

ICT Skills for Life

Entry Level

Certificate

tutor's handbook

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INTRODUCTION

The OCR Entry Level Certificate in ICT Skills for Life is part of the OCR basic skills suite of qualifications. The qualifications in this suite include Adult Literacy and Adult Numeracy. These qualifications are all based on the basic skills national standards that can be found on the QCA website at www.qca.org.uk/qualifications.

Qualification Title	QCA Accreditation Number	OCR Code
OCR Entry Level Certificate in ICT Skills for Life	100/5273/2	05556

The OCR Entry Level Certificate in ICT Skills for Life provides a practical introduction for those who are new to using ICT. Appropriate for post-14 learners, the qualification has been designed to offer an active approach to learning and assessment.

The content of the qualification is based on, and fully covers, the requirements of the national standards for ICT Skills for Life at Entry Level. The unit-based structure allows candidates to work towards individual units as stepping stones towards the full qualification.

Each unit is assessed through the use of an OCR-set model assignment. The model assignment is provided as a template to enable tutors to introduce a context or topic to the assignment that makes it more meaningful for the candidate.

This flexible method of assessment provides candidates with the opportunity to produce evidence that can also be used towards the OCR Entry Level Certificate in Adult Literacy or Adult Numeracy.

All units are centre assessed to enable tutors to provide feedback to their candidates and give them the opportunity to complete any Assessment Objective that has been missed.

Certification is available at Entry 1, Entry 2 and Entry 3. Candidates can be entered for a full or unit certificate at the level most appropriate to their individual needs and skills.

Tutor's Handbook

This Tutor's Handbook provides information for centre staff involved in the planning, delivery, assessment and moderation of the qualification.

It is important that all centre staff involved in the planning, delivery, assessment and moderation of this qualification understand the requirements laid down in this Tutor's Handbook. Centres should therefore ensure that all staff have access to this publication.

A copy of this Tutor's Handbook is provided free to all centres on centre approval. Further copies are available for downloading from our website www.ocr.org.uk or, where preferred, centres may purchase additional copies from OCR Publications (0870 7706622).

Documentation updates

The information provided in this handbook was correct at the time of print. Occasionally OCR may update this information. Please refer to the updates section of the relevant qualification on our website www.ocr.org.uk for details regarding amendments made to this handbook. For convenience, the latest version of this handbook is available to download from the OCR website.

Administration arrangements for these qualifications

A separate publication, the OCR Administrative Guide to Basic Skills (code A851), provides full details of the administration arrangements for these qualifications. It is issued free on centre approval and is available on the OCR website.

If centre staff have queries

This Tutor's Handbook and the OCR Administrative Guide to Basic Skills contain all the information needed to deliver, assess, moderate and administer these qualifications. If centre staff have any queries about these qualifications that are not answered in these publications, they should refer to the section **Further Support and Information**.

GENERAL INFORMATION

Qualification profile

Titles	OCR Entry Level Certificate in ICT Skills for Life															
OCR code	05556															
Levels	This qualification is accredited on to the National Qualifications Framework (NQF) at Entry Level 1, Entry Level 2 and Entry Level 3.															
Qualification Accreditation Number (QAN)	100/5273/2															
Candidate profile	This qualification is suitable for post-14 learners who are new to using ICT and wish to develop their confidence and skills in using ICT in practical situations. Candidates entered for this qualification are likely to be following a course of study based on the national standards for ICT Skills for Life at Entry Level.															
Entry requirements	There are no formal entry requirements for this qualification. Candidates can be entered at the level appropriate to their skills. Both single unit and full qualification entry is available.															
Qualification structure	<p>The qualification is available at each of the three levels of Entry Level. The qualification has one unit at Entry 1, three units at Entry 2 and three units at Entry 3. The unit titles and unit QANs are listed below.</p> <table> <tr> <td>Entry 1 Using ICT systems</td> <td>K/103/2323</td> </tr> <tr> <td>Entry 2 Displaying information using ICT</td> <td>M/103/2324</td> </tr> <tr> <td>Entry 2 Using ICT to find information</td> <td>T/103/2325</td> </tr> <tr> <td>Entry 2 Communicating information using ICT</td> <td>A/103/2326</td> </tr> <tr> <td>Entry 3 Displaying information using ICT</td> <td>F/103/2327</td> </tr> <tr> <td>Entry 3 Using ICT to find information</td> <td>J/103/2328</td> </tr> <tr> <td>Entry 3 Communicating information using ICT</td> <td>L/103/2329</td> </tr> </table>		Entry 1 Using ICT systems	K/103/2323	Entry 2 Displaying information using ICT	M/103/2324	Entry 2 Using ICT to find information	T/103/2325	Entry 2 Communicating information using ICT	A/103/2326	Entry 3 Displaying information using ICT	F/103/2327	Entry 3 Using ICT to find information	J/103/2328	Entry 3 Communicating information using ICT	L/103/2329
Entry 1 Using ICT systems	K/103/2323															
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Entry 2 Communicating information using ICT	A/103/2326															
Entry 3 Displaying information using ICT	F/103/2327															
Entry 3 Using ICT to find information	J/103/2328															
Entry 3 Communicating information using ICT	L/103/2329															
Assessment	OCR-set model assignment templates are provided for all units. The templates allow tutors to provide the context or topic for each task in the unit. All units are centre assessed and OCR moderated.															
Certification	Candidates achieving the required number of units (1 unit at Entry 1, or, 3 units at Entry 2, or, 3 units at Entry 3) will be awarded the full OCR Entry Level Certificate in ICT Skills for Life. Unit certificates will be awarded for each unit achieved. The certificates will include the level achieved.															
Funding	This qualification is accredited onto the NQF and, as such, is eligible for public funding. When seeking public funding, centres will need to provide the Qualification Accreditation Number (QAN) as shown above.															
National standards	The content of this qualification meets the requirements of the national standards for ICT Skills for Life at Entry Level 1, 2 and 3.															
Last entry dates*	31 August 2010	Revised date:														
Last certification dates*	31 August 2012	Revised date:														

*OCR will inform centres of changes to these dates. All centre records must be updated accordingly.

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GENERAL INFORMATION

Target market

This qualification is suitable for post-14 learners who are new to using ICT and wish to develop their confidence and skills in using ICT in practical situations. Candidates entered for this qualification are likely to be following a course of study based on the national standards for ICT Skills for Life at Entry Level.

Qualification aims

- 1 To develop candidates' practical skills in using common software applications for a purpose.
- 2 To develop candidates' ability to operate ICT equipment correctly and safely.
- 3 To develop candidates' confidence in the use of ICT.
- 4 To encourage progression by assisting in the development of the skills and knowledge that learners will need in order to undertake further study.
- 5 At Entry 1 candidates will be able to recognise and use ICT in familiar contexts to obtain and enter information, selecting from a limited range of options to achieve a purpose.
- 6 At Entry 2 candidates will be able to use ICT in familiar contexts, following short sequences of steps, to find, produce and communicate information to achieve a purpose.
- 7 At Entry 3 candidates will be able to apply ICT skills to meet needs and to communicate information, in familiar contexts. They will select and bring together relevant information from different sources to achieve a purpose.

Entry requirements

This qualification has been designed to be accessible to learners who are entirely new to using ICT and therefore no prior experience or knowledge of ICT is required.

In order to achieve this qualification, candidates must be able to meet all of the assessment requirements at their chosen level. No barriers to access are introduced through minimum entry requirements.

The qualification is available at Entry 1, Entry 2 and Entry 3. Candidates can enter at the level appropriate to their needs and skills.

Entry restrictions

There are no restrictions on entry to this qualification. Candidates can enter at any level of the qualification.

Progression opportunities

The OCR Entry Level Certificate in ICT Skills for Life has been designed to recognise candidates' knowledge, understanding and practical skills in using ICT in everyday contexts. Those candidates who are successful in achieving this qualification at Entry 3, will be able to progress to the OCR Level 1 Key Skill in ICT or the OCR Level 1 Certificate for IT Users.

For those candidates who wish to broaden their achievements at this level and for whom progression will be horizontal rather than vertical, OCR also provides accreditation at Entry Level in a range of general and vocational skill areas. These include Adult Numeracy, Adult Literacy, Preparation for Employment, Job-seeking Skills, Learning Skills, Citizenship and vocational skill areas including Retail, Leisure and Tourism, Catering, Hairdressing, Office Practice and Manufacturing.

Supporting candidates

To assist centres in their support of candidates, model assignment templates have been provided for each unit to enable centres to design practice and assessment material that meet their candidates' needs and interests. The templates meet the full assessment objectives for each unit.

Sample assignments and sample evidence are provided to illustrate how the templates can be adapted and the type of evidence that can be produced.

Qualification structure

The qualification is available at each of the three levels of Entry Level. All of the units are centre assessed and moderated by OCR.

The units at each level are equally weighted. Each unit contributes to the total requirement of the qualification. In order to achieve the full qualification, candidates must meet **all** of the stated assessment objectives for each of the 3 units at Entry 3 or Entry 2 or the single unit at Entry 1.

The units are grouped and presented by level and are numbered for reference purposes only. There is no requirement for candidates to achieve the units in any particular order and teachers/tutors may tailor learning programmes to meet individual situations.

This structure facilitates a flexible, unit-based approach, which allows candidates to work towards individual units as stepping stones towards the full award.

OCR Entry Level Certificate in ICT Skills for Life		100/5273/2
Entry 1		
Unit 1A	Using ICT systems (Entry 1)	K/103/2323
Entry 2		
Unit 2A	Displaying information using ICT (Entry 2)	M/103/2324
Unit 2B	Using ICT to find information (Entry 2)	T/103/2325
Unit 2C	Communicating information using ICT (Entry 2)	A/103/2326
Entry 3		
Unit 3A	Displaying information using ICT (Entry 3)	F/103/2327
Unit 3B	Using ICT to find information (Entry 3)	J/103/2328
Unit 3C	Communicating information using ICT (Entry 3)	L/103/2329

Unit format

The information contained in each unit is structured in the same way. This will help centre staff and candidates to understand fully the requirements of these qualifications. The content and structure of each unit is described below:

Title

The title of the unit identifies the unit number, the name of the unit and the level.

Learning outcomes

This section identifies the knowledge, understanding and skills that candidates will develop through following a programme of study that leads to the award of the unit.

The learning outcomes at each level reflect the outcomes identified in the national standards for ICT Skills for Life.

Assessment objectives

This section sets out the essential knowledge and skills which candidates will need to demonstrate. Candidates will be required to achieve all assessment objectives in order to achieve the unit.

The assessment objectives reflect the outcomes identified in the national standards for ICT Skills for Life in the sections *'to meet the standards a person will be expected to'*.

Knowledge, understanding and skills

This section identifies the depth of the underpinning knowledge, understanding and skills which candidates will need in order to achieve the assessment objectives in the unit.

It is anticipated that teachers/tutors will cover all of the specified knowledge and understanding through their teaching and that candidates will be able to draw on the breadth of their learning when they undertake assessment activities.

The knowledge and understanding reflects the content of the ICT Skills for Life standards.

ICT Skills for Life references

The assessment objectives and related knowledge, understanding and skills have been referenced to the national standards for ICT Skills for Life.

Assessment requirements

This section details the form of assessment and the nature of the tasks that candidates will be required to undertake to achieve the unit.

Tutor notes for model assignments

This section provides guidance on the use of the model assignment templates and provides information on the assessment requirements for each task.

Evidence requirements

This section identifies the evidence that needs to be produced to meet the assessment objectives for the unit.

Model assignment template

This section identifies the purpose of the model assignment template.

Wider issues

Spiritual, moral, ethical, social and cultural issues

Tutors delivering a programme of learning leading towards the OCR Entry Level Certificate in ICT Skills for Life would have opportunities to address ethical, social and moral values throughout the programme, in the exploration of issues such as:

- the rights of an individual to be informed of, and to have access to, data held about them by an organisation (Data Protection Act)
- the copyrights of individuals and organisations over published electronic data
- confidentiality of information (employer and clients)
- computer misuse
- responsibility of honesty and accuracy in recording, manipulating and presenting data
- the need to ensure data security.

The subject matter of the tasks may (in non-controversial ways) address spiritual, moral, ethical, social and cultural issues.

Environmental issues, health and safety considerations

Tutors delivering a programme of learning leading towards the OCR Entry Level Certificate in ICT Skills for Life would have opportunities to address health and safety issues, environmental issues and European developments throughout all units, in the exploration of issues such as:

- correct procedures for working with ICT equipment
- repetitive strain injury
- print consumables
- energy saving software.

Guided learning hours

OCR recognises that the needs of learners following courses of study leading to this award are particularly diverse and that this will result in a wide range of approaches to learning. OCR does not prescribe guided learning hours for this qualification.

As the guided learning hours needed by learners will differ significantly between individual learners, OCR encourages teachers/tutors to determine individual needs on a learner by learner basis.

Mode of delivery

It is anticipated that learning programmes will be based on the requirements of the ICT Skills for Life Core Curriculum. Copies of the Core Curriculum can be obtained from the Basic Skills Agency.

There are numerous valid ways of delivering this qualification. These include a discrete programme of study, as well as integrating learning as part of a broader basic skills programme that includes Adult Literacy or Adult Numeracy.

Centres should consider the candidates' complete learning experience when designing learning programmes. The levels have been designed to be co-teachable, thus giving centres and candidates greater flexibility and an adaptable learning environment.

It is anticipated that there will be formal teaching input to develop fully the knowledge, understanding and skills identified in the specification. It is suggested that tutors/teachers refer to the guidance provided with the ICT Skills for Life standards for examples of activities that could be used to allow candidates to practise their ICT skills.

Candidates should be encouraged to use their ICT skills in a context that is appropriate to their everyday lives and interests. OCR encourages teachers/tutors to determine individual needs on a learner by learner basis.

Arrangements for candidates with access-related assessment needs

OCR aims to make sure that all candidates are given equal opportunity to demonstrate their attainment. Full details of the arrangements available for candidates with access-related assessment needs are contained in the booklet *Access to Assessment: NVQs, Vocationally-Related Qualifications (VRQs) and Other Vocational Qualifications – Regulations and Guidance relating to Candidates with Particular Requirements (L016)*.

Funding

This qualification is accredited onto the National Qualifications Framework (NQF) and, as such, is eligible for public funding. When seeking funding, centres will need to provide the Qualification Accreditation Number (QAN). The QAN for this qualification is given in the Qualification Profile at the beginning of this booklet.

For information on funding for this qualification centres should contact the Learning and Skills Council (LSC).

Results enquiries and appeals

For full details on results enquiries and appeals please refer to the OCR Administrative Guide to Basic Skills (code A851).

Centre malpractice guidance

It is the responsibility of the Head of Centre* to report (in writing) all cases of suspected malpractice involving centre staff or candidates, to the OCR Quality and Standards division.

When asked to do so by OCR, Heads of Centres are required to investigate instances of malpractice promptly, and report the outcomes to the OCR Quality and Standards division.

Further information is contained in the publication *Guidelines for Dealing with Cases of Malpractice (R322)* which is available from OCR Information Bureau: 024 76 851509.

*The Head of Centre is defined as the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, eg the Principal of a College, the Head Teacher of a school, the Managing Director of a private Training Provider or the Group Training Manager of a major company.

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ASSESSMENT AND MODERATION

Assessment of this qualification meets the Qualifications and Curriculum Authority (QCA) Code of Practice for Entry Level qualifications.

Guidance on the use of model assignment templates

Model assignments are provided for all units in this qualification. The tasks in the model assignments have been designed to cover all of the assessment objectives for the unit.

The model assignments are provided as context-free templates. This format allows tutors to provide a context or topic for the assignments that meet the needs and interests of their candidates.

All the assessment requirements in each task must be met in full, however, they can be adapted to include a topic or context that would make the assessment more meaningful for the candidate. For instance, candidates who are interested in sport could search for information about their favourite sport or team, send an email to friends asking if they were going to watch the match on TV and produce an advertisement for an item of sports equipment.

This flexible method of assessment will allow candidates who are also following an Adult Literacy programme to produce evidence that can be used towards both qualifications. For instance candidates could search for information that could be used towards their Reading unit and they could send an email or produce a document on the computer that could be used toward their Writing unit.

The assessment of this qualification could also be linked to the Adult Numeracy qualification. For instance candidates could measure a room and then search for an on-screen wallpaper or carpet calculator. Candidates could also search for train times to allow them to provide evidence towards reading a 24 hour clock.

Further guidance on the use of model assignment templates is included in each unit.

Method of assessment

All units in this qualification are assessed by model assignments that have been produced by OCR. All candidates' work will be assessed in the centre and the work will then be sent for moderation to an OCR Examiner-moderator.

All assessment requirements must be achieved for each unit. Only work that fully meets the assessment requirements for the unit should be sent to OCR for moderation.

Generation and collection of evidence

In order to achieve the unit candidates must demonstrate that they have achieved all of the assessment requirements by collecting the evidence specified in the model assignment. If candidates do not fully meet the assessment requirements for the unit, they can be given the opportunity to complete any assessment requirement/tasks which may have been missed.

Evidence generated by each candidate for a specified unit should be in an appropriate format to demonstrate the skills competency, or application of knowledge and understanding, as specified in each task within the unit in question. The majority of evidence will be presented as printouts.

All candidate evidence must be assessed and show evidence of marking.

Where hard copies of evidence cannot be produced the tutors should complete the Candidate Evidence Sheet provided.

Sufficiency of evidence

OCR requires centres to submit for moderation only the evidence specified in the model assignment for each unit. OCR does not require centres to submit for moderation additional evidence produced by candidates in the course of an activity. OCR, however, anticipates that centres will wish to create programmes of learning for candidates towards the completion of these units that may generate additional items of evidence. Centres are free to do this, but OCR does not require these items as part of the accreditation of the unit.

If evidence is not satisfactory for all the assessment requirements in a unit candidates should be given the opportunity to do a new assignment or task. Only work that meets **all** of the assessment requirements for the unit should be submitted to OCR for moderation.

Role of the centre assessor

It is the tutor/assessor's responsibility to assess the evidence presented by the candidate, provide feedback to the candidate, and confirm successful completion of units (which will be confirmed through internal and external moderation). Assessors will judge candidates' evidence against the assessment objectives specified in the unit.

When candidates complete an assignment, the centre assessor (usually the teacher/tutor) will assess their work. Assessors must:

- judge the candidate's work against the standard identified in the unit and model assignment
- show clear evidence of marking on all printouts
- identify valid and sufficient evidence, identify gaps in evidence and give feedback to candidates
- provide candidates with the opportunity to meet any gaps in their evidence
- liaise with other assessors in their centre who are assessing the same unit to ensure their assessment is consistent and valid
- maintain records of candidate achievement.

All evidence must be assessed and internally moderated by the centre before submission to OCR. Evidence should only be submitted when the centre assessor is satisfied that all assessment requirements have been met.

Internal standardisation and sampling strategies

Centres must have in place processes to review assessors' decisions and ensure that they are correctly interpreting and applying the assessment objectives specified in the unit. The system for internal standardisation is a matter for individual centres and OCR fully supports the use of the centres' own quality assurance systems where this ensures robust internal standardisation.

In order to maintain a consistent approach to internal standardisation, a centre co-ordinator should be nominated. The centre co-ordinator will be responsible for:

- maintaining a list of current assessors
- ensuring all assessors have access to the Tutor's Handbook

- ensuring all current assessors are working at the same standard
- arranging regular meetings
- ensuring cross-moderation of work between assessors
- maintaining the records of the outcome of cross-moderation activities
- regularly sampling the assessment of all assessors and documenting the outcome
- advising assessors of any discrepancies in assessment and suggesting ways in which assessment may be brought into line with the work of other assessors.

Centres must keep records of internal standardisation and have these available for a minimum of one year if required.

Internal moderators should sample assessments systematically in order to ensure the quality and consistency of assessment decisions made by assessors.

Internal moderators should aim to draw their samples across all assessors and units. Sample sizes will, of course, reflect the number of candidates entered.

External moderation

External moderation ensures centres' internal assessment meets the national requirements of these qualifications.

OCR Examiner-moderators are appointed by OCR to moderate centre assessment decisions.

OCR requires centres to submit for moderation only the appropriate evidence for specific units. OCR does not require centres to submit for moderation additional evidence produced by the candidate in the course of an activity. OCR, however, anticipates that centres will wish to create programmes of learning for candidates that may generate additional items of evidence. Centres are free to do this, but OCR does not require these items to be submitted with the candidate's evidence.

OCR requires that all Candidate Evidence Sheets submitted in support of achievement are signed by the tutor prior to submission for moderation.

Tutors must check that each aspect of the assessment objective has been met by the candidate before work is signed and sent for external moderation.

Centres must use the candidate's Assessment Record Folder (ARF) to send to the OCR Examiner-moderator only those items required as evidence for the unit concerned. Single Unit and Full Entry ARFs are available.

External moderation of a centre's assessment decisions is achieved through systematic sampling. The assessment decisions of each assessor submitting work will be sampled. The outcomes of moderation will apply to all work submitted in each batch for moderation.

The Examiner-moderator will complete a Centre Feedback Report for the batch. If the centre assessment is satisfactory, arrangements will be made for certification.

If the centre assessment is inaccurate, the necessary amendments to candidates' achievements will be recorded on the Centre Feedback Report, and certification will reflect these amendments.

Examiner-moderators are not empowered to enter into direct contact with centres. In no circumstances must centres attempt to contact their Examiner-moderator in any way other than through posting candidate work to the address provided to them by OCR. Any queries concerning the units or assessment must be directed to OCR, Coventry.

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CERTIFICATION

Certification

Full award:

In order to be awarded an OCR Entry Level Certificate in ICT Skills for Life, candidates must achieve either:

three units at Entry 3	ie units 3A, 3B, 3C
three units at Entry 2	ie units 2A, 2B, 2C
one unit at Entry 1	ie unit 1A (this is a single unit qualification)

Candidates who provide evidence that meets the assessment objectives for all units that make up a full award will receive:

- a unit certificate listing the unit title(s) and level achieved
- a certificate giving the full qualification title and level eg

OCR Entry Level Certificate in ICT Skills for Life (Entry 3)

Unit certification:

Candidates who achieve fewer than the required units for the full qualification will receive a unit certificate. All units achieved will be listed on the unit certificate and include the level achieved. If candidates subsequently achieve the required number of units for the full qualification, a full award certificate will be automatically generated.

Awarding will be conducted according to the codes of practice approved and published by the regulatory authorities.

Certification process

Full award certificates will automatically be produced when a candidate achieves the required number of units for the qualification. As this is done by matching candidate details it is essential that the details entered for individual candidates are entered consistently every time a form is completed. Any inconsistency, eg entering initials on one occasion and not others, will prevent OCR automatically issuing amalgamated results and correct certificates.

Replacement certificates

If a replacement certificate is required a request must be made to the OCR Operations Division on 024 76 470033, or in writing to the Coventry office, and an application form with further instructions will be sent. A charge will be made for a replacement certificate.

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QUALIFICATION STRUCTURE, UNIT CONTENT AND TEMPLATES

This section includes the following for each unit:

- Unit specification
- Template for the model assignment
- Blank Candidate Evidence Sheet or Witness Statement

Entry 1

Unit 1A – Using ICT systems

Entry 2

Unit 2A – Displaying information using ICT

Unit 2B – Using ICT to find information

Unit 2C – Communicating information using ICT

Entry 3

Unit 3A – Displaying information using ICT

Unit 3B – Using ICT to find information

Unit 3C – Communicating information using ICT

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UNIT 1A: USING ICT SYSTEMS (ENTRY 1)

Learning outcomes

Candidates will be able to use ICT systems to obtain information and to receive communications. They will be able to enter and edit some information, to identify and correct errors and to submit information for processing.

Assessment objectives	Knowledge, understanding and skills	ICT SFL reference
1 Use ICT and recognise and use interface features for a purpose	<ul style="list-style-type: none"> Use ICT equipment, eg a computer, on-screen information point, touch screen, cash point machine, mobile phone, chip and pin card reader etc Enter a password or PIN Use icon, option button, hotspot Use learning software 	1.1 1.2
2 Follow recommended safe practices	<ul style="list-style-type: none"> Use equipment safely, eg adjust seating, lighting, avoid hazards, take appropriate breaks 	2.1
3 Recognise sources of information and get information from ICT sources	<ul style="list-style-type: none"> Recognise sources of information, eg computer screen, television, text message, information point, touch screen kiosk, poster, newspaper, conversation, etc Obtain information from an ICT source, eg read on-screen information, text message, voice mail etc 	3.1 4.1
4 Receive ICT-based communication	<ul style="list-style-type: none"> Receive an ICT-based communication, eg a mobile phone call, email, text message, voice mail 	5.1
5 Enter and edit simple information, identify and correct simple errors and submit information	<ul style="list-style-type: none"> Enter and edit (eg delete, re-enter) some simple information, eg name, password, PIN Identify and correct simple errors, eg incorrect PIN, wrong character Submit information for processing, eg confirm choice, click on button, press Enter key 	6.1 6.2 7.1

Assessment requirements

In order to achieve this centre-assessed and OCR moderated unit, candidates must:

- use an ICT source to obtain information
- receive an ICT-based communication

- c) enter and edit simple information to access an ICT system, check for and correct errors and submit information for processing.

Tutor notes for model assignment

The templates have been designed to meet the full assessment requirements of this unit. They may be used to design practice material and assessment assignments. The context may be adapted to match candidates' interests and needs.

Candidates must have access to ICT systems that will enable them to meet all the assessment objectives, eg computer screens, touch screens, cash point machines, information points, telephones (including mobile phones), email, text messaging, voice mail, etc. There is no limit to the length of time candidates may take to carry out the tasks.

A programme of study should introduce candidates to a range of ICT equipment, sources of information and appropriate vocabulary to provide the starting points for everyday tasks. Final assessment, at this level, will indicate just a sample of activities covered. The tutor should witness each candidate's performance and should then complete the Witness Statement. No other evidence is required but tutors may wish to send additional material – eg printout, photograph – to support the written statements.

Each candidate should be given a copy of the Candidate Task Sheet. The tick boxes on this sheet may be used by candidates and tutors to ensure that all the assessment objectives have been covered in each of the tasks.

Candidates need to be aware of issues of Health and Safety relating to the use of computers and should follow recommended safe practices at all times, eg to adjust seating and to take breaks when appropriate.

Tutors may give support and guidance to candidates; this may focus on checking that candidates understand what is expected of them and that they are able to access facilities and have telephones/suitable email addresses to enable them to receive telephone calls, text messages and emails.

On successful completion of all the assessment objectives, tutors should complete Witness Statements and submit these to the OCR Examiner-moderator.

Task 1 – Find information

This task covers Assessment Objectives 1, 2 and 3.

- Candidates should decide, with the tutor, the information they wish to obtain.
- The tutor should then access an appropriate ICT source, eg computer screen, text messaging system, etc to enable candidates to obtain the information they require.
- Candidates with suitable software should use icons, option buttons, hotspots in order to obtain the information required.
- The tutor should witness that the candidates have met all the assessment objectives successfully and should then complete the Witness Statement.

Task 2 – Receive a message

This task covers Assessment Objectives 1, 2 and 4.

- Candidates should decide the type of ICT-based communication they wish to receive, eg a telephone call, an email, text message or voicemail.
- The tutor should witness that the candidates have successfully received a phone call, email/text message or voicemail and should then complete the Witness Statement.

Task 3 – Access resources using a password

This task covers Assessment Objectives 1, 2 and 5.

- Candidates should decide, with the tutor, the type of ICT system they wish to access, eg computer screen, cash point machine, etc.
- Candidates should enter the information required to access the system, eg their name, PIN, password.
- Candidates should ask the tutor to witness that they have successfully accessed the system.
- Candidates should then submit the information for processing if required, eg by clicking on a “Submit” button, pressing the Enter key.
- The tutor should witness that the candidates have met all the assessment objectives in this task and should then complete the Witness Statement.

Evidence requirements

Completion of tasks will be recorded on the Witness Statements. These will require simple descriptions of the activities and will be signed by the tutor.

Model assignment template

The templates have been designed to meet the full assessment requirements of this unit. They may be used to design practice material and assessment assignments. The context may be adapted so that the candidates’ tasks match their interests and needs.

OCR ENTRY LEVEL CERTIFICATE IN ICT SKILLS FOR LIFE UNIT 1A: USING ICT SYSTEMS (ENTRY 1)

TEMPLATE FOR MODEL ASSIGNMENT

CANDIDATE TASK SHEET

You need to show that you can use ICT equipment safely to obtain information from a screen.

Task 1

- Decide, with your tutor, the information you wish to obtain.
- Your tutor will access an appropriate information point.
- Find the information you require, using an icon, option button or hotspot, if appropriate.
- Ask your tutor to witness that you have obtained the information.
- Your tutor will complete a Witness Statement as confirmation that you have completed this task successfully.

You need to show that you can receive a telephone call, email or text message.

Task 2

- Discuss with your tutor the type of communication you wish to receive, eg a telephone call, email, text message or voice mail.
- Receive the telephone call, email, text message or voicemail.
- Ask your tutor to witness that you have received the call or message.
- Your tutor will complete a Witness Statement as confirmation that you have completed this task successfully.

You need to show that you can access an ICT system by entering/editing some information.

Task 3

- Decide, with your tutor, the type of ICT system you wish to access, eg computer screen, cash point machine, etc.
- You should enter the information required to access the system, eg your name, PIN, password, etc.
- If access has been denied, edit the information by deleting and re-entering.
- Ask your tutor to witness that you have successfully accessed the system required.
- Submit the information for processing if required, eg by clicking on a button, pressing the Enter key, etc.
- Your tutor will complete a Witness Statement as confirmation that you have completed this task successfully.

OCR ENTRY LEVEL CERTIFICATE IN ICT SKILLS FOR LIFE ENTRY 1

WITNESS STATEMENT

This sheet is used to record assessment objectives that are not evidenced by hard copy. The same sheet should be used to record evidence for all units the candidate is submitting.

Candidate name: _____

Unit 1A – Evidence requirements

Task 1 – Obtain information

The candidate found the following information:
(please give details of the information that was found and how it was obtained)

Task 2 – Receive an ICT-based communication

The candidate received the following communication:

Task 3 – Enter some information to access an ICT system

The candidate accessed an ICT system by entering some information:
(please give details of the ICT system accessed and the information the candidate entered to achieve this)

Date unit completed _____

Tutor's signature _____

Candidate's signature _____

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UNIT 2A: DISPLAYING INFORMATION USING ICT (ENTRY 2)

Learning outcomes

Candidates will be able to enter small amounts of information for a simple purpose. They will be able to edit this information and to present information for a purpose.

Assessment objectives	Knowledge, understanding and skills	ICT SFL reference
1 Follow recommended safe practices	<ul style="list-style-type: none"> Use equipment safely, eg adjust seating, lighting, avoid hazards, take breaks 	2.1
2 Use hardware and software application	<ul style="list-style-type: none"> Use input and output devices, eg keyboard, screen, printer, point and click device Use word processing software or text messaging facilities 	1.1 1.2
3 Prepare documents	<ul style="list-style-type: none"> Enter and edit text and numbers Check content and correct obvious errors 	6.1 6.2
4 Present information that is fit for purpose	<ul style="list-style-type: none"> Present information, eg in hard copy, display on screen 	7.1

Assessment requirements

In order to achieve this centre-assessed and OCR-moderated unit, candidates must create **two** short documents which have **different** purposes. For **each** document:

- create a new document or message
- enter at least 10 words and at least one number
- check content and correct errors
- save (with tutor help if required) and print the document (document only) or provide evidence of message sent (text message only).

Tutor notes for model assignment

The tasks in this model assignment have been designed to meet the full assessment requirements of this unit. Candidates should be encouraged to create documents that are of particular interest to them or that would be of practical use to them. Centres must ensure that all the assessment requirements of this unit are covered in full. There is no limit to the length of time candidates may take to carry out the tasks.

This task can be linked to the Writing unit in the OCR Entry Level Adult Literacy qualification. If a task is being used as evidence towards both qualifications the evidence requirements for both qualifications must be met. Candidates must use their own skills and understanding to carry out the tasks.

Task 1 must produce a printed document. Task 2 may produce another printed document or evidence of a text message sent.

Each candidate should be given a copy of the Candidate Task Sheet. The tick boxes on this sheet may be used by candidates and tutors to ensure that all the assessment objectives have been covered in each of the tasks. A centre devised alternative can be used but must cover all the objectives.

Centres must ensure that candidates have access to software that will enable them to meet all the assessment objectives, eg word processing or desktop publishing software.

Candidates need to be aware of issues of Health and Safety relating to the use of computers. They should follow recommended safe practices at all times and should be encouraged to take breaks when appropriate.

Candidates should make rough notes of the information for each document. Tasks should take account of the skills of the candidates to ensure that language and literacy does not become a barrier to computer literacy. Tutors may give support and guidance to candidates. This may focus on checking that candidates understand what is expected of them and providing help to candidates on their spelling, use of punctuation and grammar. However, if candidates are using the task to produce evidence for their Adult Literacy qualification, they must not be given help with spelling, punctuation and grammar if this is being assessed. Candidates must use their own skills and understanding to carry out the tasks.

Candidates should print their documents on a single page. Printouts need to show the candidate's name. This can be printed as part of the document or handwritten on the printed copy. Candidates will not be assessed on the aesthetic value of the layout of their document.

Tutors should witness the sending of text messages and provide a copy of the text used on the Candidate Evidence Sheet.

Evidence should only be submitted to the OCR Examiner-moderator when the centre assessor is satisfied that all the assessment requirements have been met.

Task 1 and Task 2 – Create documents

Each task covers all Assessment Objectives – 1, 2, 3 and 4.

- The document may take a number of forms, eg a letter, a poster, a greetings card, advertisement, invitation, postcard etc. The context should be appropriate to the individual candidate.

- Candidates should discuss with the tutor the documents they would like to produce. Tasks should give the candidate opportunities to follow his/her own interest.
- Candidates should create a new document.
- At least 10 words should be input to give the candidate ample opportunity to evidence all the task requirements. There is no upper limit on words but tutors should be aware this is not about text entry for its own sake.
- The task should give opportunities for the candidate to enter text and numbers such as dates, prices or telephone numbers.
- Candidates should check content for accuracy, using a spellchecker, correct any errors and insert their name.
- Additional features (eg font style, size, colour, emphasis and alignment) can be used but they are not required and will not be assessed at this level.
- Saving is not assessed at this level so tutors can assist candidates with saving their work.
- Documents should be printed.

Alternative Task 2 – Create text message

This task covers all Assessment Objectives – 1, 2, 3 and 4.

- The message may take a number of forms, eg to arrange a meeting, provide news, etc. The context should be appropriate to the individual candidate.
- Candidates should discuss with the tutor the message they would like to produce. Tasks should give the candidate opportunities to follow his/her own interest.
- Candidates should create a new message.
- At least 10 words should be input to give the candidate ample opportunity to evidence all the task requirements. There is no upper limit on words but tutors should be aware this is not about text entry for its own sake.
- The task should give opportunities for the candidate to enter text and numbers such as dates, prices or telephone numbers.
- Candidates should check content for accuracy, using a spellchecker, correct any errors and insert their name.
- Message must be sent.
- The tutor must see evidence that the message has been sent and should record the message text on the Candidate Evidence Sheet.

Evidence requirements

Evidence will consist of two printouts or one printout and a message as well as the completion of the Candidate Evidence Sheet.

If the candidate has produced evidence for both this qualification and the OCR Entry Level Adult Literacy qualification the evidence requirements for both qualifications must be met and separate printouts submitted in the relevant ARF for moderation.

Model assignment template

The template has been designed to meet the full assessment requirements of this unit. It may be used to design practice material and assessment assignments. The context may be adapted so that the content and type of document matches the interests and needs of the candidates.

OCR ENTRY LEVEL CERTIFICATE IN ICT SKILLS FOR LIFE UNIT 2A: DISPLAYING INFORMATION USING ICT (ENTRY 2)

TEMPLATE FOR MODEL ASSIGNMENT

CANDIDATE TASK SHEET

You need to show that you can make two simple documents using words and numbers.

Task 1

- Discuss your (*type of document*) with the tutor.
- Plan the (*content of document*).
- Create a new document in a suitable application.
- Enter at least 10 words.
- Enter at least one number.
- Check content and correct errors.
- Enter your name on the document.
- Save your document – your tutor can help you with this.
- Print the document.

Task 2

- Discuss your (*type of document/message*) with the tutor.
- Plan the (*content of document/message*).
- Create a new (*document/message*) in a suitable application.
- Enter at least 10 words.
- Enter at least one number.
- Check content and correct errors.
- Enter your name on the (*document/message*).
- Show your tutor that the (*document/message*) has been sent.
- Ensure your tutor records the content of the (*document/message*).

OCR ENTRY LEVEL CERTIFICATE IN ICT SKILLS FOR LIFE ENTRY 2

CANDIDATE EVIDENCE SHEET

This sheet is used to record assessment objectives that are not evidenced by hard copy. The same sheet should be used to record evidence for all units the candidate is submitting.

Candidate name: _____

Units 2A, 2B and 2C Use ICT system Start & shutdown system <input type="checkbox"/> Use input device <input type="checkbox"/> Follow recommended safe practice in ICT <input type="checkbox"/>

Unit 2A Create two documents/message Document 1 <input type="checkbox"/> Document 2 <input type="checkbox"/>
Message text: _____ Message 1 <input type="checkbox"/>

Unit 2B Find information from two sources Browse Internet <input type="checkbox"/> Browse Teletext <input type="checkbox"/> Browse CD/DVD <input type="checkbox"/> Other: <input type="checkbox"/>

Unit 2C Communicate information Send email <input type="checkbox"/> <input type="checkbox"/> Receive email <input type="checkbox"/> <input type="checkbox"/> Send text message <input type="checkbox"/> Receive text message <input type="checkbox"/>
--

Keep access information secure Use password <input type="checkbox"/>
--

Date unit completed _____

Tutor's signature _____

Candidate's signature _____

UNIT 2B: USING ICT TO FIND INFORMATION (ENTRY 2)

Learning outcomes

Candidates will be able to use their computers and other appropriate ICT sources to access information. They will be able to look for, select and use the results of their searches.

Assessment objectives	Knowledge, understanding and skills	ICT SFL reference
1 Follow recommended safe practices	<ul style="list-style-type: none"> Use equipment safely, eg adjust seating, lighting, avoid hazards, take breaks 	2.1
2 Recognise and use appropriate sources of ICT and recognise other forms of information	<ul style="list-style-type: none"> Recognise different sources of ICT Know how to use sources of ICT, eg Internet, CD, DVD, Teletext, information point, text messages Recognise and use other forms of information, eg newspaper, map, book, conversation 	3.1
3 Find specific information from ICT based sources	<ul style="list-style-type: none"> Use appropriate facilities, eg search, menu, contents list, index, key word, forward and back Follow links 	1.2 4.1
4 Present information that is fit for purpose	<ul style="list-style-type: none"> Recognise when appropriate information has been found Present information, eg print, display on screen, handwritten evidence 	7.1

Assessment requirements

In order to achieve this centre-assessed and OCR-moderated unit, candidates must find **two** specific pieces of information using **two different** ICT sources. For **each** search:

- identify the aim of the search
- choose an appropriate ICT source
- find the required information
- print a copy of one page of the information found or handwrite this information if printing is not practical.

Tutor notes for model assignment

The tasks in this model assignment have been designed to meet the full assessment requirements of this unit. The context may be adapted so that the form of search topics matches the interests and needs of the candidates.

Candidates should be encouraged to find information that is of particular interest to them or that would be of practical use to them. Centres must ensure that all the assessment requirements of this unit are covered in full. There is no limit to the length of time candidates may take to carry out the tasks.

Each candidate should be given a copy of the Candidate Task Sheet. The tick boxes on this sheet may be used by candidates and tutors to ensure that all the assessment objectives have been covered in each of the tasks. A centre devised alternative can be used but must cover all the objectives.

Centres must ensure that candidates have access to software that will enable them to meet all the assessment objectives, eg the Internet, removable media and sources other than a computer. Where centres have access to the Internet, it is anticipated that this will be one source of information used. It is recognised that this may be a problem for some centres, in these circumstances other information sources can be used to meet the Assessment Objectives.

Candidates need to be aware of issues of Health and Safety relating to the use of computers and the safe insertion, use and removal of media such as CDs and DVDs, etc. They should follow recommended safe practices at all times and should be encouraged to take breaks when appropriate, especially in view of the fact that browsing for information can be very absorbing and time can pass quickly.

Candidates should make rough notes of the information for which they intend to search. Tutors may give support and guidance to candidates. This may focus on checking that candidates understand what is expected of them and providing help to candidates on their choice of information and the sources they intend to use.

Candidates should print a single page showing the information they have successfully found. Where printouts are not possible, eg where candidates use Teletext, they may handwrite the results of their searches or may provide oral feedback, in which case tutors should record the candidates' responses on their behalf.

Printouts and handwritten evidence should be accompanied by a completed Candidate Evidence Sheet and Witness Statement, one for each candidate.

Evidence should only be submitted to the OCR Examiner-moderator when the centre assessor is satisfied that all the assessment requirements have been met.

Task 1 and Task 2 – Find specific information

These tasks cover all Assessment Objectives – 1, 2, 3, and 4.

- Candidates need to carry out two straightforward searches to find specific information on a topic.

- Candidates should start by deciding the information they wish to find and the sources to be used to enable them to achieve this. The aim of each search should then be typed or handwritten on a sheet of paper to accompany the search results or written directly on to the printout. Evidence of the actual search process is not required.
- Candidates must find two different sources of information in their searches that are sent for moderation, eg the Internet and a CD.
- Candidates using the Internet may be given a web page address or a search engine results page to help them find the information.
- Candidates must ensure that the aim of their search is successful. For example, candidates looking for holidays via Teletext should write the destination and cost on a sheet of paper rather than *“there are lots of cheap holidays”*.
- When candidates are satisfied with their search results, they should print a copy of one page of the website selected or should handwrite the result of their search if printing is not possible, eg using Teletext.
- The candidate’s name (handwritten or printed) must be included on each of the printouts or handwritten sheets.

Evidence requirements

Evidence will consist of the results of two searches and the completion of the Candidate Evidence Sheet.

Model assignment template

The template has been designed to meet the full assessment requirements of this unit. It may be used to design practice material and assessment assignments. The context may be adapted so that the form of search topics matches the interests and needs of the candidates.

OCR ENTRY LEVEL CERTIFICATE IN ICT SKILLS FOR LIFE UNIT 2B: USING ICT TO FIND INFORMATION (ENTRY 2)

TEMPLATE FOR MODEL ASSIGNMENT

CANDIDATE TASK SHEET

You must look for (*enter the information required*) using (*enter the source*).

Task 1

- Write or type the aim of your search.
- Access the ICT system you are going to use.
- Find the information.
- Ensure that the information you have found is what you actually wanted.
- Ask your tutor to check this.
- Print a copy of one page of the information you have found, or handwrite the results if printing is not possible, eg Teletext used.
- Write your name on the printout or handwritten sheet that contains your results.
- Ask your tutor to check that you have included everything required.

You must look for (*enter the information required*) using (*enter the source*).

Task 2

- Write or type the aim of your search.
- Access the ICT system you are going to use.
- Find the information.
- Ensure that the information you have found is what you actually wanted.
- Ask your tutor to check this.
- Print a copy of one page of the information you have found, or handwrite the results if printing is not possible, eg Teletext used.
- Write your name on the printout or handwritten sheet that contains your results.
- Ask your tutor to check that you have included everything required.

OCR ENTRY LEVEL CERTIFICATE IN ICT SKILLS FOR LIFE ENTRY 2

CANDIDATE EVIDENCE SHEET

This sheet is used to record assessment objectives that are not evidenced by hard copy. The same sheet should be used to record evidence for all units the candidate is submitting.

Candidate name: _____

Units 2A, 2B and 2C Use ICT system Start & shutdown system <input type="checkbox"/> Use input device <input type="checkbox"/> Follow recommended safe practice in ICT <input type="checkbox"/>

Unit 2A Create two documents/message Document 1 <input type="checkbox"/> Document 2 <input type="checkbox"/>
Message text: Message 1 <input type="checkbox"/>

Unit 2B Find information from two sources Browse Internet <input type="checkbox"/> Browse Teletext <input type="checkbox"/> Browse CD/DVD <input type="checkbox"/> Other: <input type="checkbox"/>

Unit 2C Communicate information Send email <input type="checkbox"/> <input type="checkbox"/> Receive email <input type="checkbox"/> <input type="checkbox"/> Send text message <input type="checkbox"/> Receive text message <input type="checkbox"/>
--

Keep access information secure Use password <input type="checkbox"/>
--

Date unit completed _____

Tutor's signature _____

Candidate's signature _____

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UNIT 2C: COMMUNICATING INFORMATION USING ICT (ENTRY 2)

Learning outcomes

Candidates will be able to communicate using their computer or other ICT device. They will be able to send and receive emails and/or text messages.

Assessment objectives	Knowledge, understanding and skills	ICT SFL reference
1 Follow recommended safe practices	<ul style="list-style-type: none"> Use equipment safely, eg adjust seating, lighting, avoid hazards, take breaks 	2.1
2 Access email or text message facility	<ul style="list-style-type: none"> Know how to keep access to information secure, eg password, PIN Open mailbox or text messaging facility 	1.2 2.2
3 Create and send ICT messages	<ul style="list-style-type: none"> Use ICT to communicate Create an email or text message Enter accurate address or number Enter an appropriate subject (email only) Enter some words in the message area Check accuracy of the message Send the message Present information that is fit for purpose Print the message (email only) 	1.1 1.2 5.1 6.1 6.2 7.1
4 Receive and present information	<ul style="list-style-type: none"> Open a message that has been received Display the message Print the message (email only) 	5.1 7.1

Assessment requirements

In order to achieve this centre-assessed and OCR-moderated unit, candidates must:

- open a mailbox using a password
- prepare and send **two** messages, one must be an email; the second may be a text message or another email; create a message and insert an accurate address and subject or telephone number; enter about 5 words, check accuracy and send the message; print a copy (email only)
- receive **two** messages, one must be an email; the second may be a text message or another email; receive a message; read the message; print a copy (email only).

Tutor notes for model assignment

The tasks in this model assignment have been designed to meet the full assessment requirements of this unit. Candidates must have access to software (and possibly to a mobile phone – text messaging service) that will enable them to meet all the assessment objectives, eg to send and receive email or text messages. The use of internal, external or web-based email is acceptable. There is no limit to the length of time candidates may take to carry out the tasks.

All email messages should clearly identify candidates and this may be achieved by candidates typing their names beneath the text in the send and reply messages. In the received message, where the address does not clearly identify the candidates, eg *student6@...*, then the candidate's name should be written on the received message printouts. Printouts should be accompanied by a completed Candidate Evidence Sheet, one for each candidate.

Each candidate should be given a copy of the Candidate Task Sheet. The tick boxes on this sheet may be used by candidates and tutors to ensure that all the assessment objectives have been covered in each of the tasks.

Candidates need to be aware of issues of Health and Safety relating to the use of computers and should follow recommended safe practices at all times.

Candidates should decide in advance the words they want to include in their messages and will need suitable email addresses and/or telephone numbers or access to an appropriate address book or phone memory facility. Tutors may give support and guidance to candidates; this may focus on checking that candidates understand what is expected of them and that they are able to access facilities and have suitable email addresses or telephone numbers.

Centre assessors must make their own decisions on the level of formality of text required of their candidates, eg Dear Sir, Hi Jenny, cu l8r. Message content will not be assessed by the ICT moderator.

Evidence should only be submitted to the OCR Examiner-moderator when the centre assessor is satisfied that all the assessment requirements have been met.

Task 1 – Open a mailbox

This task covers Assessment Objectives 1 and 2.

- Where the email account is not protected, use of password to log on to the system is acceptable.
- Access by password is not required on every occasion.
- If no password is used, tutors must create an opportunity for candidates to access a password protected area, eg use password to open protected file containing tutor's email address.
- The tutor should witness the use of a password and tick the Candidate Evidence Sheet. No other evidence is required.

Task 2 and Task 3 – Send messages

These tasks cover Assessment Objectives 1, 2 and 3.

- One message must be an email and the other may be either an email or text message.
- Candidates should prepare for these tasks by deciding to whom they will send a message and what text they will include. Tutors should give appropriate support to each student in the preparation of text to be sent.
- Candidates may type the email address/phone number or select an appropriate address/number from an address book.
- Candidates should enter about 5 words in their message and should insert their name immediately below the text.
- Candidates should be encouraged to use a spellchecker to check accuracy where the email application has this facility.
- Candidates should send the message and then access the appropriate folder in order to print the message (email only).
- Where text messages are sent, the tutor should see the message shown in the phone's Sent items folder. A tick on the Candidate Evidence Sheet is sufficient to witness the sending of text messages. Centres may wish to provide supporting evidence for this task but it will not be assessed.

Task 4 and Task 5 – Receive messages

These tasks cover Assessment Objective 1, 2 and 4.

- Candidates should receive two messages. These may be from the tutor, a fellow student, or from an external source. One must be an email message; the second may be a text message or another email.
- Candidates should read the message and print a copy (email only).
- Where the email addresses that candidates use do not clearly identify them, they should write their name on the printouts.
- The received messages need not be the same for every candidate.
- Where text messages are received, the tutor should see the message shown in the phone's Inbox folder. A tick on the Candidate Evidence Sheet is sufficient to witness the receipt of text messages. Centres may wish to provide supporting evidence for this task but it will not be assessed.

Evidence requirements

Evidence will consist of at least two email printouts and the completion of the Candidate Evidence Sheet.

Model assignment template

The templates have been designed to meet the full assessment requirements of this unit. They may be used to design practice material and assessment assignments. The context may be adapted so that the candidates' email/text messages match their interests and needs.

OCR ENTRY LEVEL CERTIFICATE IN ICT SKILLS FOR LIFE UNIT 2C: COMMUNICATING INFORMATION USING ICT (ENTRY 2)

TEMPLATE FOR MODEL ASSIGNMENT

CANDIDATE TASK SHEET

You need to show that you can create, send and receive messages.

Task 1

- Open the software for your mail account.
- Accurately enter the password to access your messages.

Task 2 and 3 (email)

- Decide who you will send the message to.
- Choose an **address** from (*identify the source*) – copy it carefully.
- Prepare your message – decide the words you want to include.
- Enter a few words as the **subject** to identify the message.
- Enter about **5 words** about (*identify the topic*).
- Enter your **name** at the end of the message.
- Check the accuracy of your message.
- Send** the message.
- Print** the email from (*identify the location*).

Alternative Task 3 (text message)

- Switch on your mobile phone and access its message facility.
- Decide who you will send the message to.
- Prepare your message – decide the words you want to include.
- Enter about **5 words** about (*identify the topic*).
- Enter your **name** at the end of the message.
- Check the accuracy of your message.
- Choose the number from (*identify the source*) – check it is completely accurate.
- Send** the message.
- Show your tutor that you have sent the text message.

Task 4 and 5 (email)

- Open** one of the email messages that that you have received in (*identify the location*).
- Read** the message.
- Print** the email from (*identify the location*).
- If your name does not appear on this email, write your name on the printout.

Alternative Task 5 (text message)

- Open** one of the text messages that that you have received in (*identify the location*).
- Read** the message.
- Show your tutor that you have received and read the text message.

Ask your tutor to check that you have done everything required.

OCR ENTRY LEVEL CERTIFICATE IN ICT SKILLS FOR LIFE ENTRY 2

CANDIDATE EVIDENCE SHEET

This sheet is used to record assessment objectives that are not evidenced by hard copy. The same sheet should be used to record evidence for all units the candidate is submitting.

Candidate name: _____

Units 2A, 2B and 2C Use ICT system Start & shutdown system <input type="checkbox"/> Use input device <input type="checkbox"/> Follow recommended safe practice in ICT <input type="checkbox"/>

Unit 2A Create two documents/message Document 1 <input type="checkbox"/> Document 2 <input type="checkbox"/>
Message text: _____ Message 1 <input type="checkbox"/>

Unit 2B Find information from two sources Browse Internet <input type="checkbox"/> Browse Teletext <input type="checkbox"/> Browse CD/DVD <input type="checkbox"/> Other: <input type="checkbox"/>

Unit 2C Communicate information Send email <input type="checkbox"/> <input type="checkbox"/> Receive email <input type="checkbox"/> <input type="checkbox"/> Send text message <input type="checkbox"/> Receive text message <input type="checkbox"/>
--

Keep access information secure Use password <input type="checkbox"/>
--

Date unit completed _____

Tutor's signature _____

Candidate's signature _____

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UNIT 3A: DISPLAYING INFORMATION USING ICT (ENTRY 3)

Learning outcomes

Candidates will be able to create a document to suit a particular purpose by bringing together text and images. They will be able to edit the document to make the presentation fit for purpose.

Assessment objectives	Knowledge, understanding and skills	ICT SFL reference
1 Follow recommended safe practices	<ul style="list-style-type: none"> Use equipment safely, eg arrange hardware, cables, adjust seating, lighting, avoid hazards, take breaks 	2.3
2 Use correct procedures to start ICT systems and open and use applications	<ul style="list-style-type: none"> Switch on computer and monitor safely Open software application, eg word processing, desktop publishing, etc Use input devices, eg keyboard, mouse, microphone, touch screen Understand that setting can be adjusted to individual needs, eg mouse, icon size, screen resolution, desktop contrast, volume 	1.1 1.2 1.3 1.4 1.5
3 Create a new document, enter data and check for accuracy	<ul style="list-style-type: none"> Create a document Work with files Enter text and numbers accurately Check meaning, accuracy and suitability 	2.1 6a.1 6c.1 7.1
4 Insert and position an image	<ul style="list-style-type: none"> Select an image, eg picture, clipart, scanned photograph Insert an image into a document Bring together information, eg image with text 	6b.1 6.2
5 Save, print and close a document	<ul style="list-style-type: none"> Save documents Print documents Close documents 	2.1
6 Retrieve and edit a document to achieve required outcome	<ul style="list-style-type: none"> Open an existing document and retrieve information Edit data to achieve required outcome, eg add, insert, select, copy, cut, paste, drag and drop, undo, redo Delete data Present information that is fit for purpose 	2.1 6a.1 6c.1 7.2
7 Align and format text	<ul style="list-style-type: none"> Align and justify text, eg left, centre, right, full Change font size, eg 16 pt etc Change font styles, eg arial etc Emphasise text, eg bold, italics or underline 	1.4 6a.2 6a.3
8 Shut down computer system	<ul style="list-style-type: none"> Close documents Close software Switch off the computer and monitor safely 	2.1 1.1

Assessment requirements

In order to achieve this centre-assessed and OCR-moderated unit, candidates must:

- a) produce a draft document to suit a specific purpose, eg a menu, poster, letter etc; create a new document, enter a small amount of text and numbers, insert an image, check accuracy, save and print
- b) retrieve the document saved at a) and format it to make the display fit for purpose; change font sizes and styles, use different forms of emphasis, change alignment of text, move the image, save and print the final copy.

Tutor notes for model assignment

The tasks in this model assignment have been designed to meet the full assessment requirements of this unit. The template should be used to produce candidate assignments and to design practice material. The context may be adapted so that the form of document and chosen topic matches the interests and needs of the candidate. Candidates should be encouraged to create documents that are of particular interest to them or that would be of practical use to them. Centres, however, must ensure that all the assessment requirements of this unit are covered in full. There is no limit to the length of time candidates may take to carry out the tasks.

Each candidate should be given a copy of the Candidate Task Sheet. The tick boxes on this sheet may be used by candidates and tutors to ensure that all the assessment objectives have been covered in each of the tasks.

Centres must ensure that candidates have access to software packages that will enable them to meet all the assessment objectives, eg word processing, desktop publishing, presentation graphics, etc.

Candidates need to be aware of issues of Health and Safety relating to the use of computers and should follow recommended safe practices at all times.

Tutors may give support and guidance to candidates and this may focus on checking that candidates understand what is expected of them. Tutors may also wish to provide help to candidates on choice of document and the information they wish to include. Candidates may make a rough plan of what they intend to produce, if they wish, but this should not be assessed.

Candidates should be encouraged to use a spellchecker to ensure their work is accurate. The printouts submitted must be solely the work of the candidates. Printouts should be accompanied by a completed Candidate Evidence Sheet, one for each candidate.

Evidence should only be submitted to the OCR Examiner-moderator when the centre assessor is satisfied that all the assessment requirements have been met. Where gaps in the evidence are identified, tutors may give feedback to the candidates so that they can revise and reprint.

This unit can be linked to the Writing unit in the OCR Entry Level Adult Literacy qualification. If a task is being used as evidence towards both qualifications the relevant evidence requirements for each qualification must be met. Candidates must use their own skills and understanding to carry out the tasks.

Task 1 – Create a document

This task covers Assessment Objectives 1, 2, 3, 4 and 5.

Candidates will create a new document to suit a particular purpose. The new document may take a number of forms, eg a menu, letter, poster, advertisement, etc.

- Candidates should decide the form of document and the information they wish to include.
- Candidates should input at least 15 words in order to give them scope to evidence all the assessment requirements.
- Candidates should enter text, numbers and insert an image.
- Candidates should be encouraged to use a spellchecker to check for accuracy. They should key in their name and the words “Draft Copy” beneath the information they have entered.
- Candidates should then save, print and close the document.

Task 2 – Edit a document

This task covers Assessment Objectives 1, 6, 7 and 8.

Candidates will change the draft document to make it fit for purpose.

- Candidates should retrieve the document they saved in Task 1.
- Candidates should edit the text by using different forms of emphasis, font styles/sizes and alignment, in order to improve the display, eg to make a poster more eye-catching; to highlight the main points in a letter. Changes should be clear, eg not using two similar serif fonts and not changing font size by a single point.
- Candidates should drag and drop the image to a clearly different position in the document. The image may be resized but this is not a requirement.
- Additional features, eg colour or word art are not required, but would not be penalised. It is important that candidates complete the changes that will be assessed before they make other changes.
- Candidates should ensure their name is still present and should change the words “Draft Copy” in Task 1 to read “Final Copy”.
- Candidates should save the task under a different file name, by use of “Save as” or similar function.
- Candidates should then print and close the document.

Evidence requirements

Evidence will consist of two printouts and the completion of the Candidate Evidence Sheet.

If the candidate has produced evidence for both this qualification and the OCR Entry Level Adult Literacy qualification the evidence requirements for both qualifications must be met and separate printouts submitted in the relevant ARF for moderation.

Model assignment template

The template has been designed to meet the full assessment requirements of this unit. It may be used to design practice material and assessment assignments. The context may be adapted so that the content and type of document matches the interests and needs of the candidates.

OCR ENTRY LEVEL CERTIFICATE IN ICT SKILLS FOR LIFE UNIT 3A: DISPLAYING INFORMATION USING ICT (ENTRY 3)

TEMPLATE FOR MODEL ASSIGNMENT

CANDIDATE TASK SHEET

You must use your computer to produce a (*enter type of document*). Before you start, you may make a rough plan of the document you wish to produce.

Task 1

- Open a blank document.
- Create a (*enter type of document*).
- Enter at least **15 words** (*enter some appropriate ideas*).
- Enter some **numbers** (*enter some appropriate ideas*).
- Insert **one image** (clip art, scanned photo, imported picture).
- Enter your **name** and the words **draft copy** beneath the data you have entered.
- Use a spellchecker to help you check your work is **accurate**.
- Save** your work, **print** a copy and **close** the document.
- Ask your tutor to check that you have included everything required.

You need to make some changes to the (*enter type of document*) you saved in Task 1.

Task 2

- Open** your saved document.
- Align some (or all) of your words to the **centre** or to the **right** of the page.
- Clearly** change the font **size** of some of your words.
- Clearly** change the font **style** of some of your words.
- Emphasise some of your words using **bold**, and/or *italics* and/or underlining.
- Drag and drop** the image to a different position in the document.
- Delete the words **draft copy** and enter the words **final copy**.
- Check that your name is still present.
- Use a **spellchecker** to check for accuracy.
- Save** your work using a **different file name**, print a copy and close the document.
- Ask your tutor to check that you have included everything required.

Hand your two printouts, with this sheet, to your tutor so that they can be assessed.

**OCR ENTRY LEVEL CERTIFICATE IN ICT SKILLS FOR LIFE
ENTRY 3**

CANDIDATE EVIDENCE SHEET

This sheet is used to record assessment objectives that are not evidenced by hard copy. The same sheet should be used to record evidence for all units the candidate is submitting.

Candidate name: _____

Units 3A, 3B, 3C Use ICT system	
Start & shutdown system <input type="checkbox"/>	Use input device <input type="checkbox"/>
Follow recommended safe practice in ICT <input type="checkbox"/>	

Unit 3A Work with files	
Create new file <input type="checkbox"/>	Open existing file <input type="checkbox"/>
Save file <input type="checkbox"/>	Close file <input type="checkbox"/>

Unit 3B Insert and remove media	
Floppy disc <input type="checkbox"/>	Flash drive <input type="checkbox"/>
CD <input type="checkbox"/>	Memory card <input type="checkbox"/>
DVD <input type="checkbox"/>	Other: <input type="checkbox"/>

Unit 3C Keep access information secure	
	Use password <input type="checkbox"/>
	Delete email <input type="checkbox"/>

Date unit completed _____

Tutor's signature _____

Candidate's signature _____

UNIT 3B: USING ICT TO FIND INFORMATION (ENTRY 3)

Learning outcomes

Candidates will be able to use appropriate ICT-based sources of information. They will be able to search for and select information that meets a specified requirement.

Assessment objectives	Knowledge, understanding and skills	ICT SFL reference
1 Follow recommended safe practices	<ul style="list-style-type: none"> Use equipment safely, eg arrange hardware, cables, adjust seating, lighting, avoid hazards, take breaks 	2.3
2 Select and use appropriate ICT-based information sources	<ul style="list-style-type: none"> Recognise different sources of information, ICT-based and other forms Know how to use ICT-based information sources, eg Internet, CD, DVD, floppy disc, Teletext, text message Use correct procedures to access, use and close application 	1.3 3.1 2.2 1.1
3 Search to find specific information	<ul style="list-style-type: none"> Use input devices Use appropriate search techniques, eg search, menu, contents list, index, key word, find tool Use internet sources of information, ie enter a web address, use search engine, follow links, use forward, back and use bookmarks Use Help facilities to find information within applications 	1.2 1.3 1.4 4.1 4.2
4 Use removable media	<ul style="list-style-type: none"> Insert, use and remove media safely, eg CD, DVD, floppy disc, zip disc/drive, other - memory stick, flash drive, etc 	2.2
5 Select and present information	<ul style="list-style-type: none"> Recognise when appropriate information has been found Know how to present information, eg printouts, written reports 	2.1 4.3

Assessment requirements

In order to achieve this centre-assessed and OCR-moderated unit, candidates must:

- carry out **two** straightforward searches to find specific information using **two different** ICT sources. For **each** search they must identify the aim of the search, find the specified information and present the information either in print or in writing,
- use Help files within an application, on one occasion, to find information on a straightforward topic; print a copy of one page of the information found.

Tutor notes for model assignment

The tasks in this model assignment have been designed to meet the full assessment requirements of this unit. They should be used to produce candidate assignments and can be used to design practice material. The context may be adapted so that the form of search topics matches the interests and needs of the candidate.

Candidates should be encouraged to search for information that would be of practical use or is of particular interest to them. Centres must ensure that all the assessment requirements of this unit are covered in full. There is no limit to the length of time candidates may take to carry out the tasks.

Centres must ensure that candidates have access to software that will enable them to meet all the assessment objectives, eg the Internet, CD, DVD, etc. Where centres have access to the Internet, it is anticipated that this will be one source of information used. It is recognised that this may be a problem for some centres, in these circumstances internet access can be simulated or other information sources can be used to meet the Assessment Objectives. Any form of removable media, appropriate to the centre's facilities, can be used.

Candidates need to be aware of issues of Health and Safety relating to the use of computers and the safe insertion, use and removal of media such as CDs and DVDs, etc. They should follow recommended safe practices at all times and should be encouraged to take breaks when appropriate, especially in view of the fact that searching for information can be very absorbing and time can pass quickly.

Each candidate should be given a copy of the Candidate Task Sheet. The tick boxes on this sheet may be used by candidates and tutors to ensure that all the assessment objectives have been covered in each of the tasks.

Candidates should write down what information they want to find. Tutors may give support and guidance to candidates. This may focus on checking that candidates understand what is expected of them and providing help to candidates on their choice of information and the sources they intend to use.

Candidates should print a single page showing the information they have successfully found. Where printouts are not possible, eg where candidates use Teletext, they may handwrite the results of their searches or may provide oral feedback, in which case tutors should record the candidates' responses on their behalf.

Printouts and handwritten evidence should be accompanied by a completed Candidate Evidence Sheet and Witness Statement for each candidate.

Evidence should only be submitted to the OCR Examiner-moderator when the centre assessor is satisfied that all the assessment requirements have been met.

Task 1 and Task 2 – Search for information

These tasks cover all Assessment Objectives – 1, 2, 3, 4, and 5.

- Candidates need to carry out **two** straightforward searches to find information on a specific topic.

- Candidates must use two different sources of information in their searches that are sent for moderation, eg the Internet and a CD. If removable media is used, this should necessitate the opening of at least two separate files.
- Candidates should start by deciding the information they wish to find and the sources to be used to enable them to achieve this. The aim of each search should then be keyed in or handwritten on a sheet of paper to accompany the search results or written directly on to the printout. Evidence of the actual search process is not required.
- Candidates using the Internet should be encouraged to use search engines to help them find the information.
- Candidates must ensure that the aim of their search is successful. For example, candidates searching for today's lottery via Teletext should write the actual winning numbers for that day on a sheet of paper rather than answers, such as, "*I didn't win*".
- When candidates are satisfied with their search results, they should print a copy of one page of the website selected or should handwrite the result of their search if printing is not possible. Tutors can scribe the candidates' responses if necessary.
- The candidate's name must be included (this may be handwritten) on each of the printouts or handwritten sheets.

Task 3 – Use the help facility in an application

This task covers Assessment Objectives 1, 2, 3, and 5.

- Candidates must use Help facilities within an application to solve simple problems so that they become aware of the support available away from the centre and their tutor.
- Candidates should be encouraged to search for topics that would be of practical use to them and are within their technical understanding.
- Suitable topics for searching might include:
 - Choose your opening page for the Internet – keywords **Home page**
 - How to copy an image from a web page – keyword **pictures**
 - Put a border around some text – keyword **border**
 - Cancel the printing of a document once it has started – keyword **print**
 - Add someone to your address book – keyword **add contact**
 - What do message list icons mean? – keyword **read**
 - Check spelling in messages – keyword **spell**.
- Where initial searches lead to a menu of choices, candidates should follow the link to a particular solution rather than printing the index page.

Evidence requirements

Evidence will show two successful searches with the aim of the search and the findings. It will also show use of Help file and the completion of the Candidate Evidence Sheet.

Model assignment template

The template has been designed to meet the full assessment requirements of this unit. It may be used to design practice material and assessment assignments. The context may be adapted so that the form of search topics matches the interests and needs of the candidates.

OCR ENTRY LEVEL CERTIFICATE IN ICT SKILLS FOR LIFE UNIT 3B: USING ICT TO FIND INFORMATION (ENTRY 3)

TEMPLATE FOR MODEL ASSIGNMENT

CANDIDATE TASK SHEET

You must find specific information using **two** different sources on your computer or some other ICT equipment. For **this search** you must:

Task 1

- Decide the information you wish to find and write or type the aim of your search.
- Choose the ICT source you will use to help you find your information.
- Search for the information using appropriate search techniques.
- Ensure that the information you have found is what you actually wanted.
- Print a copy of one page of the information you have found, or handwrite the results if printing is not possible.
- Write your name on each of the printouts or handwritten sheets that contain your search results.
- Ask your tutor to check that you have included everything required.

Task 2 – using a different source from Task 1

- Decide the information you wish to find and write or type the aim of your search.
- Choose the ICT source you will use to help you find your information.
- Search for the information using appropriate search techniques.
- Ensure that the information you have found is what you actually wanted.
- Print a copy of one page of the information you have found, or handwrite the results if printing is not possible.
- Write your name on each of the printouts or handwritten sheets that contain your search results.
- Ask your tutor to check that you have included everything required.

You must show that you can use the **Help facility** in an application to find out how to solve a simple problem.

Task 3

- Decide what problem you wish to solve and write this down.
- Decide what application to open.
- Find the information that you want.
- Print out a copy.
- Write the aim of the search and your name on the printout.

Hand your printouts or handwritten sheets with your search results, and this sheet, to your tutor so that they can be assessed.

OCR ENTRY LEVEL CERTIFICATE IN ICT SKILLS FOR LIFE ENTRY 3

CANDIDATE EVIDENCE SHEET

This sheet is used to record assessment objectives that are not evidenced by hard copy. The same sheet should be used to record evidence for all units the candidate is submitting.

Candidate name: _____

Units 3A, 3B, 3C Use ICT system Start & shutdown system <input type="checkbox"/> Use input device <input type="checkbox"/> Follow recommended safe practice in ICT <input type="checkbox"/>
--

Unit 3A Work with files Create new file <input type="checkbox"/> Open existing file <input type="checkbox"/> Save file <input type="checkbox"/> Close file <input type="checkbox"/>
--

Unit 3B Insert and remove media Floppy disc <input type="checkbox"/> Flash drive <input type="checkbox"/> CD <input type="checkbox"/> Memory card <input type="checkbox"/> DVD <input type="checkbox"/> Other:..... <input type="checkbox"/>
--

Unit 3C Keep access information secure Use password <input type="checkbox"/> Delete email <input type="checkbox"/>

Date unit completed _____

Tutor's signature _____

Candidate's signature _____

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UNIT 3C: COMMUNICATING INFORMATION USING ICT (ENTRY 3)

Learning outcomes

Candidates will be able to send, receive and reply to emails.

Assessment objectives	Knowledge, understanding and skills	ICT SFL reference
1 Follow recommended safe practices	<ul style="list-style-type: none"> Use equipment safely, eg arrange hardware, cables, adjust seating, lighting, avoid hazards, take breaks 	2.3
2 Access email application	<ul style="list-style-type: none"> Keep information secure, eg password, PIN, keep copies safe Open mailbox Use input devices, eg keyboard, mouse 	2.4 1.1 5.1 1.2 1.3
3 Create and send an email message	<ul style="list-style-type: none"> Create an email message Enter an email address Enter an appropriate subject Enter text in the message area Check meaning, accuracy and suitability of the email Send an email Print an email 	5.1 6a.1 7.1
4 Receive and read email messages	<ul style="list-style-type: none"> Open an email that has been received Read the email Print the email 	5.1
5 Reply to an email	<ul style="list-style-type: none"> Prepare a reply to the received email Use the reply facility Enter text in the message area Check meaning, accuracy and suitability of the email Send the email Print the email 	1.2 5.1 7.1 6a.1
6 Delete an email	<ul style="list-style-type: none"> Find the received email Delete an email 	5.1

Assessment requirements

In order to achieve this centre-assessed and OCR-moderated unit, candidates must:

- access an email application and open a mailbox
- create an email and insert an accurate email address and subject; enter about 15 words, check accuracy and send the email; print the email that was sent

- c) receive an email; open an email, read the email and print a copy
- d) prepare a reply to the received email; use the reply facility, enter some words, check accuracy and send the email; print a copy of the email
- e) delete the received email.

Tutor notes for model assignment

The tasks in this model assignment have been designed to meet the full assessment requirements of this unit. The template should be used to design candidate assignments and practice material. The context may be adapted so that the candidates' emails match their interests and needs.

Candidates must have access to software that will enable them to meet all the assessment objectives, eg to send and receive email messages. The use of internal, external or web-based email is acceptable. There is no limit to the length of time candidates may take to carry out the tasks.

All messages should clearly identify candidates and this may be achieved by candidates typing their names beneath the text in the send and reply messages. In the received message, where the address does not clearly identify the candidates, eg *student6@...*, then the candidate's name should be written on the received message printout. Printouts should be accompanied by a completed Candidate Evidence Sheet, one for each candidate.

Each candidate should be given a copy of the Candidate Task Sheet. The tick boxes on this sheet may be used by candidates and tutors to ensure that all the assessment objectives have been covered in each of the tasks.

Candidates need to be aware of issues of Health and Safety relating to the use of computers and should follow recommended safe practices at all times. Confirmation that safe practices have been followed should be confirmed on the candidate's Candidate Evidence Sheet.

Candidates should decide in advance what the message is about and the words they want to include in their email message. Candidates will need access to suitable email addresses or an appropriate address book. Tutors may give support and guidance to candidates; this may focus on checking that candidates understand what is expected of them and that they are able to access email facilities and have suitable email addresses.

Evidence should only be submitted to the OCR Examiner-moderator when the centre assessor is satisfied that all the assessment requirements have been met.

Task 1 – Open a mailbox

This task covers Assessment Objectives 1 and 2.

- Where the email account is not protected, use of a password to log on to the system is acceptable.
- If no password is used, tutors must create an opportunity for candidates to access a password protected area, eg use password to open protected file containing tutor's email address.
- The tutor should witness the use of a password and complete the Candidate Evidence Sheet. No other evidence is required.

Task 2 – Create and send an email

This task covers Assessment Objectives 1 and 3.

- Candidates should prepare for this task by deciding to whom they will send an email message, what the subject of the message will be and what text they will include. Tutors should give appropriate support to each student in the preparation of text to be sent.
- Candidates may type the email address or select an appropriate address from an address book.
- Candidates should include the title of their email in the subject box, enter about 15 words in the message area and include their name immediately below the text. The text should be keyed in the message area and **not** be included as an attachment.
- Candidates should be encouraged to use a spellchecker to check accuracy where the email application has this facility.
- Candidates should send the email and then access their Sent Items folder in order to print the message.

Task 3 – Receive an email

This task covers Assessment Objectives 1 and 4.

- Candidates should receive a message into their Inbox. This may be from the tutor, a fellow student, or from an external source.
- Candidates should open the email, read the message and print a copy.
- Where the email address does not clearly identify the candidate, they should write their name on the printout.
- The received message need not be the same for every candidate.

Task 4 – Reply to an email

This task covers Assessment Objectives 1 and 5.

- Candidates should prepare a reply (consisting of about 15 words) to the message they received in Task 3. Tutors should give appropriate support to each student in the preparation of text to be sent.
- Candidates should use the Reply facility and enter about 15 words in their message, with their name immediately below the text.
- Candidates should use a spellchecker to check for accuracy where the email application has this facility.
- Candidates should check that the message shows the use of Reply (eg *RE:* or similar).
- Candidates should then send the message.
- Candidates should print a copy of their email.

Task 5 – Delete an email

This task covers Assessment Objectives 1 and 6.

- Candidates should select the message they received in Task 3. (Tutors may wish to remind them that they should look in their Inbox and not in their Sent Items folder.)
- Candidates should delete the received message.
- Candidates should access their Deleted Items folder to show the tutor that the message has been deleted successfully. The tutor should complete the Candidate Evidence Sheet. A screen print is not required.

Evidence requirements

Evidence will consist of three messages printed out and the completion of the Candidate Evidence Sheet.

Model assignment template

The template has been designed to meet the full assessment requirements of this unit. It may be used to design practice material and assessment assignments. The context may be adapted so that the form of messages matches the interests and needs of the candidates.

OCR ENTRY LEVEL CERTIFICATE IN ICT SKILLS FOR LIFE UNIT 3C: COMMUNICATING INFORMATION USING ICT (ENTRY 3)

TEMPLATE FOR MODEL ASSIGNMENT

CANDIDATE TASK SHEET

You need to show that you can use email to create, receive, reply to and delete messages.

Task 1

- Open** the software for your email account.
- Accurately enter the **password** to access your messages.

Task 2

- Decide to whom you wish to send an email and find their **email address**.
- Enter** the **address** or select it from your email address book. Check it is correct.
- Prepare your message – decide the words you want to include.
- Enter** a few words as the **subject** to identify the message.
- Enter** about **15 words** in the message area about (*identify the topic*).
- Enter your **name** at the end of the message.
- Check the **accuracy** of your message.
- Send** the email.
- Print** the email from (*identify the location*).

Task 3

- Open** one of the emails that you have received in (*identify the location*).
- Open** the email.
- Read** the email.
- Print** the email from (*identify the location*).
- If your name does not appear on this email, write your name on the printout.

Task 4

- Prepare your reply to the email opened in Task 3 – decide the words you will enter.
- Use the **Reply** facility.
- Enter about 15 words and check the accuracy of your message.
- Enter your **name** at the end of the message.
- Send** the message and then **print** the reply email from (*identify the location*).

Task 5

- Delete** the email you received in Task 3.
- Show** the tutor that the message received in Task 3 has been deleted.

Check that you have done everything required.

Hand your **three** printouts, with this sheet, to your tutor so they can be assessed.

**OCR ENTRY LEVEL CERTIFICATE IN ICT SKILLS FOR LIFE
ENTRY 3**

CANDIDATE EVIDENCE SHEET

This sheet is used to record assessment objectives that are not evidenced by hard copy. The same sheet should be used to record evidence for all units the candidate is submitting.

Candidate name: _____

Units 3A, 3B, 3C Use ICT system Start & shutdown system <input type="checkbox"/> Use input device <input type="checkbox"/> Follow recommended safe practice in ICT <input type="checkbox"/>
--

Unit 3A Work with files Create new file <input type="checkbox"/> Open existing file <input type="checkbox"/> Save file <input type="checkbox"/> Close file <input type="checkbox"/>
--

Unit 3B Insert and remove media Floppy disc <input type="checkbox"/> Flash drive <input type="checkbox"/> CD <input type="checkbox"/> Memory card <input type="checkbox"/> DVD <input type="checkbox"/> Other:..... <input type="checkbox"/>
--

Unit 3C Keep access information secure Use password <input type="checkbox"/> Delete email <input type="checkbox"/>

Date unit completed _____

Tutor's signature _____

Candidate's signature _____

SAMPLE ASSIGNMENTS

This section includes two sample assignments for each unit. These have been produced using the template. Sample evidence and a completed Candidate Evidence Sheet or a Witness Statement have been provided for each of the following units:

Entry 1

Unit 1A – Using ICT systems

Entry 2

Unit 2A – Displaying information using ICT

Unit 2B – Using ICT to find information

Unit 2C – Communicating information using ICT

Entry 3

Unit 3A – Displaying information using ICT

Unit 3B – Using ICT to find information

Unit 3C – Communicating information using ICT

OCR ENTRY LEVEL CERTIFICATE IN ICT SKILLS FOR LIFE UNIT 1A: USING ICT SYSTEMS (ENTRY 1)

SAMPLE ASSIGNMENT A (using template)

CANDIDATE TASK SHEET

Task 1

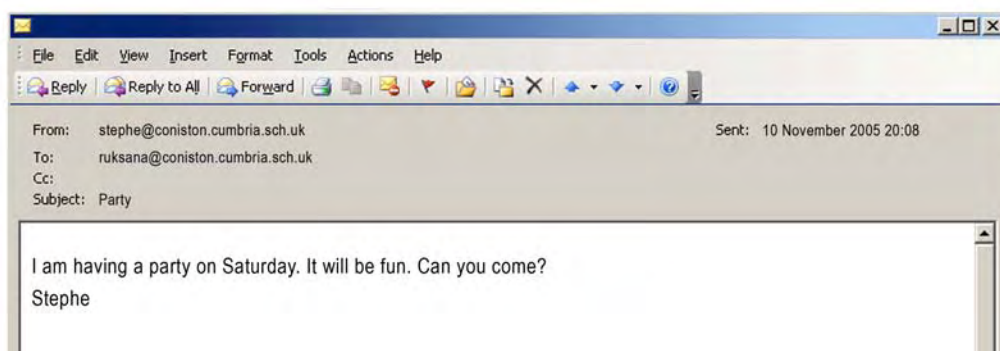
Ruksana wished to find information about films showing at the local cinema. The tutor used the Internet and a search engine to find the website of a local cinema. A list of films was displayed on the computer screen, which enabled the candidate to choose a film. Icons and hotspots were displayed and she clicked on these to obtain more information.

The tutor witnessed the candidate carrying out these aspects of the task and completed the Witness Statement.



Task 2

Ruksana chose to receive an email message. The tutor set up a suitable email address to enable her to do this. The candidate successfully received the email. The tutor witnessed her receiving the email and completed the Witness Statement.



Task 3

Ruksana wished to register on the local cinema online community website. The tutor completed some of the details on behalf of the candidate, eg email address, password (confirmed password), date of birth, etc.

The candidate entered her first and last name and edited by deleting and re-keying some wrong characters. She then checked for errors and clicked on the "Submit" button to submit the form to the cinema for processing.

The tutor witnessed the candidate enter her name, check for and correct errors, submit the information and then completed the Witness Statement.



Example of completed witness statement**OCR ENTRY LEVEL CERTIFICATE IN ICT SKILLS FOR LIFE
ENTRY 1****WITNESS STATEMENT**

This sheet is used to record assessment objectives that are not evidenced by hard copy. The same sheet should be used to record evidence for all units the candidate is submitting.

Candidate name: Ruksana Kaur

Unit 1A – Evidence requirements**Task 1 – Obtain information**

The candidate found the following information:
(please give details of the information that was found and how it was obtained)

Ruksana wanted to find out what films were on at the cinema that evening. I used Google to find a listing which she used to choose her film. She also clicked on the icons and hotspots to find more information about other films listed.

Task 2 – Receive an ICT-based communication

The candidate received the following communication:

Ruksana wanted to receive an email message. I set up an email address for her and sent her an email. She successfully received the email.

Task 3 – Enter some information to access an ICT system

The candidate accessed an ICT system by entering some information:
(please give details of the ICT system accessed and the information the candidate entered to achieve this)

Ruksana filled an on-line form to join a local cinema club. She typed in her name and chose her password. I helped to fill in the other fields required.

Date unit completed Dec 2005

Tutor's signature S J Cove

Candidate's signature Ruksana Kaur

OCR ENTRY LEVEL CERTIFICATE IN ICT SKILLS FOR LIFE UNIT 1A: USING ICT SYSTEMS (ENTRY 1)

SAMPLE ASSIGNMENT B (using template)

CANDIDATE TASK SHEET

Task 1

Ruksana visited the railway station and used the information screens displayed inside the station. She wanted to know what time the train for London was due to leave and from what platform.

She read out that it left from platform 1 at seven forty two.

Departures			
TIME	PLA	DESTINATION	
18:07	2	Dundee	On Time
18:19	1	Manchester Airport	
		Estimated arrival 18:24	
18:25	3	Windermere	On Time
19:07	2	Glasgow	
		Estimated arrival 19:15	
19:36	1	Truro	On Time
19:42	1	London Euston	On Time
19:45	3	Windermere	On Time

Task 2

Ruksana received a text message on her mobile phone from her friend. She switched on her phone and successfully received the message.

The tutor witnessed the candidate receive the text message and then completed the Witness Statement.



Task 3

Ruksana wanted to join a club and this required the completion of an on-line form. The tutor arranged for her to practise by setting up a simple data entry form within a database.

The tutor entered some of the information, leaving Ruksana to enter her date of birth. She then checked for errors. The tutor witnessed the candidate entering her date of birth, checking for errors and then completed the Witness Statement.

Example of completed witness statement**OCR ENTRY LEVEL CERTIFICATE IN ICT SKILLS FOR LIFE
ENTRY 1****WITNESS STATEMENT**

This sheet is used to record assessment objectives that are not evidenced by hard copy. The same sheet should be used to record evidence for all units the candidate is submitting.

Candidate name: Ruksana Kaur

Unit 1A – Evidence requirements

<p>Task 1 – Obtain information</p> <p>The candidate found the following information: <i>(please give details of the information that was found and how it was obtained)</i></p> <p>Ruksana visited the railway station and used the information screens displayed inside the station. She wanted to know what time the train for London was due to leave and from what platform.</p> <p>She read out that it left from platform 1 at seven forty two.</p>
<p>Task 2 – Receive an ICT-based communication</p> <p>The candidate received the following communication:</p> <p>Ruksana received a text message on her mobile phone from her friend. She switched on her phone and successfully received the <i>what u doing sat night eddie</i> message.</p> <p>I witnessed the candidate receive the above text message.</p>
<p>Task 3 – Enter some information to access an ICT system</p> <p>The candidate accessed an ICT system by entering some information: <i>(please give details of the ICT system accessed and the information the candidate entered to achieve this)</i></p> <p>Ruksana wanted to join a club and this required the completion of an on-line form. I arranged for her to practise by setting up a simple data entry form within a database.</p> <p>I entered some of the information, leaving Ruksana to enter her date of birth. She then checked for errors. I witnessed Ruksana entering her date of birth, checking for errors.</p>

Date unit completed Dec 2005

Tutor's signature S.J Cove

Candidate's signature Ruksana Kaur

OCR ENTRY LEVEL CERTIFICATE IN ICT SKILLS FOR LIFE UNIT 2A: DISPLAYING INFORMATION USING ICT (ENTRY 2)

SAMPLE ASSIGNMENT A (using template)

CANDIDATE TASK SHEET

You need to create invitations for a party.

Task 1

- Why are you having a party? Discuss this with your tutor.
- Plan the invitation.
- Open a new blank document.
- Enter at least 10 words and at least one number.
- Check content and correct errors.
- Make sure your name is on the invitation.
- Save your invitation – your tutor can help you with this.
- Print the invitation.

You need to word process a note to a friend.

Task 2

- What are you going put in the note? Discuss this with your tutor.
- Plan the note.
- Open a new blank document.
- Enter at least 10 words and at least one number.
- Check content and correct errors.
- Enter your name on the note.
- Save your note – your tutor can help you with this.
- Print the note.

Example evidence for Task 1

<p>Come to a CHRISTMAS PARTY on <i>December 12th at eight</i></p> <p>Sarah Abidi 27 Main Road</p>

Example evidence for Task 2

<p>Jenny called about the Party. Ring her tonight. Barrow 82523</p> <p>Sarah</p>
--

OCR ENTRY LEVEL CERTIFICATE IN ICT SKILLS FOR LIFE UNIT 2A: DISPLAYING INFORMATION USING ICT (ENTRY 2)

SAMPLE ASSIGNMENT B (using template)

CANDIDATE TASK SHEET

You need to produce an advert to go in a shop window.

Task 1

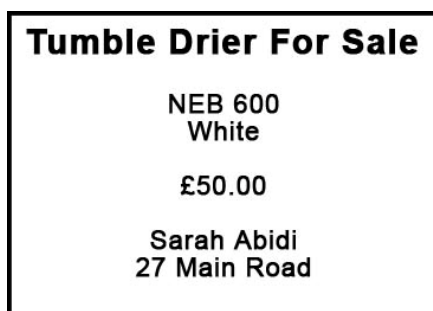
- What are you going to sell? Discuss this with your tutor.
- Plan the advert.
- Open a new blank document.
- Enter at least 10 words and at least one number.
- Check content and correct errors.
- Enter your name on the advert.
- Save your advert – your tutor can help you with this.
- Print the advert.

You need to let someone know you have arrived safely after a journey.

Task 2

- Plan the message.
- Create a new message on your mobile phone.
- Enter at least 10 words.
- Enter at least one number.
- Check content and correct errors.
- Enter your name on the message.
- Show your tutor that the message has been sent.
- Ensure your tutor records the content of the message.

Example evidence for Task 1



Example evidence for Task 2 recorded on Candidate Evidence Sheet



Example of completed form**OCR ENTRY LEVEL CERTIFICATE IN ICT SKILLS FOR LIFE
ENTRY 2****CANDIDATE EVIDENCE SHEET**

This sheet is used to record assessment objectives that are not evidenced by hard copy. The same sheet should be used to record evidence for all units the candidate is submitting.

Candidate name:

*Sarah Abidi***Units 2A, 2B, 2C Use ICT system**Start & shutdown system Use input device Follow recommended safe practice in ICT **Unit 2A Create two documents/message**Document 1 Document 2

Message Text:

*Dear mum. Have arrived safely.**I am in room 505 on the top floor. Love Sarah*Message 1 **Unit 2B Find information from two sources**Use Internet Use Teletext Use CD/DVD Other:..... **Unit 2C Communicate Information**Send email(s) Receive email Send text message Receive text message

Keep access information secure

Use password Date unit completed Sept 2005Tutor's signature SJ CoveCandidate's signature Sarah Abidi

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OCR ENTRY LEVEL CERTIFICATE IN ICT SKILLS FOR LIFE UNIT 2B: USING ICT TO FIND INFORMATION (ENTRY 2)

SAMPLE ASSIGNMENT A (using template)

CANDIDATE TASK SHEET

You must look for someone to do a repair job for you.

Task 1

- Write down the type of repair you want.
- Access the ICT system you are going to use.
- Find the phone number of someone who can do the job.
- Ensure that you find the page with details of the repair service.
- Ask your tutor to check this.
- Print a copy of one page you have found.
- Write your name on the printout.
- Ask your tutor to check that you have included everything required.

You must find out about the place where you were born using the Encyclopaedia CD.

Task 2

- Write down the name of the place you are looking for.
- Access the ICT system you are going to use.
- Find the information.
- Ensure that the information you have found is about the place you were born.
- Ask your tutor to check this.
- Print a copy of one page of the information you have found.
- Write your name on the printout.
- Ask your tutor to check that you have included everything required.

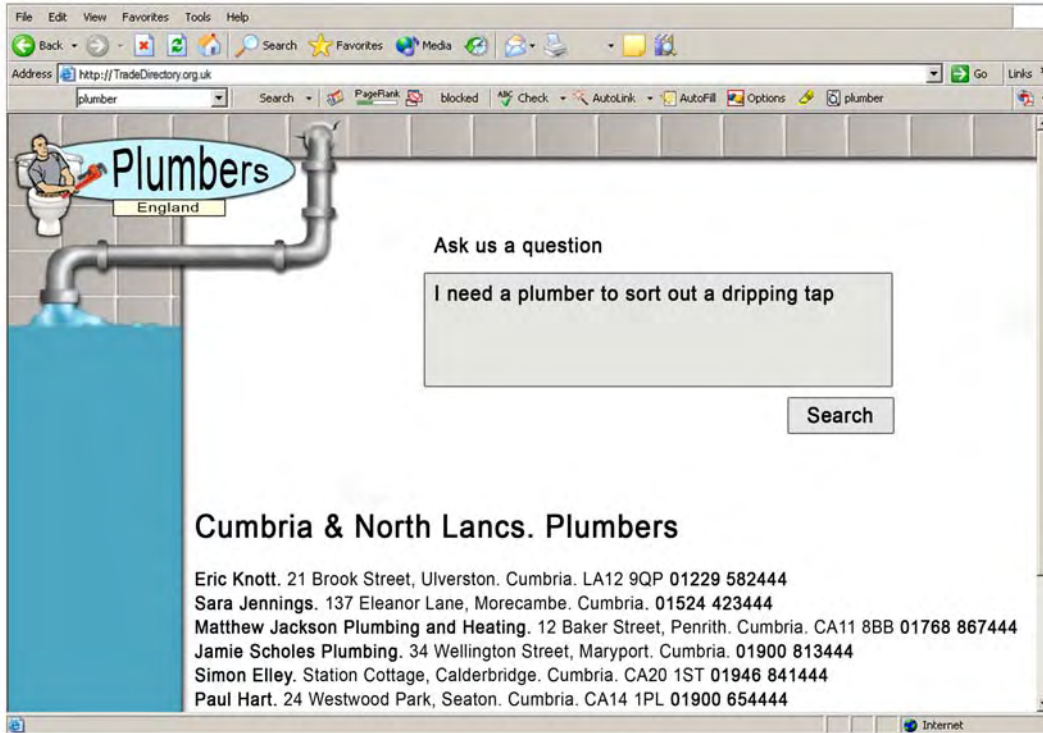
Note:

Sample prints that follow have been done as screen prints for the purposes of the handbook. Printing directly from the source page would be the preferred option for candidates. The aim of the search can be handwritten.

Example evidence produced using task sheets

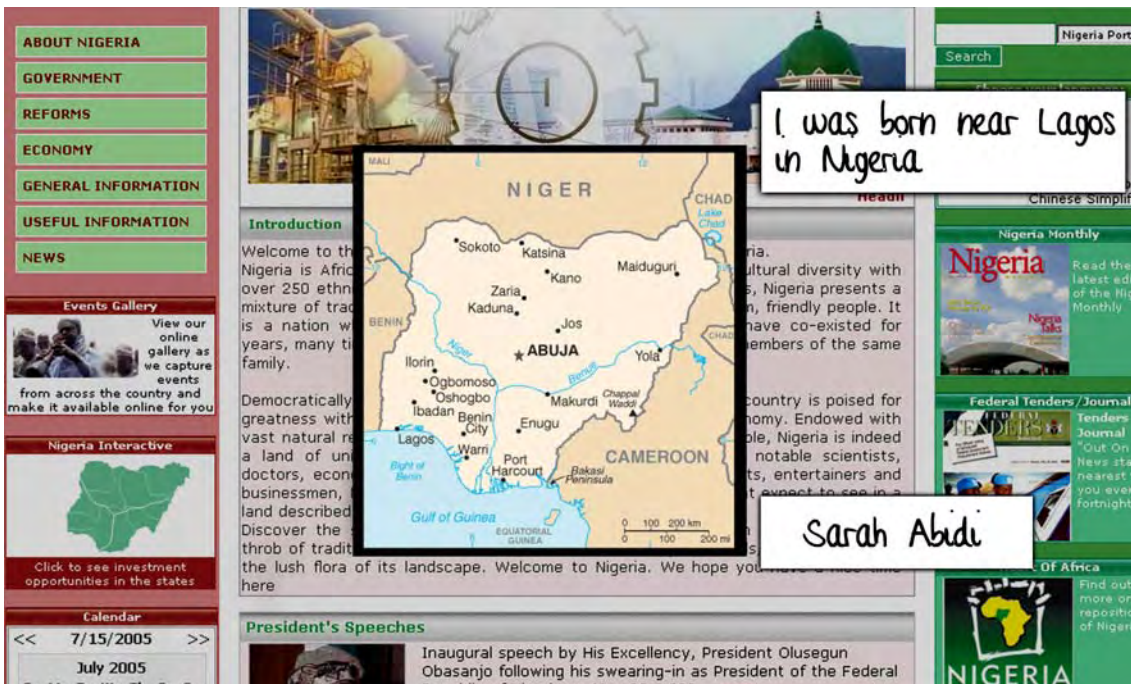
Task 1

I need a plumber because I've got a dripping tap.



Task 2

I want to find out about Lagos in Nigeria.



OCR ENTRY LEVEL CERTIFICATE IN ICT SKILLS FOR LIFE UNIT 2B: USING ICT TO FIND INFORMATION (ENTRY 2)

SAMPLE ASSIGNMENT B (using template)

CANDIDATE TASK SHEET

You must look for the winning number in Wednesday's lottery draw using Teletext.

Task 1

- Write down the aim of your search.
- Select Teletext on the television.
- Using the remote control follow the menu to find the information.
- Ensure that the information you have found is for the Wednesday draw.
- Ask your tutor to check this.
- Write down a list of the winning numbers.
- Write your name on the sheet under your results.
- Ask your tutor to check that you have included everything required.

You must look for a route from your house to a seaside town using the Internet.

Task 2

- Write or type the seaside town you are going to visit.
- Access the Internet.
- Find the information.
- Ensure that the information you have found is what you actually wanted.
- Ask your tutor to check this.
- Print a copy of one page of the information you have found.
- Write your name on the printout.
- Ask you tutor to check that you have included everything required.

Example of completed form

**OCR ENTRY LEVEL CERTIFICATE IN ICT SKILLS FOR LIFE
ENTRY 2**

CANDIDATE EVIDENCE SHEET

This sheet is used to record assessment objectives that are not evidenced by hard copy. The same sheet should be used to record evidence for all units the candidate is submitting.

Candidate name:

Sarah Abidi

Units 2A, 2B, 2C Use ICT system	
Start & shutdown system <input checked="" type="checkbox"/>	Use input device <input checked="" type="checkbox"/>
Follow recommended safe practice in ICT <input checked="" type="checkbox"/>	

Unit 2A Create two documents/message	
Document 1 <input checked="" type="checkbox"/>	Document 2 <input checked="" type="checkbox"/>
Message Text:	Message 1 <input type="checkbox"/>

Unit 2B Find information from two sources	
Use Internet <input checked="" type="checkbox"/>	Use Teletext <input type="checkbox"/>
Use CD/DVD <input checked="" type="checkbox"/>	Other:..... <input type="checkbox"/>

Unit 2C Communicate Information	
Send email(s) <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Receive email <input checked="" type="checkbox"/> <input type="checkbox"/>
Send text message <input type="checkbox"/>	Receive text message <input checked="" type="checkbox"/>

Keep access information secure	Use password <input checked="" type="checkbox"/>
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Date unit completed *Oct 2005*

Tutor's signature *SJ Cove*

Candidate's signature *Sarah Abidi*

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OCR ENTRY LEVEL CERTIFICATE IN ICT SKILLS FOR LIFE UNIT 2C: COMMUNICATING INFORMATION USING ICT (ENTRY 2)

SAMPLE ASSIGNMENT A (using template)

CANDIDATE TASK SHEET

You need to show that you can create and send messages.

Task 1

- Open the software for your mail account.
- Accurately enter the password to access your messages.

Task 2

- Send me an email.
- Choose **my address** from the **address book**.
- Prepare your message – decide the words you want to include.
- Enter **computers** as the **subject** of your message.
- Enter about **5 words** stating what you think of computers.
- Enter your **name** at the end of the message.
- Check the accuracy of your message.
- Send** the email.
- Print** the email from your **Sent items** folder.

Task 3

- Decide who you will send a message to.
- Choose an **address** from **the class list** – copy it carefully.
- Prepare your message – decide the words you want to include.
- Enter a few words as the **subject** to identify the message.
- Enter about **5 words** about your favourite food.
- Enter your **name** at the end of the message.
- Check the accuracy of your message.
- Send** the email.
- Print** the email from your **Sent items** folder.

You need to show that you can receive messages.

Task 4

- Open** a message that you have received in your Inbox.
- Read** the email.
- Print** the email from your **Inbox**.
- Write your name on the printout.

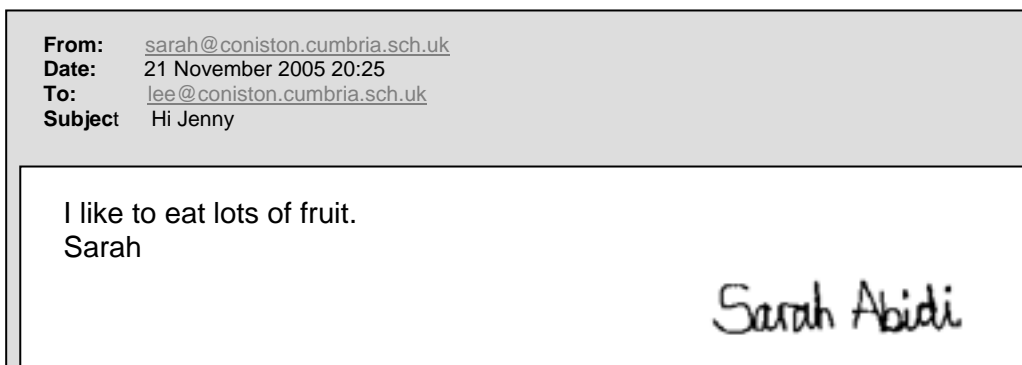
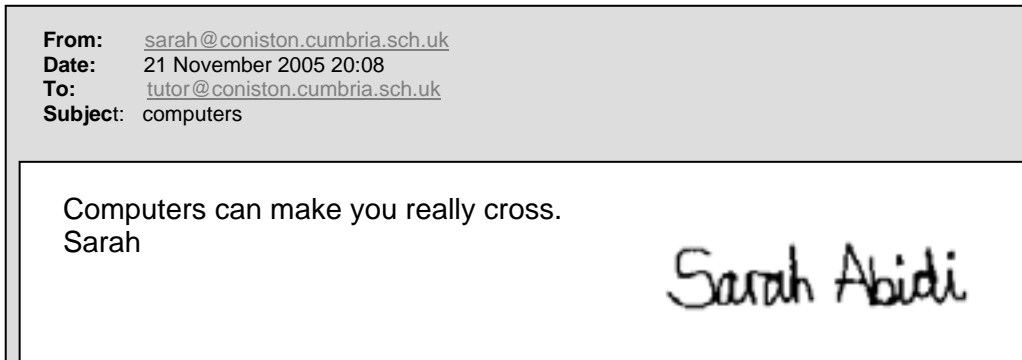
Task 5

- Open** a message that you have received on your mobile phone.
- Read** the text message.
- Show your tutor that you have received and read the text message.

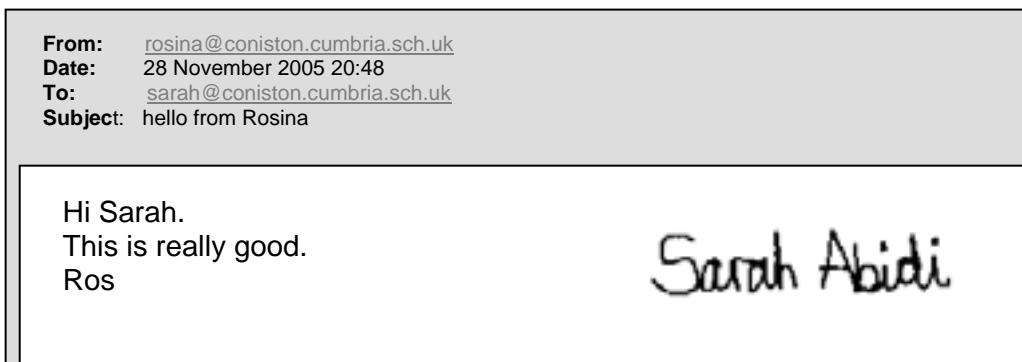
Ask your tutor to check that you have done everything required.

Example evidence produced using task sheet

Task 2 and 3 Two email messages sent by Sarah.



Task 4 and 5 Two messages received by Sarah.



Sarah received and read a text message from John on her mobile.
Here is a digital photo print of the screen.
SJ Cove tutor
28.11.05



OCR ENTRY LEVEL CERTIFICATE IN ICT SKILLS FOR LIFE UNIT 2C: COMMUNICATING INFORMATION USING ICT (ENTRY 2)

SAMPLE ASSIGNMENT B (using template)

CANDIDATE TASK SHEET

You need to show that you can create and send messages.

Task 1

- Open the software for your mail account.
- Accurately enter the password to access your messages.

Task 2

- Send me an email.
- Choose **my address** from the **address book**.
- Prepare our message – decide the words you want to include.
- Enter **emails** as the **subject** of your message.
- Enter about **5 words** stating what you think of emails.
- Enter your **name** at the end of the message.
- Check the accuracy of your message.
- Send** the email.
- Print** the email from your **Sent items** folder.

Task 3

- Decide who you will send a message to.
- Choose an **address** from **the class list** – copy it carefully.
- Prepare your message – decide the words you want to include.
- Enter a few words as the **subject** to identify the message.
- Enter about **5 words** arranging to meet someone.
- Enter your **name** at the end of the message.
- Check the accuracy of your message.
- Send** the email.
- Print** the email from your **Sent items** folder.

You need to show that you can receive messages.

Task 4

- Open** the software for your mail account.
- Accurately enter the **password** to access your messages.
- Open** the message **My weekend** that you have received in your Inbox.
- Read** the email.
- Print** the email from your **Inbox**.
- Write your name on the printout.

Task 5

- Open** the software for your mail account.
- Accurately enter the **password** to access your messages.
- Open** a message that you have received in your Inbox.
- Read** the email.
- Print** the email from your **Inbox**.
- Write your name on the printout.

Ask your tutor to check that you have done everything required.

Example evidence produced using task sheet

Task 2 and 3 Two email messages sent by Sarah.

From: sarah@coniston.cumbria.sch.uk Date: 07 November 2005 20:11 To: tutor@coniston.cumbria.sch.uk Subject: emails
<p>I do like sending emails. Sarah</p> <p style="text-align: right;"><i>Sarah Abidi</i></p>

From: sarah@coniston.cumbria.sch.uk Date: 07 November 2005 20:24 To: jenny@coniston.cumbria.sch.uk Subject: Hi Jenny
<p>Are you coming shopping after class? Sarah</p> <p style="text-align: right;"><i>Sarah Abidi</i></p>

Task 4 and 5 Two email messages received by Sarah.

From: tutor@coniston.cumbria.sch.uk Date: 14 November 2005 20:17 To: sarah@coniston.cumbria.sch.uk Subject: My weekend
<p>On Friday, I am going to see Annabelle in Yorkshire. I am her grandad. Stephe</p> <p style="text-align: right;"><i>Sarah Abidi</i></p>

From: miriam@coniston.cumbria.sch.uk Date: 14 November 2005 20:32 To: sarah@coniston.cumbria.sch.uk Subject: Invite
<p>Come to my fancy dress party, Miriam</p> <p style="text-align: right;"><i>Sarah Abidi</i></p>

Example of completed form

**OCR ENTRY LEVEL CERTIFICATE IN ICT SKILLS FOR LIFE
ENTRY 2**

CANDIDATE EVIDENCE SHEET

This sheet is used to record assessment objectives that are not evidenced by hard copy. The same sheet should be used to record evidence for all units the candidate is submitting.

Candidate name:

Sarah Abidi

Units 2A, 2B, 2C Use ICT system	
Start & shutdown system <input checked="" type="checkbox"/>	Use input device <input checked="" type="checkbox"/>
Follow recommended safe practice in ICT <input checked="" type="checkbox"/>	

Unit 2A Create two documents/message	
Document 1 <input checked="" type="checkbox"/>	Document 2 <input checked="" type="checkbox"/>
Message Text:	Message 1 <input type="checkbox"/>

Unit 2B Find information from two sources	
Use Internet <input checked="" type="checkbox"/>	Use Teletext <input type="checkbox"/>
Use CD/DVD <input checked="" type="checkbox"/>	Other:..... <input type="checkbox"/>

Unit 2C Communicate Information	
Send email(s) <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Receive email <input checked="" type="checkbox"/> <input type="checkbox"/>
Send text message <input type="checkbox"/>	Receive text message <input checked="" type="checkbox"/>

Keep access information secure <input type="checkbox"/>	Use password <input checked="" type="checkbox"/>
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Date unit completed Nov 2005

Tutor's signature *SJ Cove*

Candidate's signature *Sarah Abidi*

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OCR ENTRY LEVEL CERTIFICATE IN ICT SKILLS FOR LIFE UNIT 3A: DISPLAYING INFORMATION USING ICT (ENTRY 3)

SAMPLE ASSIGNMENT A (using template)

CANDIDATE TASK SHEET

You must use your computer to produce a menu. Before you start, you may make a rough plan of the document you wish to produce.

Task 1

- Open a blank document.
- Create a menu.
- Enter at least **15 words**, eg the location, the food on offer.
- Enter some **numbers**, eg the prices, the opening times.
- Insert **one image** (clip art, scanned photo, imported picture).
- Enter your **name** and the words **draft copy** beneath the data you have entered.
- Use a spellchecker to help you check your work is **accurate**.
- Save** your work, **print** a copy and **close** the document.
- Ask your tutor to check that you have included everything required.

You need to make some changes to the menu you saved in Task 1.

Task 2

- Open** your saved document.
- Align some (or all) of your words to the **centre** or to the **right** of the page.
- Clearly** change the font **size** of some of your words.
- Clearly** change the font **style** of some of your words.
- Emphasise some of your words using **bold**, and/or *italics* and/or underlining.
- Move** the image to a different position on the menu.
- Delete the words **draft copy** and enter the words **final copy**.
- Check that your name is still present.
- Use a **spellchecker** to check for accuracy.
- Save** your work using a **different file name**, print a copy and close the document.
- Ask your tutor to check that you have included everything required.

Hand your two printouts, with this sheet, to your tutor so that they can be assessed.

Example evidence produced using task sheet

Task 1



The Tall Tree

Lunch 12.00 to 2.00

Soup
Fish chips and peas
Ice cream
Coffee or tea

£4.75

Peter Jackson Draft Copy

Task 2

The Tall Tree

Lunch 12.00 to 2.00

Soup
Fish chips and peas
Ice cream
Coffee or tea

£4.75



Peter Jackson Final Copy

OCR ENTRY LEVEL CERTIFICATE IN ICT SKILLS FOR LIFE UNIT 3A: DISPLAYING INFORMATION USING ICT (ENTRY 3)

SAMPLE ASSIGNMENT B (using template)

CANDIDATE TASK SHEET

You must use your computer to produce a letter about your holiday. Before you start, you may make a rough plan of the document you wish to produce.

Task 1

- Open a blank document.
- Draft a letter about your holiday.
- Enter at least **15 words**, eg where you went, what you did.
- Enter some **numbers**, eg the date, the cost.
- Insert **one image** (clip art, scanned photo, imported picture).
- Enter your **name** and the words **draft copy** beneath the data you have entered.
- Use a spellchecker to help you check your work is **accurate**.
- Save** your work, **print** a copy and **close** the document.
- Ask your tutor to check that you have included everything required.

You need to make some changes to the letter you saved in Task 1.

Task 2

- Open** your saved document.
- Align some (or all) of your words to the **centre** or to the **right** of the page.
- Clearly** change the font **size** of some of your words.
- Clearly** change the font **style** of some of your words.
- Emphasise some of your words using **bold**, and/or *italics* and/or underlining.
- Move** the image to a different position on the letter.
- Delete the words **draft copy** and enter the words **final copy**.
- Check that your name is still present.
- Use a **spellchecker** to check for accuracy.
- Save** your work using a **different file name**, print a copy and close the document.
- Ask your tutor to check that you have included everything required.

Hand your two printouts, with this sheet, to your tutor so that they can be assessed.

Example evidence produced using task sheet

Task 1

10 Main Road
Coventry
CV4 8BR

22/11/2005


Dear Chris

I have just come back from visiting my sister.
She lives in Florida in the USA.


The weather was fantastic. It was 32 degrees.

Love Peter

Peter Jackson Draft Copy



Task 2



10 Main Road
Coventry
CV4 8BR

22/11/2005

Dear Chris

I have just come back from visiting my sister.
She lives in Florida in the USA.

The weather was fantastic. It was **32 degrees**.

Love Peter

Peter Jackson Final Copy

Example of completed form**OCR ENTRY LEVEL CERTIFICATE IN ICT SKILLS FOR LIFE
ENTRY 3****CANDIDATE EVIDENCE SHEET**

This sheet is used to record assessment objectives that are not evidenced by hard copy. The same sheet should be used to record evidence for all units the candidate is submitting.

Candidate name:

Peter Jackson

Units 3A, 3B, 3C Use ICT system	
Start & shutdown system <input checked="" type="checkbox"/>	Use input device <input checked="" type="checkbox"/>
Follow recommended safe practice in ICT <input checked="" type="checkbox"/>	

Unit 3A Work with files	
Create new file <input checked="" type="checkbox"/>	Open existing file <input checked="" type="checkbox"/>
Save file <input checked="" type="checkbox"/>	Close file <input checked="" type="checkbox"/>

Unit 3B Insert and remove media	
Floppy disc <input type="checkbox"/>	Flash drive <input type="checkbox"/>
CD <input checked="" type="checkbox"/>	Memory card <input type="checkbox"/>
DVD <input type="checkbox"/>	Other:..... <input type="checkbox"/>

Unit 3C Keep access information secure	
Use password <input checked="" type="checkbox"/>	
Delete email <input checked="" type="checkbox"/>	

Date unit completed *Oct 2005* Tutor's signature *SJ Cove* Candidate's signature *Peter Jackson*

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OCR ENTRY LEVEL CERTIFICATE IN ICT SKILLS FOR LIFE UNIT 3B: USING ICT TO FIND INFORMATION (ENTRY 3)

SAMPLE ASSIGNMENT A (using templates)

CANDIDATE TASK SHEET

You must find specific information using your computer or some other ICT source.

For **this search** you must use the Internet to find train times tomorrow to go from home to a place you would like to visit.

Task 1

- Open up the Internet and find a site with train information.
- Enter the journey details.
- Follow the instructions to find suitable trains.
- Print out a copy of just one page showing the information you found.
- Write the aim of the search and your name on the printout.
- Highlight the information you have found so that your tutor can check you have been successful.

For **this search** you must find a recipe you would like to try.

Task 2

- Write down the recipe name.
- Insert the CD with the recipe library.
- Search the menu for your recipe.
- Print out a copy of just one page showing the result of your search.
- Write the aim of the search and your name on the printout.
- Highlight the name of the recipe you have found so that your tutor can check you have been successful.

Show that you can use the Help facility to find out how to copy an image on your page.

Task 3

- Open a word processing package.
- Find the information that you want.
- Print out a copy.
- Write the aim of the search and your name on the printout.
- Highlight the information you have found so that your tutor can check you have been successful.

Hand your printouts or handwritten sheets with your search results, and this sheet, to your tutor so that they can be assessed.

Example evidence produced using task sheet

Task 1

I wanted to find train times from Coventry to Durham. It will take about five hours.

Peter Jackson

TIMETABLE RESULT: COVENTRY TO DURHAM

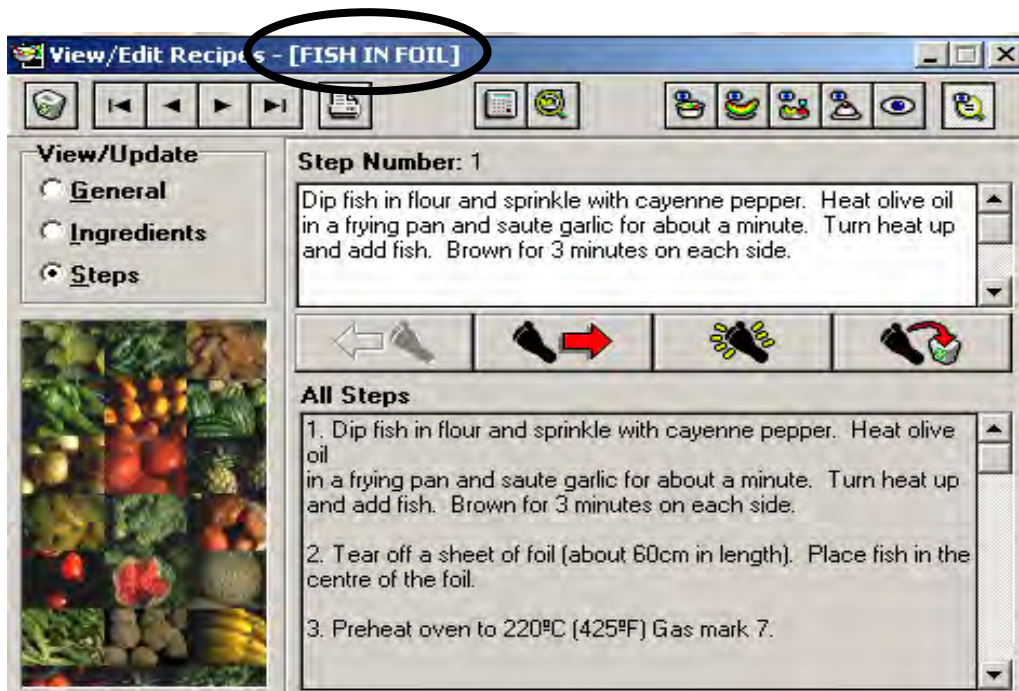
Below is a list of the train departure and arrival times which match your outward and return journeys. You can use the Find earlier trains and Find later trains buttons to click through the rest of the timetable.

OUTWARD JOURNEY SUNDAY 18 SEPTEMBER 2005				RETURN JOURNEY SUNDAY 18 SEPTEMBER 2005			
Depart	08:35	09:00	10:05	Depart	20:28	22:28	22:28
Arrive	13:31	14:23	14:32	Arrive	05:49	08:20	07:24
Changes	1	3	1	Changes	1	2	3
Duration	4:56	5:23	4:27	Duration	9:21	9:54	8:56
Details	View	View	View	Details	View	View	View
FIND EARLIER TRAINS FIND LATER TRAINS				FIND EARLIER TRAINS FIND LATER TRAINS			

Task 2

I wanted a recipe to cook fish because fish is healthy to eat.

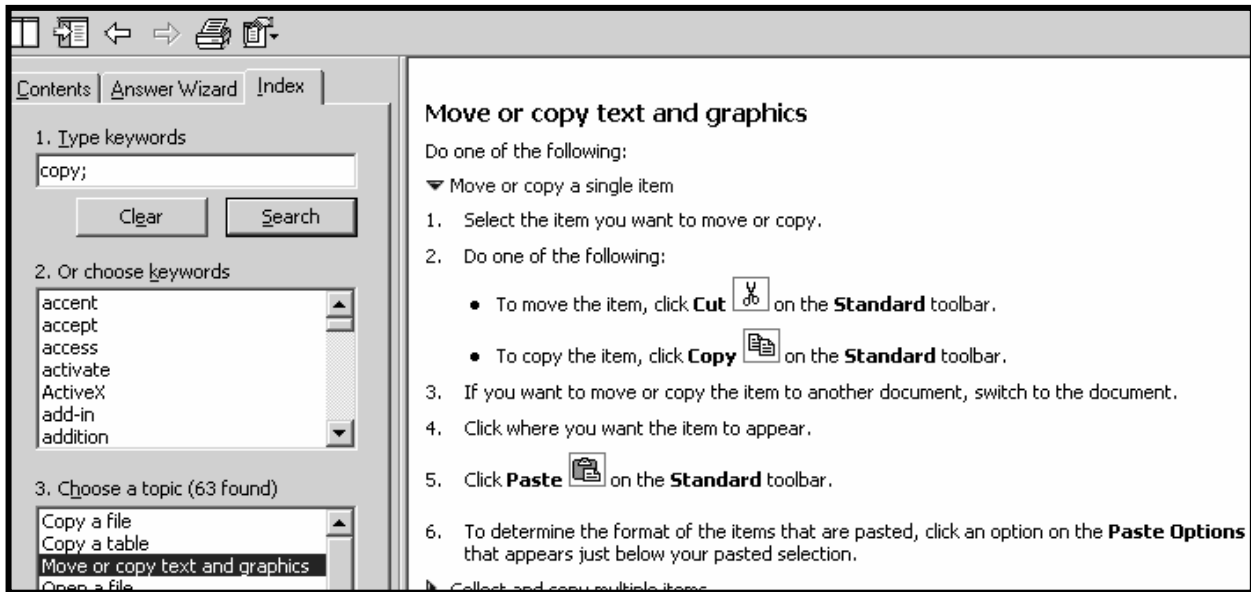
Peter Jackson



Task 3

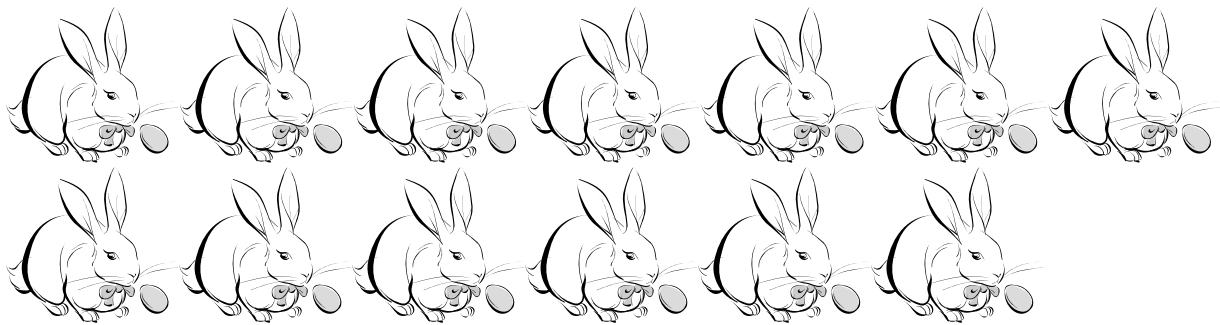
I wanted to know how to copy an image. I went to the Help File and now I know how to do it.

Peter Jackson



I can copy and paste images

Peter Jackson



OCR ENTRY LEVEL CERTIFICATE IN ICT SKILLS FOR LIFE UNIT 3B: USING ICT TO FIND INFORMATION (ENTRY 3)

SAMPLE ASSIGNMENT B (using template)

CANDIDATE TASK SHEET

You must find specific information using your computer or some other ICT source.

For **this search** you must use the Internet to find the weather in a place that you would like to visit this weekend.

Task 1

- Write down the place name.
- Open up the Internet and find a search engine.
- Enter the search details.
- Follow the links to a suitable page.
- Print out a copy of just one page showing the information you found.
- Write the aim of the search and your name on the printout.
- Highlight the information you have found so that your tutor can check you have been successful.

For **this search** you must use a CD ROM that will help you work out how much wallpaper you need to decorate one of your rooms.

Task 2

- Find out the size of your room.
- Open up the DIY CD ROM and go to the index.
- Choose the wallpaper calculator.
- Enter the measurements for your room.
- Calculate the wallpaper you will need.
- Print out a copy of just one page showing your calculations.
- Write the aim of the search and your name on the print out.

You must use the Help file in an application to find out how to find a web page you visited last week.

Task 3




- Open the web browser.
- Find the information that you want.
- Print out a copy.
- Write the aim of the search and your name on the printout.
- Highlight the information you have found so that your tutor can check you have been successful.

Example evidence produced using task sheet

Task 1

I am going to Blackpool tomorrow and want to know what the weather will be like - it doesn't look very good.

Peter Jackson

The weather today at: Blackpool		
Blackpool, Gbr		
Today	Sunday	Monday
		
sunny	showers	cloudy
min: 15	min: 18	min: 20
max: 25	max: 20	max: 23

Task 2

I want to wallpaper my living room and want to know how many rolls of wallpaper I will need.

Peter Jackson

your room details...

Are these measurements in feet or metres

Enter the width of the area:

Enter the height of the area:

Enter the width of the door:

Enter the height of the door:

Enter the width of the window:

Enter the height of the window:

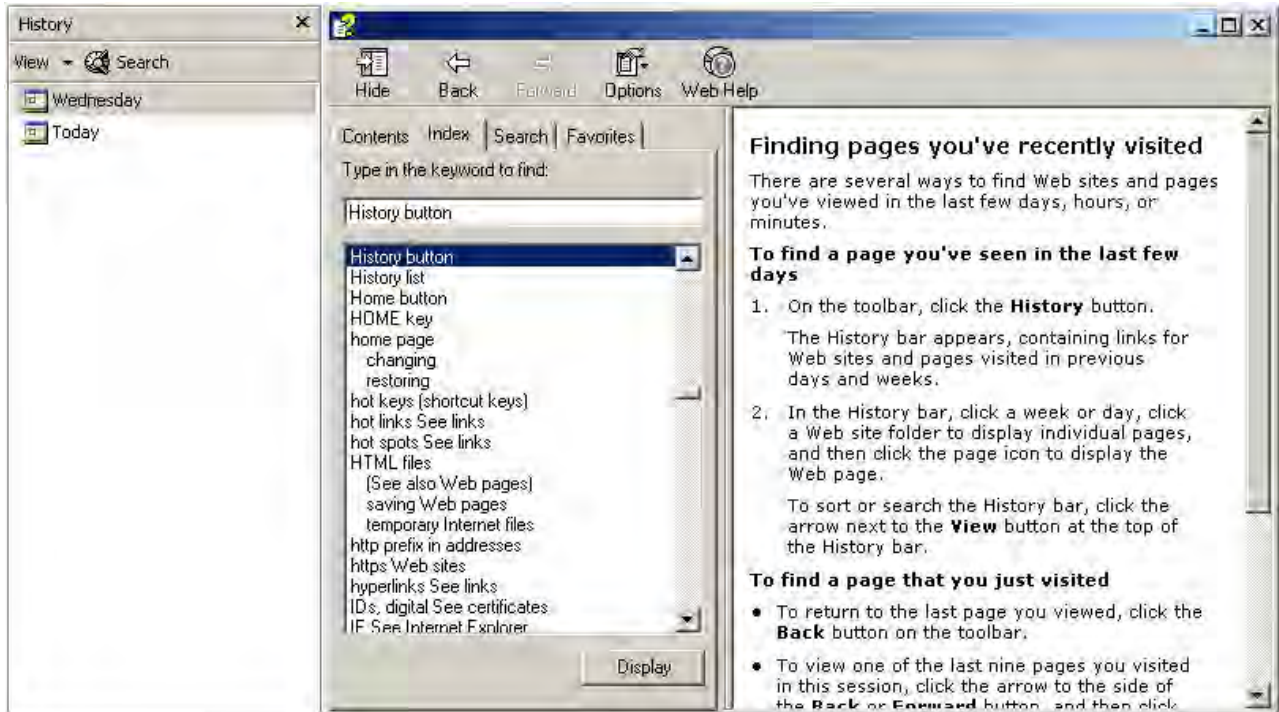
your results...

area to paper	number of rolls
25.5	5

Task 3

I wanted a quick way to go back to pages I searched last week. I searched the Help file and found the History button.

Peter Jackson



Example of completed form**OCR ENTRY LEVEL CERTIFICATE IN ICT SKILLS FOR LIFE
ENTRY 3****CANDIDATE EVIDENCE SHEET**

This sheet is used to record assessment objectives that are not evidenced by hard copy. The same sheet should be used to record evidence for all units the candidate is submitting.

Candidate name:

Peter Jackson

Units 3A, 3B, 3C Use ICT system

Start & shutdown system

Use input device

Follow recommended safe practice in ICT

Unit 3A Work with files

Create new file

Open existing file

Save file

Close file

Unit 3B Insert and remove media

Floppy disc

Flash drive

CD

Memory card

DVD Other:.....

Unit 3C Keep access information secure

Use password

Delete email

Date unit completed Nov 2005

Tutor's signature *SJ Cove*

Candidate's signature *Peter Jackson*

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OCR ENTRY LEVEL CERTIFICATE IN ICT SKILLS FOR LIFE UNIT 3C: COMMUNICATING INFORMATION USING ICT (ENTRY 3)

SAMPLE ASSIGNMENT A (using template)

CANDIDATE TASK SHEET

You need to show that you can use email to create a message asking for information.

Task 1

- Open** the software for your email account.
- Accurately enter the **password** to access your messages.

Task 2

- Find the **address** for the **Centre Manager** from the **Address Book**.
- Create a blank message using the address – check that it is completely accurate.
- Prepare a message** asking for information about new courses – decide the words you want to include.
- Enter a few words as the **subject** to identify the message.
- Enter about **15 words** in the message area asking about courses.
- Enter your **name** at the end of the message.
- Check the **accuracy** of your message.
- Send** the email.
- Print** the email from your **Sent items** folder.

You need to show that you can open the email I sent about my lottery win and send a reply.

Task 3

- Open** the message that that you have received from your tutor in your **Inbox**.
- Read** the email with the subject **If only this were true!**
- Print** the email from your **Inbox**.
- If your name does not appear on this email, write your name on the printout.

You need to show that you can reply to the email and tell me about your charity.

Task 4

- Prepare your reply to the **If only this were true!** email – decide the words you want to include.
- Use the **Reply** facility.
- Enter about 15 words in the message area and check the accuracy of your message.
- Enter your **name** at the end of the message.
- Send** the message and then **print** the reply email from your **Sent items** folder.

You need to show that you can delete messages from your email account.

Task 5

- Delete** the **If only this were true!** email you received in Task 3.
- Show** the tutor that the message printed for Task 3 has been deleted.

Check that you have done everything required.

Hand your **three** printouts, with this Sheet, to your tutor so they can be assessed.

Example evidence produced using task sheet

Task 2 – Send an email

From: Peter Jackson Date: 14 December 2005 19:45 To: manager@coniston.cumbria.sch.uk Subject: Scribble with Photoshop
<p>I like the sound of this course. Is it for complete beginners like me? Peter</p>

Task 3 – Receive an email

From: Tutor Date: 10 November 2005 19:00 To: ict3@coniston.cumbria.sch.uk Subject: If only this were true!	<i>Peter Jackson</i>
<p>I've just won the lottery and I want to give most of it away to charity. Tell me which charity you would want me to support and why. Steve</p>	

Task 4 – Reply to an email

From: Peter Jackson Date: 10 November 2005 20:35 To: tutor@coniston.cumbria.sch.uk Subject: Re: If only this were true!
<p>Please support Sunshine Holidays for children who wouldn't normally get a holiday. It's funded by voluntary contributions and every donation is welcome. Peter</p> <p>----- Original Message ----- From: tutor@coniston.cumbria.sch.uk To: ict3@coniston.cumbria.sch.uk Sent: Monday, November 10, 2005 7:00 PM Subject: If only this were true</p> <p>> I've just won the lottery and I want to give most of it away to charity. Tell me which charity you > would want me to support and why. Steve</p>

Task 5 – Delete an email.

(A tick on the Candidate Evidence Sheet is all that is required for this task.)

OCR ENTRY LEVEL CERTIFICATE IN ICT SKILLS FOR LIFE UNIT 3C: COMMUNICATING INFORMATION USING ICT (ENTRY 3)

SAMPLE ASSIGNMENT B (using template)

CANDIDATE TASK SHEET

You need to show that you can use email to create a message arranging a meeting.

Task 1

- Open** the software for your email account.
- Accurately enter the **password** to access your messages.

Task 2

- Choose an **address** from the **class list**.
- Enter** the email address and check that it is completely accurate.
- Prepare a message** arranging to meet someone – decide the words you want to include.
- Enter a few words as the **subject** to identify the message.
- Enter about **15 words** in the message area arranging to meet someone.
- Enter your **name** at the end of the message.
- Check the accuracy of your message.
- Send** the email.
- Print** the email from your **Sent items** folder.

You need to show that you can open the email I sent asking for feedback and send a reply.

Task 3

- Open** the messages that you have received in your **Inbox**.
- Read** the email with the subject **How is it going?**
- Print** the email from your **Inbox**.
- If your name does not appear on this email, write your name on the printout.

You need to show that you can reply to the email and give me your feedback.

Task 4

- Prepare your reply to the **How is it going?** email – decide the words you want to include.
- Use the **Reply** facility.
- Enter about **15 words** in the message area and check the accuracy of your message.
- Enter your **name** at the end of the message.
- Send** the message and then **print** the reply email from your **Sent items** folder.

You need to show that you can delete messages from your email account.

Task 5

- Delete** the **How is it going?** email you received in Task 3.
- Show** the tutor that the message has been deleted.

Check that you have done everything required.

Hand your **three** printouts, with this Sheet, to your tutor so they can be assessed.

Example evidence produced using task sheet

Task 2 – Create and send an email

From: Peter Jackson Date: 10 November 2005 20:08 To: tutor@coniston.cumbria.sch.uk Subject: this weekend
<p>I can't wait for the weekend. The weather looks good for climbing mountains at long last. Peter</p>

Task 3 – Receive an email

From: Tutor Date: 07 December 2005 19:00 To: ict3@coniston.cumbria.sch.uk Subject: How is it going?	<i>Peter Jackson</i>
<p>How is the course going so far? Let me know what you think. Stephe</p>	

Task 4 – Reply to an email

From: Peter Jackson Date: 07 December 2005 20:35 To: tutor@coniston.cumbria.sch.uk Subject: Re: How is it going!
<p>I wish I could tell if it was me or the machine that was getting it wrong. Peter</p> <p>----- Original Message ----- From: tutor@coniston.cumbria.sch.uk To: ict3@coniston.cumbria.sch.uk Sent: Wednesday, December 07, 2005 7:00 PM Subject: If only this were true</p> <p>> How is the course going so far? Let me know what you think. > Stephe</p>

Task 5 – Delete an email

(A tick on the Candidate Evidence Sheet is all that is required for this task)

Example of completed form**OCR ENTRY LEVEL CERTIFICATE IN ICT SKILLS FOR LIFE
ENTRY 3****CANDIDATE EVIDENCE SHEET**

This sheet is used to record assessment objectives that are not evidenced by hard copy. The same sheet should be used to record evidence for all units the candidate is submitting.

Candidate name:

Peter Jackson

Units 3A, 3B, 3C Use ICT system

Start & shutdown system

Use input device

Follow recommended safe practice in ICT

Unit 3A Work with files

Create new file

Open existing file

Save file

Close file

Unit 3B Insert and remove media

Floppy disc

Flash drive

CD

Memory card

DVD Other:

Unit 3C Keep access information secure

Use password

Delete email

Date unit completed *Dec 2005*

Tutor's signature *SJ Cove*

Candidate's signature *Peter Jackson*

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SUPPORTING DOCUMENTATION

Template for model assignments

An assignment template has been produced for each unit. These templates are context free to allow tutors to provide a context or topic that meets the needs of their candidate. A copy of each template has been provided with each unit and is also available on the OCR website as a 'Word' document.

Sample assignments have been produced using the templates. These provide examples of how the templates can be used and the type of evidence that can be produced.

Candidate Evidence Sheets

A Candidate Evidence Sheet is provided for each level. A blank copy of the Candidate Evidence Sheet is included with the units. A copy of the Candidate Evidence Sheet is also available on the OCR website.

Candidate Evidence Sheets confirm candidates have achieved the assessment objectives that cannot be evidenced through printouts eg start and shutdown system. They have been developed to help centres confirm that all aspects of the assessment requirements have been completed.

Candidate Evidence Sheets **must** be completed for all units before they are submitted to the OCR Examiner-moderator.

For Full Entry, only one form is required per candidate submission, however, the relevant section of the form must be completed when each unit is assessed. For a single Unit Entry, one Candidate Evidence Sheet, with the relevant sections completed, must be included in the ARF.

Witness Statements

Witness statements should be submitted for tasks that cannot be evidenced by hard copy eg searches that cannot be printed, mobile phone messages etc.

A blank Witness Statement form is provided with Unit 1A as printouts might not be produced for this unit.

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ADMINISTRATION ARRANGEMENTS

This section provides a brief overview of the administration arrangements operating for these qualifications. For full instructions on procedures for the correct administration of these qualifications, please refer to the OCR Administrative Guide to Basic Skills (A851).

How to gain centre approval

To gain centre approval centres must complete the Basic Skills Centre Approval Form (A811) and return it to OCR Operations. A copy of this form can be obtained from the OCR Administrative Guide to Basic Skills (A851), the OCR website or by calling the OCR Information Bureau on 024 76 851509.

Further guidance on completion of the Centre Approval Form is provided in the OCR Administrative Guide to Basic Skills (A851) together with the OCR Operations address.

How to enter candidates

You can enter candidates by completing an NQF1 *Vocational Qualifications Entry Form (Named Route)* or an NQF2 *Vocational Qualifications Entry Form (Unnamed Route)*. NQF1 and NQF2 forms will be issued to you after you have been approved to offer these qualifications.

If you use the **unnamed route** you need **not** provide OCR with candidates' details at the time that you purchase entries. You need only indicate on the entry form the number of entries you wish to purchase. Only when you submit candidate work for accreditation will you need to provide candidate details. **The unnamed route offers greater flexibility and it is likely that it will be a more appropriate route for centres entering for this qualification.**

If you use the **named route** for candidate entry you must provide OCR with candidates' details at the time you purchase entries. OCR will then issue centres with a personalised submission sheet indicating the qualification units which the candidate is entitled to submit for accreditation.

You can also enter candidates electronically through OCR Interchange. If you are interested in becoming an OCR Interchange user, please contact the OCR Information Bureau for more information.

Full or unit entry

You may choose to enter candidates for either the full qualification or for one or more individual units from the qualification.

On both the NQF1 (Named Entry form) and the NQF2 (Unnamed Entry form), you have the opportunity to purchase either full qualifications or individual units.

For unit entries only:

- centres using the **unnamed** route need only indicate to OCR the total number of units required, without specifying the unit numbers or candidate details
- centres using the **named** route **must** provide OCR with the precise unit numbers required for each candidate.

Assessment Record Folder (ARF)

An ARF is a generic card folder which must be used by centres for the submission of work. Tutors/assessors should ensure that the administrative instructions in the ARF are followed and the personal details section on the front page has been completed accurately.

Candidate work is dispatched to the OCR Examiner-moderator in ARFs only after centre assessment has taken place (evidence in the ARF must not be submitted in plastic wallets).

Full and Unit ARFs can be purchased. Centres submitting work in a full ARF should be aware that once the Full ARF has been submitted to OCR they cannot submit any more units under that entry. Another ARF will need to be purchased if further candidate work is submitted for certification.

Submission of centre-assessed units

Candidates' marked work should be submitted in a completed ARF to the OCR Examiner-moderator. Centres should note that the unnamed route is recommended for this qualification.

Unnamed route should include:

NQF4 Candidate Submission Sheet (pink copy with unit numbers shown)

NQF5 Dispatch Notification Sheet (green copy)

ARFs containing candidates' work.

Named route should include:

NQF5 Dispatch Notification Sheet (green copy)

ARFs containing candidates' work.

Completed copies of the following form(s) should be sent to OCR in Coventry:

Unnamed route

NQF4 Candidates Submission Sheet (white copy)

NQF5 Dispatch Notification Sheet (white copy)

Named route

NQF3 Candidate Submission Sheet (with unit numbers identified)

NQF5 Dispatch Notification Sheet (white copy)

Candidate results

Centres will receive:

- a control report (listing all results)
- a Centre Feedback Report
- a unit certificate giving the unit title and level and (where appropriate for successful candidates) a full OCR Entry Level Certificate in ICT Skills for Life.

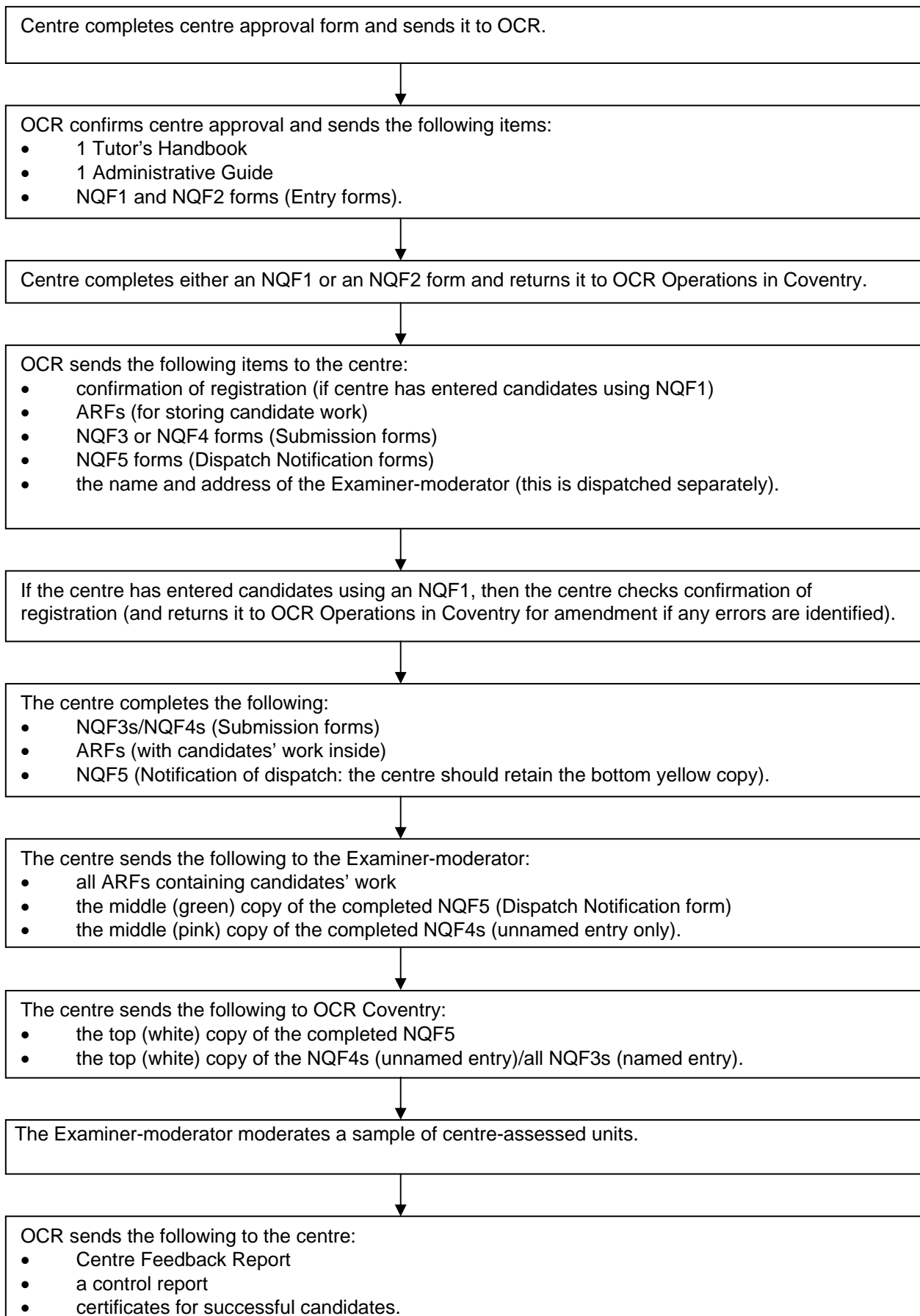
Results enquiries and appeals

Full details of the results enquiries and appeals procedures are contained in the OCR Administrative Guide to Basic Skills (A851).

Administrative documentation

Copies of example documentation may be found in the OCR Administrative Guide to Basic Skills (A851).

Administration overview



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FURTHER SUPPORT AND INFORMATION

General enquiries

For general enquiries relating to any of OCR's vocational qualifications, or enquiries about candidate entry, please contact the OCR Information Bureau on:

Telephone: 024 76 851509

Fax: 024 76 421944

Email: cib@ocr.org.uk

Alternatively, you could visit OCR's website at www.ocr.org.uk for further information on OCR qualifications.

Centre approval and candidate entry forms

All completed centre approval and candidate entry forms should be returned to:

Operations
OCR
Westwood Way
Coventry
CV4 8JQ

Results enquiries

Forms can be obtained from, and should be returned to:

Results Enquiries (VABSS)
OCR
Westwood Way
Coventry
CV4 8JQ

Telephone: 024 76 470033

Fax: 024 76 468080

OCR Training Events

Information on OCR's training events for centres can be found on the OCR website by going to www.ocr.org.uk, or by contacting:

OCR Training
Mill Wharf
Mill Street
Birmingham
B6 4BU

Telephone: 0121 628 2950
Fax: 0121 628 2940
Email: training@ocr.org.uk

OCR Publications

OCR's Publications Catalogue (A410) lists all the qualifications that OCR offers, and contains more detail on how to order publications. It is available to download from the OCR website at www.ocr.org.uk, or to order from the OCR Information Bureau by telephoning 024 76 851509.

If you would like to order any OCR publications, please contact:

OCR Publications
PO Box 5050
Annesley
Nottingham
NG15 0DL

Telephone: 0870 770 6622
Fax: 0870 770 6621
Email: publications@ocr.org.uk

www.ocr.org.uk

OCR customer contact centre

Vocational qualifications

Telephone 024 76 851509

Facsimile 024 76 421944

Email vocational.qualifications@ocr.org.uk

General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email general.qualifications@ocr.org.uk

OCR

1 Hills Road, Cambridge CB1 2EU

Telephone 01223 552552

Facsimile 01223 553377



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