Functional skills ICT Level 1 and 2: Amplification of the standards

Functional skills ICT Level 1 and 2: Amplification of the standards is intended to give clarification to the existing Specification for functional skills (FS) ICT at levels 1 and 2.

This document should be used in consultation with the Specification for Level 1 and 2 Functional Skills Information and Communication Technology (ICT). Information on FS ICT can be found at www.edexcel.com/fsict.

It is not an exhaustive list and any examples given are not guaranteed to be included in any future tests. In the grids below, you will find additional amplification of the coverage and range of selected Skills Standards from the specification – not all have been covered. Where there is no amplification, the Skills Standard and Coverage and Range have still been listed for orientation purposes, and are italicised.

Level 1

Skills Standard	*Coverage and Range*	*Additional Amplification of the Coverage and Range:*
Using ICT		
1. identify the ICT requirements of a straightforward task	**1.1.** use ICT to plan and organise work	**1.1** • Not assessed overtly. • Learners need to show that they can assess the task and put together the required elements in a functional format that is fit for the intended purpose. For example, use elements found in Task 1 and calculated in Task 2, as well as selected elements from the given data files, to create a simple but effective poster or newsletter that gets across the intended message. • Learners should be able to recognise that some outputs will change according to the intended audience and purpose.
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	**2.1** • Learners need to be able to differentiate between different types of software so they can choose between an internet browser, email, spreadsheet, word processing and graphics. For example, they need to select suitable software that will allow them to create a functional product, such as a spreadsheet. • They are expected to select suitable software to enable them to prepare

Skills Standard	*Coverage and Range*	*Additional Amplification of the Coverage and Range:*
		an email offline. • Further, in Task 3, the challenge is to use either a word processing, desktop publishing or presentation package that is appropriate to the task and required outcome. For example, a poster/flyer or newsletter could be either word-processed or created using a desktop publishing application. However, a presentation would require the relevant presentation software available to the learner.
	2.2. select and use interface features effectively to meet needs	**2.2** • Within each software application there will be a range of features that can be used effectively to enhance the finished product and make it fit for audience and purpose. • Learners should be able to use a range of these features so that evidence prepared is functional and they are able to demonstrate a range of skills showing this. For example, they might use formatting and alignment; or change pages from portrait to landscape adjusting margins.
	2.3. adjust system settings as appropriate to individual needs	**2.3** • This standard is one that is tested by a direct question; for example, a mouse click is not functioning what should be done or the sound on a video is not working, why might this be the case? • Other questions could include problems such as language settings or updating time and date. Learners are not required to make changes to settings in the test, but they need to know how these might be adjusted within an ICT system.
3. *manage information storage*	***3.1.*** *work with files, folders and other media to access, organise, store, label and retrieve information*	***3.1*** *No additional amplification.*
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*	***4.1 & 4.2*** *No additional amplification.*

Skills Standard	*Coverage and Range*	*Additional Amplification of the Coverage and Range:*
Finding and selecting information		
5. use search techniques to locate and select relevant information	**5.1.** search engines, queries	**5.1** • Learners are expected to use search engines effectively with accurate criteria to obtain information relevant to the task. They should produce evidence that shows the search engine and the key words used in the criteria clearly.
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*	***6.1*** *No additional amplification.*
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*	***7.1*** *No additional amplification.*
8. Use appropriate software to meet requirements of a straightforward data-handling task	**8.1.** Process numerical data	**8.1** • Learners should be able to use a spreadsheet to calculate outcomes from given numerical data. • They should make effective use of a range of formulae that use a single operator such as +, -, x and ÷to produce functional outcomes that can be used in a range of products. • They should know how to create an efficient formula using a simple function, eg use of =SUM and a cell range rather than adding a long string of cells together. Learners should be able to process both given and calculated data. They should be able to produce a formula view that displays these skills. • In addition, they should be able to format their data view to remove truncation of data which limits the functionality of the spreadsheet.

Skills Standard	*Coverage and Range*	*Additional Amplification of the Coverage and Range:*
	8.2. Display numerical data in a graphical format	**8.2** • Learners need to know the differences between and appropriate use of bar, pie and line graphs/charts. They need to be able to select the correct range of values. They should be able to format these using legends, titles and axis labels to make it clear what the graph shows.
	8.3. Use field names and data types to organise information	**8.3** • They should be able to recognise and change cell formats to reflect data types, eg number to a given number of decimal places (dp), currency, percentage.
	8.4. enter, search, sort and edit records	**8.4** • They are expected to be able to enter or edit given data in to a spreadsheet accurately. • Learners should be able to search spreadsheets of both given and calculated data using an effective filter to extract relevant data. They need to be able to sort given and calculated data into ascending or descending order, ensuring that all data is sorted and not just a single column.
***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*	***9.1 & 9.2*** *No additional amplification.*
***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*	***10.1 & 10.2*** *No additional amplification.*
***11.** evaluate own use of ICT tools*	***11.1.** at each stage of a task and at the task's completion*	***11.1*** *No additional amplification.*

Level 2

Skills Standard	*Coverage and Range*	*Additional Amplification of the 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	**1.1** • This standard is not tested overtly. • At Level 2, learners are expected to produce outcomes that show they appreciate that a document should be functional and fit for audience and purpose. They should be able to collate and assemble a range of elements from Task 1 and 2 as well as the given datafiles. They should take account of the intended use of the product, which should be accurate. • They should be able to follow the test instructions so they include relevant data, which is organised and works well together. • It will be implicit in the quality of the finished product that there has been some planning.
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	**2.1** • Learners need to select suitable software that will allow them to create a functional product, eg a spreadsheet, newsletter, leaflet or report. • They are expected to select suitable software to enable them to prepare an email offline. • Further, the challenge is to use either a word processing, desktop publishing or presentation package that is appropriate to the task and required outcome. For example, a poster/flyer or newsletter could be either word-processed or created using a desktop publishing application. • However, a presentation would require the relevant presentation software available to the learner.
	2.2. select and use a range of interface features and system facilities effectively to meet needs	**2.2** • Within each software application there will be a range of features that can be used effectively to enhance the finished product and make it fit for audience and purpose. Learners should be able to use a range of these features so that evidence prepared is functional and they are able to demonstrate e range of skills showing this. For example, they might use

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		formatting and alignment; or change pages from portrait to landscape adjusting margins. • Spreadsheets should be legible when printed in formula view, necessitating the adjustment of page settings.
	2.3. select and adjust system settings as appropriate to individual needs **2.4.** respond to ICT problems and take Appropriate action	**2.3/2.4** • This standard is one that is tested by a direct question; for example, a mouse click is not functioning what should be done or the sound on a video is not working, why might this be the case? • A further example may be to troubleshoot why a document has not printed. • At Level 2, learners are expected to be able to give a reason why and offer a possible solution as well as identifying the problem. • At Level 2, problems might include a wider range of issues – a link that does not work, a website that does not load. Learners should be aware of the wide range of problems that can occur and although they will not be given a practical problem to solve, they should be able to provide a written answer.
	2.5. understand the danger of computer viruses and how to minimise risk	**2.5** • This standard is tested by direct questions that learners are expected to answer. They should show that they understand the risks associated with viruses and how these might be reduced, eg not opening attachments from unsolicited emails or downloading from untrustworthy websites. • At Level 1, they might refer to anti-virus software, but at Level 2 they are expected to be able to explain that the anti-virus software needs to be installed and regularly updated.
3. *manage information storage to enable efficient retrieval*	***3.1.*** *manage files, folders and other media storage to enable efficient information retrieval*	***3.1*** *No additional amplification.*

Skills Standard	*Coverage and Range*	*Additional Amplification of the Coverage and Range:*
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*	***4.1*** *No additional amplification.*
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*	***5.1 & 5.2*** *No additional amplification.*
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*	***6.1*** *No additional amplification.*
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	**7.1** • Learners should be able to use a spreadsheet to analyse and calculate outcomes from given numerical data. • They should make effective use of a range of formulae that use +, -, x and ÷ to produce functional outcomes that can be used in a range of products. • They should use a range of functions effectively: =SUM, +IF, =VLOOKUP to process given and calculated data. • They should be able to replicate more complex formulae and functions by using absolute and relative cell referencing. **7.2** • Learners need to know the differences and appropriate use of bar, pie and line graphs/charts. They should be able to format these using legends, titles and axis labels. • They should be able to save charts/graphs as separate worksheets and

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		insert them into products created within Task 3.
	7.3. use appropriate field names and data types to organise information	**7.3** • Learners should recognise and take account of the data they are manipulating and change cell formats to reflect data types, eg number to a given number of decimal places (dp), currency, percentage.
	7.4. analyse and draw conclusions from a data set by searching, sorting and editing records	**7.4** • Learners should be able to enter or edit given data in to a spreadsheet accurately. • They should be able to search spreadsheets of both given and calculated data using an effective filter to extract relevant data. These searches may use multiple criteria. • They should know how to sort given and calculated data into ascending or descending order, ensuring that all data is sorted and not just a single column.
8. use communications software to meet requirements of a complex task	**8.1**. organise electronic messages, attachments and contacts	**8.1** • This standard may be tested overtly by asking questions about how messages, attachments and contacts might be organised. • At Level 2, learners are expected to know about folders, importance, when to use CC or BCC. • They need to be able to produce a functional message that includes a correct email address, relevant subject, attachment and appropriate content, including a sensible salutation. • Learners are expected to adopt a business-like tone which means that they should not be using 'Hi' or text speak. • They should know how to check their messages for spelling and grammar.
	8.2. use collaborative tools appropriately	**8.2** • Learners are expected to know that there are a range of collaborative tools that can be used to share documents in real time. • They should be able to give examples of this and why it is appropriate, identifying that it allows a number of people to work on the same

Skills Standard	*Coverage and Range*	*Additional Amplification of the Coverage and Range:*
		document at the same time.
	***8.3.** understand the need to stay safe and to respect others when using ICT-based communication*	***8.3*** *No additional amplification.*
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	**9.1** • Learners are expected to be familiar with a range of documents and the conventions associated with their layout. • They should know what makes a document functional and fit for audience and purpose. • They should be familiar with layouts for posters, flyers, newsletters, fact sheets, leaflets, letters, minutes, reports and presentations. • Learners are expected to be able to check that their document is fit for purpose by using spell and grammar check and proofreading prior to submission. • In addition, they should follow any guidance that is given within the question paper. • Learners are advised to read the data files carefully, since the content will often indicate issues that they should address when organising their response.
	***9.2.** work accurately and check accuracy, using software facilities where appropriate*	***9.2*** *No additional amplification.*
***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*	***10.1*** *No additional amplification.*