

Centre Handbook

OCR Entry Level Award in Using ICT (Entry 3)

Entry Code 01679

This qualification closes for entries 31/12/2021

Last certification will be 31/12/2022

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See Section 9 for key updates to this handbook.

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1 Introduction

OCR entry code	Title	Qualification Number
01679	OCR Entry Level Award in Using ICT (Entry 3)	500/5694/3

The information provided in this handbook is correct at the time of production. Occasionally we may update this information so please refer to the qualification [webpage](#) for the most up-to-date information.

This handbook provides information for centre staff involved in the planning, delivery and assessment of this qualification and they must have access to and understand the requirements in this handbook.

To access information on how to administer this qualification please follow the link to the [Administration area](#).

You should ensure candidates are informed of the title and level of the qualification they have been entered for and that Oxford Cambridge and RSA Examinations (OCR) is the awarding body for their chosen qualification.

1.1 OCR Entry Level Award in Using ICT (Entry 3) qualification

The OCR Entry Level Award in Using ICT (Entry 3) allows individuals to:

- develop practical skills in using common software applications for a purpose
- develop ability to operate ICT equipment correctly and safely
- develop confidence in the use of ICT
- progress to qualifications at Level 1 in the Regulated Qualifications Framework (RQF), by assisting in the development of the skills and knowledge that learners will need to undertake further study.

The OCR Entry Level Award in Using ICT (Entry 3) has been designed to:

- recognise candidates' practical skills in using information technology to carry out straightforward tasks in a range of vocational contexts.
- encourage an active learning approach that will be appropriate for both pre- and post-16 learners. It will also provide a practical introduction for those who are new to using ICT.

This qualification is unit-based and this structure provides flexibility for delivery, assessment and certification. The qualification contains four units. Each unit focuses on a different use of ICT – displaying information, searching for information, communicating information and producing graphs from numerical information.

In order to achieve the full qualification, candidates are required to achieve three out of the four units. However, candidates who wish to demonstrate skills in fewer applications will be able to work towards the unit(s) of particular relevance to their own situation. Units of the qualification can also be incorporated into broader courses of study such as vocational qualifications and cross-curricular learning programmes. It is anticipated that candidates will be able to use the ICT skills they develop in this qualification, in other areas of study and/or in practical workplace situations.

Those candidates who are successful in achieving this qualification will be able to progress to the OCR Level 1 Award for IT Users (ITQ) or OCR Level 1 Award in Functional Skills (ICT).

1.2 Funding

Funding arrangements can be subject to change. For the latest details about approval and funding eligibility, we recommend you visit the following websites:

[Register of Regulated Qualifications](#) – Ofqual's register of regulated qualifications

[Education and Skills Funding Agency](#) for funding education and training for learners 14-19 years in England. This list was formerly known as the section 96.

[Department for the Economy](#) for public funding in Northern Ireland

[Qualifications in Wales](#) database (QiW) for public funding in Wales

[NIEFQAN](#) – Approval of qualifications by the Department of Education in Northern Ireland.

Use the Ofqual Qualification Number (QN) when you're looking for information on qualification eligibility for public funding.

If you have any queries about funding for this qualification email us at funding@ocr.org.uk.

2 General information

2.1 Qualification profile

Title	OCR Entry Level Award in Using ICT (Entry 3)		
OCR code	01679		
Level	This qualification is regulated in regulated in the Regulated Qualifications Framework (RQF) at Entry Level (Entry 3)		
Qualification Number	500/5694/3		
Age group approved	Pre-16	16-18	19+
	✓	✓	✓
Guided Learning Hours (GLH)	45	Total Qualification Time (TQT)	90
This qualification is suitable for	<ul style="list-style-type: none">pre- and post-16 learners engaged in a variety of full or part-time programmes of studylearners who are new to using ICT and who wish to gain a certificate for newly acquired skills.		
Entry requirements	There are no formal entry requirements for this qualification.		
Qualification structure	To achieve this qualification, candidates must achieve a total of 3 units (9 credits). Each unit is 3 credits. There are no mandatory units, all units are optional.		
	Unit 1	Displaying Information Using ICT	T/502/1141
	Unit 2	Using ICT to Find Information	R/502/1194
	Unit 3	Communicating Information Using ICT	H/502/1197
	Unit 4	Producing Charts Using ICT	K/502/1198
Assessment and grading	All units are centre-assessed and externally moderated.		
	Candidates will be required to produce evidence demonstrating that they have met all of the assessment criteria and any assessment requirements specified in the unit.		
	Units will be Pass or Fail		

2.2 Age groups

This qualification is appropriate for pre- and post-16 learners engaged in a variety of full or part-time programmes of study. It is ideally suited for those who are new to using ICT and who wish to gain accreditation for newly acquired skills.

2.3 Recommended prior learning

This qualification has been designed to be accessible to learners who are entirely new to using ICT and therefore no prior experience or knowledge of ICT is required.

In order to achieve this qualification, candidates must be able to meet all the assessment criteria and any assessment requirements specified in the unit. No barriers to access are introduced through minimum entry requirements. However, it is expected that successful candidates will be working at Entry 3 of the Regulated Qualifications Framework.

This qualification is not designed to assess numeracy skills, however, Unit 4 requires candidates to manipulate numerical information accurately. The Tutor will supply the information. To meet the numerical demands of this unit, candidates should be competent in numeracy skills to at least Entry 3 or National Curriculum Level 3.

Units 1 and 3 require candidates to enter text. Although literacy skills are not being assessed in this qualification it is expected that candidates will be competent in literacy to at least Entry 3 or National Curriculum Level 3.

2.4 Entry requirements

There are no entry requirements.

This qualification is available to anyone who is capable of reaching the required standards. It has been developed free from any barriers that restrict access or progression thereby promoting equal opportunities.

Centre staff involved in the assessment or delivery of this qualification should understand the requirements of the qualification and match them to the needs and capabilities of individual learners before entering them as candidates for this qualification.

2.5 Unique Learner Numbers

This is a personal ten-digit number, which is used to ensure learner achievement information can be provided to their Personal Learning Record (PLR). ULNs are provided and administered by the Learning Records Service (LRS).

Learners over the age of 14 in UK education or training can access the PLR using their ULN. Learners keep the same ULN to access their PLR throughout their lives and whatever their level of learning.

Candidates that claim certification for publically funded qualifications must have a valid ULN.

Where a candidate has a ULN, you must enter their ten digit number in the ULN field when making entries via Interchange. For candidates who do not have a ULN, a claim will still be accepted if you leave this field blank, but OCR will not be able to send these achievements to the PLR.

For more information, and to generate a ULN, please refer to the [Learning Records Service](#).

2.6 Progression opportunities

This qualification has been designed to recognise candidates' knowledge, understanding and practical skills in using ICT in everyday situations. Those candidates, who are successful in achieving this qualification, will be able to progress to the OCR Level 1 Award for IT Users (ITQ) or OCR Level 1 Functional Skills in ICT.

For those candidates who wish to broaden their achievements at this level and for whom progression will be horizontal rather than vertical, qualifications at Entry 3 are also available in the following areas: Functional Skills and [Life and Living Skills](#) and a range of vocational and general subjects.

2.7 Wider issues

This qualification provides the potential for you to develop candidates' understanding of spiritual, moral, ethical, social and cultural issues and heighten candidates' awareness of environmental issues, health and safety considerations and European developments.

Spiritual, moral, ethical, social and cultural issues

Tutors delivering a programme of learning for this qualification will have opportunities to address ethical, social and moral values in the exploration of issues such as:

- the rights of an individual to be informed of, and to have access to, data held about them by an organisation (Data Protection Act)
- the copyrights of individuals and organisations over published electronic data

- confidentiality of information (employer and clients)
- computer misuse
- responsibility of honesty and accuracy in recording, manipulating and presenting data
- the need to ensure data security.

The subject matter of the tasks may (in non-controversial ways) address spiritual, moral, ethical, social and cultural issues.

Environmental issues, health and safety considerations and European developments

Tutors delivering a programme of learning for this qualification will have opportunities to address health and safety issues, environmental issues and European developments in the exploration of issues such as:

- correct procedures for working with ICT equipment
- repetitive strain injury
- print consumables
- energy saving software.

2.8 Qualification size

The size of the qualification is described in terms of Guided Learning Hours (GLH) and Total Qualification Time (TQT).

GLH indicates the approximate time (in hours) that the learner will be supervised during any teaching, learning or assessment activities. We have worked with people who are experienced in delivering this qualification to determine what content needs to be taught and how long it will take to deliver.

TQT is comprised of two elements: GLH, and an estimate of the number of hours a learner will reasonably spend on any unsupervised learning or assessment activities (including homework) so they can successfully achieve their qualification.

The qualification requires 45 GLH and 90 TQT.

2.9 Mode of delivery

OCR does not specify the mode of study or specify a time limit for the achievement of this qualification other than last entry dates which will be notified by OCR.

You are free to deliver this qualification using any mode of delivery that meets the needs of your candidates. Whatever mode of delivery is used, you must ensure that learners have appropriate access to the resources identified below.

You should consider the candidate's complete learning experience when designing learning programmes. This is particularly important in relation to candidates studying part time alongside real work commitments where candidates may bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors.

2.10 Resources

Centres should ensure that appropriate physical resources are available. Each unit contains guidance on the resources required. Staff conducting the assessment of this qualification must understand fully the requirements of this award.

2.11 Delivery in Wales and Northern Ireland

Candidates in Wales and Northern Ireland should not be disadvantaged by terms, legislation or aspects of government that are different from those in England. Where such situations might occur, we have used neutral terms so candidates may apply whatever is appropriate to their own situation.

We will provide handbooks, assessments and supporting documentation in English. Only answers provided in English will be assessed.

2.12 Access arrangements and special consideration

There can be adjustments to standard assessment arrangements on the basis of the individual needs of candidates.

It is important, therefore, that centres identify as early as possible whether candidates have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and select an appropriate qualification or adjustment that will allow them to demonstrate attainment.

The responsibility for providing adjustments to assessment is shared between the centre and OCR. Please read the JCQ booklet *Access Arrangements and Reasonable Adjustments* at www.jcq.org.uk.

For further guidance on access arrangements and special consideration refer to the Administration area of the [OCR website](#).

If the tutor/assessor thinks any aspect of this qualification unfairly restricts access and progression, please email or call the OCR Customer Support Centre.

2.13 Centre malpractice guidance

It is the responsibility of the Head of Centre¹ to report all cases of suspected malpractice involving centre staff or candidates. A JCQ Report of Suspected Malpractice form (JCQ/M1 for candidate suspected malpractice or JCQ/M2a for staff suspected malpractice) is available to download from the [JCQ website](#) and should be completed as soon as possible and emailed to malpractice@ocr.org.uk.

When asked to do so by OCR, Heads of Centres are required to investigate instances of malpractice promptly and report the outcomes to OCR.

Further information regarding reporting and investigating suspected malpractice and the possible sanctions and penalties which could be imposed, is contained in the JCQ publication: *General and Vocational Qualifications – Suspected Malpractice in Examinations and Assessments*; this is available from the [JCQ website](#). Centres may also like to refer to the [OCR Website](#) for more details.

¹ This is the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, e.g. the Head Teacher or Principal of a school/college. The Head of Centre accepts full responsibility for the correct administration and conduct of OCR exams

3 Assessment and moderation

3.1 Internal Assessment

We will assess this qualification in accordance with the qualification regulator's General Conditions of Recognition.

All units are centre-assessed and externally moderated by the OCR examiner-moderator.

Achievement at unit level is Pass or Fail. In order to achieve a Pass, candidates are required to produce evidence demonstrating that they have achieved all of the assessment criteria and any assessment requirements for the unit.

A Candidate Evidence Sheet needs to be filled in to show the achievement of assessment criteria and assessment requirements that are not evidenced by printouts. One Candidate Evidence Sheet is needed for each folder - one for a candidate with a full submission or one for a unit in a single unit entry.

Centre assessment may be undertaken at any point during the course. No time limits have been set for the collection of evidence and it is anticipated that candidates will build up portfolios of evidence over their programme of learning. Where gaps in the evidence are identified, tutors may give feedback to the candidates so that they can revise their work.

Centre assessors must make sure that candidates know they must comply with the Data Protection Act when they are producing work for assessment. Candidates must not reference another individual's personal details in any evidence produced for assessment. It is the candidate's responsibility to make sure evidence that includes another individual's personal details is anonymised.

Guidance is provided on internal assessment in the units section of this Handbook.

Centres are required to forward **all** centre-assessed evidence to the OCR examiner-moderator for external moderation.

3.2 Centre-assessed units

All units are centre-assessed and externally moderated by OCR. Centres will need to devise activities/assignments that enable candidates to meet all of the assessment criteria and assessment requirements in these units. To help with this, OCR has produced a model assignment template for each unit **which you are advised to use**. These can be found at the end of each unit.

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

When candidates complete an assignment, the centre assessor (usually the tutor) assesses their work. Centres will need to identify staff who will act as assessors. Assessors will need to have experience in making judgments about candidates' evidence meeting the required standard.

Assessors must:

- judge candidate work against the standard identified in the unit content and the assessment guidance
- show clear evidence of marking on all printouts, and identify where each assessment criterion is met
- identify valid and sufficient evidence, identify gaps in evidence, give feedback to candidates
- provide candidates with opportunities to meet any gaps in the evidence by revising work and reprinting
- liaise with other assessors in the centre to ensure that all assessment of the units is to the required standard
- confirm candidate achievement by completing and signing OCR documentation (e.g. Candidate Evidence Sheets)
- maintain records of candidates' achievements.

3.3 Authentication

Tutors/Assessors must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the tutor/assessor must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Wherever possible, the tutor/assessor should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for tutors/assessors to check authenticity of the work and provide general feedback.

Please note: Centres must confirm to OCR that the evidence produced by candidates is authentic. The Centre Authentication Form includes a declaration for assessors to sign and is available from the [OCR website](#) alternatively signing the Assessment Record Folder serves the same purpose.

Plagiarism

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge a source correctly. Plagiarism makes up a large percentage of cases of suspected malpractice reported by moderators.

In line with the policy and procedures of JCQ on suspected malpractice, the penalties applied for plagiarism would usually result in the claim not being allowed.

Plagiarism often occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand:

- the work they submit must be their own

- the meaning of plagiarism and what penalties may be applied
- that they may refer to research, quotations or evidence produced by somebody else but they must list and reference their sources
- quoting someone else's work, even when it is properly sourced and referenced, is not an indication of understanding. The candidate has to 'do' something with that information to show they understand it. For example, if a candidate has to analyse data from an experiment, quoting data does not show that they understand what it means. The candidate has to interpret the data and, by relating it to their assignment, say what they think it means.

Working with others

Where permitted by the specification, the work of individual candidates may be informed by working with others, for example, in undertaking research, but candidates must provide an individual response as part of any task outcome.

3.4 Assessment conditions

There are no time constraints on centre-assessed units. It is anticipated that you will devise activities/assignments that enable candidates to work at a pace appropriate to their needs and the requirements of the task in hand.

The tasks need to be flexible and aim to allow individual candidates the opportunity to build on their own interests and experience and thus to demonstrate what they know and can do in a relevant and motivating context. Open ended tasks can produce a variety of evidence from which appropriate prints can be selected for external moderation.

3.5 Assessment documentation

In order to assist you in collating and recording appropriate and sufficient evidence, we have provided a Candidate Evidence Sheet which **must** be completed for each candidate. This document is used to record the achievement of assessment criteria and assessment requirements where there is no hard copy produced.

The same sheet should be used for all units in the candidate's claim. This should be submitted in the Assessment Record Folder, with their other evidence, to the OCR examiner-moderator.

This document is available in section 8 and can be downloaded from the [qualification webpage](#) and completed either manually or electronically.

3.6 Centre standardisation for multiple assessors

If your centre has a number of staff acting as assessors for this qualification then we recommend that best practice would be to carry out internal quality assurance, which includes standardisation, to ensure that all candidates' work is assessed consistently to the required standard.

If you are the only assessor in your centre for this qualification then we recommend that best practice would be to have your assessment decisions standardised. An example would be to ask another assessor in your centre to review a sample of your assessment decisions.

In order to maintain a consistent approach to internal quality assurance, a centre co-ordinator could be nominated. The centre co-ordinator would then be responsible for:

- ensuring that all current tutors/assessors are assessing to the required standard
- ensuring that all assessment decisions are fair, valid and reliable
- arranging regular standardisation meetings
- ensuring cross-moderation of work between tutors/assessors
- maintaining records of the outcome of cross-moderation activities
- advising your assessors of any discrepancies in assessment
- suggesting ways in which their assessment may be brought into line to meet the required standard.

3.7 External moderation

External moderation ensures centres' internal assessments meet the requirements of this qualification.

Examiner-moderators are appointed by OCR to moderate centre assessment decisions.

We anticipate that you will wish to create programmes of learning for candidates towards the completion of these units that will generate additional items of evidence. You are free to do this, but we do not require these items to be submitted as part of the evidence for the units.

Tutors must check that each aspect of the criteria has been successfully met by the candidate before work is signed and sent for external moderation. You must submit a Candidate Evidence Sheet for each candidate for each folder, which should be signed by the tutor prior to submission for moderation.

You must use Assessment Record Folders (ARFs) to send candidate's work to the OCR examiner-moderator.

The OCR examiner-moderator will check a sample of candidates' work for each of the units from each batch submitted by a centre. If errors or omissions are found in the centre assessment of the sample, all candidates' work for that assessment criteria or assessment requirement will be checked.

The examiner-moderator will complete an electronic Centre Feedback Report Form for the batch. If the centre assessment is satisfactory, arrangements will be made for certification. Centres are able to access this report on OCR Interchange. **To view the report**, log in to Interchange, hover over 'Centre information' and then click on 'examiner-moderator reports'.

If the centre assessment is inaccurate the examiner-moderator will make the necessary amendments to candidates' achievements. This will be recorded on the Centre Feedback Report Form, and certification will reflect these amendments.

Examiner-moderators are not empowered to enter into direct contact with centres. In no circumstances must centres attempt to contact their examiner-moderator in any way other than through posting candidate work to the address provided to them by OCR. Any queries concerning the units or assessment must be directed to OCR, Coventry.

OCR reserves the right to send a representative to a centre.

4 Certification

Candidates who achieve the full qualification will receive:

- a unit certificate listing the unit or units achieved, with their related credit value and the unit reference number(s)
- a certificate giving the full qualification title and the qualification number.

Candidates achieving one or more units but who do not meet the credit requirements for a full qualification will receive a certificate listing the units they have achieved along with their credit value.

4.1 Claiming certificates

Certificates will be issued directly to the centre for successful candidates. In order to ensure that these are automatically issued, centres must ensure that the OCR candidate number is always used where a candidate has already achieved one or more units.

For more details refer to the Administration area <https://www.ocr.org.uk/administration/>.

4.2 Replacement certificates

For details on replacement certificates refer to the Administration area.

5 Qualification structure and units

5.1 Qualification and unit structure

The OCR Entry Level Award in Using ICT (Entry 3) is made up of four optional units.

This structure facilitates a flexible approach which allows candidates to achieve individual units as stepping stones towards the full qualification.

All units are centre assessed and externally moderated by OCR.

Candidates must achieve three of the four units (9 credits) in order to achieve the full qualification (if you wish you can submit all four units for certification). Candidates must meet all of the stated assessment criteria and assessment requirements for the units.

The units are numbered for reference purposes only. There is no requirement for candidates to work towards the units in any particular order and tutors may tailor learning programmes to meet individual situations. Tutors are encouraged to recognise the links between the units and the common terminology.

If a candidate is not able to complete a full award, their achievements will be recognised through the issue of a unit certificate listing the units achieved.

OCR Entry Level Award in Using ICT (Entry 3)

(Qualification Number 500/5694/3)

To achieve this qualification, candidates must achieve a total of 9 credits. There are no mandatory units, all units are optional.

OCR Unit No	Unit title	Ofqual Unit number	Level	Credit value
1	Displaying Information Using ICT	T/502/1141	Entry 3	3
2	Using ICT to Find Information	R/502/1194	Entry 3	3
3	Communicating Information Using ICT	H/502/1197	Entry 3	3
4	Producing Charts Using ICT	K/502/1198	Entry 3	3

5.2 Unit 1: Displaying Information Using ICT

Unit Title: Displaying Information Using ICT

OCR unit number: 1

Level: Entry 3

Credit value: 3

Guided learning hours: 15

Unit reference number: T/502/1141

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 Use correct procedures to start ICT systems and open and use applications	2.1 Switch on computer and monitor safely 2.2 Open software application, e.g. word processing, desktop publishing, etc. 2.3 Use input devices, e.g. keyboard, mouse, microphone, touch screen 2.4 Understand that setting can be adjusted to individual needs, e.g. mouse, icon size, screen resolution, desktop contrast, volume
3 Create a new document, enter data and check for accuracy	3.1 Create a document 3.2 Work with files 3.3 Enter text and numbers accurately 3.4 Check meaning, accuracy and suitability
4 Insert and position an image	4.1 Select an image, e.g. picture, clipart, scanned photograph 4.2 Insert an image into a document 4.3 Bring together information, e.g. image with text
5 Save, print and close a document	5.1 Save documents 5.2 Print documents 5.3 Close documents
6 Retrieve and edit a document to achieve required outcome	6.1 Open an existing document and retrieve information 6.2 Edit data to achieve required outcome, e.g. add, insert, select, copy, cut, paste, drag and drop, undo, redo 6.3 Delete data 6.4 Present information that is fit for purpose
7 Align and format text	7.1 Align and justify text, e.g. left, centre, right, full 7.2 Change font size, e.g. 16 pt etc. 7.3 Change font styles, e.g. arial etc. 7.4 Emphasise text, e.g. bold, italics or underline
8 Shut down computer system	8.1 Close documents 8.2 Close software 8.3 Switch off the computer and monitor safely

Unit purpose and aim

Candidates will be able to create a document to suit a particular purpose by bringing together text and images. They will be able to edit the document to make the presentation fit for purpose.

Assessment requirements

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

- a) create a new document to suit a specific purpose, e.g. a menu, poster, letter etc., enter a small amount of text and numbers, insert an image, check accuracy, save and print
- b) retrieve the document saved at a) and format it to make the display fit for purpose, change font sizes and styles, use different forms of emphasis, change alignment of text, move the image, save and print the final copy.

5.3 Unit 1: 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 content and type of document 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 1: DISPLAYING INFORMATION USING ICT

TEMPLATE FOR MODEL ASSIGNMENT

CANDIDATE TASK SHEET

You must use your computer to produce a (*enter type of document*). Before you start, you may make a rough plan of the document you wish to produce.

Task 1

- ☐ Open a blank document.
- ☐ Create a (*enter type of document*).
- ☐ Enter at least **15 words** (*enter some appropriate ideas*).
- ☐ Enter some **numbers** (*enter some appropriate ideas e.g. prices, opening times, dates*).
- ☐ Insert **one image** (clip art, scanned photo, digital image, imported picture).
- ☐ Enter your **name** and the words **draft copy** beneath the data you have entered.
- ☐ Use a spellchecker to help you check your work is **accurate**.
- ☐ **Save** your work, **print** a copy and **close** the document.
- ☐ Ask your tutor to check that you have included everything required.

You need to make some changes to the (*enter type of document*) you saved in Task 1.

Task 2

- ☐ **Open** your saved document.
- ☐ Align some (or all) of your words to the **centre** or to the **right** of the page.
- ☐ **Clearly** change the font **size** of some of your words (e.g. 12 pt to 36 pt etc).
- ☐ **Clearly** change the font **style** of some of your words (e.g. Calibri to Times New Roman etc.).
- ☐ Emphasise some of your words using **bold**, and/or *italics* and/or underlining.
- ☐ **Move** the image to a different position in the document.
- ☐ Delete the words **draft copy** and enter the words **final copy**.
- ☐ Check that your name is still present.
- ☐ Use a **spellchecker** to check for accuracy.
- ☐ **Save** your work using a **different file name**, print a copy and close the document.
- ☐ Ask your tutor to check that you have included everything required.

Hand your two 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. scanned photographs could now be digital images.

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

A wide variety of document types and applications may be used with the template. Candidates should be encouraged to create documents that are of particular interest to them or that would be of practical use to them. Centres, however, must ensure that all the assessment criteria and assessment requirements for this unit are covered in full.

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

There is no requirement for all candidates to copy the same block of text. Candidates can create and edit their own posters, suited to their individual interests. The minimum amount of text is set at 15 words so candidates are not looking at spending time entering text but at the formatting and presentation of the document.

By using open-ended tasks, candidates can build on their own interests. Tutors can assist individuals with preparing the text as appropriate.

Each candidate should be given a copy of the Candidate Task Sheet (see page 21). The tick boxes on this sheet may be used by candidates and tutors to ensure that all the assessment criteria and assessment requirements have been covered in each of the tasks.

Centres must ensure that candidates have access to software packages that will enable them to meet all the assessment criteria, e.g. word processing, desktop publishing, presentation graphics.

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.

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 the choice of document and the information 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 should be encouraged to use a spellchecker to ensure their work is accurate.

As candidates are submitting paper-based evidence, it is not always easy to see that candidates have met the assessment criteria. To ensure candidates are not disadvantaged you should ensure that when candidates are required to change the font size and font style that these are clearly different to their original choice.

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 document

This task covers Learning Outcomes 1, 2, 3, 4 and 5.

Candidates will create a new document to suit a particular purpose. The new document may take a number of forms, e.g. a menu, letter, poster, advertisement, etc.

Candidates should:

- be allowed to decide the form of document and the information they wish to include.
- input at least 15 words in order to give them scope to evidence all the assessment requirements.
- enter text, numbers and insert an image. No formatting is required on this print.
- be encouraged to use a spellchecker to check for accuracy. They should key in their name and the words “Draft Copy” beneath the information they have entered.
- then save, print and close the document.

Task 2 – Edit a document

This task covers Learning Outcomes 1, 6, 7 and 8.

Candidates will change the draft document to make it fit for purpose.

Candidates:

- should retrieve the document they saved in Task 1. Print 2 should be clearly seen as an edited version of print 1. Two unrelated prints will be treated as a missing printout.
- should edit the text by using different forms of emphasis, font styles/sizes and alignment, in order to improve the display, e.g. to make a poster more eye-catching; to highlight the main points in a letter. Changes should be obviously clear, e.g. using two distinctly different fonts and changing font size by at least 10 points. Additional features, e.g. colour or word art are not required, but would not be penalised. It is important that candidates complete the changes that will be assessed before they make other changes.
- should move the image to a clearly different position in the document. The image **must** not be moved just by applying change of alignment to the whole document. The image may be resized but this is not a requirement. There must be clear evidence that an image from print

1 is in a different position (or is a clearly different size) on print 2. Deleting the image from print 1 and replacing it with a different image on print 2 does not satisfy this objective.

- may be encouraged to make simple annotations on their own printouts to check that all elements have been covered e.g. “aligned” “bigger” “style” “emphasised” “moved” and “edited”. No details are necessary. This is good preparation for the proofreading skills required for the next level.
- should ensure their name is still present and should change the words “Draft Copy” in Task 1 to read “Final Copy”. Changing draft to final is to show evidence of editing text so is not achieved by handwriting.
- should save the task under a different file name, by use of “Save as” or similar function.
- should then print and close the document.

Evidence requirements

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

5.4 Unit 2: Using ICT to Find Information

May 2017. This unit has been updated to remove references to teletext and replace with apps, social media, USB, SD card. A black line indicates where changes have been made to this unit

Unit Title: Using ICT to Find Information

OCR unit number: 2

Level: Entry 3

Credit value: 3

Guided learning hours: 15

Unit reference number: R/502/1194

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 Select and use appropriate ICT-based information sources	2.1 Recognise different sources of information, ICT-based and other forms 2.2 Know how to use ICT-based information sources, e.g. Internet, apps, social media, USB, SD card, CD, DVD 2.3 Use correct procedures to access, use and close application
3 Search to find specific information	3.1 Use input devices 3.2 Use appropriate search techniques, e.g. search, menu, contents list, index, key word, find tool 3.3 Use internet sources of information, i.e. enter a web address, use search engine, follow links, use forward, back and use bookmarks 3.4 Use Help facilities to find information within applications
4 Use removable media	4.1 Insert, use and remove media safely, e.g. USB, SD card, CD, DVD, zip disc/drive, etc.
5 Select and present information	5.1 Recognise when appropriate information has been found 5.2 Know how to present information, e.g. printouts, written reports

Unit purpose and aim

Candidates will be able to use appropriate ICT-based sources of information. They will be able to search for and select information that meets a specified requirement.

Assessment requirements

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

- a) carry out **two** straightforward searches to find specific information using **two different** ICT sources (e.g. Internet and removable media). For **each** search they must identify the aim of the search, find the specified information and present the information either in print or in writing.
- b) use Help files within an application, on one occasion, to find information on a straightforward topic; print a copy of one page of the information found.
- c) use removable media. This could form one of the two searches at step a).

5.5 Unit 2: 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 search topics 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.



Oxford Cambridge and RSA

OCR ENTRY LEVEL AWARD IN USING ICT (ENTRY 3)

UNIT 2: USING ICT TO FIND INFORMATION

TEMPLATE FOR MODEL ASSIGNMENT

CANDIDATE TASK SHEET

You must find specific information using **two** different sources on your computer or some other ICT equipment. For **this search** you must:

Task 1

- ☐ Decide the information you wish to find and write or type the aim of your search.
- ☐ Choose the ICT source you will use to help you find your information.
- ☐ Search for the information using appropriate search techniques.
- ☐ Ensure that the information you have found is what you actually wanted.
- ☐ Print a copy of one page of the information you have found, or handwrite the results if printing is not possible.
- ☐ Write your name on each of the printouts or handwritten sheets that contain your search results.
- ☐ Ask your tutor to check that you have included everything required.

Task 2 – using a different source from Task 1

- ☐ Decide the information you wish to find and write or type the aim of your search.
- ☐ Choose the ICT source you will use to help you find your information.
- ☐ Search for the information using appropriate search techniques.
- ☐ Ensure that the information you have found is what you actually wanted.
- ☐ Print a copy of one page of the information you have found, or handwrite the results if printing is not possible.
- ☐ Write your name on each of the printouts or handwritten sheets that contain your search results.
- ☐ Ask your tutor to check that you have included everything required.

You must show that you can use the **Help facility** in an application to find out how to solve a simple problem.

Task 3

- ☐ Decide what problem you wish to solve and write this down.
- ☐ Decide what application to open.
- ☐ Find the information that you want.
- ☐ Print out a copy.
- ☐ Write the aim of the search and your name on the printout.

Hand your printouts or handwritten sheets with your search results, and 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 to design practice material. The context may be adapted so that the form of search topics matches the interests and needs of the candidate. There is no requirement for all candidates to follow identical tasks for assessment. By using open-ended questions, candidates can build on their own interests e.g. weather today in a place you'd like to visit.

Candidates should be encouraged to search for information that would be of practical use or is of particular interest to them. Centres must ensure that all the assessment criteria and assessment requirements in this unit are covered in full.

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

Centres must ensure that candidates have access to media that will enable them to meet all the assessment criteria, e.g. the Internet, USB, SD card, CD, DVD. Where centres have access to the Internet, it is anticipated that this will be one source of information used. It is recognised that this may be a problem for some centres, in these circumstances internet access can be simulated or other information sources can be used to meet the assessment criteria. Any form of removable media, appropriate to the centre's facilities, can be used.

Candidates need to be aware of issues of Health and Safety relating to the use of computers and the safe insertion, use and removal of media such as USB, SD card, CDs and DVDs, etc. They should follow recommended safe practices at all times and should be encouraged to take breaks when appropriate, especially in view of the fact that searching for information can be very absorbing and time can pass quickly.

Each candidate should be given a copy of the Candidate Task Sheet (see page 27). The tick boxes on this sheet may be used by candidates and tutors to ensure that all the learning outcomes have been covered in each of the tasks.

Candidates should write down what information they want to find. Tutors may give support and guidance to candidates. This may focus on checking that candidates understand what is expected of them and providing help to candidates on their choice of information and the sources they intend to use.

Candidates should print a single page showing the information they have successfully found. Where printouts are not possible, e.g. where candidates use Internet on a mobile phone, they may handwrite the results of their searches or may provide oral feedback, in which case tutors should record the candidates' responses on their behalf.

The printouts and handwritten evidence submitted must be solely the work of the candidates. These 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 and Task 2 – Search for information

These tasks cover all Learning Outcomes – 1, 2, 3, 4, and 5.

Candidates:

- need to carry out **two** straightforward searches to find information on a specific topic.
- must use two different sources of information in their searches that are sent for moderation, e.g. the Internet and a CD. If only removable media is used, this should necessitate the opening of at least two separate sources, e.g. USB, SD card, CD and DVD in order to find the required information.
- should start by deciding the information they wish to find and the sources to be used to enable them to achieve this. The aim of each search should then be keyed in or handwritten on a sheet of paper to accompany the search results or written directly on to the printout.
Evidence of the actual search process is not required.
- using the Internet should be encouraged to use search engines to help them find the information.
- must ensure that the aim of their search is successful. For example, candidates searching for flights to a holiday destination on a mobile phone should show actual flight details for a particular day rather than answers, such as, *“There are lots of flights”*.

When candidates are satisfied with their search results, they should print a copy of one page of the information selected or should handwrite the result of their search if printing is not possible. Tutors can scribe the candidates' responses if necessary.

The candidate's name must be included (this may be handwritten) on each of the printouts or handwritten sheets.

Guidance on the use of removable media:

Just opening a file and using 'Find' is like opening a web browser and looking on the first page. Similarly, looking for a file by name in the folder is only what we are expecting in Unit 1, LO6 - retrieve a document. A more useful search technique would be using the "containing text" box for a word that isn't obvious from the file title.

Centres will have to make use of removable media appropriate to their hardware/network restrictions in the classroom. There is no requirement to use any particular form of removable media, only the need to make candidates aware of how files and applications can be transferred.

Use of removable media may be part of a search task but it may be treated as a separate area of study.

Task 3 – Use the help facility in an application

This task covers Learning Outcomes 1, 2, 3, and 5.

Candidates:

- must use 'Help' facilities within an application to identify how to solve simple problems. This is making them aware of the support available away from the centre and their tutor.
- should be encouraged to search for topics that would be of practical use to them and are within their technical understanding. Consider using 'Help' searches to extend techniques already introduced e.g. decorative underline or font effects.

Suitable topics for searching might include some of the following.

- Choose your opening page for the Internet – keywords **home page**.
- How to copy an image from a web page – keyword **pictures**.
- Put a border around some text – keyword **border**.
- Cancel the printing of a document once it has started – keyword **print**.
- Add someone to your address book – keyword **add contact**.
- What do message list icons mean? – keyword **read**.
- Check spelling in messages – keyword **spell**.

Where initial searches lead to a menu of choices, candidates should follow the link to a particular solution rather than printing the index page.

Evidence requirements

Evidence will consist of two successful searches which will include the aim of each search and the results of each search. It will also show use of 'Help' file and the completed Candidate Evidence Sheet.

5.6 Unit 3: Communicating Information Using ICT

Unit Title: Communicating Information Using ICT

OCR unit number: 3

Level: Entry 3

Credit value: 3

Guided learning hours: 15

Unit reference number: H/502/1197

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 Access email application	2.1 Keep information secure, e.g. password, PIN, keep copies safe 2.2 Open mailbox 2.3 Use input devices, e.g. keyboard, mouse
3 Create and send an email message	3.1 Create an email message 3.2 Enter an email address 3.3 Enter an appropriate subject 3.4 Enter text in the message area 3.5 Check meaning, accuracy and suitability of the email 3.6 Send an email 3.7 Print an email
4 Receive and read email messages	4.1 Open an email that has been received 4.2 Read the email 4.3 Print the email
5 Reply to an email	5.1 Prepare a reply to the received email 5.2 Use the reply facility 5.3 Enter text in the message area 5.4 Check meaning, accuracy and suitability of the email 5.5 Send the email 5.6 Print the email
6 Delete an email	6.1 Find the received email 6.2 Delete an email

Unit purpose and aim

Candidates will be able to send, receive and reply to emails.

Assessment requirements

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

- a) access an email application and open a mailbox
- b) create an email and insert an accurate email address and subject; enter about 15 words, check accuracy and send the email; print the email that was sent
- c) receive an email, open the email, read the email and print a copy
- d) prepare a reply to the received email; use the reply facility, enter some words, check accuracy and send the email; print a copy of the email
- e) delete the received email.

5.7 Unit 3: 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 messages 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 3: COMMUNICATING INFORMATION USING ICT

TEMPLATE FOR MODEL ASSIGNMENT

CANDIDATE TASK SHEET

You need to show that you can use email to create, receive, reply to and delete messages.

Task 1

- ☐ **Open** the software for your email account.
- ☐ Accurately enter the **password** to access your messages.

Task 2

- ☐ Decide to whom you wish to send an email and find their **email address**.
- ☐ **Enter** the **address** or select it from your email address book. Check it is correct.
- ☐ Prepare your message – decide the words you want to include.
- ☐ **Enter** a few words as the **subject** to identify the message.
- ☐ **Enter** about **15 words** in the message area about (*identify the topic*).
- ☐ Enter your **name** at the end of the message.
- ☐ Check the **accuracy** of your message.
- ☐ **Send** the email.
- ☐ **Print** the email from (*identify the location*).

Task 3

- ☐ **Open** one of the emails that you have received in (*identify the location*).
- ☐ **Open** the email.
- ☐ **Read** the email.
- ☐ **Print** the email from (*identify the location*).
- ☐ If your name does not appear on this email, write your name on the printout.

Task 4

- ☐ Prepare your reply to the email opened in Task 3 – decide the words you will enter.
- ☐ Use the **Reply** facility.
- ☐ Enter about 15 words and check the accuracy of your message.
- ☐ Enter your **name** at the end of the message.
- ☐ **Send** the message and then **print** the reply email from (*identify the location*).

Task 5

- ☐ **Delete** the email you received in Task 3.
- ☐ **Show** the tutor that the message received in Task 3 has been deleted.

Check that you have done everything required.

Hand your three printouts, with this sheet, to your tutor so 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 to design practice material. The context may be adapted so that the candidates' emails match their interests and needs. There is no requirement for all candidates to follow identical tasks for assessment. You can use an open-ended question, which can enable the candidate to provide an individual reply, and give assistance as appropriate rather than making it a copy text exercise.

Although all practice assignments can use messages in languages other than English, only English must be used in work submitted for external moderation so that moderators are sure that the content is not unsuitable in any way.

Candidates must have access to software that will enable them to meet all the assessment criteria and assessment requirements, e.g. to send and receive email messages. The use of internal, external or web-based email is acceptable.

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

All messages should clearly identify candidates and this may be achieved by candidates typing their names beneath the text in the send and reply messages. In the received message, where the address does not clearly identify the candidates, e.g. *candidate6@...*, then the candidate's name should be written on the received message printout. Printouts should be accompanied by a completed Candidate Evidence Sheet, one for each candidate.

Each candidate should be given a copy of the Candidate Task Sheet (see page 33). 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.

This unit assesses the ICT elements of using email. Where candidates have problems with literacy skills, tutors may assist with the draft before sending. Candidates should be encouraged to check for spelling and grammar if appropriate to the message.

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. Confirmation that safe practices have been followed should be confirmed on the candidate's Candidate Evidence Sheet.

Candidates should decide in advance what the message is about and the words they want to include in their email message. Tutors may provide the text to be used in the email; however candidates must key in the text themselves. Candidates will need access to suitable email addresses or an appropriate address book. Tutors may give support and guidance to candidates; this may focus on checking that candidates understand what is expected of them and that they are able to access email facilities and have suitable email addresses.

The printouts submitted must be solely the work of the candidates. These 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 – Open a mailbox

This task covers Learning Outcomes 1 and 2.

- Where the email account is not protected, use of a password to log on to the system is acceptable. The tutor should tick the use of a password on the Candidate Evidence Sheet. No other evidence is required
- If no password is used, tutors must create an opportunity for candidates to access a password protected area, e.g. use password to open protected file containing tutor's email address.

Task 2 – Create and send an email

This task covers Learning Outcomes 1 and 3.

Candidates:

- should prepare for this task by deciding to whom they will send an email message, what the subject of the message will be and what text they will include. Tutors should give appropriate support to each candidate in the preparation of text to be sent.
- may type the email address or select an appropriate address from an address book.
- should include the title of their email in the subject box, enter about 15 words in the message area and include their name immediately below the text. The text should be keyed in the message area and **not** be included as an attachment.
- should be encouraged to use a spellchecker to check accuracy where the email application has this facility.
- should send the email and then access their Sent Items folder in order to print the message.

Task 3 – Receive an email

This task covers Learning Outcomes 1 and 4.

Candidates:

- should receive a message into their Inbox. This may be from the tutor, a fellow student, or from an external source and the message does not need to be the same for every candidate.

- should open the email, read the message and print a copy.

Where the email address does not clearly identify the candidate, they should write their name on the printout.

Task 4 – Reply to an email

This task covers Learning Outcomes 1 and 5.

Candidates:

- should prepare a reply (consisting of about 15 words) to the message they received in **Task 3**. Tutors should give appropriate support to each candidate in the preparation of text to be sent.
- should use the Reply facility and enter about 15 words in their message, with their name immediately below the text. The third printout should show evidence that the reply facility has been used e.g. RE: in the header or copy of the incoming message. The reply should not be started from scratch and should be a "match" to message 2 not a reply to another message that hasn't been included.
- should use a spellchecker to check for accuracy where the email application has this facility.
- should check that the message shows the use of Reply (e.g. *RE:* or similar).
- should then send the message in response to the email received in Task 3.
- should print a copy of their email.

Task 5 – Delete an email

This task covers Learning Outcomes 1 and 6.

Candidates:

- should select the message they received in Task 3. (Tutors may wish to remind them that they should look in their Inbox and not in their Sent Items folder.)
- should delete the received message.
- should access their Deleted Items folder to show the tutor that the message has been deleted successfully. The tutor should complete the Candidate Evidence Sheet. **A screen print is not required.**

Evidence requirements

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

5.8 Unit 4: Producing Charts Using ICT

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

5.9 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 (see pages 39 and 40). 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.

6 Supporting documentation

6.1 OCR sample assignments and sample evidence

Centres may choose to use these sample assignments as a benchmark for devising their own practice assessments to aid candidate preparation.

The scenario and any data sets provided in the sample assignment **must be adapted** in order to use them as live assessment material. For example in unit 4, the tutor **must** provide different data sets from those shown in the samples.

6.2 Unit 1: Sample assignments A and B and evidence

OCR ENTRY LEVEL AWARD IN USING ICT (ENTRY 3) UNIT 1: DISPLAYING INFORMATION USING ICT

SAMPLE ASSIGNMENT A (using template)

CANDIDATE TASK SHEET

You must use your computer to produce a menu. Before you start, you may make a rough plan of the document you wish to produce.

Task 1

- ☐ Open a blank document.
- ☐ Create a menu.
- ☐ Enter at least **15 words**, e.g. the location, the food on offer.
- ☐ Enter some **numbers**, e.g. the prices, the opening times.
- ☐ Insert **one image** (clip art, scanned photo, digital image, imported picture).
- ☐ Enter your **name** and the words **draft copy** beneath the data you have entered.
- ☐ Use a spellchecker to help you check your work is **accurate**.
- ☐ **Save** your work, **print** a copy and **close** the document.
- ☐ Ask your tutor to check that you have included everything required.

You need to make some changes to the menu you saved in Task 1.

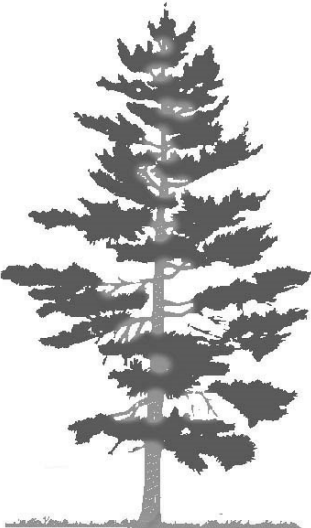
Task 2

- ☐ **Open** your saved document.
- ☐ Align some (or all) of your words to the **centre** or to the **right** of the page.
- ☐ **Clearly** change the font **size** of some of your words (e.g. 12 pt to 36 pt etc).
- ☐ **Clearly** change the font **style** of some of your words (e.g. Calibri to Times New Roman etc.).
- ☐ Emphasise some of your words using **bold**, and/or *italics* and/or underlining.
- ☐ **Move** the image to a different position on the menu.
- ☐ Delete the words **draft copy** and enter the words **final copy**.
- ☐ Check that your name is still present.
- ☐ Use a **spellchecker** to check for accuracy.
- ☐ **Save** your work using a **different file name**, print a copy and close the document.
- ☐ Ask your tutor to check that you have included everything required.

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

Example evidence produced using task sheet

Task 1

	<p>The Tall Tree</p> <p>Lunch 12.00 to 2.00</p> <p>Soup</p> <p>Fish chips and peas</p> <p>Ice cream</p> <p>Coffee or tea</p> <p>£4.75</p> <p>Peter Jackson Draft Copy</p>
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Task 2

<p>The Tall Tree</p> <p>Lunch 12.00 to 2.00</p> <p><i>Soup</i></p> <p><i>Fish chips and peas</i></p> <p><i>Ice cream</i></p> <p><i>Coffee or tea</i></p> <p>£4.75</p>	
<p>Peter Jackson Final Copy</p>	

OCR ENTRY LEVEL AWARD IN USING ICT (ENTRY 3) UNIT 1: DISPLAYING INFORMATION USING ICT

SAMPLE ASSIGNMENT B (using template)

CANDIDATE TASK SHEET

You must use your computer to produce a letter about your holiday. Before you start, you may make a rough plan of the document you wish to produce.

Task 1

- ☐ Open a blank document.
- ☐ Draft a letter about your holiday.
- ☐ Enter at least **15 words**, e.g. where you went, what you did.
- ☐ Enter some **numbers**, e.g. the date, the cost.
- ☐ Insert **one image** (clip art, scanned photo, digital image, imported picture).
- ☐ Enter your **name** and the words **draft copy** beneath the data you have entered.
- ☐ Use a spellchecker to help you check your work is **accurate**.
- ☐ **Save** your work, **print** a copy and **close** the document.
- ☐ Ask your tutor to check that you have included everything required.

You need to make some changes to the letter you saved in Task 1.

Task 2

- ☐ **Open** your saved document.
- ☐ Align some (or all) of your words to the **centre** or to the **right** of the page.
- ☐ **Clearly** change the font **size** of some of your words (e.g. 12 pt to 36 pt etc.).
- ☐ **Clearly** change the font **style** of some of your words (e.g. Calibri to Times New Roman etc.).
- ☐ Emphasise some of your words using **bold**, and/or *italics* and/or underlining.
- ☐ **Move** the image to a different position on the letter.
- ☐ Delete the words **draft copy** and enter the words **final copy**.
- ☐ Check that your name is still present.
- ☐ Use a **spellchecker** to check for accuracy.
- ☐ **Save** your work using a **different file name**, print a copy and close the document.
- ☐ Ask your tutor to check that you have included everything required.

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

Task 1

10 Main Road
Coventry
CV4 8BR

22/01/13

Dear Chris

I have just come back from visiting my sister.
She lives in Florida in the USA.

The weather was fantastic. It was 32 degrees.

Love Peter

Peter Jackson Draft Copy



Task 2



10 Main Road
Coventry
CV4 8BR

22/01/13

Dear Chris

I have just come back from visiting my sister.
She lives in Florida in the USA.

The weather was fantastic. It was **32 degrees**.

Love Peter

Peter Jackson Final Copy

Example of completed form



OCR ENTRY LEVEL AWARD IN USING ICT (ENTRY 3)

CANDIDATE EVIDENCE SHEET

This sheet is used to record assessment criteria that are not evidenced by hard copy. The same sheet should be used to record evidence for all units the candidate is submitting.

Candidate name:

Peter Jackson

Units 1, 2, 3, 4 Use ICT system

Start & shutdown system ☒

Use input device ☒

Follow recommended safe practice in ICT ☒

Unit 1, 4 Work with files

Create new file ☒

Open existing file ☒

Save file ☒

Close file ☒

Unit 2 Insert and remove media

CD ☒

Flash drive ☐

DVD ☐

Memory card ☐

Other:..... ☐

Unit 3 Keep access information secure

Use password ☒

Delete email ☒

Tutor's signature

SJ Cove

Candidate's signature

Peter Jackson

Date

17/01/13

6.3 Unit 2: Sample assignments A and B and evidence

OCR ENTRY LEVEL AWARD IN USING ICT (ENTRY 3)

UNIT 2: USING ICT TO FIND INFORMATION

SAMPLE ASSIGNMENT A (using template)

CANDIDATE TASK SHEET

You must find specific information using your computer or some other ICT source.

For **this search** you must use the Internet to find train times tomorrow to go from home to a place you would like to visit.

Task 1

- ☐ Open up the Internet Explorer and find a site with train information.
- ☐ Enter the journey details.
- ☐ Follow the instructions to find suitable trains.
- ☐ Print out a copy of just one page showing the information you found.
- ☐ Write the aim of the search and your name on the printout.
- ☐ Highlight the information you have found so that your tutor can check you have been successful.

For **this search** you must find a recipe you would like to try.

Task 2

- ☐ Write down the recipe name.
- ☐ Insert the CD with the recipe library.
- ☐ Search the menu for your recipe.
- ☐ Print out a copy of just one page showing the result of your search.
- ☐ Write the aim of the search and your name on the printout.
- ☐ Highlight the name of the recipe you have found so that your tutor can check you have been successful.

Show that you can use the Help facility in Word to find out how to copy an image on your page.

Task 3

- ☐ Open a word processing package.
- ☐ Find the information that you want.
- ☐ Print out a copy.
- ☐ Write the aim of the search and your name on the printout.
- ☐ Highlight the information you have found so that your tutor can check you have been successful.

Hand your printouts or handwritten sheets with your search results, and this sheet, to your tutor so that they can be assessed.

Example evidence produced using task sheet

Task 1

I wanted to find train times from Coventry to Durham. It will take about five hours.

Peter Jackson

TIMETABLE RESULT: COVENTRY TO DURHAM

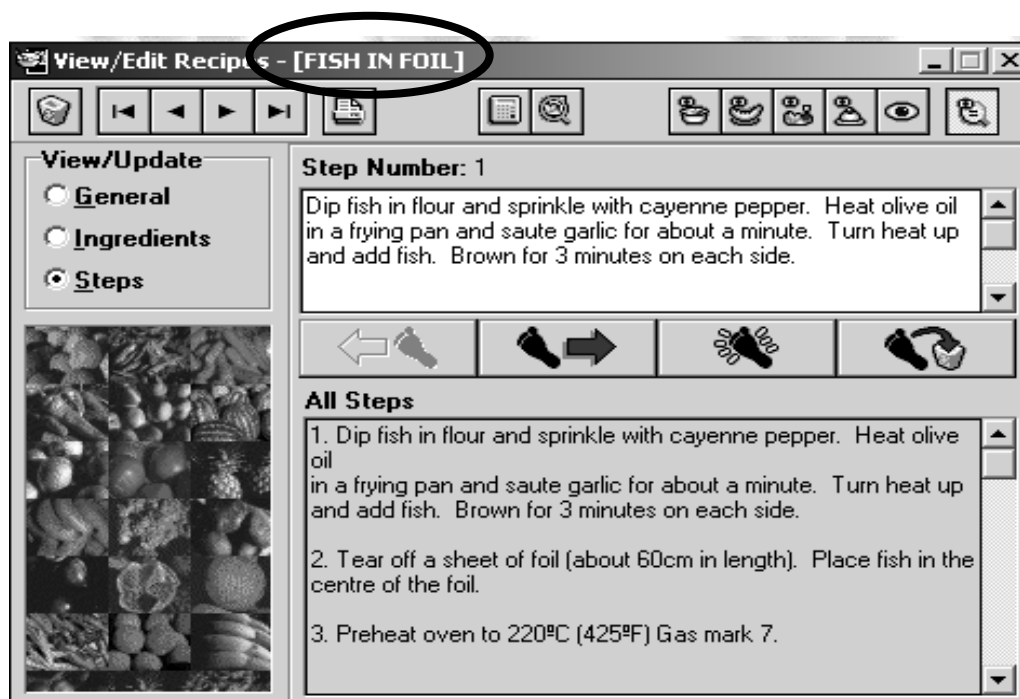
Below is a list of the train departure and arrival times which match your outward and return journeys. You can use the Find earlier trains and Find later trains buttons to click through the rest of the timetable.

OUTWARD JOURNEY SUNDAY 17 th February 2013				RETURN JOURNEY SUNDAY 17 th February 2013			
Depart	08:35	09:00	10:05	Depart	20:28	22:28	22:28
Arrive	13:31	14:23	14:32	Arrive	05:49	08:20	07:24
Changes	1	3	1	Changes	1	2	3
Duration	4:56	5:23	4:27	Duration	9:21	9:54	8:56
Details	View	View	View	Details	View	View	View
FIND EARLIER TRAINS FIND LATER TRAINS				FIND EARLIER TRAINS FIND LATER TRAINS			

Task 2

I wanted a recipe to cook fish because fish is healthy to eat.

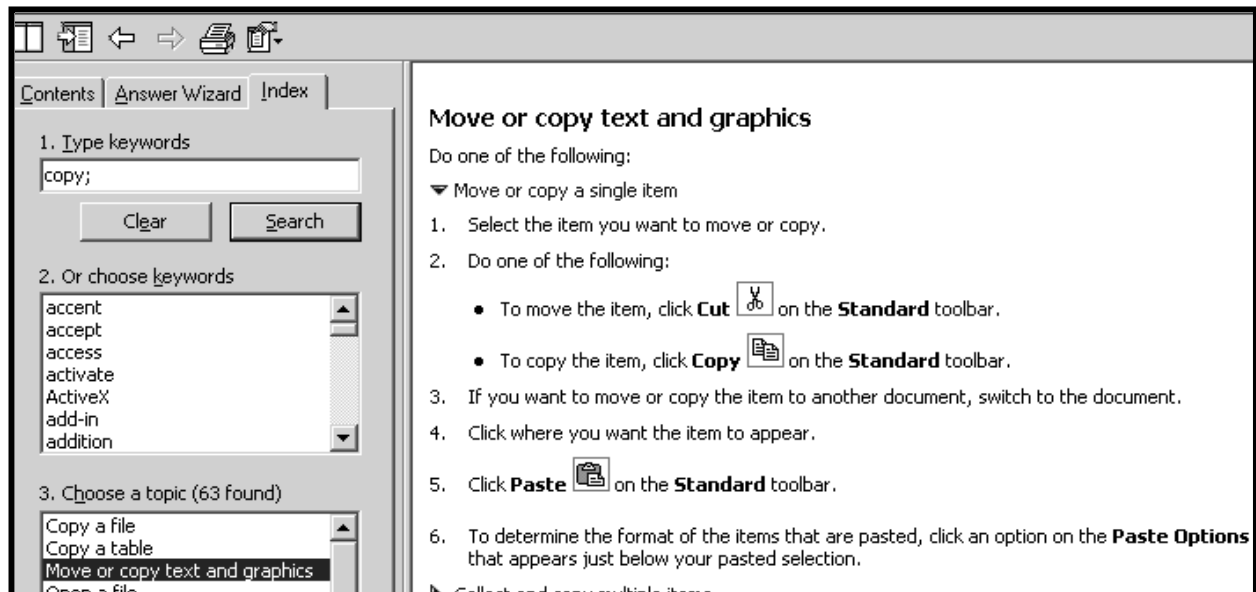
Peter Jackson



Task 3

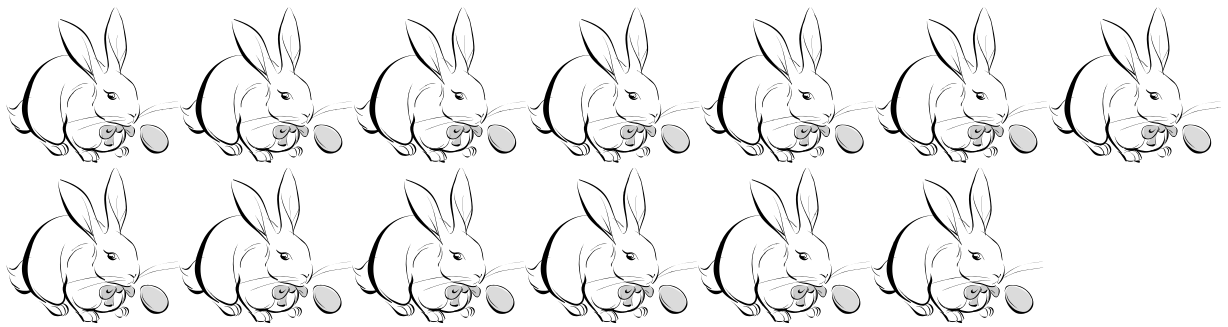
I wanted to know how to copy an image. I went to the Help File and now I know how to do it.

Peter Jackson



I can copy and paste images

Peter Jackson



OCR ENTRY LEVEL AWARD IN USING ICT (ENTRY 3) UNIT 2: USING ICT TO FIND INFORMATION

SAMPLE ASSIGNMENT B (using templates)

CANDIDATE TASK SHEET

You must find specific information using your computer or some other ICT source.

For **this search** you must use the Internet to find the weather in a place that you would like to visit this weekend.

Task 1

- ☐ Write down the place name.
- ☐ Open up the Internet and find a search engine.
- ☐ Enter the search details.
- ☐ Follow the links to a suitable page.
- ☐ Print out a copy of just one page showing the information you found.
- ☐ Write the aim of the search and your name on the printout.
- ☐ Highlight the information you have found so that your tutor can check you have been successful.

For **this search** you must use a CD ROM that will help you work out how much wallpaper you need to decorate one of your rooms.

Task 2

- ☐ Find out the size of your room.
- ☐ Open up the DIY CD ROM and go to the index.
- ☐ Choose the wallpaper calculator.
- ☐ Enter the measurements for your room.
- ☐ Calculate the wallpaper you will need.
- ☐ Print out a copy of just one page showing your calculations.
- ☐ Write the aim of the search and your name on the print out.

You must use the Help file in an application to find out how to find a web page you visited last week.

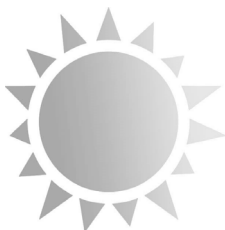


Task 3

- ☐ Open the web browser.
- ☐ Find the information that you want.
- ☐ Print out a copy.
- ☐ Write the aim of the search and your name on the printout.
- ☐ Highlight the information you have found so that your tutor can check you have been successful.

Task 1

I am going to Blackpool tomorrow and want to know what the weather will be like - it doesn't look very good.

Peter Jackson

The weather today at: Blackpool		
Blackpool, Gbr		
Today	Sunday	Monday
		
sunny	showers	cloudy
min: 15	min: 18	min: 20
max: 25	max: 20	max: 23

Task 2

I want to wallpaper my living room and want to know how many rolls of wallpaper I will need.

Peter Jackson

your room details...

Are these measurements in feet ☐ or metres ☒

Enter the width of the area:

Enter the height of the area:

Enter the width of the door:

Enter the height of the door:

Enter the width of the window:

Enter the height of the window:

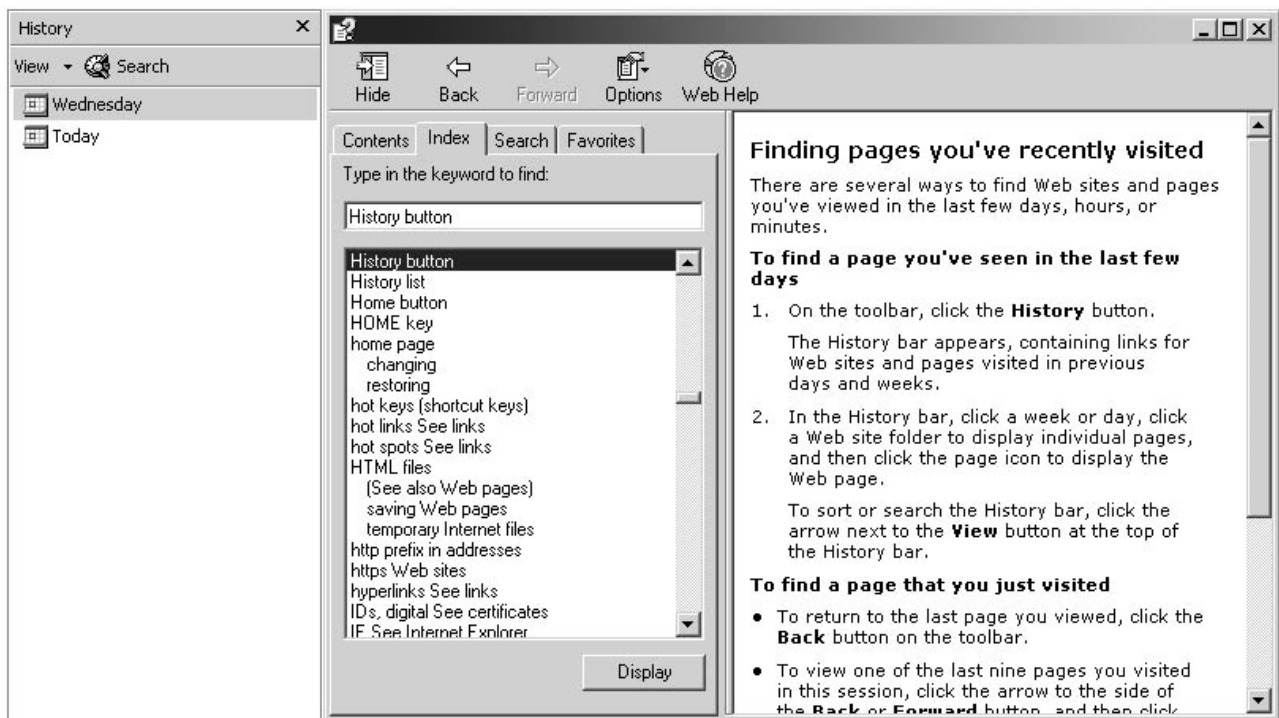
your results...

area to paper	number of rolls
25.5	5

Task 3

I wanted a quick way to go back to pages I searched last week. I searched the Help file in Internet Explorer and found the History button.

Peter Jackson



Example of completed form



OCR ENTRY LEVEL AWARD IN USING ICT (ENTRY 3)

CANDIDATE EVIDENCE SHEET

This sheet is used to record assessment criteria that are not evidenced by hard copy. The same sheet should be used to record evidence for all units the candidate is submitting.

Candidate name:

Peter Jackson

Units 1, 2, 3, 4 Use ICT system

Start & shutdown system ☒

Use input device ☒

Follow recommended safe practice in ICT ☒

Unit 1, 4 Work with files

Create new file ☒

Open existing file ☒

Save file ☒

Close file ☒

Unit 2 Insert and remove media

CD ☒

Flash drive ☐

DVD ☐

Memory card ☐

Other:..... ☐

Unit 3 Keep access information secure

Use password ☒

Delete email ☒

Tutor's signature *SJ Cove*

Candidate's signature *Peter Jackson*

Date *17/01/13*

6.4 Unit 3: Sample assignments A and B and evidence

OCR ENTRY LEVEL AWARD IN USING ICT (ENTRY 3) UNIT 3: COMMUNICATING INFORMATION USING ICT

SAMPLE ASSIGNMENT A (using template)

CANDIDATE TASK SHEET

You need to show that you can use email to create a message asking for information.

Task 1

- ☐ **Open** the software for your email account.
- ☐ Accurately enter the **password** to access your messages.

Task 2

- ☐ Find the **address** for the **Centre Manager** from the **Address Book**.
- ☐ Create a blank message using the address – check that it is completely accurate.
- ☐ **Prepare a message** asking for information about new courses – decide the words you want to include.
- ☐ Enter a few words as the **subject** to identify the message.
- ☐ Enter about **15 words** in the message area asking about courses.
- ☐ Enter your **name** at the end of the message.
- ☐ Check the **accuracy** of your message.
- ☐ **Send** the email.
- ☐ **Print** the email from your **Sent items** folder.

You need to show that you can open the email I sent about my lottery win and send a reply.

Task 3

- ☐ **Open** the message that that you have received from your tutor in your **Inbox**.
- ☐ **Read** the email with the subject **If only this were true!**
- ☐ **Print** the email from your **Inbox**.
- ☐ If your name does not appear on this email, write your name on the printout.

You need to show that you can reply to the email and tell me about your charity.

Task 4

- ☐ Prepare your reply to the **If only this were true!** email – decide the words you want to include.
- ☐ Use the **Reply** facility.
- ☐ Enter about 15 words in the message area and check the accuracy of your message.
- ☐ Enter your **name** at the end of the message.
- ☐ **Send** the message and then **print** the reply email from your **Sent items** folder.

You need to show that you can delete messages from your email account.

Task 5

- ☐ **Delete** the **If only this were true!** email you received in Task 3.
- ☐ **Show** the tutor that the message printed for Task 3 has been deleted.

Check that you have done everything required.

Hand your **three** printouts, with this Sheet, to your tutor so they can be assessed.

Example evidence produced using task sheet

Task 2 – Send an email

From: Peter Jackson Date: 4 March 2013 19:45 To: manager@coniston.cumbria.sch.uk Subject: Scribble with Photoshop
I like the sound of this course. Is it for complete beginners like me? Peter

Task 3 – Receive an email

From: Tutor Date: 11 March 2013 19:00 To: ict3@coniston.cumbria.sch.uk Subject: If only this were true!	Peter Jackson
I've just won the lottery and I want to give most of it away to charity. Tell me which charity you would want me to support and why. Stephe	

Task 4 – Reply to an email

From: Peter Jackson Date: 11 March 2013 20:35 To: tutor@coniston.cumbria.sch.uk Subject: Re: If only this were true!
<p>Please support Mountain Rescue. It's funded by voluntary contributions and every donation is welcome. Peter</p> <p>----- Original Message ----- From: tutor@coniston.cumbria.sch.uk To: ict3@coniston.cumbria.sch.uk Sent: Monday, March 11, 2013 7:00 PM Subject: If only this were true</p> <p>> I've just won the lottery and I want to give most of it away to charity. Tell me which charity you > would want me to support and why. Stephe</p>

Task 5 – Delete an email.

(A tick on the Candidate Evidence Sheet is all that is required for this task.)

OCR ENTRY LEVEL AWARD IN USING ICT (ENTRY 3) UNIT 3: COMMUNICATING INFORMATION USING ICT

SAMPLE ASSIGNMENT B (using template)

CANDIDATE TASK SHEET

You need to show that you can use email to create a message arranging a meeting.

Task 1

- ☐ **Open** the software for your email account.
- ☐ Accurately enter the **password** to access your messages.

Task 2

- ☐ Choose an **address** from the **class list**.
- ☐ **Enter** the email address and check that it is completely accurate.
- ☐ **Prepare a message** arranging to meet someone – decide the words you want to include.
- ☐ Enter a few words as the **subject** to identify the message.
- ☐ Enter about **15 words** in the message area arranging to meet someone.
- ☐ Enter your **name** at the end of the message.
- ☐ Check the accuracy of your message.
- ☐ **Send** the email.
- ☐ **Print** the email from your **Sent items** folder.

You need to show that you can open the email I sent asking for feedback and send a reply.

Task 3

- ☐ **Open** the messages that you have received in your **Inbox**.
- ☐ **Read** the email with the subject **How is it going?**
- ☐ **Print** the email from your **Inbox**.
- ☐ If your name does not appear on this email, write your name on the printout.

You need to show that you can reply to the email and give me your feedback.

Task 4

- ☐ Prepare your reply to the **How is it going?** email – decide the words you want to include.
- ☐ Use the **Reply** facility.
- ☐ Enter about **15 words** in the message area and check the accuracy of your message.
- ☐ Enter your **name** at the end of the message.
- ☐ **Send** the message and then **print** the reply email from your **Sent items** folder.

You need to show that you can delete messages from your email account.

Task 5

- ☐ **Delete** the **How is it going?** email you received in Task 3.
- ☐ **Show** the tutor that the message has been deleted.

Check that you have done everything required.

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

Example evidence produced using task sheet

Task 2 – Create and send an email

From: Peter Jackson Date: 14 March 2013 20:08 To: tutor@coniston.cumbria.sch.uk Subject: this weekend
I can't wait for the weekend. The weather looks good for climbing mountains at long last. Peter

Task 3 – Receive an email

From: Tutor Date: 21 March 2013 19:00 To: ict3@coniston.cumbria.sch.uk Subject: How is it going?	Peter Jackson
How is the course going so far? Let me know what you think. Stephe	

Task 4 – Reply to an email

From: Peter Jackson Date: 21 March 2013 20:35 To: tutor@coniston.cumbria.sch.uk Subject: Re: How is it going?
<p>I wish I could tell if it was me or the machine that was getting it wrong. Peter</p> <p>----- Original Message ----- From: tutor@coniston.cumbria.sch.uk To: ict3@coniston.cumbria.sch.uk Sent: Thursday, March 21, 2013 7:00 PM Subject: How is it going?</p> <p>> How is the course going so far? Let me know what you think. > Stephe</p>

Task 5 – Delete an email

(A tick on the Candidate Evidence Sheet Checklist is all that is required for this task)

OCR ENTRY LEVEL AWARD IN USING ICT (ENTRY 3)

CANDIDATE EVIDENCE SHEET

This sheet is used to record assessment criteria that are not evidenced by hard copy. The same sheet should be used to record evidence for all units the candidate is submitting.

Candidate name:

Peter Jackson

Units 1, 2, 3, 4 Use ICT system

Start & shutdown system ☒

Use input device ☒

Follow recommended safe practice in ICT ☒

Unit 1, 4 Work with files

Create new file ☒

Open existing file ☒

Save file ☒

Close file ☒

Unit 2 Insert and remove media

CD ☒

Flash drive ☐

DVD ☐

Memory card ☐

Other:

Unit 3 Keep access information secure

Use password ☒

Delete email ☒

Tutor's signature *SJ Cove*

Candidate's signature *Peter Jackson*

Date *17/01/13*

6.5 Unit 4: Sample assignments A and B and evidence

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

SAMPLE ASSIGNMENT A (using template)

CANDIDATE TASK SHEET

You work in a Health Centre. You want to create a pie chart to show the number of patients using each of the different services on a single day.

Task 1

- ☐ Open the data set **health** from the folder **databank**
- ☐ Highlight the data set showing patients using **Doctor, Dentist, Nurse** and **Home visits**
- ☐ Create a **pie chart**
- ☐ Enter the heading **Centre Use by [Your Name]**
- ☐ 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

You keep a check of the miles you drive for work to claim expenses. You want to create a bar/column chart to show how many miles you travel in a week.

Task 2

- ☐ Open the data set **miles** from the folder **databank**
- ☐ Highlight the data set showing the miles travelled for each day of the week from **Monday** through to **Friday**
- ☐ Create a **bar/column chart**
- ☐ Enter the heading **Daily Travel by [Your Name]**
- ☐ Ensure each bar/column is identified by a label showing the name of the day of the week
- ☐ Label the x-axis **Week 3**
- ☐ Label the y-axis **Distance in miles**
- ☐ Check your work is accurate
- ☐ **Save** your work, **print** a copy and **close** the document
- ☐ Check that you have included everything required

You are planning a trip to Malta. You want to create a line chart to see how much rain falls over the summer months.

Task 3

- ☐ Open the data set **malta** from the folder **databank**
- ☐ Highlight the data set showing the rainfall in Malta for each of the four months from **June** through to **September**
- ☐ Create a **line chart**
- ☐ Enter the heading **Rainfall in Malta by [Your Name]**
- ☐ Ensure each point on the line chart is identified by a label showing the month
- ☐ Label the x-axis **Month**
- ☐ Label the y-axis **Rainfall in mm**
- ☐ 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.

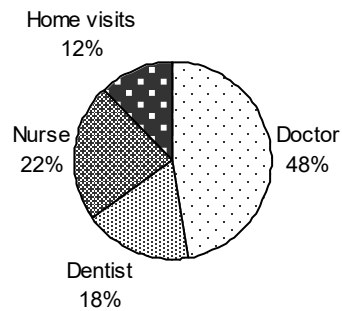
Data sets for practice assignment

health	
Doctor	85
Dentist	32
Nurse	40
Home visits	22

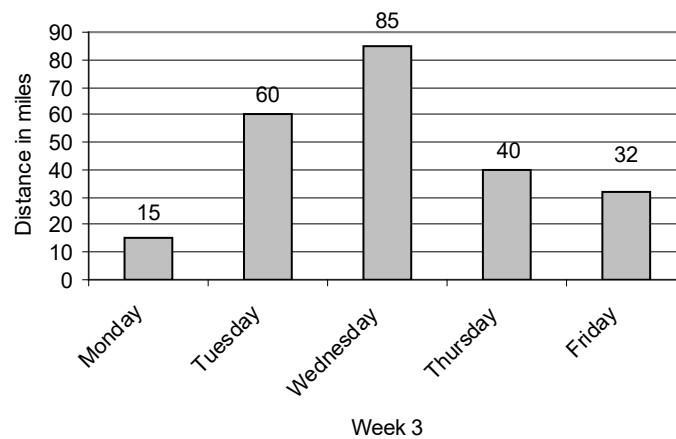
miles	
Monday	15
Tuesday	60
Wednesday	85
Thursday	40
Friday	32

malta	
June	4
July	1
August	9
September	40

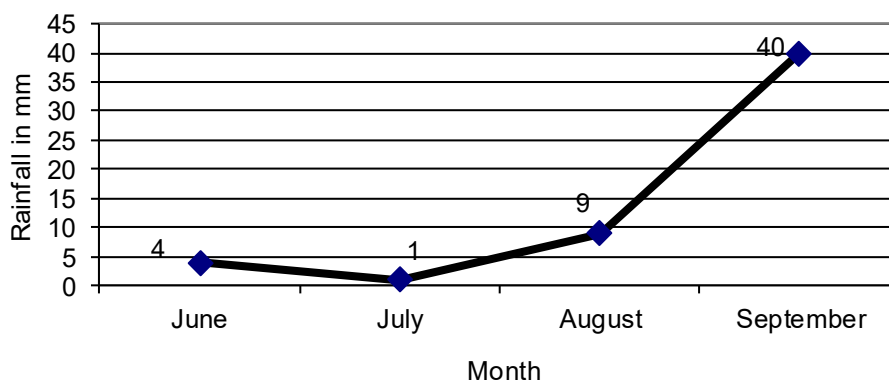
Centre Use by Peter Jackson



Daily Travel by Peter Jackson



Rainfall in Malta by Peter Jackson



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

SAMPLE ASSIGNMENT B (using template)

CANDIDATE TASK SHEET

You are working in a shop. You want to create a pie chart to show the sales of magazines on the different days of the week.

Task 1

- ☐ Open the data set **magazine** from the folder **databank**
- ☐ Highlight the data set showing magazine sales for the six days **Monday** through to **Saturday**
- ☐ Create a **pie chart**
- ☐ Enter the heading **Magazine Sales by [Your Name]**
- ☐ 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

You are planning a trip to climb the highest mountains in England, Scotland, Wales and Northern Ireland. You want to create a bar/column chart to show how the heights of the four mountains compare.

Task 2

- ☐ Open the data set **mountain** from the folder **databank**
- ☐ Highlight the data set showing the heights of **Scafell Pike**, **Ben Nevis**, **Snowdon** and **Slieve Donard**
- ☐ Create a **bar/column chart**
- ☐ Enter the heading **Highest Points by [Your Name]**
- ☐ Ensure each bar/column is identified by a label showing the name of the mountain
- ☐ Label the x-axis **Mountain**
- ☐ Label the y-axis **Height in metres**
- ☐ Check your work is accurate
- ☐ **Save** your work, **print** a copy and **close** the document
- ☐ Check that you have included everything required

You want to create a line chart to keep track of the money you have left in your bank account at the end of each month.

Task 3

- ☐ Open the data set **savings** from the folder **databank**
- ☐ Highlight the data set showing what you have in your account at the end of the five months from **January** through to **May**
- ☐ Create a **line chart**
- ☐ Enter the heading **Savings Last Year by [Your Name]**
- ☐ Ensure each point on the line chart is identified by a label showing the month
- ☐ Label the x-axis **Month**
- ☐ Label the y-axis **Amount**
- ☐ 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.

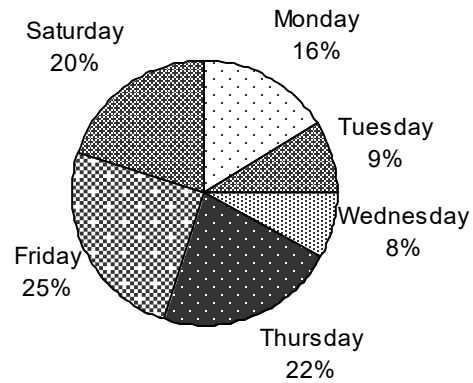
Data sets for assessment assignment

magazine	
Monday	48
Tuesday	27
Wednesday	24
Thursday	66
Friday	75
Saturday	60

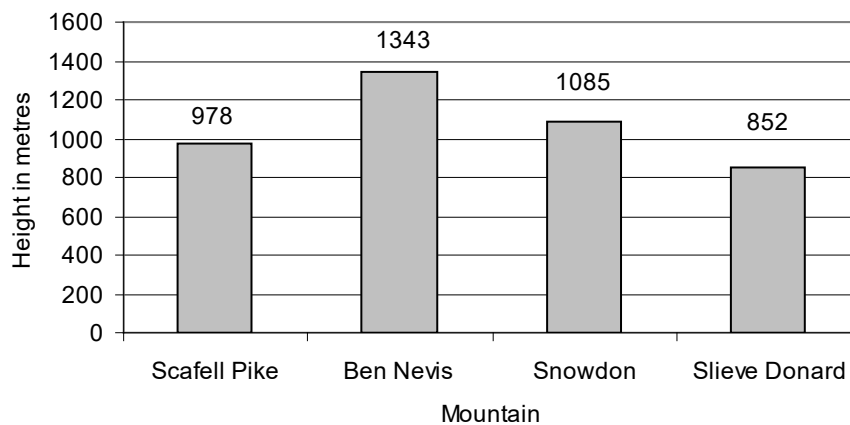
mountain	
Scafell Pike	978
Ben Nevis	1343
Snowdon	1085
Slieve Donard	852

savings	
January	45
February	55
March	30
April	10
May	70

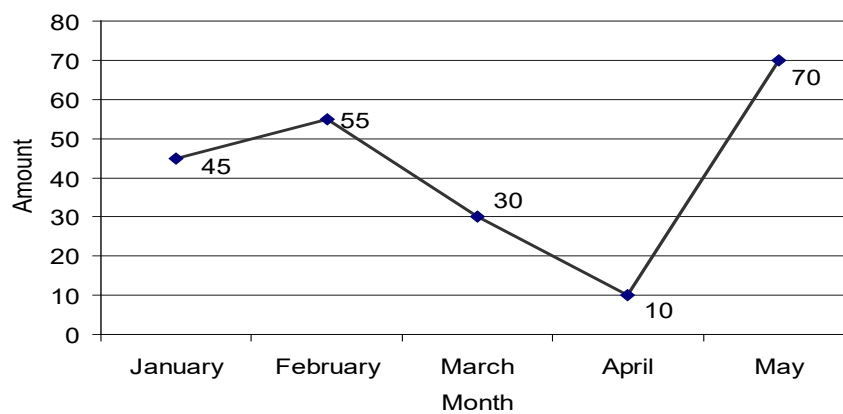
Magazine Sales by Peter Jackson



Highest Points by Peter Jackson



Savings Last Year by Peter Jackson



OCR ENTRY LEVEL AWARD IN USING ICT (ENTRY 3)

CANDIDATE EVIDENCE SHEET

This sheet is used to record assessment criteria that are not evidenced by hard copy. The same sheet should be used to record evidence for all units the candidate is submitting.

Candidate name:

Peter Jackson

Units 1, 2, 3, 4 Use ICT system

Start & shutdown system ☒

Use input device ☒

Follow recommended safe practice in ICT ☒

Unit 1, 4 Work with files

Create new file ☒

Open existing file ☒

Save file ☒

Close file ☒

Unit 2 Insert and remove media

CD ☒

Flash drive ☐

DVD ☐

Memory card ☐

Other:

Unit 3 Keep access information secure

Use password ☒

Delete email ☒

Tutor's signature *SJ Cove*

Candidate's signature *Peter Jackson*

Date *17/01/13*

7 Further Support and Information

7.1 Feedback and enquiries

If centres have any comments or enquiries about the qualifications in this handbook, please contact the Customer Support Centre:

Write to: Customer Support Centre
OCR
Progress House
Westwood Way
Coventry
CV4 8JQ

Telephone: 01223 553998
Email: support@ocr.org.uk

Alternatively, you could visit OCR's website at www.ocr.org.uk for further information about OCR qualifications.

7.2 Complaints

We are committed to providing a high quality service but understand that sometimes things can go wrong. We welcome your comments and want to resolve your complaint as efficiently as possible. To make a complaint please follow the process set out on our [website](#).

7.3 Enquiries about results

Under certain circumstances, you may wish to query the result(s) issued to one or more candidates.

To find out more about this, please refer to the JCQ Post-Results Services booklet and the Administration area, post results services, www.ocr.org.uk/administration/.

7.4 Professional Development

As part of our teacher training we offer a broad range of courses. We are constantly looking for ways to improve the support we offer you and to make our professional development programme more accessible and convenient to all.

To find out more about professional development, please visit our website.

7.5 Useful links

OCR Administration <https://www.ocr.org.uk/administration/>.

[JCQ publications:](#)

Access Arrangements and Reasonable Adjustments

Suspected Malpractice in Examinations and Assessments

8 Candidate Evidence Sheet

OCR

Oxford Cambridge and RSA

OCR ENTRY LEVEL AWARD IN USING ICT (ENTRY 3)

CANDIDATE EVIDENCE SHEET

This sheet is used to record assessment criteria that are not evidenced by hard copy. The same sheet should be used to record evidence for all units the candidate is submitting.

Candidate name: _____

Units 1, 2, 3, 4 Use ICT system

Start & shutdown system ☐

Use input device ☐

Follow recommended safe practice in ICT ☐

Unit 1, 4 Work with files

Create new file ☐

Open existing file ☐

Save file ☐

Close file ☐

Unit 2 Insert and remove media

CD ☐

Flash drive ☐

DVD ☐

Memory card ☐

Other: ☐

Unit 3 Keep access information secure

Use password ☐

Delete email ☐

Tutor's signature _____

Candidate's signature _____

Date _____

9 Key updates to this handbook

Section	Title of section and change	Version and date issued
Front page	Last entry and Last Certification date added	Version 04 March 2021
All	Hyperlinks updated	
7	Further support and information – updated	
All sections	Amended reference to the Admin Guide to the new Administration area on the OCR website References to the Qualifications and Credit Framework (QCF) have been changed to Regulated Qualifications Framework.	Version 03 May 2017
1	1.2 Funding - information and links updated Performance information – removed	
2	The following information has been updated: 2.5 Unique Learner Numbers and the Personal Learning Record 2.11 Delivery in Wales and Northern Ireland 2.12 Access arrangement and special consideration 2.13 Centre malpractice guidance	
3	3.1 Information added about data protection 3.3 Authentication , information updated	
5	5.1 Unit format - section removed 5.4 Unit 2 Assessment criteria examples updated 5.5 Unit 2 Model Assignment template examples updated	
6	Administration arrangements – section deleted	
7	Exemplar documents – section deleted	
New section 7	Further support and information – updated	
All	Updated information on availability and to ensure clarity about current requirements.	Version 02 May 2013

www.ocr.org.uk

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Email support@ocr.org.uk

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