

EDEXCEL Entry Level

**Specification and Exemplar Assessment Material**

**Edexcel Entry Level Certificate in Information and  
Communication Technology (8918)**

**August 2002**

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### *Acknowledgements*

This specification has been produced by Edexcel on the basis of consultation with teachers, examiners, consultants and other interested parties. Edexcel recognises and values all those who contributed their time and expertise to the development of Entry Level specifications.

Authorised by Peter Goff

Publications Code W01 0814

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# Introduction

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Edexcel Entry Level Certificate in Information and Communication Technology (ICT) is a specification that recognises the essential practical nature of the subject area.

Candidates experience a range of practical activities from which a body of skills and knowledge will develop. Achievement of this certificate will provide a basis for progression to the Foundation Level GCSE in ICT. The learning context of this specification is based upon the four Strands of Progression of the National Curriculum as defined in the Key Stage 4 (KS4) Programme of Study.

These strands are:

1. Finding things out
2. Developing ideas and making things happen
3. Exchanging and sharing information
4. Reviewing, modifying and evaluating work as it progresses

This Programme of Study for ICT is developed in this specification to provide the substance and range to merit an Entry Level Certificate award.

## Key Features of this specification

- development of Edexcel's existing Certificate of Achievement in Information Technology
- practical approach used to develop skills and body of knowledge
- 50% teacher set tasks/50% Edexcel set tasks
- 100% internally assessed
- four ICT practical tasks
- recognises achievement at National Curriculum levels 1, 2 and 3
- three corresponding levels of award: Entry 1, Entry 2 and Entry 3
- opportunities for progression to GCSE or GNVQ
- recognises small steps of achievement

## Context

This specification is designed for candidates who are likely to perform at Levels 1 to 3 of the attainment targets for ICT in the National Curriculum.

The specifications for GCSE ICT full and short courses are designed for candidates who are likely to achieve Grades G to A\* (i.e. at least Level 4)

The learning context of the Entry Level certificate matches the approach adopted by Edexcel's GCSE specifications in ICT and centres can make similar teaching arrangements for all candidates following KS4 ICT courses. The practical assessment requirements for these KS4 ICT courses allow candidates to transfer from Entry Level Certificate to short GCSE or full GCSE

## Prior learning and progression

No prior learning in ICT is required for Entry Level 1. Entry Level 2 builds on the knowledge, skills and understanding gained from Level 1 and progresses on to Level 3.

The knowledge, skills and understanding of the application of ICT developed through the tasks required for the Entry Level Certificate provide a suitable basis for those candidates who wish to progress to a GCSE course in ICT.

The specification for the Entry Level Certificate in ICT has been designed so that there is a close relationship between the requirements of the prescribed task types and the prescribed problem types of the GCSE specifications(which also involves solving 4 distinct problem types).

Candidates who, for any reason, are unable to complete a GCSE course will find that any coursework they have done is relevant to the assessment requirements of the Entry Level Certificate. They will, additionally, need to complete two Edexcel-set tasks at Entry Level.

# Specification Aims and Assessment Objectives

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## National Qualification Framework criteria

The specification is based on the Common Criteria and the Entry Level criteria, which are prescribed by the regulatory authorities including QCA and are mandatory for all awarding bodies. It is also derived from the prescribed subject criteria for GCSE Information and Communication Technology.

## Aims

The specification is consistent with the requirements of the revised National Curriculum for 2000.

This specification aims to:

1. Provide opportunities for candidates to explore different forms of information

Candidates are able to identify different forms of information. They use their knowledge to find suitable information for their work.

2. Develop skills in using ICT to assemble information and communicate ideas

Candidates select appropriate information and present it in ways that share their ideas with others and enhance their own work.

3. Investigate a range of ICT including how it is used to control devices and model aspects of the world

Candidates are becoming more effective when dealing with a variety of ICT software and hardware. They are learning to differentiate between applications of ICT for solving a range of problems. Candidates are developing more independence when selecting ICT for particular purposes.

4. Encourage candidates to reflect on their own use of ICT and its wider relevance

Candidates are able to discuss their use of ICT in their work and are being encouraged to make connections between their own use and how ICT is used more generally in the wider world.

# Assessment Objectives

The following assessment objectives set out the areas that will be examined in the assessment tasks. These areas match the four aspects of **Knowledge, Skills and Understanding** of the National Curriculum at KS4. They encapsulate the skills required to use ICT in a variety of study contexts and to understand the process of information selection and evaluation at levels 1-3 of the National Curriculum. The weighting of the assessment objectives favours an effective and practical grounding in the use of ICT.

## 1. Finding things out

Candidates identify information requirements for a task

- what information is needed (text, numbers & images)
- what tools are required
- data sources

## 2. Developing ideas and making things happen

Candidates prepare to use information for a particular task

- select text, numbers or images
- use ICT to solve problems by organising numbers and text

## 3. Exchanging and sharing information

Candidates identify and use ICT appropriately to complete a task

- produce information in appropriate forms using ICT
- present information for a particular purpose
- share, save and retrieve information

## 4. Reviewing, modifying and evaluating work as it progresses

Candidates evaluate use of ICT to complete a task

- discuss the outcome of a task
- use the results to modify and improve the quality of work
- describe relevance of ICT for their work
- describe the use of ICT by others

The objectives meet the requirements for the attainment targets for each level of the National Curriculum.



Assessment Grade	National Curriculum
	Attainment Targets
<b>Entry 1</b>	<b>Level 1</b>
<b>Entry 2</b>	<b>Level 2</b>
<b>Entry 3</b>	<b>Level 3</b>

## Weighting of Assessment Objectives

The four assessment objectives are weighted to encourage candidates to use ICT effectively and thus gain confidence. The weighting is summarised below:

Objective	Weighting
<b>1</b>	<b>20%</b>
<b>2</b>	<b>20%</b>
<b>3</b>	<b>40%</b>
<b>4</b>	<b>20%</b>

# Scheme of Assessment

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## Assessment Outline

Centres should deliver a programme of study that prepares each candidate to attempt four assessment tasks. The centre will mark all assessments and Edexcel will arrange to moderate candidates' work. Each assessment task assesses the criteria for all four objectives and is differentiated to provide opportunities for candidates to achieve Entry Levels 1-3 related to the ICT National Curriculum.

## The Assessment Collection

The planning and realisation of responses to distinct problems, centred around practical ICT skills is fundamental to the learning approach of this specification. For guidance on the facilities required, please refer to Appendix 1.

All assessment will take place through coursework. Each candidate produces an Assessment Collection documenting four coursework tasks:

TASK 1 - Using a database to find, change, present and store information

TASK 2 - Using a spreadsheet to manipulate numerical data

TASK 3 - Using word processing/DTP software to communicate and explain ideas

TASK 4 - Using ICT to access information and to control everyday devices

Each candidate is required to complete all four coursework tasks, producing evidence of their efforts of their work throughout the course. A Task Mark Sheet must be produced for each task and an Assessment Collection Summary should accompany the portfolio for each candidate. Examples will be found in the Exemplar Assessment Material.

Each task forms 25% of the Assessment Collection. Candidates must attempt two of the tasks set by Edexcel. The centre will internally set the remaining tasks. All four tasks are assessed by the centre.

<b>The Assessment Collection</b>	
Four tasks, all internally assessed	
<b>25% Database</b>	<b>25% Spreadsheet</b>
<b>25% WP/DTP</b>	<b>25% Information sources</b>

## Edexcel-set tasks

Edexcel-set tasks are to be completed under controlled conditions. Teachers may read the material and explain activities to candidates. However, although they may give candidates guidance in the course of their work, teachers must not mark drafts.

Each supervised task (Edexcel-set)	Time Allowed
	Over a three week period (guidance suggested is 6 hours)

The candidate must not take the tasks out of the teacher's direct supervision at any time. The period of assessment must be stated clearly on the assignment.

Edexcel will provide two sets of supervised tasks. Any two task from Series 1 should be attempted by all candidates. Candidates who do not achieve the desired level at the first attempt may attempt the corresponding tasks from Series 2 at a later date.

Candidates may attempt any number of the available Edexcel-set tasks, but may only submit two.

## Internally set tasks

The remaining assessment tasks must be planned by the centre. Teachers may use or adapt the exemplar material, but may not use or adapt any Edexcel-set tasks.

A **Task Activity Sheet** must be completed using the framework and exemplars provided within this specification. One copy for each centre-set task will be submitted with the moderation sample.

## Implementation

During the course of study:

- Candidates must cover the content of the various tasks
- Candidates must have practical access to the facilities set out in Appendix 1
- Teachers may select the order in which they wish to complete the tasks
- Teachers may administer the supervised tasks when appropriate
- Teachers must assess all four tasks and record evidence and marks.

## Teacher assessment

The Assessment Collection should include evidence produced in the process of each activity.

The evidence for many of the activities will be assessable from the work that the candidates will be able to produce on the computer system. Other activities will need to be assessed by observation.

Where activities use such verbs as state, name, show, describe or discuss then the teacher should determine the achievement by setting some simple written work if possible, otherwise by verbal means, clearly documented by the teacher.

In all cases, the teacher needs to assess, award marks and record continuously as each activity within a task is accomplished.

A **Task Mark Sheet** should be used for each task for each candidate.

On completion of a task, the appropriate sections of the candidate's **Assessment Collection Summary** should be completed. Marks achieved at each level should be entered in to the grid. The final award will be determined using the criteria set out in the Assessment Grading Section.

Examples of Task Mark Sheets are included in the Exemplar assessment material.

An Assessment Collection Summary sheet, which may be photocopied, will be found at the end of the Exemplar assessment material.

## Assessment Grading

As each task is completed, marks should be entered on the candidate's Task Mark Sheet. The total gained at each level should be entered into the grid on the Assessment Collection Summary.

For each task, there are 5 marks available at each level.

To gain an award at any level, candidates must achieve:

1. A minimum of 3 marks in each of the four tasks **at that level**  
**and**
2. An overall total of at least 15 marks **at that level.**

This is summarised in the grid overpage:

Level	Task 1 Database	Task 2 Spreadsheet	Task 3 WP/DTP	Task 4 Info sources	Total
	<b>Out of 5</b>	<b>Out of 5</b>	<b>Out of 5</b>	<b>Out of 5</b>	<b>Out of 20</b>
Entry 1	$\geq 3^*$	$\geq 3$	$\geq 3$	$\geq 3$	$\geq 15$
Entry 2	$\geq 3$	$\geq 3$	$\geq 3$	$\geq 3$	$\geq 15$
Entry 3	$\geq 3$	$\geq 3$	$\geq 3$	$\geq 3$	$\geq 15$
* greater than or equal to 3				<b>Final Award Entry 1, 2 or 3</b>	

Candidates may gain an award at one of three levels: Entry 1, Entry 2 or Entry 3.

The awards are progressive:

To gain an award, a candidate must have fulfilled the requirements for Entry 1 ie. a minimum of 3 per task, minimum total mark of 15.

To gain an Entry 2 award, a candidate must have fulfilled the requirements for both Entry 1 and Entry 2.

To gain an Entry 3 award, a candidate must have fulfilled the requirements for Entry 1, Entry 2 and Entry 3.

## Internal Moderation

Teachers' assessment must be standardised across the centre by internal moderation. If more than one teacher is involved in assessment, it is essential that the standard of work expected of the award is agreed and moderated by the centre before submission to Edexcel. Internal moderation must include records to show that the candidates have met the assessment criteria at the level specified.

## External Moderation

A sample of candidates' work will be required for external moderation. This will include The Assessment Collection (candidate's work), the *Task Mark Sheets and Assessment Collection Summary* for each candidate.

Candidates should complete their tasks in time for the centre to provide a sample of work by the end of April in the year of the certificate

One *Task Activity Sheet* must be included for each centre-set task.

## **Awarding and reporting**

The grading, awarding and certification of these specifications will be according to the requirements of the appropriate Code of Practice, which is published by QCA. Qualifications will be graded pass or fail.

Awards of certificates will be made at the same time as the summer GCSE entries. Certificates will be awarded at each of the levels Entry 1, Entry 2 and Entry 3.

## **Enquiries about results and appeals**

Edexcel has made arrangements for enquiries about results and for appeals. Details on how these requests may be made are contained in the *Regulations and Syllabus Synopses* and in the booklet *Information and Guidance for Centres*

## **Useful publications**

Regulations and Syllabus Synopses (current edition)

Information and Guidance for Centres

## Candidates with particular requirements

The normal level of support should be given to candidates with particular requirements.

Candidates with learning difficulties and/or disabilities may need additional support to achieve the entry qualifications. This may take the form of:

Physical, mechanical or technical aids

Physical, verbal or gestural prompts

Specially devised or adapted methods of recording assessment

Regulations and guidance relating to candidates with special requirements are published annually by Joint Council for General Qualifications and are circulated to examinations officers. Further copies of guidance documentation may be obtained from the address below or by telephoning 0870 240 9800.

Special Requirements  
Edexcel  
Stewart House  
32 Russell Square  
LONDON WC1B 5DN

## Language of assessment

Assessment of this specification will be in English only. Assessment materials will be published in English and all written and spoken work submitted for moderation must be in English.

## Training

A programme of professional development and training courses covering various aspects of the specifications and assessment will be arranged by Edexcel each year on a regional basis. Full details may be obtained from:

Professional Development and Training Dept,  
Edexcel  
Stewart House  
32 Russell Square  
London WC1B 5DN

Tel: 0870 240 9800  
Fax: 020 7758 6960  
E-mail: [insetenquiry@edexcel.org.uk](mailto:insetenquiry@edexcel.org.uk)

## Website

[www.edexcel.org.uk](http://www.edexcel.org.uk)

Please visit the Edexcel website, where further information about training and support for all qualifications, including this Entry Level Certificate in ICT, can be found.

The website is regularly updated, and an increasing amount of support material and information will become available through it.

## Edexcel publications

Support materials and further copies of this specification can be obtained from:

Edexcel Publications  
Adamsway  
Mansfield  
Notts NG18 4LN  
Tel: 01623 467467  
Fax: 01623 450481  
E-mail: [publications@linneydirect.com](mailto:publications@linneydirect.com)



# Specification Content

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This specification encourages candidates to acquire skills, knowledge and understanding of the application of ICT by using ICT systems. Evidence of this will be solely based on the teacher's judgement of how the candidate performed the various task activities. The specification content should be read in conjunction with the exemplar tasks.

For each of the four tasks, the Specification Content includes:

- a checklist of areas to be covered by a candidate who attempts Level 3
- a Task Activity List with objectives covered, teacher notes and allocation of marks

At each level, there are five activities worth 1 mark each.

Tasks are progressive – The activities within each task are progressive and candidates must work through the activities for each task in order.

Every completed activity within a task and every mark awarded should be documented by:

- hard copy
- or
- candidate's written comments
- or
- teacher's written record of candidate's comments
- or
- teacher's record of observations
  
- or any appropriate combination

Documentation should include annotated evidence of the process – for example, the candidate is required to produce a printout of a sorted database but may also include a hard copy of the original table for comparison. If a candidate needs to make corrections, evidence of the correction cycle should be included.

## TASK 1 – DATABASE

### Using a database to find, change, present and store information

This task introduces candidates to the use of database application software. Candidates should be prepared for the task by completing activities in the following checklist.

#### Checklist

<ul style="list-style-type: none"> <li>• Definition and purpose of database software</li> <li>• Examples of where and why used</li> <li>• Structure of database – records, fields</li> <li>• Using a database – fields, data types</li> <li>• Opening, saving and printing</li> <li>• Adding records</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring sources of data – handout, printed, electronic, survey</li> <li>• Sorting</li> <li>• Queries – single and multi field</li> <li>• Discussing use of candidate’s database and possible improvements</li> </ul>
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As this task does not require a candidate to create a database from scratch, teachers may prepare a table of data in advance or allow candidates to create their own under supervision.

The database should contain at least 20 records, each with at least five fields

At Level 1, a handout of additional information for data entry should be provided.

#### Activities and Mark Allocation

<b>Entry 1</b>			
<b>Ob.</b>	<b>Activity</b>	<b>Notes</b>	<b>Marks</b>
1	Open data file and look at content of records	Candidate is able to run database application, open correct file and describe contents of records	1
2	Identify information needed from given source	Teacher provides additional information from which a candidate will select data for new records. Candidate identifies information needed	1
3	Add two records from information source	Candidate adds correct data for each record. Teacher observes candidate adding data to database unaided	1
3	Print out all records after updating	Candidate prints out correct table	1
4	Discuss how the database might be used	Teacher records comments of candidate	1
<b>Entry 2</b>			
<b>Ob.</b>	<b>Activity</b>	<b>Notes</b>	<b>Marks</b>
1	Select appropriate source for specified data for two new records	Candidate selects suitable original data source for each record from given resources. Original source might be	1

		advertisements, product catalogue, encyclopaedia, internet, etc	
2	Select data and add records	Teacher observes and records this	1
3	Sort file by specified field, print the table and re-save	Candidate organises the data using specified category, prints and resaves.	1
3	Choose another field by which to sort. Re-sort file, print table and save file with new name	Candidate sorts correctly, saves file with suitable name and prints table	1
4	Discuss choice of sort field and benefits of sorting	Candidate explains choice of sort field, comments on benefits of sorting data	1

### Entry 3

Ob.	Activity	Notes	Marks
1	Source original data	Candidate sources original data from paper or electronic media or by survey.	1
2	Select data, add records. Re-sort using same field. Re-save	Candidate selects correct information, re-sorts using correct field and re-saves	1
3	Query using a single field, given criterion, save and print	Candidate uses package to select information from the table which meets a single criterion.	1
3	Query using multiple fields, save and print	Candidate uses package to select information which meets more than one criterion	1
4	Describe their use of the database package in this application	Candidate comments on how the application might be useful for their work and for others	1

## TASK 2 – SPREADSHEET

### Using a spreadsheet to manipulate numerical data

This task introduces candidates to the use of spreadsheet application software to model a situation. Candidates should be prepared for the task by completing activities in the following checklist.

#### Checklist

<ul style="list-style-type: none"><li>• Layout – rows, columns, cells</li><li>• Data types – text, numeric</li><li>• Formatting – of text and numbers</li></ul>	<ul style="list-style-type: none"><li>• Entering data</li><li>• Use of formulae</li><li>• ‘What if?’ queries</li></ul>
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As this task does not require a candidate to create a spreadsheet from scratch, teachers may prepare a worksheet of data in advance or allow candidates to create their own under supervision. At Entry 1, additional information required for data entry should be provided.

#### Activities and Mark Allocation

Entry 1			
Ob.	Activity	Notes	Marks
1	Open data file and look at content of spreadsheet	Candidate is able to run spreadsheet application, open correct file and describe contents	1
2	Identify information needed from given source	Teacher provides additional information from which a candidate will select data for new entries. Candidate identifies information they need orally	1
3	Add new data items from information source	Candidate selects correct data for each new entry. Additional data rows/columns will already have relevant formulae in place so that new data automatically generates new outcomes. Teacher observes candidate adding data to spreadsheet unaided	1
3	Print out all records after updating and re-save file	Candidate prints out correct spreadsheet.	1
4	Discuss how the spreadsheet might be used	Teacher records comments of candidate	1

<b>Entry 2</b>			
<b>Ob.</b>	<b>Activity</b>	<b>Notes</b>	<b>Marks</b>
1	Select appropriate source for specified data	Candidate selects suitable original data source for each new entry. Original source might be data/survey forms.	1
2	Select data and add to spreadsheet	Teacher observes and records this	1
3	Change a specified data value, observe the effect on the total	Candidate makes change to find out what happens to the outcome.	1
3	Change the appropriate data value given a situation and observe the effect. Print and save with new name.	Candidate selects value to change, alters the data and prints.	1
4	Discuss use of the spreadsheet application	Candidate comments on the effect of changing variable data	1

<b>Entry 3</b>			
<b>Ob.</b>	<b>Activity</b>	<b>Notes</b>	<b>Marks</b>
1	Source original data and enter information	Candidate sources original data from paper or electronic media .  Candidate selects correct information for each entry and enters data	1
2	Work out by hand how a new calculation may be added to give required information	Candidate considers how information might be generated by a formula	1
3	Add new formula	Candidate makes change(s) to the spreadsheet which extend(s) its function	1
3	Check that new total is correct. Print out updated spreadsheet, once with figures, once with formulae	Candidate checks total and prints out both copies of correct spreadsheet	1
4	Comment on use of new formula	Candidate comments on what the new formula has achieved – what information can be obtained.	1

## TASK 3 WP/DTP

### Using word-processing/DTP software to communicate and exchange ideas

This task introduces candidates to the use of word/processing/DTP application software. Candidates should be prepared for the task by completing activities in the following checklist.

#### Checklist

<ul style="list-style-type: none"><li>• Definition and purpose of text processing software (WP/DTP)</li><li>• Creating, saving and opening documents</li><li>• Inserting and deleting text</li><li>• Formatting: fonts, bold, etc</li></ul>	<ul style="list-style-type: none"><li>• Spell checker</li><li>• Printing documents, print preview</li><li>• Page layout – margins, centre</li><li>• Inserting images (clipart/scanning/importing)</li></ul>
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The emphasis in this task is on presentation. At Entry 1, a document may be prepared in advance for candidates to modify. Examples of leaflets, posters, flyers, etc which match the tasks should be available.

#### Activities and Mark Allocation

<b>Entry 1</b>			
<b>Ob.</b>	<b>Activity</b>	<b>Notes</b>	<b>Marks</b>
1	Select information from a given source	Candidate selects relevant information to be presented using package	1
2	Using given outline, plan insertion of text	Candidate plans document, using outline, verbally or on paper	1
3	Insert information	Candidate inserts text in appropriate positions	1
3	Use simple formatting to enhance document, save and print.	Candidate uses simple formatting techniques, saves and prints document	1
4	Comment on document	Candidate discusses the document produced	1

<b>Entry 2</b>			
<b>Ob.</b>	<b>Activity</b>	<b>Notes</b>	<b>Marks</b>
1	Select information and images from own sources	Candidate selects correct information from original data source(s). Text and images.	1
2	Plan document	Verbal/written plan of document	1
3	Create new document file and enter text and images. Print draft.	Candidate enters text and images in suitable format in new file and prints.	1
3	Check, make changes, save file with new name and print final copy	Make simple alterations, save file with suitable name and re-print	1
4	Discuss their use of ICT in a wider context	Candidate discusses use of the work in another context e.g. using poster details to create tickets	1

<b>Entry 3</b>			
<b>Ob.</b>	<b>Activity</b>	<b>Notes</b>	<b>Marks</b>
1	Select information from a range of sources for a specified document	Candidate sources original data from paper or electronic media sources, both text and images .	1
2	Design a layout for the document	Candidate makes a significant contribution to the presentation of the document, producing hand drawn plan if possible.	1
3	Produce document using appropriate formatting and spellcheck	Candidate implements the design using formatting and page layout skills	1
3	Print out document at different stages of development	Candidate produces at least 3 copies of the document from initial design to final copy, with comments	1
4	Evaluate work	Candidate comments on choice of presentation and reasons for improvements made	1

## TASK 4 – INFORMATION SOURCES

### Using ICT to access information and to control everyday devices

This task requires candidates to use ICT to access information, in particular the use of CD-ROM software and/or local network. Use of the Internet is optional although it is hoped that candidates will at least observe its use. The task also encourages them to appreciate that some everyday devices are controlled by ICT and can be programmed using instructions. Candidates should be prepared for the task by completing activities in the following checklist.

### Checklist

<ul style="list-style-type: none"> <li>• Set up and operate an everyday device using control technology, given instructions</li> <li>• Explore various sources of information, including ICT based ones</li> <li>• Use electronic source (CD-ROM or network) to access specified information</li> </ul>	<ul style="list-style-type: none"> <li>• Print selected information including images</li> <li>• Access information from other sources</li> <li>• Present findings</li> <li>• Compare information from different sources</li> </ul>
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### Activities and Mark Allocation

<b>Entry 1</b>			
<b>Ob.</b>	<b>Activity</b>	<b>Notes</b>	<b>Marks</b>
1	Identify different information sources	Candidate describes different forms of information – people, paper, CD-ROM, Internet, TV, database, etc	1
2	Explore the way everyday devices respond to instructions	Candidate gives examples of ICT-controlled devices, what they can be made to do and where to find instructions and assistance	1
3	Run information package on CD-ROM or local network and access information	Candidate runs package such as Encarta	1
3	Find and print specified information	Candidate uses given keyword to access information	1
4	Comment on ICT information sources available	Candidate shows awareness of the use of ICT information sources in school	1



<b>Entry 2</b>			
<b>Ob.</b>	<b>Activity</b>	<b>Notes</b>	<b>Marks</b>
1	Select appropriate sources for finding specified information	Candidate identifies the likely source for various types of required information	1
2	Give a sequence of instructions to control a device	Candidate describes the information that is needed to make a device behave in a specified way eg: to programme a VCR to record a specific TV showing	1
3	Access and print information from an ICT based source	Candidate accesses specified information	1
3	Select and print chosen information	Candidate selects and prints information	1
4	Comment on experience of ICT-based information sources	Candidate describes experience of ICT-based information sources in school and in the wider context	1

<b>Entry 3</b>			
<b>Ob.</b>	<b>Activity</b>	<b>Notes</b>	<b>Marks</b>
1	Choose information source where more than one option is available	Candidate demonstrates understanding that specified information may be available from more than one source and that choices have to be made	1
2	Programme an everyday device to perform a given function	Candidate uses a sequence of instructions to control a device and achieves the desired outcome, eg: a VCR is programmed to record a particular TV showing	1
3	Find information from more than one source, both ICT based and other	Candidate finds results of enquiry using more than one source	1
3	Present information from various sources for comparison	Candidate sets out results found from ICT and other sources	1
4	Comment on use of information sources, both ICT based and other	Candidate discusses results found using alternative sources	<b>1</b>

# Exemplar assessment material

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For each of the four sections of the Assessment Collection, an example of a task is given

## **TASK 1 - DATABASE**

## **TASK 2 - SPREADSHEET**

## **TASK 3 – WP/DTP**

## **TASK 4 – INFORMATION SOURCES**

Each example includes:

### **Background information**

To set the scene

### **Resources required**

Materials and equipment and files needed for completion of the task

### **Task Activity Sheet**

Details of activities corresponding to each of the criteria in the specification

### **Task Mark Sheet**

to be completed for each candidate.  
the candidate follows the instructions in sequence  
the teacher records evidence of completion of each activity and marks awarded  
each box corresponds to 1 mark in the criteria and task activity sheet

At the end of the section:

### **Assessment Collection Summary Sheet**

to be completed for each candidate

**NB The examples are intended to illustrate the level and types of skills required. Teachers may wish to adapt the scenario or data according to interests and experience of students.**

## TASK 1 - DATABASE

### Background

We are hoping to book a holiday. So far we have information on 20 holidays from local travel agents, newspaper adverts and from the Internet. The details are entered into a database called SUNHOLS.

### Resources required:

Datafile SUNHOLS containing records as shown below. Centres may prepare the database for use by the candidates. If centres prefer, candidates may enter the data themselves into a predefined table or may create the entire database themselves, but this is optional.

- For Entry 1, a handout containing details of package offers taken from newspapers, brochures, internet, travel agents, etc such as the example attached.
- For Entry 2, brochures, advertisements, web site addresses, etc from which holiday details can be extracted

**DATAFILE - SUNHOLS**

<b>COMPANY</b>	<b>COUNTRY</b>	<b>GRADE</b>	<b>NIGHTS</b>	<b>COST</b>
<b>Flying High</b>	<b>Italy</b>	<b>4*</b>	<b>7</b>	<b>£233.00</b>
<b>Sunshine Tours</b>	<b>Spain</b>	<b>4*</b>	<b>7</b>	<b>£495.00</b>
<b>Sunshine Tours</b>	<b>Cyprus</b>	<b>3*</b>	<b>7</b>	<b>£355.00</b>
<b>Happy Hols</b>	<b>Spain</b>	<b>4*</b>	<b>14</b>	<b>£429.00</b>
<b>Rovers</b>	<b>Italy</b>	<b>4*</b>	<b>14</b>	<b>£509.00</b>
<b>Happy Hols</b>	<b>Africa</b>	<b>3*</b>	<b>21</b>	<b>£419.00</b>
<b>Lazy Days</b>	<b>Italy</b>	<b>3*</b>	<b>7</b>	<b>£149.00</b>
<b>Lazy Days</b>	<b>Spain</b>	<b>5*</b>	<b>7</b>	<b>£495.00</b>
<b>Sunshine Tours</b>	<b>Spain</b>	<b>2*</b>	<b>14</b>	<b>£235.00</b>
<b>Sunshine Tours</b>	<b>Majorca</b>	<b>4*</b>	<b>10</b>	<b>£459.00</b>
<b>Rovers</b>	<b>Malta</b>	<b>4*</b>	<b>7</b>	<b>£309.00</b>
<b>Rovers</b>	<b>Malta</b>	<b>4*</b>	<b>14</b>	<b>£435.00</b>
<b>Lazy Days</b>	<b>France</b>	<b>4*</b>	<b>7</b>	<b>£399.00</b>
<b>Lazy Days</b>	<b>Malta</b>	<b>4*</b>	<b>7</b>	<b>£459.00</b>
<b>Rovers</b>	<b>Malta</b>	<b>3*</b>	<b>28</b>	<b>£749.00</b>
<b>Flying High</b>	<b>Cyprus</b>	<b>4*</b>	<b>10</b>	<b>£415.00</b>
<b>Flying High</b>	<b>Spain</b>	<b>4*</b>	<b>14</b>	<b>£505.00</b>
<b>Rovers</b>	<b>Spain</b>	<b>2*</b>	<b>7</b>	<b>£275.00</b>
<b>Sunny Days</b>	<b>Malta</b>	<b>4*</b>	<b>14</b>	<b>£489.00</b>
<b>Sunny Days</b>	<b>France</b>	<b>3*</b>	<b>7</b>	<b>£245.00</b>

## DATABASE TASK ACTIVITY SHEET

<b>Entry 1</b>		
<b>Ob.</b>	<b>Activity</b>	<b>Marks</b>
1	Candidate runs the database package, opens holiday data file and describes content of records	1
2	Candidate identifies information needed for two additional holiday options from handout	1
3	Candidate adds two records from information source.	1
3	Candidate prints out all records in the correct table after updating (22 records)	1
4	Candidate says how the database might be used to help choose a suitable holiday	1
<b>Entry 2</b>		
<b>Ob.</b>	<b>Activity</b>	<b>Marks</b>
1	Candidate selects appropriate data source(s) for two new records e.g. adverts, brochure, encyclopaedia, internet	1
2	Candidate selects data and adds two records to the database. Candidate saves file with new name, observed by teacher	1
3	Candidate sorts the file in order of cost, prints sorted table and re-saves	1
3	Candidate re-sorts table using a sensible field, print outs all records in the sorted table and saves with a new name	1
4	Candidate discusses choice of sort field and the benefits of sorting data	1
<b>Entry 3</b>		
<b>Ob.</b>	<b>Activity</b>	<b>Marks</b>
1	Candidate sources original data from paper or electronic media for two new records,	1
2	Candidate selects correct information for each record and adds two records. Re-sorts and re-saves.	1
3	Candidate uses package to find holidays costing less than £350. Saves and prints query.	1
3	Candidate uses package to find holidays in Spain for 2 weeks. Saves and prints query.	1
4	Candidate comments on how the application might be useful for themselves and for others	1

## DATABASE TASK MARK SHEET for .....

Activity	Teacher evidence	Mark
Run the database package. Open SUNHOLS file. Find out what information is given for each holiday		
You need to add two more holidays to the database. Look at the handout about holidays and choose two you would like to add. Write down or tell your teacher what information you need to add to the database		
Add your two holidays to the database as two new records		
Print out the database. You should have 22 records Save the file with the same name		
Tell your teacher how you might use the database to help you choose a suitable holiday		
Look at the adverts, brochures, encyclopaedia or use the internet to select two more holidays		
Select the data you need and add two records to your database Save the file with the new name: NEWHOLS		
Sort the file in order of cost Print out all records and re-save the file		
Choose another useful way of sorting the database. Name the field to sort on. Sort the database using this field and save with a new name		
Tell your teacher why it is useful to sort your data and why you chose the field		
Collect information on more holidays from sources such as travel agents, CEEFAX, internet, newspapers		
Choose information for two holidays. Add them to your file NEWHOLS. Re-sort your file and re-save it.		
Search your database to find holidays costing less than £350 Save the query Print the results		
Search your database for holidays in Spain for 2 weeks Save the query. Print the results		
Tell your teacher how a holiday database might be useful for you or for others		

## TASK 2 - SPREADSHEET

### Background

SportMad! organises rail trips to watch Manbury United FC play at home.

When a customer enquires about a trip, a spreadsheet is used to calculate the cost by entering the customer's requirements.

### Resources required

This task requires a spreadsheet with pre-set formula as shown below.

This may be provided complete on disk.

Candidates may create the spreadsheet or add data to a prepared structure but this is optional.

- For Entry 1, candidates will require additional information (cost of packed lunch - £4.50)
- For Entry 2, the completed data capture form for Alex Turner is required.
- For Entry 3, blank data capture forms are required. These may be supplied or produced by the candidate.

### DATA

	A	B	C	D	E
1	<b>SportMad!</b>	<b>Event:</b>			
2					
3	Name of customer:				
4					
5		Per person	Number required	Charge	
6	Rail ticket	£20.00		£0.00	
7					
8					
9	Hot drink	£1.50		£0.00	
10	Pub meal	£8.50		£0.00	
11	First class			£0.00	
12				£0.00	
13					
14					
15					
16			<b>Total:</b>	<b>£0.00</b>	
17					
18		<b>Number of trips:</b>			

### FORMULAE

	D
1	
2	
3	
4	
5	
6	=B6*C6
7	
8	
9	=B9*C9
10	=B10*C10
11	=B11*C11
12	=B12*C12
13	
14	
15	
16	=SUM(D6:D12)
17	
18	

## SPREADSHEET TASK ACTIVITY SHEET

<b>Entry 1</b>		
<b>Ob.</b>	<b>Activity</b>	<b>Marks</b>
1	Candidate runs spreadsheet application, opens trip costs data file and describes content of spreadsheet	1
2	Candidate identifies information needed to insert for a packed lunch	1
3	Candidate adds new data as a new row (formulae already in place) and the missing cost for first class travel.	1
3	Candidate prints out correct spreadsheet after updating and re-saves file	1
4	Candidate says how the spreadsheet might help them plan a trip	1
<b>Entry 2</b>		
<b>Ob.</b>	<b>Activity</b>	<b>Marks</b>
1	Candidate studies completed data capture form and describes how it relates to the spreadsheet	1
2	Candidate selects the data from the form and enters it into the spreadsheet and prints.	1
3	Candidate changes the cost of a rail ticket and observes the effect on the total then prints.	1
3	Candidate changes the appropriate data value for number of tickets, observes the effect and prints spreadsheet	1
4	Candidate comments on the benefits of a spreadsheet when changing variable data	1
<b>Entry 3</b>		
<b>Ob.</b>	<b>Activity</b>	<b>Marks</b>
1	Candidate collects data for new enquiry and enters into spreadsheet	1
2	Candidate considers how the cost of more than one trip would be calculated and works out by hand a formula to give the total cost	1
3	Candidate adds the new formula to the spreadsheet with a title in adjacent cell	1
3	Candidate checks total, prints out spreadsheet, once with figures and once with formulae	1
4	Candidate comments on what the new formula has achieved – what information can be obtained.	1



## SPREADSHEET TASK MARK SHEET for .....

Activity	Teacher evidence	Mark
Run the spreadsheet package you have been using Open the file TRIPCOSTS and make sure you understand what information can be entered to work out the cost of a trip.		
A packed lunch can be ordered. Tell your teacher what you must enter into the spreadsheet and ask for the information.		
Add this information to the spreadsheet as a new row. The cost of travelling first class is £15. Enter this cost.		
Print a copy of your spreadsheet and re-save the file		
Tell your teacher how you might use your spreadsheet to plan a break.		
Alex Turner has filled in an enquiry form. Describe how the information matches the spreadsheet		
Enter the information for Alex Turner into the spreadsheet in the correct places. Print the sheet.		
The cost of the rail ticket goes up by £5. Alter this figure and check the total cost of the trip. Print the result		
Alex wants to take a friend. Alter the spreadsheet, check the total and print the result.		
Tell your teacher why it is useful to use a spreadsheet when changes need to be made		
Collect information for a new enquiry about the trip using a blank form and enter the data into your spreadsheet		
A booking can be made for more than one match at the same time. The number of trips required is entered in cell D18. Write down the formula you will need to calculate the total cost of the trips.		
Enter your formula in cell D20 in the spreadsheet. Enter 'Total Cost' in the cell next to your formula. Enter 2 for the number of trips required in the correct cell.		
Make final changes to correct errors and print the spreadsheet twice, once with the figures and once showing your formula. Save the spreadsheet with a new name.		
Tell your teacher why you have used a formula in the spreadsheet and what it allows you to find out.		

# SportMad!

CUSTOMER ENQUIRY FORM

Date of enquiry:

Event:

Manbury United Home Match 26 January

Name:

Alex Turner

Address:

55 Highbury Park  
Wolverton  
Worcestershire  
WO43 5RF

Telephone:

02347 985645

Number of rail tickets

1

<b>Other items</b>	<b>Number required</b>
Tea/coffee	2
Pub meal	
First class seat	
Packed lunch	1

# SportMad!

CUSTOMER ENQUIRY FORM

Date of enquiry:

Event:

Name:

Address:

Telephone:

Number of rail tickets

<b>Other items</b>	<b>Number required</b>
Tea/coffee	
Pub meal	
First class seat	
Packed lunch	



## **TASK 3 - USING WP/DTP**

### **Background**

We have been asked to provide advertising material for day trips and short breaks organised by a local travel agent

### **Resources required:**

Brochures, advertisements, etc for trips and breaks from which candidates can select material

- For Entry 1, an outline poster should be provided, although candidates may prefer to start from scratch
- For Entry 1, a handout containing details of offers taken from newspapers, brochures, internet, travel agents, etc
- For Entry 2, brochures, advertisements, web site addresses, etc from which details can be extracted

## WP/DTP TASK ACTIVITY SHEET

<b>Entry 1</b>		
<b>Ob.</b>	<b>Activity</b>	<b>Marks</b>
1	Candidate selects a trip to promote and the data needed	1
2	Candidate plans layout of poster using selected text and given outline (or own design)	1
3	Candidate inserts the trip details in appropriate positions.	1
3	Candidate uses simple formatting and prints a copy of the poster	1
4	Candidate discusses the document produced – how it could be improved	1
<b>Entry 2</b>		
<b>Ob.</b>	<b>Activity</b>	<b>Marks</b>
1	Candidate selects information and images about a holiday from given data source(s). Images may be in printed form for scanning, clipart or from the internet	1
2	Candidate plans outline by verbal/written means	1
3	Candidate creates a new file and enters text and images in appropriate format – leaflet, poster or flyer. Candidate saves file with suitable name and prints first draft	1
3	Candidate makes simple alterations, saves with a new name and prints final copy	1
3	Candidate discusses use of the work in another context e.g. using poster details to create tickets	1
<b>Entry 3</b>		
<b>Ob.</b>	<b>Activity</b>	<b>Marks</b>
1	Candidate selects original data on a chosen short break from a range of paper or electronic media to be used for advertising.	1
2	Candidate makes a significant contribution to the presentation of the chosen brochure/leaflet, etc including a hand drawn plan	1
3	Candidate produces the document using their design, formatting and page layout and prints first draft, makes changes, uses the spellchecker and reprints.	1
3	Candidate produces at least 3 copies of their work from initial design to final copy, with comments	1
4	Candidate comments on choice of presentation and reasons for improvements made	1

**WP/DTP TASK MARK SHEET for .....**

Activity	Teacher evidence	Mark
Look at the information your teacher gives you and select a trip for which you would like to design a poster . Decide what information you need.		
Plan the layout of your poster using the outline to include the information you chose. You do not have to use the outline, you can start from scratch if you like.		
Enter the details about your trip to produce a poster		
Use bold, colour, size, etc to improve your poster. Print a copy of your poster		
Tell your teacher what you like about your poster and what you could do to improve it		
You are going to produce a leaflet about a trip. Choose a trip and decide what information you will need to include. You should include at least one picture, from ClipArt, from the internet or by scanning a photo. Choose your picture(s)		
Draw a rough plan of your leaflet.		
Create a new document and enter your information and pictures to make a leaflet Save the file with a new name and print		
Decide what you can do to improve it Make the changes, re-save and print the leaflet again.		
Tell your teacher what else you could do to advertise the trip using what you have done so far		
Collect information on a short break of your choice by looking at newspapers, the internet or travel agents		
Design something to advertise your trip such as a brochure, leaflet or poster. Draw a design by hand to show the layout. Include pictures and decide on colours and size.		
Produce your document using your design. Print it and comment on what is wrong with it Make some changes to improve the document, run the spellchecker and print it again.		
Make final changes to correct errors and print your best version. You should have at least 3 printouts at different stages, with comments		
Tell your teacher what you think is good about your design and why you made any changes.		

## **TASK 4 - USING ICT TO ACCESS INFORMATION AND TO CONTROL EVERYDAY DEVICES**

### **Background**

This activity requires candidates to access and compare information from a variety of sources, to select information and give reasons for their choices of source.

### **Resources required:**

Where candidates are unable to access the Internet themselves, information may be downloaded to disk in advance or obtained from travel agents' systems in hard copy. The emphasis is on the availability of information from a number of sources and the selection of an appropriate source.

CD-ROM/network based encyclopaedia

Demonstration/access to internet and e-mail

CEEFAX TV

VCR with programming instructions

Details of holiday programme to be recorded



## ACCESSING INFORMATION TASK ACTIVITY SHEET

<b>Entry 1</b>		
<b>Ob.</b>	<b>Activity</b>	<b>Marks</b>
1	Candidate describes different forms of information– people, paper, CD-ROM, Internet, TV, database, Etc	1
2	Candidate gives examples of ICT controlled devices, what they can be made to do and where to find instructions and assistance	1
3	Candidate runs package such as Encarta on CD-ROM or local network and finds information about London	1
3	Candidate finds and prints picture as specified	1
4	Candidate shows awareness of the use of ICT information sources in school by giving examples of use	1
<b>Entry 2</b>		
<b>Ob.</b>	<b>Activity</b>	<b>Marks</b>
1	Candidate identifies the likely source for various types of required information – cost of visiting the Science Museum, transport in London, history of Tower of London	1
2	Candidate describes the information that is needed to programme a VCR to record a specific TV holiday programme showing this week	1
3	Candidate uses ICT to access and print information on Big Ben as specified	1
3	Candidate selects and prints map of London and locates the river	1
4	Candidate describes own experience of ICT based information sources in school and in the wider context	1
<b>Entry 3</b>		
<b>Ob.</b>	<b>Activity</b>	<b>Marks</b>
1	Candidate identifies sources available for information on the weather in London and gives reasons for preferred choice	1
2	Candidate uses a sequence of instructions to programme a VCR to record a particular TV holiday programme showing this week	1
3	Candidates find results of enquiry about the specified attractions, using more than one source, both ICT based and other	1
3	Candidate sets out results found from ICT and other sources for comparison	1
4	Candidate discusses results found using alternative sources both ICT based and other	1

**ACCESSING INFORMATION TASK MARK SHEET FOR .....**

Activity	Teacher evidence	Mark
Describe to your teacher different ways you can get information about something		
Give examples of two pieces of equipment which are controlled by a computer Describe what you can make each one do and how you find out how to give it the right instructions		
Run Encarta from your workstation Use Encarta to find information about London		
Use the Find! option to search for information on Buckingham Palace. Print a picture of Buckingham Palace		
Tell your teacher how ICT is used in your school to find out information		
Name the best places to look for information on: Times of trains in London The cost of visiting the Science Museum History of the Tower of London		
Your teacher will give you the name of a TV holiday programme to be shown this week. State what information you will need to make the video recorder tape this programme		
Use a computer to find out about Big Ben. Find out two facts about Big Ben		
Use a computer to find a map of London, print it and name the main river.		
Tell your teacher how you have found or been given information with methods using computers both in school and outside		
Name as many ways of finding out the current weather in London as you can. Choose the method you think is best and say why		
Enter the instructions in advance to make the video recorder tape the holiday programme		
Two of the most popular attractions in London are The Tower of London and the London Eye. Use computers and other methods to find out as much as you can about them including where they are		
Present the results of your searches showing where you got each piece of information		
Tell your teacher how you found the information and which methods you found easiest to use		

## Appendix 1: Recording of Marks

### Minimum Marks to Achieve an Award

This is summarised in the grid below:

Level	Task 1 Database Out of 5	Task 2 Spreadsheet Out of 5	Task 3 WP/DTP Out of 5	Task 4 Info sources Out of 5	Total Out of 20
Entry 1	$\geq 3^*$	$\geq 3$	$\geq 3$	$\geq 3$	$\geq 15$
Entry 2	$\geq 3$	$\geq 3$	$\geq 3$	$\geq 3$	$\geq 15$
Entry 3	$\geq 3$	$\geq 3$	$\geq 3$	$\geq 3$	$\geq 15$
* greater than or equal to 3				Final Award Entry 1, 2 or 3	

Candidates may gain an award at one of three levels: Entry 1, Entry 2 or Entry 3.

The awards are progressive:

To gain an award, a candidate must have fulfilled the requirements for Entry 1.

To gain an Entry 2 award, a candidate must have fulfilled the requirements for both Entry 1 and Entry 2.

To gain an Entry 3 award, a candidate must have fulfilled the requirements for Entry 1, Entry 2 and Entry 3.

For example:

Level	Task 1 Database Out of 5	Task 2 Spreadsheet Out of 5	Task 3 WP/DTP Out of 5	Task 4 Info sources Out of 5	Total Out of 20
Entry 1	5	4	5	5	19
Entry 2	4	4	3	4	15
Entry 3	4	2	4	5	15
				Final Award Entry 1, 2 or 3	
				2	

*(Candidate does not gain Entry Level 3, because the minimum mark for Task 2 was not achieved.)*

## Entry Level Certificate in Information and Communication Technology

### Exemplar Assessment Collection Summary

Name of Centre:  Centre No:

Name of Candidate:  Candidate No:

For each task, enter the mark (out of 5) achieved at each level and the date achieved.  
As a candidate fulfills the criteria for an award, the date of achievement should be entered for that level. The minimum requirements are set out at the foot of this page. For further information, refer to 'Assessment Grading' in the specification.

Level	Task 1 Database		Task 2 Spreadsheet		Task 3 WP/DTP		Task 4 Info sources		Total	Date award achieved
	Out of 5	Date	Out of 5	Date	Out of 5	Date	Out of 5	Date	Out of 20	
Entry 1	5	28/1/02	4	10/4/02	5	20/11/01	5	21/9/01	19	29/5/02
Entry 2	4	13/2/02	4	15/4/02	3	6/12/01	4	1/10/01	15	29/5/02
Entry 3	4	27/2/02	2	29/4/02	4	7/1/02	5	21/10/01	15	
<b>Final Award Entry 1, 2 or 3</b>										<b>2</b>

*(Transfer this Award to the Optems Sheet)*

## Entry Level Certificate in Information and Communication Technology

### Assessment Collection Summary

Name of Centre:

Centre No:

Name of Candidate:

Candidate No:

For each task, enter the mark (out of 5) achieved at each level and the date achieved.

As a candidate fulfills the criteria for an award, the date of achievement should be entered for that level. The minimum requirements are set out at the foot of this page. For further information, refer to 'Assessment Grading' in the specification.

Level	Task 1 Database		Task 2 Spreadsheet		Task 3 WP/DTP		Task 4 Info sources		Total	Date award achieved
	Out of 5	Date	Out of 5	Date	Out of 5	Date	Out of 5	Date	Out of 20	
Entry 1										
Entry 2										
Entry 3										
<b>Final Award</b>										
<b>Entry 1, 2 or 3</b>										

*(Transfer this Award to the Optems Sheet)*

# Appendix 2: Facilities Required

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## Facilities

The implementation of this syllabus is largely dependent upon the candidates being able to use 'modern' microcomputer systems to perform set tasks. The term 'modern' refers mainly to the software available, but there are hardware implications to the exploitation of 'modern' software.

The following sections list specific hardware and software facilities to which the candidates should have Info sources for practical work.

## Hardware

Candidates should have practical access to:

- Modern desktop microcomputer system or equivalent networked workstation
- Printers and a floppy disk drive
- Some capability of using a CD-ROM drive
- At least two common devices that are controlled by a microprocessor (for example, VCR, programmable CD player, telephone, microwave oven, burglar alarm)
- Scanner/digital camera
- Demonstration of internet – (candidate access to the internet and email are optional but useful)

## Software

Candidates should have practical access to discrete or integrated packages that in total offer the following:

- word processing and/or desktop publishing package
- database package that allows differing levels of queries and data organisation
- spreadsheet package
- information sources such as encyclopaedias, subject based CD-ROMs including images

Many centres will be able to provide their candidates with a greater range of facilities than this. The use of any extra facilities should develop the candidates' interest in ICT, but the assessment requirements of this syllabus, as defined by the task types, can be achieved with this minimum list of facilities.

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