

version 1.4



Entry Level Certificate

Information and Communication Technology

2009

This specification will be published annually on the AQA Website (www.aqa.org.uk). If there are any changes to the specification centres will be notified in print as well as on the Website. The version on the Website is the definitive version of the specification. In the Spring Term before the start of the course, details of any year-specific information, such as set texts, theme/topics, will be notified to centres in print and on the Website.

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Background Information

1

Entry Level Certificates

1.1	National Qualifications Framework	The Entry Level Certificates (formerly Certificates of Achievement) are designed for use by students who are unlikely to reach Grade G at GCSE – this grade being the lowest of the Foundation Level in the National Qualifications Framework.
1.2	Entry Level Qualification Requirements	The Entry Level requirements state that tasks or other assessments which are independently or externally set or validated, externally marked or moderated, and conducted under supervised and specified conditions must contribute at least 50% to the overall award in the case of National Curriculum subjects, literacy, numeracy, and information technology, and at least 40% in other cases.
1.3	Structure of this Entry Level Certificate	This is a unit-based specification, students should complete four of the units provided. The unit format provides a clearly focused structure for learning.
1.4	Accreditation of Individual Units	<p>Accreditation of individual units is available for centres registered with the AQA Unit Award Scheme. Their candidates can receive a separate Unit Award Statement for each unit for which every outcome has been demonstrated (see Appendix A).</p> <p>Centres can enter for the Entry Level Certificate without also registering for the Unit Award Scheme, but no accreditation of individual units is then available.</p>
1.5	Basic Skills	The specification provides opportunities to develop and demonstrate the basic skills of literacy and numeracy. Details are provided in Section 10. Some students may be working above Entry 3 in some areas of their studies and may be able to meet some of the requirement of the main Key Skills, Communication, Application of Number and IT, or the “wider” Key Skills, Working with Others, Problem Solving and Improving Own Learning and Performance.
1.6	Spiritual, moral, ethical, social, cultural, environmental, health and safety and European Issues	It is a requirement that all specifications identify ways in which the study of the subject can contribute to an awareness and understanding of these issues. Details in respect of this specification are provided in Section 11.
1.7	ICT	The national curriculum requires that students should be given opportunities to apply and develop their ICT capacity through the use of ICT tools to support their learning. In each specification candidates will be required to make effective use of ICT in ways appropriate to the needs of the subject.

1.8 Citizenship

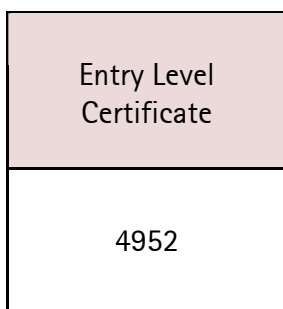
From 2002, students in England have been required to study Citizenship as a national curriculum subject. Each specification signposts, where appropriate, opportunities for developing citizenship knowledge, skills and understanding.

2

Specification at a Glance

Information and Communication Technology

- This is the only Entry Level specification offered by AQA in this subject.
- Three levels of award are available: Entry 1, Entry 2 and Entry 3.
- To be eligible for an award candidates should submit for assessment and moderation evidence from four units as follows.



Externally-Set Assessment Tasks – 50% of total marks	
<p>Candidates should submit evidence for the Compulsory Unit and one Core Unit as follows.</p> <p>Compulsory Unit : Unit 1 – Using Word Processing Software Assessed by an externally-set assessment task</p> <p>Candidates should submit evidence for one Core Unit selected from the following:</p> <p>Unit 2 – Using a Database Unit 3 – Using Control Language Software Unit 4 – Using a Spreadsheet Assessed by externally-set assessment tasks</p>	
Teacher-Devised Assessment Tasks	50% of total marks
<p>Candidates should submit evidence for two further units. This can be based on either or both of the remaining Core Units and/or on any of the Optional Units 5 – 12 as follows:</p> <p>Unit 5 – Data, Information and Information Systems Unit 6 – Using Presentation Software Unit 7 – Using the Internet Unit 8 – Using Graphics Software Unit 9 – Using Digital Imaging Software and Hardware Unit 10 – Using Electronic Communications Unit 11 – Information and Communications Technology and its Effects on Society Unit 12 – Using Music Software</p> <p>Important note: Evidence of achievement for these two further units can be drawn from teacher-devised assessment tasks <i>or</i> from the externally-set exemplar tasks <i>or</i> from a combination of both. See Sections 7.1 to 7.3 for details.</p>	

3

Availability of Assessment Units and Entry Details

- | | | |
|-----|---|---|
| 3.1 | Availability of Externally-Set Papers | Details of the externally-set assessment tasks for Units 1-4, and of exemplar (externally-set) tasks for each of the Optional Units, are provided in Sections 7.1 to 7.3. |
| 3.2 | Entry Codes | Centres must register as a centre with AQA before formally entering candidates in February in the year of the award.

The Subject Code for entry for this Entry Level Certificate is 4952. |
| 3.3 | Private Candidates | This specification is not available for private candidates. |
| 3.4 | Access Arrangements and Special Consideration | Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances. The appropriate form and all relevant information should be forwarded to the AQA office which deals with such matters for the centre concerned. Special arrangements may be provided for candidates with special needs.

Details are available from AQA and centres should ask for a copy of <i>Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination. GCE, AEA, VCE, GCSE, GNVQ, Entry Level & Key Skills.</i>

For details see also Section 18. |
| 3.5 | Language of Examinations | All assessment must be done through the medium of English. Assessment will not be available in Welsh or Gaeilge. |

Scheme of Assessment

4

Introduction

4.1 National Criteria

This Entry Level Certificate specification complies with the following:

- Levels 1-3 of the National Curriculum requirements for Information and Communication Technology;
- Entry Level Requirements;
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria.

4.2 Rationale

The specification links with the National Curriculum Programme of Study at Key Stage 3 in Information and Communication Technology.

This specification provides for the learning and assessment of those candidates for whom GCSE Information and Communication Technology courses are not appropriate. The subject content includes aspects of topics contained within the Programme of Study for Information and Communication Technology and is therefore subsumed within the content for the AQA GCSE Information and Communication Technology specifications.

It will appeal to two main types of user.

- Those who provide solely for the ICT education of candidates whose attainment is likely to be below grade G of GCSE. The externally-set assessment tasks have been specially constructed to ensure accessibility to such candidates.
- Those who provide ICT education for groups containing candidates of GCSE Foundation Tier ability and below. This specification has the added advantage of allowing teachers of such mixed classes to defer entry decisions until February of Year 11.

It is intended that a teaching and learning scheme based on this specification will provide well designed studies, investigative and practical ICT and will give a worthwhile educational experience for all candidates.

4.3 Prior level of attainment and recommended prior learning

The specification builds on the knowledge, understanding and skills acquired in programmes of study at Key Stage 3 of the National Curriculum. However, it is not necessary for candidates to have studied Information and Communication Technology before commencing work on this specification and no prior knowledge of the subject is necessary.

It is recommended that candidates should have acquired literacy skills appropriate to the level at which each of the units is aimed. Numeracy skills are required where appropriate, e.g. when using a simple formula in a spreadsheet (see Unit 4), but may be relevant to any unit where candidates are interpreting information.

Teachers should provide appropriate and adequate guidance about the demands of the specification before students embark on their studies.

4.4 Progression

The scheme of assessment allows attainment to be recognised at standards broadly consistent with National Curriculum Levels 1, 2 and 3. As an approved Entry Level Qualification, the specification provides excellent progression to GCSE studies particularly in Information and Communication Technology. It will also lay an appropriate basis for study of related qualifications at Foundation level.

The skills and knowledge acquired will be relevant and transferable in both educational and career settings. The qualification therefore increases flexibility for students and makes a distinct contribution to the quality and coherence of the qualifications framework.

In addition, it provides a worthwhile course for students of various ages and from diverse backgrounds in terms of general education and lifelong learning.

5

Aims

A course based on this specification should encourage candidates to develop:

- a. a positive attitude to ICT, including confidence, enjoyment and perseverance;
- b. the competence to solve simple problems, and to increase their autonomy, through the use of ICT, using appropriate principles, techniques and equipment effectively and safely;
- c. the capability to produce effective responses to identified needs and opportunities in a variety of contexts through the practical use of ICT;
- d. the knowledge, understanding and skills that will enable them to develop a broad and balanced view of a range of ICT systems, their applications and an understanding of their capabilities and limitations;
- e. the ability to comment and reflect on appropriate legal, moral, social, environmental and economic implications and effects of ICT.

6

Assessment Objectives

Candidates should be able to:

- a. demonstrate and apply their knowledge, skills and understanding of ICT to a range of situations;
- b. develop a basic understanding of the wider applications and effects of ICT in the outside world;
- c. reflect on the way they and others use ICT, where appropriate considering the social, legal, ethical and moral issues and security needs.

7

Scheme of Assessment

7.1 Assessment Components

The Scheme of Assessment comprises two components.

Externally-Set Assessment Tasks	The Compulsory Unit + 1 Core Unit
50% of total marks	20 marks

An externally-set assignment must be undertaken for the Compulsory Unit and for the Core Unit chosen.

Either: Teacher-Devised Assessment Tasks	50% of total marks
Or: Additional Externally-Set Assessment Tasks	2 Units
Or: A combination of Teacher-Devised and Externally-Set Assessment Tasks	20 marks

For each of two further units (chosen from the remaining Core Units and/or the Optional Units) an assessment task must be undertaken based on *either* a teacher-devised task *or* an externally-set task *or* a combination of both.

Requirements

The scheme of assessment allows attainment to be recognised at Entry Levels 1, 2 and 3. These levels are the equivalent to National Curriculum Levels 1, 2 and 3.

To be eligible for an award at either Entry 1, or Entry 2, or Entry 3, candidates should submit for assessment and moderation evidence from four units, **including** the Compulsory Unit and **at least one** Core Unit.

Externally-Set Assessment Tasks

Unit 1 (the Compulsory Unit) and at least one of Units 2-4 (the Core Units) must be assessed by means of the externally-set assessment tasks provided. Initially assessed by the teacher, each externally-set assessment task will be moderated by AQA.

Internally-Set Assessment Tasks

Candidates must choose **further two units** from those remaining (details are given in Section 8). These may be assessed *either* by teacher-devised assessment tasks *or* by additional externally-set assessment tasks *or* by a combination of internally and externally-set assessment tasks. Whichever approach is chosen, these units will also be assessed by the teacher and moderated by AQA.

Evidence

Candidates entered for the Entry Level Certificate are **not** required to provide evidence for **all** the outcomes listed, but they should be encouraged to complete as much as possible, as failure to do so may prevent them demonstrating the qualities needed to reach Entry 1, Entry 2, or Entry 3.

It is recognised that, at Entry 1 and Entry 2, many students have learning difficulties which involve a range of communication skills. It is important that the Certificate is accessible to and achievable by such students. Therefore, in Entry 1 and Entry 2 units, teachers may, where necessary, submit as evidence of student attainment a teacher written record of student responses as an alternative to student recorded responses. A candidate may communicate his/her responses by eye contact, pointing, signing, or by using a method particular to him/her, provided that the teacher makes a written record of such responses for assessment and moderation purposes.

At Entry 3, it is expected that the students will normally be able to record their own responses. However, where this is not possible, special arrangements may be requested (see Section 18 on page 49).

All outcomes in a unit must be met where separate unit accreditation is required for AQA's Unit Award Scheme.

7.2 Externally-Set Units

- a. Externally-set assessment tasks will be set for each of Units 1, 2, 3 and 4 (the Compulsory Unit and the Core Units). One externally-set (exemplar) assessment task will also be set on each of the Optional Units (5-12). The assessment tasks are separately available from AQA.

Candidates should attempt **one** externally-set assessment task for the Compulsory Unit (Unit 1) and for the Core Unit chosen. These must be taken under controlled conditions, directly supervised by the teacher. The units may be taken in any order. The length of time required to complete an assessment task will vary, depending on the time allocated to the subject, although it is expected that each task may take a number of lessons to complete and may be carried out over a number of days.

- b. Candidates may **not** make more than one attempt at the same externally-set task on any of these units, although they may attempt a second task for a unit if they fail, for whatever reason, to complete the first one.
- c. Candidates may take an assessment task at any appropriate time – as long as the tasks and candidates' responses are kept secure when not in use.

Candidates will require one-to-one access to a computer and appropriate applications software to complete their externally-set assessment tasks.

7.3 Portfolio of Work

At the end of the course candidates must submit a portfolio of work.

This portfolio will be in two parts, the first containing evidence from the two **externally-set assignments** for the Compulsory Unit and the chosen Core Unit, and the second containing the evidence from the two **teacher-devised** assessment tasks (*or* two further externally-set assessment tasks *or* a combination of externally and internally-set tasks) for the two further units.

Evidence from all four units in the portfolio of work should be available, even though evidence of all the outcomes may not be available.

For more detail see Sections 12 to 14.

7.4 Weighting of Assessment Objectives

The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table.

Assessment Objectives	Component Weightings %		Overall Weighting of AOs (%)
	Compulsory and Core Unit	Two Further Units	
a.	70	70	70
b.	20	20	20
c.	10	10	10
Overall Weighting of Components (%)	50	50	100

It should be noted that unit outcomes listed under the stem ‘demonstrated the ability to’ also assess underpinning knowledge and understanding and this has been taken into account in determining weightings.

Subject Content

8

Summary of Subject Content

8.1	Introduction	The subject content may be taught in a range of realistic and practical contexts, which could include the home, recreation, school, the community, public services, business and industry.
8.2	Units Available	The Subject Content is defined by the following twelve units:
Compulsory Unit	Unit 1	Using Word Processing Software
Core Units	Unit 2	Using a Database
	Unit 3	Using Control Language Software
	Unit 4	Using a Spreadsheet
Optional Units	Unit 5	Data, Information and Information Systems
	Unit 6	Using Presentation Software
	Unit 7	Using the Internet
	Unit 8	Using Graphics Software
	Unit 9	Using Digital Imaging Software and Hardware
	Unit 10	Using Electronic Communications
	Unit 11	Information and Communications Technology and its Effects on Society
	Unit 12	Using Music Software

8.3 Structure of Each Unit

Each unit contains a number of sections.

The **Unit Description** indicates the learning objectives and processes involved. Emphasis is placed in each unit in this specification on active learning including, where appropriate, practical and group work.

The **Procedures for Making and Recording Assessment** indicate the person(s) responsible for the assessment of each outcome, the technique(s) or assessment used and the place where assessments are recorded. The numbers in brackets refer to the outcomes to be accredited.

The **outcomes** of a unit specify the abilities, areas of knowledge, understanding and experiences which are to be accredited.

The **evidence** section of the unit specifies the evidence which must be offered by the centre to demonstrate the student's achievement of the outcomes. All the outcomes must be met where separate unit accreditation is required (for AQA's Unit Award Scheme). Where there is an externally-set assignment, centres seeking unit accreditation may use this as evidence either instead of, or as well as, the other evidence listed in each unit.

An **AQA Summary Sheet** must be completed where required. An example of an **AQA Summary Sheet** is given in Appendix B.

8.4 Links to the National Curriculum

Each unit's outcomes are linked to the ICT level descriptions of the National Curriculum at Levels 1-3.

- Level 1 outcomes are characterised by the use of ICT to explore options and make choices to communicate meaning, encouraging candidates to develop familiarity with simple ICT tools.
- Level 2 outcomes are characterised by purposeful use of ICT to achieve specific outcomes.
- Level 3 outcomes are characterised by the use of ICT to develop ideas and solve problems.

No one unit will include outcomes to cover *all* the expectations set out in a National Curriculum level description – instead it will facilitate the production of partial evidence of attainment in one or two aspects. However, over the range of contexts of the four units studied, assessment evidence will be generated by the candidate to enable a judgement to be made about which level – Entry 1, *or* Entry 2 *or* Entry 3 – best fits his/her overall attainment.

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Compulsory Unit 1

Using Word Processing Software

Unit Description

This classroom based unit is designed to introduce the student to word processing. At Entry 1, the student will load and add text to a document. At Entry 2 the student will, additionally, save, retrieve, organise and print her/his work. At Entry 3, the student will, additionally, further develop and edit her/his work. S/he will evaluate the work s/he has carried out as part of the unit (Entry 3).

Procedures for Making and Recording Assessments

Entry Level Certificate

Assessed by the teacher on the basis of the student's performance in the externally-set assignment.

Unit Award Scheme

Assessed by the teacher through inspection of the student's folder of work containing printouts and written statement (2, 5-10), and by observation (1, 3-4).

All assessments recorded on an *AQA Summary Sheet*.

Outcomes to be accredited

In successfully completing this unit at *either* Entry 1, *or* Entry 2, *or* Entry 3 the student (as appropriate) will have

demonstrated the ability to:

Entry 1

- 1 load a given document
- 2 add specified text to the document

Entry 2

(candidates must complete the outcomes at Entry 1 and:)

- 3 save the work, with an appropriate filename, to an appropriately named folder
- 4 retrieve the saved file
- 5 organise the retrieved work by adding, deleting and emphasising text
- 6 print the revised document

Entry 3

(candidates must complete the outcomes at Entry 1 and 2 and:)

- 7 further develop and organise the work by moving text around using 'cut and paste'
- 8 further develop and organise the work by justifying text
- 9 further develop and organise the work by altering the margins
- 10 evaluate the work carried out.

Evidence to be offered for the Entry Level Certificate	The externally-set assignment must be completed.
--	--

Evidence to be offered for Unit Award Scheme	The evidence can be provided through either the externally-set assignment alone or a folder of work containing any combination of the following:
--	--

- elements of the externally-set assignment
- teacher-completed checklist (1,3,4)
- printouts (2, 5-9)
- student written statement (10).

At each of Entry 1, 2 and 3 the total work submitted must show evidence of the successful completion of all necessary outcomes.

Unit Award Scheme Code

Entry 1 11030

Entry 2 11031

Entry 3 11032

Core Unit 2

Using a Database

Unit Description

This classroom based unit is designed to introduce the student to the use of a database software package. At Entry 1, the student will add a record to a prepared database containing two records. At Entry 2 the student will, additionally, edit a record, delete a record and save and retrieve the database. At Entry 3 the student will, additionally, sort and search the database and print out the results. S/he will identify different field types (Entry 1) and describe advantages of using a database (Entry 3).

Procedures for Making and Recording Assessments

Entry Level Certificate

Assessed by the teacher on the basis of the student's performance in the externally-set assignment.

Unit Award Scheme

Assessed by the teacher through inspection of the student's folder of work containing printouts and written work (1, 3-4, 8-10), and by observation/listening (2, 5-8).

All assessments recorded on an *AQA Summary Sheet*.

Outcomes to be accredited

In successfully completing this unit at *either* Entry 1, *or* Entry 2, *or* Entry 3 the student (as appropriate) will have

demonstrated the ability to:

Entry 1

- 1 load a prepared database and add a record
- 2 identify **at least two** different types of data, e.g. text and numbers

Entry 2

(candidates must complete the outcomes at Entry 1 and:)

- 3 edit a record
- 4 delete a record
- 5 save the database to a different filename
- 6 retrieve the saved database file

Entry 3

(candidates must complete the outcomes at Entry 1 and 2 and:)

- 7 sort the database on a given field, either alphabetically or numerically
- 8 perform a simple search on the database on one specified criterion
- 9 print out the results of the search
- 10 describe **two** advantages of using a database.

Evidence to be offered for the Entry Level Certificate	The externally-set assignment must be completed when Unit 2 is the chosen Core Unit.
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Evidence to be offered for Unit Award Scheme	The evidence can be provided through either the externally-set assignment alone or a folder of work containing any combination of the following:
--	--

- elements of the externally-set assignment
- teacher-completed checklist (1, 2, 5-8)
- printouts (1, 3-4, 8-9)
- student written work (10).

At each of Entry 1, 2 and 3 the total work submitted must show evidence of the successful completion of all necessary outcomes.

Unit Award Scheme Code

Entry 1 11033

Entry 2 11034

Entry 3 11035

Core Unit 3

Using Control Language Software

Unit Description

This classroom based unit is designed to introduce the student to the concepts of using a suitable control language such as logo. At Entry 1, the student will enter a short set of instructions and talk about simple control commands. At Entry 2 the student will, additionally, write and enter a set of instructions to draw specified shapes or cause movement or actuation to occur and predict the output of a given set of instructions. At Entry 3, the student will, additionally, produce a more complex range of shapes or movements. S/he will also describe ways in which machinery can be controlled by computers in industry.

N.B. The control software used must be capable of producing a printout.

Procedures for Making and Recording Assessments

Entry Level Certificate

Assessed by the teacher on the basis of the student's performance in the externally-set assignment.

Unit Award Scheme

Assessed by the teacher through inspection of the student's folder of work containing printouts and written work (3-10), and by observation/listening (1-2, 6).

All assessments recorded on an *AQA Summary Sheet*.

Outcomes to be accredited

In successfully completing this unit at *either* Entry 1, *or* Entry 2, *or* Entry 3 the student (as appropriate) will have

Entry 1

demonstrated the ability to:

- 1 enter a short set of given instructions
- 2 state the function of **at least two** simple control commands, e.g. LEFT (LT), RIGHT (RT), FORWARD (FD), BACK (BK), CLEARSCREEN (CS)

Entry 2	<p><i>(candidates must complete the outcomes at Entry 1 and:)</i></p> <p>3 write and enter a set of instructions to produce a specified shape which uses only right angles or to cause movement or actuation to take place</p> <p>4 print the image and/or the instructions used to produce it or the movement or actuation</p> <p>5 write and enter a set of instructions to produce a specified display involving PENUP (PU) and PENDOWN (PD) or write the instructions to control limited movement or actuation</p> <p>6 predict the output of a given set of simple control instructions</p>
Entry 3	<p><i>(candidates must complete the outcomes at Entry 1 and 2 and:)</i></p> <p>7 write and enter a set of instructions either to produce a specified shape with non-right angles or to use sensors to control position of movement or actuation</p> <p>8 write and enter a REPEAT command to produce a simple closed shape or to continue movement or actuation</p> <p>9 write and enter a set of instructions to produce a circle or curve or write instructions using sensors and feedback to control movement or actuation</p> <p>10 describe two ways in which computers can be used to control machinery in industry.</p>

Evidence to be offered for the Entry Level Certificate

The externally-set assignment must be completed when Unit 3 is the chosen Core Unit.

Evidence to be offered for Unit Award Scheme

The evidence can be provided through **either** the externally-set assignment alone **or** a folder of work containing any combination of the following:

- elements of the externally-set assignment
- teacher-completed checklist (1-2, 6)
- student-produced printouts and written work (3-10).

At each of Entry 1, 2 and 3 the total work submitted must show evidence of the successful completion of all necessary outcomes.

Unit Award Scheme Code

Entry 1 11036

Entry 2 11037

Entry 3 11038

Core Unit 4

Using a Spreadsheet

Unit Description

This classroom based unit is designed to introduce the student to using a spreadsheet. At Entry 1, the student will enter textual and numerical information into a spreadsheet. At Entry 2 the student will, additionally, edit data, enter a simple formula and emphasise cells. At Entry 3, the student will, additionally, further develop and edit her/his work. S/he will recognise the changes to the spreadsheet (Entry 1) and use a spreadsheet to solve a simple problem (Entry 3).

Procedures for Making and Recording Assessments

Entry Level Certificate

Assessed by the teacher on the basis of the student's performance in the externally-set assignment.

Unit Award Scheme

Assessed by the teacher through inspection of the student's folder of work containing printouts and written work (1, 3, 5-10), and by observation/listening (2, 4).

All assessments recorded on an *AQA Summary Sheet*.

Outcomes to be accredited

In successfully completing this unit at *either* Entry 1, *or* Entry 2, *or* Entry 3 the student (as appropriate) will have

demonstrated the ability to:

Entry 1

- 1 enter (a) textual
(b) numerical
information into a pre-loaded spreadsheet
- 2 recognise the changes to the spreadsheet

Entry 2

(candidates must complete the outcomes at Entry 1 and:)

- 3 emphasise the column headings
- 4 enter a simple formula, e.g. to calculate a total
- 5 edit (a) textual
(b) numerical
cell data
- 6 (a) print the spreadsheet
(b) show the formula used in the spreadsheet

Entry 3	<i>(candidates must complete the outcomes at Entry 1 and 2 and:)</i>
	7 insert a new row
	8 copy cell contents into other cells, e.g. with the “fill down” function
	9 use the spreadsheet to solve a simple problem
	10 state how a spreadsheet might be used in everyday life to solve a simple problem or task.

Evidence to be offered for the Entry Level Certificate	The externally-set assignment must be completed when Unit 4 is the chosen Core Unit.
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Evidence to be offered for Unit Award Scheme	<p>The evidence can be provided through either the externally-set assignment alone or a folder of work containing any combination of the following:</p> <ul style="list-style-type: none">• elements of the externally-set assignment• teacher-completed checklist (2, 4)• printouts (1, 3, 5-9)• student written work (6,10).
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At each of Entry 1, 2 and 3 the total work submitted must show evidence of the successful completion of all necessary outcomes.

Unit Award Scheme Code

Entry 1 11039

Entry 2 11040

Entry 3 11041

9

Optional Unit 5

Data, Information and Information Systems

Unit Description

This classroom based unit is designed to introduce the student to data, information and information systems. At Entry 1, the student will identify the main parts of an information system. At Entry 2, the student will, additionally, identify input and output devices and storage media and their uses. At Entry 3, the student will, additionally, understand the difference between raw data and useful information and identify processing tasks. S/he will also draw and label a diagram of an information system used in a common or everyday situation.

Procedures for Making and Recording Assessments

Entry Level Certificate and Unit Award Scheme

This optional unit will be assessed by the teacher on the basis of the student’s performance in the externally-set assessment task *or* a teacher-devised task *or* a combination of both addressing all outcomes.

Assessed by the teacher through inspection of the student’s work (1, 3-10), and by observation/listening (2).

All assessments recorded on an *AQA Summary Sheet*.

Outcomes to be accredited

In successfully completing this unit at *either* Entry 1, *or* Entry 2, *or* Entry 3 the student (as appropriate) will have

demonstrated the ability to:

Entry 1

- 1 identify the following components in a typical information system: keyboard, mouse, monitor, printer, base unit and floppy- or CD-drive
- 2 name **at least two** components inside an information system base unit, e.g. CPU and hard drive

Entry 2

(candidates must complete the outcomes at Entry 1 and:)

- 3 identify common or everyday uses for each of the following input devices: bar-code reader, microphone, joypad or joystick, scanner and sensor
- 4 identify **at least one** output device likely to be seen or used when:
 - (a) shopping at the supermarket
 - (b) using a ‘hole-in-the-wall’ (ATM) cash machine

- (c) playing an MP3 or midi music track
 - (d) processing a digital photograph
 - (e) exiting a multi-story car park
- 5 choose appropriate storage media for **at least two** specific purposes, taking account of key characteristics such as capacity, portability, re-usability and cost
 - 6 identify devices used for input, output and storage from the following list: keyboard, mouse, microphone, joypad/joystick, scanner, sensor, bar-code reader, touch screen, graphics tablet, remote control; monitor, printer, speakers, motors or control devices (e.g. turtle, car-park barrier, robot etc.); floppy disk drive, CD-drive, DVD-drive and hard drive

Entry 3

(candidates must complete the outcomes at Entry 1 and 2 and:)

- 7 identify from a list items which are data and items which are information
- 8 identify processing tasks from a list
- 9 put the main elements of a processing system in the correct sequence
- 10 draw and label a diagram showing a simple information processing task in terms of its input(s), processing undertaken, storage and output(s) in an information system from a common or everyday situation.

**Evidence to be offered for the
Entry Level Certificate and the
Unit Award Scheme**

The evidence can be provided through **either** the externally-set assignment alone **or** a folder of work containing any combination of the following:

- elements of the externally-set assignment
- teacher-completed checklist (2)
- student-completed work (1,3-10).

At each of Entry 1, 2 and 3 the total work submitted must show evidence of the successful completion of all necessary outcomes.

Unit Award Scheme Code

Entry 1 11042

Entry 2 11043

Entry 3 11044

Optional Unit 6

Using Presentation Software

Unit Description

This classroom based unit is designed to introduce the student to presenting information using a presentation software, desktop publishing software or web authoring software package. At Entry 1, the student will add a title to a prepared page and identify the key features of the page. At Entry 2 the student will, additionally, develop a new page by adding a graphic, text and a title before investigating other facilities of the software package. At Entry 3, the student will, additionally, further develop and edit their work, and link two pages together. S/he will explain how their final presentation could be used in the commercial world (Entry 3).

N.B. The same software package should be used throughout the unit.

Procedures for Making and Recording Assessments

Entry Level Certificate and Unit Award Scheme

This optional unit will be assessed by the teacher on the basis of the student's performance in the externally-set assessment task *or* a teacher-devised task *or* a combination of both addressing all outcomes.

Assessed by the teacher through inspection of the student's printouts and written work (1, 4-6, 9-10), and by observation/ listening (2-3, 7-8).

All assessments recorded on an *AQA Summary Sheet*.

Outcomes to be accredited

In successfully completing this unit at *either* Entry 1, *or* Entry 2, *or* Entry 3 the student (as appropriate) will have

demonstrated the ability to:

Entry 1

- 1 add a title to a prepared page
- 2 identify the key features of the page, such as text, graphics and hyperlinks

Entry 2

(candidates must complete the outcomes at Entry 1 and:)

- 3 add a new page to the presentation and entitle it
- 4 add
 - (a) a graphic
 - (b) text
 to the new page
- 5 alter the background of **at least one** page
- 6 use a different font within **at least one** page

Entry 3

(candidates must complete the outcomes at Entry 1 and 2 and:)

for a presentation package:

- 7 use sound or animation within the presentation
- 8 link **at least two** slides together and run the presentation
- 9 produce a list of the order in which the different elements within the presentation occur

for a desktop publishing package:

- 7 use a border to improve the appearance of a graphic
- 8 use colour to emphasise different areas of text
- 9 prepare the pages ready to print in the form of a booklet

for a web authoring package:

- 7 use sound or animation within the presentation
- 8 use colour to emphasise one area of text
- 9 link **at least two** pages together using a hyper link

for all packages

- 10 explain how the final presentation could be used in the commercial world.

Evidence to be offered for the Entry Level Certificate and the Unit Award Scheme

The externally-set assignment may be completed.

OR

The evidence can be provided through **either** the externally-set assignment alone **or** a folder of work containing any combination of the following:

- elements of the externally-set assignment
- teacher-completed checklist (2-3, 7-8)
- printouts and written work (1, 4-6, 9-10).

At each of Entry 1, 2 and 3 the total work submitted must show evidence of the successful completion of all necessary outcomes.

Unit Award Scheme Code

Entry 1 11045

Entry 2 11046

Presentation Package Entry 3 11047

Desktop Publishing Package Entry 3 11048

Web Authoring Package Entry 3 11049

N.B. Centres using this unit as part of AQA's unit award scheme at Entry 3 should note the code that is appropriate for the software package chosen (in regard to outcomes 7-9 in particular).

9

Optional Unit 7

Using the Internet

Unit Description

This classroom based unit is designed to introduce the student to the Internet. At Entry 1, the student will use links to load a web page and describe the key features of the page. At Entry 2 the student will, additionally, access a specific web page, add the page URL to their favourites, and navigate and save web pages. At Entry 3, the student will, additionally, perform a simple search and printout the results of that search. S/he will write about how s/he could use the Internet in her/his own work.

Procedures for Making and Recording Assessments

Entry Level Certificate and Unit Award Scheme

This optional unit will be assessed by the teacher on the basis of the student's performance in the externally-set assessment task *or* a teacher-devised task *or* a combination of both addressing all outcomes.

Assessed by the teacher through inspection of the student's printouts and written work (8-10), and by observation/listening (1-7).

All assessments recorded on an *AQA Summary Sheet*.

Outcomes to be accredited

In successfully completing this unit at *either* Entry 1, *or* Entry 2, *or* Entry 3 the student (as appropriate) will have

demonstrated the ability to:

Entry 1

- 1 load a specific web page from the favourites list or by using a hyperlink
- 2 describe the key features of the loaded web page

Entry 2

(candidates must complete the outcomes at Entry 1 and:)

- 3 access a specific web page by typing a given URL
- 4 add a web page URL to the favourites list
- 5 navigate web pages using Back, Forward and Home
- 6 save a web page for offline use

Entry 3	<i>(candidates must complete the outcomes at Entry 1 and 2 and:)</i>
	7 perform a simple search using a search engine
	8 print out the result of the search
	9 describe two precautions which should be considered when using the Internet
	10 describe how the Internet could be used in her/his own work.

Evidence to be offered for the Entry Level Certificate and the Unit Award Scheme

The evidence can be provided through **either** the externally-set assignment alone **or** a folder of work containing any combination of the following:

- elements of the externally-set assignment
- teacher-completed checklist (1-7)
- printouts (8)
- student written work (9-10).

At each of Entry 1, 2 and 3 the total work submitted must show evidence of the successful completion of all necessary outcomes.

Unit Award Scheme Code

Entry 1 11050

Entry 2 11051

Entry 3 11052

Optional Unit 8

Using Graphics Software

Unit Description

This classroom based unit is designed to introduce the student to the use of graphics or CAD software. At Entry 1, the student will load up an image and change its colour. At Entry 2 the student will, additionally, draw a simple closed shape, erase part of an image and add text to an image. At Entry 3, the student will, additionally, further develop and edit her/his work. S/he will explain how her/his final printed page could be used in the commercial world (Entry 3).

Procedures for Making and Recording Assessments

Entry Level Certificate and Unit Award Scheme

This optional unit will be assessed by the teacher on the basis of the student's performance in the externally-set assessment task *or* a teacher-devised task *or* a combination of both addressing all outcomes.

Assessed by the teacher through inspection of the student's written work (3-10), and by observation/listening (1-2, 6).
All assessments recorded on an *AQA Summary Sheet*.

Outcomes to be accredited

In successfully completing this unit at *either* Entry 1, *or* Entry 2, *or* Entry 3 the student (as appropriate) will have

demonstrated the ability to:

- | | |
|---------|--|
| Entry 1 | <ol style="list-style-type: none"> 1 load a given image into a graphics software package 2 change the colour of an element of the image |
| Entry 2 | <p><i>(candidates must complete the outcomes at Entry 1 and:)</i></p> <ol style="list-style-type: none"> 3 add, by drawing, a simple closed shape to the image 4 use the software tools to erase part of the image 5 add suitable text to the image 6 (a) save the image to a suitable filename
(b) print out the image |
| Entry 3 | <p><i>(candidates must complete the outcomes at Entry 1 and 2 and:)</i></p> <ol style="list-style-type: none"> 7 select, copy and paste an element of the image 8 resize an element of the image 9 rotate or reflect an image or an element of an image 10 explain how the final image could be used in the commercial world. |

Evidence to be offered for the Entry Level Certificate and the Unit Award Scheme

The evidence can be provided through **either** the externally-set assignment alone **or** a folder of work containing any combination of the following:

- elements of the externally-set assignment
- teacher-completed checklist (1-2, 6)
- printouts (3-9)
- student written work (10).

At each of Entry 1, 2 and 3 the total work submitted must show evidence of the successful completion of all necessary outcomes.

Unit Award Scheme Code

Entry 1 11053

Entry 2 11054

Entry 3 11055

9

Optional Unit 9

Using Digital Imaging Software and Hardware

Unit Description

This classroom based unit is designed to introduce the student to digital imaging. At Entry 1, the student will capture a digital image and recognise when to use a digital camera or scanner. At Entry 2 the student will, additionally, download the image, save it to an appropriate file name, crop and print it, and change a colour. At Entry 3, the student will, additionally, further develop and edit her/his work through the use of effects. S/he will also consider the advantages of digital imaging.

Procedures for Making and Recording Assessments

Entry Level Certificate and Unit Award Scheme

This optional unit will be assessed by the teacher on the basis of the student's performance in the externally-set assessment task *or* a teacher-devised task *or* a combination of both addressing all outcomes.

Assessed by the teacher through inspection of the student's folder of work containing printouts and written work (4-6, 9-10), and by observation/listening (1-4, 7-8).

All assessments recorded on an *AQA Summary Sheet*.

Outcomes to be accredited

In successfully completing this unit at *either* Entry 1, *or* Entry 2, *or* Entry 3 the student (as appropriate) will have

demonstrated the ability to:

Entry 1

- 1 capture a digital image
- 2 recognise when to use
 - (a) a digital camera
 - (b) a scannerto capture a digital image

Entry 2

(candidates must complete the outcomes at Entry 1 and:)

- 3 transfer the image to the computer and save the image to a suitable filename
- 4 print out the image
- 5 crop the image
- 6 change a colour of the image

Entry 3 *(candidates must complete the outcomes at Entry 1 and 2 and:)*

- 7 change the brightness or contrast of the digital image
- 8 use visual effects to alter the image, e.g. sharpen, blur, etc
- 9 resize the image
- 10 describe **two** advantages of digital imaging over film-based photography.

Evidence to be offered for the Entry Level Certificate and the Unit Award Scheme

The evidence can be provided through **either** the externally-set assignment alone **or** a folder of work containing any combination of the following:

- elements of the externally-set assignment
- teacher-completed checklist (1-4, 7-8)
- printouts (4-6, 9)
- student written work (10).

At each of Entry 1, 2 and 3 the total work submitted must show evidence of the successful completion of all necessary outcomes.

Unit Award Scheme Code

Entry 1 11056

Entry 2 11057

Entry 3 11058

Optional Unit 10

Using Electronic Communications

Unit Description

This classroom based unit is designed to introduce the student to the use of electronic communications. At Entry 1, the student will read a text message received via mobile communications and describe uses of text messaging. At Entry 2 the student will, additionally, log on to an email service, read, printout, compose and send e-mail and use an electronic address book. At Entry 3, the student will, additionally, use e-mail attachments and send messages to multiple recipients, and describe an advantage and disadvantage of text messaging or e-mail.

Procedures for Making and Recording Assessments

Entry Level Certificate and Unit Award Scheme

This optional unit will be assessed by the teacher on the basis of the student's performance in the externally-set assessment task *or* a teacher-devised task *or* a combination of both addressing all outcomes.

Assessed by the teacher through inspection of the student's folder of work containing printouts and written work (5-6, 10), and by observation/listening (1-4, 7-9).

All assessments recorded on an *AQA Summary Sheet*.

Outcomes to be accredited

In successfully completing this unit at *either* Entry 1, *or* Entry 2, *or* Entry 3 the student (as appropriate) will have

demonstrated the ability to:

Entry 1

- 1 access and read a text message received by mobile communications
- 2 describe **at least two** uses of text messaging

Entry 2

(candidates must complete the outcomes at Entry 1 and:)

- 3 use an electronic address book to find a stored telephone number or e-mail address
- 4 compose a text message ready for sending
- 5 (a) open and read an e-mail
(b) print out an e-mail
- 6 compose and send an e-mail

Entry 3***(candidates must complete the outcomes at Entry 1 and 2 and:)***

- 7 (a) open an attachment from an e-mail
- (b) save an attachment from an e-mail
- 8 send an e-mail to multiple recipients
- 9 (a) prepare an e-mail with an attachment
- (b) send an e-mail with an attachment
- 10 describe **one** advantage and **one** disadvantage of *either* text messaging *or* e-mailing.

Evidence to be offered for the Entry Level Certificate and the Unit Award Scheme

The evidence can be provided through **either** the externally-set assignment alone **or** a folder of work containing any combination of the following:

- elements of the externally-set assignment
- teacher-completed checklist (1-4, 7-9)
- printouts (5-6)
- student written work (10).

At each of Entry 1, 2 and 3 the total work submitted must show evidence of the successful completion of all necessary outcomes.

Unit Award Scheme Code**Entry 1 11059****Entry 2 11060****Entry 3 11061**

Optional Unit 11

Information and Communications Technology and its Effects on Society

Unit Description

This classroom based unit is designed to introduce the student to some of the effects information and communications technology (ICT) has had on society. At Entry 1, the student will identify jobs/professions that use ICT and identify exactly how in one case. At Entry 2, the student in addition will identify jobs that have been automated by ICT and specialist jobs that have been created. S/he will also keep a diary of personal use of ICT and identify health and safety issues and some aspects of legislation. At Entry 3, the student will, additionally, describe use of ICT in the community and advantages and disadvantages of the personal use of ICT, together with aspects of security and virus protection.

Procedures for Making and Recording Assessments

Entry Level Certificate and Unit Award Scheme

This optional unit will be assessed by the teacher on the basis of the student's performance in the externally-set assessment task *or* a teacher-devised task *or* a combination of both addressing all outcomes.

Assessed by the teacher through inspection of the student's work (4, 7-10), and by observation/listening (1-3, 5-6).

All assessments recorded on an *AQA Summary Sheet*.

Outcomes to be accredited

In successfully completing this unit at *either* Entry 1, *or* Entry 2, *or* Entry 3 the student (as appropriate) will have

demonstrated the ability to:

Entry 1

- 1 identify **at least three** jobs or professions which use ICT as a major part of work-related activities
- 2 identify **at least two** ICT based tasks that are part of **one** of the jobs/professions identified

Entry 2	<p><i>(candidates must complete the outcomes at Entry 1 and:)</i></p> <p>3 identify two ‘traditional’ jobs that have been automated by ICT and two specialist jobs that have been created because of ICT</p> <p>4 keep a personal diary over a period of at least two weeks logging own personal use of ICT at school or at home</p> <p>5 identify a way in which each of the following help address a particular issue or problem associated with the use of ICT: the Data Protection Act of 1998; copyright legislation</p> <p>6 identify two health and safety issues associated with the use of ICT in the workplace</p>
Entry 3	<p><i>(candidates must complete the outcomes at Entry 1 and 2 and:)</i></p> <p>7 describe, from the uses logged in her/his personal diary, one advantage and one disadvantage of using ICT at school or in the home</p> <p>8 describe at least two ways in which an individual’s personal information can be kept secure on an information system</p> <p>9 describe at least two ways in which virus infection can be prevented in an information system.</p> <p>10 explain two ways in which ICT is used in community activities, e.g. cyber cafes, public libraries, information services, public transport, on-line forums.</p>

Evidence to be offered for the Entry Level Certificate and the Unit Award Scheme

The evidence can be provided through **either** the externally-set assignment alone **or** a folder of work containing any combination of the following:

- elements of the externally-set assignment
- teacher-completed checklist (1-3, 5-6)
- student-completed work (4, 7-10).

At each of Entry 1, 2 and 3 the total work submitted must show evidence of the successful completion of all necessary outcomes.

Unit Award Scheme Code

Entry 1 11062

Entry 2 11063

Entry 3 11064

9

Optional Unit 12

Using Music Software

Unit Description

This classroom based unit is designed to introduce the student to music software applications. At Entry 1, the student will change the tempo and key or pitch of preloaded music and play it back. At Entry 2, the student will, additionally, enter two pieces of prepared music, mix them, save the mix and print out the mixed music. At Entry 3, the student will, additionally, record and enter a simple piece of music, change instruments used and edit the work. S/he will also write about how music software helps in composing and editing music.

Procedures for Making and Recording Assessments

Entry Level Certificate and Unit Award Scheme

This optional unit will be assessed by the teacher on the basis of the student's performance in the externally-set assessment task *or* a teacher-devised task *or* a combination of both addressing all outcomes.

Assessed by the teacher through inspection of the student's folder of work containing printout and written work (6, 10), and by observation/listening (1-5, 7-9).

All assessments recorded on an *AQA Summary Sheet*.

Outcomes to be accredited

In successfully completing this unit at *either* Entry 1, *or* Entry 2, *or* Entry 3 the student (as appropriate) will have

demonstrated the ability to:

Entry 1

- 1 change the tempo, or beats per minute, of pre-loaded music and play it back
- 2 change the key or pitch of the same pre-loaded music and play it back

Entry 2

(candidates must complete the outcomes at Entry 1 and:)

- 3 enter two pieces of prepared music
- 4 mix the entered music
- 5 save the music to a new file
- 6 retrieve the music and print it out

Entry 3	<i>(candidates must complete the outcomes at Entry 1 and 2 and:)</i>
	7 record a series of notes or simple piece of music
	8 change the instruments used in the piece of music
	9 edit the work within the piece of music
	10 describe at least three benefits of using a music software package in composing and editing music.

Evidence to be offered for the Entry Level Certificate and the Unit Award Scheme

The evidence can be provided through **either** the externally-set assignment alone **or** a folder of work containing any combination of the following:

- elements of the externally-set assignment
- teacher-completed checklist (1-5, 7-9)
- printouts (6)
- student-completed written work (10)

At each of Entry 1, 2 and 3 the total work submitted must show evidence of the successful completion of all necessary outcomes.

Unit Award Scheme Code

Entry 1 11065

Entry 2 11066

Entry 3 11067

Basic Skills and Other Issues

10

Basic Skills

At Entry Level, there are currently two Basic Skills: Literacy and Numeracy. For students following this specification there are opportunities to develop both skills in the units in line with national standards.

Students are required to use their literacy skills in all units when producing their externally-set assignments or folder of work. The folder of work may include annotated printouts and written statements.

Students are required to use their numeracy skills in units, for example in Unit, 4: *Using a Spreadsheet*. They will also have the opportunity to use a variety of source materials, including numeric and written data.

QCA has developed new standards for ICT in the same format as the national standards for basic skills in literacy and numeracy. These new standards cover ICT ‘skills for life’ at levels 1 and 2, with steps towards level 1 represented by standards for Entry Levels 1-3. For students following this specification there are wide-ranging opportunities to develop ICT as the third ‘skill for life’ in the units in accordance with these new national standards.

11

Spiritual, Moral, Ethical, Social, Cultural and Other Issues

11.1 Spiritual, Moral, Ethical, Social, Cultural and Other Issues

Information and Communication Technology offers a range of opportunities for the exploration of spiritual, moral, ethical, social and cultural issues.

Students should gain awareness of standard working practices in Information and Communication Technology. Optional units create the opportunity for students to consider issues relating to the security of data (Unit 5) and the issues raised by the widespread use of information and communication technology in modern society by individuals and business organisations (Units 7 and 11).

Social development can also be encouraged by helping candidates to work together productively on appropriate tasks and helping them see that the final result is often better than could have been achieved separately.

11.2	European Dimension	AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen material. European examples should be used where appropriate in the delivery of the subject content.
11.3	Environmental Issues	AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report “ <i>Environmental Responsibility: An Agenda for Further and Higher Education</i> ” 1993 in preparing this specification and associated assessment materials.
11.4	Citizenship	<p>Issues relating to moral and social responsibilities are clearly relevant to the use of information and communication technology. Whilst Units 5, 10, and 11 are of particular relevance, there may be the opportunity to discuss issues relating to citizenship in other units.</p> <p>Social and moral responsibilities are clearly relevant to issues involving information and communication technology. In addition, candidates may develop their knowledge and understanding of rights and responsibilities.</p> <p>The production of evidence for the externally-set assessment tasks or the student’s folder of work promotes the development of communication skills. It also encourages the skill of participation and responsible action in the educational establishment.</p>
11.5	Avoidance of Bias	AQA has taken great care in the preparation of this specification and associated assessment materials to avoid bias of any kind.
11.6	Health and Safety	Issues of health and safety will occur naturally within the units, where students are introduced to health and safety issues addressed in the context of safe and good working practices within information and communication technology, and especially when using equipment and undertaking assessment tasks.

Centre-Assessed Component

12

Nature of the Centre-Assessed Component

12.1 Portfolio

The portfolio of work consists of two parts:

Part 1, the externally-set assignments for the Compulsory Unit and the chosen Core Unit.

Part 2, all the other material specified under the heading “evidence” for each of the two further units.

Teachers must ensure that the evidence is arranged in such a way that it is clear to the moderator which evidence relates to each of Parts 1 and 2.

13

Guidance on Setting Teacher-Devised Assessment Tasks

13.1 Setting Tasks

When setting teacher-devised assessment tasks, (if this is the centre’s preferred approach for the assessment of either or both of the two additional units – i.e. other than the Compulsory Unit and chosen Core Unit, which **must** be assessed by means of the AQA-provided externally-set assessment tasks), the emphasis should be on practical and investigative tasks.

Exemplar (externally-set by AQA) assessment tasks have been provided for each optional unit and may be used to assess candidates or as guidance for teachers in setting their own task(s).

Teacher-devised assessment tasks will be discussed at the standardising meetings (see Section 16.1).

Teacher-devised assessment tasks may be based in other curricular subjects or may be designed as independent activities. If these are based in other subjects, each of the ICT unit outcomes must be clearly identifiable within the assessment task and must be capable of being evidenced as required by the unit.

13.2 Coursework Advisors

Coursework Advisors will be available to assist centres with any matters relating to coursework. Details will be provided when AQA knows which centres are following the specification.

Assessment

14

Assessment Criteria and Presentation of Evidence

14.1 Assessment Criteria

Units are provided which incorporate each of the three levels (Entry 1, Entry 2 and Entry 3) at which the qualification is available. Each unit specifies, by means of the outcomes listed, the requirements for successful completion.

The level of attainment reflected in each unit outcome has been based on the National Curriculum level descriptions for the attainment target for information and communication technology capability (see 14.2 below). The outcomes also reflect the new standards for information and communication technology as a basic skill, or the third ‘skill for life’. These new standards have been developed in a similar way to the national standards for adult literacy and adult numeracy.

Marks are accumulated for each outcome and assessment task and the final mark is aggregated from these task marks. Each outcome may be awarded 1 mark if successfully completed. Each unit has 10 outcomes and therefore a maximum of 10 marks. The final total mark is therefore a maximum of 40 marks (4 units x 10 marks = 40 marks).

The level of award (Entry 1, or Entry 2 or Entry 3) will be based on the candidate’s total mark out of 40.

Centres should note that in presenting evidence for each of four units, a candidate can compensate for under-achievement in one or more Entry 1 or Entry 2 unit outcomes in a unit by attaining Entry 2 or Entry 3 outcomes (as appropriate) and the associated mark(s) in the same unit or in any/all of the other three units. In addition, candidates do not have to complete four units in order to be eligible for an award. Candidates will be graded on the basis of the work submitted for assessment.

14.2 Level Descriptions

The following level descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular levels. The descriptions must be interpreted in relation to the outcomes and content specified by the units set out in Section 9. They are not designed to define that content. On completion the level awarded will depend in practice upon the extent to which the candidate has met the unit outcomes overall. Shortcomings in some areas may be balanced by better performances in others.

Entry 1

Candidates explore information from various sources, showing they know that information exists in different forms. They use ICT to work with text, images and sound to help them share their ideas. They recognise that many everyday devices respond to signals and instructions. They make choices when using such devices to produce different outcomes. They talk about their use of ICT.

Entry 2

Candidates use ICT to organise and classify information and to present their findings. They enter, save and retrieve work. They use ICT to help them generate, amend and record their work and share their ideas in different forms, including text, tables, images and sound.

They plan and give instructions to make things happen and describe the effects. They use ICT to explore what happens in real and imaginary situations. They talk about their experiences of ICT both inside and outside school.

Entry 3

Candidates use ICT to save information and to find and use appropriate stored information, following straightforward lines of enquiry. They use ICT to generate, develop, organise and present their work. They share and exchange their ideas with others. They use sequences of instructions to control devices and achieve outcomes. They make appropriate choices when using ICT-based models or simulations to help them find things out and solve problems. They describe their use of ICT and its use outside school.

15

Supervision and Authentication

-
- 15.1 Supervision of Candidates' Work** The Head of a centre is required to provide supervision. This should be sufficient for the AQA to be assured that every reasonable step has been taken to ensure that all the work submitted is that of the candidate concerned. The precise means of supervision will inevitably differ from centre to centre, but it is expected that the teacher will be involved in on-going discussion with the candidate at all stages of the work. As much of the work as possible for the two further units must be conducted under the direct supervision of the teacher. All the work for the Compulsory Unit (Unit 1) and the chosen Core Unit must be completed under the supervision arrangements described in Section 7.2.
-
- 15.2 Assistance** All work submitted must be the unaided work of the candidate. Any teacher assistance given has to be limited to the use of strategies designed to improve accessibility as such as:
- a. the rephrasing of tasks or questions which have not been understood;
 - b. the explanation of terms or phrases used in tasks and questions where such explanation does not, in itself, provide the information which the candidate must supply;
 - c. the provision of feedback in relation to inappropriate or inadequate answers given by the candidate where such feedback does not, in itself, provide the information which the candidate must supply.
-
- 15.3 Unfair Practice** Before the course starts the teacher is responsible for warning the candidates of AQA's regulations about malpractice. Candidates are forbidden to indulge in any unfair practice in the preparation of evidence. Any candidate who uses, or is suspected of using or attempting to use, any unfair means is to be reported immediately to AQA. If AQA is satisfied that a breach of Regulations has occurred, it reserves the right to take such action as it deems appropriate in the circumstances. This action includes disqualification. The candidate will be required to certify that he/she has understood the regulations relating to unfair practice.
-
- 15.4 Authentication of Candidates' Work** The teacher responsible for the supervision of the candidates' work will be required to certify that he/she is entirely satisfied that all the work submitted is that of the candidate concerned.
-

16

Standardisation

16.1 Standardising Meetings

Annual standardising meetings will be held, usually in the autumn term. Centres entering candidates for the first time must send a representative to the meetings. Attendance is also mandatory in the following cases:

- where there has been a serious misinterpretation of the specification requirements;
- where the nature of the teacher controlled assessments made by a centre has been inappropriate;
- where there have been significant differences between recommendation made by the centre and awards made by the AQA in relation to one or more units in the previous year.

Otherwise attendance is at the discretion of centres. At these meetings support will be provided for centres in the development of appropriate assessment tasks and assessment procedures.

16.2 Internal Standardisation

Where more than one teacher is involved, centres are responsible for standardising assessment. Centres will be required to confirm that internal standardisation has taken place by completing a *Centre Declaration Sheet*, an example of which is given in the appendix.

17

Administrative Procedures

17.1 Recording Assessments

An AQA Summary Sheet must be completed for each unit (see Appendix B). The Summary Sheet is used to indicate each candidate's achievement of the individual outcomes of the unit and the candidate's total mark for the assessment task (out of 10).

An individual Candidate Record Form must be completed for each candidate (see Appendix B).

A list of the candidates entered (the Award List) will be sent to centres by 30 April in the year of certification. Centres will use this list to record the units that have been completed, the total mark (out of 10) for each assessment task, and the total mark (out of 40) for the assessments as a whole. The top copy of this three-part Award List should be sent to AQA, and part 2 (together with part 3 if a centre has 21 or more candidates) to the Moderator, as soon as possible and by no later than 31 May.

17.2 Submission of Recommendations

Full instructions for the submission of marks and evidence for moderation are provided in a separate booklet.

17.3 Retention of Evidence

Centres are requested to retain the evidence relating to the achievement of candidates under secure conditions until 31 October following certification, to allow for the possibility of enquiries about results. AQA may, at any time up to this date, require a centre to produce all or some of the stored material for inspection.

18

Special Provision for Individual Candidates

18.1 Failure to meet the requirements of the Specification/Special Consideration	As a result of illness or other exceptional circumstances, the work available from a candidate might not meet the requirements of the specification. In such a case the centre should provide all relevant information about the circumstances of the assessment made by submitting a request for special consideration. This should be sent to the AQA, using the relevant form. Appropriate medical documentation should be sent with the form. A similar procedure should be followed in cases where a candidate has completed work but suffers from some form of disability or handicap which may have affected his/her work. (See also 18.3 below.)
18.2 Lost Work	Where work is misplaced in circumstances beyond the candidate's control, the AQA should be notified immediately of the date of the loss, how it occurred and upon whom the responsibility for the loss rests. The AQA will provide details of the procedures to be followed in such cases.
18.3 Special Arrangements for candidates with particular requirements	The normal learning support to which the candidate is accustomed is permissible in most circumstances. The learning support should, however, neither give the candidate an unfair advantage nor place the candidate at any disadvantage.
Time	The support provided should not result in any task being undertaken on behalf of the candidate. The time allocation to tasks and other assessments may be varied in accordance with the needs of individual candidates.
Mechanical and technical aids	Any mechanical or technical aids usually used by the candidate to help him/her in learning can be used during the completion of work for assessment purposes.
Readers, communicators and Braille	Use may be made of readers, communicators or Braille to enable candidates to access teacher devised assessment tasks or externally-set assignments.
Teacher recording of students responses	Where indicated in the evidence to be offered as acceptable, a teacher written record of a candidate's responses may be submitted without the need for specific permission from the AQA. This applies especially at Entry 1 and Entry 2. In other cases, applications must be made to AQA. These applications should be made either to Guildford or to Manchester on the basis of a centre's geographical location (see Circular AQA/99/D/December 1999). Applications should be received as early in the course as possible, but no later than six weeks before the intended date(s) of the assessment(s).
18.4 Candidate changes schools	If a candidate moves from one centre to another, AQA should be consulted at the earliest possible stage to discuss arrangements.

19

Moderation

19.1 Moderation Procedures

It is necessary to moderate candidates' work to ensure that no injustice occurs to candidates. Moderation will take place on the basis of detailed scrutiny by an AQA-appointed moderator of all the evidence relating to a sample of candidates.

Centres will be informed which candidates' evidence is required and should then send the initial sample to the moderator. The moderator may require an additional sample to complete his/her work.

For each candidate included in the sample, the evidence provided for inspection by the moderator must be presented in a clear and helpful way.

Samples of evidence will be returned to centres.

19.2 Post-Moderation Procedures

The following post-results services will be available.

- Clerical recheck;
- Remoderation;
- Remoderation with report.

Full details will be issued in the post-results circular which is distributed to centres with the results.

Awarding and Reporting

20

Grading, Shelf-Life and Re-Sits

20.1 Qualification Titles	The qualification based on this specification has the following title: AQA Entry Level Certificate in Information and Communication Technology.
20.2 Grading System	The qualification will be awarded on a 3 point scale: Entry 1, or Entry 2, or Entry 3 and will be recorded on the certificate accordingly.
20.3 Re-Sits	Candidates may not make more than one attempt at the same externally set assignment for an outcome, although they may attempt a second assignment if they fail, for whatever reason, to complete the first assignment.
20.4 Minimum Requirements	<p>Candidates will be graded on the basis of the work submitted for assessment.</p> <p>Candidates for the Entry Level Certificate are not required to provide evidence for the completion of all outcomes listed in each unit but they should be encouraged to complete as much as possible.</p>
20.5 Unit Award Scheme	<p>Candidates at centres which are registered to participate in the Unit Award Scheme may receive a detailed Unit Award Statement (listing all outcomes) for each unit completed which can be included in their National Record of Achievement (NRA) or Progress File.</p> <p>All outcomes of a unit at the specific level (either Entry 1, or Entry 2, or Entry 3) must be achieved as a condition of the issue of a Unit Award Statement at the specific level of attainment. Unit Award Statements are issued at intervals during the course. (See Appendix A for further details of the Unit Award Scheme.)</p>
20.6 Awarding and Reporting	All assessment will be conducted according to the Common Code of Practice 2006/7 issued by the regulatory authorities. This specification will comply with the grading, awarding and certification requirements.

Appendices

A

The AQA Unit Award Scheme

- A.1 Introduction**
- The AQA Unit Award Scheme provides the opportunity to give students formal recognition of their success in short programmes of work (units) within the context of recording achievement. Successful completion of a unit is recognised through the issue to the student of a certificate detailing the outcomes achieved. This certificate is called a Unit Award Statement.
- A.2 How the Unit Award Scheme is used**
- a. To recognise the achievement of students of all abilities in non-qualification contexts, including curriculum delivery, e.g. at Key Stages 3 and 4, enrichment activities, personal development, citizenship-related activities, sport, outdoor pursuits, study skills.
- Centres may write their own units for use in non-qualification contexts and/or may use units written by other centres or by the AQA. A selection of units is available via the Internet.
- b. To provide interim accreditation of the achievement of students following the AQA Entry Level Certificate specifications, where those are unit based.
- A.3 Relationship with the Entry, Foundation and Intermediate Level Certificates**
- A number of AQA's Entry Certificate specifications are presented in a unit format which allows the units to be used within the context of the Unit Award Scheme as well as the Certificate.
- Centres entering students for a Certificate are **not** required to be involved in the AQA Unit Award Scheme.
- However, if a centre wishes to give students detailed credit for completing **individual** units from the Certificate specifications successfully, it can do this through the Unit Award Scheme. Students would then receive a Unit Award Statement for each unit completed, which lists all the outcomes of the unit, in the case of this specification at the particular level of attainment (either Entry 1, or Entry 2, or Entry 3).
- To be awarded a Unit Award Statement, a student must complete successfully every outcome of the Unit concerned and every item of evidence must be produced.
- Where there are externally-set assignments, these may form all or part of the evidence to be offered, but it is not a requirement for unit accreditation that any externally-set assignments are used. (However, externally-set assignments **must** be used for the Compulsory Unit (Unit 1) and for the chosen Core Unit (chosen from units 2-4) for the Entry Level Certificate in Information and Communication Technology.)

A.4 Entries

- a. A centre may choose to enter students for:
- the Entry Level Certificate only; **or**;
 - the Entry Level Certificate **and** the Unit Award Scheme; **or**;
 - the Unit Award Scheme only.

Consequently, the Entry Level Certificate and the AQA Unit Award Scheme have separate registration and entry procedures.

- b. To register to participate in the Unit Award Scheme, a centre must complete a Unit Award Scheme Centre Registration Form and make appropriate arrangements to receive training from an approved source.

When training is provided by AQA, a charge is made. This training relates to use of the Unit Award Scheme and is separate and different from that provided for each Certificate specification.

Centres may join the Unit Award Scheme at any time of the year.

A.5 Further Information

Further information about the Unit Award Scheme and Centre Registration Forms are available from the AQA Unit Award Scheme Department, AQA Harrogate Office, 31-33 Springfield Avenue, Harrogate, North Yorkshire HG1 2HW, telephone 01423 840015, fax 01423 564875, e-mail unitawardscheme@aqa.org.uk.

Candidate Record Forms are available on the AQA website in the Administration area.

They can be accessed [via this link](#)

B

Record Forms



**Centre-assessed work
Centre Declaration Sheet
2008**

Specification Title: Unit Code:

Centre Name: Centre No:

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Authentication

This is to certify that marks have been awarded in accordance with the requirements of the specification and that every reasonable step has been taken to ensure that the work presented is that of the candidates named. Any assistance given to candidates beyond that given to the class as a whole and beyond that described in the specification has been recorded on the Candidate Record Form(s) and has been taken into account. The marks given reflect accurately the unaided achievement of the candidates.

Signature(s) of teacher(s) responsible for assessment

Teacher 1 Teacher 2

Teacher 3 Teacher 4

Teacher 5 Teacher 6

(Continue overleaf if necessary)

Internal Standardisation of Marking

Each centre must standardise the assessments for this unit across different teachers and teaching groups to ensure that all candidates in the centre have been judged against the same standards. If two or more teachers are involved in marking a unit, one of them must be designated as responsible for standardising the marking of all teachers at the centre who mark the unit.

The following declaration must be signed by the teacher responsible for ensuring standardisation. If all the work has been marked by the same person, that person should sign below.

I confirm that:

- (a) *I have marked the work of all candidates for this component;
- (b) *the procedure described in the specification has been followed at this centre to ensure that the marking is of the same standard for all candidates.

Signed: Date:

Signature of Head of Centre Date:

This form should be completed and sent to the moderator with the sample of centre-assessed work.