

Coverage of Functional Skills in ICT in DiDA Unit 1: Using ICT

Notes

- Unlike GCSE ICT, there are no plans to make achievement in Functional ICT a requirement for achievement in DiDA.
- Unlike Key Skills ICT, no proxy qualifications for Functional ICT will be allowed. This means that - even though candidates demonstrate by producing an eportfolio for Unit 1 of DiDA that they are functional - they will have to do the Functional ICT test too if they want to achieve a Functional ICT certificate.
- Achievement of Functional ICT = 'SPB ready'. In other words, the Functional ICT standards spell out the skills students need to have in order to tackle the SPB.
- Most of the 'Use ICT Systems' section of the standards is encapsulated in Section 2.3 of the DiDA spec, i.e. Standard ways of working.

Use ICT Systems			
Skill	Coverage	Examples/Applications	DiDA Unit 1: Using ICT
<p>L1: 1a Interact with and use ICT systems independently to meet needs</p> <p>L2: 1a Select, interact with and use ICT systems independently for a complex task to meet a variety of needs</p>	<p>L1: 1.1/L2: 1.1 Use correct procedures to start and shut down an ICT system</p>	log in, log out, use shut down menu	<p><i>Not explicitly specified as a requirement.</i></p> <p><i>We assume that students start DiDA already knowing how to do this.</i></p>
	<p>L1: 1.2 Use a communication service to access the internet</p> <p>L2: 1.2 Select and use a communication service to access the internet</p>	broadband, dial up, network, mobile device	<p><i>Not explicitly specified as a requirement.</i></p> <p><i>Although students are not required to select a communication service, they are expected to use one to gather information.</i></p>
	<p>L1: 1.3 /L2: 1.3 Select and use software applications to meet needs and solve problems</p>	word processing, spreadsheet, graphics, browser, e-mail, audio and video software	2.3 Standard ways of working - personal effectiveness
	<p>L1: 1.4 Recognise and use interface features effectively to meet needs</p> <p>L2: 1.4 Select and use interface features and system facilities effectively to meet needs</p>	desktop, windows, dialogue box, menu, submenu, toolbar, scrollbar, drag and drop, zoom, minimise, maximise, template, wizard	2.3 Standard ways of working - personal effectiveness

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Skill	Coverage	Examples/Applications	DiDA Unit 1: Using ICT
	<p>L1: 1.5 Adjust system settings as appropriate to individual needs</p> <p>L2: 1.5 Select and adjust system settings as appropriate to individual needs</p>	<p>window size, mouse settings, icon size, screen resolution, desktop contrast, volume, date and time</p>	<p>2.3 Standard ways of working - personal effectiveness</p>
<p>L1: 1b Use ICT to plan work and evaluate their use of ICT systems</p> <p>L2: 1b Use ICT to effectively plan work and evaluate the effectiveness of the ICT system used</p>	<p>L1: 1.6 Utilise ICT to plan and organise work</p> <p>L2: 1.6 Use ICT to effectively plan work and review the effectiveness of ICT tools to meet needs in order to inform future judgments</p>	<p>time, convenience, cost, quality, range of facilities, versatility</p>	<p>2.1 Project planning 2.2 Review and evaluate 2.3 Standard ways of working - personal effectiveness</p> <p>(Assessed in strands a and f)</p>
<p>L1: 1c Manage information storage</p> <p>L2: 1c Manage information storage to enable efficient retrieval</p>	<p>L1: 1.7 Work with files and folder structures to organise, store and retrieve information</p> <p>L2: 1.7 Manage files and folder structures to enable efficient information retrieval</p>	<p>create, open, save, save as, print, close, delete, view, rename, move and copy files, create folders and subfolders, name files and folders appropriately</p>	<p>2.3 Standard ways of working - file management</p> <p>(Partially assessed in strand e)</p>
	<p>L1: 1.8/L2: 1.8 Insert, remove, label and store media safely</p>	<p>CD, DVD, memory stick, hard drives</p>	<p>2.3 Standard ways of working - work safely</p>

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Use ICT Systems			
Skill	Coverage	Examples/Applications	DiDA Unit 1: Using ICT
L1: 2/L2: 2a Follow and understand the need for safety and security practices	L1: 2.1/L2: 2.1 Minimise physical stress	adjust seating and lighting, avoid hazards, take breaks, arrangement of hardware and cables, wrist rests and other devices	2.3 Standard ways of working - work safely
	L1: 2.2 /L2: 2.2 Keep information secure	keep copies safe, take backups, keep password or PIN secret	2.3 Standard ways of working - file management
	L1: 2.3 /L2: 2.3 Understand the danger of computer viruses, and how to minimise risk	use virus-checking software, treat files from unknown sources with caution	2.3 Standard ways of working - file management
	L1: 2.4 /L2: 2.4 Understand the need to stay safe and to respect others when using ICT-based communication	avoid inappropriate disclosure of personal information, avoid misuse of images, use appropriate language, respect confidentiality, use copy lists with discrimination	2.3 Standard ways of working - work safely
L2: 2b Troubleshoot	L2: 2.5 Identify ICT problems and take appropriate action	software freeze, respond appropriately to error dialogue, virus threat, storage full, paper jam, uninstall software, know when and whom to ask for help to fix the problem	<i>Not explicitly specified as a requirement.</i>

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Find and select information			
Skill	Coverage	Examples/Applications	DiDA Unit 1: Using ICT
<p>L1: 3 Select and use a variety of sources of information independently to meet needs</p> <p>L2: 3 Select and use a variety of sources of information independently for a complex task</p>	<p>L1: 3.1 Select and use appropriate sources of ICT-based and other forms of information</p> <p>L2: 3.1 Select and use appropriate sources of ICT-based and other forms of information which match requirements</p>	newspapers, books, images, maps, conversations, CDs, DVDs, text messages, podcasts, web logs, web based reference sites	<p>1.1 Using information sources</p> <p>(Assessed in strand b)</p>
	<p>L1: 3.2 Recognise copyright constraints on the use of information</p> <p>L2: 3.2 Recognise copyright and other constraints on the use of information</p>	music downloads, acknowledgement of sources, avoiding plagiarism, provisions of the Data Protection Act	<p>1.1 Using information sources</p> <p>2.3 Standard ways of working - legislation and codes of practice</p> <p>(Assessed in strand d)</p>
<p>L1: 4/L2: 4 Access, search for, select and use ICT-based information and evaluate its fitness for purpose</p>	<p>L1: 4.1/L2: 4.1 Access, navigate and search internet sources of information purposefully and effectively</p>	enter a web address, use a search engine, browse, save and use bookmarks	<p>1.1 Using information sources</p> <p>3.5 Internet and intranets skills</p>

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Find and select information			
Skill	Coverage	Examples/Applications	DiDA Unit 1: Using ICT
	<p>L1: 4.2 Use appropriate search techniques to locate and select relevant information</p> <p>L2: 4.2 Use appropriate search techniques and design queries to locate and select relevant information</p>	<p>multiple search criteria, quotation marks, search within results, relational operators, logical operators, 'find' or search tool including wildcards</p>	<p>1.1 Using information sources 1.3 Information handling 3.5 Internet and intranets skills</p> <p>(Partially assessed in strand c)</p>
	<p>L1: 4.3 Use information from a variety of sources and evaluate its match to requirements and fitness for purpose</p> <p>L2: 4.3 Use discrimination in selecting information that matches requirements from a variety of sources and evaluate fitness for purpose</p>	<p>recognise intention and authority of provider, currency of the information, relevance, bias</p>	<p>1.1 Using information sources 1.2 Using surveys 1.3 Information handling</p> <p>(Assessed in strands b and c)</p>

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Develop, present and communicate information			
Skill	Coverage	Examples/Applications	DiDA Unit 1: Using ICT
<p>L1: 5a Enter, develop and format information to suit its meaning and purpose, including:</p> <p>L2: 5a Enter, develop and format information independently to suit its meaning and purpose, including:</p> <ul style="list-style-type: none"> • text and tables 	<p>L1: 5.1/L2: 5.1 Enter, organise, develop, refine and format information, applying editing techniques to meet needs</p>	<p>organise: structure of information, document layout, headings, subheadings, lists, tables, use of templates</p> <p>edit: highlight, drag and drop, find, replace, undo, redo, templates</p>	<p>1.1 Information handling 1.4 Working with information 1.9 Creating an eportfolio 3.2 Database skills 3.5 Presentation skills 3.7 Spreadsheet skills 3.8 Web authoring skills 3.9 Word processing skills</p> <p>(Assessed in strands c, d and e)</p>
	<p>L1: 5.2 /L2: 5.2 Use appropriate page layout</p>	<p>columns, margins, header, footer, portrait, landscape, page breaks, page numbering</p>	<p>1.6 Paper publications 1.7 On-screen publications</p> <p>(Assessed in strand d)</p>
	<p>L1: 5.3 Format text to maximise clarity and enhance presentation</p> <p>L2: 5.3 Enter and format text to maximise clarity and enhance presentation</p>	<p>bullets, numbering, sub-numbering, alignment, tabs, line spacing, colour, font, style, size, simple tables</p>	<p>1.6 Paper publications 1.7 On-screen publications 1.9 Creating an eportfolio 3.2 Database skills 3.6 Presentation skills 3.7 Spreadsheet skills 3.8 Web authoring skills 3.9 Word processing skills</p> <p>(Assessed in strands d and e)</p>

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Develop, present and communicate information			
Skill	Coverage	Examples/Applications	DiDA Unit 1: Using ICT
• images	L2: 5.4 Create and format tables to maximise clarity and enhance presentation	tables: timetable, components list, membership information format: horizontal and vertical text alignment, merge and split cells, gridlines, borders, shading	1.6 Paper publications 1.7 On-screen publications 3.8 Web authoring skills 3.9 Word processing skills (Assessed in strand d)
	L1: 5.4/L2: 5.5 Obtain, insert, size, crop and position images that are fit for purpose	clip-art, photo, scanned image, borders	3.1 Artwork and imaging skills (Assessed in strands d and e)
• numbers	L1: 5.5/L2: 5.6 Enter, develop and organise numerical information that is fit for purpose	cell data types, cell ranges, absolute and relative referencing , formulas with a single operator, formulas with multiple operators , SUM function, other functions , replication, structure and layout of worksheet	1.2 Using surveys 1.3 Information handling 3.7 Spreadsheet skills (Assessed in strand c)
	L1: 5.6/L2: 5.7 Format numerical information appropriately	currency, %, number of decimal places, date, time, text wrap, row height, column width, gridlines, merged cells, cell borders	1.2 Using surveys 1.3 Information handling 3.7 Spreadsheet skills (Assessed in strand c)

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Develop, present and communicate information			
Skill	Coverage	Examples/Applications	DiDA Unit 1: Using ICT
<ul style="list-style-type: none"> graphs 	<p>L1: 5.7 Create and develop charts and graphs to suit requirements, using suitable labels</p> <p>L2: 5.8 Create and develop charts and graphs to suit the numerical information, using suitable labels</p>	<p>pie chart, bar chart, single line graph, scattergram, appropriate format, title, axis titles, legend</p>	<p>1.2 Using surveys 1.3 Information handling 3.7 Spreadsheet skills</p> <p>(Assessed in strands c and d)</p>
<ul style="list-style-type: none"> records 	<p>L1: 5.8 Enter, organise, and sort structured information in ascending or descending order</p> <p>L2: 5.9 Enter, organise, select and edit records using field names and headings, data types and unique record identifier when appropriate</p> <p>L2: 5.10 Sort records on one or more fields in ascending or descending order</p>	<p>spreadsheet or database, use data filtering</p> <p>Field selection, data sort (alpha numeric), filter</p> <p>table, spreadsheet, database</p>	<p>1.3 Information handling 3.2 Database skills</p> <p>(Assessed in strand c)</p>
<p>L1: 5b/L2: 5b Bring together information to suit content and purpose</p>	<p>L2: 5.11 Bring together and organise components of images and text</p>	<p>image, chart, text alignment, captions, text wrap, use of text boxes, behind, in front, grouping</p>	<p>1.4 Working with information 1.5 Presenting information 1.9 Creating an eportfolio</p> <p>(Assessed in strands d and e)</p>

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Develop, present and communicate information			
Skill	Coverage	Examples/Applications	DiDA Unit 1: Using ICT
	L1: 5.9/L2: 5.12 Organise information of different forms or from different sources to achieve a purpose	organise: combine images, graphs and folders with text, combine texts, graphics, sound and video footage purpose: for a poster, newsletter, web page, catalogue, brochure , multimedia presentation	1.4 Working with information 1.5 Presenting information 1.9 Creating an eportfolio (Assessed in strands d and e)
L1: 6a/L2: 6a Present information in ways that are fit for purpose and audience	L1: 6.1/L2: 6.1 Work accurately and proof-read, using software facilities where appropriate for the task	ensure meaning is clear, seek views of others, check spelling, check calculations, ensure consistent layout, print preview	1.8 Prototyping and testing (Assessed in strands d and e)
	L1: 6.2 Produce information that is fit for purpose and audience using accepted layouts as appropriate L2: 6.2 Produce information that is fit for purpose and audience using accepted layouts and conventions as appropriate	letter, memo, report, newsletter, brochure , poster, web page, information sheet, multimedia presentation	1.4 Working with information 1.5 Presenting information 1.6 Paper publications 1.7 On-screen publications 1.8 Prototyping and testing 1.9 Creating an eportfolio (Assessed in strands c, d and e)
L1: 6b /L2: 6b Evaluate the selection and use of ICT tools and facilities used to present information	L1: 6.3/L2: 6.3 Evaluate the effectiveness of ICT tools to meet (presentation) needs	time taken, quality, range of facilities, versatility, transferability of information into other formats speed of internet connection, time constraints of downloading large files	2.2 Review and evaluation (Assessed in strand f)

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Develop, present and communicate information			
Skill	Coverage	Examples/Applications	DiDA Unit 1: Using ICT
	<p>L1: 6.4 Review and modify work as it progresses to ensure the result is fit for purpose and audience</p> <p>L2: 6.4 Review and modify work as it progresses to ensure the result is fit for purpose and audience, and to inform future judgments</p>	produce drafts, review against initial plans, check with intended audience	<p>1.8 Prototyping and testing</p> <p>(Assessed in strands c, d and e)</p>
<p>L1: 7 Select and use ICT to communicate and exchange information safely, responsibly and effectively</p> <p>L2: 7 Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contacts lists</p>	<p>L1: 7.1/L2: 7.1 Create, access, read and respond appropriately to e-mail and other ICT-based communication, including attachments, and adapt style to suit audience</p> <p>L1: 7.2 Use a contacts list</p> <p>L2: 7.2 Manage efficient storage of ICT-based communications, attachments and contact addresses</p>	open mailbox, read, reply, forward, communicate using from, to, cc, bcc, subject and content fields, add and open attachments, use instant messaging, contribute to forums, web logs or web based reference sites	3.4 Email skills

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