

Edexcel Functional Skills ICT, Levels 1 & 2

Your complete delivery guide

Inside you'll find:

- **Planning, teaching and assessment guide**
– with guidance and mapping charts showing ease of delivery within KS3 and GCSE.
- **Guide to the Specification and Sample and Assessment Materials 2010**
– with callouts from the examiner providing you with insights and teaching tips.
- **Information about support from Edexcel** – for training and delivery.

Edexcel Functional Skills

ICT, Levels 1 & 2



Welcome to your complete delivery guide

We are delighted to introduce you to the Edexcel Functional Skills ICT, Levels 1 & 2 Specification and Sample Assessment Materials. These have been developed from our extensive pilot and are designed to meet the needs of all learners taking Functional Skills ICT, Levels 1 & 2, from September 2010.

Preparing to teach Functional Skills ICT from September 2010

In this guide you will find an overview of the new specifications and assessments.

To help you implement Functional Skills ICT we have provided support for:

- **Planning:** making it easy to see where Functional Skills ICT is taught within GCSE and KS3, as well as planning for Functional Skills ICT as a stand-alone qualification
- **Teaching:** including a guide through the specification and teaching tips from experienced Functional Skills ICT examiners
- **Assessment:** with guidance from our experienced examiners and insights into lessons learned from our extensive pilot, so you can be informed and help your learners achieve their best.

Our ongoing free support will be available on our website www.edexcel.com/fsICT.

To view the accredited Specification and Sample Assessment Materials, please visit www.edexcel.com/fs and select **ICT (Levels 1 & 2)** from the subjects listed on the homepage.

We hope that you and your learners will benefit from our work with our pilot centres to develop engaging qualifications with clear, well-written papers that are accessible to all.

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Introducing Functional Skills ICT from Edexcel

The Functional Skills ICT qualifications are designed to give learners the skills to operate confidently, effectively and independently in education, work and everyday life. They have been created in response to employers' perceptions that many learners are not achieving a sufficiently firm grounding in the basics.

There are sound reasons for choosing Edexcel if you want to be sure of giving your learners the best chance of success. Whether you are a teacher, a tutor, an employer or a training provider, you'll find that Edexcel offers the kind of practical support you need for seamless delivery.

You'll benefit from our experience

We've invested in by far the largest national functional skills pilot (250,000 entries from over 1,300 centres). You can rely on our experience and expertise to help you achieve the best results across the full range of accredited functional skills qualifications for ICT.

Clear, straightforward specifications for easier delivery

Our specifications all have simple structures and are easy to understand. They tell you clearly what you need to teach, making delivery that much easier. Turn to page 20 for a clear guide to key content, from the examiner.

A range of support to meet your needs

We have worked closely with teachers, tutors and training providers over the course of our pilot to understand exactly what support they need. We provide training, support and an expert team on hand to guide you, along with free newsletters. Turn to page 19 to see the range of support available.

There's plenty of opportunity for assessment

We know that you'll want to fit functional skills around your other programmes of learning – that's why we're offering four times throughout the teaching year when the tests can be taken. We know it's important to offer the flexibility to enter your learners for assessment when they are ready. Sample papers can be found at www.edexcel.com/fsICT to help familiarise your learners with assessment. You can also refer to our examiner guidance to the assessment from page 26 of this guide.

Accessible practical tests for improved achievement

Lastly – and most importantly of all – our practical tests are set in real-world contexts that enable learners to show what they can do. Our aim is to give every learner the best chance of attaining a functional skills qualification.

Functional Skills ICT assessment at a glance

Functional Skills ICT at Levels 1 & 2, aims to ensure that each individual is:

- confident and capable when using ICT systems and tools
- able to find and select information
- able to develop, present and communicate information in both everyday life and work.

For each level, realistic contexts have been designed so that learners develop the functionality they need. Learners must pass the assessment at their chosen level in order to achieve the award for Functional Skills ICT. There are unlimited re-sit opportunities for learners who do not achieve the level required at the first attempt.

A summary of the assessment structure can be seen in the table below:

Assessment structure – Levels 1 & 2

	Levels 1 & 2
Assessment	One external assessment. Four assessment opportunities each year.
Sections	Two sections in each assessment. First section involves using the internet to find and select information. Second section involves working with numbers, creating a digital product and using communication tools.
Assessment duration	2 hours.
Marks	50 marks in total.
Additional information	Internet is allowed in one section. Each assessment has a theme.



Co-teaching Functional Skills ICT, Levels 1 & 2

The table below shows how the Levels 1 & 2 functional skills standards relate to each other, for ease of reference for planning, progression and teaching Levels 1 & 2 learners in a mixed group.

Level 1	Level 2
Using ICT	
1 Identify the ICT requirements of a straightforward task	1 Plan solutions to complex tasks by analysing the necessary stages
1.1 Use ICT to plan and organise work	1.1 Use ICT to plan and analyse complex or multi-step tasks and activities and to make decisions about suitable approaches
2 Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	2 Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts
2.1 Select and use software applications to meet needs and solve straightforward problems	2.1 Select and use software applications to meet needs and solve complex problems
2.2 Select and use interface features effectively to meet needs	2.2 Select and use a range of interface features and system facilities effectively to meet needs
2.3 Adjust system settings as appropriate to individual needs	2.3 Select and adjust system settings as appropriate to individual needs
	2.4 Respond to ICT problems and take appropriate action
	2.5 Understand the danger of computer viruses and how to minimise risk
3 Manage information storage	3 Manage information storage to enable efficient retrieval
3.1 Work with files, folders and other media to access, organise, store, label and retrieve information	3.1 Manage files, folders and other media storage to enable efficient information retrieval
4 Follow and demonstrate understanding of the need for safety and security practices	
4.1 Demonstrate how to create, use and maintain secure passwords	
4.2 Demonstrate how to minimise the risk of computer viruses	
Finding and selecting information	
5 Use search techniques to locate and select relevant information	4 Use appropriate search techniques to locate and select relevant information
5.1 Search engines, queries	4.1 Search engines, queries and AND/NOT/OR, >, <, >=, <=, contains, begins with, use of wild cards
6 Select information from a variety of ICT sources for a straightforward task	5 Select information from a variety of sources to meet requirements of a complex task
6.1 Recognise and take account of currency, relevance, bias and copyright when selecting and using information	5.1 Recognise and take account of copyright and other constraints on the use of information
	5.1 Evaluate fitness for purpose of information

Level 1	Level 2
Developing, presenting and communicating information	
7 Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	6 Enter, develop and refine information using appropriate software to meet requirements of a complex task
7.1 Apply editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numbers, charts, graphs or other digital content	6.1 Apply a range of editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numerical data, charts, graphs or other digital content
8 Use appropriate software to meet requirements of straightforward data-handling task	7 Use appropriate software to meet the requirements of a complex data-handling task
8.1 Process numerical data	7.1 Process and analyse numerical data
8.2 Display numerical data in a graphical format	7.2 Display numerical data in appropriate graphical format
8.3 Use field names and data types to organise information	7.3 Use appropriate field names and data types to organise information
8.4 Enter, search, sort and edit records	7.4 Analyse and draw conclusions from a data set by searching, sorting and editing records
9 Use communications software to meet requirements of a straightforward task	8 Use communications software to meet requirements of a complex task
9.1 Read, send and receive electronic messages with attachments	8.1 Organise electronic messages, attachments and contacts
	8.2 Use collaborative tools appropriately
9.2 Demonstrate understanding of the need to stay safe and to respect others when using ICT-based communication	8.3 Understand the need to stay safe and to respect others when using ICT-based communication
10 Combine information within a publication for a familiar audience and purpose	9 Combine and present information in ways that are fit for purpose and audience
10.1 For print and for viewing on screen	9.1 Organise and integrate information of different types to achieve a purpose, using accepted layouts and conventions as appropriate
10.2 Check for accuracy and meaning	9.2 Work accurately and check accuracy, using software facilities where appropriate
11 Evaluate own use of ICT tools	10 Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information
11.1 At each stage of a task and at the task's completion	10.1 At each stage of a task and at the task's completion

Teaching Functional Skills ICT within Key Stage 3 and Key Stage 4

Functional Skills ICT at Levels 1 & 2 maps to the KS3 and KS4 Programme of Study. Reasons for taking Functional Skills ICT might include:

- delivering coverage of the statutory ICT Programme of Study at KS3 and KS4
- ensuring that all learners are capable and confident with essential ICT skills for use across the curriculum and in real life
- introducing the skills, processes and experience of an external examination prior to GCSE
- the attainment of a recognised qualification in ICT, with points equivalent to half a GCSE.

How Functional Skills ICT maps within Key Stage 3

Level	Skill standard	Coverage and range	Links to KS3 Programme of Study
1	Identify the ICT requirements of a straightforward task	<ul style="list-style-type: none"> • Use ICT to plan and organise work 	<ul style="list-style-type: none"> • Consider systematically the information needed to solve a problem, complete a task or answer a question, and explore how it will be used (key processes)
1	Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	<ul style="list-style-type: none"> • Select and use software applications to meet needs and solve straightforward problems • Select and use interface features effectively to meet needs • Adjust system settings as appropriate to individual needs 	<ul style="list-style-type: none"> • Select and use ICT tools and techniques appropriately, safely and efficiently (key processes) • Develop an understanding of the need to employ safe working practices in order to minimise physical stress (range and content)
1	Manage information storage	<ul style="list-style-type: none"> • Work with files, folders and other media to access, organise, store, label and retrieve information 	<ul style="list-style-type: none"> • Develop an understanding of the need to manage information organisation, storage and access to secure content and enable efficient retrieval (range and content)
1	Follow and demonstrate understanding of the need for safety and security practices	<ul style="list-style-type: none"> • Demonstrate how to create, use and maintain secure passwords • Demonstrate how to minimise the risk of computer viruses 	<ul style="list-style-type: none"> • Develop an understanding of the need to manage information organisation, storage and access to secure content and enable efficient retrieval (range and content) • Develop an understanding of the need to keep information secure (range and content)
1	Use search techniques to locate and select relevant information	<ul style="list-style-type: none"> • Search engines, queries 	<ul style="list-style-type: none"> • Use and refine search methods to obtain information that is well matched to purpose, by selecting appropriate sources (key processes)
1	Select information from a variety of ICT sources for a straightforward task	<ul style="list-style-type: none"> • Recognise and take account of currency, relevance, bias and copyright when selecting and using information 	<ul style="list-style-type: none"> • Use a variety of information sources, including large data sets, in a range of contexts (range and content) • Collect and enter quantitative and qualitative information, checking its accuracy (key processes) • Use a range of information, with different characteristics, structures and purposes, and evaluation of how it matches requirements and its fitness for purpose (range and content) • Analyse and evaluate information, judging its value, accuracy, plausibility and bias (key processes)

Level	Skill standard	Coverage and range	Links to KS3 Programme of Study
1	Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	<ul style="list-style-type: none"> Apply editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numbers, charts, graphs or other digital content 	<ul style="list-style-type: none"> Solve problems by developing, exploring and structuring information, and deriving new information for a particular purpose (key processes) Use a range of ICT tools to present information in forms that are fit for purpose, meet audience needs and suit the content (key processes) Use a range of information, with different characteristics, structures and purposes, and evaluation of how it matches requirements and its fitness for purpose (range and content) Bring together, draft and refine information, including through the combination of text, sound and image (key processes) Review, modify and evaluate work as it progresses, reflecting critically and using feedback (key processes)
1	Use appropriate software to meet requirements of a straightforward data-handling task	<ul style="list-style-type: none"> Process numerical data Display numerical data in a graphical format Use field names and data types to organise information Enter, search, sort and edit records 	<ul style="list-style-type: none"> Solve problems by developing, exploring and structuring information, and deriving new information for a particular purpose (key processes) Test predictions and discover patterns and relationships, exploring, evaluating and developing models by changing their rules and values (key processes) Use a range of ICT tools to present information in forms that are fit for purpose, meet audience needs and suit the content (key processes)
1	Use communications software to meet requirements of a straightforward task	<ul style="list-style-type: none"> Read, send and receive electronic messages with attachments Demonstrate understanding of the need to stay safe and to respect others when using ICT-based communication 	<ul style="list-style-type: none"> Communicate and exchange information (including digital communication) effectively, safely and responsibly (key processes)
1	Combine information within a publication for a familiar audience and purpose	<ul style="list-style-type: none"> For print and for viewing on screen Check for accuracy and meaning 	<ul style="list-style-type: none"> Bring together, draft and refine information, including through the combination of text, sound and image (key processes) Use a range of ICT tools to present information in forms that are fit for purpose, meet audience needs and suit the content (key processes)
1	Evaluate own use of ICT tools	<ul style="list-style-type: none"> At each stage of a task and at the task's completion 	<ul style="list-style-type: none"> Review, modify and evaluate work as it progresses, reflecting critically and using feedback (key processes) Reflect on their own and others' uses of ICT to help them develop and improve their ideas and the quality of their work (key processes) Reflect on what they have learnt and use these insights to improve future work (key processes) Use and review the effectiveness of different ICT tools, including a range of software applications, in terms of meeting user needs and solving problems (range and content)

How Functional Skills ICT maps within Key Stage 4

Level	Skill standard	Coverage and range	Links to KS3 Programme of Study
2	Plan solutions to complex tasks by analysing the necessary stages	<ul style="list-style-type: none"> Use ICT to plan and analyse complex or multi-step tasks and activities and to make decisions about suitable approaches 	<ul style="list-style-type: none"> Analyse systematically the information requirements to solve a range of problems (key processes) Scope the information flow required to develop an ICT-based solution (key processes)
2	Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	<ul style="list-style-type: none"> Select and use software applications to meet needs and solve complex problems Select and use a range of interface features and system facilities effectively to meet needs Select and adjust system settings as appropriate to individual needs Respond to ICT problems and take appropriate action Understand the danger of computer viruses and how to minimise risk 	<ul style="list-style-type: none"> Select and use, with increasing integration and efficiency, the appropriate ICT tools for given problems (key processes) Use a range of ICT tools to meet the needs of the user and solve problems (range and content) Developing an understanding of the need to employ safe working practices in order to minimise physical stress (range and content) Developing an understanding of the need to keep information secure and minimise risks from computer viruses and other malicious practice (range and content) Use ICT safely and responsibly (key processes)
2	Manage information storage to enable efficient retrieval	<ul style="list-style-type: none"> Manage files, folders and other media storage to enable efficient information retrieval 	<ul style="list-style-type: none"> Developing an understanding of the need to manage information, storage and access to secure content and enable efficient retrieval (range and content)
2	Use appropriate search techniques to locate and select relevant information	<ul style="list-style-type: none"> Search engines, queries and AND/NOT/OR, >, <, >=, <=, contains, begins with, use of wild cards 	<ul style="list-style-type: none"> Select appropriate information from a wide range of sources, showing discrimination in their choices and judging the value, accuracy, plausibility and bias of information (key processes) Independently explore, develop and interpret increasingly complex ICT-based information to solve problems (key processes)
2	Select information from a variety of sources to meet requirements of a complex task	<ul style="list-style-type: none"> Recognise and take account of copyright and other constraints on the use of information Evaluate fitness for purpose of information 	<ul style="list-style-type: none"> Select appropriate information from a wide range of sources, showing discrimination in their choices and judging the value, accuracy, plausibility and bias of information (key processes) Explore, develop and interpret information to produce solutions that meet user needs (key processes) Use of increasingly demanding problems and more complex information from a wide range of sources in a variety of contexts (range and content) Evaluate critically and justify information choices and act on feedback from others where appropriate (key processes)

Level	Skill standard	Coverage and range	Links to KS4 Programme of Study
2	Enter, develop and refine information using appropriate software to meet requirements of a complex task	<ul style="list-style-type: none"> Apply a range of editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numerical data, charts, graphs or other digital content 	<ul style="list-style-type: none"> Develop efficient and effective ICT-based solutions to a range of problems for themselves and others (key processes) Use of increasingly demanding problems and more complex information from a wide range of sources in a variety of contexts (range and content) Explore, develop and interpret information to produce solutions that meet user needs (key processes) Use a range of ICT tools to meet the needs of the user and solve problems (range and content)
2	Use appropriate software to meet the requirements of a complex data-handling task	<ul style="list-style-type: none"> Process and analyse numerical data Display numerical data in appropriate graphical format Use appropriate field names and data types to organise information Analyse and draw conclusions from a data set by searching, sorting and editing records 	<ul style="list-style-type: none"> Develop efficient and effective ICT-based solutions to a range of problems for themselves and others (key processes) Develop efficient and effective ICT-based solutions to a range of problems for themselves and others (key processes) Independently explore, develop and interpret increasingly complex ICT-based information to solve problems (key processes)
2	Use communications software to meet requirements of a complex task	<ul style="list-style-type: none"> Organise electronic messages, attachments and contacts Use collaborative tools appropriately Understand the need to stay safe and to respect others when using ICT-based communication 	<ul style="list-style-type: none"> Use a range of ICT tools and media to share, exchange and present information effectively in a variety of contexts (key processes). Communicate and exchange information (including digital communication), safely, responsibly and securely (key processes)
2	Combine and present information in ways that are fit for purpose and audience	<ul style="list-style-type: none"> Organise and integrate information of different types to achieve a purpose, using accepted layouts and conventions as appropriate Work accurately and check accuracy, using software facilities where appropriate 	<ul style="list-style-type: none"> Use a range of ICT tools and media to share, exchange and present information effectively in a variety of contexts (key processes). Create quality solutions that show they have considered how the information should be interpreted and presented in forms that suit audience, purpose and content (key processes).
2	Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	<ul style="list-style-type: none"> At each stage of a task and at the task's completion 	<ul style="list-style-type: none"> Review, modify and evaluate work as it progresses, reflecting critically and responding to user feedback (key processes) Evaluate the effectiveness of their own and others' ICT-based solutions, using the results to improve the quality of their work and to inform future work (key processes) Critically evaluate and justify the choice of ICT tools and act on feedback from others where appropriate (key processes)

Teaching Functional Skills ICT within GCSE

Functional Skills ICT at Levels 1 & 2 maps to the 2010 GCSE ICT specifications. The option for learners to sit a separate functional skills assessment gives you a real opportunity to prepare learners for the additional qualification within the same classroom at the same time, and for each learner to gain a nationally recognised qualification.

Edexcel Functional Skills ICT and GCSE

We've been using the extensive experience gained through our pilot to develop Functional Skills ICT alongside our new GCSEs in a way that is easy and straightforward to teach. The coverage and range of Levels 1 & 2 Functional Skills in ICT is delivered within our GCSE ICT specification.

Where are Functional Skills embedded in our new GCSEs?

The tables on pages 13–17 show you how the skill standards, coverage and range of Functional Skills ICT are mapped to GCSE. In Edexcel GCSE ICT, the relationship with Functional Skills in ICT is clear and forms 50% of the qualification – most of Unit 2.



It's worth an additional half GCSE in SCAAT points

Functional Skills ICT, like its predecessor Key Skills, is worth the equivalent of half a GCSE in SCAAT points. So whether you teach it within GCSE or as an additional curriculum offering, it gains valuable recognition for attainment within your school.

How Functional Skills ICT maps within our GCSE

Functional skills requirements are integral to GCSE ICT. The tables that follow show how functional skills are included in Edexcel GCSE ICT. Further information on the synthesis between Functional Skills and GCSE ICT can be found at:

<http://www.edexcel.com/quals/gcse/gcse10/synthesis>

Level 1	Level 2	GCSE ICT Topics
Using ICT		
1 Identify the ICT requirements of a straightforward task	1 Plan solutions to complex tasks by analysing the necessary stages	
1.1 Use ICT to plan and organise work	1.1 Use ICT to plan and analyse complex or multi-step tasks and activities and to make decisions about suitable approaches	2.3.1 Design digital products which are fit for purpose and audience (investigate requirements; analyse stages of a complex ICT task; use design tools) 2.5.2 Manage themselves and their work (plan and manage work efficiently; select suitable ICT tools and techniques)
2 Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	2 Select, interact with, and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	
2.1 Select and use software applications to meet needs and solve straightforward problems	2.1 Select and use software applications to meet needs and solve complex problems	2.5.2 Manage themselves and their work (select suitable ICT tools and techniques)
2.2 Select and use interface features effectively to meet needs	2.2 Select and use a range of interface features and system facilities effectively to meet needs	2.5.2 Manage themselves and their work (customise settings)
2.3 Adjust system settings as appropriate to individual needs	2.3 Select and adjust system settings as appropriate to individual needs	2.5.2 Manage themselves and their work (customise settings)
	2.4 Respond to ICT problems and take appropriate action	2.5.2 Manage themselves and their work (adopt safe, secure and responsible practice when using ICT) 2.3.3 Develop digital products which are fit for purpose and audience (test for functionality and usability)

How Functional Skills ICT maps within our GCSE

Level 1	Level 2	GCSE ICT Topics
	2.5 Understand the danger of computer viruses and how to minimise risk	1.2.8 Security risks to data and how to mitigate against them 1.6.1 Security issues that arise when information is transmitted and stored digitally 2.5.2 Manage themselves and their work (adopt safe, secure and responsible practice when using ICT; communicate and exchange information safely, responsibly and securely)
3 Manage information storage	3 Manage information storage to enable efficient retrieval	
3.1 Work with files, folders and other media to access, organise, store, label and retrieve information	3.1 Manage files, folders and other media storage to enable efficient information retrieval	2.5.1 Manage files (save work regularly and keep information secure; use sensible filenames and formats; create and manage files and folder structures; retrieve work efficiently) 2. 5.2 Manage themselves and their work (plan and manage work efficiently)
4 Follow and demonstrate understanding of the need for safety and security practices		
4.1 Demonstrate how to create, use and maintain secure passwords		1.3.2 The use of usernames, passwords and other security measures when accessing online systems 1.3.4 Threats to and methods of preventing misuse of personal information 2.5.2 Manage themselves and their work (adopt safe, secure and responsible practice when using ICT; communicate and exchange information safely, responsibly and securely)
4.2 Demonstrate how to minimise the risk of computer viruses		1.2.8 Security risks to data and how to mitigate against them 2.5.2 Manage themselves and their work (adopt safe, secure and responsible practice when using ICT; communicate and exchange information safely, responsibly and securely)

Level 1	Level 2	GCSE ICT Topics
Finding and selecting information		
5 Use search techniques to locate and select relevant information	4 Use appropriate search techniques to locate and select relevant information	
5.1 Search engines, queries	4.1 Search engines, queries and AND/NOT/OR, >, <, >=, <=, contains, begins with, use of wild cards	1.4.12 Effective use of search engines, validity of results, searching techniques 2.1.2 Use secondary sources (select appropriate sources of information; use appropriate search techniques to locate information) 2.1.4 Use databases (search for valid and meaningful information for a specified purpose)
6 Select information from a variety of ICT sources for a straightforward task	5 Select information from a variety of sources to meet requirements of a complex task	
6.1 Recognise and take account of currency, relevance, bias and copyright when selecting and using information	5.1 Recognise and take account of copyright and other constraints on the use of information	2.1.2 Use secondary sources (recognise copyright and other constraints on the use of information)
	5.1 Evaluate fitness for purpose of information	2.1.2 Use secondary sources (select relevant information by making informal judgements about its quality, relevance and fitness for purpose) 2.2.2 Use models to explore ideas (verify results)
Developing, presenting and communicating information		
7 Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	6 Enter, develop and refine information using appropriate software to meet requirements of a complex task	
7.1 Apply editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numbers, charts, graphs or other digital content	6.1 Apply a range of editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numerical data, charts, graphs or other digital content	2.1.4 Use databases (use reports to present information clearly) 2.2.1 Adapt and enhance spreadsheet models (format numerical data and other information; enhance clarity and presentation) 2.3.2 Prepare and organise different types of digital content (text; number; sound; images; video; animation) 2.3.3 Develop digital products which are fit for purpose and audience (use accepted layouts and conventions; apply editing, formatting and layout techniques)

Level 1	Level 2	GCSE ICT Topics
8 Use appropriate software to meet requirements of straightforward data-handling task	7 Use appropriate software to meet the requirements of a complex data-handling task	
8.1 Process numerical data	7.1 Process and analyse numerical data	2.2.1 Adapt and enhance spreadsheet models (manipulate, process and analyse numerical data) 2.2.2 Use models to explore ideas (interpret results and make recommendations based on them)
8.2 Display numerical data in a graphical format	7.2 Display numerical data in appropriate graphical format	2.2.2 Use models to explore ideas (create and develop charts and graphs to display numerical data)
8.3 Use field names and data types to organise information	7.3 Use appropriate field names and data types to organise information	2.1.4 Use databases (understand how data can be structured; enter and edit records; use reports to present information clearly)
8.4 Enter, search, sort and edit records	7.4 Analyse and draw conclusions from a data set by searching, sorting and editing records	2.1.4 Use databases (enter and edit records; search for valid and meaningful information for a specified purpose; sort records using single and multiple fields in ascending and descending order)
9 Use communications software to meet requirements of a straightforward task	8 Use communications software to meet requirements of a complex task	
9.1 Read, send and receive electronic messages with attachments	8.1 Organise electronic messages, attachments and contacts	2.5.2 Manage themselves and their work (communicate and exchange information safely, responsibly and securely; organise electronic messages, attachments and contents)
	8.2 Use collaborative tools appropriately	1.5.3 The impact of the internet on employment and working practices; collaborative working 2.4.2 Work collaboratively (use collaborative tools)

Level 1	Level 2	GCSE ICT Topics
9.2 Demonstrate understanding of the need to stay safe and to respect others when using ICT-based communication	8.3 Understand the need to stay safe and to respect others when using ICT-based communication	<p>1.3.2 The use of usernames, passwords and other security measures when accessing online systems</p> <p>1.3.3 Control of access to and management of personal spaces; opportunities for individuals to personalise own space; responsible use</p> <p>1.6.8 Safe and responsible practice when using ICT</p> <p>2.5.2 Manage themselves and their work (adopt safe, secure and responsible practice when using ICT)</p>
10 Combine information within a publication for a familiar audience and purpose	9 Combine and present information in ways that are fit for purpose and audience	
10.1 For print and for viewing on screen	9.1 Organise and integrate information of different types to achieve a purpose, using accepted layouts and conventions as appropriate	<p>2.3.2 Prepare and organise different types of digital content (text; number; sound; images; video; animation)</p> <p>2.3.3 Develop digital products which are fit for purpose (combine different types of digital content; used accepted layouts and conventions; apply editing, formatting and layout techniques; maximise clarity and enhance presentation)</p>
10.2 Check for accuracy and meaning	9.2 Work accurately and check accuracy, using software facilities where appropriate	<p>2.3.3 Develop digital products which are fit for purpose (test for functionality and usability)</p> <p>2.4.1 Review outcomes (make modifications to improve the outcomes)</p> <p>2.5.3 Quality assure what they produce (work accurately; spell check; proofread; see views of others)</p>
11 Evaluate own use of ICT tools	10 Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	
11.1 At each stage of a task and at the task's completion	10.1 At each stage of a task and at the task's completion	2.4.3 Self review (review own performance; identify strengths and weaknesses; evaluate the selection, use and effectiveness of ICT tools and facilities used)

Teaching Functional Skills ICT within different pathways

Functional Skills ICT has become an important part of the school curriculum, with a number of pathways and options. Whatever route you decide to take, Edexcel can offer you support and guidance to ensure that your learners are engaged, motivated and able to achieve their best.

BTEC

Our suite of exclusive qualifications provides opportunities for teaching and learning Functional Skills ICT in a more vocational context. Research has shown that for many learners these vocational contexts are a successful platform for the applied teaching and learning of ICT. These skills will be fully embedded in the specifications and support material for BTEC from September 2010. We have also sign-posted Functional Skills learning within our new BTEC specifications. This will boost the capabilities of learners working towards achieving a Foundation learning programme of study.

Diploma

All candidates studying for the Diploma will take Functional Skills ICT as a mandatory component. They must achieve Functional Skills ICT, English and Mathematics to be awarded the full Diploma.

DiDA

The skill standards, coverage and range of Functional Skills ICT are mapped to DiDA Unit 1, Using ICT. The relationship between the two is clear with Functional Skills in ICT forming 50% of DiDA Unit 1. This gives learners studying for a DiDA qualification the option to sit a separate functional skills assessment and gain an additional nationally recognised qualification.

Foundation Learning

This is a new framework for Entry and Level 1 qualifications. It can incorporate our exclusive-to-Edexcel vocational BTECs and stand-alone Functional Skills ICT qualifications.

As a stand-alone qualification

ICT Functional Skills qualifications at Entry Level 1, 2, 3 and Levels 1 & 2 can be offered as stand-alone qualifications for Key Stage 3, 4 and post-16 learners. There are a number of reasons why Functional Skills ICT as a stand-alone could be an advantage both to your learners and to your centre.

- **Points:** A stand-alone Functional Skills ICT qualification at Level 2 is worth 23 points. This is equivalent to half a GCSE.
- **Employer recognition for your learners:** Functional Skills ICT is becoming recognised by employers as evidence of ICT user skills needed to perform effectively in the workplace.
- **Gateway to other qualifications:** Learners who want to go on to study for a Diploma after passing their GCSE in ICT will need to sit the Functional Skills ICT qualification.

Support you can count on from Edexcel

Free resources and support for easier delivery

We will give you access to a range of free practical and relevant resources to help you to deliver Functional Skills ICT easily. From lesson plans and schemes of work to practice papers and student exemplar material – you'll be fully equipped to get off to a flying start.

Training events

We will be running a series of face-to-face and online training events to fully prepare you for delivering Functional Skills. For further information and to keep up to date with our support, see www.edexcel.com/fs

Expert people on hand – to ensure all your questions are answered quickly

Our free 'Ask the Expert' service for specific Functional Skills queries, puts you in direct contact with those who can answer your queries, via our email service. Please visit www.edexcel.com/asktheexpert for further information.

Our National Managers and Regional Account Managers can provide you with face-to-face support and consultation. Visit www.edexcel.com/regionaloffices to find out who to contact.

For general enquiries, please call our customer services team on **0844 576 0026** or email functionalskills@edexcel.com.

Subscribe to our free functional skills newsletters

To keep up-to-date with the latest developments, you can join our Functional Skills Development Group (commitment-free). We will periodically send you e-newsletters and other information you'll find useful. Please email fsdevelopment@edexcel.com to subscribe.



2 Guide to the Specification



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Specification

Functional Skills ICT, Levels 1 & 2

Ofqual
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Llywodraeth Cynulliad Cymru
Welsh Assembly Government


Rewarding Learning

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Structure of qualifications

Edexcel Functional Skills qualification in Information and Communication Technology (ICT) at Level 1

Level 1:	cash-in code: FST01
<ul style="list-style-type: none"> Externally assessed Availability: please see the Edexcel website for details First assessment: November 2010 	100% of the total qualification
Overview of content <ul style="list-style-type: none"> Using ICT Finding and selecting information Developing, presenting and communicating information 	
Assessment description <ul style="list-style-type: none"> A 2 hour test paper set and marked by Edexcel Learners will be required to prepare a task using ICT systems (and appropriate resources) and submit this to Edexcel The total number of marks available is 50 The component assesses all required functional skills ICT standards 	

The Examiner explains

The assessment is easy to manage:

- 100% externally assessed
- just one practical computer-based test, so no need to complete a witness statement
- available four times a year, giving you flexibility to enter your learners when they are ready and able to do their best.

The Examiner explains

Key points about the assessments for each level:

- practical test
- candidates sit the test at a computer
- internet access for 15 minutes at the beginning
- evidence to be printed out and submitted to Edexcel for marking.

Edexcel Functional Skills qualification in Information and Communication Technology (ICT) at Level 2

Level 2:	cash-in code: FST02
<ul style="list-style-type: none"> Externally assessed Availability: Please see the Edexcel website for details First assessment: November 2010 	100% of the total qualification
Overview of content <ul style="list-style-type: none"> Using ICT Finding and selecting information Developing, presenting and communicating information 	
Assessment description <ul style="list-style-type: none"> A 2 hour test paper set and marked by Edexcel Learners will be required to prepare a task using ICT systems (and appropriate resources) and submit this to Edexcel The total number of marks available is 50 The component assesses all required functional skills ICT standards 	

The Examiner explains

For each level there are five tasks, some broken down into parts. Each task has a focus so candidates know what to expect:

- Task 1:** using the internet to find and select information
- Task 2:** processing numerical data, producing graphs and charts and working with records
- Task 3:** producing a publication for a specified audience and purpose
- Task 4:** communicating with others
- Task 5:** demonstrating the ability to manage information storage.

Examiner's teaching tip

The coverage and range are mapped against the GCSE ICT criteria as well as the KS3 Programme of Study, making it easy for you to see how to teach Functional ICT in either of these contexts.

The Examiner explains

The assessment takes a practical-approach built around use of ICT, where candidates use the internet to find and select information that they develop and present in later tasks.

The Examiner explains

Level 1 involves familiar situations and straightforward tasks.

1.1 One of the tasks will require candidates to plan and organise the content, layout and structure of a publication (e.g. *a leaflet, presentation, fact sheet*).

2.1 For example: *internet browser, search engine, email, word processing, graphics, spreadsheet, presentation software*.

2.2 For example: *dialogue boxes, menus, zoom, icons, toolbars*.

2.3 For example: *mouse settings, time and date, language settings, contrast, volume*.

3.1 Candidates will be expected to use efficient file management techniques. They must be able to display details of the files and folders they have created by selecting an appropriate view (e.g. *list*).

4.1 There will be some questions on the paper that assess background knowledge, e.g. *list two features of a secure password*.

Edexcel Functional Skills qualification in Information and Communication Technology (ICT) at Level 1

NQF level 1

Guided learning hours: 45

Cash-in code: FST01

Skill standards and coverage and range

To pass this qualification, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the skill standards for the qualification. The coverage and range determine the standard required to achieve the qualification.

At each level, this has been sub-divided into:

- using ICT
- finding and selecting information
- developing, presenting and communicating information.

On completion of this qualification a learner should:

Skill standards		Coverage and range	
Using ICT			
1	identify the ICT requirements of a straightforward task	1.1	use ICT to plan and organise work
2	interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	2.1	select and use software applications to meet needs and solve straightforward problems
		2.2	select and use interface features effectively to meet needs
		2.3	adjust system settings as appropriate to individual needs
3	manage information storage	3.1	work with files, folders and other media to access, organise, store, label and retrieve information
4	follow and demonstrate understanding of the need for safety and security practices	4.1	demonstrate how to create, use and maintain secure passwords
		4.2	demonstrate how to minimise the risk of computer viruses

The Examiner explains

5.1 Candidates have 15 minutes at the start of the test to search for information on the internet.

The Examiner explains

6.1 Candidates will need to be selective about information used, understand copyright constraints and know how to acknowledge sources.

Candidates use information from the internet, plus information provided by Edexcel and information they have generated themselves, to produce an effective publication that is fit for purpose and meets the needs of the audience.

The Examiner explains

7.1 **Editing** – e.g. *insert, cut and paste, copy, drag and drop, find and replace; crop, resize and position images.*

Layout – e.g. *margins, headers and footers, orientation, page breaks, page numbering.*

Format – e.g. *bullets, alignment, line spacing, font style and size, tables*

When working with spreadsheets candidates must be able to display different views, e.g. *switch between formula and data view, and know how to display column and row labels on a print out.*

8.1 For example: *different data types, formulae with a single operator, simple functions, cell ranges.*

8.2 Candidates will need to select: the right type of chart or graph; the correct range of values; titles and legends that make it clear what the graph means.

8.3 Candidates must use sensible names that indicate what the data means.

8.4 This might be within a spreadsheet or a table. (Level 1 candidates won't be expected to use database software.)

9.1 For example: *prepare to send; read, reply, forward; send BCC; produce a sensible subject heading; use appropriate language in the body of an email; add and open attachments.* (They don't actually have to send an email.)

9.2 **At Level 1** this will be demonstrated implicitly in everything they do.

10.1 Publications might include, for example: *leaflet, poster, factsheet, presentation, flyer.*

10.2 For example: *spelling, style, consistency.*

Skill standards		Coverage and range
Finding and selecting information		
5	use search techniques to locate and select relevant information	5.1 search engines, queries
6	select information from a variety of ICT sources for a straightforward task	6.1 recognise and take account of currency, relevance, bias and copyright when selecting and using information
Developing, presenting and communicating information		
7	enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	7.1 apply editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numbers, charts, graphs or other digital content
8	use appropriate software to meet requirements of straightforward data-handling task	8.1 process numerical data
		8.2 display numerical data in a graphical format
		8.3 use field names and data types to organise information
		8.4 enter, search, sort and edit records
9	use communications software to meet requirements of a straightforward task	9.1 read, send and receive electronic messages with attachments 9.2 demonstrate understanding of the need to stay safe and to respect others when using ICT-based communication
10	combine information within a publication for a familiar audience and purpose	10.1 for print and for viewing on screen 10.2 check for accuracy and meaning
11	evaluate own use of ICT tools	11.1 at each stage of a task and at the task's completion

Examiner's teaching tip

Make sure your learners understand what is meant by 'a sense of audience and purpose'.

The Examiner explains

11.1 Fitness for purpose in what is produced will be taken as evidence that candidates have refined and checked as they've gone along.

Edexcel Functional Skills qualification in Information and Communication Technology (ICT) at Level 2

NQF level 2

Guided learning hours: 45

Cash-in code: FST02

Skill standards and coverage and range

To pass this qualification, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the skill standards for the qualification. The coverage and range determine the standard required to achieve the qualification.

At each level, this has been sub-divided into:

- using ICT
- finding and selecting information
- developing, presenting and communicating information.

On completion of this qualification a learner should:

Skill standards		Coverage and range	
Using ICT			
1	plan solutions to complex tasks by analysing the necessary stages	1.1	use ICT to plan and analyse complex or multi-step tasks and activities and to make decisions about suitable approaches
2	select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	2.1	select and use software applications to meet needs and solve complex problems
		2.2	select and use a range of interface features and system facilities effectively to meet needs
		2.3	select and adjust system settings as appropriate to individual needs
		2.4	respond to ICT problems and take appropriate action
		2.5	understand the danger of computer viruses and how to minimise risk

The Examiner explains

At Level 2, the tasks are more complex and set in less familiar contexts. Level 1 requirements are embedded in Level 2. The comments that follow are in addition to those made on Level 1 on pages 22–23.

1.1 At Level 1 the steps of a task are broken down.

At **Level 2** candidates are expected to plan their work themselves.

2.4 Candidates will be expected to respond to routine problems they might encounter when working with ICT, such as a website not found or a link not loading properly. (Centres are not expected to create problems for candidates to solve.)

2.5 There will be some questions on the paper that assess background knowledge.

Skill standards		Coverage and range	
Using ICT			
3	manage information storage to enable efficient retrieval	3.1	manage files, folders and other media storage to enable efficient information retrieval
Finding and selecting information			
4	use appropriate search techniques to locate and select relevant information	4.1	search engines, queries and AND/NOT/OR, >, <, >=, <=, contains, begins with, use of wild cards
5	select information from a variety of sources to meet requirements of a complex task	5.1	recognise and take account of copyright and other constraints on the use of information
		5.2	evaluate fitness for purpose of information
Developing, presenting and communicating information			
6	enter, develop and refine information using appropriate software to meet requirements of a complex task	6.1	apply a range of editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numerical data, charts, graphs or other digital content
7	use appropriate software to meet the requirements of a complex data-handling task	7.1	process and analyse numerical data
		7.2	display numerical data in appropriate graphical format
		7.3	use appropriate field names and data types to organise information
		7.4	analyse and draw conclusions from a data set by searching, sorting and editing records
8	use communications software to meet requirements of a complex task	8.1	organise electronic messages, attachments and contacts
		8.2	use collaborative tools appropriately
		8.3	understand the need to stay safe and to respect others when using ICT-based communication
9	combine and present information in ways that are fit for purpose and audience	9.1	organise and integrate information of different types to achieve a purpose, using accepted layouts and conventions as appropriate
		9.2	work accurately and check accuracy, using software facilities where appropriate
10	evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	10.1	at each stage of a task and at the task's completion

The Examiner explains

4.1 This involves locating information on the web, using multiple search criteria such as 'speed limit' and 'New Forest'.

5.1 Candidates will need to demonstrate discrimination in their choice of information.

5.2 This includes evaluation of validity, accuracy and authority. Often this evaluation is implicit in the finished product.

6.1 Candidates will need to employ a range of techniques to develop effective publications.

7.1 At **Level 2** candidates are expected to be able to analyse numerical information as well as process it, using absolute and relative cell referencing, IF statements and LOOKUP tables.

7.4 Candidates will be expected to analyse and draw conclusions from a given set of data.

8.2–8.3 There will be some questions on the paper that assess background knowledge, e.g. *describe ways in which the internet supports collaborative learning.*

3 Guide to the Assessment

The Examiner explains

In advance of the test:

- prepare a separate user area for each candidate
- download the data files provided by Edexcel and save into each user area
- set up the network/permissions so internet access is available
- ensure a sufficient number of working printers so candidates are not held up
- read the additional guidance from Edexcel on management of the test itself and submission of candidates' work for marking.

The Examiner explains

Each paper opens with a clear familiar layout including:

- instructions candidates must follow
- information about the marks and timing for each section
- supportive advice.

All candidates should read this page carefully before they start the test.

Examiner's teaching tip

Make sure candidates are aware that they can use the internet in Section A, but not in Section B.

Write your name here	
Surname	Other names
Centre Number	Candidate Number
<input type="text"/>	<input type="text"/>
Edexcel Functional Skills	
Information and Communication Technology Level 1	
Sample Assessment Material Time: 2 hours	Paper Reference FST01/01
Materials required for examination: PoniesTextL1, AccidentsL1, ImagesL1	Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** tasks.
- Make sure your name, candidate number and centre number is on every printout.
- At the end of the test use a treasury tag to attach your printouts to the middle pages of this booklet and hand it to your teacher.

Information

- The test is divided into **TWO** sections.
- Start with **Section A**. You are advised to spend **15 minutes** on **Section A** and **1 hour and 45 minutes** on **Section B**.
- You may use the internet in **Section A**. You must not use the internet in **Section B**.
- The total marks for this test is **50**.
- The marks for **each** task are shown in brackets.

Advice

- Work through the tasks in order.
- Keep an eye on the time.
- Label your printouts clearly.
- Use meaningful filenames.

Examiner's teaching tip

Go through the sample paper and mark scheme with your learners and remind them:

- it is essential that they include their *name, candidate and centre number in a footer on every printout*, otherwise their work will not be marked
- some responses are to be completed on the paper, as well as on the computer
- to keep their evidence with the paper and submit it all in the correct order, face up, at the end of the test.

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Edexcel Functional Skills qualification in
ICT at Levels 1 and 2

Sample Assessment Materials

Background

The New Forest National Park is in the south of England. There are hundreds of ponies in the forest.

Lots of ponies are injured each year on the roads in the New Forest.

This is because some motorists ignore the speed limit and drive too fast.

Getting started

The **Data files** folder in your user area contains all the files you need for this test.

These files are:

- PoniesTextL1
- AccidentsL1
- ImagesL1

Mark allocation

The marks for the test will be allocated as follows.

Section A	Task 1	4 marks
Section B	Task 2	20 marks
	Task 3	18 marks
	Task 4	6 marks
	Task 5	2 marks
Total		50 marks

Complete ALL tasks.

Section B covers Tasks 2-5 in the paper.

Examiner's teaching tip

The whole paper is set in an accessible, relevant context that helps candidates to apply their knowledge and skills with a real sense of audience and purpose. It's important for candidates to practise a test in advance, so they understand what is required of them.

Examiner's teaching tip

Talk through the focus of each task with your learners, so they know what to expect:

Task 1: using the internet to find and select information

Task 2: processing numerical data, producing graphs and charts and working with records

Task 3: producing a publication for a specified audience and purpose using information from secondary sources and information they have generated themselves

Task 4: communicating using email

Task 5: demonstrating the ability to manage information storage.

Lessons from the pilot

Whatever the task, those candidates do best who always keep the following in mind:

- fitness for purpose and intended audience
- using software to best advantage
- never to make amendments to data provided by Edexcel unless asked to do so.

Examiner's teaching tip

Make sure your learners understand that **Task 1** is about using the internet to find and select information, but they only have access to the internet in Section A. They use this information to fill in some responses on the paper, and then apply it in Section B.

The Examiner explains

Level 1 candidates are asked to search for specific information.

Section A

You may use the internet for this section only.

Task 1 – What is the speed limit?

Lots of ponies are injured each year on the roads in the New Forest.

Use the internet to find out the speed limit for roads in the New Forest National Park.

Save this information for use in **Section B, Task 2**.

Write down the speed limit.

.....

Write down the details of the source you used to find this information.

Website name:

Website address (URL):

(4)

You must not use the internet for the rest of the test.

Section A

Question Number	Answer	Additional Guidance	Mark	Standards reference
1	Evidence of use of search engine to find speed limit	Presence of correct information implies a search engine and query have been used	1	5.1
	Evidence of use of an AND query to find speed limit		1	5.1
	Correct information selected (40 mph)	Evidence may be inferred from presence of speed limit in poster (Task 3)	1	6.1
	Source cited accurately.	Do not award the mark if source incorrectly cited.	1	6.1

The Examiner explains

The Mark Schemes are provided in full in the accredited Sample Assessment Materials from Edexcel. To help you see how they work we have also printed them alongside the questions in this section.

The Examiner explains

Tasks may be broken down into parts.

Examiner's teaching tip

Remind your learners to make sure they've included their candidate details on the printout, or their work will not be marked.

Examiner's teaching tip

Explain to your learners how marks are achieved. Here they need to enter both pieces of information (2 for each number) to get the full 4 marks.

Examiner's teaching tip

Tell your learners to make sure their charts are easy to read, and show them the various ways the mark scheme rewards this, e.g. *axis label, title*.

Section B

You must not use the internet from this point onwards.

Task 2 – Accidents

The file **AccidentsL1** records the number of accidents involving ponies.

(a) Open the **AccidentsL1** spreadsheet.

Enter your name, candidate number and centre number in the footer.

In 2009, there were 37 minor accidents and 75 major accidents.

Enter this information on to the spreadsheet.

(4)

(b) Use a formula to work out the total number of accidents per year.

Make sure the information is clear and easy to read.

(7)

(c) Create a chart to display the total number of accidents each year.

Make sure the chart is labelled clearly and easy to understand.

(9)

Evidence

A printout of your spreadsheet showing the data.

A printout of your spreadsheet showing the formula you used.

A printout of your chart.

Remember

Insert your name, candidate number and centre number on both printouts.

Resave the file.

Save the chart.

(Total for Task 2 = 20 marks)

Section B

Question Number	Answer	Additional Guidance	Mark	Standards reference
2(a)	Correct file retrieved from given folder structure		1	3.1
	Evidence of selection of a suitable software application that supports numerical data processing, ie spreadsheet	Evidence on printout of folder structure (Task 5)	1	2.1
	All 2009 data entered correctly (1 mark if partially complete)		2	8.4

Question Number	Answer	Additional Guidance	Mark	Standards reference
2(b)	Correct formula for 'Total', ie=SUM(B3:C3) or =B3+C3 (1 mark for formula attempted, but not corrected.)		2	8.1
	Formula in appropriate cell, eg D3		1	8.1
	Formula is replicated for correct cell range, ie rows 3 to 17		1	8.1
	Meaningful column heading for Column D, eg 'Total'		1	7.1
	Suitable title, eg 'Number of Pony Accidents'		1	7.1
	Any other enhancements that improve clarity, eg column headings aligned, heading emboldened		1	10.1

Question Number	Answer	Additional Guidance	Mark	Standards reference
2(c)	Appropriate chart produced, ie column, bar (1 mark for a chart that is not entirely suitable, eg pie)		2	8.2
	Correct data range selected		1	8.3
	Suitable title inserted		1	8.2
	Year and number of accidents labelled clearly (1 mark if labelling is not entirely complete)		2	8.2
	Labels/title help make the chart easy to understand (1 mark if they are of some help)		2	8.2
	Legend removed		1	8.2



The Examiner explains

Tasks 1 and **2** lead into **Task 3** where candidates bring together all the information they have and add a suitable image. (Edexcel will provide a bank of images for candidates to use.) In **Task 4** they show they know how to email someone, and in **Task 5** they show the file and folder structure they used for the tasks.

Examiner's teaching tip

The focus of **Task 3** is always producing a publication for a specified audience and purpose. Teach your learners to ask themselves what each task might need. For example, a roadside poster should catch the eye and be instantly readable.

Examiner's teaching tip

Make sure your learners understand that the evidence they provide must be exactly what is asked for. Here, the screen shot must show the file attribute is 'read only' to attract the marks.

Task 3 – Persuading drivers to slow down

- (a) Produce a poster to persuade motorists to slow down when they are driving through the New Forest. The poster will be displayed on the roadside.

The poster must include:

- the text from **PoniesTextL1**
- the speed limit in the New Forest National Park which you found for **Task 1**
- the chart you produced in **Task 2**
- a suitable image selected from **ImagesL1**.

The poster must be clear and suitable for the target audience.

Enter your name, candidate number and centre number in the footer.

Save the poster using a meaningful file name.

Evidence

A printout of your poster.

Remember

Insert your name, candidate number and centre number on the printout.

(16)

- (b) Make the poster 'read only', so that people can look at it but cannot change it.

Produce a screen shot showing that you have made the file 'read only'.

(2)

Evidence

A printout of your screen shot showing that the poster is 'read only'.

Remember

Insert your name, candidate number and centre number on the printout.

(Total for Task 3 = 18 marks)

Question Number	Answer	Additional Guidance	Mark	Standards reference
3(a)	Correct text inserted into poster		1	7.1
	Suitable image inserted into poster		1	6.1
	Image sized and proportioned appropriately		1	7.1
	Image positioned appropriately in relation to text		1	10.1
	Speed limit found in Task 1 entered (40 mph)	Allow follow-through	1	7.1
	Speed limit positioned appropriately in relation to the text		1	10.1
	Speed limit formatted appropriately (so that it stands out)		1	7.1
	Title sized and positioned appropriately		1	10.1
	Appropriate font style and size for the body of text used		1	7.1
	Content within page margins		1	10.1
	Evidence that the candidate has planned and organised the task of creating the poster	Evidenced by design/layout of poster	1	1.1
	Evidence that the candidate has checked the poster for accuracy and meaning (1 mark if poster is partially fit for purpose)	Evidenced by overall 'look and feel' of poster and its fitness for purpose	2	10.2
	Evidence of selection of a suitable software application for producing a poster	Evidence on printout of screen dump of folder structure (Task 5) showing file type, eg DOC, PUB, RTF, PPT	1	2.1
	Candidate has used interface features and system facilities to produce the poster	Can be inferred from poster	1	2.2
Candidate has evaluated the use of ICT tools	Can be inferred from the poster's fitness for purpose	1	11.1	
Question Number	Answer	Additional Guidance	Mark	Standards reference
3(b)	Evidence of accessing file security facility		1	4.1
	Evidence that the file is read only		1	4.1

The Examiner explains

If information found in **Task 1** is incorrect, candidates will still be awarded the marks for inserting it here.

Examiner's teaching tip

The focus for **Task 4** is communicating using email. Explain to your learners that it will not be possible for them to actually send the email. To gain the marks they will just need to prepare it for sending, and provide evidence in the screen shot that they have met all requirements.

Examiner's teaching tip

The focus for **Task 5** is demonstrating the ability to manage information storage. Tell your learners to make sure they choose a view for the screen shot that shows this, as marks can only be awarded if the evidence is there. The examiner will be checking to see if their file and folder names make sense.

Task 4 – Email your poster

Pete Smith works in the New Forest National Park. The poster must be emailed to him.

Prepare an email for Pete. Include a message to ask him what he thinks about your poster.

Attach a copy of your poster.

Pete's email address is: pete.smith@NewForest.co.uk

Produce a screen shot showing the email you have prepared.

Evidence

A printout of your screen shot showing your email. Make sure it shows the email address, the message, and the attachment

Remember

Insert your name, candidate number and centre number on the printout.

(Total for Task 4 = 6 marks)

Task 5 – Save your work

Make sure that you have saved all the files you have created.

Produce a screen shot showing the files you have created and where they are stored.

Evidence

A printout of your screen shot showing the files you have created and where they are stored.

Remember

Insert your name, candidate number and centre number on the printout.

(Total for Task 5 = 2 marks)

TOTAL FOR PAPER = 50 MARKS

Question Number	Answer	Additional Guidance	Mark	Standards reference
4	Email is prepared		1	9.1
	Correct file attached		1	9.1
	Suitable message, eg 'I have attached the poster. What do you think of it?'		1	9.2
	Email address is correct, ie pete.smith@newforest.co.uk		1	9.1
	Email has suitable subject heading/title, eg 'Slow down for ponies poster'		1	9.1
	Evidence of selection of a suitable software application for sending an email.		1	2.1
Question Number	Answer	Additional Guidance	Mark	Standards reference
5	Files saved in a folder structure		1	3.1
	Meaningful file names used.		1	3.1

The Examiner explains

The 1 mark for 'email prepared' is awarded for an attempted email.

Example of responses at Level 1: Pass

Annotated examples of responses to Level 1 tasks on pages 27-37 are shown on the following pages 38-42.

Task 2a: Accidents spreadsheet

Suitable title.

Meaningful field name.

2009 data entered in correctly.

	A	B	C	D
1	Accidents involving ponies			
2				
3	Year	Minor	Major	Total
4	1995	38	91	129
5	1996	41	114	155
6	1997	32	125	157
7	1998	42	104	146
8	1999	49	115	164
9	2000	26	90	116
10	2001	31	89	120
11	2002	28	77	105
12	2003	16	84	100
13	2004	38	89	127
14	2005	35	79	114
15	2006	44	87	131
16	2007	38	90	128
17	2008	21	73	94
18	2009	37	75	112

Manjit Kaur

Candidate no. 123456

Centre No. 99999

Task 2b: Accidents spreadsheet in formula view

Correct formula entered.

	A	B	C	D
1	Accidents involving ponies			
2	Year	Minor	Major	Total
3	1995	38	91	=SUM(B3:C3)
4	1996	41	114	=SUM(B4:C4)
5	1997	32	125	=SUM(B5:C5)
6	1998	42	104	=SUM(B6:C6)
7	1999	49	115	=SUM(B7:C7)
8	2000	26	90	=SUM(B8:C8)
9	2001	31	89	=SUM(B9:C9)
10	2002	28	77	=SUM(B10:C10)
11	2003	16	84	=SUM(B11:C11)
12	2004	38	89	=SUM(B12:C12)
13	2005	35	79	=SUM(B13:C13)
14	2006	44	87	=SUM(B14:C14)
15	2007	38	90	=SUM(B15:C15)
16	2008	21	73	=SUM(B16:C16)
17	2009	37	75	=SUM(B17:C17)

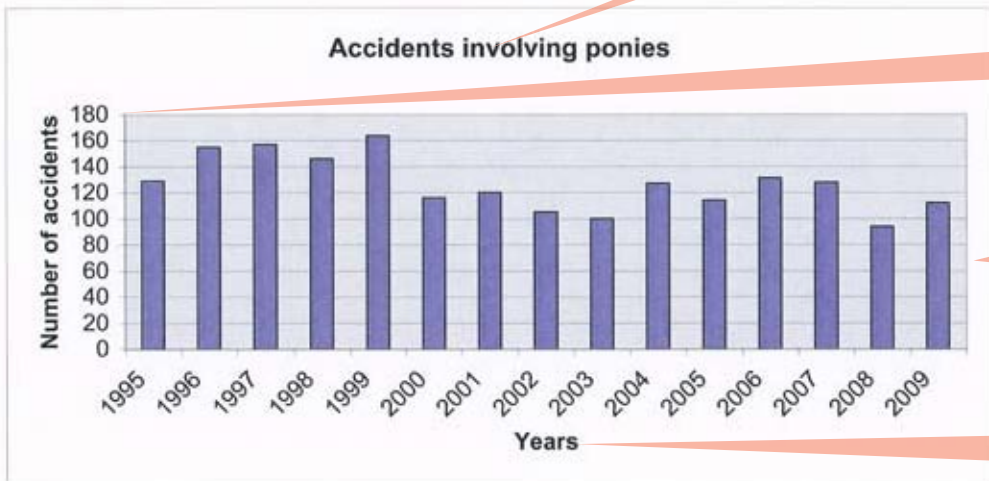
Manjit Kaur

Candidate no. 123456

Centre No. 99999

Formula replicated for the correct cell range.

Task 2c: Accidents spreadsheet with bar chart



Title included.

Correct range.

Appropriate chart produced.

Correct labelling.

Legend removed.

Task 3a: Poster

Title sized appropriately.

General comments:
candidate has planned and organised task, creating a poster suitable and fit for purpose.

Slow down for ponies!

Suitable image inserted,
appropriately positioned,
sized and proportioned.



Correct text from the data
file inserted.

Each year there are around **100 accidents** in the New Forest National Park involving ponies.

Help reduce the number of accidents by driving responsibly.

REMEMBER - the speed limit is

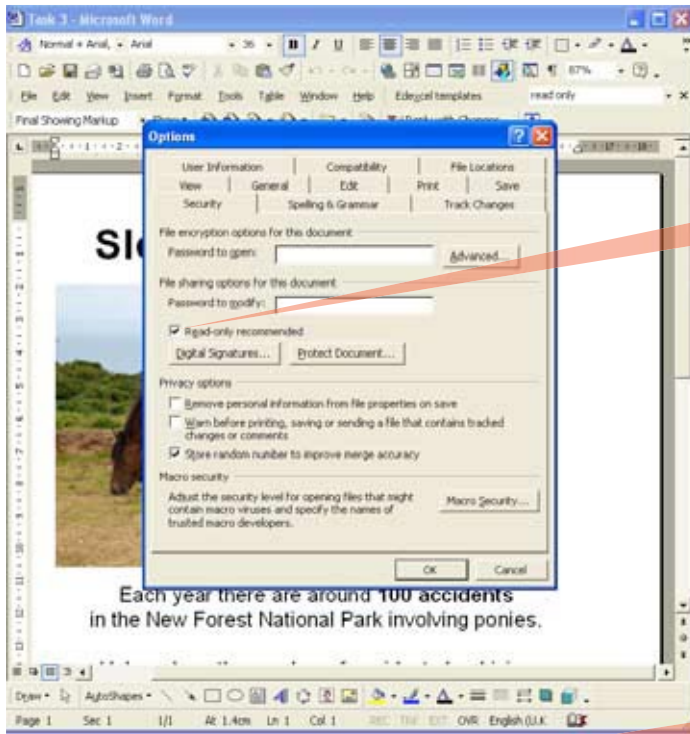
40 mph!

Speed limit found in
Task 1, positioned and
formatted appropriately.

Ponies do not understand that cars are dangerous. EXPECT THEM TO WALK IN FRONT OF YOU, give them a wide berth and be ready to stop!

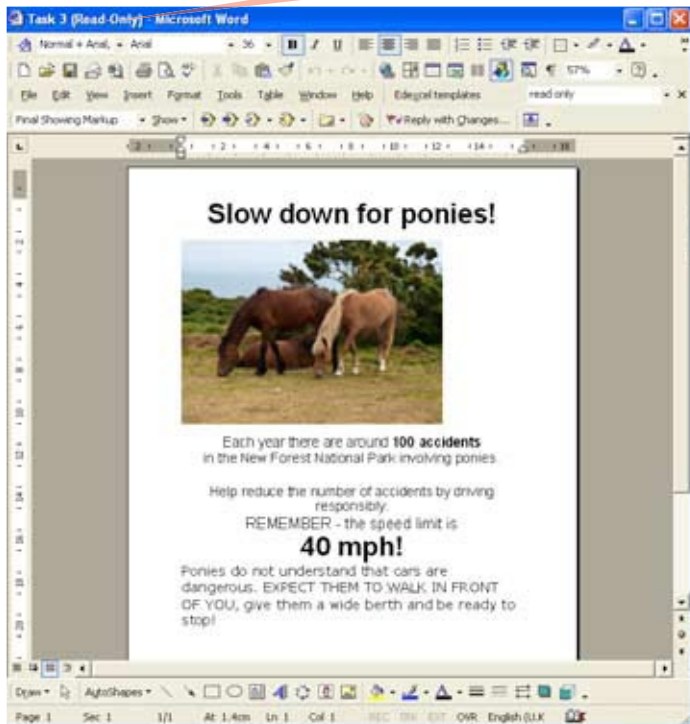
Appropriate font style and
size used.

Task 3b: Poster in 'Read Only' view



Accessing file security facility.

Evidence the file is 'Read Only'.



Task 4: Screen shot of email of poster

Email prepared.

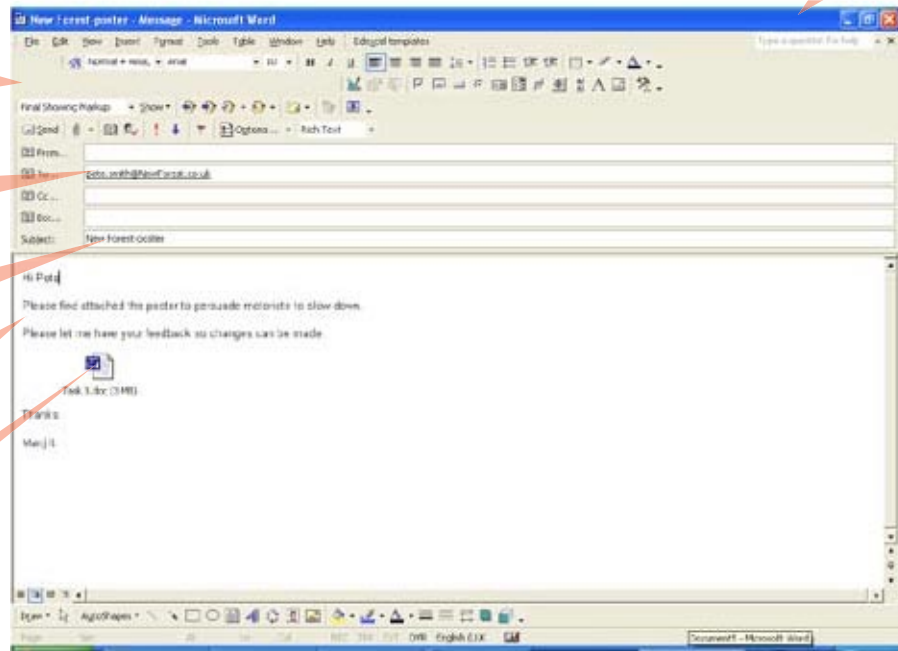
Suitable application selected.

Correct email address.

Suitable subject heading.

Suitable message.

Correct file attached.



Manjit Kaur

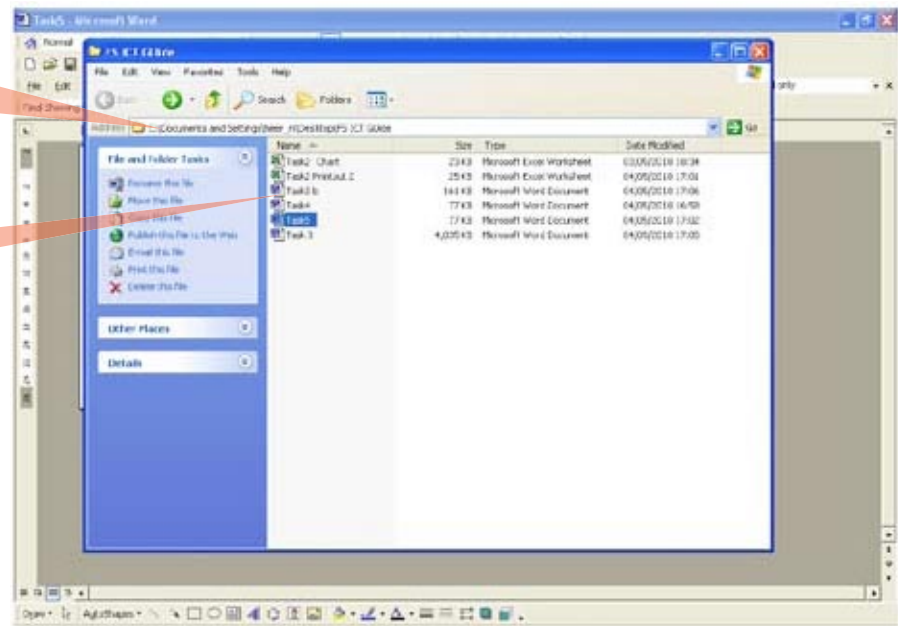
Candidate No: 123456

Centre:99999

Task 5: Screen shot of files created

File saved in folder structure.

Meaningful file names.



Manjit Kaur

Candidate No: 123456

Centre:99999

Lessons from the pilot: Level 1 candidates

The points below were highlighted in examiner reports from the pilot, and are relevant to the new assessment.

Ensure candidates understand the importance of reading instructions on the test paper and following the instructions.

Working with structured data

Candidates should be able to:

- sort all the data using both ascending and descending sorts
- hide fields not required
- widen columns so that all data can be seen
- display the outcome of searches professionally with relevant and informative titles.

Working with numerical data

Candidates should be able to:

- widen columns so that all data can be seen
- apply currency format and date format consistently
- print in both data and formula view
- display gridlines
- selectively use formatting such as borders, shading, etc, to improve the quality of their spreadsheets
- understand that =sum is a more efficient way of adding up a range of numbers than using +
- identify the correct operator for use in a formula
- know the difference between borders and gridlines
- use a simple filter to select information
- know how to select the correct information when producing a graph/chart and how to check that the graph/chart is fit for purpose by adding a correct title and axes.

Working with text

Candidates should be able to:

- understand the importance of consistency in applying text styles and sizes. Some variation will improve documents but too many variations will detract from the quality
- understand the importance of consistency of layout but also how to balance information attractively
- use spell check and proofread work
- apply formatting features to enhance text
- use layout features such as borders, etc, to improve design. However, they should be aware of not over-doing these
- format tables to improve their appearance.

Working with images

Candidates should be able to:

- size images appropriately in relation to text
- understand the importance of placing images appropriately, either to add balance or to support text
- check that images are not distorted when they are resized
- understand the importance of selecting images that are appropriate for both the audience and the purpose.

The Examiner explains

In advance of the test:

- prepare a separate user area for each candidate
- download the data files provided by Edexcel and save into each user area
- set up the network/permissions so internet access is available
- ensure a sufficient number of working printers so candidates are not held up
- read the additional guidance from Edexcel on management of the test itself and submission of candidates' work for marking.

The Examiner explains

Each paper opens with a clear familiar layout including:

- instructions candidates must follow
- information about the marks and timing for each section
- supportive advice.

All candidates should read this page carefully before they start the test.

Examiner's teaching tip

Make sure candidates are aware that they can use the internet in Section A, but not in Section B.

Write your name here	
Surname	Other names
Edexcel	Centre Number
Functional Skills	Candidate Number
Information and Communication Technology	
Level 2	
Sample Assessment Material	Paper Reference
Time: 2 hours	FST02/01
Materials required for examination: VisitorSurveyL2, CampaignTextL2, ImagesL2	Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** tasks.
- Make sure your name, candidate number and centre number is on every printout.
- At the end of the test use a treasury tag to attach your printouts to the middle pages of this booklet and hand it to your teacher.

Information

- The test is divided into **TWO** sections.
- Start with **Section A**. You are advised to spend **15 minutes** on **Section A** and **1 hour and 45 minutes** on **Section B**.
- You will need to use the internet in **Section A**. You must not use the internet in **Section B**.
- The total marks for this test is **50**.
- The marks for **each** task are shown in brackets.

Advice

- Work through the tasks in order.
- Keep an eye on the time.
- Label your printouts clearly.
- Use meaningful filenames.

Examiner's teaching tip

Go through the sample paper and mark scheme with your learners and remind them:

- to be sure to include their *name, candidate and centre number* in a footer on every printout, otherwise their work will not be marked
- that some responses are to be completed on the paper, as well as on the computer
- to keep their evidence with the paper and submit it all in the correct order, face up, at the end of the test.

S39413A

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Edexcel Functional Skills qualification in
ICT at Levels 1 and 2

Sample Assessment Materials

Background

The New Forest National Park is a popular tourist destination in the south of England. Every year 13 million people visit the New Forest. Most of them travel to the park by car.

The **'NO TO CARS!'** campaign aims to reduce the impact of cars on the environment in the New Forest by encouraging visitors to leave their cars at home and explore the forest by bicycle or on foot.

Your task is to prepare information and produce a leaflet that:

- outlines how cars damage the New Forest
- provides information about train stations in the New Forest
- promotes cycling as the best way of getting around the forest
- lists the incentives available to people who leave their cars at home.

Getting started

The **Data files** folder in your user area contains all the files you need for this test.

These files are:

- VisitorSurveyL2
- CampaignTextL2
- ImagesL2

Mark allocation

The marks for the test will be allocated as follows.

Section A	Task 1	6 marks
Section B	Task 2	15 marks
	Task 3	20 marks
	Task 4	5 marks
	Task 5	4 marks
	Total	50 marks

Complete ALL tasks.

Section B covers Tasks 2-5 in the paper.

The Examiner explains

The whole paper is set in an accessible, relevant context that helps candidates to apply their knowledge and skills with a real sense of audience and purpose. It's important for candidates to practise a test in advance, so they understand what is required of them.

Examiner's teaching tip

Talk through the focus of each task with your learners, so they know what to expect:

Task 1: using the internet to find and select information

Task 2: processing numerical data, producing graphs and charts and working with records

Task 3: producing a publication for a specified audience and purpose using information from secondary sources and information they have produced themselves

Task 4: communicating with others

Task 5: demonstrating the ability to manage information storage.

Lessons from the pilot

Whatever the task, those candidates do best who always keep the following in mind:

- functionality of the task
- fitness for purpose
- intended audience
- using software to best advantage
- never to make amendments to data provided by Edexcel unless asked to do so.

The Examiner explains

Level 2 candidates are asked to undertake a search and must evaluate and select relevant information for use later in the test. At Level 2 they will also be required to keep a record of their sources.

Examiner's teaching tip

Make sure your learners understand that **Task 1** is about using the internet to find and select information, but they only have access to the internet in Section A. They use this information to fill in some responses on the paper, and then use it in Section B.

Section A

You may use the internet for this section only.

Task 1 – Getting there and getting around

The '**NO TO CARS!**' campaign wants to encourage car-free tourism.

Use the internet to find out some information to put in your leaflet.

Find:

- a train station in the New Forest
- the cost of hiring a bicycle in the New Forest.

Save this information for use in **Section B, Task 3**.

List the websites you use to find this information.

Website name	Website address (URL)

(6)

(Total for Task 1 = 6 marks)

You must not use the internet for the rest of the test.

Section A

Question Number	Answer	Additional Guidance	Mark	Standards reference
1	Evidence of selection and use of internet browser	Evidence inferred by appropriate information having been found	1	2.1
	Evidence of use of a search engine to locate information	Evidence inferred by appropriate information having been found	1	4.1
	Evidence of use of multiple search criteria to find information efficiently	Evidence inferred by appropriate information having been found	1	4.1
	Train station identified (1) Cost/s of hiring a bicycle identified (1)	Evidence may also be inferred from information appearing in the leaflet	2	5.1
	Suitable and appropriate sources selected		1	5.1

The Examiner explains

- The focus of Section B is always working with structured records and numerical data.
- Tasks may be broken down into parts.

The Examiner explains

Level 2 candidates are expected to tackle a complex data-handling task.

Section B

You must not use the internet from this point onwards.

Task 2 – Visitor survey

Carbon dioxide (CO₂) emissions from cars harm the environment. The New Forest National Park Authority wants to reduce the damage caused to the environment by cars. If the number of visitors who use cars to get to the forest could be reduced, less damage would be done.

The **VisitorSurveyL2** file contains data from a survey. A sample of visitors to the New Forest were asked:

- How far have you travelled?
- How many times a year do you visit the New Forest?
- How did you get here?
- What incentive can we offer that would persuade you to leave your car at home?

A green, amber, red rating system was used to classify their vehicles according to how much carbon dioxide (CO₂) they produce.

Green = 0.12 kg per mile

Amber = 0.20 kg per mile

Red = 0.30 kg per mile

- (a) Open the **VisitorSurveyL2** spreadsheet.

Enter your name, candidate number and centre number in the footer.

Use the spreadsheet to calculate the total amount of carbon dioxide (CO₂) produced by cars in a year by each of the people surveyed.

(6)

- (b) Order the spreadsheet so that it ranks the people surveyed according to how much carbon dioxide (CO₂) they produce.

(2)

- (c) Calculate the average amount of carbon dioxide (CO₂) produced by a visitor in a year.

Add this to the **VisitorSurveyL2** spreadsheet.

(1)

- (d) Format the spreadsheet so that it is clear and easy to read.

(1)

Section B

Question Number	Answer	Additional Guidance	Mark	Standards reference
2 (a)	Method used to attach values to ratings, eg search and replace, look up, sort and replace (1 mark for workable method, 1 mark for correct outcome)		2	7.1
	Formula used to calculate the total amount of carbon dioxide (CO ₂) produced each year, eg =SUM(G2:G52) (1 mark for workable formula, 1 mark for correct outcome)		2	7.1
	Formula is replicated for correct cell range, ie rows 2 to 52		1	7.1
	Evidence of selection of a suitable software application that supports numerical data processing, eg spreadsheet		1	2.1
2 (b)	Records ranked according to how much CO ₂ each person is responsible for (1 mark if some inappropriate data is included in the sort, eg column headings or incentives table)		2	7.4
2 (c)	=AVERAGE(G2:G52) function used to calculate average amount of CO ₂ produced; allow other methods of reaching the result		1	7.1
2 (d)	Information is clear and easy to read, eg appropriate formatting of numerical data, column spacing, shading, borders		1	7.3

Examiner's teaching tip

Remind your learners to make sure they include their candidate details on the printout, or their work will not be marked.

Evidence

A printout of your spreadsheet showing the data.

A printout of the spreadsheet showing the formula you used.

Remember

Insert your name, candidate number and centre number on both printouts.

Resave the file.

(e) Most of the people surveyed used their car to travel to the New Forest. They were asked what incentive would persuade them to leave their car at home on their next visit to the New Forest. The choices were:

- discounts on cycle hire
- vouchers for food and drink
- reduced admission to attractions
- free transport from bus/railway stations to their holiday accommodation.

The choices are recorded in **VisitorSurveyL2**.

Produce a chart showing the popularity of each incentive.

The chart must be clear and easy to read.

(5)

Evidence

A printout of your chart.

Remember

Insert your name, candidate number and centre number on the printout.

Save the chart.

(Total for Task 2 = 15 marks)

Question Number	Answer	Additional Guidance	Mark	Standards reference
2(e)	Appropriate chart produced, eg pie, bar		1	7.2
	Correct data range selected		1	7.2
	Data labelled appropriately		1	7.2
	Meaningful title inserted, eg 'Popularity of each incentive'		1	7.2
	Titles and labels spelt correctly		1	9.2

The Examiner explains

Tasks 1 and **2** lead into **Task 3** where candidates bring together all information they have collected. In **Task 4** they show they know how to use ICT to communicate with others and in **Task 5** they show the file and folder structure they used for the tasks.

Examiner's teaching tip

The focus of **Task 3** is always producing a publication for a specified audience and purpose.

Task 3 – Persuading visitors to leave their cars at home

Produce a leaflet for the '**NO TO CARS!**' campaign. Its purpose is to persuade visitors to the New Forest to leave their cars at home.

The leaflet must include:

- information about the damage cars cause to the environment (selected from the file **CampaignTextL2**)
- a train station in the New Forest (use the information you found on the internet in **Section A, Task 1**)
- information about getting around the New Forest by bike (use the information you found on the internet in **Section A, Task 1**)
- the average amount of carbon dioxide produced by a visitor in a year (use the figure you calculated in **Section B, Task 2**)
- the most popular incentive on offer to persuade people to leave their cars at home (use the chart in **Section B, Task 2** to find this)
- appropriate images (selected from the file **ImagesL2**).

The leaflet must:

- be no more than two sides of A4
- be clear and easy to read
- be fit for purpose and suitable for visitors to the New Forest.

Enter your name, candidate number and centre number in the footer.

Save the leaflet using a meaningful file name.

Evidence

A printout of your leaflet.

Remember

Insert your name, candidate number and centre number on the printout.

(Total for Task 3 = 20 marks)

Question Number	Answer	Additional Guidance	Mark	Standards reference
3	Suitable text from data file CampaignTextL2 inserted	Text is appropriate to the final product	1	7.1
	Appropriate information found on the internet in Task 1 inserted <ul style="list-style-type: none"> • train station • bicycle hire 		2	7.1
	Average amount of CO ₂ per person inserted from Task 2		1	7.1
	Incentive chosen demonstrates that the candidate has analysed the dataset provided in Task 2 and selected the most popular incentive		1	7.4
	Suitable image or images from ImagesL2 selected and inserted		1	5.2
	Information in leaflet structured appropriately into sections (impact of cars on the environment, getting to the New Forest by car or bus, getting around the forest by cycle and bus, incentives)		1	1.1
	All images sized and proportioned appropriately		1	9.1
	All images positioned appropriately in relation to the text		1	9.1
	A range of layout techniques used to good effect, eg to produce A5 folded leaflet; A4 double sided (1 mark if layout only partially fit for purpose)		2	6.1
	Headings/sub-headings sized and positioned appropriately		1	6.1
A range of formatting techniques used to good effect, eg bullets, tables, fonts (1 mark if formatting is partially fit for purpose)		2	6.1	

Question Number	Answer	Additional Guidance	Mark	Standards reference
	Evidence that the candidate has checked the leaflet for accuracy, meaning and fitness for purpose (1 mark if there is still some room for improvement)		2	9.1
	Evidence of selection of a suitable software application to produce the leaflet	Evidence on printout of Task 5 showing file type, eg DOC, PUB	1	2.1
	The leaflet demonstrates a good sense of audience and purpose, indicating that the candidate has reviewed and refined the publication during its production (1 mark if SoAP is limited)		2	10.1
	Candidate has used interface features and systems facilities to produce the leaflet	Inferred from final product	1	2.2



Examiner's teaching tip

The focus for **Task 4** is communicating with others. Explain to candidates that it will not be possible for them to actually send the email. They need to prepare the email for sending, and provide evidence in the screen shot that they have met all requirements.

The Examiner explains

Occasionally, candidates will be expected to answer a question on the paper designed to test their knowledge.

Task 4 – Email your leaflet

Phil Smith works for the New Forest National Park Authority. He wants to see a copy of your leaflet.

- (a) Prepare a brief email, attaching a copy of your leaflet, to Phil.

His email address is: PSmith@NPA.com

Copy Paul Evans, the **'NO TO CARS!'** campaign manager, into the email.

His email address is: paul.evans@notocars.com

Produce a screen shot showing the email you have prepared.

(3)

Evidence

A printout of your screen shot showing your email. Make sure it shows the email addresses, the message, and the attachment.

Remember

Insert your name, candidate number and centre number on the printout.

- (b) Phil and Paul want to work with you to improve the leaflet.

Describe one way of using the internet to work collaboratively with other people.

(2)

.....

.....

(Total for Task 4 = 5 marks)

Question Number	Answer	Additional Guidance	Mark	Standards reference
4 (a)	Email has suitable subject line and message, eg message reads 'Please find attached a copy of the NO TO CARS! leaflet'		1	8.1
	Paul Evans copied in		1	8.1
	Evidence of selection of a suitable software application for sending an email		1	2.5
4 (b)	Any suitable method and description, eg <ul style="list-style-type: none"> • storing files online would facilitate shared controlled access (1,1) • using web-based software such as Google Apps, would allow everyone to work together at the same time on the leaflet (1,1) 		2	8.2

Examiner's teaching tip

The focus for **Task 5** is demonstrating the ability to manage information storage. Tell your learners to make sure they choose a view for the screen shot that shows this, as marks can only be awarded if the evidence is shown. The examiner will be checking to see if their file and folder names make sense.

The Examiner explains

Learners are expected to be able to manage files, folders and other media storage to enable efficient information retrieval. Compressing files facilitates their transmission by email.

Task 5 – Organise your work

Make sure that you have saved all the files you have created.

- (a) Use a compression technique to 'zip up' all the files you have produced during this test. (1)
- (b) Produce a screen shot showing the way you have saved and stored your files using meaningful file names. (1)
- (c) Give **two** reasons for compressing files. (2)

1

2

Evidence

A printout of your screen shot showing the files you have created and where they are stored.

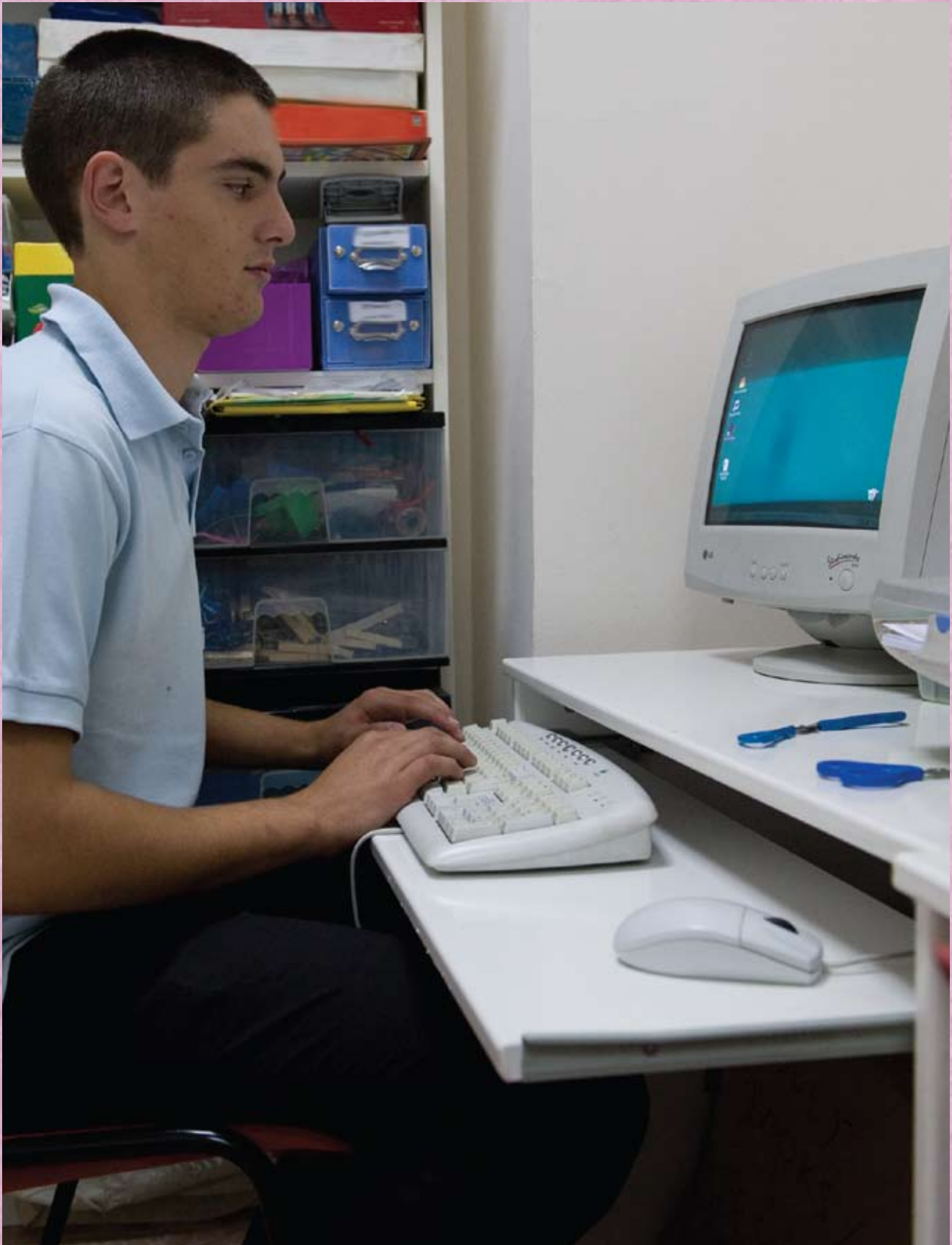
Remember

Insert your name, candidate number and centre number on the printout.

(Total for Task 5 = 4 marks)

TOTAL FOR PAPER = 50 MARKS

Question Number	Answer	Additional Guidance	Mark	Standards reference
5 (a)	Zipped file/folder produced		1	3.1
5 (b)	Files saved in a folder structure using meaningful file names that facilitate efficient information retrieval		1	3.1
5 (c)	One mark for each valid reason, eg reducing file sizes, adding file security, easier to email, keeps files organised, single source for all files, reduce time when transferring files, compatible		2	3.1



Example of responses at Level 2: Pass

Annotated examples of responses to Level 2 tasks on pages 45-59 are shown on the following pages 61-70.

Task 1: Internet research

Task 1 – Getting there and getting around

The '**NO TO CARS!**' campaign wants to encourage car-free tourism.

Use the internet to find out some information to put in your leaflet.

Find:

- a train station in the New Forest
- the cost of hiring a bicycle in the New Forest.

Save this information for use in **Section B, Task 3**.

List the websites you use to find this information.

Website name	Website address (URL)
The New Forest	www.thenewforest.co.uk/green_forest/gettingthere.html
AA Bike Hire Lyndhurst	www.aabikehirenewforest.co.uk
New Forest Activities	www.thenewforestactivities.co.uk

Evidence found in the leaflet, **Task 3**. No other evidence required. (See page 66).

Suitable and appropriate sources selected.

Task 2: Spreadsheet survey data

Information is clear and easy to read.

Records ranked according to how much CO₂ each person is responsible for.

Survey data

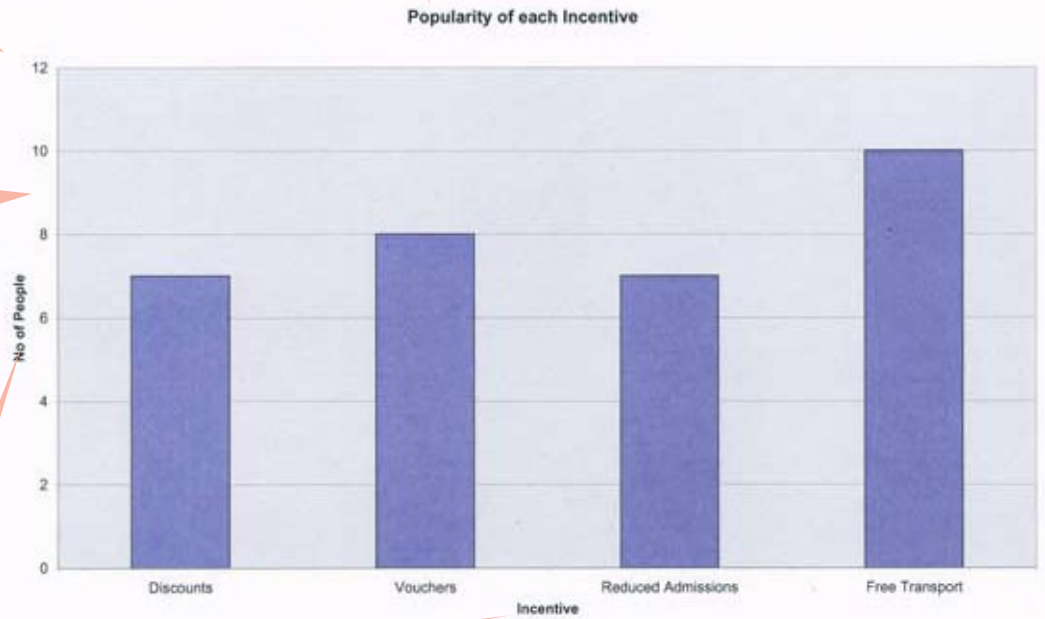
A	B	C	D	E	F	G	H	I	J	K	L
visitor ID	Miles travelled per week	Waste per Year	Transport	Emission category	Incentives	Rating	Total amount of CO ₂ produced		Rating		
1	20	370	3	Car	red	Free transport	9.2	240	Green		9.12
2	5	90	10	Car	amber	Free transport	9.2	190	Amber		9.2
3	11	230	4	Car	amber	Vouchers	9.2	190	Red		9.3
4	23	340	3	Car	amber	Vouchers	9.2	130			
5	41	390	1	Company van	red		9.2	116.7			
6	4	130	7	Motorbike	green		9.12	114.24	Event as of visitors		
7	2	50	10	Car	amber	Free transport	9.2	112		91	
8	16	180	3	Car	amber	Free transport	9.2	100			
9	40	340	1	Car	red	Free transport	9.2	103.3			
10	14	160	3	Car	red	Discounts	9.2	97.2			
11	20	370	2	Car	green	Free transport	9.12	90.96	Discounts		7
12	47	440	1	Car	amber	Free transport	9.2	80	Vouchers		9
13	26	290	1	Company van	red		9.2	87	Reduced Admissions		7
14	21	270	2	Company van	amber		9.2	80	Free Transport		10
15	9	172	4	Company van	green		9.12	63.36			
16	51	410	1	Car	amber	Reduced Admissions	9.2	62			
17	18	90	1	Car	red	Free transport	9.2	64			
18	36	160	2	Company van	amber		9.2	72.8			
19	27	170	2	Company van	amber		9.2	70.4			
20	28	280	2	Motorbike	green		9.12	68.12			
21	24	270	1	Company van	red		9.2	65.7			
22	28	320	1	Company van	amber		9.2	65.8			
23	25	160	2	Car	amber	Free transport	9.2	60.2			
24	38	320	1	Company van	amber		9.2	60.2			
25	37	297	1	Company van	amber		9.2	58.4			
26	2	40	10	Car	green	Free transport	9.12	28.8			
27	20	190	2	Company van	amber		9.2	28.8			
28	9	120	4	Car	green	Discounts	9.12	37.8			
29	9	77	6	Car	green	Vouchers	9.12	35.44			
30	16	160	3	Company van	green		9.12	34.72			
31	42	160	1	Car	red	Reduced Admissions	9.2	34.3			
32	7	74	6	Car	green	Vouchers	9.12	33.28			
33	40	260	1	Company van	amber		9.2	32			
34	40	250	1	Car	amber	Discounts	9.2	30			
35	32	91	2	Car	red	Reduced Admissions	9.2	48.8			
36	17	127	3	Car	green	Discounts	9.12	40.72			
37	44	100	1	Car	red	Reduced Admissions	9.2	41.7			
38	70	67	2	Car	amber	Reduced Admissions	9.2	40.2			
39	31	90	3	Car	amber		9.2	38.2			
40	48	371	1	Motorbike	green		9.12	37.32			
41	16	60	3	Car	amber	Reduced Admissions	9.2	37.2			
42	20	370	1	Company van	green		9.12	37.2			
43	12	75	4	Company van	green		9.12	36			
44	42	370	1	Car	green	Discounts	9.12	33.12			
45	9	45	6	Motorbike	green		9.12	32.4			
46	22	154	2	Car	green	Discounts	9.12	32.16			
47	24	73	2	Car	amber	Vouchers	9.2	30			
48	40	60	1	Car	red	Vouchers	9.2	29.2			
49	21	68	3	Car	green	Reduced Admissions	9.12	28.48			
50	10	48	4	Car	green	Vouchers	9.12	28.04			
51	30	64	1	Car	amber	Vouchers	9.2	22.8			
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Task 2: Spreadsheet data – bar chart

Meaningful title.

Correct data range selected.

Appropriate chart produced.



Titles and axis labels spelled correctly.

Task 3: Leaflet – page 1

No to Cars! Campaign

A range of techniques used to good effect.

Travelling to the New Forest?

Headings sized and positioned appropriately.

Leave your car at home...

and benefit from **FREE Transport** from the train station

Most popular incentive selected from **Task 2**.

The NO TO CARS! Campaign aims to reduce the number of cars in the New Forest

Appropriate text selected from the data file.

Task 3: Leaflet – page 2

Getting round in the New Forest...by Bike

With an extensive choice of routes across the forest you are in for a real treat!

How much will it cost to hire a bike?

Half day (4hrs, AM or PM) - £10 per bike
Full day (8hrs) - £18 per bike

Appropriate information inserted from the research in **Task 1**.

Bike Hire includes the hire of helmets and a rucksack containing a bike pump, bike lock, puncture repair kit, bike tool and spare inner tubes

For further information please visit:
<http://www.newforestactivities.co.uk>

Task 3: Leaflet – page 3

The New Forest Tour Bus

The New Forest Tour Bus is a great way of getting around the forest. The bus runs every day throughout the summer from Saturday 19th June until Sunday 12th September.

The New Forest Tour Bus takes up to 5 bikes.



Suitable images selected, positioned, sized and proportioned.

How much will it cost?

Adult: £9.00
 Child (aged 5-15 years): £4.50 (children under 5 years old travel free)
 5 people travelling together £22.50
 Senior Citizens travel free providing they have a bus pass.

Where can I buy tickets from?

Tickets can be purchased:

- online
- at the Visitor Information Centres
- on board the bus

Appropriate text selected from the data file.

Task 3: Leaflet – page 4

Can I get there
by train?

Appropriate information
selected from the research in
Task 1.

Suitable images selected,
sized and positioned.

You could travel by train
to one of the following
stations

- Beaulieu Road
 - Brockenhurst
 - Sway
- ...and **benefit** from the
free transport to the New
Forest

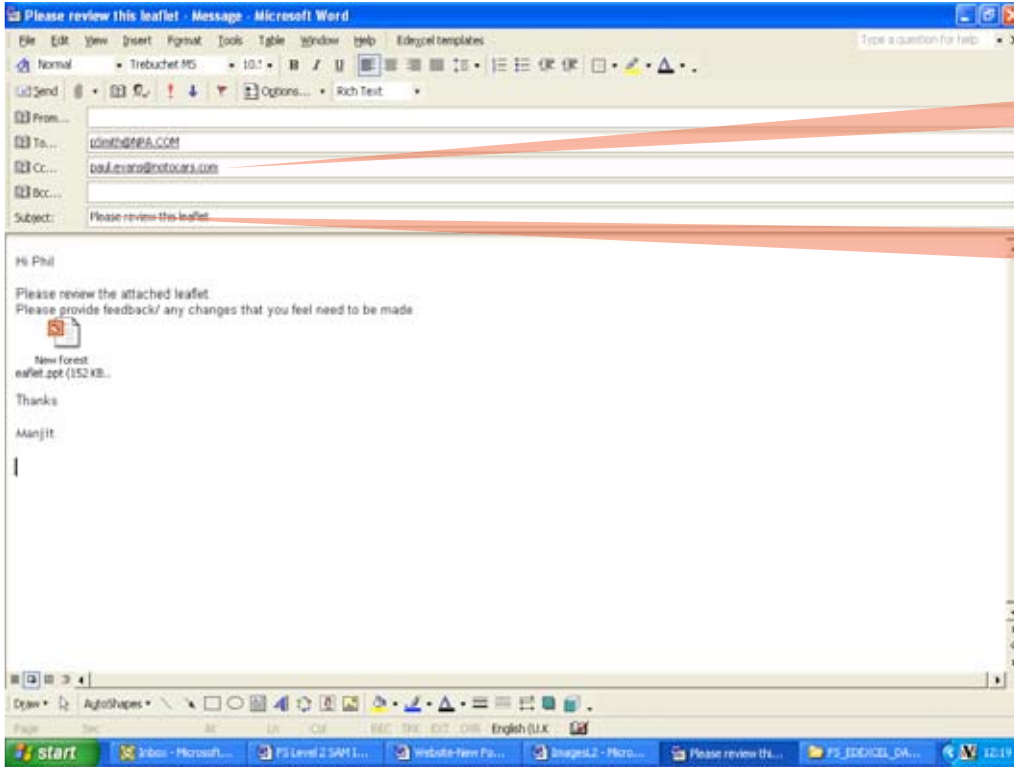
Average amount CO₂ per
person selected from **Task 2.**

Did you know
...on average
each visitor
produces 70g/km
CO₂!

For further information on using
public transport please visit the
website:
<http://www.thenewforest.co.uk>

Task 4: Email screen shot

Task 4

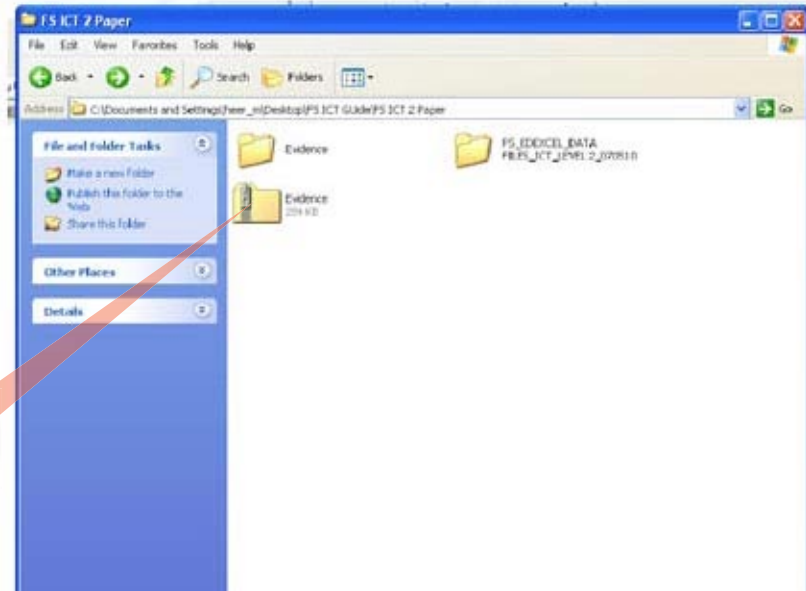


Paul Evans copied in.

Suitable subject line.

Task 5a and 5b: Screen shot showing folder structure

Task 5a

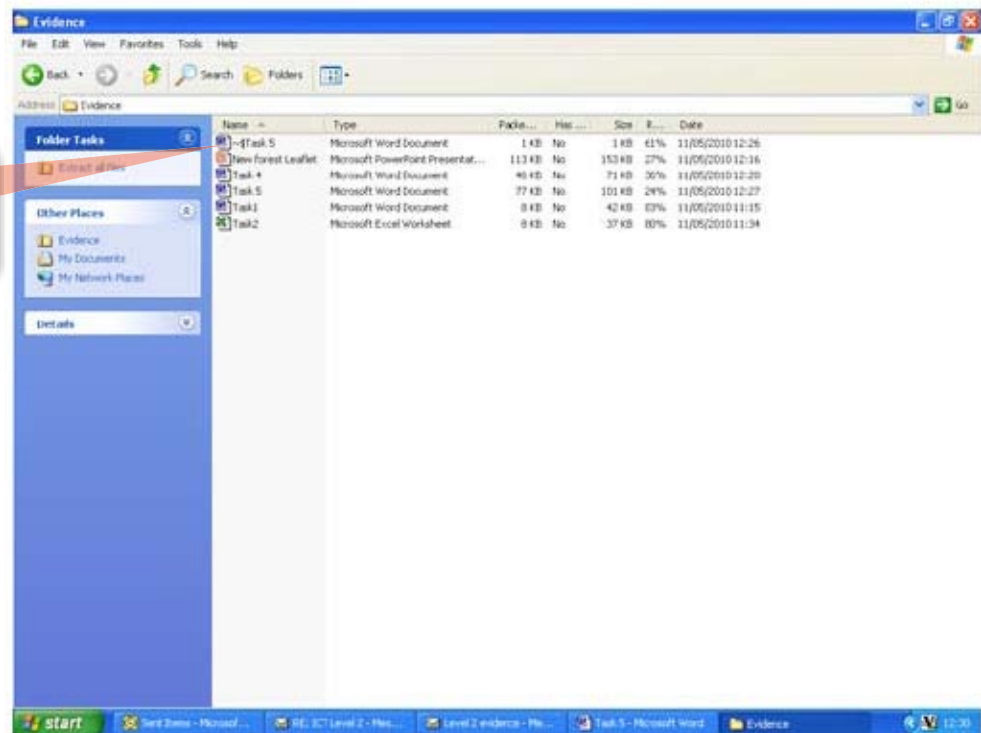


Manjit Kaur

Candidate no:123456

Centre No:99999

Task 5b



Manjit Kaur

Candidate no: 123456

Centre: 99999

Lessons from the pilot: Level 2 candidates

The points below were highlighted in examiner reports from the pilot, and are relevant to the new assessment.

Ensure candidates understand the importance of reading instructions on the test paper and following the instructions.

Working with structured data

Candidates should be able to:

- sort all the data using both ascending and descending sorts
- hide fields not required
- widen columns so that all data can be seen
- display the outcome of searches professionally with relevant and informative titles.

Working with numerical data

Candidates should be able to:

- widen columns so that all data can be seen
- apply currency format and date format consistently
- print in both data and formula view
- display gridlines and row/column headings
- use formatting such as borders, shading, etc, to improve quality of spreadsheets
- understand that =sum is only used for adding up a range of cells and should not be used in all instances
- make effective use of absolute cell references or named cells
- use other commonly used functions such as =count.

Working with text

Candidates should be able to:

- apply text styles and sizes consistently. Some variation will improve documents but too many variations will detract from the quality
- achieve a consistent layout that also balances information attractively
- proof read their work as well as using spell check
- improve their design (without going overboard) by using layout features such as text wrap, borders, etc
- use a variety of table functions such as merge, split, shading, etc.

Working with images

Candidates should be able to:

- size images appropriately in relation to text
- place images appropriately, either to add balance or to support text
- choose images that are appropriate for both the audience and the purpose.

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