

Extract from Specification

Essential Skills Wales

Edexcel Level 3 Essential Skills Wales in Information and Communication Technology (ICT)

This document has been extracted from – and should be used in conjunction with – the Edexcel Entry Levels 1-4 Essential Skills Wales in Information and Communication Technology (ICT) Specification, the most up to date version of which can be found on the Edexcel website www.edexcel.com/esw

Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

We deliver 9.4 million exam scripts each year, with more than 90% of exam papers marked onscreen annually. As part of Pearson, Edexcel continues to invest in cutting-edge technology that has revolutionised the examinations and assessment system. This includes the ability to provide detailed performance data to teachers and students which helps to raise attainment.

References to third party material made in this extract from the specification are made in good faith. Edexcel does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

Publications Code ES026739

All the material in this publication is copyright
© Edexcel Limited 2011

Level 3 Essential Skills Wales in ICT

Level: 3

Credit value: 6

Guided learning hours: 60

About this qualification

This is about showing that you can:

- use ICT systems (ICT3.1)
- find, select and exchange information, using ICT (ICT3.2)
- develop and present information, using ICT (ICT3.3)

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:

- show that you can plan and carry through a number of different activities, **one of which must be a complex activity covering ICT3.1, ICT3.2 and ICT3.3**
- 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
- use at least one example of combined information
- present evidence of purposeful use of email; at least one email that you send and at least one that you receive must have an attachment that is related to your task.

Each component, ICT3.1, ICT3.2 and ICT3.3, must be covered at least twice, and ICT3.3 must be covered for at least two different audiences. Smaller tasks may be used to ensure that each component is covered.

Notes

- 1 Each level of the skill incorporates and builds on the previous levels, ie at Level 3, 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 meet in the context of your work or study, and at least one of your activities must be complex, ie it must involve tasks and sub-tasks. Your tasks or activities may be given to you by a tutor, teacher or trainer but you must show independence in deciding how you will carry them out, including knowing when it is appropriate 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 provides explanations of some of the requirements of the standards that may be useful when you are developing the skill of ICT at Level 3 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. Such 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 take active steps to ensure that the safety requirements of ICT equipment are observed. 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 be able to describe them and identify their likely causes.

Evidence

At Level 3, 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 cannot be used as evidence. 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.

Your activities must differ in significant respects. While following through the three components of the standard in a single activity is more meaningful, this is not a requirement in your second or other activities.

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 they must be included 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 ICT3.1.3 (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: ICT3.1 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
<p>ICT3.1.1</p> <p>Analyse and accurately describe how you will approach at least one complex activity that involves the use of ICT.</p>	<ul style="list-style-type: none"> • identify, analyse and accurately describe your activity and its sub-tasks • plan how you will carry out the activity by breaking it down into a series of tasks or sub-tasks. 	<p>For each activity, evidence must show that the learner has independently analysed and described the activity and how they have planned to approach it.</p> <p>Evidence must normally be in the form of handwritten or electronically produced notes.</p> <p>Evidence must include the brief for or a description of the activity.</p>
<p>ICT3.1.2</p> <p>Use ICT independently to carry out the activity efficiently and effectively.</p>	<ul style="list-style-type: none"> • explain the need for and use correct procedures to start and shut down ICT systems • select a range of software applications and system facilities to achieve your purpose • explain the need for and use correct procedures to open, use and close appropriate software • use a range of input and output devices and communication services • recognise and use interface features • adjust personal settings without affecting the work of others, and restore them after use 	<p>Evidence must show how the learner has carried out the activity independently, efficiently and effectively, including judging when it is appropriate to ask for help or advice.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> • 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 • witness statements or records of observation by the assessor or other appropriate person; they must be authenticated by the assessor

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
<p>ICT3.1.2 continued</p>	<ul style="list-style-type: none"> • make a backup copy of your work and, where appropriate, check that this has been done automatically • handle and use a range of portable storage media safely and correctly • use the 'help' facility when appropriate • recognise errors and identify their likely causes so that you can describe them accurately to another person. 	<ul style="list-style-type: none"> • notes of questions asked by an assessor, with records of observations or answers • annotated screenshots • an audio/visual clip.
<p>ICT3.1.3 Follow safe, healthy and secure working practices at all times.</p>	<ul style="list-style-type: none"> • explain and take active steps to ensure and follow safe and healthy working practices, including minimising health risks • explain the need for and follow appropriate procedures to protect the security of data and of ICT systems, including the use of passwords • implement 'housekeeping' procedures where appropriate • use the internet safely. 	<p>Evidence must be included at relevant points in the learner's work.</p> <p>Evidence may be supplemented by any of the following:</p> <ul style="list-style-type: none"> • 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: ICT3.2 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
<p>ICT3.2.1</p> <p>Plan how to find the ICT-based and non ICT-based information you require.</p>	<ul style="list-style-type: none"> • plan and organise your work • find, evaluate, select and use ICT-based and other sources of information appropriate to your task. 	<p>Evidence must be recorded in an appropriate document or documents, and must show how the learner planned their work, found, evaluated, selected and used sources, together with an explanation of why the sources selected were appropriate to the task.</p>
<p>ICT3.2.2</p> <p>Search for, evaluate, select and get, from a range of sources, relevant ICT-based and non ICT-based information.</p>	<ul style="list-style-type: none"> • design and use efficient search techniques to find ICT-based information • design queries to locate relevant information using different sources and multiple search criteria • access, navigate and efficiently search the internet for information • make sound judgements about the reliability of the websites you find, using explicit criteria and justifying your choices • interpret information and evaluate its fitness for your purpose • select and use the information you need to meet your purpose based on judgements of relevance and quality • establish the copyright status of the information you find, and record full details of your sources. 	<p>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. Full details of the sources used must be recorded, along with the scope and nature of the searches, and their outcomes. Choice of sources must be explicitly justified.</p> <p>It may be supplemented by any of the following:</p> <ul style="list-style-type: none"> • 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 you are competent, you need to know how to:	Evidence requirements
<p>ICT3.2.3 Enter, save, communicate and exchange ICT-based information to suit your purpose.</p>	<ul style="list-style-type: none"> • enter information in consistent formats • convert information between formats as appropriate • enter and save your information in appropriately named files and folders, on hard discs and on portable storage media • explain the need for back-up copies, and ensure that they are made, including by you if necessary • use ICT to send, receive, exchange and share information • send, receive and respond appropriately to email, including attachments • copy emails to others only as required by your task, respecting confidentiality and the relevant requirements of the Data Protection Act • manage efficient storage of email, email attachments, and email addresses. 	<p>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.</p>

Component: ICT3.3 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
<p>ICT3.3.1 Organise, develop, format and combine ICT-based and non ICT-based information from different sources to suit content and your purpose, in the form of:</p> <ul style="list-style-type: none"> a) text b) tables c) images d) numbers e) records. 	<ul style="list-style-type: none"> • observe copyright and other constraints on how you use information and acknowledge your sources in full • enter, develop and organise information using the features of software applications to improve the accuracy and efficiency of your work • create and use structures and procedures for developing information and bringing together 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 • develop and refine the presentation of your work so it is accurate, clear and presented consistently to suit your purpose and audience, taking account of the views of others • check that all your work is accurate, clear and fit for purpose. 	<p>Evidence must show the process whereby the learner has entered, organised 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.</p> <p>Evidence must show that the learner has taken account of the views of others as they developed the presentation of their work to ensure that it is fit for purpose and audience.</p> <p>The final work must be accurate, clear and saved appropriately. Graphs and charts must be fit for purpose and correctly labelled.</p>

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
<p>ICT3.3.2 Present your final output effectively, using a consistent style and formats and layouts that are appropriate to your purpose and audience, using ICT, and review your work.</p>	<ul style="list-style-type: none"> • present information so that it meets your purpose and the needs of the audience • ask for feedback from others and review the effectiveness of the development and presentation of your work. 	<p>Evidence must include the completed work, together with evidence that the learner has reviewed both the process of development and the finished product in the light of feedback from others.</p> <p>Evidence of reviewing must be in the form of notes written by the learner, either by hand or electronically.</p>

Guidance for ICT Level 3

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 3 and producing evidence of your work. It is not a mandatory part of the standards.

ICT3.1.1

Analyse and accurately describe

While your tutor, teacher or trainer may give you an activity outlined in broad terms, you must analyse, describe, and plan your approach to it independently. If you choose to carry out an activity of your own, that has been approved by your tutor, you must provide a description of it, including its context and purpose. You must know when to ask for and accept advice from an appropriate person to develop the detail and identify tasks and sub-tasks.

ICT3.1.2

Efficiently and effectively

You must carry out the activity in ways that are efficient in terms of time and use of resources, and effective in terms of achieving your purpose.

Explain the need for and use correct procedures

You must be able to describe the appropriate steps when opening and shutting down systems and software, to explain why they are necessary, 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 a range of 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.

ICT3.1.3

Explain and take active steps to ensure and follow safe and healthy working practices

You must check and, if necessary, rearrange hardware and cables safely, adjust seating and lighting as required (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. Where necessary, you must accept some responsibility for and take the initiative in matters of health and safety.

Explain 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 explain 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.

ICT3.2.1

Plan and organise your work

You must know how 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, and plan where and how you will obtain this information. You must plan in advance of doing the work; retrospective planning is not acceptable.

Access, navigate and efficiently search the internet for information

You must be able to:

- connect to the internet
- use a search engine efficiently and effectively (eg using wildcards, multiple search criteria, quotation marks, searching within results, relational operators, logical operators)
- enter web addresses accurately
- browse, follow links, use forward and back, save and use bookmarks.

ICT3.2.2

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. You must be able to explain why you accepted information from some websites but not others.

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.

Establish copyright status

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

ICT3.2.3

Appropriately named files and folders

The names that you use for your files and folders names must give clear 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 required by your task

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

Data protection

You must be aware of and observe the law concerning data protection, for example that you must not 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.

ICT3.3.1

Enter, develop and organise information

You must be able to enter and/or import information into software applications and use features of the software efficiently to bring together and develop the information in ways that are suitable for presenting your work. You must, for example, know how to 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 and refine presentation

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.

Taking account of the views of others

As you work on the presentation of your work, you must ask for other people's opinions, and act on them where you think they are helpful.

ICT3.3.2

Ask for feedback from others and review the effectiveness

You must ask your audience to comment on the effectiveness of how you presented your work and take their opinions into account when you are reflecting on and evaluating both the process whereby you developed and presented your work, and the quality and fitness for purpose of the final product.

February 2011

For more information on Edexcel and BTEC qualifications
please visit our website: www.edexcel.com

Edexcel Limited. Registered in England and Wales No. 4496750
Registered Office: One90 High Holborn, London WC1V 7BH. VAT Reg No 780 0898 07



Llywodraeth Cynulliad Cymru
Welsh Assembly Government