

# Introducing the Adult Entry Level ICT Certificate

This document contains:

- 'How the qualification will work'
- Sample Assessment Material

## How the Qualification Will Work

---

### Overview of the qualification structure at Entry Levels 1, 2 and 3

The Edexcel Adult Entry Level ICT Certificate is based on the National Standards for Adult ICT at Entry Levels 1, 2 and 3. These, along with guidance and exemplars, can be found on the regulatory authority website ([www.qca.org.uk](http://www.qca.org.uk)).

Teaching and assessment will be carried out within the scope of three component areas of skills and knowledge:

- Using ICT Systems
- Finding and Exchanging Information
- Developing and Presenting Information

Though defined separately in the national standards, it is not meaningful to assess individual components separately. Hence assessment activities are conducted across all three components as indicated in the following table:

Components	Using ICT Systems	Finding and Exchanging Information	Developing and Presenting Information
Entry 1	Edexcel produced assessment activities, some task-based, some on-screen		
Entry 2	Edexcel produced assessment activities, some task-based, some on-screen		
Entry 3	Edexcel produced assessment activities, some task-based, some on-screen		

**NB:** All Edexcel assessment activities and mark schemes are sent to centres on a CD-ROM, supported by periodic announcements in Centre Updates.

### How the Learner's Achievement is Assessed - the general approach

Adult Entry Level ICT assessments are made up of a number of activities at each of Entry Levels 1, 2 and 3. These include at least one on-screen skills-based activity, at least one on-screen knowledge-based activity and at least one centre-marked task-based activity. At each Entry sub-level, the learner must undertake at least one of each of these types of assessed activity.

All of the activities are externally set by Edexcel and conducted by the centre, although there will be some scope for variation in the precise details of the task-based activities (eg which pieces of hardware are to be used).

Each of the assessed activities must be taken under supervised conditions. This means that there must be an assessor or supervisor present whenever any of the activities are being undertaken.

There is no overall time limit for completing **all** the activities that make up the Adult ICT Entry qualification. Whenever an assessed activity is undertaken, then the assessor must enter the date in the assessment record sheet. They should also complete the relevant section of the paperwork, all of which can be printed off from the CD-ROM on which all the assessment activities are provided.

There is a suggested upper time limit of 30 minutes for completing each of the individual on-screen activities, or centre-marked task-based activities

Learners may attempt any of the activities when they and the assessor feel that they are ready. They do not have to undertake all of the activities in one sitting, but can take each individual activity when they feel they are ready.

The range of activities (on-screen skills or knowledge-based, or task-based) that make up the assessment tools are designed to address all the criteria across all three component skill areas for the chosen Entry sub-level (see table above). There is specific tutor guidance on how the individual assessment criteria are addressed in each type of activity provided on the assessment CDROM, along with the assessment activities themselves.

Learners may be assisted with any aspect of the activity that is not actually assessed. For example, the assessor may read the instructions to the candidate or explain in simpler language what they are expected to do. No on-screen help may be given with the on-screen assessments, other than help with the reading of any of the text. Learners may use any of the on-screen help facilities including the spell check; they may also use a paper based dictionary, including a bilingual dictionary.

The skills required by the ICT Entry standards must be taught and the learner must then be given opportunities to practice the skills in a variety of situations that are appropriate to the learner and to the chosen Entry sub-level. Learners are deemed to be ready for assessment when they feel confident and competent and are familiar with the expectations and demands of the processes to be assessed. It is not desirable for tutors simply to “teach to the tests”.

If a learner is not successful on any particular assessed activity then they will need further guidance, support and practice in the relevant skills before being given another opportunity to attempt that activity. A period of at least 7 days must elapse before a learner may retake any activity. To avoid strictly repetitive re-assessments, some scope for variability, without compromising the assessment criteria, is built into the design of the assessed activities.

### **The On-screen Assessed Activities (skills-based or knowledge-based)**

Learners should attempt any such activity at the appropriate Entry sub-level when both they and their assessor feel they are ready.

The activity must be taken under supervised conditions.

The assessor **must** read the instructions for the administration of any individual assessed activity, provided on the CDROM, **before** administering it. In some instances the learner may be required to start the computer or to insert the CD or floppy disc.

There is a suggested upper time limit for completing any individual on-screen activity of 30 minutes. At any point during this period, the learner may return to any of the items to try again. There is an on screen reset button at the end of each item.

Once the activity is completed, the on-screen End of Test button is clicked. The test then finishes and the marks are allocated for each completed item. Once the End of Test button is clicked the learner may not return to the test. The assessor/tutor should print out and sign the automatically marked record of the learner's performance, to be included within a file of assessment evidence collected for verification purposes.

### **The Centre-marked Task-based Assessed Activities**

Learners may attempt any such assessed activity at the appropriate Entry sub-level when they and their assessor feel they are ready.

The activity must be taken under supervised conditions.

The assessor **must** read the instructions for the administration of any individual activity, provided on the CDROM, **before** administering it. The assessor may be required to provide a technology based item, e.g. a mobile phone, a CD or DVD player, or to make a file available on the centre's intranet.

### **Recording Activity Outcomes**

The activities for ICT Entry have been designed in such a way that the completion of forms has been kept to a minimum. A grid forms part of the CD-ROM package for each Entry sub-level. This grid shows which criteria will be addressed if the learner follows all the steps and produces a successful outcome. A simple Witness Statement must be completed for those criteria not covered; copies of the Witness Statement proformas for each sub-level are included on the CD-ROM.

The marks for the on-screen skills-based, and on-screen knowledge-based activities are calculated by the software. The assessor is not required to allocate marks or record the criteria achieved. A successful outcome from each of these types of computer based activity will mean that the criteria identified have been achieved automatically.

The expected successful outcomes of each centre-marked task-based activity are defined on an Assessor's Activity sheet to be found on the CD-ROM. If the learner follows the steps and produces a successful outcome then this means that the learner will have met and achieved the criteria identified on the activity sheet. The Assessor Witness Statement proformas address those criteria that do not always fit easily into an assessable activity. The assessor must complete these proformas, with the details requested, having observed the learner carrying out an activity evidencing the identified criterion. In some instances it may be that one or more of the items listed is actually dealt with in an activity, eg the ability to drag and drop. It may be useful for the assessor to check through the criteria identified in the activities before looking for alternatives.

## Entry 1 Sample Assessment A

You want to look at today's weather forecast.

Look at the list below.

Choose two sources for today's weather.

✓	
	Newspaper
	Book
	Map
	Web page

### Mark Scheme

Question	E2 Scheme	Comment	Mark	Total
Q1	3.1	Identifying Newspaper	1	2
		Identifying Web page	1	
Question Total				2

## Entry 1 Sample Assessment B

### Learner instructions

You are on the Qbay auction site.

You want to buy a mobile phone.

Type the words 'mobile phone' in the Search box below.

Click the Go button.

Search

### Assessor instructions

Once the learner types 'mobile phone' in the search box, the message displayed will read "Searching, go to next question". The search box is not case sensitive and recognises the words 'mobile phone' (with or without the '') even with minor spelling errors.

### Mark Scheme

Question	E1 Scheme	Comment	Mark	Total
Q1	1.1	Use ICT for a purpose	1	1
	1.2	Recognise and use interface features		
		Text entry box Go button	1 1	2
	6.1	Entering search criteria	1	1
7.1	Submit information By clicking 'Go' (or 'Next' or 'End task') after entering text	1	1	
Question Total				5

## Entry 2 Sample Assessment

You are applying for a job in a Call Centre

Your details are:

<p>John Wilkie 9 Curtwell Road, Harsthead, CP1 8XX</p> <p>Tel No: 1117 999 555</p>
--

Complete the online application form:

Calls-R-Us Application Form	
Job Title	Call Handler
Applicant details	
Name:	
Address:	9 Curtwell Road Harsthead
Postcode:	
Tel No:	1117 999 555
Skills	I have good listening and speaking skills

Check that you have spelt the name correctly

Check that the postcode is correct

Now click the send button

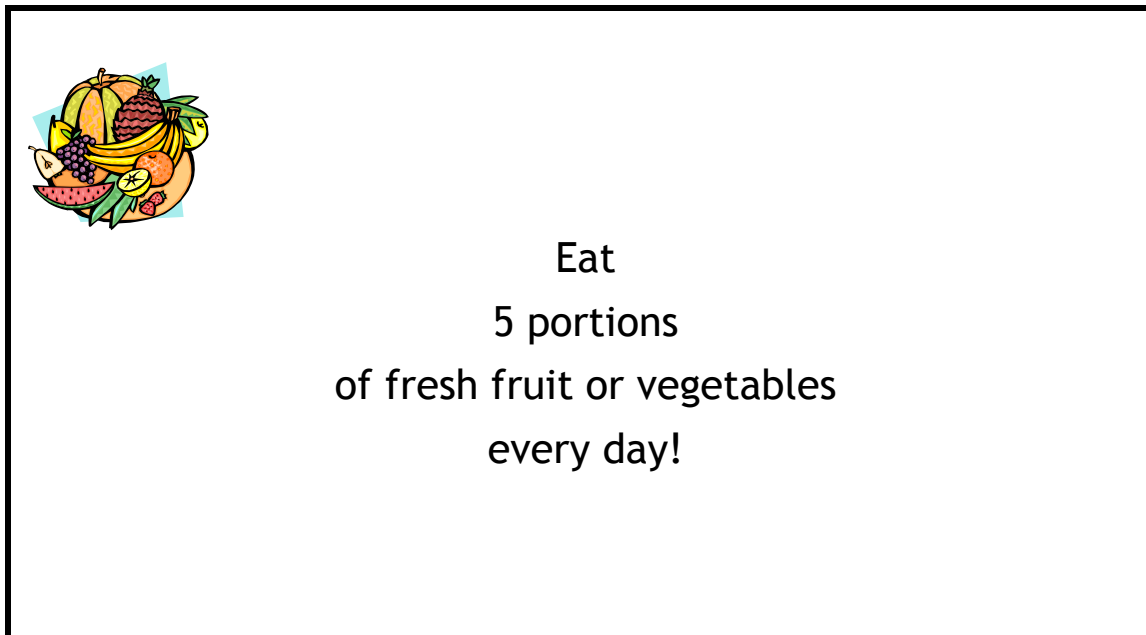
<b>Send</b>
-------------

## Mark Scheme

Question	E2 Scheme	Comment	Mark	Total
	1.1	Use hardware - keyboard, screen Mark to given automatically on completion of task	1	1
	1.2	Use software applications Mark to given automatically on completion of task	1	1
	1.3	Recognise and use interface features (option button)	1	1
	6.1	Enter information Name entered correctly Postcode entered correctly	1 1	2
	6.2	Check content - Mark to given automatically on completion of 6a.1		
	7.1	Entire form is fit for purpose	1	1
Question Total				6



Entry 3 Sample Assessment A

You want to put a copy of this image at the bottom of the poster on healthy eating as well as at the top.



Drag the actions below into the correct order:







Click 
Click 
Put cursor in new position
Select the image

1	
2	
3	
4	

Correct order



Click 
Click 
Put cursor in new position
Select the image

1	<i>Select the image</i>
2	<i>Click </i>
3	<i>Put cursor in new position</i>
4	<i>Click </i>

#### Mark Scheme

Question	E3 Scheme	Comment	Mark	Total
	1.1	Correct sequence needed, as shown above	1	1
	1.4	Recognise and use interface features (icon)	1	1
	4.3	Select and use appropriate information	1	1
	6a.1	Enter and edit (drag and drop)	1	1
Question Total				4

## Entry 3 Sample Assessment B

### Learner instructions

You are planning to meet Rob tomorrow at 11.00 am.

He has sent you an email.

Read the email and send him a reply.

### Assessor instructions

An email needs to be sent to the learner containing the following message:

**'Hiya! What time are we supposed to be meeting tomorrow?  
Rob'**

The learner needs to reply to the message giving the time on their set of instructions (11.00). Their email will be sent to the tutor.

This activity would be best carried out using two computers in the same room. This would enable the candidate to be supervised and the assessor would be able to observe those criteria that need to be witnessed.

### Criteria addressed:

E3 1.1; E3 1.2; E3 1.3; E3 1.4; E3 5.1; E3 6a.1; E3 7.2

## Entry 3 Sample Assessment C

### **Context:**

You are helping to organise a Charity event.  
You need a poster to advertise when it is on and where it will be.  
You are going to change an old poster that was saved on the computer.

- 1) Find the document with the poster on it.
- 2) Change the day and the date when it will be held.
- 3) Change the entry fee to £6.50.
- 4) The event will be held at your college. Change the name of the college in the box.
- 5) Check that all the dates and information are correct.
- 6) Save your poster as POSTER2.
- 7) Printout a copy of the poster with your name on it and hand it to you tutor.

### **Assessor instructions**

The learner is going to update the poster provided for this activity.  
The learner is given the details of where the poster document file is located.  
Learner opens the file and makes the appropriate changes.  
The assessor may read the instructions about the changes that are to be made to the learner.  
Learner checks final poster for accuracy.  
Learner prints out a copy of the poster, with their name on it, and hands it to the assessor.

### **Criteria addressed:**

E3.1.1; E3.1.2; E3.1.3; E3 1.4; E3 2.1; E3 4.2; E3 4.3; E3.6.1a; E3.7.1; E3 7.2

# Dance 'til you drop at our Charity Disco

*Main hall*

Walter Mitty FE College

Saturday 24 September  
2005

Tickets:

Disco only - £5.50

Disco and Buffet - £9.00



# 8.00 - 12.00 pm

# Buffet

# Licensed Bar

All profits to the local Hospice