates - wizards
		2.2.3 select and adjust system settings as appropriate to individual needs	<ul style="list-style-type: none"> • Learners need to understand that ICT systems often provide accessibility features to allow individual users to customise the system to meet their needs. • Learners must be able to select system settings that need changed and be able to adjust: <ul style="list-style-type: none"> - volume - brightness - background / wallpaper / screen saver - colours - mouse settings - screen resolution
		2.2.4 respond to ICT problems and take appropriate action	<ul style="list-style-type: none"> • Learners must be able to respond to ICT problems: <ul style="list-style-type: none"> - loss of data - computer freeze - paper jam - storage full - simple error messages
		2.2.5 understand the danger of computer	<ul style="list-style-type: none"> • Learners must be able to demonstrate how they would minimise the risk of computer

		viruses and how to minimise risk	viruses by: <ul style="list-style-type: none">- using anti-virus software- treating files from unknown sources with caution
--	--	----------------------------------	--

ICT – LEVEL 2 (continued)

Area	Skill Standard	Coverage and Range	Guidance
Using ICT	2.3 manage information storage to enable efficient retrieval	2.3.1 manage files, folders and other media storage to enable efficient information retrieval	<ul style="list-style-type: none"> • Learners must be able to make decisions about file management, such as: <ul style="list-style-type: none"> - create and name directories / folders - save files in appropriate locations using appropriate filenames - use "save as" when appropriate - locate and open existing files - backup and restore files from a removable medium - password protect files - delete, copy and move files and directories / folders - rename files and directories / folders - compress files / folders
Finding and selecting information	2.4 use appropriate search techniques to locate and select relevant information	2.4.1 search engines, queries and AND/NOT/OR, >,<,>=,<=, contains, begins with, use of wild cards	<ul style="list-style-type: none"> • Learners must be able to use search techniques to find information, i.e.: <ul style="list-style-type: none"> - use search engines to find specific information on the internet - use links / hotspots - use multiple text, numeric date and logical search criteria - use quotation marks - use relational operators (=, >, <, <>, >=, <=) - use logical operators AND/NOT/OR - use "contains", "begins with" and the * wildcard

ICT – LEVEL 2 (continued)

Area	Skill Standard	Coverage and Range	Guidance
Finding and selecting information	2.5 select information from a variety of sources to meet requirements of a complex task	2.5.1 recognise and take account of copyright and other constraints on the use of information	<ul style="list-style-type: none"> • Learners must be able to: <ul style="list-style-type: none"> - download information in compliance with copyright - acknowledge sources - avoid plagiarism
		2.5.2 evaluate fitness for purpose of information	<ul style="list-style-type: none"> • Learners must be able to evaluate the validity of information downloaded as regards to: <ul style="list-style-type: none"> - age of information - reliability of source - relevance to the task set • Learners must be able to select the information required for the task from that found from various sources: <ul style="list-style-type: none"> ○ internet - clipart - files on disk provided - information generated by the learner e.g. chart/graph, a group of objects.
Developing, presenting and communicating information	2.6 enter, develop and refine information using appropriate software to meet requirements of a complex task	2.6.1 apply a range of editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numerical data, charts, graphs or other digital content	<ul style="list-style-type: none"> • Learners must be able to work with text: <ul style="list-style-type: none"> - insert, delete, drag and drop, copy and paste - format text (font, style, size), - use paragraph alignment (left, right, centre, fully justified) - insert and position text boxes

ICT – LEVEL 2 (continued)

Area	Skill Standard	Coverage and Range	Guidance
Developing, presenting and communicating information			<ul style="list-style-type: none"> • Learners must be able to use tables to display information. They must be able to: <ul style="list-style-type: none"> - create a table defining the correct number of rows and columns required - edit tables – delete, insert rows and columns, adjust column width to suit information - align information within a table (left, right, centre) - add/remove cell borders - align information vertically within table cells - merge and split cells as required - use shading in cells as required - align a table within a publication (left, right or centre) • Learners must be able to work with graphics: <ul style="list-style-type: none"> - insert, delete, position, drag and drop and copy and paste images - align images (left, right, centre) - size images as appropriate - crop images as appropriate - border images as appropriate - draw objects - fill objects - outline objects - group objects - use text wrapping as appropriate - place graphics behind or in front of text - resize grouped graphics • Learners must be able to work with other digital content: <ul style="list-style-type: none"> - insert video and / or sound file(s) provided into a multi-media presentation

ICT – LEVEL 2 (continued)

Area	Skill Standard	Coverage and Range	Guidance
Developing, presenting and communicating information			<ul style="list-style-type: none"> • Learners must be able to work with records as detailed in 2.7.3 and 2.7.4 below. • Learners must be able to work with numbers as detailed in 2.7.1 below • Learners must be able to work with charts and graphs as detailed in 2.7.2 below
	2.7 use appropriate software to meet the requirements of a complex data-handling task	2.7.1 process and analyse numerical data	<ul style="list-style-type: none"> ○ Learners must be able to: <ul style="list-style-type: none"> - create a spreadsheet file - enter text (appropriate headings and labels), numeric data - enter formulas involving multiple arithmetic operators (+, -, *, /) and brackets and simple functions (SUM, MIN, MAX, AVERAGE, MEDIAN, MODE, IF), using relative and absolute cell referencing - replicate formulas - insert and delete rows and columns - edit data and formulas - obtain results - display data appropriately: text (font, style, size, alignment), number (decimal places, percentage, currency, date/time), column width, text wrap, row height, borders/gridlines, shading - set page orientation, create headers and footers - sort data on multiple columns in ascending (A-Z, 1-10) or descending order (Z-A, 10-1) order - filter data on multiple columns using text, numeric or date criteria, and / or the relational operators =, <, >, <>, >=, <=, logical operators AND/OR/NOT, "contains", "begins with", * wildcard - print data - print the formulas used

ICT – LEVEL 2 (continued)

Area	Skill Standard	Coverage and Range	Guidance
Developing, presenting and communicating information		2.7.2 display numerical data in a appropriate graphical format	<ul style="list-style-type: none"> • Learners must be able to: <ul style="list-style-type: none"> - select a single data set required for charting, select a comparative data set, select a subset of data, select data set from non-adjacent columns/rows - select and create charts and graphs – pie chart, bar chart, single line graph, comparative bar chart, multiple line graph, scatter graph • Learners must be able to display the chart/graph appropriately: <ul style="list-style-type: none"> - enter appropriate titles (chart title, axis titles) - make sure axis labels are appropriate - add / edit / remove chart legend as appropriate • Learners must be able to: <ul style="list-style-type: none"> - print chart produced on a separate page - print chart produced with spreadsheet data - set page orientation as appropriate - create headers and footers
		2.7.3 use appropriate field names and data types to organise information	<ul style="list-style-type: none"> • Learners may use any software application that allows them to organise record information by using field/column names and data types. • Learners must be able to select and use: <ul style="list-style-type: none"> - field headings appropriately - field data types – number, text, date, logical appropriately

ICT – LEVEL 2 (continued)

Area	Skill Standard	Coverage and Range	Guidance
Developing, presenting and communicating information		2.7.4 analyse and draw conclusions from a data set by searching, sorting and editing records	<ul style="list-style-type: none"> • Learners must be able to: <ul style="list-style-type: none"> - enter records - amend details in records - delete records - sort data on multiple fields in ascending (A-Z, 1-10) or descending (Z-A, 10-1) order - search records using multiple text, numeric or date criteria, and/or the relational operators =, <, >, <>, <=, >=, logical operators AND/OR/NOT, "contains", "begins with", *wildcard
	2.8 use communications software to meet the requirements of a complex task	2.8.1 organise electronic messages, attachments and contacts	<ul style="list-style-type: none"> • Learners must be able to: <ul style="list-style-type: none"> - navigate to email messages - open and read email messages - create email messages - reply to email messages - send email messages - attach file(s) to email messages - address email messages accurately - use compressed folders to organise attachments - use cc and bcc - enter contact details - retrieve and use individual email addresses - create and use a group distribution list - create new email folders - move email messages - store attachments outside email structure
		2.8.2 use collaborative tools appropriately	<ul style="list-style-type: none"> • Learners must be able to: <ul style="list-style-type: none"> - contribute to web logs

ICT – LEVEL 2 (continued)

Area	Skill Standard	Coverage and Range	Guidance
Developing, presenting and communicating information		2.8.3 understand the need to stay safe and to respect others when using ICT-based communication	<ul style="list-style-type: none"> • Learners must understand the nature of the internet and how information is accessible to a range of individuals. • Learners must know when it is appropriate / inappropriate to disclose their own personal information. • Learners must respect other people's personal information when using ICT-based communication.
	2.9 combine and present information in ways that are fit for purpose and audience	2.9.1 organise and integrate information of different types to achieve a purpose, using accepted layouts and conventions as appropriate	<ul style="list-style-type: none"> • Learners must be able to combine information within a specified publication: <ul style="list-style-type: none"> - letter - flyer - newsletter - information sheet - invitation - email - poster - multi-media presentation - leaflet - report • Learners must be familiar with the publication types and must know the purpose of each and layouts appropriate to each. • Learners must know standard information required in: <ul style="list-style-type: none"> - a letter (date of letter, sender's address, receiver's address, salutation, complimentary close) - an email (receiver's address, cc, bcc, subject of email)

ICT – LEVEL 2 (continued)

Area	Skill Standard	Coverage and Range	Guidance
Developing, presenting and communicating information			<ul style="list-style-type: none"> • Learners must be able to: <ul style="list-style-type: none"> - use a font and font style that can be clearly read - size image(s) and grouped objects to suit the presentation - make good use of screen or page size - balance components appropriately - split text as appropriate (e.g. into paragraphs) - enter headings as appropriate - use multi-level bulleted list(s) and numbered lists as appropriate - use tables appropriately - use text wrapping, behind, in front as appropriate - use text boxes as appropriate - use transitions, builds, animations and timings as appropriate • Learners must be able to: <ul style="list-style-type: none"> - set page orientation - set up page layout including page breaks, line spacing, margins, columns - insert headers and footers as appropriate - use page numbering as appropriate - produce handouts of slides from presentation software (i.e. 6 slides per page and 3 slides per page) • Learners must be able to combine, as required: <ul style="list-style-type: none"> - Text, graphics, charts and graphs, tables, numerical data, record data, video and sound files.

ICT – LEVEL 2 (continued)

Area	Skill Standard	Coverage and Range	Guidance
Developing, presenting and communicating information		2.9.2 work accurately and check accuracy, using software facilities where appropriate	<ul style="list-style-type: none"> • Learners must take responsibility for making sure that their work is accurate. They must learn strategies to do this. As a minimum they should learn to use ICT facilities such as a spellchecker and grammar checker. • Learners must proofread publications to detect errors not corrected by spell checker • Learners must take responsibility for checking that meaning is clear and correct
	2.10 evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	2.10.1 at each stage of a task and at the task's completion	<ul style="list-style-type: none"> • Learners must demonstrate that they have taken time to evaluate their use of ICT tools to present the publication for its audience. • For example, final work should show that the learner has made sure that a legend has been positioned appropriately so that all the chart data is clearly displayed, or labels have been added to new values in a spreadsheet so that it is clear to the audience what the values mean, or that headings in a leaflet have been formatted consistently and appropriately.

Assessment Summary

Entry Level Assessment

The OCR Functional Skills qualification in ICT at Entry level is assessed in the centre using assessment tasks set by OCR. When the assessment task is completed under the specified conditions, the centre uses the mark scheme provided to mark the candidate's performance. The marking of the work is then externally moderated by OCR.

The assessment tasks are designed so that they can be used as they are or centres can contextualise them. The context can be amended so that learners are familiar with the task set and the context in which it is set. The context can be amended so that candidates can use ICT systems with which they are familiar within the centre. Guidance on the scope of contextualisation is provided.

The assessment tasks have been designed to allow learners to demonstrate their skills during normal class time under controlled assessment conditions. However, the assessment can be completed over a number of sessions under controlled assessment conditions, but must not take longer than the time specified in the Tutor guidance.

Entry Level Assessment Task Marking

You must complete an Assessment Record Form for each learner. Supplementary evidence, e.g. a printout or a screen dump must be provided. The Assessment Record Form should be completed after the mark scheme has been applied to the learner's performance during the assessment.

You will have to observe the learner during the assessment to be able to complete the Assessment Record Form.

If the learner achieves sufficient marks to award a PASS then certification can be claimed.

Level 1 Assessment Structure

At **Level 1**, the assessment is externally set and marked. The candidate is required to use a computer system to complete a series of tasks. The candidate may also be required to write or word process the answer to an occasional question to test their understanding of their use of ICT.

The assessment is structured so that it will:

- a) Be two papers comprising:
 - i) Part A which will contain one straightforward task that samples primarily from skill standards 1.5, 1.6 and/or 1.9.
 - ii) Part B which will contain between three and five tasks.
- b) Be 2 hours in duration:
 - i) 15 minutes should be allocated to Part A
 - ii) One hour 45 minutes should be allocated to Part B
 - Both parts must be taken at one sitting as one test.
 - At the start of the test the candidate should be provided with the Part A task booklet only.
 - To complete Part A the candidate will require access to the internet be able to receive and send emails.
 - Candidates may be required to save or print out information they have found on the internet that they will then use as part of the Part B task(s).
 - At the end of the 15 minutes allowed for Part A the centre should disable internet and email before the Part B task booklet and Resource booklet are given out. The candidate should keep their work from Part A.
 - When internet and email access have been disabled the candidate can be given Part B of the test.
 - During the time allowed (1 hour 45 minutes) for Part B candidates must not have access to the internet. Candidates should not be able to send or receive emails **but must have access to email software (such as Outlook or Outlook Express) so that they can demonstrate their ability to e.g. organise attachments when sending an email.**
 - For Part B of the test candidates must use data provided by OCR to carry out this part of the test.
 - Part A and Part B task and answer booklets should be collected at the end of the test. The Part A and Part B booklets for each candidate must be kept together when being sent to the examiner.

Assessment Design

- a) Assessments will:
 - Provide realistic contexts, scenarios and problems
 - Specify tasks that are relevant to the context
 - Require application of knowledge, skills and understanding for a purpose
 - Require problem solving
 - Assess process skills and the outcome of their application within the context

- b) Assessments will:
- Present the candidate with straightforward tasks (complexity)
 - Reflect the skills outlined in the **OCR Deliverers Handbook for this scheme** (technical demand)
 - Present the candidate with familiar tasks within a familiar context for a familiar audience (familiarity)
 - Allow the candidate to meet the skill standards and coverage and range, e.g., "select and use software applications to meet needs and solve straightforward problems" (independence)
- c) Assessments will:
- Assess all the skill standards
 - Sample from the coverage and range
 - Include a minimum of 80% open response questions
- d) Assessments will:
- have a total mark allocation of 60 marks overall – Part A 4-8 marks, Part B 52-56 marks
 - Include mark allocations that meet the assessment weightings:
 - i) 20 – 30% (12 to 18 marks) allocated to 'Using ICT'
 - ii) 10 – 20% (6 to 12 marks) allocated to 'Finding and Selecting Information'
 - iii) 50 – 70% (30 to 42 marks) allocated to 'Developing, Presenting and Communicating Information'
- e) Assessments will use pre-release data files.

Use of data files

- One of the assessment criteria of the Functional Skills standards is that candidates show that they can "select and use software applications to meet needs". Candidates will have to copy and paste or import the data provided into appropriate software applications that they have selected during the test, to carry out the tasks set
 - It is the centre's responsibility to ensure that candidates are prepared to do this.
 - OCR will provide the data required for tests in the following formats:
 - Microsoft 97 – 2003 document (.doc)**
 - Text files – (.txt)**
 - Image files are supplied as .jpg**
 - Video clips are supplied as .mpg, .mp4 and .wmv**
 - Sound clips are supplied as .mp3**
 - It is the centre's responsibility to ensure that the data files are in a format that suits how their candidates have been prepared.
 - For example, candidates can copy and paste the data provided in Microsoft Word into a spreadsheet application so that they can process numerical data, display numerical data in a graphical format and/or enter, search, sort and edit records.
 - However, some database applications do not allow this facility and candidates will need to import the data from a text file.
 - Centres can use the .txt files to ensure that the data is presented to candidates in a format that suits them (if Microsoft 97 – 2003 format is not suitable). Instructions for formatting any of the files are detailed on the following pages.
- or**
- Centres may provide the data as .txt files to candidates to use to import the data into various applications. This should only happen if that is how the candidates have been prepared.
 - It may be required that the data files for the test are provided in a specified folder structure.

- Folders/files must be available for each individual candidate to work with during the test. Candidates should not have access to any of the data files prior to the test or after printing has been carried out.

Level 2 Assessment Structure

At **Level 2**, the assessment is externally set and marked. The candidate is required to use a computer system to complete a series of tasks. The candidate may also be required to write or word process the answer to an occasional question to test their understanding of their use of ICT.

The assessment is structured so that it will:

- a) Be two papers comprising:
 - i) Part A which will contain one complex task that samples primarily from skill standards 2.4, 2.5 and/or 2.8.
 - ii) Part B which will contain between three and seven sub-tasks.

- b) Be 2 hours in duration:
 - i) 15 minutes should be allocated to Part A
 - ii) One hour 45 minutes should be allocated to Part B
 - Both parts must be taken at one sitting as one test.
 - At the start of the test the candidate should be provided with the Part A task booklet only.
 - To complete Part A the candidate will require access to the internet be able to receive and send emails.
 - Candidates may be required to save or print out information they have found on the internet that they will then use as part of the Part B task(s).
 - At the end of the 15 minutes allowed for Part A the centre should disable internet and email before the Part B task booklet and Resource booklet are given out. The candidate should keep their work from Part A.
 - When internet and email access have been disabled the candidate can be given Part B of the test.
 - During the time allowed (1 hour 45 minutes) for Part B candidates must not have access to the internet. Candidates should not be able to send or receive emails **but must have access to email software (such as Outlook or Outlook Express) so that they can demonstrate their ability to e.g. organise attachments when sending an email.**
 - For Part B of the test candidates must use data provided by OCR to carry out this part of the test.
 - For Part B candidates will require the Resource Booklet provided by OCR.
 - Part A and Part B task and answer booklets should be collected at the end of the test. The Part A and Part B booklets for each candidate must be kept together when being sent to the examiner.

Assessment Design

- a) Assessments will:
- Provide realistic contexts, scenarios and problems
 - Specify tasks that are relevant to the context
 - Require application of knowledge, skills and understanding for a purpose
 - Require problem solving
 - Assess process skills and the outcome of their application within the context
- b) Assessments will:
- Present the candidate with multi-step tasks (complexity)
 - Reflect the skills outlined in the **OCR Deliverers Handbook for this scheme** (technical demand)
 - Present the candidate with non-routine tasks within an unfamiliar context (familiarity)
 - Allow the candidate to meet the skill standards and coverage and range, e.g., "select and use software applications to meet needs and solve straightforward problems" (independence)
- c) Assessments will:
- Assess all the skill standards
 - Sample from the coverage and range
 - Include a minimum of 80% open response questions
- d) Assessments will:
- have a total mark allocation of 70 marks overall – Part A 6-9 marks, Part B 61-64 marks
 - Include mark allocations that meet the assessment weightings:
 - i) 20 – 30% (14 to 21 marks) allocated to 'Using ICT'
 - ii) 10 – 20% (7 to 14 marks) allocated to 'Finding and Selecting Information'
 - iii) 50 – 70% (35 to 49 marks) allocated to 'Developing, Presenting and Communicating Information'
- e) Assessments will use pre-release data files.

Use of data files

- One of the assessment criteria of the Functional Skills standards is that candidates show that they can "select and use software applications to meet needs". Candidates will have to copy and paste or import the data provided into appropriate software applications that they have selected during the test, to carry out the tasks set
- It is the centre's responsibility to ensure that candidates are prepared to do this.
- OCR will provide the data required for tests in the following formats:
 - Microsoft 97 – 2003 document (.doc)**
 - Text files – (.txt)**
 - Image files are supplied as .jpg**
 - Video clips are supplied as .mpg, .mp4 and .wmv**
 - Sound clips are supplied as .mp3**
- It is the centre's responsibility to ensure that the data files are in a format that suits how their candidates have been prepared.
- For example, candidates can copy and paste the data provided in Microsoft Word into a spreadsheet application so that they can process numerical data, display numerical data in a graphical format and/or enter, search, sort and edit records.
- However, some database applications do not allow this facility and candidates will need to import the data from a text file.

- Centres can use the .txt files to ensure that the data is presented to candidates in a format that suits them (if Microsoft 97 – 2003 format is not suitable). Instructions for formatting any of the files are detailed on the following pages.

or

- Centres may provide the data as .txt files to candidates to use to import the data into various applications. This should only happen if that is how the candidates have been prepared.
- It may be required that the data files for the test are provided in a specified folder structure.
- Folders/files must be available for each individual candidate to work with during the test. Candidates should not have access to any of the data files prior to the test or after printing has been carried out.

OCR Customer contact centre

VOCATIONAL QUALIFICATIONS

Telephone 024 76 851509

Facsimile 024 76 851633

Email vocational.qualifications@ocr.org.uk

GENERAL QUALIFICATIONS

Telephone 01223 553998

Facsimile 01223 552627

Email general.qualifications@ocr.org.uk



FS 27093

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.
© OCR 2010 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England.
Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.