Extract from Specification

Edexcel Level 2 Essential Skills Wales in Information and Communication Technology (ICT)

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Level 2 Essential Skills Wales in ICT

Level: **2**

Credit value: **6**

Guided learning hours: **60**

About this qualification

This is about showing that you can:

- use ICT systems (ICT2.1)
- find, select and exchange information, using ICT (ICT2.2)
- develop and present information, using ICT (ICT2.3)

in familiar and less familiar situations connected with education, training, work or social roles.

Amplification of evidence requirements

You must carry out at least two activities that, overall:

- include at least one ICT-based information source and at least one non-ICT based information source
- use different information sources for each activity
- use at least one example of text, one example of image and one example of number
- present evidence of purposeful use of email.

Notes

1. Each level of the skill incorporates and builds on the previous levels, ie at Level 2, you need also to be competent in all the skills that are required at the lower levels.

2. At this level, your subject matter and materials will be those that you commonly meet in the context of your work or study, and tasks and activities will be straightforward. Your tasks or activities may be given to you by a tutor, teacher or trainer but you must show some independence in deciding how you will carry them out, including knowing when to ask for advice and support. In the first instance, you must use help facilities such as help screens and wizards to refine your techniques and overcome any difficulties as you work.

3   You must provide evidence of your ICT skills, as they are specified in the first column of the component grid. Your evidence must be in the form described in the third column (*Evidence requirements*). In order to provide this evidence, you will need to have the skills that are listed in the second column.

4   The guidance within the qualification supports the requirements of the three columns of the component areas and is intended to advise and help you and your teacher/tutor/trainer in your work. It explains some of the requirements of the standards that may be useful when you are developing the skill of ICT at Level 2 and producing evidence for your portfolio. It is not a mandatory part of the standards.

5   The Mandatory Definitions (*Annexe A*) give the exact meaning of certain words in the document. You must always refer to them when you are developing your skills, gathering evidence, and preparing for assessment.

6   Witness statements must not be the only form of evidence that you provide. When you provide a witness statement, it must be supported by other evidence.

7   Much of the evidence required is in the form of recording documents (for example a log, diary, or completed pro forma). Such documents must be completed while the work is being carried out. Recording documents that are completed in retrospect at the end of a task or activity are not acceptable as evidence.

General points

- You must spend time with your tutor, teacher or trainer discussing the advantages and disadvantages of using ICT-based equipment for different tasks, and discussing health, safety and security. Equipment may include computers (desktop or laptop), PDAs, personal organisers, mobile phones etc.

- When you are using software applications, you must try out various techniques and different ways of doing things. When using hardware, you must know about and observe safety requirements of the equipment you are working with. This includes safe periods working with monitors, using equipment for an appropriate purpose, and correct procedures when closing down programs and systems.

- You are not expected to deal with equipment failures or significant software or hardware errors, but you must understand the importance of reporting problems immediately and know when and where to turn for help.

Evidence

At Level 2, you will be assessed via a portfolio of evidence. The term 'evidence' is used in this document to refer to the work you produce for final assessment.

You must use ICT for **at least two different purposeful activities** set in relevant contexts. You must demonstrate your ICT skills in the context of these activities; demonstrating your skills in isolation or as stand-alone exercises cannot be used as evidence. For each component, the two activities must differ in significant respects. The assignment briefs, or other form of evidence, must indicate what you set out to do, your purpose in doing it, and the outcome expected. While following through the three components of the standard in a single activity is often more meaningful, this is not a requirement.

Your evidence must show the processes you have used to identify and describe an activity, select, enter and develop information, and develop the presentation of your work. The development process will normally involve drafting, revising, correcting, redrafting or reformatting your work, so the evidence you submit for assessment must include at least one complete draft with notes, annotations, highlighting, alterations etc. Your final printouts, presentations etc are not, on their own, sufficient as evidence, though you must include them in your portfolio.

Evidence of some parts of the process might include a signed statement, providing enough detail, from the person (for example tutor, teacher, trainer) who has witnessed your work. Where such a witness statement is used, there should normally be supporting evidence in the form of your notes or plans, or evidence that your assessor has discussed the detail of the process with you. Evidence for ICT2.1.3 (which concerns health, safety and security) should be integrated with evidence of process and outcomes rather than standing alone.

You may present your evidence in electronic format, or in hard copy, or in a combination of these.

Skill requirements

In order to achieve this qualification, the evidence that you present for assessment needs to demonstrate that you can meet all of the skills requirements of the qualification for each of the component areas. A piece of work submitted could give assessment evidence for more than one skill.

Component: ICT2.1 Use ICT systems

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
ICT2.1.1 Describe how you will approach an activity that involves the use of ICT.	• work with an appropriate person to help you identify and describe your activity and its tasks and/or sub-tasks.	For each activity, evidence must show that the learner has played an active role in describing how they will approach the activity, albeit with support from an appropriate person. Evidence may be in a variety of forms, including handwritten, electronically produced, oral or visual. For example, it may be in the form of the learner's notes, or the assessor's notes of observation or of a question and answer session. Evidence must include the brief for or a description of the activity.
ICT2.1.2 Use ICT independently to carry out the activity effectively.	• describe and use correct procedures to start and shut down ICT systems • select software applications and system facilities to achieve your purpose • describe and use correct procedures to open, use and close appropriate software • use input and output devices and communication services • recognise and use interface features	Evidence must show how the learner has carried out the activity independently and effectively, asking for help or advice when appropriate. Evidence may include: • a log or similar recording document, completed by the learner, with entries confirmed as accurate and valid, eg by a supervisor, or others with whom the learner worked

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
ICT2.1.2 *continued*	• adjust personal settings without affecting the work of others, and restore them after use • manage files and folder structures so that you can store and retrieve information efficiently • make a back-up copy of your work, or check that this has been done automatically • handle and use portable storage media safely and correctly • use the 'help' facility when appropriate • recognise errors and identify their possible causes so that you can describe them to another person.	• witness statements or records of observation by the assessor or other appropriate person; these must be authenticated by the assessor • notes of questions asked by an assessor, with records of observations or answers • annotated screenshots • an audio/visual clip.

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
ICT2.1.3 Follow safe, healthy and secure working practices at all times.	• show understanding of and follow safe and healthy working practices, including minimising health risks • describe the need for and follow recommended procedures to protect the security of data and of ICT systems • use the internet safely.	Evidence must be included at relevant points in the learner's work. Evidence may be supplemented by any of the following: • a separate log, completed by the learner, with entries confirmed as accurate and valid, eg by a supervisor, or others with whom the learner worked • witness statements or records of observation by the assessor or other appropriate person; these must be authenticated by the assessor • notes of questions asked by an assessor, with records of observations or answers • annotated screenshots • an audio/visual clip.

Component: ICT2.2 Find, select and exchange information

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
ICT2.2.1 Find, select and use different sources of appropriate ICT-based and non ICT-based information.	• identify, find, select and use ICT-based and other sources of information appropriate to your tasks.	Evidence must be recorded in an appropriate document or documents, and must show how the learner found, selected and used sources, together with an explanation of why the sources selected were appropriate to the task.
ICT2.2.2 Search for, select and get relevant ICT-based and non ICT-based information.	• search for and get ICT-based information using complex search techniques • design queries to locate relevant information • access, navigate and search the internet for information • compare the websites you find and make sound judgements about their accuracy and reliability • interpret information and evaluate its fitness for your purpose • select and use the information you need to meet your purpose • establish the copyright status of the information you find, and note your sources.	Evidence must be recorded in an appropriate document, completed by the learner, with entries confirmed as accurate and valid, eg by a supervisor, or others with whom the learner worked. The sources used must be noted, along with the scope and nature of the searches, and their outcomes. It may be supplemented by any of the following: • witness statements or records of observation by the assessor or other appropriate person; these must be authenticated by the assessor • notes of questions asked by an assessor, with records of observations or answers • annotated screenshots.

You must provide evidence that you can:	In order to show that that you are competent, you need to know how to:	Evidence requirements
ICT2.2.3 Enter, save, communicate and exchange ICT-based information to suit your purpose.	• enter information using formats that help development • save information in appropriately named files and folders, on hard discs and on portable storage media, and ensure that backup copies are made • use ICT to send, receive, exchange and share information • send, receive and respond appropriately to email, including attachments • copy emails to others only as appropriate, respecting confidentiality and, where appropriate, observing data protection requirements • manage efficient storage of email, email attachments, and email addresses.	Evidence, including for use of email, must be in the form of a recording document together with annotated printouts and/or screenshots, supported by notes made by the learner and/or by a witness, and authenticated by an assessor.

Component: ICT2.3 Develop and present information

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
ICT2.3.1 Enter, organise, develop, format and combine ICT-based and non ICT-based information to suit content and your purpose, in the form of: a) text b) tables c) images d) numbers e) records.	• observe copyright and other constraints on how you use information and acknowledge your sources • enter, bring together and organise information in the form of text, tables, images, numbers and records, using formats that help development • bring together and develop information from different types of sources in the form of text, tables, images, numbers and records • derive new information, including combined information • evaluate different methods of organising and presenting information, taking into account fitness for purpose and audience • enter, develop and organise numerical information so that it is fit for purpose using spreadsheet software • develop the presentation of your work using layouts and techniques to suit your purpose and audience and the types of information used • check that all your work is accurate, clear and fit for purpose.	Evidence must show the process whereby the learner has entered and developed information to suit their purpose. This evidence must be in the form of drafts annotated by the learner or supplemented by assessor's notes of the learner's answers to questions. Evidence must show that the learner has developed the presentation of their work and can show that it is fit for purpose, audience and the types of information used. The final work must be accurate, clear and saved appropriately. Graphs and charts must be fit for purpose and correctly labelled.

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
ICT2.3.2 Present combined information, using consistent formats and layouts that are appropriate to your purpose and audience, using ICT, and review your work.	• present information that is fit for purpose and audience, using accepted conventions and/or templates as appropriate • review the effectiveness of the development and presentation of your work.	Evidence must include the completed work, together with evidence that the learner has reviewed both the process of development and the finished product. Evidence of reviewing could be notes written by the learner, or notes of the learner's response to questions asked by an assessor.

Guidance for ICT Level 2

The guidance below supports the requirements of the three columns of the component areas and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the standards that may be useful when you are developing the skill of ICT at Level 2 and producing evidence of your work. It is not a mandatory part of the standards.

ICT2.1.1

Describe how you will approach/work with an appropriate person

While your task or activity may be given to you by a tutor, teacher or trainer, you must show some independence in describing how you will approach it and carry it out. You must know when to ask for and accept advice from an appropriate person to develop the detail and identify tasks and sub-tasks.

The brief for or a description of the activity

Your tutor may provide you with a brief for the activity. However, if you choose to carry out an activity of your own, that has been approved by your tutor, you must provide a short description of it, including its context and purpose.

ICT2.1.2

Describe and use correct procedures

You must be able to describe the appropriate steps when opening and shutting down systems and software, and to follow them correctly.

Adjust personal settings

You must know how to adjust, for example, aspects of your screen display without affecting the work of other users of the machine or the network, and be able to restore the original settings when you have finished your work.

Manage files and folder structures

You must create and name files and folders, using names that make it easy to retrieve data later (for example names must give an idea of content, ownership, date, sequence). You must know how to open, save, save as, print, close, delete, view, rename, move and copy files in appropriate folders.

Handle and use portable storage media safely and correctly

You must know how to:

- handle, insert and remove portable storage media so as to avoid damage or loss of data

- label media appropriately

- be able to run virus checks before using media

- store media safely.

ICT2.1.3

Show understanding of and follow safe and healthy working practices

You must check and, if necessary, rearrange hardware and cables safely, adjust seating and lighting (or ask for these to be done by an appropriate person), avoid hazards, take breaks, minimise physical stress, and be able to explain why these precautions are necessary.

Describe the need for and follow recommended procedures to protect the security of data and of ICT systems

You must use passwords and PINs where necessary, and make backups (or check that these have been made automatically). You must know how to check that virus protection is up to date. You must be able to describe why these precautions are necessary.

Use the internet safely

You must be careful to protect your identity, particularly in the context of social networking sites and chatrooms, and to avoid giving details of bank accounts etc on sites that are not secure.

Note It is important that your evidence shows that you have followed safe, healthy and secure working practices as you carried out your activities. It is not enough to be able to describe such practices out of context.

ICT2.2.1

Access, navigate and search the internet for information

You must be able to think ahead about:

- the information you need for a specific purpose, for example to respond to an enquiry, carry out a task or get ideas for a design

- identifying where and how you might obtain this information, for example connecting to the internet, using a search engine efficiently and effectively (for example using wildcards, multiple search criteria, quotation marks, searching within results, relational operators, logical operators)

- entering web addresses accurately

- browsing, following links, using forward and back, saving and using bookmarks.

ICT2.2.2

Make sound judgements

You must consider how far the websites you find provide accurate and reliable information. For example, sites with the suffix '.gov.uk' provide official statistical information, whereas facts and figures on many other sites are not independently verified.

Evaluate fitness for purpose

You must know how to read and understand information so you can check facts and spot possible error or bias when you are making judgements on whether the information suits your purpose. You might take into account the intention and authority of the provider, the currency of the information, and its relevance.

Select and use the information you need to meet your purpose

You must be able to copy and paste, save, capture images, download files, and play streamed media files.

Establish copyright status

You must know that all information, printed or ICT-based, is copyright. You must note the source of all the information you use and be able to establish whether the information you need can be reproduced without permission.

ICT2.2.3

Appropriately named files and folders

The names that you use for your files and folders must give information about their content, ownership, date, sequence.

Send, receive and respond appropriately to email

You must be able to open your mailbox, read, reply, delete, forward, create, send, copy, open and add attachments, use an address book, adapt your style to suit your audience, use appropriate language, respect confidentiality.

Copy email to others only as appropriate

You must copy email to others only on a 'need-to-know' basis.

Data protection requirements

You must be aware of and observe data protection requirements, for example not to provide someone's personal information to third parties without their consent.

Manage efficient storage of email, email attachments and email addresses

For example, you must use folders to store important emails and/or attachments, and maintain an address book.

ICT2.3.1

Enter, bring together and organise information

You must be able to enter and/or import information in a form that suits the software and future development of the information, and use formats that are helpful in handling information that you have entered or imported. You must know how to bring together different forms of information (text, images, numbers), for example insert, delete, select, copy, scan, cut, paste, drag and drop, find and replace, undo and redo, incorporate images into frames, put data into tables or columns, so as to make the processing and presentation of information as straightforward as possible.

Evidence must show the process

Evidence must show that you have considered different ways and layouts for presenting your information and can explain your choices, for example in annotated drafts, notes, or witness statements.

Derive new information

The processing of information (including quantitative data, text, and images) will generate new information, such as totals, page references, indexes, or revised diagrams or graphs. In processing information, you must be able to further your purpose and to draw your own conclusions.

Develop presentation using layouts and techniques

You must know how to:

- select and use layouts that are suitable for presenting combined information, including the conventions applied to commonly used documents (for example letters, spreadsheets, tables, menus, reports, posters, web pages)

- format and lay out text using tabulation, justification, spacing and supplied styles, for example margins, alignment, tabs, indents, font, line spacing, header and footer, portrait, landscape, columns, bullets, numbering, page breaks and page numbering

- (when you are laying out tables) arrange rows and columns appropriately, align horizontal and vertical text, merge and split cells, insert borders, insert shading etc

- (when you are laying out a spreadsheet) adjust row height and column width, insert/remove gridlines, merge cells, add cell borders, set cell data type and format (for example text, currency, %, decimal places, date, time, wrap text)

- (when you are formatting images) resize, crop, align, use borders, text wrap.

Presenting your work does not necessarily involve the use of Microsoft PowerPoint®.

ICT2.3.2

Accepted conventions and templates

You must know whether, in the context in which you are working, there are any accepted ways of presenting work (for example formats, styles, logos), and be able to use these when appropriate.

Review the effectiveness

You must reflect on and evaluate both the process whereby you developed and presented your work, and the quality and fitness for purpose of the final product.