

September 2024



Introduction

The purpose of this report is to support centres in the teaching and delivery of these qualifications and ensure learners are fully prepared for the assessments. The feedback is to reflect on the learner's performance in Pearson's Digital Functional Skills Entry 3 assessment during 2023-2024.

The report will highlight the areas of the assessment that learners have shown evidence of proving more challenging and how to best support the learners in these areas.

General Feedback to Centres

- At both Entry 3 and Level 1, learners should be able to produce clear and legible screenshots that show all the evidence required – these should be inserted into relevant documents as directed.
- Learners should be reminded as part of the assessment preparation that a copy of the completed HTML form should be saved in their own evidence folder.

[Note: centre set up may affect the initial location of the completed HTML so this should be checked prior to any assessment.]

Level 1 | Task A

- Learners should use the Evidence document to paste their screenshots.
- Screenshots must show clearly the keywords used in the search in the search engine criteria box. Note: the keywords are always in the task.
- The website entered in the table should not be a search engine but the actual URL of the website used to find the information.
- Learners should check the criteria to make sure they enter the correct information in the table.
- Screenshot(s) for the email task should be clear to read and show the required evidence.
- Learners should be able to use the range of email software features listed in the specification.
- Learners should be able to insert a given email address accurately, a relevant subject, add a relevant message and include a suitable greeting and close to their message.

Level 1 | Task B

- Learners should be able to edit text; copy and insert given text accurately in the correct location and format values.
- Learners should be able to carry out a range of formatting listed in the specification as directed.
- Learners should be able to apply specific formatting to text and images.

Level 1 | Task C

- Learners should be familiar with spreadsheet software features listed in the specification.
- Learners should be able to format the cells and the contents of the cells.
- Learners should be aware of syntax conventions when using functions. For example: =SUM(B1:B10), =SUM(B1:H1), =AVERAGE(C5:C11), =AVERAGE(C5:G5).
- Learners should be aware that =SUM() is not required for simple calculations where the value in one cell is added to, subtracted from, multiplied by or divided by the value in another. For example: =A3+B3, =A3-B3, =A3*B3, =A3/B3
- Learners should be able to replicate formulae and functions to relevant cells.
- Learners should be able to carry out a sort on a single column and maintain the integrity of the data values for all data in the table.
- Learners should be able to create a chart using the correct data; add a suitable title, relevant axis labels or legend for a pie chart as well as displaying data values as directed.

Level 1 | Task D

- Learners should be able to copy and insert accurately, both spelling and case, the given information into the relevant fields on the form.
- Learners should be able to browse for and locate a specific image within their evidence folder and attach it to the form.
- See note above about the completed form.

Level 1 | Task E

- Learners should be familiar with folder hierarchy conventions.
- Learners should create folders and name them accurately (spelling and case) as given in the task.
- Learners should be able to create files and given them suitable filenames which reflect the file content.
- Information found should be checked for relevance to the task criteria.

