WJEC Level 1/2 Vocational Award in ICT (Technical Award)

GUIDANCE FOR TEACHING

UNIT 2 GUIDE

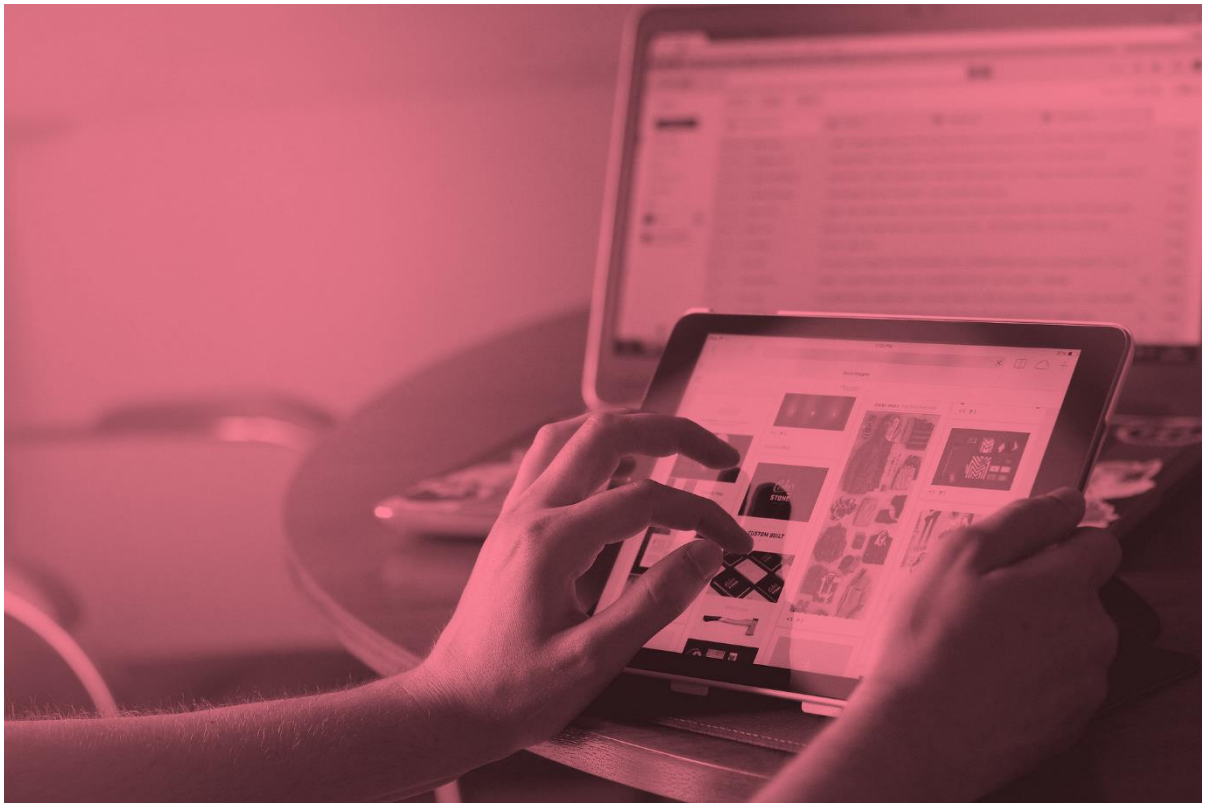
VERSION 2 – MAY 2023

Aims of the Guidance for Teaching

The principal aim of the Guidance for Teaching is to support teachers in the delivery of the WJEC Level 1/2 Vocational Qualification in ICT (Technical Award) and to offer guidance on the requirements of the qualification and the assessment process. The Guidance for Teaching is **not intended as a comprehensive reference**, but as support for professional teachers to develop stimulating and exciting courses tailored to the needs and skills of their own learners in their particular institutions.

Aims of the Unit Guide

The principal aim of the Unit Guide is to support teaching and learning and act as a companion to the Specification. Each Unit Guide will offer detailed explanation of key points in the Specification and aim to explain complex areas of subject content. An overview of the whole course can be found in the Delivery Guide.



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Introduction

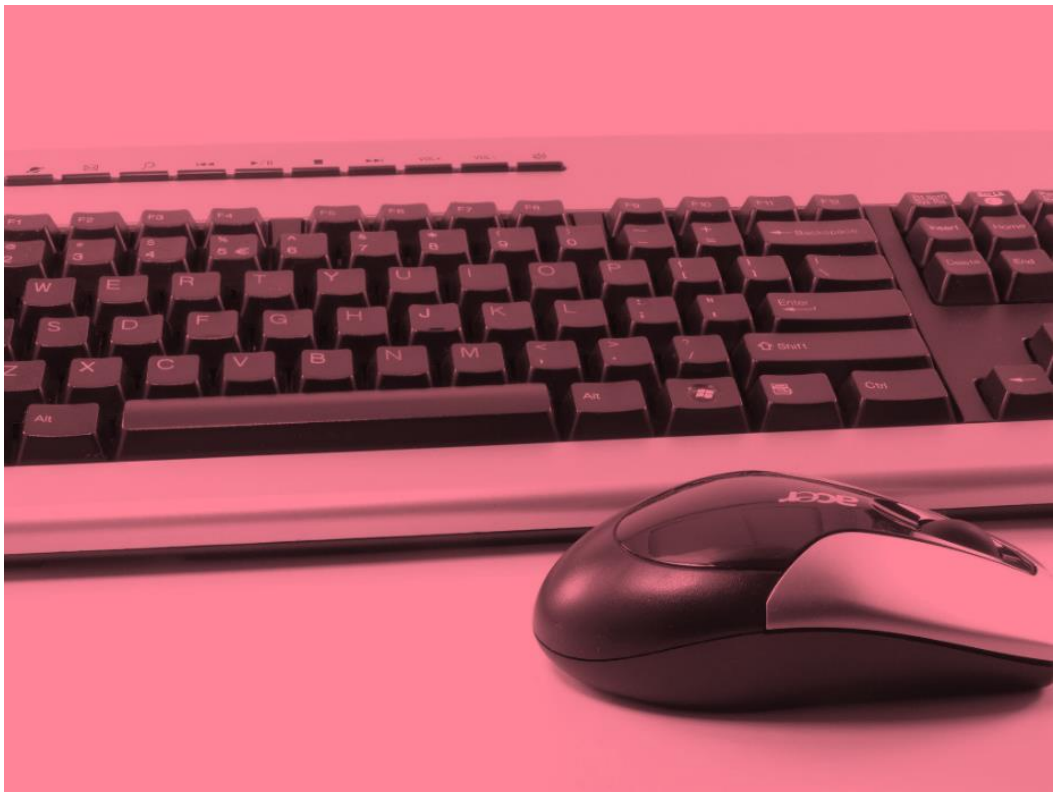
The WJEC Level 1/2 Vocational Award in ICT (Technical Award), approved by Ofqual and DfE for performance qualification tables in 2024 (first teaching from September 2022), is available to:

- all schools and colleges in England and Wales
- subject to local agreement, it is also available to centres outside England and Wales, for example in Northern Ireland, the crown dependencies of the Isle of Man and the Channel Islands, and in British overseas territories, and to British forces schools overseas. It is not available to other overseas centres.

It will be awarded for the first time in January 2024, using grades Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction*, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*.

Additional ways that WJEC/Eduqas can offer support:

- sample assessment materials and mark schemes
- face-to-face CPD events
- examiners' reports on each question paper
- free access to past question papers and mark schemes via the secure website
- direct access to the Subject Officer
- free online resources
- Exam Results Analysis
- Online Examination Review
- Regional Support team (England Centres only).



Overview of Unit 2

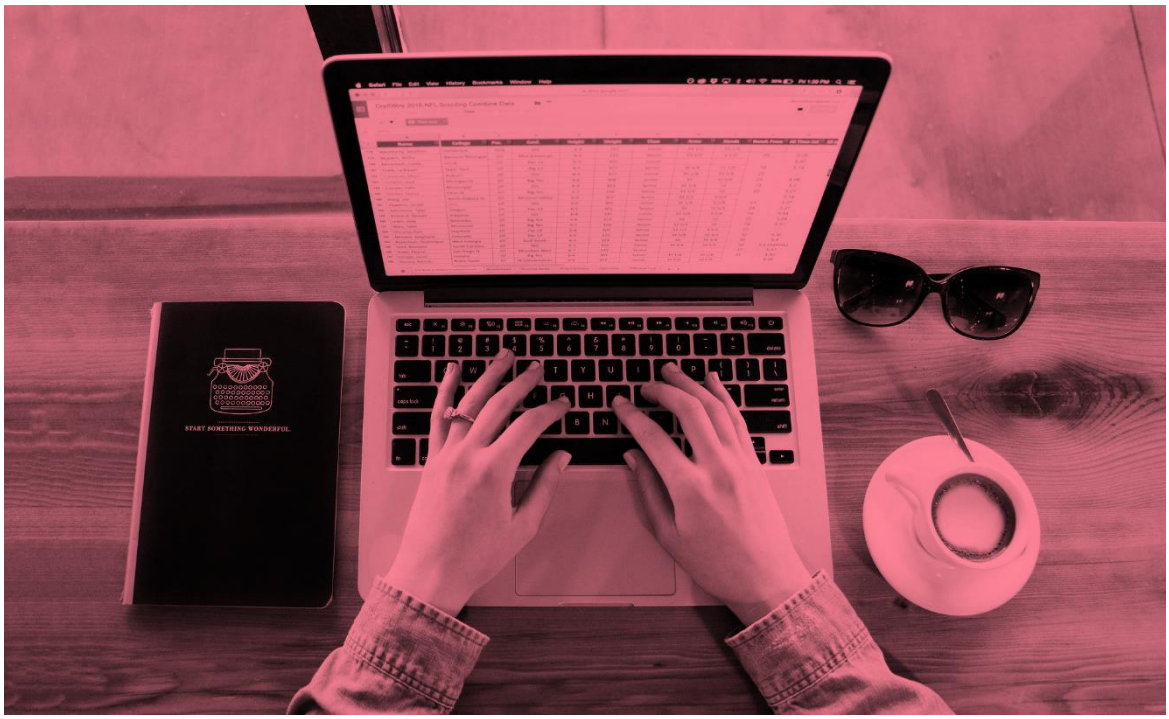
Unit 2: ICT in Context

(60% of the qualification)

Overview of the unit

Unit 2 enables learners to gain a broad working knowledge of databases, spreadsheets, automated documents and images and to apply their knowledge and understanding to solve problems in vocational settings.

2.1	Planning, creating, modifying and using databases
2.2	Planning, creating, modifying and using spreadsheets
2.3	Planning, creating and modifying an automated document
2.4	Planning, creating, manipulating and storing images



How to read the Specification

WJEC/Eduqas Vocational Award (Technical Awards) specifications are written to be transparent and easy to understand.

The amplification provided in the right-hand column uses the following four stems:

- 'Learners should know' has been used for the recall of facts such as: legislation and definitions.
- 'Learners should know and understand' has been used for the majority of the unit content where knowledge needs to lead to a sense of understanding.
- 'Learners should be aware of' has been used when the volume of content is quite extensive, and learners do not need to understand all aspects in detail.
- 'Learners should be able to' has been used when learners need to apply their knowledge to a scenario or practical situation.

The amplification provided includes all of the assessable content for the relevant section, unless it states, *'e.g.' 'including'* or '*such as'*. In these cases, the amplification lists relevant content, which should be expanded upon in an appropriate way, taking account of learners' needs and interests. The use of the word '*including*' indicates compulsion (i.e. a question could be specifically set on that aspect). The use of the words *'e.g.'* or *'such as'* are for guidance only, and an alternative can be chosen.

UNIT 2 TEACHER GUIDANCE

Teachers can use the sample assessment materials as a teaching aid, both to teach the learner the skills required and to provide a pattern for the approach to tasks. By working through the SAMs it is hoped that learners will know what is expected of them when they receive their live task, which will enable them to complete their assessment independently.

Teachers may want to start with 2.1 and work their way through the tasks but the order in which the tasks are completed is entirely optional. By working through the tasks in specification order, the tasks with the greatest number of marks (and GLH) will be tackled first. If this approach is used, the spreadsheet, database and automated document could be revisited after the learner has created their logo so this can be inserted into the relevant documents.

Another approach would be to follow the tasks in the order that they are given in the assignment brief. This gives the creation of the logo as the first task, which is logical as the logo will be included on the documents created in the other tasks – the database, the spreadsheet and the automated document.

A third idea would be to create the logo first, then the spreadsheet, with the database third so this will be fresh in the mind of the learner when it is required to link with the automated document.

Whichever approach is used, learners should be encouraged to consider the whole scenario in its entirety before embarking on a task. For instance, the logo created must be suitable for use on all of the documents created. Another example would be to think about what queries need to be created in the database with consideration as to what source document is needed for the automated document task.

2.1 Planning, creating, modifying and using databases		
Content Amplification		**Teacher Guidance**
2.1.1 Planning and designing a database	Learners should be able to: • analyse requirements to a specified client brief • identify success criteria • identify the different entities within a specified client brief • design a database structure including tables, relationships, forms, queries, reports, fields, primary and foreign keys,	The analysis of the client brief is very important as it gives a basis for the whole database task. The learner must understand what is required in order to create an effective solution. Learners should be able to select the pertinent facts from the given scenario in order to plan and design a database that will be fit for purpose. It should be brought to learners' attention that the mark value for this section is higher than for the creation of the database, such is its importance. Learners should be made aware that the identification of success criteria is essential, not only to create aims for the creation of the database but also to provide a basis at the end of the task on which to evaluate whether their solution has been successful. A bullet point list is perfectly acceptable with the level of detail varying according to the ability of the learner.

	data types, field properties, validation rules minimising data redundancy • give detailed justification for field types used • justify their choice of validation rules applied to field types.	Learners should create an entity relationship diagram (ERD) and may want to include attributes at this stage. The design for the database should include a data dictionary for each table which shows fields, data types, field properties, primary and foreign keys and a variety of validation rules (e.g., presence, range, drop-down list, format check, etc.). Learners should also design forms, queries and reports. Learners should justify their choices to show understanding of the problem and demonstrate how they can use techniques and methods to satisfy identified success criteria.
2.1.2 Creating and modifying a database	Learners should be able to: • create and add tables • add fields • create a primary key • assign appropriate data types • apply effective validation rules and error messages • link tables using key fields and relationships • import data from a given CSV file • add, edit and delete records • check and test data to ensure it is error-free • check and test the database to ensure it functions correctly.	With a solid design in place, learners should be able to create their database with confidence. They should ensure that they have completed all the tasks shown in the bullet points of this section. However, if their plan is in place, following their own design should ensure that the first six bullet points are covered. Learners should be provided with data sets in CSV files during practice lessons in advance of the live assessment to ensure they are confident to import data. This is vital for completion of this task so it must be covered thoroughly until learners are proficient. Again, learners should have practised how to add, edit and delete records. They should also have worked with a scenario so they are familiar with the reasons that might necessitate the adding, editing or deletion of a record and are able to provide realistic reasons for carrying out these actions. Building on the content of Unit 1, learners should understand the importance of quality data. They should check and test for both accuracy and functionality and this should be clearly documented.

2.1.3 Interrogating a database	Learners should be able to: • create select queries, using a query builder including: single table/single criteria; multiple tables/multiple criteria; wildcard; parameter, calculations • produce reports from queries, with at least one report showing customisation for fitness of purpose.	Learners will have planned a structure for queries and reports in 2.1.1 and so should follow this layout. The range and complexity of queries created will reflect the ability of the learner. Learners should have practised how to create different types of query and understand their various purposes. They should also have worked with at least one scenario so they are familiar with the type of information that may be required by an organisation and how to obtain this information efficiently. Reports created should be customised for the organisation in the scenario. This is likely to involve following the house style and including the company logo.
2.1.4 Creating user interfaces	Learners should be able to: • create effective data entry forms that simplify data entry and navigation, include relevant fields and accept data and validation • enhance layout of the form to include an image for business purposes • add features and controls that make the system user friendly and allow the user to navigate records, forms, queries and reports easily, visual basic (VB) and/or macro.	The data entry forms should follow the design created in 2.1.1 and be a working document that simplifies data entry and navigation. It should follow the company house style. The image used is likely to be the company logo, although it could be another relevant image. The features and controls should have been planned at the design stage. However, even if this is not the case, they can still be added in this section. Features and controls used should enhance the experience of the user, making it simpler to navigate records, forms, queries and reports easily. The most advanced learners will want to take advantage of macros and visual basic to add automation and functionality to their systems.
2.1.5 Testing and evaluating a database	Learners should be able to: • provide a test plan and select a range of test data including valid, extreme and erroneous data • give detailed reasons for all testing methods • give evidence for the testing carried out to test plan including evidence of test pass/fail • evaluate the testing successes and failures and identify improvements.	Learners should aim to provide a comprehensive test plan. They should give well-considered reasons for testing methods and provide evidence to show the implementation of their test plan and whether each element of the testing is successful or not. The evaluation should be thorough and consider the various aspects of the testing. Learners should identify the successes of the system and also consider what went wrong and how it can be rectified. They should also consider the overall success of the database judged against their original success criteria and how the system might be improved if they were to approach the task again.

Unit 2 Teacher Guidance

2.2 Planning, creating, modifying and using spreadsheets		
Content Amplification		**Teacher Guidance**
2.2.1 Planning and designing a spreadsheet	Learners should be able to: • analyse requirements to a specified client brief • identify success criteria • design a spreadsheet structure including worksheets, navigation, formulae, tools and techniques to be applied.	The analysis of the client brief is very important as it gives a basis for the whole spreadsheet task. The learner must understand what is required in order to create an effective solution. Learners should be able to select the pertinent facts from the given scenario in order to plan and design a spreadsheet that will be fit for purpose. Learners should be made aware that the identification of success criteria is essential, not only to create aims for the creation of the spreadsheet but also to provide a basis at the end of the task on which to evaluate whether their solution has been successful. A bullet point list is perfectly acceptable with the level of detail varying according to the ability of the learner. The design for the spreadsheet should include the layout of the worksheets including formatting, the print area, navigation including the layout of the dashboard, which formulae will be used and where, headers/footers, any forms that are required and tools and techniques such as control buttons.
2.2.2 Creating and formatting a spreadsheet	Learners should be able to: • import data from a CSV file and generate content of their own • enhance layout and format of the spreadsheet including font style; font size; enhanced grids/borders; titles; colours; merged cells; cell alignment; text wrap; headers or footers; forms; worksheet tab • facilitate data entry through use of form controls, e.g. buttons, check box, drop-down lists, combo boxes, spinners, scroll bar	With a solid design in place, learners should be able to create their spreadsheet with confidence. They should ensure that they have completed all the tasks shown in the bullet points of this section. However, if their plan is in place, following their own design should ensure that all the bullet points except the first are covered. Learners should be provided with a data set in CSV format during practice lessons in advance of the live assessment to ensure they are confident to import data where necessary. They will also want to draw information from the scenario and create their own content. Building on the content of Unit 1, learners should understand the importance of quality data. They should ensure that data entry is accurate as errors at this stage could affect the efficiency of their spreadsheet solution at a later stage.

	• define a print area in order to present a customer-friendly output • create a navigation menu in order to customise and simplify the client's use of the workbook.	
2.2.3 Use of appropriate data formatting and adding suitable validation rules	Learners should be able to use: • data formatting, (e.g. currency, %, decimal places) • conditional formatting • use of date/time function • facilitate data entry through use of validation form controls, e.g. drop-down lists, combo boxes, spinners, scroll bar • validation checks, e.g. range, type, presence, format • validation messages.	In this section the learners will 'tidy up' their spreadsheet so it will be easier to read. Again, learners should follow their planned design although, of course, they should amend this where necessary. There is a further opportunity to ensure accuracy in this section with the use of validation form controls, validation checks and validation messages which will appear when unacceptable data is entered. Validation messages should also be checked for spelling.
2.2.4 Use of appropriate formulae and functions to meet set outcomes	Learners should be able to use: • formula with single operator (+, -, *,/) • brackets to prioritise calculation • simple function SUM, AVERAGE, MAX, MIN, RAND, COUNT, COUNTA, INT/ MOD • relative and absolute referencing • complex functions e.g. IF, nested IF, IF(OR), IF(AND), SUMIF, AVERAGEIF, VLOOKUP, COUNTIF, goal seek, pivot tables • macros to link native function.	In this section learners will enter formulae and functions to enable the spreadsheet to do its job. It is not necessary to cover all of these features within the spreadsheet. Learners will again follow their design and use the formulae and functions that are relevant to accomplish their aims. They will follow their design although they can add additional formulae and functions at this stage if they feel they are necessary. The most able learners will successfully use macros to link native function.

2.2.5 Arranging, reducing and outputting data to help make decisions	Learners should be able to: • use sorting on single items • use sorting on multiple items • use filters • create a chart/graph with appropriate title, legend and axis labels and formatting.	In this section learners will use sorting and filters to help make decisions. It is important that learners clearly state the purpose of the sorting or filters used so that it can be judged whether it is efficient or not at the point of assessment. Learners should be able to produce a range of sorts and filters with sorts on both single and multiple items and of filters. Learners will also create a chart/graph to help with decision making. Once again, the learner must give the purpose of the chart/graph. What decision are they trying to reach? Does the chart/graph clearly provide the information that is required? Charts/graphs should have well-considered title, legend and axis labels and formatting.
2.2.6 Modifying data and formulae to model 'what if' scenarios	Learners should be able to use: • 'what if' investigations to change data • 'what if' investigations to change formula.	In this section learners will carry out 'what if' scenarios for a set purpose. In some cases, they will change data and in others they will amend the formula but in each case there should be a clear indication of what the learner is trying to find out by carrying out their modelling.
2.2.7 Testing and evaluating spreadsheets	Learners should be able to: • provide a test plan and select a range of test data including valid, extreme and erroneous data • use a test table, based on the success criteria • give detailed reasons for all testing methods • give evidence for the testing carried out • evaluate the testing successes and failures and identify improvements • suggest how to implement these improvements.	Learners should check and test for both accuracy and functionality and this should be clearly documented. Learners should aim to provide a comprehensive test plan in order to gain the highest marks. This will be based on the success criteria stated in the planning section. Learners should give well-considered reasons for testing methods and provide evidence to show the implementation of their test plan and whether each element of the testing is successful or not. A range of test data will include valid, extreme and erroneous data. The evaluation should be thorough and consider the various aspects of the testing. Learners should identify the successes of the system and also consider what went wrong and how it can be rectified. They should also consider the overall success of the database judged against their original success criteria, and how the system might be improved if they were to approach the task again including suggestions for how to implement the stated improvements.

Unit 2 Teacher Guidance

2.3 Planning, creating and modifying an automated document		
Content Amplification		Teacher Guidance
2.3.1 Planning and designing an automated document	Learners should be able to: • analyse requirements to a specified client brief • identify success criteria • design a standard document including location of place holders, formatting and features to be used.	The analysis of the client brief is very important as it gives a basis for the whole automated document task. The learner must understand what is required in order to create an effective solution. Learners should be able to select the pertinent facts from the given scenario in order to plan and design an automated document that will be fit for purpose. Learners should be made aware that the identification of success criteria is essential, not only to create aims for the creation of the automated document but also to provide a basis at the end of the task on which to evaluate whether their solution has been successful. A bullet point list is perfectly acceptable with the level of detail varying according to the ability of the learner. The design for the automated document should include the location of place holders and details of formatting and features to be used.
2.3.2 Creating an effectively structured data source and linking this to a standard document	Learners should be able to: • create a standard document • create a source document • create appropriately divided fields • create appropriate data within the fields • create a link between the data source and standard document.	With a solid design in place, learners should be able to create their automated document with confidence. Building on the content of Unit 1, learners should understand the importance of quality data. They should ensure that data entry is accurate as errors will affect the authenticity of their automated document. This includes ensuring that fields are divided appropriately. Learners should consider the nature of the source document required before starting on the database task as they may have the opportunity to plan, design and create their source document at that point. There is no need to create a separate source document for this task if there is already one in place. However, the rationale for selecting the source document should be stated. There must be a working link between the data source and the standard document.

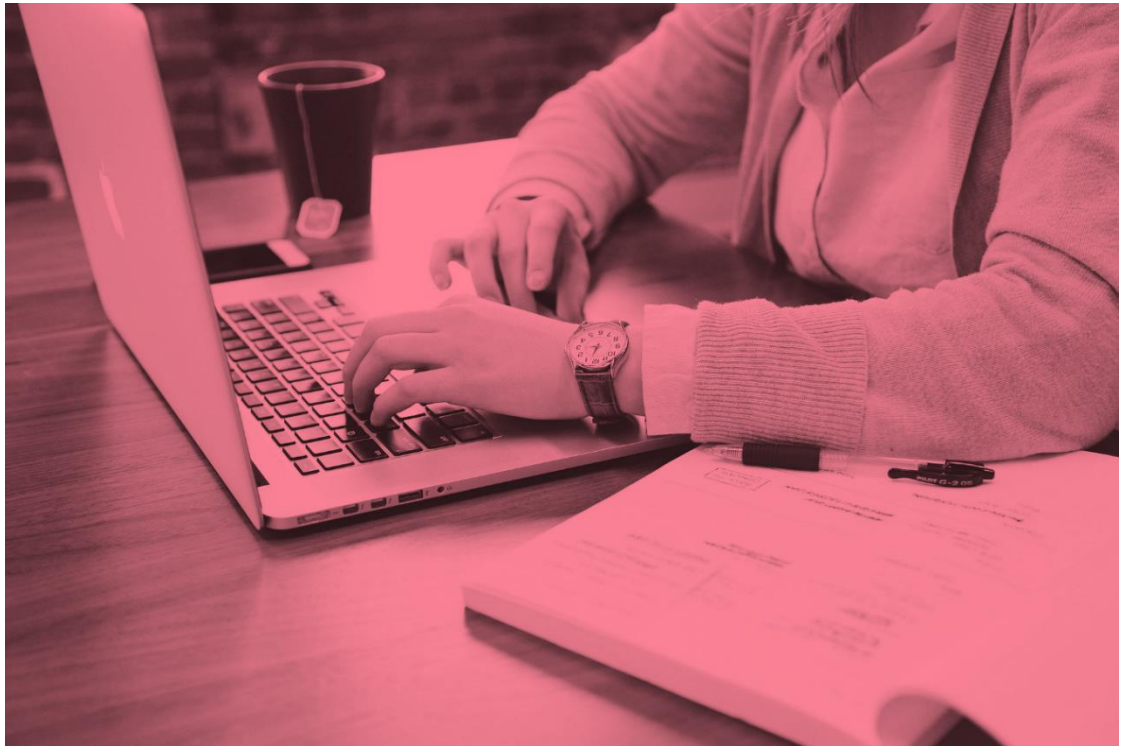
2.3.3 Appropriately structuring the content of the standard document and inserting fields as required	Learners should be able to: • insert appropriate fields: address line; subject; salutation/valediction; personalised content within document • check accuracy: spelling; grammar; proofread • add appropriate formatting and features: letterhead; watermark; autodate; alignment; set line spacing; justification; indexing; automatic fields; bullets; appropriate layout.	Learners should have decided on appropriate fields during the design stage. They now need to insert those fields. Learners should proofread their work to check for accuracy, ensuring there are no spelling or grammatical errors. Learners will add formatting and features where appropriate to enhance their automated document.
2.3.4 Merging and outputting final documents	Learners should be able to: • complete the merge and check accuracy • check formatting following insertion of merged data • output merged documents • evaluate the document and identify improvements.	Learners should complete the merge, ensuring that it is functioning correctly. There should be a final check of formatting following the insertion of the merged data before the learner provides evidence of the output merged documents. Learners should evaluate the automated document against the stated success criteria from section 2.3.1. They should consider the good points of their document and identify any weaknesses, identifying how the automated document might be improved if they were to approach the task again.

Unit 2 Teacher Guidance

2.4 Planning, creating, manipulating and storing images		
Content Amplification		**Teacher Guidance**
2.4.1 Planning and designing an image	Learners should be able to: • analyse requirements to a specified brief • identify success criteria • plan design (sketches and layouts) with annotations • identify and select image source self-taken (camera/scanner) images from 3rd party: images from internet or another secondary source • identify key qualities of image (e.g. size, format) and limitations to editing • identify any copyright or intellectual property rights and reference source.	The analysis of the client brief is very important as it gives a basis for the whole task of planning, creating, manipulating and storing the image. The learner must understand what is required in order to create an effective solution. This is particularly important in this task as the image created is likely to be used within documents produced in other parts of the assessment as well. Learners should be made aware that the identification of success criteria is essential, not only to create aims for the creation of the image but also to provide a basis at the end of the task on which to evaluate whether their solution has been successful. A bullet point list is perfectly acceptable with the level of detail varying according to the ability of the learner. Learners should be able to select the pertinent facts from the given scenario in order to envisage an image that will be fit for purpose. Once they understand the client's needs, they must create sketches and layouts to demonstrate their ideas. Learners need to identify and select an image source to be used within their created image. This might be a photograph taken, an image taken by someone else or maybe an image from the Internet. If the image is self-taken then this should be stated, if it is not self-taken then the source must be acknowledged, and any copyright or intellectual property rights be identified. Key qualities of the image should be included in the design, as well as limitations to editing (in, for example, an old photo).

2.4.2 Creating and modifying an image using appropriate tools and techniques	Learners should be able to: • compare file types (png, tiff, jpeg) and fitness for purpose (size, resolution, scalability) • select software according to image type (vector/raster) • select image properties (RGB/CMYK) and canvas size based on output requirements • import image/create image using tools/create hybrid image • use standard and advanced tools to create and modify image Standard: Select marquees, lassos, cut, copy, crop, move, group, rotate, distort, enlarge/shrink, magic wand, bring to front/send to back, brushes/pencil, adjust line thickness/style, simple lines, shapes, curves (freehand and auto), fill, add text, edit text Advanced: Blur, blend, smudge, sharpen, colour mode, brightness, contrast, layers, merge layers, masking/mask layer, change alpha, cloning, background eraser, airbrush, gradient.	Learners should compare a variety of file types available to them and consider size, resolution and scalability in relation to the image that they are creating and modifying to ensure that it is fit for purpose. They should provide evidence to show the process of selecting software according to image type and selecting image properties and canvas size based on output requirements. This evidence could be as annotated design notes or extended text, depending on the preference of the learner. Learners need to document the process of importing/creating their image, so it is clear which tools they have used. This is also necessary for the development and modification of their image, where they should indicate which standard tools and which advanced tools they have used. It is not sufficient to simply list techniques. Learners should evidence their methods and demonstrate the decisions made in the chosen processes.

2.4.3 Storing the image appropriately and outputting the final image in a format that is fit for purpose	Learners should be able to: • store image(s) using version control • store images using appropriate file type (vector or raster) • output final version in optimised format • test the file types electronically and digitally for fitness for purpose • evaluate final product against success criteria, identifying possible improvements.	Learners must provide evidence that they have used version control when storing their images during development. This might be in the form of screenshots of their folders/files and must show the file type used. Having compared file types, they should evaluate their choices in relation to fitness for purpose of the final product. Evidence must be provided of output of the final version in optimised format. Learners should provide a test table to demonstrate how they have tested the file types electronically and digitally for fitness for purpose. In their evaluation, learners should consider the overall success of the image judged against their original success criteria and how the image might be improved if they were to approach the task again.



Controlled assessment

Controls

There are a number of different aspects that are controlled within the internal assessment of our Vocational Awards. These are:

- supervision
- guidance
- resources
- collaboration

Supervision

One level of supervision features throughout the Unit 2 ICT assessment:

Indirect supervision	Candidates do not need to be directly supervised at all times. The centre must ensure that: • all candidates participate in the assessment • there is sufficient supervision to ensure that work can be authenticated • the work an individual candidate submits for assessment is his/her own. Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions.

Guidance

Throughout the Unit 2 ICT Controlled assessment there is indirect control on guidance:

Category of Advice/Feedback: *Teachers can:*	Indirect Control
Review candidates' work and provide oral and written advice at a **general** level.	✓
Evaluate progress to date and propose broad approaches for improvement.	×
Provide detailed specific advice on how to improve drafts to meet assessment criteria.	×
Give detailed feedback on errors and omissions which leave candidates with no opportunity to show initiative themselves.	×
Intervene personally to improve the presentation or content of work.	×

Before giving additional assistance beyond that described above, teachers must ensure that there is provision to record this assistance. Details must be documented on the record form issued by WJEC. The intervention must be taken into account when marking the work. Annotation should be used to explain how marks were applied in the context of the additional assistance given. Failure to follow this procedure constitutes malpractice.

Resources

In Unit 2, candidates will be undertaking tasks that are typical of the workplace and are therefore allowed resources that would be typically used in that environment.

Throughout the Unit 2 ICT Controlled assessment resources are permitted:

Permitted	Candidates have access to resources and/or preparatory notes as directed by the controlled assessment brief. Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions. Centres should refer to specifications or subject-specific guidance.

Centres should refer to the WJEC guidance Malpractice-a guide for centres and the JCQ suspected malpractice in examinations and assessments policies and procedures if they are unsure how to proceed.

Collaboration

Candidates are not able to collaborate on any tasks within Unit 2.

Redrafting

Re-drafting is allowed within the time of the controlled assessment and without teacher feedback.

Time

The total time allocated for assessed tasks will be 40 hours. Candidates cannot exceed this time.
In terms of time controls, Unit 2 tasks feature recommended timings for guidance only. Nonetheless, centres should discourage candidates from exceeding them or devoting insufficient time to this work.

Presentation

Candidates will be required to complete all tasks outlined in the controlled assessment brief using the appropriate software. Please do not password protect any aspects of the work to be submitted.

Submission

Teachers may request learners complete the controlled assessment in January or May. Teachers will need to mark the learner work then submit the marks by the published deadline.

Assessment of Unit 2

Unit 2: ICT in Context	
Controlled Assessment: 40 hours	
60% of qualification	120 marks: 180 UMS

An assignment brief will be provided by WJEC that will include a scenario and several tasks available via the WJEC Secure Website.

Centres must follow the instructions for running controlled assessments in the Administration Guide and within each Unit Guide. In line with these instructions, centres are required to have in place a controlled assessment policy (which can be part of a centre's NEA policy); this will be checked as part of the centre and qualification approval process.

The assessment objective weightings for Unit 2 are:

AO1	AO2	AO3
10%	35%	15%

FAQs:

Can learners resit the Unit 2 assessment?

Candidates may resit the internally assessed unit prior to certification but cannot improve previously submitted work. The best uniform mark score from the attempts will be used in calculating the final overall grade.

Candidates who are unhappy with the grade awarded for the qualification may choose to resit one or more units following certification.

Where the candidate resits the internally assessed unit, the higher of the uniform mark score from either the initial attempt or the resit attempt will be used in calculating the overall grade. The candidate will also need to resit the externally assessed unit to satisfy the terminal rule requirement for the qualification and only the uniform mark score from the resit attempt will be used in calculating the final overall grade, even if this is lower than the previous attempt.

What is the entry code for this unit?

		Entry Code
Unit 2	Internal	5539U2
Cash in code		5539QA

Is this assessment compulsory?

Yes.

When can candidates submit the Unit 2 assessment?

Assessment opportunities will be available in December and May each year, until the end of the life of this specification.

May 2023 will be the first assessment opportunity for Unit 2.

Are candidates assessed on their spelling, punctuation and grammar in this assessment?

No, although learners are reminded of the need for good English and orderly, clear presentation in their answers.

Will candidates be expected to answer questions about content in Unit 1 in this exam?

Yes. Learners will need to draw on knowledge of:

- 1.1 How IT can be used to fulfil the needs of organisations and individuals
- 1.2 How data and information is used and transferred, particularly:
- 1.2.1 Why data must be fit for purpose, and
- 1.2.2 How input data is checked for errors

Will the assessment objective weightings remain the same throughout the life of the specification?

Yes.

How is the unit reported?

This unit will be graded Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction*, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*.

Where can I access the Controlled Assessment assignment briefs?

The Controlled Assessment assignment briefs can be found in the Candidate and Assessor pack on the secure website here.

How will I know which assignment brief to use?

Candidate and Assessor packs will be clearly labelled with the year in which the Controlled Assessment is released. Centres must ensure that they provide learners with the correct brief for the year during which learners will be cashing-in their qualification.

What happens if a candidate has done the wrong brief?

Centres should contact the subject team at WJEC as soon as possible. The centre may be required to submit the relevant JCQ form to ensure that the learner is not penalised.

Will the tasks remain the same throughout the life of the specification?

Tasks are intended to remain the same throughout the lifetime of the specification, however centres should refer to the published assignment brief each year in case changes to the tasks do have to be made.

Do learners have to use the published contexts given for the controlled assessment tasks?

Yes. The context will change every year, and learners must complete tasks according to the context that is included as part of the assignment brief for the appropriate year of Award.

When should learners complete the Controlled Assessment?

Controlled Assessment tasks may be completed and assessed at any suitable time during the course. However, centres need to ensure they have delivered the content needed for candidates to be able to access marks allocated to all aspects of the relevant Controlled Assessment.

Can candidates work together on any part of their Controlled Assessment?

No. Please see the Administration Guide for more information on how to manage the Controlled Assessment.

How long should learners spend on their Controlled Assessment?

Learners should spend approximately 40 hours on their Controlled Assessment tasks. Please see the Administration Guide and page 19 of this document for more information on how to manage the Controlled Assessment.

Can learners complete their Controlled Assessment outside of the classroom?

There is no specific requirement for all of the controlled assessment to be completed under direct supervision. Work may be completed within the centre but outside direct supervision as long as the evidence presented can be verified as the learner's own work. Please see the Administration Guide and page 18 of this document for more information on how to manage the Controlled Assessment.

Are there any word or page restrictions for the Controlled Assessment?

No. Please see the Administration Guide and page 19 of this document for more information on how to manage the Controlled Assessment.

How should learners present their Controlled Assessment work for submission to WJEC?

Please see the Administration Guide and page 19 of this document for more information on how to manage the Controlled Assessment.

Can the work be a combination of word processed and handwritten?

It is anticipated that learner work will be presented digitally.

Can learners use the internet during the completion of their NEA?

Yes. Please see the Administration Guide and page 18 of this document for more information on how to manage the Controlled Assessment.

How are class notes defined?

When guidance states that candidates may take their class notes into the controlled assessment environment to assist them, class notes are defined as those supplied by the teacher (in note or PowerPoint form) as well as the candidate's personal notes and work from their studies and lessons, should they wish to include them. Teachers are encouraged to allow candidates to complete their own research where possible so that they are producing their own notes from the outset. Any resources that are reliant on material or case studies re-produced directly from a textbook should not be included in class notes as this can lead to issues of plagiarism and can lead to mark adjustments. Candidates must not have access to the WJEC or any other textbook during the controlled assessment. Centres should ensure that candidates do not have access to storage devices or completed assessment tasks with detailed teacher feedback. All work submitted for assessment should be original and produced under controlled assessment conditions. Work that is not original should be referenced, where relevant, and candidates should be fully aware that they must not plagiarise other material. Centres are responsible for ensuring that class notes are appropriate and do not contain draft responses to assessment tasks.

Can teachers provide guidance about candidates' Controlled Assessment work?

Yes. Please see the Administration Guide and page 18 of this document for more information on how to manage the Controlled Assessment.

Are learners permitted to redraft their work?

Once the task is finished and the final assessment made, no further amendments may be made. Please see the Administration Guide and page 19 of this document for more information on how to manage the Controlled Assessment.

How will work be submitted to WJEC?

Please see the Administration Guide and page 19 of this document for more information on how to manage the submission of the Controlled Assessment.

What provisions will be made for learners who might struggle to access the Controlled Assessment activities such as learners with disabilities or learners who have specific learning needs?

WJEC will follow the guidance and rules on reasonable adjustments found in the Joint Council for Qualifications (JCQ) document: Access Arrangements and Reasonable Adjustments: General and Vocational Qualifications.

We believe that, as a consequence of the provision for reasonable adjustments, very few learners will have a complete barrier to any part of the assessment in WJEC Level 1/2 Vocational Award in ICT (Technical Award). We recognise, however, that Controlled Assessment activities can provide challenges for learners with particular disabilities. We will be pleased to respond to queries from centres on an individual basis should they seek advice on delivery or assessment of the qualification for a particular learner or group of learners, and to discuss what reasonable adjustments might be appropriate to remove or minimise the disadvantage experienced by a learner with disabilities studying the WJEC Level 1/2 Vocational Award in ICT (Technical Award).

Glossary for Unit 2

Term	Definition
Absolute referencing	Using a dollar ($) sign before either the letter or number (or both), this is a reference that will always point to that exact cell (it doesn't automatically change when the reference is replicated to other columns or rows).
Alpha	The opacity of the pixel (how opaque the pixel is).
Cloning	Allows you to copy one part of an image over another.
Combo box	A combination of a drop-down list and an editable text box that allows users to enter a value themselves.
Copyright	The legislation that ensures the copyright owner has the right to control how their material is used.
Criteria	In terms of a database query, the criteria are the values or rules which decide whether a record will be included in the result (e.g., =yes).
CSV file	A text file that uses commas to separate values and allows data to be saved in a tabular format.
Customisation	The act of making or changing something to suit a particular individual or task.
Data redundancy	Data redundancy occurs when the same piece of data in a database is stored in two or more separate places.
Database	An organised collection of data.
Entity	Something or someone about which data is captured and stored in tables.
Field	A category of information within a table (the column headings).
Filter	A way of displaying only the specific records you want to view.
Footer	Information, such as a page number, that will appear at the bottom of every page of a document.
Foreign key	A field in one table of a relational database that links to the primary key in another table.

Term	Definition
Form	A database form is a user-friendly way to enter, edit, or display data from a table or a query.
Formula	An expression that operates on values in named cells to carry out a calculation.
Function	A pre-defined formula that operates on values in named cells to carry out a calculation (e.g., SUM to add a range of cells).
Header	Information, such as a title, that will appear at the top of every page of a document.
Intellectual property rights	The rights given to persons over the ideas that they have created.
Interface	The software and hardware that enable a user to communicate with a computer or device.
Lasso	A tool that operates on the active layer of an image, which is used by clicking and dragging to trace the edges of a selection.
Macro	Programs which you can create to automate frequently used processes. A macro records a sequence of mouse actions or keystrokes and then runs them when the macro is selected.
Magic wand	A graphics tool which selects pixels based on the tone, colour, hue, brightness or opacity of an object or area.
Marquee	A tool which selects items within a rectangle.
Masking	Image masking is a method of hiding or filtering some portions of an image.
Navigation	The way you get from one part of a program to another (e.g., a button that will take you to a different page).
Optimise	A form of compression that reduces the file size of the image without losing quality.
Parameter	A piece of information you supply to a query when you run it, allowing you to create a query that can be updated to reflect a new search term.
Place holder	Text that temporarily takes the place of the final data, allowing the document fields to be selected before the source file is available.
Primary key	A unique identifier for each record.

Term	Definition
Query	A method of retrieving data from a database based on certain specific criteria.
Raster	A type of digital image that uses a grid of pixels to represent an image.
Record	In a database a record stores data about an entity (the row of information about one person or thing).
Relationship	The link between different tables in a database.
Relative referencing	The type of cell reference that will automatically change when the reference is replicated to other columns or rows (e.g., A8).
Report	Formatted output of database queries.
Resolution	A measure of pixel density, it states how many pixels are in an image.