

Key and Basic Skills Specification References

Standards for Adult Literacy Level 1

Key Skills Reference	Basic Skills Reference	
1.1	AL1R	Reading
1.1.	AL1Ra	<ul style="list-style-type: none"> trace and understand the main events of continuous descriptive, explanatory and persuasive texts
1.1.	AL1Rb	<ul style="list-style-type: none"> recognise how language and other textual features are used to achieve different purposes, <i>eg to instruct, explain, describe, persuade</i>
1.1.	AL1Rc	<ul style="list-style-type: none"> identify the main points and specific detail, and infer meaning from images which is not explicit in the text
1.1.	AL1Rd	<ul style="list-style-type: none"> use organisational and structural features to locate information, <i>eg contents, index, menus, subheadings, paragraphs</i>
1.2	AL1W	Understanding writing techniques
1.2.	AL1Wd	<ul style="list-style-type: none"> use language suitable for purpose and audience
1.2.	AL1We	<ul style="list-style-type: none"> use format and structure for different purposes
1.3		Proof Reading
1.3.	AL1Wd	<ul style="list-style-type: none"> use language suitable for purpose and audience
1.3.	AL1Wf	<ul style="list-style-type: none"> write in complete sentences
1.3.	AL1Wg	<ul style="list-style-type: none"> use correct grammar <i>eg subject-verb agreement, correct use of tense</i>
1.3.	AL1Wh	<ul style="list-style-type: none"> punctuate sentences correctly and use punctuation so that meaning is clear
1.3.	AL1Wi	<ul style="list-style-type: none"> spell correctly words used most often in work, studies and daily life
1.3.	AL1Wj	<ul style="list-style-type: none"> proof-read and revise writing for accuracy and meaning

Standards for Adult Literacy Level 2

2.1	AL2R	2.1 Reading for information and understanding
2.1.1	AL2Rf	<ul style="list-style-type: none"> use organisational features and systems to locate information
2.1.1	AL2Rg	<ul style="list-style-type: none"> use different reading strategies to find and obtain information, <i>eg skimming, scanning, detailed reading</i>
2.1.2	AL2Ra	<ul style="list-style-type: none"> trace and understand the main events of continuous descriptive, explanatory and persuasive texts
2.1.2	AL2Rc	<ul style="list-style-type: none"> identify the main points and specific detail
2.1.2	AL2Rd	<ul style="list-style-type: none"> read an argument and identify the points of view
2.2		2.2 Understanding writing techniques
2.2.1	AL2Rb	<ul style="list-style-type: none"> identify the purpose of a text and infer meaning which is not explicit
2.2.1	AL2Re	<ul style="list-style-type: none"> read critically to evaluate information and compare information, ideas and opinions from different sources
2.2.1	AL2Ri	<ul style="list-style-type: none"> read and understand technical vocabulary
2.2.2	AL2Wd	<ul style="list-style-type: none"> use format and structure to organise writing for different purposes
2.2.3	AL2Wc	<ul style="list-style-type: none"> present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate
2.2.4	AL2We	<ul style="list-style-type: none"> use formal and informal language appropriate to purpose and audience
2.2.4	AL2Wf	<ul style="list-style-type: none"> use different styles of writing for different purposes, <i>eg persuasive techniques, supporting evidence, technical vocabulary</i>
2.3		2.3 Proof Reading
2.3	AL2Wg	<ul style="list-style-type: none"> construct complex sentences
2.3	AL2Wh	<ul style="list-style-type: none"> use correct grammar, <i>eg subject-verb agreement, correct and consistent use of tense</i>
2.3	AL2Wi	<ul style="list-style-type: none"> use pronouns so that their meaning is clear
2.3	AL2Wj	<ul style="list-style-type: none"> punctuate sentences correctly and use punctuation accurately, <i>eg commas, apostrophes, inverted commas</i>
2.3	AL2Wk	<ul style="list-style-type: none"> spell correctly words used most often in work, studies and daily life, including familiar technical words
2.3	AL2WI	<ul style="list-style-type: none"> proof-read and revise writing for accuracy and meaning

Standards for Adult Numeracy Level 1

Key Skills Reference	Basic Skills Reference	
1.1	AN1U	Understanding and using mathematical information
		<i>An adult will be expected to:</i>
	AN1Ua	use numbers, fractions, decimals and percentages in the context of measures and make observations
	AN1Ub	use shape and space to record measurements and make observations
	AN1Uc	use information from tables, diagrams, charts and line graphs
	AN1Ud	collect and record discrete data in tests and from observations
	AN1Ue	identify appropriate methods
	AN1Uf	identify and use the mathematical facts, skills or concepts that best match the practical situation
1.2	AN1C	Calculating and manipulating mathematical information
		<i>An adult will be expected to:</i>
1.2	AN1C1	use whole numbers
	AN1C1a	to read, write, order and compare numbers, including large numbers
	AN1C1b	to recognise negative numbers in practical contents, <i>eg temperatures</i>
	AN1C1c	to add, subtract, multiply and divide using efficient written methods
	AN1C1d	to multiply and divide by 10 and 100 to recall multiplication facts up to 10 x 10 and make connections with division facts
	AN1C1e	to recognise numerical relationships, <i>eg multiples and squares</i>
	AN1C1f	to work out simple ratio and direct proportion, <i>eg three parts to one part</i>
	AN1C1g	to approximate by rounding
	AN1C1h	to estimate answers to calculations
1.2	AN1C2	use fractions
	AN1C2a	to read, write, order and compare common fractions and mixed numbers
	AN1C2b	to find parts of whole number quantities or measurements, <i>eg 2/3 or 3/4</i>
	AN1C2c	to recognise equivalencies between common fractions, percentages and decimals, <i>eg 50% = 1/2, 0.25 = 1/4</i> , and use these to find part of whole number of quantities
	AN1C2d	to express likelihood or probability
1.2	AN1C3	use decimals
	AN1C3a	to extract information from tables, diagrams, charts and line graphs
	AN1C3b	to read, write, order and compare decimals up to three decimal places
	AN1C3c	to add, subtract, multiply and divide decimals up to two places
	AN1C3d	to multiply and divide decimals by 10, 100
	AN1C3e	to approximate by rounding to a whole number or two decimal places
	AN1C3f	to express likelihood or probability

1.2	AN1C4	Use percentages
	AN1C4a	to read, write, order and compare simple percentages, <i>eg 10 per cent, 25 per cent</i> , and understand simple percentage increase and decrease, <i>eg 10 per cent rise in cost, 20 per cent off in a sale</i>
	AN1C4b	to find simple percentage parts of qualities and measurements
1.2	AN1C5	use common measures
	AN1C5a	to add, subtract, multiply, divide and record sums of money and record, <i>eg competing financial transactions, calculating benefits or entitlements</i>
	AN1C5b	to read, measure and record time in common date formats and in the 12-hour and 24-hour clock
	AN1C5c	to choose and use appropriate units and instruments to measure length, weight, capacity, time and temperature, <i>eg distances in road maps and mileage charts, scales to the nearest labelled or unlabelled division</i>
	AN1C5d	to calculate within the same system by: <ul style="list-style-type: none"> - adding and subtracting common units of measure - converting units of measure in the same system, <i>eg 70 minutes is 1 hour 10 minutes, 250cm is 2.5m</i>
	AN1C5e	to work out the perimeter of simple shapes
	AN1C5f	to work out the area of rectangles
	AN1C5g	to work out simple volume, <i>eg cuboids</i>
1.2	AN1C6	use shapes and space
	AN1C6a	to solve problems using the mathematical properties of regular 2-D shapes, <i>eg tessellation or symmetry</i>
	AN1C6b	to draw 2-D shapes in different orientations using grids, <i>eg in diagrams or plans</i>
1.2	AN1C7	use data and statistical measures
	AN1C7a	to extract and interpret information, <i>eg in tables, diagrams, charts and line graphs</i>
	AN1C7b	to collect, organise and represent discrete data, <i>eg in tables, charts, diagrams and line graphs</i>
	AN1C7c	to find the arithmetical average (mean) or range for a set of data
1.2	AN1C8	Use probability
	AN1C8a	to show that some events are more likely to occur than others
	AN1C8b	to express the likelihood of an event using fractions, decimals, and percentages with the probability scale of 0 to 1
1.2	AN1C9	Use electronic or mechanical aids
	AN1C9a	to change a fraction to a decimal
	AN1C9b	to solve a problem with a calculator
	AN1C9c	to calculate efficiently using whole numbers, fractions, decimals, percentages
	AN1C9d	to check calculations
1.3	AN1I	Interpreting results and communicating mathematical information
		<i>An adult will be expected to:</i>

	AN1a	use whole numbers, common fractions, decimals, and percentages to present results
	AN1b	use common measures and units of measure to define quantities
	AN1c	use tables, charts, diagrams and line graphs to present results, <i>eg for amounts, sizes and scales</i>
	AN1d	use approximation to corroborate results
	AN1e	select and use suitable methods and forms to present and describe outcomes

Standards for Adult Numeracy Level 2

Key Skills Reference	Basic Skills Reference	
2.1	AN2U	Understanding and using mathematical information
		<i>An adult will be expected to:</i>
	AN2Ua	<ul style="list-style-type: none"> use numbers, fractions, decimals and percentages in the context of measures, estimating amounts and proportions, and make accurate observations
	AN2Ub	<ul style="list-style-type: none"> use shape and space to record relevant measurements and make accurate observations
	AN2Uc	<ul style="list-style-type: none"> use discrete and continuous data from tables, charts, diagrams and line graphs
	AN2Ud	<ul style="list-style-type: none"> collect and record discrete and continuous data in tests and observations
	AN2Ue	<ul style="list-style-type: none"> design appropriate methods
	AN2Uf	<ul style="list-style-type: none"> select and use appropriate mathematical tests, skills or concepts
	AN2Ug	<ul style="list-style-type: none"> Recognise that substantial activities should be broken down into smaller, more manageable tasks
2.2	AN2C	Calculating and manipulating mathematical information
		<i>An adult will be expected to:</i>
2.2	AN2C1	use whole numbers
	AN2C1	<ul style="list-style-type: none"> to read, write, order and compare positive and negative numbers of any size in a practical context, <i>eg loss in trading, low temperatures</i>
	AN2C1	<ul style="list-style-type: none"> to carry out calculations with numbers of any size using efficient methods
	AN2C1	<ul style="list-style-type: none"> to calculate ratio and direct proportion <i>eg, 3:2</i>
	AN2C1	<ul style="list-style-type: none"> to evaluate expressions and make substitutions in given formulae in words and symbols to produce results, <i>eg area of a room from l x w</i>
2.2	AN2C2	use fractions
	AN2C2a	<ul style="list-style-type: none"> to order and compare amounts or quantities
	AN2C2b	<ul style="list-style-type: none"> to identify equivalencies with decimals and percentages
	AN2C2c	<ul style="list-style-type: none"> to evaluate one number as a fraction of another
	AN2C2d	<ul style="list-style-type: none"> to add and subtract amounts or quantities use decimals
2.2	AN2C3	use decimals
	AN2C3a	<ul style="list-style-type: none"> to order, approximate and compare decimals when solving practical problems
	AN2C3b	<ul style="list-style-type: none"> to add, subtract, multiply and divide decimals up to three places
2.2	AN2C4	use percentages

	AN2C4a	<ul style="list-style-type: none"> to order and compare percentages and understand percentage increase and decrease, <i>eg VAT or 20 per cent reduction in a sale</i>
	AN2C4b	<ul style="list-style-type: none"> to find percentage parts of quantities and measurements
	AN2C4c	<ul style="list-style-type: none"> to evaluate one number as a percentage of another
2.2	AN2C5	use measures
	AN2C5a	<ul style="list-style-type: none"> to calculate with sums of money and to convert between currencies
	AN2C5b	<ul style="list-style-type: none"> to calculate, measure and record time in different formats
	AN2C5c	<ul style="list-style-type: none"> to estimate, measure and compare length, weight, capacity and temperature using metric and, where appropriate, imperial units, <i>eg scales to given levels of accuracy, including reading between divisions</i>
	AN2C5d	<ul style="list-style-type: none"> to calculate with units: <ul style="list-style-type: none"> - within the same system - between systems using conversion tables and scales, and approximate conversion factors, <i>eg kg = 2.2lbs, 1in = 2.54cm</i>
	AN2C5e	<ul style="list-style-type: none"> to understand and use given formulae for finding: <ul style="list-style-type: none"> - perimeters and areas of regular shapes, <i>eg rectangular and circular surfaces</i> - areas of composite shapes, <i>eg non-rectangular rooms or plots of land</i> - volumes of regular shapes, <i>eg cuboid or cylinder</i>
	AN2C5f	<ul style="list-style-type: none"> to work out dimensions from scale drawings, <i>eg 1:20</i>
2.2	AN2C6	use shape and space
	AN2C6a	<ul style="list-style-type: none"> to recognise and use common 2-D representations of 3-D objects, <i>eg in maps and plans</i>
	AN2C6b	<ul style="list-style-type: none"> to solve problems involving 2-D shapes and parallel lines, <i>eg in laying down carpet tiles</i>
2.2	AN2C7	use data and statistical measures
	AN2C7a	<ul style="list-style-type: none"> to extract discrete and continuous data from tables, charts, diagrams and line graphs
	AN2C7b	<ul style="list-style-type: none"> to collect, organise and represent discrete and continuous data in tables, charts, diagrams and line graphs
	AN2C7c	<ul style="list-style-type: none"> to find the mean, median and mode and use them as appropriate to compare two sets of data
	AN2C7d	<ul style="list-style-type: none"> to find the range and use it to describe the spread within sets of data
2.2	AN2C8	use probability
	AN2C8a	<ul style="list-style-type: none"> to identify the range of possible outcomes of combined events and record information using diagrams or tables
2.2	AN2C9	use electronic or mechanical aids

	AN2C9a	<ul style="list-style-type: none"> to calculate efficiently using whole numbers, fractions, decimals, percentages
	AN2C9b	<ul style="list-style-type: none"> to check calculations
2.3	AN2I	Interpreting results and communicating mathematical information
		<i>An adult will be expected to:</i>
	AN2Ia	<ul style="list-style-type: none"> use whole numbers, common fractions, decimals and percentages to present results
	AN2Ib	<ul style="list-style-type: none"> select and use measures and units of measure to define quantities
	AN2Ic	<ul style="list-style-type: none"> use tables, charts, diagrams and line graphs to draw conclusions and present results, <i>eg for amounts, sizes scales and statistics</i>
	AN2Id	<ul style="list-style-type: none"> use approximation to corroborate and confirm results
	AN2Ie	<ul style="list-style-type: none"> select and use appropriate methods and forms to present and explain outcomes

Standards for ICT Level 1

Key Skills Reference	Basic Skills Reference	
		Skill area 1 – Find and select information
1.1		Sources of information
		<ul style="list-style-type: none"> identify media suited to rapidly changing information (including newspapers, broadcast, teletext, databases, internet, email)
		<ul style="list-style-type: none"> identify media unsuited to rapidly changing information (including books, CD-ROMs, DVDs)
		<ul style="list-style-type: none"> identify constraints for media (including the need for equipment, specialised skills)
		<ul style="list-style-type: none"> identify media that are convenient and portable (including newspapers, maps, books, mobile phones, mobile internet access).
1.2		Find different types of information
		<ul style="list-style-type: none"> identify methods of finding information suited to particular types of information source
		<ul style="list-style-type: none"> identify suitable text searches for finding information (including matching a word in a document, the appropriate use of wildcard(*), using a search engine)
		<ul style="list-style-type: none"> identify techniques for moving between internet pages and websites using links or hotspots
		<ul style="list-style-type: none"> identify text or numeric search criteria to locate information in a database (including use of the relational operators =, >, <).
1.3		Select information
		<ul style="list-style-type: none"> identify a particular record or field value in a table, database or spreadsheet
		<ul style="list-style-type: none"> read charts and graphs to identify results (including pie and bar charts, line graphs)
		<ul style="list-style-type: none"> identify possible travel plans or meetings suited to given timetables, calendars or diaries
		<ul style="list-style-type: none"> identify specified information from a survey or questionnaire.
		Skill area 2 – Enter and develop information
2.1		Enter and bring together information using formats that help development
		<ul style="list-style-type: none"> identify reasons for consistent use of spaces, tabs and returns
		<ul style="list-style-type: none"> identify when and why tables might best be used
		<ul style="list-style-type: none"> identify techniques for entering and bringing together information (including insert or copy and paste of text, tables, images, lines and boxes).
2.2		Develop information in the form of text, images and numbers
		<ul style="list-style-type: none"> identify suitable methods of amending, inserting and deleting information (including copy and paste, cut and paste, move

		[drag and drop], find and replace, insert or delete fields, records, columns or rows)
		<ul style="list-style-type: none"> identify why and how to insert, crop, size and position images
		<ul style="list-style-type: none"> identify why and how to adjust table structures (including column width, row height, add rows, add columns)
		<ul style="list-style-type: none"> identify techniques for ordering information (including sorting on a single text or numeric field in ascending or descending order)
		<ul style="list-style-type: none"> identify suitable field names and data types (including text, number, currency, date) to develop information in the form of records
		<ul style="list-style-type: none"> identify suitable organisation of given information in a spreadsheet structure (including cells, rows, columns, headings)
		<ul style="list-style-type: none"> identify suitable spreadsheet cell contents for developing given information (including text, number, currency, percentage, date)
		<ul style="list-style-type: none"> identify suitable formulas or functions to derive a required result, such as difference in weight, total expenditure, minimum cost. These may include the use of <ul style="list-style-type: none"> - cell references in spreadsheet formulas, for example = G11 - cell ranges, for example C3:C7 - a single arithmetic operator: +, -, *, /, for example = B7+C7, = A6*C10 - identify the effects of changing specified values in a spreadsheet
		Skill area 3 – Layout and present information
3.1		Use appropriate layouts for presenting different types of information, including text, images and numbers
		<ul style="list-style-type: none"> identify suitable page layout settings for printing given material (including margins, orientation [portrait, landscape], headers, footers, page numbering)
		<ul style="list-style-type: none"> identify suitable paragraph layout settings for a document (including left, right, centred and fully justified text alignment, line spacing, tabs [left, right, centre], bullets and numbering)
		<ul style="list-style-type: none"> identify text formats used in given examples (including regular, bold, italic and underlined font styles, changes in font size)
		<ul style="list-style-type: none"> identify number formats used in given examples of database fields and spreadsheets cells (including currency, percentage, number of decimal places)
		<ul style="list-style-type: none"> identify table format settings used in given examples (including row and column size, horizontal text alignment)
3.2		Present information in a consistent way
		<ul style="list-style-type: none"> identify inconsistencies in a presentation (including unintended variations in headings, paragraph styles, bullets and numbering, tabs, line spacing, text fonts, font styles, font sizes)
3.3		Develop the presentation to meet the purpose
		<ul style="list-style-type: none"> identify main features of the information in examples of standard documents (including sender's name and address, receiver's name and address, date)

		<ul style="list-style-type: none"> • identify ways to improve the organisation of information in examples of standard documents
		<ul style="list-style-type: none"> • identify suitable formats to present or summarise given information (including tables, bulleted lists, numbered lists, pie or bar charts)
		Skill area 4 – Standard ways of working with ICT
4.1		Make sure work is accurate and clear Save information so it can be found easily
		<ul style="list-style-type: none"> • know how to send and receive email
		<ul style="list-style-type: none"> • identify different types of inaccuracy (including mistakes in content and spelling)
		<ul style="list-style-type: none"> • identify ways of checking information for accuracy (including proofreading, spell checking, using print preview, asking others)
		<ul style="list-style-type: none"> • identify sensitive information (including health records, police records, pay records, bank statements, credit card statements) and ways of keeping it confidential (including physical security, passwords)
		<ul style="list-style-type: none"> • identify material that may be copyright
		<ul style="list-style-type: none"> • identify material that may be copyright
		<ul style="list-style-type: none"> • identify types of physical strain potentially related to using ICT systems, including Repetitive Strain Injury (RSI), visual fatigue and ways of reducing these problems (including equipment position, seating, lighting, breaks)
		<ul style="list-style-type: none"> • identify potential hazards in ICT workplaces (including power supplies, cable layout, position of equipment)

Standards for ICT Level 2

Key Skills Reference	Basic Skills Reference	
		Skill area 1 – Find and select information
1.1		Identify suitable sources of information
		<ul style="list-style-type: none"> identify media suited to rapidly changing information (including newspapers, broadcast, teletext, databases, internet, email)
		<ul style="list-style-type: none"> identify media unsuited to rapidly changing information (including books, CD-ROMs, DVDs)
		<ul style="list-style-type: none"> identify constraints for media (including need for equipment, specialised skills)
		<ul style="list-style-type: none"> identify media that are convenient and portable (including newspapers, maps, books, mobile phones, mobile internet access)
1.2		Search for information using multiple criteria
		<ul style="list-style-type: none"> identify methods of finding information suited to particular types of information source
		<ul style="list-style-type: none"> identify suitable text searches for finding information (including matching a word in a document, the appropriate use of the wildcards (* and ?), using a search engine)
		<ul style="list-style-type: none"> identify techniques for moving between internet pages and websites <u>using a web browser</u>, including links or hotspots, <u>forward-back, favourites, bookmarking (adding to favourites)</u>
		<ul style="list-style-type: none"> identify text or numeric search criteria to locate information in a database (including use of the relational operators =, >, <, <=, >=, <>)
		<ul style="list-style-type: none"> identify the use of multiple search criteria to find information (including the use of the logical operators AND, OR, NOT)
		<ul style="list-style-type: none"> identify the content of a query to locate specified information
		<ul style="list-style-type: none"> identify techniques to locate files using directory (folder) search tools
1.3		Select Information
		<ul style="list-style-type: none"> identify a particular record or field value in a table, database or spreadsheet <u>that match specified requirements</u>
		<ul style="list-style-type: none"> identify a particular record or field value in a table, database or spreadsheet <u>that match specified requirements</u>
		<ul style="list-style-type: none"> identify possible travel plans or meetings suited to given timetables, calendars or diaries
		<ul style="list-style-type: none"> identify specified information from a survey or questionnaire
		Skill area 2 – Enter, develop and derive information
2.1		Enter and bring together information using formats that help development
		<ul style="list-style-type: none"> identify ways of entering information (including keyboard, microphone, scanner, digital camera)

		<ul style="list-style-type: none"> • identify reasons for consistent use of spaces, tabs and returns
		<ul style="list-style-type: none"> • identify when and why tables might best be used
		<ul style="list-style-type: none"> • identify techniques for entering and bringing together information (including insert or copy and paste of text, tables, images, lines and boxes)
		<ul style="list-style-type: none"> • identify techniques used when inserting images (including position, text wrap and the use of behind/in front)
		<ul style="list-style-type: none"> • identify text boxes or frames as a useful technique to insert, combine and position text in a document
2.2		Develop information in the form of text, images and numbers
		<ul style="list-style-type: none"> • identify suitable applications software for developing given information (including word processing, database, spreadsheet and graphics software)
		<ul style="list-style-type: none"> • identify suitable methods of amending, inserting and deleting information (including copy and paste, cut and paste, move [drag and drop, find and replace] insert or delete fields, records, columns or rows)
		<ul style="list-style-type: none"> • identify why and how to insert, crop, size and position images
		<ul style="list-style-type: none"> • identify why and how to adjust table structures (including column width, row height, add rows, add columns, <u>merge cells</u>, <u>split cells</u>)
		<ul style="list-style-type: none"> • identify techniques for ordering information (including sorting on a <u>two or more</u> text, numeric or <u>date</u> fields in ascending or descending order)
		<ul style="list-style-type: none"> • identify suitable field names and data types (including text, number, currency, date), <u>sizes and primary keys</u> to develop information in the form of records
		<ul style="list-style-type: none"> • identify improvements or corrections to the content of database queries and reports
		<ul style="list-style-type: none"> • identify suitable organisation of given information in a spreadsheet structure (including cells, rows, columns, headings)
		<ul style="list-style-type: none"> • identify suitable spreadsheet cell contents for developing given information (including text, number, currency, percentage and date)
		<ul style="list-style-type: none"> • identify the effects of changing specified values and <u>formulas</u> in a spreadsheet
		<ul style="list-style-type: none"> • identify appropriate formula or cell content in a spreadsheet to achieve specified results
2.3		Derive new information
		<ul style="list-style-type: none"> • identify mail merge as a way of merging files to produce personalised letters
		<ul style="list-style-type: none"> • identify spreadsheet data suited to developing output in the form of a <u>graph</u> or <u>chart</u>
		<ul style="list-style-type: none"> • identify suitable formulas or functions to derive a required result, such as difference in weight, total expenditure, minimum cost, <u>average age</u>, <u>profit</u>, <u>bonus calculation</u>. These may include the use of:

		- cell references in spreadsheet formulas, for example =G11
		- cell ranges, for example C3:C7, A5:F8
		- <u>parentheses and multiple</u> arithmetic operators: +, -, *, /, for example = (B7+C7)/D4, = F9*C10-A6
		- functions including SUM, MIN, MAX, <u>AVERAGE</u> , for example = AVERAGE(C3:C17), =MAX(A5:F8)
		- replication of a formula into other cells
		<ul style="list-style-type: none"> identify conclusions from given information, such as most likely result, prediction by calculation or from a trend or graph
		Skill area 3 – Layout and present information
3.1		Select and use appropriate layouts for presenting combined information
		<ul style="list-style-type: none"> identify suitable page layout settings for printing given material (including margins, orientation [portrait, landscape], <u>columns [number, size, spacing]</u>, headers, footers, page numbering, <u>date</u>)
		<ul style="list-style-type: none"> identify suitable paragraph layout settings for a document (including left, right, centred and fully justified text alignment, line spacing, tabs [left, right, centre], <u>indents [left and right whole paragraph, first line, hanging]</u>, bullets and numbering, <u>borders, shading</u>)
		<ul style="list-style-type: none"> identify text formats used in given examples (including regular, bold, italic and underlined font styles, changes in font size)
		<ul style="list-style-type: none"> identify number formats used in given examples of database fields and spreadsheet cells (including currency, percentage, number of decimal places)
		<ul style="list-style-type: none"> identify table format settings used in given examples (including row and column size, horizontal and <u>vertical</u> text alignment, <u>merged/split cells, borders, shading</u>)
		<ul style="list-style-type: none"> identify table format settings used in given examples (including row and column size, horizontal and <u>vertical</u> text alignment, <u>merged/split cells, borders, shading</u>)
		<ul style="list-style-type: none"> identify suitable chart layouts for given results (including pie charts, bar charts, line graphs)
		<ul style="list-style-type: none"> identify suitable headings for charts and graphs (including chart title, legend, axis and data labels)
3.2		Present information in a consistent way
		<ul style="list-style-type: none"> identify inconsistencies in a presentation (including unintended variations in headings, <u>image layout</u>, paragraph styles, bullets and numbering, tabs, <u>indents</u>, line spacing, text fonts, font styles, font sizes).
3.3		Develop the presentation to suit the purpose and types of information, including text, images and numbers
		<ul style="list-style-type: none"> identify main features of the information in examples of standard documents (including sender's name and address, receiver's name and address and date)
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		standard documents (including sender's name and address, receiver's name and address and date)
		<ul style="list-style-type: none"> identify suitable formats to present or summarise given information (including tables, bulleted lists, numbered lists, pie or bar charts/line graphs)
		<ul style="list-style-type: none"> identify the purpose of a given presentation (including to communicate personally, to attract attention, to explain something, to summarise information, to collect information)
		<ul style="list-style-type: none"> identify situations where a form could be used (including ordering goods, applying for membership, undertaking a survey, describing a house property)
		Skill area 4 – Standard ways of working with ICT
4.1		Ensure work is accurate and clear and is saved appropriately Standard ways of working with ICT
		<ul style="list-style-type: none"> send and receive email <u>with attachments</u>
		<ul style="list-style-type: none"> identify different types of inaccuracy (including mistakes in content, spelling, <u>grammar and layout</u>)
		<ul style="list-style-type: none"> identify ways of checking information for accuracy (including proof reading, spell checking, using print preview, <u>grammar checking, identifying and verifying sources, asking others</u>)
		<ul style="list-style-type: none"> identify sensitive information (including health records, police records, pay records, bank statements, credit card statements) and ways of keeping it confidential (including physical security, passwords)
		<ul style="list-style-type: none"> identify material that may be copyright and <u>the purpose of copyright protection</u>
		<ul style="list-style-type: none"> identify ways that information may be damaged (including viruses, vandalism, breakdown, accidental damage, theft) and how its loss may be prevented (including backup files, keeping original paper records, <u>placing backup files in a secure location</u>)
		<ul style="list-style-type: none"> identify ways of recovering from data loss (including backup of data files to a secure medium, saving data files often and with different filenames, keeping a log of changes)
		<ul style="list-style-type: none"> identify and define suitable directory (folder) structures for storing files
		<ul style="list-style-type: none"> identify types of physical strain potentially related to using ICT systems (including Repetitive Strain Injury (RSI), visual fatigue) and ways of reducing these problems (including equipment position, seating, lighting, breaks)
		<ul style="list-style-type: none"> identify potential hazards in ICT workplaces (including power supplies, cable layout, position of equipment)