

Functional Skills Qualifications

Specifications

ICT

Entry Level 1 (4911), Entry Level 2 (4912) and Entry Level 3 (4913)
For exams November 2011 onwards
For certification November 2011 onwards





Functional Skills

Specifications

Information and Communication Technology

Entry 1

Entry 2

Entry 3

Our specification is published on our website (<http://www.aqa.org.uk>). We will let centres know in writing about any changes to the specification. We will also publish changes on our website. The definitive version of our specification will always be the one on our website, this may differ from printed versions.

You can get further copies of this specification from:

AQA Logistics Centre (Manchester)
Unit 2
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Or, you can download a copy from our website

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1 Introduction



1a Why choose AQA?

We are proud to be one of the UK's largest awarding body with 3.5million students sitting their exams with us in any given year.

As an independent registered charity, we invest all our income in the running of our examinations and in research and development to improve our qualifications and services. We focus on promoting education for the benefit of the public, drawing on years of experience of setting and marking public exams.

We are committed to delivering a straightforward and simple teaching experience, in a manageable timescale.

Why choose AQA's Functional Skills Qualifications?

Over the past three years, we have worked with over 21 000 students and their teachers, in more than 500 schools, to refine and develop our Functional Skills qualifications which:

- can help students to achieve their full potential
- are relevant for today's challenges
- are manageable for schools and colleges
- are accessible to all ability levels
- are affordable and value for money.

We work closely with teachers to make sure the introduction of a new qualification is straightforward, providing free resources to help them get ready to teach, and ongoing support throughout the life of the qualifications. Other benefits of choosing our Functional Skills qualifications include:

- access to subject departments
- training for teachers, including practical teaching strategies and methods, presented by senior examiners
- individual support for Controlled Assessment
- 24-hour support through our website and Ask AQA – an online searchable bank of frequently asked questions
- past years' assessment materials once the series of assessments are underway
- a wide range of printed and electronic resources.

We are an educational charity focused on the needs of the learner. All our income is spent on improving the quality of our specifications, examinations and support services. We don't aim to profit from education, we want you to.

If you are already a customer we thank you for your support. If you are thinking of joining us we look forward to welcoming you.

1b Why choose AQA's Functional ICT?

These specifications:

- provide learners with knowledge, skills and understanding of ICT which they can use in real life contexts relating to life, learning and work
- promote the development of transferable skills
- require the application of knowledge, skills and understanding for a purpose
- are straightforward and easy to follow by teachers
- encourage a teaching approach that is enriching and engaging for all learners
- have been designed to be taught in 45 guided learning hours, although AQA recognises that the needs and abilities of learners is diverse and the time needed to complete a course based on these specifications may vary.

The assessment:

- has been developed to ensure that it is manageable by teachers/assessors
- provides realistic contexts and scenarios drawn from everyday life, learning and work
- provides assessors with the flexibility to cater for the varied levels of support which may be needed by some learners
- specifies tasks that are relevant to the context
- reinforces skills-based, problem solving learning techniques
- assesses learners using individual tasks which can be broken down further by their assessors
- allows for ability that ranges from the most elementary to the more independent Entry student
- assesses process skills and the outcome of their application in different contexts.

1c How do I start using these specifications?

- You need to register at <http://www.aqa.org.uk/resource-zone/ict/overview.php> to ensure that you receive regular updates and have access to past assessment material, a whole range of teacher support materials and receive details of Teacher Support meetings.
- Once you have decided to enter candidates you need to tell us so we can make sure that you get all the material you need for the assessments. This is very important where assessment material is sent to you before the final entry deadline. You can let us know by filling in the appropriate 'Intention to Enter' and 'Estimated Entry' forms. If your centre is registered on e-AQA you will receive an e-mail prompting you to submit entry information online. If you are not e-AQA registered we will send copies to your Examinations Officer. Both forms can be downloaded from our website (www.aqa.org.uk/admin/p_entries.php).
- If your centre has not used AQA for any examinations in the past, please contact our centre approval team at centreapproval@aqa.org.uk.

1d How can I find out more?

You can choose to find out more about these specifications or the services that AQA offer in a number of ways.

Ask AQA

You have 24-hour access to useful information and answers to the most commonly asked questions at www.aqa.org.uk/askaqa.php.

If the answer to your question is not available, you can submit a query through **Ask AQA** for our team. We will respond within 2 working days.

Speak to your subject team

You can talk directly to the ICT subject team about these specifications either by emailing ictfunctionalskills@aqa.org.uk or by calling 0161 953 7563.

Teacher Support Meetings

Details of the full range of our Teacher Support meetings are available on our website at www.aqa.org.uk/support/teachers.php.

There is also a link to our fast and convenient online booking system for Teacher Support meetings at <http://events.aqa.org.uk/ebooking/>.

If you need to contact the Teacher Support team, you can call us on 0161 957 3925 or e-mail us at teachersupport@aqa.org.uk.

Latest Information Online

You can find out more including the latest news, support and downloadable resources on our website at www.aqa.org.uk



2 Specifications at a Glance

Entry 1: Practical Functional Skills for Entry 1 [4911]

1 hour

20 marks

The assessment for Entry 1 comprises of one Controlled Assessment Task. The Task can be assessed on one occasion or several over a period of time. The teacher/assessor decides when assessment takes place. See Section 5a about the availability of certification. See Section 3d for more information about Controlled Assessment.

In October each year there will be a choice of Tasks available for each level via e-AQA; they will be reviewed each year.

Centres may choose one or more of the Tasks with which to assess their group of students, but each student must submit only one Task.

Each Task is based upon life, learning or work which the teacher must witness and mark on a one-to-one basis using an Assessor Checklist on the Candidate Record Form. Both the Task and the Assessor Checklist are provided by AQA. The Assessor Checklist must be sent to AQA for verification.

Teachers' Notes are available to provide advice, guidance and instructions for teachers.

2

Entry 2: Practical Functional Skills for Entry 2 [4912]

1 hour

20 marks

The assessment for Entry 2 comprises of one Controlled Assessment Task. The Task can be assessed on one occasion or several over a period of time. The teacher/assessor decides when assessment takes place. See Section 5a about the availability of certification. See Section 3d for more information about Controlled Assessment.

In October each year there will be a choice of Tasks available for each level via e-AQA; they will be reviewed each year.

Centres may choose one or more of the Tasks with which to assess their group of students, but each student must submit only one Task.

Each Task is based upon life, learning or work which the teacher must witness and mark on a one-to-one basis using an Assessor Checklist on the Candidate Record Form. Both the Task and the Assessor Checklist are provided by AQA. The Assessor Checklist must be sent to AQA for verification.

Teachers' Notes are available to provide advice, guidance and instructions for teachers.

Entry 3: Practical Functional Skills for Entry 3 [4913]

1 hour 30 minutes

45 marks

The assessment for Entry 3 comprises of one Controlled Assessment Task. The Task can be assessed on one occasion or several over a period of time. The teacher/assessor will decide when assessment takes place. See Section 5a about the availability of certification. See Section 3d for more information about Controlled Assessment.

In October each year there will be a choice of Tasks available via e-AQA; they will be reviewed each year.

Centres may choose one or more of the Tasks with which to assess their group of students, but each student must submit only one Task.

Each Task is based upon life, learning or work which the learner must complete. The teacher must mark the Task and send it to AQA for moderation. Both the Task and the marking criteria are provided by AQA.

Teachers' Notes are available to provide advice, guidance and instructions for teachers.

The subject content of these Entry Level Functional Skills in ICT specifications are identical to that published by Ofqual in the Functional Skills Criteria for ICT (November 2009). The ICT Functional Skills Criteria for Entry 1, 2 and 3 are reproduced below. Numbering has been added for easy reference.

3a Entry 1

| Skill Standards | Coverage and Range | Notes |
|---|--|-------|
| Using ICT | | |
| 1 interact with ICT for a given purpose | 1.1 recognise and use interface features | |
| 2 follow recommended safe practices | 2.1 minimise the physical stress of seating, lighting and hazards | |
| | 2.2 keep access information secure by using password | |
| Finding and selecting information | | |
| 3 find given information from an ICT-based source | 3.1 text message, voicemail and on-screen information | |
| Developing, presenting and communicating information | | |
| 4 enter and edit single items of information | 4.1 identify and correct simple errors | |
| | 4.2 label an image | |
| 5 use ICT-based communication | 5.1 receive and open electronic messages | |

3b Entry 2

| Skill Standards | Coverage and Range | Notes |
|---|---|-------|
| Using ICT | | |
| 6 interact with ICT for a purpose | 6.1 use computer hardware | |
| | 6.2 use software applications for a purpose | |
| | 6.3 recognise and use interface features | |
| 7 follow recommended safe practices | 7.1 minimise physical stress | |
| | 7.2 keep access information secure by using password | |
| | 7.3 understand the need to stay safe | |
| Finding and selecting information | | |
| 8 use ICT-based sources of information | | |
| 9 find specified information from ICT-based sources | 9.1 use simple search facilities | |
| Developing, presenting and communicating information | | |
| 10 enter and edit information for a simple given purpose | 10.1 use simple editing and formatting techniques | |
| 11 bring together two given types of information | 11.1 for print and for viewing on screen | |
| | 11.2 identify and correct simple errors | |
| 12 use ICT-based communication | 12.1 read, send and receive electronic messages | |

3c Entry 3

| Skill Standards | Coverage and Range | Notes |
|---|---|-------|
| Using ICT | | |
| 13 interact with and use an ICT system to meet given needs | <p>13.1 use correct procedures to start and shut down an ICT system</p> <p>13.2 use input and output devices</p> <p>13.3 use software applications to meet needs and solve given problems</p> <p>13.4 recognise and use interface features</p> <p>13.5 change simple software settings</p> | |
| 14 store information | <p>14.1 open and save files</p> <p>14.2 know how to insert and remove media</p> | |
| 15 follow safety and security practices | <p>15.1 use and change passwords</p> <p>15.2 minimise physical stress</p> | |
| Finding and selecting information | | |
| 16 use simple searches to find information | <p>16.1 search stored information</p> <p>16.2 search web-based sources of information</p> | |
| 17 select relevant information that matches requirements of given task | | |

3c Entry 3 continued

| Skill Standards | Coverage and Range | Notes |
|--|---|-------|
| Developing, presenting and communicating information | | |
| 18 enter and develop different types of information to meet given needs | 18.1 enter, edit and format information, including text, graphics, numbers or other digital content, to achieve the required outcome | |
| | 18.2 insert and position graphics or other digital content to achieve a purpose | |
| | 18.3 process numbers to meet needs | |
| 19 bring together different types of information for a given purpose | 19.1 for print and for viewing on screen | |
| | 19.2 check for accuracy and meaning | |
| | 19.3 check suitability of information | |
| 20 use ICT-based communication | 20.1 read, send and receive electronic messages | |
| | 20.2 use contacts | |
| | 20.3 understand the need to stay safe and to respect others when using ICT-based communication | |

3d Controlled Assessment

Controlled Assessment is a form of internal assessment in which control levels are set for the three stages of the assessment process: task setting, task taking and task marking. Each assessment takes the form of one externally set task which must be marked by an assessor at the centre and sent to an AQA Verifier or Moderator.

Task Setting

Each year, AQA will provide a choice of assessment Tasks per entry level. These Tasks will be reviewed/replaced annually. Centres are required to submit only one Task per candidate.

Centres have the option of contextualising the Tasks so that candidates are not disadvantaged and to make best use of the resources available at the centre. Centres must ensure that contextualisation does not: alter the level of the assessment; change the Skill Standards (**all** Skill Standards must be covered in each assessment); or change the weightings of the three skill areas. Contexts must be realistic and have a clear purpose. Centres must ensure that the use of language within an assessment is not a barrier to achievement. Details of any contextualisation must be recorded on the Candidate Record Form.

Task Taking

Assessments must be completed under formal supervision. Formal supervision means that assessment must be completed by the candidate

in direct sight of an assessor (for Entry 1 and 2) or a supervisor (Entry 3) at all times. Teachers will be provided with the *Teachers' Notes* and *Instructions for Centres* which will clearly explain the preparation and resources that are needed to conduct the assessment.

Any preparatory work completed by candidates must be carried out under informal supervision. This means that teachers must ensure that:

- plagiarism does not take place
- work can be authenticated as the candidate's own
- sources used by candidates are clearly recorded and acknowledged.

Task Marking

Teachers will mark the Tasks for Entry 1 and 2 using an Assessor Checklist on the Candidate Record Form; they will mark the Task for Entry 3 using marking criteria supplied by AQA. Teachers should use their judgement to select and apply the criteria appropriately and fairly to the work of candidates.

Entry 1 and 2: Centres will be required to submit all Candidate Record Forms to AQA for verifying.

Entry 3: Centres will be required to submit a sample of candidates' work for moderation.

4 Scheme of Assessment

4a Aims

Functional Skills courses based on these specifications should help people to gain the most out of life, learning and work. The skills are learning tools that enable people:

- to apply their knowledge, skills and understanding in order to participate and progress in everyday life, education, training and employment
- to engage competently and confidently with others
- to solve problems in both familiar and unfamiliar situations
- to develop personally and professionally as positive citizens who can actively contribute to society.

4b Skill Standards

Assessment will cover the following Assessment Objectives set out in Section 3, Subject Content.

Candidates will be expected to demonstrate their ability to:

- Use ICT systems
- Find and select information
- Develop, present and communicate information.

Weighting of Assessment Objectives for Functional Skills ICT Entry 1, 2 and 3

The table below shows the approximate weighting of each of the Assessment Objectives in each assessment.

| Assessment Objectives | Overall weighting of AOs (%) |
|---|------------------------------|
| AO1: Use ICT systems | 20–30% |
| AO2: Find and select information | 10–20% |
| AO3: Develop, present and communicate information | 50–70% |
| Overall weighting (%) | 100% |

4c National criteria

These specifications comply with:

- the Functional Skills criteria for ICT
- the regulations for Controlled Assessment for Functional Skills
- the Functional Skills Qualifications Criteria
- the Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria
- the requirements for qualifications to provide access to Levels 1 and 2 of the National Qualification Framework (NQF).

4d Prior learning requirements

There are no prior learning requirements.

However, any requirements set for entry to a course based on these specifications are at your centre's discretion.

4e Equality, access and inclusion

Functional Skills are those intrinsic to English, Mathematics and Information and Communication Technology (ICT) that enable learners to gain the most from life, learning and work.

The Functional Skills pilot awarding organisations worked with the regulators to finalise the Functional Skills criteria for all three subjects. The criteria were reviewed to see whether any of the skills or knowledge needed by the subjects presented a possible difficulty to any candidates, whatever their ethnic background, religion/belief, gender, age, disability or sexual orientation. If there were difficulties, the criteria were reviewed again to make sure that such tests of specific competences were only included if they were important to the subject. The findings were discussed with groups who represented the interests of a diverse range of candidates during an extensive consultation exercise.

When designing Functional Skills specifications and assessments we have ensured that all materials:

- provide fair and equal access to all candidates regardless of their ethnic background, religion/belief, gender, age, disability or sexual orientation
- provide a reliable measure of a candidate's abilities in line with the requirements of the criteria to ensure that the qualification is not devalued in any way
- maximise inclusion but minimise the need to make access arrangements/reasonable adjustments or exemptions.



5 Administration

5a Availability of assessment units and certification

Certification for these specifications are available as follows.

| | Availability of qualification |
|--------------------------|--------------------------------------|
| November 2011 | ✓ |
| January 2012 | ✓ |
| March 2012 | ✓ |
| June 2012 and thereafter | ✓ |

The Tasks for Entry 1, 2 and 3 will be available from October each year.

5b Entries

Please check the current version of **Entry Procedures and Codes** for up-to-date entry procedures. You should use the following entry codes.

Entry 1 – 4911

Entry 2 – 4912

Entry 3 – 4913

5c Private candidates

These specifications are **not** available to private candidates.

5d Access arrangements, reasonable adjustments and special consideration

Access arrangements/reasonable adjustments are allowed for candidates with special needs and disabilities to help them access the assessments as long as the demands of the assessment are not changed. Such arrangements must not give an unfair advantage or disadvantage compared with candidates not using the arrangements. Because of this, most candidates will be able to access any part of the Functional Skills assessments.

We have worked closely with the regulators to determine which access arrangements/reasonable adjustments and exemptions can be allowed in each Functional Skills qualification to ensure maximum inclusion whilst maintaining the integrity of the qualifications. These decisions can be found in the regulator's Functional Skills qualifications criteria within the Inclusion statements (Appendix B) for each subject.

We have taken note of the equality and discrimination legislation and the interests of minority groups in developing and administering these specifications.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications*. This document gives guidance to centres on how these arrangements should be administered. It is available to centres via the JCQ website (www.jcq.org.uk) or by following the link from our website (www.aqa.org.uk).

Access arrangements

We can arrange for candidates with special needs and disabilities to access an assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a candidate with sight problems.

Reasonable adjustments

An access arrangement which meets the needs of a particular disabled candidate would be a reasonable adjustment for that candidate. For example a Braille paper would be a reasonable adjustment for a Braille reader but not for a candidate who did not read Braille. Equality legislation requires us to make reasonable adjustments to remove or lessen any disadvantage affecting a disabled candidate.

Special consideration

We can give special consideration to candidates who have had a temporary illness, injury or serious problem such as death of a relative, at the time of the examination. We can only do this **after** the examination.

The Examinations Officer at the centre should apply online for access arrangements and special consideration by following the e-AQA link from our website (www.aqa.org.uk).

5

5e Examination language

We will only provide units for these specifications in English.

5f Qualification titles

Qualifications based on these specifications are:

- AQA Functional Skills in Information and Communication Technology at Entry 1
- AQA Functional Skills in Information and Communication Technology at Entry 2

- AQA Functional Skills in Information and Communication Technology at Entry 3

5g Certification and reporting results

Where a candidate's performance is sufficient to meet the level requirements, a Functional Skills qualification pass certificate is awarded. No grades are issued with respect to these qualifications.

Centres will be informed of the existing level boundary with the disclaimer that we reserve the right to change it.



6 Controlled Assessment administration

6a Authenticating that controlled assessment work is genuine

To meet the requirements of these specifications, we need the following.

Assessors/teachers must confirm on the Candidate Record Form for Entry 1 and 2 or the front cover of the Task Booklet for Entry 3, that the work marked is only that done by that candidate and was conducted in line with the conditions in the specification

document (authentication declaration). Candidates must sign the Candidate Record Form for Entry 1 and 2 or the front cover of the Task Booklet for Entry 3, to confirm that the work they have handed in is their own.

6b Malpractice

You should let candidates know about our malpractice regulations.

Candidates must **not**:

- submit work that is not their own
- lend work to other candidates
- hand in work typed or word-processed by someone else without acknowledgement.

These actions are considered malpractice, for which a penalty (for example being disqualified from the qualification) will be applied.

If malpractice is suspected, your Examinations Officer should be consulted about the procedure to be followed.

Where you suspect malpractice in controlled assessments after the candidate has signed the declaration of authentication, your Head of Centre must submit full details of the case to us at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website (www.jcq.org.uk).

Malpractice in controlled assessments discovered prior to the candidate signing the declaration of authentication need not be reported to us, but should be dealt with in accordance with your centre's internal procedures. We would expect you to treat such cases very seriously.

6c Teacher standardisation

Standardising meetings for assessors will be held annually either face-to-face or online. These meetings will provide support in explaining the assessment and marking of the tasks for Entry 1, 2 and 3. Support will also be available online.

We will hold standardising meetings for teachers each year, usually in the autumn term for controlled assessment. At these meetings we will provide support in explaining tasks in context and using the marking criteria. These materials will also be available online.

All centres must send a representative to one of the meetings in the first year of entry. If you have told us you are a new centre, either by sending us an intention to enter or an estimate of entry, or by contacting the subject team, we will contact you to invite you to a meeting. It is likely that during the lifetime of these specifications online teacher standardising meetings will be made available.

6d Internal standardisation

Centres must have consistent standards for all candidates. One person must be responsible for ensuring that work has been assessed to the same standard, and they need to sign the Centre Declaration Sheet to confirm that internal standardisation has taken place.

Internal standardisation may involve all teachers assessing some sample oral assessments and identifying differences in standards:

- discussing any differences in assessment at a training meeting for all teachers involved in the assessment
- referring to reference and archive material, such as the material used in our standardising meetings.

6e Annotation of controlled assessment work

It is a requirement of the specifications that teachers clearly show how the marks have been awarded in line with the marking guidance provided by AQA. This helps our advisers to see as precisely as possible

where the teacher has identified that candidates have met the criteria in the specifications.

6f Submitting confirmation of achievement

Confirmation that each candidate has achieved Entry 1, Entry 2 and Entry 3 must be sent to us, on the mark forms provided, or by Electronic Data Interchange (EDI) by the date given (see www.aqa.org.uk/deadlines.php)

6g Factors affecting individual candidates

You should be able to accept the occasional absence of candidates by making sure they have the chance to make up missed controlled assessments. You may organise an alternative supervised time session for candidates who are absent at the time the centre originally arranged.

Where special help which goes beyond normal learning support is given, use the Candidate Record Form for Entry 1 and 2 or the front cover of the Task Booklet for Entry 3, to inform us so that this help can be taken into account.

Candidates who move from one centre to another during the course sometimes need additional help to meet the requirements of a scheme of controlled assessment work. How this can be dealt with depends when the move takes place. If it happens early in the course the new centre should be responsible for controlled assessment work. If it happens late in the course it may be possible to accept the assessments made at the previous centre. Centres should contact us as early as possible for advice about appropriate arrangements in individual cases.

7 Moderation

7a Moderation/verification procedures

At Entry 1 and Entry 2 all Candidate Record Forms must be sent to AQA for verification.

At Entry 3, moderation of the controlled assessment task is by inspection of a sample of candidates work, sent by post from the centre to a Moderator appointed by AQA. The centre marks must be submitted to AQA and the moderator by the specified deadline.

Centres entering fewer candidates than the minimum sample size should submit all the work of their candidates. Centres entering larger numbers of candidates will be notified of the candidates whose work will be required in the sample to be submitted for moderation.

Following the re-marking of the sample work, the moderator's marks are compared with the centre

marks to check whether any changes are needed to bring the centre's assessments in line with our agreed standards. In some cases the moderator may need to ask for the work of other candidates in the centre. To meet this request, centres must keep the controlled assessment work and Candidate Record Forms of every candidate entered for the examination under secure conditions, and they must be prepared to send it to us or the moderator when it is requested. Any changes to marks will normally keep the centre's rank order, but where major differences are found, we reserve the right to change the rank order.

AQA has the aspiration to move to centre accreditation.

7b Consortium arrangements

If you are a consortium of centres with joint teaching arrangements (where candidates from different centres have been taught together but where they are entered through the centre at which they are enrolled), you must tell us by filling in the JCQ/CCA form [Application for Centre Consortium Arrangements for centre-assessed work].

You must choose a consortium co-ordinator who can speak to us on behalf of all centres in the consortium. If there are different co-ordinators for different specifications, a copy of the JCQ/CCA form must be sent in for each specification.

We will allocate the same moderator to each centre in the consortium and the candidates will be treated as a single group for moderation.

7c Procedures after moderation

When the results are published, we will give centres details of the final levels for the controlled assessment work.

You will receive a report at the time the results are issued giving feedback on the accuracy of assessments made and the reasons for any adjustments to the marks.

Appendices

A Level Descriptors

Ofqual have not produced any Level Descriptors for Functional ICT as it is a pass/fail qualification and as such, the criteria make clear what is required to warrant a pass within the 'Skill Standards'.

B Spiritual, moral, ethical, social, legislative, sustainable development, economic and cultural issues, and health and safety considerations

We have taken great care to make sure that any wider issues (for example, spiritual, moral, ethical, social, legal, sustainable development, economic and cultural issues), including those relevant to the education of students at Key Stage 4, have been taken into account when preparing this specification. They will only form part of the assessment requirements where they are relevant to the specific content of the specification and have been identified in Section 3: Content.

European Dimension

We have taken the 1988 Resolution of the Council of the European Community into account when preparing these specifications and associated specimen assessments.

Environmental Education

We have taken the 1988 Resolution of the Council of the European Community and the Report 'Environmental Responsibility: An Agenda for Further and Higher Education' 1993 into account when preparing this specification and associated specimen assessments.

Avoiding bias

We have taken great care to avoid bias of any kind when preparing these specifications and specimen assessments.

C Achievement and attainment

Functional Skills have point scores for the Assessment and Attainment Tables. The confirmed points allocations are:

Level 2 = 23 points
Level 1 = 12.5 points
Entry 3 = 7 points
Entry 2 = 6 points
Entry 1 = 5 points

(The points for Levels 1 and 2 are **in addition** to points allocated for other qualifications such as GCSEs, adult literacy and adult numeracy.)





Functional Skills Qualifications in ICT Entry Level 1 (4911), Entry Level 2 (4912) and Entry Level 3 (4913) from 2011 onwards

Qualification Accreditation Number Entry Level 1: 600/0091/0

Qualification Accreditation Number Entry Level 2: 600/0118/5

Qualification Accreditation Number Entry Level 3: 600/1351/5

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is CN1.

Centres should be aware that candidates who enter for more than one Functional Skills qualification with the same classification code will have only one grade counted for the purpose of the School and College Performance Tables.

Candidates who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

To obtain specification updates, access our searchable bank of frequently asked questions, or to ask us a question, register with Ask AQA: aqa.org.uk/ask-aqa/register

You can also download a copy of the specification and support materials from our website: aqa.org.uk/ictzone