

APPENDIX FOUR

INFORMATION & COMMUNICATION TECHNOLOGY:

National Curriculum Level 6	Adult ICT Skills Level 2 (Draft, May 04) Finding and exchanging information	Key Skill - Level 2 Part A ICT2.1 Part B		GCSE
<p>There are five aspects of attainment in this target:</p> <ol style="list-style-type: none"> 1. finding things out; 2. developing ideas and making things happen; 3. exchanging and sharing information; 4. reviewing, modifying and evaluating work as it progresses; 5. breadth of study <p>Pupils develop and refine their work to enhance its quality, using information from a range of sources. Where necessary, they use complex lines of enquiry to test hypotheses. They present their ideas in a variety of ways and show a clear sense of audience. They develop, try out and refine sequences of instructions to monitor, measure and control events, and show efficiency in framing these instructions. They use ICT-based models to make predictions and vary the rules within the models. They assess the validity of these models by comparing their behaviour with information from other sources. They discuss the impact of ICT on society.</p>	<p>[Working with ICT – see additional standards (1-3) for checking, interacting with and using ICT systems, selecting and using general editing techniques, working accurately and observing safety and security practices]</p>	<ul style="list-style-type: none"> • identify errors (<i>e.g. in hardware and software you are using</i>) and their causes • observe copyright and/or confidentiality when it is necessary • how to minimize health risks • how to minimize risks from viruses • send and receive email 	<p>Overall, through two or more activities, you must: include at least one ICT-based information source; include at least one non-ICT-based information source; use at least one example of text, one example of image and one example of number; present evidence of purposeful use of email]</p>	<p>AO1: Apply their knowledge, skills and understanding of ICT to a range of situations AO2: Analyse, design, implement, test, evaluate and document information and communications systems for use by others and develop understanding of the wider applications and effects of ICT AO3: Reflect critically on the way they and others use ICT AO4: [Discuss* and] review the impact of ICT applications to the wider worlds [*not for short course] AO5: Consider the social, economic, political, legal and moral issues and security needs for data which surround the increasing use of ICT.</p> <hr/> <p>Grade C: The requirements for achieving success at grade C in GCSE specifications in ICT must be demonstrably sufficient to meet the requirements covering both the external and the internal assessment components of the IT Key Skill specifications at Level 2. The requirements for achieving success at grade C in GCSE (Short Course) specifications in ICT must be demonstrably sufficient to meet the requirements covering both the external assessment component and one of the specified two purposes of the internal assessment component of the IT Key Skill specifications at Level 2.</p>
	<p>Finding and exchanging information: 4. select appropriate sources of information to meet a variety of requirements; 5. access and navigate ICT sources to search for, select and record information and evaluate its fitness for purpose; 6. use email to communicate and exchange information, including storage of messages and address lists.</p> <p>In communicating information for a wide range of purposes: select and use appropriate sources of information to meet a variety of requirements (paper-based, <i>e.g. newspaper, directory, book, map, broadcast, e.g. radio, TV, teletext</i>, ICT-based, <i>e.g. file, database, CD, DVD, Internet</i>); identify constraints associated with sources <i>e.g. speed of internet connection, need for specialised software, version compatibility</i>; access, navigate and search internet sources of information (connect, enter web address, browse, use forward and back, follow links, save and use favourites, use a search engine); use appropriate search techniques (contents list, index, multiple search criteria, relational operators, <i>e.g. =, >, <</i>, logical operators AND and OR, wildcards, <i>e.g. *, ?</i>) and design queries to locate relevant information; select, use and record information (write down, copy, paste, save, download files, play streamed data, <i>e.g. audio, video, games</i>) and evaluate fitness for purpose (intention/authority of provider, currency, precision, relevance, bias); access, read and respond appropriately to email (open mailbox, read, delete, reply, forward, create, <i>e.g. to, cc, subject, content</i>, send, open, add attachments, use an address book, observe protocols in <i>e-confidentiality, use copy lists with discrimination</i>); manage efficient storage of email and attachments, <i>e.g. folders</i> and contact email addresses, <i>e.g. address lists</i>. mail exchanges, <i>e.g. use appropriate language, respect</i>.</p>	<p>Find and select information</p> <ul style="list-style-type: none"> • Identify suitable sources of information (<i>e.g. written documents, material to be scanned, files, CD ROMs, the Internet</i>) • search for information using multiple search criteria (<i>e.g. using AND or '<' and '>', or tools such as search engines</i>) • interpret information and select what you need for different purposes (<i>e.g. to respond to an enquiry, write a project report, design or make something</i>). 	<p>Search for and select information to meet your needs. Use different information sources for each task and multiple search criteria in at least one case.</p> <p>2.1.1 Select information relevant to the tasks.</p>	
		<p>Part C Guidance: Find and select information: find and identify suitable sources of information from ICT sources, and non-ICT sources (<i>e.g. written documents, files, CD ROMs</i>); search for information using multiple search criteria (<i>e.g. using AND or '<' '>' or '+' and '-' in search engines</i>); interpret information (<i>e.g. respond to an enquiry, write a project report</i>).</p>		

INFORMATION & COMMUNICATION TECHNOLOGY:

National Curriculum Level 6	Adult ICT Skills Level 2 (Draft, May 04) <u>Developing and presenting information</u>	Key Skill - Level 2 Part A Part B ICT2.2		GCSE
<p>Pupils develop and refine their work to enhance its quality, using information from a range of sources. Where necessary, they use complex lines of enquiry to test hypotheses. They present their ideas in a variety of ways and show a clear sense of audience. They develop, try out and refine sequences of instructions to monitor, measure and control events, and show efficiency in framing these instructions. They use ICT-based models to make predictions and vary the rules within the models. They assess the validity of these models by comparing their behaviour with information from other sources. They discuss the impact of ICT on society.</p>	<p>Developing and presenting information: 7. Enter, organise, develop and format information to suit content and purpose, in the form of a) text and tables; b) images; c) numbers; d) records.</p> <p>In producing a wide range of screen and paper documents: enter, develop and organise textual information (document layout, organisation of information, e.g. <i>headings/ subheadings, lists, tables, use of white space</i>) that is fit for purpose and presents information effectively; use appropriate page layout (margins, header, footer, portrait, landscape, columns, page breaks, page numbering); format paragraphs (bullets, numbering, alignment, tabs, indents, line spacing); format text (font, e.g. <i>arial</i>, style, e.g. <i>bold, italic, underline</i>, size, e.g. <i>10-point</i>, borders, shading, colour); design, create and format tables (row/column, structure and size, horizontal/vertical text alignment, merge/split cells, borders, shading) that are fit for purpose and present information effectively; insert, develop and organise images, e.g. <i>photos, scanned images, clip-art</i>, basic shapes, e.g. <i>line, rectangle, ellipse</i> and text boxes that are fit for purpose; format images (horizontal/vertical size, crop, brightness, contrast, colour, alignment, borders, wrap text); bring together components of images (position, behind/in front, grouping); enter, develop and organise numerical information that is fit for purpose using worksheets (rows, columns, headings, title), relative/absolute cell references, e.g. <i>F2, \$D\$4</i>, cell ranges, e.g. <i>A2:D4</i>, formulas using multiple operators (+, -, *, /, ()), functions, (SUM, MIN, MAX, AVERAGE, IF), replication, sorting and filtering; format numerical information appropriately (row height, column width, gridlines, merge cells, cell borders, cell data type/format, e.g. <i>text, currency, %, decimal places, date, time, wrap text</i>); create and develop charts to suit numerical information (pie, bar, single line) using suitable formats (chart titles, axis titles and labels, legends, data labels, gridlines); enter and organise record-structured information (table, field names, data types, primary key), sort on one or more fields in ascending or descending order and edit records (add, delete, amend, set field data type/format).</p>	<p>Develop information</p> <ul style="list-style-type: none"> enter and combine information (e.g. <i>copy and paste or insert text, images and number</i>), using formats that help development (e.g. <i>using table structures, text boxes or text wrap to position information</i>) develop information in the form of text, images and numbers (e.g. <i>organise information under headings, structure tables, generate charts and graphs from data, use queries to select records</i>) derive new information (e.g. <i>compare information from different sources to reach a conclusion, use formulas to calculate information such as a total or average</i>). 	<p>Enter and develop the information to suit the task and derive new information:</p> <p>2.2.1 enter and combine information using formats that help development 2.2.2 develop information and derive new information as appropriate.</p>	<p>AO1: Apply their knowledge, skills and understanding of ICT to a range of situations AO2: Analyse, design, implement, test, evaluate and document information and communications systems for use by others and develop understanding of the wider applications and effects of ICT AO3: Reflect critically on the way they and others use ICT AO4: Discuss and review the impact of ICT applications to the wider worlds AO5: Consider the social, economic, political, legal and moral issues and security needs for data which surround the increasing use of ICT.</p>
		<p>Part C: Guidance: Enter and combine information (e.g. <i>copy and paste, or insert text, images and numbers</i>); using formats that help development (e.g. <i>using table structures, text boxes</i>). Develop information in the form of text image and numbers (e.g. <i>generate charts and graphs from data</i>); use queries to select records; derive new information (e.g. <i>use formulas to calculate information such as a total or average</i>).</p>		<p>Grade C: The requirements for achieving success at grade C in GCSE specifications in ICT must be demonstrably sufficient to meet the requirements covering both the external and the internal assessment components of the IT Key Skill specifications at level 2. The requirements for achieving success at grade C in GCSE (Short Course) specifications in ICT must be demonstrably sufficient to meet the requirements covering both the external assessment component and one of the specified two purposes of the internal assessment component of the IT Key Skill specifications at level 2.</p>

INFORMATION & COMMUNICATION TECHNOLOGY:

National Curriculum Level 6	Adult ICT Skills Level 2 (Draft, May 04) Developing and <u>presenting</u> information	Key Skill - Level 2 Part A Part B ICT2.3		GCSE
<p>Pupils develop and refine their work to enhance its quality, using information from a range of sources. Where necessary, they use complex lines of enquiry to test hypotheses. They present their ideas in a variety of ways and show a clear sense of audience. They develop, try out and refine sequences of instructions to monitor, measure and control events, and show efficiency in framing these instructions. They use ICT-based models to make predictions and vary the rules within the models. They assess the validity of these models by comparing their behaviour with information from other sources. They discuss the impact of ICT on society.</p>	<p>Developing and presenting information: [See previous page for 7] 8. Select and use document layouts to bring together and present information in ways that are fit for purpose and audience.</p> <p>In producing a wide range of screen and paper documents: [see previous list for 7] 8.1 design and create documents that produce effective communication by bringing together information, e.g. <i>text, tables, images, charts</i> that is fit for purpose, content and audience and uses commonly accepted layouts, e.g. <i>letter, memo, report, newsletter, poster</i>.</p>	<p>Present information</p> <ul style="list-style-type: none"> select and use layouts and techniques to suit different tasks (e.g. <i>document structures such as indents, columns and headings, borders for images and text, tables, highlight information to improve its impact, make sure it suits the needs of the audience</i>) develop the presentation to suit your purpose and audience and the types of information used, i.e. text, images and numbers (e.g. <i>format information to improve its impact, refine layout making sure it suits the needs of your audience</i>) present information in a consistent way (e.g. <i>paragraph layouts, sizes and styles of text, alignment, fonts</i>) Ensure your work is accurate and clear. 	<p>Present combined information such as text with image, text with number, image with number: 2.3.1 develop the presentation so that the final output is accurate and shows consistent use of formats 2.3.2 use layout appropriate to the types of information.</p>	<p>AO1: Apply their knowledge, skills and understanding of ICT to a range of situations AO2: Analyse, design, implement, test, evaluate and document information and communications systems for use by others and develop understanding of the wider applications and effects of ICT AO3: Reflect critically on the way they and others use ICT AO4: Discuss and review the impact of ICT applications to the wider worlds AO5: Consider the social, economic, political, legal and moral issues and security needs for data which surround the increasing use of ICT.</p>
		<p>Part C: Guidance: Select and use layouts and techniques to suit different tasks, document structures such as: indents, borders for images and text, tables; develop the presentation to suit your purpose and audience and the types of information used, i.e. text, images and numbers (e.g. <i>highlight information to improve its impact</i>); present information in a consistent way (e.g. <i>paragraph layouts, sizes and styles of text</i>).</p>		<p>Grade C: The requirements for achieving success at grade C in GCSE specifications in ICT must be demonstrably sufficient to meet the requirements covering both the external and the internal assessment components of the IT Key Skill specifications at level 2. The requirements for achieving success at grade C in GCSE (Short Course) specifications in ICT must be demonstrably sufficient to meet the requirements covering both the external assessment component and one of the specified two purposes of the internal assessment component of the IT Key Skill specifications at Level 2.</p>