Entry Level Pathways
Information Technology

Entry One Units
Entry Two Units
Entry Three Units
Level One Units
Entry Level Pathways
Information Technology

Entry One Units
Entry Two Units
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Level One Units
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### WJEC PATHWAYS - ENTRY QUALIFICATIONS

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**Unit aim:**
This unit is designed to enable the learner to:
- plan the use of an IT system for a purpose
- use an IT system to complete a planned task
- review own use of IT.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment Criteria</th>
</tr>
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<tbody>
<tr>
<td><strong>To be awarded credit for this unit, the learner will:</strong></td>
<td><strong>Assessment of the learning outcome will require a learner to demonstrate that they can:</strong></td>
</tr>
</tbody>
</table>
| LO1 Plan the use of appropriate IT systems and software to meet requirements | AC1.1 Identify the purpose for using IT  
AC1.2 Plan how to carry out the task using IT  
AC1.3 Select appropriate IT systems and software applications  
AC1.4 Identify the main legal and other constraints affecting the use of the IT system and software |
| LO2 Use IT systems and software to complete planned tasks | AC2.1 Use preset routines to improve productivity  
AC2.2 Use IT to complete planned tasks |
| LO3 Review the selection and use of IT systems and software tasks | AC3.1 Review the outcomes of the completed task  
AC3.2 Identify the strengths of the IT systems and software used for the task  
AC3.3 Identify ways to improve the outcomes of the completed task |
2. **Amplification of Content**

The following suggestions are not intended to form a prescriptive list for assessment purposes and should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The candidate should be able to plan the use of appropriate IT systems and software to meet requirements:

**Purpose:** Sensible, realistic task at the level the learner is working at,  

**Plan:** Review existing system, identify aims and objectives, steps to be taken, order of action, timeline, rough designs, etc

**IT system:** Will vary according to the set up, for example: computer (PC, laptop), input device (e.g. keyboard, mouse or other pointing device), processor, output device (e.g. screen, printer), storage media (e.g. memory, disk, CD, DVD, data/memory stick, hard drive, network drive).

**Software applications:** Word processing, desk top publishing, spreadsheet, database, web authoring, photo processing, graphics, etc

**Legal constraints:** Data Protection Act, Computer Misuse Act, Copyright laws, Health and Safety laws, etc

**Other constraints:** Health and safety issues, information security, risks to data, problems, limitations, etc

**LO2**

The candidate should be able to use IT systems and software to complete planned tasks:

**Preset routines:** use of wizards, automated routines, pre-defined functions, etc

**LO3**

The candidate should be able to review the selection and use of IT systems and software tasks:

**Review outcomes:** Comment on final outcome, did it go to plan? was it necessary to adapt the plan? Is it accurate? does it improve productivity? is it informative? are images relevant? etc

**Strengths and weaknesses:** List any good points, list any bad points, what went well, what didn’t go so well, etc

**Improvements:** What could be done differently next time? etc
3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a ‘statement of achievement’, so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

3.2 Resources

It is up to individual centres to ensure that the necessary hardware and software resources are made available to run the unit. WJEC is not responsible for providing any equipment.

If centres have any questions or need advice about the resources required for this unit they should contact WJEC.

There are numerous books and guides teaching how to use the various items of software and hardware required to complete these IT units. Many resources designed for use at Key Stage 3 are likely to be useful and teachers may well have developed their own resources for teaching students the necessary knowledge, understanding and software skills.

Web resources are also available. A good starting point is the NGfL Cymru web site. Here are some useful urls:

http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks3-home/vtc-ks3-ict
http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks2-home/vtc-ks2-ict
http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks4-home/vtc-ks4-ict
http://www.teach-ict.com
http://www.e-safety.org.uk
http://www.bbc.co.uk/schools/gcsebitesize/ict/legal
http://www.bbc.co.uk/webwise

This is not an exhaustive list but an indication of sources of information. Teachers may wish to give direct access to these or select from them to present candidates with more focussed information or use other resources.

3.3 Safety

Safety instruction should be a continuous process, developing in the candidate awareness and use of safe working practices.

The following points concerning safety should form an integral part of all units:
• Appreciate the application of relevant regulations to given work situations.
• Know hazards associated with use of IT equipment and the precautions to be taken.
• Recognise health and safety hazards in using IT equipment.
• Appreciate the basic rules for fire protection when working in and around IT equipment.

4 Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- cross curricular coverage of Assessment Criteria
- coverage of Assessment Criteria for other linked courses.

The following types of evidence are likely to feature:

• Coursework,
• E-assessment,
• Multiple choice examination,
• Portfolio of evidence,
• Practical demonstration/assignment,
• Practical examination,
• Task-based controlled assessment,
• Leaflets, posters, diagrams, wall charts, presentations, etc.
• Photographic or written diaries,
• Evaluation sheets,
• Teacher witness statements,
• Teacher comments including records of oral questioning.

4.2 Examples of Tasks

Task 1 Discuss with your class something which could be improved using IT systems and software

Task 2 Produce a portfolio of evidence from another curriculum area to show that you have:
- Identified a task which could be improved through use of an IT system
- Planned how to carry out the task
- Used IT to complete the task
- Evaluated your completed task

Task 3 Produce a plan for a given IT task

Task 4 Discuss with your teacher how you would carry out a given IT task

Task 5 Create a fact sheet identifying the main laws which affect the use of IT systems.
Task 6  Fill in evaluation sheets to review the outcome of a completed task

4.3  Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

5.  Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which will include information about:

- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
# Improving Productivity using IT - ENTRY 3

## ASSESSMENT RECORD

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<td>AC1.2 Plan how to carry out the task using IT</td>
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<td>AC1.3 Select appropriate IT systems and software applications</td>
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<td>AC1.4 Identify the main legal and other constraints affecting the use of the IT system and software</td>
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<td>AC2.1 Use preset routines to improve productivity</td>
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<td>AC2.2 Use IT to complete planned tasks</td>
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<td>AC 3.1 Review the outcomes of the completed task</td>
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<td>AC3.2 Identify the strengths of the IT systems and software used for the task</td>
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<tr>
<td>AC3.3 Identify ways to improve the outcomes of the completed task</td>
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**General Comments**

_________________________________________________________________________

_________________________________________________________________________

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_________________________________________________________________________

Teacher: ________________________________  Date: ____________________________

Moderator: ______________________________  Date: ____________________________

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### Title:
Improving Productivity Using IT

### Unit Ref. No.
T/502/4153

### Entry Code:
6380/L1

### Level:
Level 1

### Credit value:
3

### Unit aim:
This unit is designed to enable the learner to plan and review their use of predefined or commonly used IT tools for activities that are straightforward or routine. As a result of reviewing their work, they will be able to identify and use automated methods or alternative ways of working to improve productivity.

### Learning outcomes

<table>
<thead>
<tr>
<th>To be awarded credit for this unit, the learner will:</th>
<th>Assessment Criteria</th>
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</thead>
</table>
| **LO1** Plan the use of appropriate IT systems and software to meet requirements. | **AC1.1** Identify the purpose for using IT  
**AC1.2** Identify the methods, skills and resources required to complete the task successfully.  
**AC1.3** Plan how to carry out the task using IT to achieve the required purpose and outcome.  
**AC1.4** Identify reasons for choosing particular IT systems and software applications for the task.  
**AC1.5** Select IT systems and software applications as appropriate for the purpose.  
**AC1.6** Identify any legal or local guidelines or constraints that may affect the task or activity. |
| **LO2** Use IT systems and software efficiently to complete planned tasks. | **AC2.1** Identify automated routines to improve productivity.  
**AC2.2** Use automated routines that aid efficient processing or presentation.  
**AC2.3** Complete planned tasks using IT. |
| **LO3** Review the selection and use of IT tools to make sure that work activities are successful. | **AC3.1** Review outcomes to make sure they meet the requirements of the task and are fit for purpose.  
**AC3.2** Decide whether the IT tools selected were appropriate for the task and purpose.  
**AC3.3** Identify the strengths and weaknesses of the completed task.  
**AC3.4** Identify ways to make further improvements to work. |
2. Amplification of Content

The following suggestions are not intended to form a prescriptive list for assessment purposes and should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

LO1

The candidate should be able to: plan the use of appropriate IT systems and software to meet requirements.

Purpose for using IT: Who and what the information is for, when it must be finished, what information needs to be included, where it will be used (on screen, sent to others, printed)

Plan task: What information sources are needed, how they will be found and evaluated, what application software will be used, what skills and resources are needed to complete the task successfully, requirements for content, structure and layout

Reasons for choosing IT: Time, convenience, cost; benefits of IT or manual methods of preparing, processing and presenting the same information; own views on convenience and effectiveness at meeting needs, quality, accuracy; how IT can make tasks easier than other methods, streamline business processes, increase productivity

Legal or local guidelines or constraints: May include data protection, copyright, software licensing, security; organisational house-style or brand guidelines

LO2

The candidate should be able to: use IT systems and software efficiently to complete planned tasks.

Automated routines: Short cuts, customised menus and tool bars, run pre-set macros, templates

LO3

The candidate should be able to: review the selection and use of IT tools to make sure that work activities are successful.

Review outcomes: Quality of information used, produce drafts, review against initial plans, check with intended audience

IT tools selection: Time taken, convenience, cost, quality, accuracy

Strengths and weaknesses: Format, layout, accuracy, clarity for audience

Improvements to work: Correct mistakes, avoid affecting other people’s work, better ways of doing things, learning new techniques
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3.1 Planning Courses

Achievement of each unit is confirmed through a ‘statement of achievement’, so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

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http://www.teach-ict.com

http://www.e-safety.org.uk

http://www.bbc.co.uk/schools/gcsebitesize/ict/legal

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- Identified a task which could be improved through use of an IT system
- Planned how to carry out the task
- Used IT to complete the task
- Evaluated your completed task
**Task 3**  
Produce a plan for a given IT task identifying:  
- the methods, skills and resources you will use to complete the task  
- your reasons for choosing an IT system and software for the task  
- automated routines you will use in completing the task

**Task 4**  
Discuss with your teacher how you would carry out a given IT task

**Task 5**  
Create a fact sheet identifying the main laws which affect the use of IT systems for a given IT task.

**Task 6**  
Fill in evaluation sheets to review the outcome of a completed task.

### 4.3 Recording

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- Awarding and reporting  
- Issue of Results  
- Access Arrangements  
- Post-Results Services
## Improving Productivity Using IT – LEVEL 1

### ASSESSMENT RECORD

**Candidate Name_________________________**  
**Candidate No.______________________**  

**Centre Name___________________________**  
**Centre No.__________________________**  

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<td>AC1.4 Identify reasons for choosing particular IT systems and software applications for the task.</td>
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<tr>
<td>AC1.5 Select IT systems and software applications as appropriate for the purpose.</td>
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<tr>
<td>AC1.6 Identify any legal or local guidelines or constraints that may affect the task or activity.</td>
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<tr>
<td>AC2.1 Identify automated routines to improve productivity.</td>
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<tr>
<td>AC2.2 Use automated routines that aid efficient processing or presentation.</td>
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<tr>
<td>AC2.3 Complete planned tasks using IT.</td>
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<tr>
<td>AC3.1 Review outcomes to make sure they meet the requirements of the task and are fit for purpose.</td>
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<tr>
<td>AC3.2 Decide whether the IT tools selected were appropriate for the task and purpose.</td>
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<tr>
<td>AC3.3 Identify the strengths and weaknesses of the completed task.</td>
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<tr>
<td>AC3.4 Identify ways to make further improvements to work.</td>
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</tbody>
</table>

### General Comments

_________________________________________________________________________
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**Teacher:_________________________**  
**Date:_________________________**  

**Moderator:_________________________**  
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<tbody>
<tr>
<td>Unit Ref. No.</td>
<td>T/601/7942</td>
</tr>
<tr>
<td>Entry Code:</td>
<td>6381/E2</td>
</tr>
<tr>
<td>Level:</td>
<td>Entry 2</td>
</tr>
<tr>
<td>Credit value:</td>
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</table>

**Unit aim:**

This unit is designed to enable the learner to:
- plan the use of IT for a task
- use an IT system to complete a planned task
- review own use of IT.

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<td><strong>LO2</strong> Use IT systems to complete planned tasks</td>
<td>AC2.1 Use an IT system to complete planned tasks following identified safe practices</td>
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</table>
2. Amplification of Content

The following suggestions are not intended to form a prescriptive list for assessment purposes and should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

LO1

The candidate should be able to plan the use of IT to meet requirements:

**Advantages of using IT:** Easy editing, easy to track changes, easy to update, better presentation, etc

**Plan:** Review existing system, identify aims and objectives, steps to be taken, order of action, timeline, rough designs, etc

**IT system:** Will vary according to the set up, for example: computer (PC, laptop), input device (e.g. keyboard, mouse or other pointing device), processor, output device (e.g. screen, printer), storage media (e.g. memory, disk, CD, DVD, data/memory stick, hard drive, network drive).

**Software:** Word processing, desk top publishing, spreadsheet, database, web authoring, photo processing, graphics, etc

**Safety and security:** Health and safety issues, information security, risks to data, etc

LO2

The candidate should be able to use IT systems to complete planned tasks:

**Safe practices:** use suitable naming convention, version control, folders, virus-checking software, anti-spam software, firewall, passwords, etc

**Check outcome:** Comment on final outcome, did it go to plan? was it necessary to adapt the plan? Is the outcome accurate? does it improve productivity? is it informative? are images relevant? list any good points, list any bad points, what went well, what didn’t go so well, etc

**Improvements:** What could be done differently next time? etc

3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a ‘statement of achievement’, so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

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It is up to individual centres to ensure that the necessary hardware and software resources are made available to run the unit. WJEC is not responsible for providing any equipment.

If centres have any questions or need advice about the resources required for this unit they should contact WJEC.

There are numerous books and guides teaching how to use the various items of software and hardware required to complete these IT units. Many resources designed for use at Key Stage 3 are likely to be useful and teachers may well have developed their own resources for teaching students the necessary knowledge, understanding and software skills.

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http://www.teach-ict.com
http://www.e-safety.org.uk
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This is not an exhaustive list but an indication of sources of information. Teachers may wish to give direct access to these or select from them to present candidates with more focussed information or use other resources.

3.3 Safety

Safety instruction should be a continuous process, developing in the candidate awareness and use of safe working practices.

The following points concerning safety should form an integral part of all units:

- Appreciate the application of relevant regulations to given work situations.
- Know hazards associated with use of IT equipment and the precautions to be taken.
- Recognise health and safety hazards in using IT equipment.
- Appreciate the basic rules for fire protection when working in and around IT equipment.
4 Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- cross curricular coverage of Assessment Criteria
- coverage of Assessment Criteria for other linked courses.

The following types of evidence are likely to feature:

- Coursework,
- E-assessment,
- Multiple choice examination,
- Portfolio of evidence,
- Practical demonstration/assignment,
- Practical examination,
- Task-based controlled assessment,
- Leaflets, posters, diagrams, wall charts, presentations, etc.
- Photographic or written diaries,
- Evaluation sheets,
- Teacher witness statements,
- Teacher comments including records of oral questioning.

4.2 Examples of Tasks

Task 1  Discuss with your class the advantages of using IT for a given task

Task 2  Produce a portfolio of evidence from another curriculum area to show that you have:
- Identified the advantages of using IT for a given task
- Planned how to carry out the task
- Identified safety and security issues
- Used IT to complete the task
- Checked it meets the requirements
- Identified ways to improve it

Task 3  Produce a plan for a given IT task

Task 4  Create a fact sheet identifying the safety and security issues affecting a given IT task

Task 5  Fill in evaluation sheets to check the outcome of a completed task

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.
5. **Administrative Arrangements**

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which will include information about:

- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
# Improving Productivity using IT - ENTRY 2

## ASSESSMENT RECORD

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### General Comments

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Teacher: ________________________________ Date: ____________________________

Moderator: ______________________________ Date: ____________________________

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**Title:** Improving Productivity Using IT  
**Unit Ref. No.:** M/601/7941  
**Entry Code:** 6382/E1  
**Level:** Entry 1  
**Credit value:** 1

**Unit aim:** This unit is designed to enable the learner to:  
- plan the use of IT for a task  
- use an IT system to complete a task

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| LO1 Plan the use of IT for a task | AC1.1 Identify the advantages of using IT for the task  
AC1.2 Plan how to complete the task using IT  
AC1.3 Identify the main safety and security issues affecting the use of IT for the task |
| LO2 Use IT to complete a practical task | AC2.1 Use IT to complete a task following identified safe practices  
AC2.2 Identify and check errors  
AC2.3 Identify any improvements that can be made |
2. **Amplification of Content**

The following suggestions are not intended to form a prescriptive list for assessment purposes and should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The candidate should be able to plan the use of IT for a task:

**Advantages of using IT:** Easy editing, easy to track changes, easy to update, better presentation, etc

**Plan:** Identify what needs to be done, list steps to be taken, draw up rough designs, etc

**IT:** Will vary according to the set up, for example: computer (PC, laptop), input device (e.g. keyboard, mouse or other pointing device), processor, output device (e.g. screen, printer), storage media (e.g. memory, disk, CD, DVD, data/memory stick, hard drive, network drive), software, e.g. word processing, desk top publishing, spreadsheet, database, web authoring, photo processing, graphics, etc

**Safety and security:** Health and safety issues, information security, risks to data, etc

**LO2**

The candidate should be able to use IT to complete a practical task:

**Safe practices:** use suitable naming convention, version control, folders, virus-checking software, anti-spam software, firewall, passwords, etc

**Identify errors:** Proof read, spell check etc

**Improvements:** What could be done differently next time? etc

3. **Delivery**

3.1 **Planning Courses**

Achievement of each unit is confirmed through a ‘statement of achievement’, so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

3.2 **Resources**

It is up to individual centres to ensure that the necessary hardware and software resources are made available to run the unit. WJEC is not responsible for providing any equipment.

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There are numerous books and guides teaching how to use the various items of software and hardware required to complete these IT units. Many resources designed for use at Key Stage 3 are likely to be useful and teachers may well have developed their own resources for teaching students the necessary knowledge, understanding and software skills.

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3.3 Safety

Safety instruction should be a continuous process, developing in the candidate awareness and use of safe working practices.

The following points concerning safety should form an integral part of all units:

- Appreciate the application of relevant regulations to given work situations.
- Know hazards associated with use of IT equipment and the precautions to be taken.
- Recognise health and safety hazards in using IT equipment.
- Appreciate the basic rules for fire protection when working in and around IT equipment

4 Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
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The following types of evidence are likely to feature:

- Coursework,
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- Multiple choice examination,
- Portfolio of evidence,
- Practical demonstration/assignment,
- Practical examination,
- Task-based controlled assessment,
- Leaflets, posters, diagrams, wall charts, presentations, etc.
- Photographic or written diaries,
- Evaluation sheets,
- Teacher witness statements,
- Teacher comments including records of oral questioning.

4.2 Examples of Tasks

Task 1  Discuss with your teacher the advantages of using IT for a given task

Task 2  Produce a portfolio of evidence from another curriculum area to show that you have:
- Identified the advantages of using IT for a given task
- Planned how to complete the task
- Identified safety and security issues
- Used IT to complete the task
- Checked for errors
- Identified ways to improve it

Task 3  Produce a plan for a given IT task

Task 4  by answering oral questions from your teacher identify the safety and security issues affecting a given IT task

Task 5  Fill in evaluation sheets to identify improvements which could be made to a completed task

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.
5. **Administrative Arrangements**

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General Comments
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Teacher: ________________________________  Date: ____________________________
Moderator: ______________________________  Date: ____________________________
**Title:** IT User Fundamentals  
**Unit Ref. No.:** J/502/4206  
**Entry Code:** 6383/L1  
**Level:** Level 1  
**Credit value:** 3  

**Unit aim:** This unit is designed to enable the learner to use suitable techniques to operate IT systems for activities most of which are routine and straightforward, to respond appropriately to common IT errors and problems and review own use of IT.

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| LO1 Use IT systems to meet needs. | AC1.1 Use correct procedures to start and shutdown an IT system.  
AC1.2 Use interface features effectively to interact with IT systems.  
AC1.3 Adjust system settings to meet individual needs.  
AC1.4 Use a communication service to access the Internet.  
AC1.5 Use appropriate terminology when describing IT systems. |
| LO2 Organise, store and retrieve information efficiently. | AC2.1 Work with files and folders so that it is easy to find and retrieve information.  
AC2.2 Identify what storage media to use.  
AC2.3 Organise and store information, using general and local conventions where appropriate. |
| LO3 Follow and understand the need for safety and security practices. | AC3.1 Work safely and take steps to minimise physical stress.  
AC3.2 Recognise the danger of computer viruses, and how to minimise risk.  
AC3.3 Keep information secure.  
AC3.4 Outline why it is important to stay safe and to respect others when using ICT-based communication.  
AC3.5 Follow relevant guidelines and procedures for the safe and secure use of IT. |
| LO4 Carry out routine maintenance of IT systems and respond to routine IT system problems. | AC4.1 Identify why routine maintenance of hardware is important and when to carry it out.  
AC4.2 Identify where to get expert advice.  
AC4.3 Carry out regular routine maintenance of IT systems safely.  
AC4.4 Take appropriate action to handle routine IT problems. |

[Back to Contents page]
2. **Amplification of Content**

The following suggestions are not intended to form a prescriptive list for assessment purposes and should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The candidate should be able to use IT systems to meet needs.

**Start and shutdown procedures:** Log in, enter password, log out, shut down menu, lock, unlock

**IT system:** Will vary according to the set up, for example: computer (PC, laptop), input device (e.g. keyboard, mouse or other pointing device), processor, output device (e.g. screen, printer), storage media (e.g. memory, disk, CD, DVD, data/memory stick, hard drive, network drive)

**Interface features:** Desktop, window, dialog box, menu, submenu, toolbar, icon, scrollbar, button, drag and drop, zoom, minimise, maximise

**System settings:** Window size, mouse settings, icon size, screen resolution, desktop contrast, sound volume

**Communication service:** Broadband, dial up, wireless, network connections, mobile device

**LO2**

The candidate should be able to organise, store and retrieve information efficiently.

**File handling:** Files: Create, name, open, save, save as, print and close files; move, copy, rename, delete files; display file lists, sort, search. Folders: Create and name folders and subfolders

**Storage media:** Disk, CD, DVD, data/memory stick, media card, hard drives, network drive, mobile device

**Organise and store:** Insert, remove, name, label, archive

**LO3**

The candidate should be able to follow and understand the need for safety and security practices.

**Work safely:** Health and safety issues, risks from hardware, electrical connection risks and guidelines, use and disposal of cleaning materials, handling equipment. Risks to self and others from using hardware; Organisational guidelines and points of contact

**Physical stress:** Adjust seating and lighting, avoid hazards, take breaks, arrangement of hardware and cables, wrist rests workspace; working conditions
**Information security**: Copies, backup, password, PIN, avoid inappropriate disclosure of information

**Staying safe**: Protect personal information, avoid misuse of images, use appropriate language, respect confidentiality, use copy lists with discrimination

**Guidelines and procedures**: Set by: employer or organisation; Topic: Health and safety, security, copyright, netiquette

**LO4**

The candidate should be able to carry out routine maintenance of IT systems and respond to routine IT system problems.

**Routine maintenance**: Clean hardware, delete unwanted data; Manufacturer’s guidelines; what maintenance can be done safely; what should be left to experts; what problems may happen if maintenance is not done; Delete unwanted files

**Cleaning**: For different components of an IT system; to maintain functionality; to maintain appearance; Printer: Replace printer consumables (paper, toner cartridge); print test page, align cartridge

**Expert advice**: Limits of own understanding and skills, help menus, manufacturer’s guidelines, how to follow advice, information needed by experts

**IT problems**: Program not responding, error dialogue, storage full, paper jam

3. **Delivery**

3.1 **Planning Courses**

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• Photographic or written diaries,
• Evaluation sheets,
• Teacher witness statements,
• Teacher comments including records of oral questioning.

4.2 Examples of Tasks

Task 1  Whilst being observed start up and shut down an IT system

Task 2  Create a wall chart explaining the procedures to start up an IT system.

Task 3  Create a poster explaining how to shut down an IT system.

Task 4  Collect a portfolio of evidence to show you have used IT systems and interfaces effectively to meet needs.

Task 5  Demonstrate to your teacher that you have organised your files and folders so that it is easy to find and retrieve information.

Task 6  Show your teacher that you can adjust system settings for your needs.

Task 7  Produce a portfolio of screenshots to evidence use of the internet to carry out research for another subject you study.

Task 8  Produce a slide presentation identifying the different types of IT storage media.

Task 9  Produce a fact sheet identifying the health and safety risks in an IT room and giving instructions on how to overcome or avoid them.

Task 10  Pass a short multiple-choice test to show your understanding of the need for safety and security practices when using IT.

Task 11  Keep a diary or log of problems which arise and of the action you took.

Task 12  Create a scrapbook using annotated photographs of you carrying out basic maintenance on an IT system.

Task 13  In response to verbal questioning identify where you would get expert advice to solve problems.

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Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry Level, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.
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<tr>
<td>AC1.1 Use correct procedures to start and shutdown an IT system.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>AC1.2 Use interface features effectively to interact with IT systems.</td>
<td></td>
<td></td>
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<tr>
<td>AC1.3 Adjust system settings to meet individual needs.</td>
<td></td>
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<tr>
<td>AC1.4 Use a communication service to access the Internet.</td>
<td></td>
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<tr>
<td>AC1.5 Use appropriate terminology when describing IT systems.</td>
<td></td>
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</tr>
<tr>
<td>AC2.1 Work with files and folders so that it is easy to find and retrieve information.</td>
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<td></td>
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</tr>
<tr>
<td>AC2.2 Identify what storage media to use.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>AC2.3 Organise and store information, using general and local conventions where appropriate.</td>
<td></td>
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</tr>
<tr>
<td>AC3.1 Work safely and take steps to minimise physical stress.</td>
<td></td>
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</tr>
<tr>
<td>AC3.2 Recognise the danger of computer viruses, and how to minimise risk.</td>
<td></td>
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</tr>
<tr>
<td>AC3.3 Keep information secure.</td>
<td></td>
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</tr>
<tr>
<td>AC3.4 Outline why it is important to stay safe and to respect others when using ICT-based communication.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>AC3.5 Follow relevant guidelines and procedures for the safe and secure use of IT.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>AC4.1 Identify why routine maintenance of hardware is important and when to carry it out.</td>
<td></td>
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<tr>
<td>AC4.2 Identify where to get expert advice.</td>
<td></td>
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<tr>
<td>AC4.3 Carry out regular routine maintenance of IT systems safely.</td>
<td></td>
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<tr>
<td>AC4.4 Take appropriate action to handle routine IT problems.</td>
<td></td>
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Teacher: ________________________________  Date: ____________________________

Moderator: ______________________________  Date: ____________________________
### WJEC PATHWAYS - ENTRY QUALIFICATIONS

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</thead>
<tbody>
<tr>
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<td>L/503/3912</td>
</tr>
<tr>
<td>Entry Code:</td>
<td>6384/E2</td>
</tr>
<tr>
<td>Level:</td>
<td>Entry 2</td>
</tr>
<tr>
<td>Credit value:</td>
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</table>

#### Unit aim:
This unit is designed to enable the learner to:
- use IT for straightforward activities
- respond appropriately to common IT errors and problems
- review use of IT.

#### Learning outcomes

<table>
<thead>
<tr>
<th>To be awarded credit for this unit, the learner will:</th>
<th>Assessment Criteria</th>
</tr>
</thead>
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<td><strong>LO1</strong> Interact with and use IT meet needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC1.1 Use correct procedures to start and shutdown an IT system</td>
</tr>
<tr>
<td></td>
<td>AC1.2 Use IT interface features effectively to meet needs</td>
</tr>
<tr>
<td><strong>LO2</strong> Store and retrieve information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC2.1 Work with files so that it is easy to find and retrieve information</td>
</tr>
<tr>
<td></td>
<td>AC2.2 Identify types of storage media that can be used to store information</td>
</tr>
<tr>
<td><strong>LO3</strong> Understand the need for safety and security practices</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC3.1 Use IT safely and securely</td>
</tr>
<tr>
<td></td>
<td>AC3.2 Understand the need to keep information secure</td>
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<tr>
<td></td>
<td>AC3.3 Keep information secure</td>
</tr>
<tr>
<td></td>
<td>AC3.4 Identify why it is important to control access to hardware, software and data</td>
</tr>
<tr>
<td><strong>LO4</strong> Respond to common IT problems</td>
<td></td>
</tr>
<tr>
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<td>AC4.1 Respond to IT problems</td>
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<tr>
<td></td>
<td>AC4.2 Identify where to get help to solve IT problems</td>
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</table>

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**Back to Contents page**
2. Amplification of Content

The following suggestions are not intended to form a prescriptive list for assessment purposes and should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

LO1

The candidate should be able to interact with and use IT system to meet needs:

**Start and shutdown procedures**: Log in, enter password, log out, shut down menu,

**IT system**: Will vary according to the set up, for example: computer (PC, laptop), input device (e.g. keyboard, mouse or other pointing device), processor, output device (e.g. screen, printer), storage media (e.g. memory, disk, CD, DVD, data/memory stick, hard drive, network drive).

**Interface features**: Desktop, window, dialog box, menu, submenu, toolbar, icon, scrollbar, button, drag and drop, zoom, minimise, maximise.

LO2

The candidate should be able to organise, store and retrieve appropriately:

**File handling**: Files: Create, name, open, save, save as, print and close files; move, copy, rename, delete files; display file lists, sort, search. Folders: Create and name folders and subfolders.

**Storage media**: Disk, CD, DVD, data/memory stick, media card, hard drives, network drive, mobile device.

LO3

The candidate should be able to understand the need for safety and security practices.

**Follow guidelines**: Organisational guidelines and points of contact.

**Work safely**: Health and safety issues, risks from hardware, electrical connection risks and guidelines, handling equipment. Risks to self and others from using hardware.

**Physical stress**: Adjust seating and lighting, avoid hazards, take breaks, arrangement of hardware and cables, wrist rests workspace; working conditions.

**Information security**: Copies, backup, password, PIN, avoid inappropriate disclosure of information.

**Minimise risk**: Virus-checking software, anti-spam software, firewall, treat files, software and attachments from unknown sources with caution.

**Controlling Access**: to hardware, software and data, risks to self and others.
3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a ‘statement of achievement’, so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

3.2 Resources

It is up to individual centres to ensure that the necessary hardware and software resources are made available to run the unit. WJEC is not responsible for providing any equipment.

If centres have any questions or need advice about the resources required for this unit they should contact WJEC.

There are numerous books and guides teaching how to use the various items of software and hardware required to complete these IT units. Many resources designed for use at Key Stage 3 are likely to be useful and teachers may well have developed their own resources for teaching students the necessary knowledge, understanding and software skills.

Web resources are also available. A good starting point is the NGfL Cymru web site. Here are some useful urls:

http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks3-home/vtc-ks3-ict
http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks2-home/vtc-ks2-ict
http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks4-home/vtc-ks4-ict
http://www.teach-ict.com
http://www.e-safety.org.uk
http://www.bbc.co.uk/schools/gcsebitesize/ict/legal
http://www.bbc.co.uk/webwise

This is not an exhaustive list but an indication of sources of information. Teachers may wish to give direct access to these or select from them to present candidates with more focussed information or use other resources.
3.3 Safety

Safety instruction should be a continuous process, developing in the candidate awareness and use of safe working practices.

The following points concerning safety should form an integral part of all units:

- Appreciate the application of relevant regulations to given work situations.
- Know hazards associated with use of IT equipment and the precautions to be taken.
- Recognise health and safety hazards in using IT equipment.
- Appreciate the basic rules for fire protection when working in and around IT equipment.

4 Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- cross curricular coverage of Assessment Criteria
- coverage of Assessment Criteria for other linked courses.

The following types of evidence are likely to feature:

- Coursework,
- E-assessment,
- Multiple choice examination,
- Portfolio of evidence,
- Practical demonstration/assignment,
- Practical examination,
- Task-based controlled assessment,
- Leaflets, posters, diagrams, wall charts, presentations, etc.
- Photographic or written diaries,
- Evaluation sheets,
- Teacher witness statements,
- Teacher comments including records of oral questioning.

4.2 Examples of Tasks

Task 1 Whilst being observed start up and shut down an IT system

Task 2 Create a wall chart explaining the procedures to start up an IT system.

Task 3 Create a poster explaining how to shut down an IT system.

Task 4 Collect a portfolio of evidence to show you have used IT systems and interfaces effectively to meet needs.
Task 5  Demonstrate to your teacher that you have organised your files and folders so that it is easy to find and retrieve information.

Task 6  Produce a slide presentation identifying the different types of IT storage media.

Task 7  Produce a fact sheet identifying the health and safety risks in an IT room and giving instructions on how to overcome or avoid them.

Task 8  Pass a short multiple-choice test to show your understanding of the need for safety and security practices when using IT.

Tasks specific to maintaining and responding to common IT system problems

Task 9  Keep a diary or log of problems which arise and of the action you took.

Task 10  Create a scrapbook using annotated photographs of you carrying out basic maintenance on an IT system.

Task 11  In response to verbal questioning identify where you would get expert advice to solve problems.

4.3  Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

5.  Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which will include information about:

- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
# IT USER FUNDAMENTALS - ENTRY 2

## ASSESSMENT RECORD

**Candidate Name** __________________________  **Candidate No.** ____________

**Centre Name** ____________________________  **Centre No.** _______________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1 Use correct procedures to start and shutdown an IT system</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.2 Use IT systems and interface features effectively to meet needs</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>AC 2.1 Work with files and folders so that it is easy to find and retrieve information</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>AC2.2 Identify types of storage media that can be used to store information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC 3.1 Follow guidelines and procedures for the safe and secure use of IT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.2 Understand the need to keep information secure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.3 Keep information secure and manage access to information sources securely</td>
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<td></td>
</tr>
<tr>
<td>AC3.4 Identify why it is important to control access to hardware, software and data</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>AC 4.1 Respond to IT problems</td>
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<td>AC4.2 Identify where to get help to solve IT problems</td>
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</table>

**General Comments**

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Teacher: _____________________________  Date: ____________________________

Moderator: __________________________  Date: ____________________________

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<table>
<thead>
<tr>
<th>Title:</th>
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<td>Unit Ref. No.</td>
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<tr>
<td>Entry Code:</td>
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<td>Level:</td>
<td>Entry 3</td>
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<tr>
<td>Credit value:</td>
<td>2</td>
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</table>

**Unit aim:**
This unit is designed to enable the learner to:
- use suitable techniques to operate IT systems for activities most of which are routine and straightforward,
- respond appropriately to common IT errors and problems
- review own use of IT.

**Learning outcomes**
To be awarded credit for this unit, the learner will:

<table>
<thead>
<tr>
<th>LO1</th>
<th>Interact with and use IT system to meet needs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AC1.1 Use correct procedures to start and shutdown an IT system</td>
</tr>
<tr>
<td></td>
<td>AC1.2 Use IT systems and interface features effectively to meet needs</td>
</tr>
<tr>
<td></td>
<td>AC1.3 Use appropriate terminology when describing IT systems</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LO2</th>
<th>Organise, store and retrieve information appropriately</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AC2.1 Work with files and folders so that it is easy to find and retrieve information</td>
</tr>
<tr>
<td></td>
<td>AC2.2 Identify types of storage media that can be used to store information</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>LO3</th>
<th>Understand the need for safety and security practices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AC3.1 Follow guidelines and procedures for the safe and secure use of IT</td>
</tr>
<tr>
<td></td>
<td>AC3.2 Understand the need to keep information secure</td>
</tr>
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<td></td>
<td>AC3.3 Keep information secure and manage access to information sources securely</td>
</tr>
<tr>
<td></td>
<td>AC3.4 Identify why it is important to control access to hardware, software and data</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LO4</th>
<th>Maintain system and respond to common IT system problems</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AC4.1 Respond to IT problems and take appropriate action</td>
</tr>
<tr>
<td></td>
<td>AC4.2 Identify where to get expert advice and help to solve problems</td>
</tr>
</tbody>
</table>
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The following suggestions are not intended to form a prescriptive list for assessment purposes and should be considered in the context of:

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**LO1**

The candidate should be able to interact with and use IT system to meet needs:

**IT system:** Will vary according to the set up, for example: computer (PC, laptop), input device (e.g. keyboard, mouse or other pointing device), processor, output device (e.g. screen, printer), storage media (e.g. memory, disk, CD, DVD, data/memory stick, hard drive, network drive).

**Interface features:** Desktop, window, dialog box, menu, submenu, toolbar, icon, scrollbar, button, drag and drop, zoom, minimise, maximise.

**Appropriate terminology:** Terms related to basic IT system as above.

**LO2**

The candidate should be able to organise, store and retrieve appropriately:

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**LO3**

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**Minimise risk:** Virus-checking software, anti-spam software, firewall, treat files, software and attachments from unknown sources with caution.

**Controlling Access:** to hardware, software and data, risks to self and others.
LO4

The candidate should be able to maintain the system and respond to common IT system problems.

**Maintain system:** refill printer paper, change printer cartridge, clean mouse, clean monitor screen, clean keyboard, etc

**Respond to common problems:** take appropriate action to screen pop up messages, e.g. disk full, paper out, password expired, etc.

3. **Delivery**

3.1 **Planning Courses**

Achievement of each unit is confirmed through a ‘statement of achievement’, so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

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- Evaluation sheets,
- Teacher witness statements,
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4.2 Examples of Tasks

Task 1  Whilst being observed start up and shut down an IT system

Task 2  Create a wall chart explaining the procedures to start up an IT system.

Task 3  Create a poster explaining how to shut down an IT system.
Task 4  Collect a portfolio of evidence to show you have used IT systems and interfaces effectively to meet needs.

Task 5  Demonstrate to your teacher that you have organised your files and folders so that it is easy to find and retrieve information.

Task 6  Produce a slide presentation identifying the different types of IT storage media.

Task 7  Produce a fact sheet identifying the health and safety risks in an IT room and giving instructions on how to overcome or avoid them.

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- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
## IT USER FUNDAMENTALS - ENTRY 3

### ASSESSMENT RECORD

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<thead>
<tr>
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<th>Met</th>
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<tbody>
<tr>
<td>AC1.1 Start and shutdown an IT system</td>
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<td>AC1.2 Use IT interface features for a task</td>
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<tr>
<td>AC 1.3 Use appropriate terminology when describing IT systems</td>
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<td>AC 2.1 Work with files so that it is easy to find stored information</td>
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**General Comments**

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Teacher: ________________________________  Date: ____________________________

Moderator: ______________________________  Date: ____________________________

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# WJEC PATHWAYS - ENTRY QUALIFICATIONS

<table>
<thead>
<tr>
<th>Title:</th>
<th>IT User Fundamentals</th>
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<td>Unit Ref. No.</td>
<td>R/503/3913</td>
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<tr>
<td>Entry Code:</td>
<td>6385/E1</td>
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<tr>
<td>Level:</td>
<td>Entry 1</td>
</tr>
<tr>
<td>Credit value:</td>
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</tbody>
</table>
| Unit aim:       | This unit is designed to enable the learner to:  
|                 | • use IT for straightforward activities  
|                 | • respond to IT problems             |

## Learning outcomes

<table>
<thead>
<tr>
<th>To be awarded credit for this unit, the learner will:</th>
<th>Assessment Criteria</th>
</tr>
</thead>
</table>
| LO1 Interact with and use IT for a task              | AC1.1 Start and shutdown an IT system  
|                                                      | AC1.2 Use IT interface features for a task  
|                                                      | AC 1.3 Use appropriate terminology when describing IT systems  |
| LO2 Store and retrieve information                    | AC2.1 Work with files so that it is easy to find stored information  
|                                                      | AC2.2 Identify types of storage media that can be used to store information  |
| LO3 Understand the need to use IT safely              | AC3.1 Use IT safely  
|                                                      | AC3.2 Understand the need to keep information secure  
|                                                      | AC3.3 Keep information secure and manage access to information sources securely  
|                                                      | AC3.4 Identify why it is important to control access to data  |
| LO4 Respond to IT problems                            | AC4.1 Identify where to get help to solve IT problems  
|                                                      | AC4.2 Identify where to get expert advice and help to solve problems  |
2. Amplification of Content

The following suggestions are not intended to form a prescriptive list for assessment purposes and should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

LO1

The candidate should be able to interact with and use IT system to meet needs:

**IT system:** Will vary according to the set up, for example: computer (PC, laptop), input device (e.g. keyboard, mouse or other pointing device), processor, output device (e.g. screen, printer), storage media (e.g. memory, disk, CD, DVD, data/memory stick, hard drive, network drive).

**Interface features:** Desktop, window, dialog box, menu, submenu, toolbar, icon, scrollbar, button, drag and drop, zoom, minimise, maximise.

LO2

The candidate should be able to organise, store and retrieve appropriately:

**File handling:** Files: Create, name, open, save, save as, print and close files; move, copy, rename, delete files; display file lists, sort, search. Folders: Create and name folders and subfolders.

**Storage media:** Disk, CD, DVD, data/memory stick, media card, hard drives, network drive, mobile device.

LO3

The candidate should be able to understand the need for safety and security practices.

**Follow guidelines:** Organisational guidelines and points of contact.

**Work safely:** Health and safety issues, risks from hardware, electrical connection risks and guidelines, handling equipment. Risks to self and others from using hardware.

**Physical stress:** Adjust seating and lighting, avoid hazards, take breaks, arrangement of hardware and cables, wrist rests workspace; working conditions.

**Information security:** Copies, backup, password, PIN, avoid inappropriate disclosure of information.

**Minimise risk:** Virus-checking software, anti-spam software, firewall, treat files, software and attachments from unknown sources with caution.

**Controlling Access:** to hardware, software and data, risks to self and others.
3. **Delivery**

3.1 **Planning Courses**

Achievement of each unit is confirmed through a ‘statement of achievement’, so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

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http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks4-home/vtc-ks4-ict

http://www.teach-ict.com

http://www.e-safety.org.uk

http://www.bbc.co.uk/schools/gcsebitesize/ict/legal

http://www.bbc.co.uk/webwise

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Safety instruction should be a continuous process, developing in the candidate awareness and use of safe working practices.

The following points concerning safety should form an integral part of all units:

- Appreciate the application of relevant regulations to given work situations.
• Know hazards associated with use of IT equipment and the precautions to be taken.
• Recognise health and safety hazards in using IT equipment.
• Appreciate the basic rules for fire protection when working in and around IT equipment

4 Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- cross curricular coverage of Assessment Criteria
- coverage of Assessment Criteria for other linked courses.

The following types of evidence are likely to feature:

• Coursework,
• E-assessment,
• Multiple choice examination,
• Portfolio of evidence,
• Practical demonstration/assignment,
• Practical examination,
• Task-based controlled assessment,
• Leaflets, posters, diagrams, wall charts, presentations, etc.
• Photographic or written diaries,
• Evaluation sheets,
• Teacher witness statements,
• Teacher comments including records of oral questioning.

4.2 Examples of Tasks

Task 1 Whilst being observed start up and shut down an IT system

Task 2 Create a wall chart explaining the procedures to start up an IT system.

Task 3 Create a poster explaining how to shut down an IT system.

Task 4 Collect a portfolio of evidence to show you have used IT systems and interfaces effectively to meet needs.

Task 5 Demonstrate to your teacher that you have organised your files and folders so that it is easy to find and retrieve information.

Task 6 Produce a slide presentation identifying the different types of IT storage media.

Task 7 Produce a fact sheet identifying the health and safety risks in an IT room and giving instructions on how to overcome or avoid them.
Task 8  Pass a short multiple-choice test to show your understanding of the need for safety and security practices when using IT.

Task 9  Keep a diary or log of problems which arise and of the action you took.

Task 10 Create a scrapbook using annotated photographs of you carrying out basic maintenance on an IT system.

Task 11 In response to verbal questioning identify where you would get expert advice to solve problems.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which will include information about:

- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
# ASSESSMENT RECORD

## Assessment Criteria

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1 Start and shutdown an IT system</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.2 Use IT interface features for a task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC 1.3 Use appropriate terminology when describing IT systems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC 2.1 Work with files so that it is easy to find stored information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.2 Identify types of storage media that can be used to store information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC 3.1 Use IT safely</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.2 Understand the need to keep information secure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.3 Keep information secure and manage access to information sources securely</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.4 Identify why it is important to control access to data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC 4.1 Identify where to get help to solve IT problems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC4.2 Identify where to get advice and help to solve problems</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

## General Comments

__________________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________________

Teacher: ________________________________ Date: ____________________________

Moderator: ______________________________ Date: ____________________________
# Title:
Database Software

## Unit Ref. No.
H/502/4553

## Entry Code:
6386/L1

## Level:
Level 1

## Credit value:
3

### Unit aim:
This unit is designed to enable the learner to:
- enter straightforward or routine information into a database
- set up a single table in a flat file database
- retrieve information by running routine queries
- produce reports using predefined menus or short cuts.

### Learning outcomes

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<thead>
<tr>
<th>Learning outcomes</th>
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<tbody>
<tr>
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</tr>
<tr>
<td><strong>LO1</strong> Enter, edit and organise structured information in a database.</td>
<td>AC1.1 Identify the main components of a database.</td>
</tr>
<tr>
<td></td>
<td>AC1.2 Create a database table for a purpose using specified fields.</td>
</tr>
<tr>
<td></td>
<td>AC1.3 Enter structured data into records to meet requirements.</td>
</tr>
<tr>
<td></td>
<td>AC1.4 Locate and amend data records.</td>
</tr>
<tr>
<td></td>
<td>AC1.5 Respond appropriately to data entry error messages.</td>
</tr>
<tr>
<td></td>
<td>AC1.6 Check data meets needs, using IT tools and making corrections as necessary.</td>
</tr>
<tr>
<td><strong>LO2</strong> Use database software tools to extract information and produce reports.</td>
<td>AC2.1 Identify queries which meet information requirements.</td>
</tr>
<tr>
<td></td>
<td>AC2.2 Run simple database queries.</td>
</tr>
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<td>AC2.3 Identify reports which meet information requirements.</td>
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2. **Amplification of Content**

The following suggestions are not intended to form a prescriptive list for assessment purposes and should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The candidate should be able to: Enter, edit and organise structured information in a database.

**Database components:** What types of information are stored: tables, forms, queries, reports

**Enter structured data:** Tables; fields, records; Use of data entry form; create new record; add record to table

**Locate and amend:** Find, search and replace; sort; wildcards

**Data entry errors:** Due to field size, data type, validation checks; using help

**Check data:** Spell check, format, accuracy, consistency

**LO2**

The candidate should be able to: Use database software tools to extract information and produce reports.

**Database queries:** Alphanumeric sort, filter, single criteria

**Database reports:** Using menus, wizards or shortcuts

3. **Delivery**

3.1 **Planning Courses**

Achievement of each unit is confirmed through a ‘statement of achievement’, so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

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In planning assessment opportunities it will be necessary to consider:

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- Photographic or written diaries,
- Evaluation sheets,
- Teacher witness statements,
- Teacher comments including records of oral questioning.

4.2 Examples of Tasks

Task 1  Create a wall chart listing the main components of a database.

Task 2  Complete the following controlled assessment task.

Mrs. Thomas is the Headteacher of a primary school. She wishes to use a computer to keep records of all the pupils in her school. At the moment the staff have to write everything out on paper and then place the information into individual pupil files. It takes a lot of time to find the information when staff require it. The computer system should be a lot quicker to find information and produce lists.

Use the field names given by your teacher to create a database that you feel would be of use to Mrs. Thomas. Enter pupil data into your database, check for errors. To show an example of how useful the database will be:

- Locate and amend two data records
- Create a query using a single criteria
- Print a report of a sorted pupil list.

Task 3  Create a database to show the comparative results of fitness tests for your class, produce reports listing boys and girls separately.

Task 4  Complete a practical assignment to create a database of your classmates favourite books.

Task 5  Submit a portfolio of evidence to show that you have met the assessment criteria for this unit.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry Level, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.
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**General Comments**

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Teacher: ________________________________ Date: ____________________________

Moderator: ______________________________  Date: ____________________________
### WJEC PATHWAYS - ENTRY QUALIFICATIONS

<table>
<thead>
<tr>
<th>Title:</th>
<th>Database software</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Ref. No.</td>
<td>L503/3296</td>
</tr>
<tr>
<td>Entry Code:</td>
<td>6836/E1</td>
</tr>
<tr>
<td>Level:</td>
<td>Entry 1</td>
</tr>
<tr>
<td>Credit value:</td>
<td>2</td>
</tr>
</tbody>
</table>

**Unit aim:** This unit is designed to enable the learner to:
- Enter data in a flat file database
- Retrieve information

### Learning outcomes

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- centre facilities and resources.

**LO1**

The candidate should be able to enter and edit structured information in a database:

**Enter structured data:** Add records to tables

**Edit records:** Find and replace

**LO2**

The candidate should be able to use database software tools:

**Check data:** Spell check, format, accuracy, consistency

**Sort and print data:** Sort on one field, print a pre-defined report or query

3. **Delivery**

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Using the blank datafile given by your teacher enter pupil data into the database, check for errors. Print a report to show an example of how useful the database will be in sorting pupil lists.

Task 2 Using the given database showing the comparative results of fitness tests for your class, make the changes shown, check for errors and correct any you find. Print reports listing boys and girls separately.

Task 3 Submit a portfolio of evidence to show that you have met the assessment criteria for this unit.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry 1, Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

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- Awarding and reporting
- Issue of Results
- Access Arrangements
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Back to Contents page
# DATABASE SOFTWARE - ENTRY 1

## ASSESSMENT RECORD

Candidate Name ___________________________  Candidate No. ____________

Centre Name _______________________________  Centre No. ____________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
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<th>Evidence</th>
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<tbody>
<tr>
<td>AC1.1 Enter structured data into records</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.2 Edit records</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1 Check data for errors</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>AC2.2 Sort and print data</td>
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General Comments

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Teacher: ___________________________  Date: ___________________________

Moderator: _________________________  Date: ___________________________
Title: Database software
Unit Ref. No. R/503/3927
Entry Code: 6387/E2
Level: Entry 2
Credit value: 2

Unit aim: This unit is designed to enable the learner to:
- Enter data in a single table in a flat file database
- Retrieve information by running pre-set queries

Learning outcomes
To be awarded credit for this unit, the learner will:

<table>
<thead>
<tr>
<th>Learning outcomes</th>
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</table>
| LO1 Enter and edit and organise structured information in a database | AC1.1 List the main components of a database
|                                   | AC1.2 Enter structured data into records to meet requirements                        |
|                                   | AC1.3 Locate and amend records                                                       |
|                                   | AC1.4 Respond to data entry error messages                                            |
|                                   | AC1.5 Check data meets needs, making corrections as appropriate                      |
| LO2 Use database software tools to produce reports                      | AC2.1 Sort data to meet requirements                                                  |
|                                   | AC2.2 Generate and print pre-defined database reports                                 |

Assessment Criteria
Assessment of the learning outcome will require a learner to demonstrate that they can:
2. Amplification of Content

The following suggestions are not intended to form a prescriptive list for assessment purposes and should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

LO1

The candidate should be able to enter, edit and organise structured information in a database:

**Database components:** Tables, fields, records, forms, queries, reports

**Enter structured data:** Create new record; add record to table

**Locate and amend:** Find, search and replace, sort, wildcards

**Data entry errors:** Due to field size, data type, using help

**Check data:** Spell check, format, accuracy, consistency

LO2

The candidate should be able to use database software tools to produce reports:

**Database reports:** Using menus, wizards or shortcuts

3. Delivery

3.1 Planning Courses

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Safety instruction should be a continuous process, developing in the candidate awareness and use of safe working practices.

The following points concerning safety should form an integral part of all units:

- Appreciate the application of relevant regulations to given work situations.
- Know hazards associated with use of IT equipment and the precautions to be taken.
- Recognise health and safety hazards in using IT equipment.
- Appreciate the basic rules for fire protection when working in and around IT equipment.

4 Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- cross curricular coverage of Assessment Criteria
- coverage of Assessment Criteria for other linked courses.

The following types of evidence are likely to feature:

- Coursework,
- E-assessment,
- Multiple choice examination,
• Portfolio of evidence,
• Practical demonstration/assignment,
• Practical examination,
• Task-based controlled assessment,
• Leaflets, posters, diagrams, wall charts, presentations, etc.
• Photographic or written diaries,
• Evaluation sheets,
• Teacher witness statements,
• Teacher comments including records of oral questioning.

4.2 Examples of Tasks

Task 1 Create a wall chart listing the main components of a database.

Task 2 Complete the following controlled assessment task. Mrs. Thomas is the Headteacher of a primary school. She wishes to use a computer to keep records of all the pupils in her school. At the moment the staff have to write everything out on paper and then place the information into individual pupil files. It takes a lot of time to find the information when staff require it. The computer system should be a lot quicker to find information and produce lists.

Using the blank datafile given by your teacher enter pupil data into the database, check for errors. Print a report to show an example of how useful the database will be in sorting pupil lists.

Task 3 Using the given database showing the comparative results of fitness tests for your class, make the changes shown, check for errors and correct any you find. Produce reports listing boys and girls separately.

Task 4 Keep a log or diary listing data entry error messages you see and make a note of what you did about each one.

Task 5 Submit a portfolio of evidence to show that you have met the assessment criteria for this unit.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry 1, Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.
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For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which will include information about:

- Entry Procedures
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<table>
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<tr>
<th>Assessment Criteria</th>
<th>Met</th>
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</tr>
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<tbody>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.5 Check data meets needs, making corrections as appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC 2.1 Sort data to meet requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC 2.2 Generate and print pre-defined database reports</td>
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<td></td>
</tr>
</tbody>
</table>

**General Comments**

_________________________________________________________________________
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_________________________________________________________________________

Teacher: ________________________________  Date: ____________________________

Moderator: ______________________________  Date: ____________________________
# WJEC PATHWAYS - ENTRY QUALIFICATIONS

<table>
<thead>
<tr>
<th>Title:</th>
<th>Database software</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Ref. No.</td>
<td>J/502/0169</td>
</tr>
<tr>
<td>Entry Code:</td>
<td>6387/E3</td>
</tr>
<tr>
<td>Level:</td>
<td>Entry 3</td>
</tr>
<tr>
<td>Credit value:</td>
<td>2</td>
</tr>
</tbody>
</table>

**Unit aim:** This unit is designed to enable the learner to:
- set up a single table in a flat file database
- retrieve information by running routine queries
- produce reports using predefined menus or short cuts.

## Learning outcomes

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be awarded credit for this unit, the learner will:</td>
<td>Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
</tr>
<tr>
<td>LO1 Enter and edit and organise structured information in a database</td>
<td>AC1.1 List the main components of a database</td>
</tr>
<tr>
<td></td>
<td>AC1.2 Create a database table for a purpose using specified fields</td>
</tr>
<tr>
<td></td>
<td>AC1.3 Enter structured data into records to meet requirements</td>
</tr>
<tr>
<td></td>
<td>AC1.4 Locate and amend records</td>
</tr>
<tr>
<td></td>
<td>AC1.5 Respond appropriately to data entry error messages</td>
</tr>
<tr>
<td></td>
<td>AC1.6 Check data meets needs, making corrections as appropriate</td>
</tr>
<tr>
<td>LO2 Use database software tools to produce reports</td>
<td>AC2.1 Generate and print pre-defined database reports. Sort data to meet requirements</td>
</tr>
<tr>
<td></td>
<td>AC2.2 State the type of information that may be required in a report</td>
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</tbody>
</table>
2. **Amplification of Content**

The following suggestions are not intended to form a prescriptive list for assessment purposes and should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The candidate should be able to enter, edit and organise structured information in a database:

**Database components:** Tables, forms, queries, reports

**Enter structured data:** Tables, fields, records, create new record; add record to table

**Locate and amend:** Find, search and replace, sort, wildcards

**Data entry errors:** Due to field size, data type, using help

**Check data:** Spell check, format, accuracy, consistency

**LO2**

The candidate should be able to use database software tools to produce reports:

**Types of information:** Alphanumeric sort, filter, single criteria

**Database reports:** Using menus, wizards or shortcuts

3. **Delivery**

3.1 **Planning Courses**

Achievement of each unit is confirmed through a ‘statement of achievement’, so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

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http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks4-home/vtc-ks4-ict
http://www.teach-ict.com
http://www.e-safety.org.uk
http://www.bbc.co.uk/schools/gcsebitesize/ict/legal
http://www.bbc.co.uk/webwise

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Use the field names given by your teacher to create a database that you feel would be of use to Mrs. Thomas. Enter pupil data into your database, check for errors. Print a report to show an example of how useful the database will be in sorting pupil lists.

Task 3 Create a database to show the comparative results of fitness tests for your class, produce reports listing boys and girls separately.

Task 4 Complete a practical assignment to create a database of your classmates favourite books.

Task 5 Submit a portfolio of evidence to show that you have met the assessment criteria for this unit.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.
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- Issue of Results
- Access Arrangements
- Post-Results Services
### DATABASE SOFTWARE - ENTRY 3

#### ASSESSMENT RECORD

<table>
<thead>
<tr>
<th>Candidate Name</th>
<th>Candidate No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Centre Name</th>
<th>Centre No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Assessment Criteria

<table>
<thead>
<tr>
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<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
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<tbody>
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Teacher: ________________________________  Date: ____________________________

Moderator: ______________________________  Date: ____________________________

Back to Contents page
**WJEC PATHWAYS - ENTRY QUALIFICATIONS**

<table>
<thead>
<tr>
<th>Title:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Unit Ref. No.</td>
<td>A/502/4624</td>
</tr>
<tr>
<td>Entry Code:</td>
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</tr>
<tr>
<td>Level:</td>
<td>Level 1</td>
</tr>
<tr>
<td>Credit value:</td>
<td>3</td>
</tr>
<tr>
<td>Unit aim:</td>
<td>This unit is designed to enable the learner to use a range of basic spreadsheet software tools and techniques to produce, present and check spreadsheets that are straightforward or routine.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcomes</th>
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<td>LO1</td>
<td>AC1.1 Identify what numerical and other information is needed and how the spreadsheet should be structured to meet needs.</td>
</tr>
<tr>
<td></td>
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</tr>
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<td></td>
<td>AC1.3 Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where applicable.</td>
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<td>AC2.1 Identify how to summarise and display the required information.</td>
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<td></td>
<td>AC2.2 Use functions and formulas to meet calculation requirements.</td>
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<td></td>
<td>AC2.3 Use spreadsheet tools and techniques to summarise and display information.</td>
</tr>
<tr>
<td>LO3</td>
<td>AC3.1 Select and use appropriate tools and techniques to format spreadsheet cells, rows and columns.</td>
</tr>
<tr>
<td></td>
<td>AC3.2 Identify which chart or graph type to use to display information.</td>
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The following suggestions are not intended to form a prescriptive list for assessment purposes and should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The candidate should be able to: use a spreadsheet to enter, edit and organise numerical and other data.

**Numerical and other information:** Numbers, charts, graphs, text  
**Spreadsheet structure:** Spreadsheet components (e.g. cells, rows, columns, tabs, pages, charts) and their layout

**Enter and edit:** Enter data into existing spreadsheet, create new spreadsheet, insert information into single cells, clear cells, edit cell contents, replicate data, find and replace, add and delete rows and columns

**Store and retrieve:** Files (e.g. create, name, open, save, save as, print, close, find)

**LO2**

The candidate should be able to: use appropriate formulas and tools to summarise and display spreadsheet information.

**Summarise and interpret:** Totals and summary information; sorting and display order; lists, tables, graphs and charts. Judgment of when and how to use these methods

**Functions and formulas:** Simple arithmetic formulas (add, subtract, multiply, divide), common functions (e.g. Sum, Average, Round). Design of formulas to meet calculation requirements.

**LO3**

The candidate should be able to: select and use appropriate tools and techniques to present spreadsheet information effectively.

**Format rows and columns:** Height, width, borders and shading

**Format charts and graphs:** Chart type (e.g. pie chart, bar chart, single line graph), title, axis titles, legend

**Page layout:** Size, orientation, margins, page numbers, date and time

**Check spreadsheet information:** Accuracy of numbers, formulas and any text; accuracy of results; suitability of charts and graphs
3. **Delivery**

3.1 **Planning Courses**

Achievement of each unit is confirmed through a ‘statement of achievement’, so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

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http://www.teach-ict.com

http://www.e-safety.org.uk

http://www.bbc.co.uk/schools/gcsebitesize/ict/legal

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- Photographic or written diaries,
- Evaluation sheets,
- Teacher witness statements,
- Teacher comments including records of oral questioning.

4.2 Examples of Tasks

Task 1 Carry out a survey to collect various types of information for analysis in a spreadsheet on a given topic.

Task 2 Complete the following controlled assessment task. 

*Mrs. Thomas is the Headteacher of a primary school. She would like to set up a spreadsheet to help work out the money that is coming in and going out of the school. She wishes to know if the school is spending its money correctly.

*Use the column and row headings given by your teacher to create a spreadsheet that you feel would be of use to Mrs. Thomas. You may add other rows or columns which you think would be useful. Create a chart or graph to display your results.*
Task 3  Enter data into an existing spreadsheet to show the comparative results of fitness tests for your class, displaying the results in charts or graphs.

Task 4  Complete a practical assignment to produce a spreadsheet to calculate weekly profits from the school tuck shop.

Task 5  Submit a portfolio of evidence to show that you have met the assessment criteria for this unit.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry Level, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

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## Assessment Record

**SPREADSHEET SOFTWARE – LEVEL 1**

### Assessment Criteria

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1 Identify what numerical and other information is needed and how the spreadsheet should be structured to meet needs.</td>
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<tr>
<td>AC1.2 Enter and edit numerical and other data accurately.</td>
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<td></td>
<td></td>
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<td></td>
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### General Comments

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Teacher: ________________________________  Date: ____________________________
Moderator: ______________________________  Date: ____________________________

[Back to Contents page]
Title: Spreadsheet Software
Unit Ref. No.: T/503/3919
Entry Code: 6389/E1
Level: Entry 1
Credit value: 2
Unit aim: This unit is designed to enable the learner to use a range of basic software tools to present and check spreadsheets that are straightforward.

Learning outcomes
To be awarded credit for this unit, the learner will:

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Assessment Criteria</th>
</tr>
</thead>
</table>
| LO1 Enter and edit numerical information using spreadsheets | AC1.1 Enter and edit numerical and other information for a task  
AC1.2 Store spreadsheet files  
AC1.3 Check spreadsheet data for errors |
| LO2 Use spreadsheet software tools | AC2.1 Use spreadsheet tools to process information  
AC2.2 Use spreadsheet tools to format data  
AC2.3 Use spreadsheet tools to generate a chart or graph  
AC2.4 Print spreadsheet data |
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- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The candidate should be able to enter and edit numerical and other information using spreadsheets:

**Enter and edit:** Enter data into existing spreadsheet, create new spreadsheet, insert information into single cells, clear cells, edit cell contents, replicate data, add and delete rows and columns

**Information:** Numbers, charts, graphs, text

**Store:** Create, name using suitable convention, open, save, print, close, save as (version control, folders and sub folders), etc

**Check:** Accuracy of numbers, formulas and text, accuracy of results

**LO2**

The candidate should be able to use spreadsheet tools:

**Process information:** Totals; organise data into useable formats, e.g. finding total, average, maximum or minimum values, sorting

**Format:** e.g. number, currency, percentages, number of decimal places, height, width, font, alignment, borders and shading

**Chart or graph:** Pie chart, bar chart, single line graph, title, axis titles, legend

**Print:** Table; graph or chart

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http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks4-home/vtc-ks4-ict
http://www.teach-ict.com
http://www.e-safety.org.uk
http://www.bbc.co.uk/schools/gcsebitesize/ict/legal
http://www.bbc.co.uk/webwise

This is not an exhaustive list but an indication of sources of information. Teachers may wish to give direct access to these or select from them to present candidates with more focussed information or use other resources.

3.3 Safety

Safety instruction should be a continuous process, developing in the candidate awareness and use of safe working practices.

The following points concerning safety should form an integral part of all units:

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- Recognise health and safety hazards in using IT equipment.
- Appreciate the basic rules for fire protection when working in and around IT equipment.
4 Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- cross curricular coverage of Assessment Criteria
- coverage of Assessment Criteria for other linked courses.

The following types of evidence are likely to feature:

- Coursework,
- E-assessment,
- Multiple choice examination,
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- Task-based controlled assessment,
- Leaflets, posters, diagrams, wall charts, presentations, etc.
- Photographic or written diaries,
- Evaluation sheets,
- Teacher witness statements,
- Teacher comments including records of oral questioning.

4.2 Examples of Tasks

Task 1 Carry out a survey to collect various types of information for analysis in a spreadsheet on a given topic.

Task 2 Complete the following controlled assessment task. Mrs. Thomas is the Headteacher of a primary school. She would like to set up a spreadsheet to help work out the money that is coming in and going out of the school. She wishes to know if the school is spending its money correctly.

Use the column and row headings given by your teacher to create a spreadsheet that you feel would be of use to Mrs. Thomas. You may add other rows or columns which you think would be useful. Create a chart or graph to display your results.

Task 3 Create a spreadsheet to show the comparative results of fitness tests for your class, displaying the results in charts or graphs.

Task 4 Complete a practical assignment to produce a spreadsheet to calculate weekly profits from the school tuck shop.

Task 5 Submit a portfolio of evidence to show that you have met the assessment criteria for this unit.
4.3 **Recording**

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

5. **Administrative Arrangements**

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which will include information about:

- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
## SPREADSHEET SOFTWARE - ENTRY 1

### ASSESSMENT RECORD

Candidate Name __________________________ Candidate No.____________
Centre Name _____________________________ Centre No._______________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1 Enter and edit numerical and other information for a task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.2 Store spreadsheet files</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.3 Check spreadsheet data for errors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC 2.1 Use spreadsheet tools to process information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC 2.2 Use spreadsheet tools to format data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.3 Use spreadsheet tools to generate a chart or graph</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC 2.4 Print spreadsheet data</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General Comments**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Teacher: ________________________________  Date: ____________________________
Moderator: ______________________________  Date: ____________________________

Back to Contents page
### WJEC PATHWAYS - ENTRY QUALIFICATIONS

<table>
<thead>
<tr>
<th>Title</th>
<th>Spreadsheet software</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Ref. No.</td>
<td>K/503/3920</td>
</tr>
<tr>
<td>Entry Code:</td>
<td>6389/E2</td>
</tr>
<tr>
<td>Level:</td>
<td>Entry 2</td>
</tr>
<tr>
<td>Credit value:</td>
<td>2</td>
</tr>
<tr>
<td>Unit aim:</td>
<td>This unit is designed to enable the learner to use a range of basic software tools to present and check spreadsheets that are straightforward.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be awarded credit for this unit, the learner will:</td>
<td>Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
</tr>
<tr>
<td>LO1 Enter and edit numerical information using spreadsheets</td>
<td>AC1.1 Enter and edit numerical and other information for a task</td>
</tr>
<tr>
<td></td>
<td>AC1.2 Store and retrieve spreadsheet files</td>
</tr>
<tr>
<td>LO2 Use formulas and tools to summarise spreadsheet information</td>
<td>AC2.1 Identify how to summarise the required information</td>
</tr>
<tr>
<td></td>
<td>AC2.2 Use formulas and tools to summarise data and process information</td>
</tr>
<tr>
<td>LO3 Use tools and techniques to present spreadsheet information</td>
<td>AC3.1 Use appropriate tools and techniques to format spreadsheet cells, rows and columns</td>
</tr>
<tr>
<td></td>
<td>AC3.2 Use appropriate tools to generate a chart or graph</td>
</tr>
<tr>
<td></td>
<td>AC3.3 Print spreadsheet information</td>
</tr>
<tr>
<td></td>
<td>AC3.4 Check spreadsheet information using IT tools and make corrections</td>
</tr>
</tbody>
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2. **Amplification of Content**

The following suggestions are not intended to form a prescriptive list for assessment purposes and should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The candidate should be able to enter and edit numerical and other information using spreadsheets:

**Enter and edit:** Enter data into existing spreadsheet, create new spreadsheet, insert information into single cells, clear cells, edit cell contents, replicate data, add and delete rows and columns

**Information:** Numbers, charts, graphs, text

**Store and retrieve effectively:** Create, name using suitable convention, open, save, print, close, save as (version control, folders and sub folders), etc

**LO2**

The candidate should be able to use appropriate formulas and tools to summarise and display spreadsheet information:

**Summarise and process information:** Totals and summary information; sorting and display order; lists, tables, graphs and charts to organise data into useable formats, e.g. finding total, average, maximum or minimum values

**Formulas:** Simple arithmetic formulas (add, subtract, multiply, divide), common functions e.g. SUM, AVERAGE, MIN, MAX, COUNT

**Tools:** relative references, sort, replicate

**LO3**

The candidate should be able to use appropriate tools and techniques to present spreadsheet information effectively:

**Format:** Number, currency, percentages, number of decimal places, height, width, font, alignment, borders and shading

**Chart or graph:** Pie chart, bar chart, single line graph, title, axis titles, legend

**Check:** Accuracy of numbers, formulas and text, accuracy of results, suitability of chart or graph
3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a ‘statement of achievement’, so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

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http://www.teach-ict.com
http://www.e-safety.org.uk
http://www.bbc.co.uk/schools/gcsebitesize/ict/legal
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• Task-based controlled assessment,
• Leaflets, posters, diagrams, wall charts, presentations, etc.
• Photographic or written diaries,
• Evaluation sheets,
• Teacher witness statements,
• Teacher comments including records of oral questioning.

4.2 Examples of Tasks

Task 1 Carry out a survey to collect various types of information for analysis in a spreadsheet on a given topic.

Task 2 Complete the following controlled assessment task. Mrs. Thomas is the Headteacher of a primary school. She would like to set up a spreadsheet to help work out the money that is coming in and going out of the school. She wishes to know if the school is spending its money correctly.

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- Internal Assessment and External Moderation
- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
### SPREADSHEET SOFTWARE - ENTRY 2

#### ASSESSMENT RECORD

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1 Enter and edit numerical and other information for a task</td>
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<td></td>
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</tr>
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<td></td>
<td></td>
<td></td>
</tr>
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<td>AC 2.1 Identify how to summarise required information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.2 Use formulas and tools as needed to summarise data and process information</td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>AC 3.1 Use appropriate tools to format spreadsheet cells, rows and columns</td>
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<td></td>
<td></td>
</tr>
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<td>AC3.2 Use appropriate tools to generate a chart or graph</td>
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<tr>
<td>AC3.3 Print spreadsheet information</td>
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<td>AC3.4 Check spreadsheet information using IT tools and make corrections</td>
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</table>

#### General Comments

________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________

Teacher: ________________________________  Date: ____________________________

Moderator: ______________________________  Date: ____________________________

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Back to Contents page
Title: Spreadsheet software
Unit Ref. No.: F/502/0168
Entry Code: 6389/E3
Level: Entry 3
Credit value: 2

Unit aim: This unit is designed to enable the learner to use a range of basic software tools appropriately to produce, present and check spreadsheets that are straightforward.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be awarded credit for this unit, the learner will:</td>
<td>Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
</tr>
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| LO1 Enter and edit numerical information using spreadsheets | AC1.1 Enter and edit numerical and other information accurately  
AC1.2 Store and retrieve spreadsheet files effectively, in line with local guidelines |
| LO2 Use appropriate formulas and tools to summarise and display spreadsheet information | AC2.1 Identify how to summarise and display the required information  
AC2.2 Use formulas and tools as needed to summarise data and process information |
| LO3 Use appropriate tools and techniques to present spreadsheet information effectively | AC3.1 Use appropriate tools and techniques to format spreadsheet cells, rows and columns  
AC3.2 Identify the chart or graph type used to display information  
AC3.3 Use appropriate tools to generate a chart or graph  
AC3.4 Select a page layout to present and print spreadsheet information  
AC3.5 Check spreadsheet information using IT tools making corrections as appropriate |
2. **Amplification of Content**

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- providing opportunities for progression;
- centre facilities and resources.

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The candidate should be able to enter and edit numerical and other information using spreadsheets:

**Enter and edit:** Enter data into existing spreadsheet, create new spreadsheet, insert information into single cells, clear cells, edit cell contents, replicate data, add and delete rows and columns

**Information:** Numbers, charts, graphs, text

**Store and retrieve effectively:** Create, name using suitable convention, open, save, print, close, save as (version control, folders and sub folders), etc

**Local guidelines:** Templates, house style, branding, publication guidelines, styles, colours and font schemes

**LO2**

The candidate should be able to use appropriate formulas and tools to summarise and display spreadsheet information:

**Summarise and process information:** Totals and summary information; sorting and display order; lists, tables, graphs and charts to organise data into useable formats, e.g. finding total, average, maximum or minimum values

**Display:** Worksheets, tables, charts, graphs

**Formulas:** Simple arithmetic formulas (add, subtract, multiply, divide), common functions e.g. SUM, AVERAGE, MIN, MAX, COUNT

**Tools:** relative references, sort, replicate

**LO3**

The candidate should be able to use appropriate tools and techniques to present spreadsheet information effectively:

**Format:** Number, currency, percentages, number of decimal places, height, width, font, alignment, borders and shading

**Chart or graph:** Pie chart, bar chart, single line graph, title, axis titles, legend

**Page layout:** Size, landscape, portrait, margins, header, footer, gridlines, page numbers,
Check: Accuracy of numbers, formulas and text, accuracy of results, suitability of chart or graph

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Achievement of each unit is confirmed through a ‘statement of achievement’, so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

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*Mrs. Thomas is the Headteacher of a primary school. She would like to set up a spreadsheet to help work out the money that is coming in and going out of the school. She wishes to know if the school is spending its money correctly.*

*Use the column and row headings given by your teacher to create a spreadsheet that you feel would be of use to Mrs. Thomas. You may add other rows or columns which you think would be useful. Create a chart or graph to display your results.*
Task 3 Create a spreadsheet to show the comparative results of fitness tests for your class, displaying the results in charts or graphs.

Task 4 Complete a practical assignment to produce a spreadsheet to calculate weekly profits from the school tuck shop.

Task 5 Submit a portfolio of evidence to show that you have met the assessment criteria for this unit.

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- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
**SPREADSHEET SOFTWARE - ENTRY 3**

**ASSESSMENT RECORD**

Candidate Name __________________________  Candidate No.____________

Centre Name______________________________  Centre No._______________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
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</thead>
<tbody>
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<td>AC2.2 Use formulas and tools as needed to summarise data and process information</td>
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<td>AC 3.1 Use appropriate tools and techniques to format spreadsheet cells, rows and columns</td>
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<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>AC3.3 Use appropriate tools to generate a chart or graph</td>
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<td></td>
<td></td>
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<tr>
<td>AC3.4 Select a page layout to present and print spreadsheet information</td>
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<td></td>
</tr>
<tr>
<td>AC3.5 Check spreadsheet information using IT tools making corrections as appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General Comments**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Teacher: ________________________________  Date: ____________________________

Moderator: ______________________________  Date: ____________________________
# Title:
Using Word Processing Software

## Unit Ref. No.
L/502/4627

## Entry Code:
6390/L1

## Level:
Level 1

## Credit value:
3

## Unit aim:
This unit is designed to enable the learner to use a range of basic word processing software tools and techniques to produce appropriate, straightforward or routine documents.

## Learning outcomes

<table>
<thead>
<tr>
<th>To be awarded credit for this unit, the learner will:</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Enter, edit and combine text and other information accurately within word processing documents.</td>
<td>AC1.1 Identify what types of information are needed in documents. AC1.2 Identify what templates are available and when to use them. AC1.3 Use keyboard or other input method to enter or insert text and other information. AC1.4 Combine information of different types or from different sources in to a document. AC1.5 Enter information into existing tables, forms and templates. AC1.6 Use editing tools to amend document content. AC1.7 Store and retrieve document files effectively, in line with local guidelines and conventions where available.</td>
</tr>
<tr>
<td><strong>LO2</strong> Structure information within word processing documents.</td>
<td>AC2.1 Create and modify tables to organise tabular or numeric information. AC2.2 Select and apply heading styles to text.</td>
</tr>
<tr>
<td><strong>LO3</strong> Use word processing software tools to format and present documents.</td>
<td>AC3.1 Identify what formatting to use to enhance presentation of the document. AC3.2 Select and use appropriate techniques to format characters and paragraphs. AC3.3 Select and use appropriate page layout to present and print documents. AC3.4 Check documents meet needs, using IT tools and making corrections as necessary.</td>
</tr>
</tbody>
</table>
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- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The candidate should be able to: enter, edit and combine text and other information accurately within word processing documents.

**Types of information:** Text, numbers, images, other graphic elements (eg lines, borders)

**Keyboard or other input method:** Keyboard skills: using the full range of keys, typing accurately and efficiently, keyboard shortcuts; Other input methods: voice recognition, touch screen, stylus

**Editing tools:** Editing tools appropriate to the type of information, for example: select, copy, cut, paste, undo, redo, drag and drop, find, replace, insert, delete, size, crop, position

**Store and retrieve:** Files (e.g. create, name, open, save, save as, print, close, find)

**LO2**

The candidate should be able to: structure information within word processing documents.

**Tables:** Add table, insert and delete rows and columns, adjust column width

**LO3**

The candidate should be able to: use word processing software tools to format and present documents.

**Format characters:** Size, font style (typeface), colour, bold, underline and italic

**Format paragraphs:** Alignment, bullets, numbering, line spacing, borders, shading

**Page layout:** Size, orientation, margins, page breaks, page numbering; standard document layouts (eg letter, memo)

**Check word processed documents:** Spell check, grammar check, typeface and size, page layout, margins, line and page breaks, tables, print preview, accuracy, consistency
3. **Delivery**

3.1 **Planning Courses**

Achievement of each unit is confirmed through a ‘statement of achievement’, so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

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http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks3-home/vtc-ks3-ict

http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks2-home/vtc-ks2-ict

http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks4-home/vtc-ks4-ict

http://www.teach-ict.com

http://www.e-safety.org.uk

http://www.bbc.co.uk/schools/gcsebitesize/ict/legal

http://www.bbc.co.uk/webwise

This is not an exhaustive list but an indication of sources of information. Teachers may wish to give direct access to these or select from them to present candidates with more focussed information or use other resources.

3.3 **Safety**

Safety instruction should be a continuous process, developing in the candidate awareness and use of safe working practices.

The following points concerning safety should form an integral part of all units:
• Appreciate the application of relevant regulations to given work situations.
• Know hazards associated with use of IT equipment and the precautions to be taken.
• Recognise health and safety hazards in using IT equipment.
• Appreciate the basic rules for fire protection when working in and around IT equipment.

4 Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- cross curricular coverage of Assessment Criteria
- coverage of Assessment Criteria for other linked courses.

The following types of evidence are likely to feature:

• Coursework,
• E-assessment,
• Multiple choice examination,
• Portfolio of evidence,
• Practical demonstration/assignment,
• Practical examination,
• Task-based controlled assessment,
• Leaflets, posters, diagrams, wall charts, presentations, etc.
• Photographic or written diaries,
• Evaluation sheets,
• Teacher witness statements,
• Teacher comments including records of oral questioning.

4.2 Examples of Tasks

Task 1 Discuss with your teacher what types of information to use in word processed documents.

Task 2 Study styles of CV and use word processing software to produce one for yourself. Print your CV.

Task 3 Use word processing software to write and print a formal letter applying for a job.

Task 4 Produce a report using word processing software for a topic you have studied in a science lesson. Include at least one image and a table in your report.

Task 5 Complete a controlled task on a given file to show you can use editing tools to modify tables and apply appropriate formatting to improve both layout and text. Check the final draft for accuracy making corrections as necessary.
Task 6 Using a datafile for a two page report provided by your teacher:
• Discuss how you could enhance its presentation
• Format the characters, paragraphs and page layout to improve the presentation of the report
• Check the report for errors.

Task 7 Submit a portfolio of evidence to show that you have met the assessment criteria for this unit.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry Level, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which will include information about:

- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
# USING WORD PROCESSING SOFTWARE – LEVEL 1

## ASSESSMENT RECORD

Candidate Name __________________________ Candidate No.____________

Centre Name _____________________________ Centre No._______________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify what types of information are needed in documents.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify what templates are available and when to use them.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use keyboard or other input method to enter or insert text and other information.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Combine information of different types or from different sources into a document.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enter information into existing tables, forms and templates.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use editing tools to amend document content.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Store and retrieve document files effectively, in line with local guidelines and conventions where available.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create and modify tables to organise tabular or numeric information.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select and apply heading styles to text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify what formatting to use to enhance presentation of the document.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select and use appropriate techniques to format characters and paragraphs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select and use appropriate page layout to present and print documents.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check documents meet needs, using IT tools and making corrections as necessary.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General Comments**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Teacher: ________________________________  Date: ____________________________

Moderator: ______________________________  Date: ____________________________
**Learning outcomes**

<table>
<thead>
<tr>
<th>To be awarded credit for this unit, the learner will:</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Enter, edit and combine text and other information within word processing documents.</td>
<td>AC1.1 Use keyboard or other input method to enter or insert text and other information.</td>
</tr>
<tr>
<td></td>
<td>AC1.2 Combine information of different types in a document.</td>
</tr>
<tr>
<td></td>
<td>AC1.3 Enter information into existing tables and templates.</td>
</tr>
<tr>
<td></td>
<td>AC1.4 Use editing tools to amend document content.</td>
</tr>
<tr>
<td></td>
<td>AC1.5 Store document files.</td>
</tr>
<tr>
<td><strong>LO2</strong> Use word processing software tools to format and present documents.</td>
<td>AC2.1 Use word processing tools to format documents</td>
</tr>
<tr>
<td></td>
<td>AC2.2 Use appropriate page layout to present and print documents.</td>
</tr>
<tr>
<td></td>
<td>AC2.3 Check documents meet needs.</td>
</tr>
</tbody>
</table>
2. Amplification of Content

The following suggestions are not intended to form a prescriptive list for assessment purposes and should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

LO1

The candidate should be able to enter, edit and combine text and other information accurately within word processing documents.

Types of information: Text, numbers, images, other graphic elements (e.g. lines, borders)

Keyboard or other input method: Keyboard skills: using the full range of keys, typing accurately and efficiently, keyboard shortcuts; voice recognition, touch screen, stylus, etc

Editing tools: Editing tools appropriate to the type of information, for example: select, copy, cut, paste, undo, redo, drag and drop, find, replace, insert, delete, size, crop, position

Store: Create, name using suitable convention, open, save, print, close, save as (version control, folders and sub folders)

LO2

The candidate should be able to use word processing software tools to structure information, format and present documents.

Format characters: e.g. size, font style (typeface), colour, bold, underline and italic, alignment, bullets, numbering, line spacing, borders, shading

Page layout: Size, orientation, margins, standard document layouts (e.g. letter, memo)

Check documents meet needs: Spell check, grammar check, typeface and size, page layout, margins, line and page breaks, tables, print preview, accuracy.
3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a 'statement of achievement', so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

3.2 Resources

It is up to individual centres to ensure that the necessary hardware and software resources are made available to run the unit. WJEC is not responsible for providing any equipment.

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4 Assessment

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• Photographic or written diaries,
• Evaluation sheets,
• Teacher witness statements,
• Teacher comments including records of oral questioning.

4.2 Examples of Tasks

Task 1 Enter given information into a table template

Task 2 Use word processing software to write and print a formal letter applying for a job.

Task 3 Produce a report using word processing software for a topic you have studied in a science lesson. Include at least one image or a table in your report.

Task 4 Complete a controlled task on a given file to show you can use editing tools to format both layout and text. Check the final draft for accuracy and print it.

Task 5 Submit a portfolio of evidence to show that you have met the assessment criteria for this unit.
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**USING WORD PROCESSING SOFTWARE – ENTRY 1**

**ASSESSMENT RECORD**

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Centre Name _____________________________ Centre No._______________

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<td></td>
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<tr>
<td>AC2.3 Check documents meet needs.</td>
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**General Comments**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Teacher: ________________________________  Date: ____________________________

Moderator: ______________________________  Date: ____________________________
### WJEC PATHWAYS - ENTRY QUALIFICATIONS

<table>
<thead>
<tr>
<th>Title:</th>
<th>Using Word Processing Software</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Ref. No.</td>
<td>F/503/3294</td>
</tr>
<tr>
<td>Entry Code:</td>
<td>6391/E2</td>
</tr>
<tr>
<td>Entry 3</td>
<td>Entry 2</td>
</tr>
<tr>
<td>Credit value:</td>
<td>2</td>
</tr>
<tr>
<td><strong>Unit aim:</strong></td>
<td>This unit is designed to enable the learner to use a range of basic word processing software tools and techniques to produce appropriate, straightforward or routine documents.</td>
</tr>
</tbody>
</table>

### Learning outcomes

<table>
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<tr>
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**Store and retrieve effectively:** Create, name using suitable convention, open, save, print, close, save as (version control, folders and sub folders)

**Local guidelines:** Templates, house style, branding, publication guidelines, styles, colours and font schemes.

**LO2**

The candidate should be able to use word processing software tools to structure information, format and present documents.

**Format paragraphs:** Alignment, bullets, numbering, line spacing, borders, shading

**Format characters:** Size, font style (typeface), colour, bold, underline and italic

**Page layout:** Size, orientation, margins, page breaks, page numbering; standard document layouts (e.g. letter, memo)

**Check word processed documents:** Spell check, grammar check, typeface and size, page layout, margins, line and page breaks, tables, print preview, accuracy, consistency.
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Task 2 Study styles of CV and use word processing software to produce one for yourself. Print your CV

Task 3 Use word processing software to write and print a formal letter applying for a job.

Task 4 Produce a report using word processing software for a topic you have studied in a science lesson. Include at least one image and a table in your report.

Task 5 Complete a controlled task on a given file to show you can use editing tools to modify tables and apply appropriate formatting to improve both layout and text. Check the final draft for accuracy making corrections as necessary.
Task 6  Submit a portfolio of evidence to show that you have met the assessment criteria for this unit.

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Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry Level, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

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- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
### USING WORD PROCESSING SOFTWARE – ENTRY 2

#### ASSESSMENT RECORD

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1 Identify what types of information are needed in documents.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>AC1.3 Combine information of different types or from different sources in a document.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>AC1.4 Enter information into existing tables and templates.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>AC1.5 Use editing tools to amend document content.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.6 Store and retrieve document files.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1 Create and modify tables to organise information.</td>
<td></td>
<td></td>
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</tr>
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<td>AC2.2 Use appropriate techniques to format characters and paragraphs.</td>
<td></td>
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<td>AC2.3 Use appropriate page layout to present and print documents.</td>
<td></td>
<td></td>
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<td>AC2.4 Check documents meet needs making corrections as necessary.</td>
<td></td>
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</tbody>
</table>

### General Comments

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Teacher: ________________________________  Date: ____________________________

Moderator: ______________________________  Date: ____________________________

Back to Contents page
### Title:
Using Word Processing Software

### Unit Ref. No.
J/503/3925

### Entry Code:
6391/E3

### Entry 3
Entry 3

### Credit value:
2

### Unit aim:
This unit is designed to enable the learner to use a range of basic word processing software tools and techniques to produce appropriate, straightforward or routine documents.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To be awarded credit for this unit, the learner will:</strong></td>
<td><strong>Assessment of the learning outcome will require a learner to demonstrate that they can:</strong></td>
</tr>
</tbody>
</table>
| **LO1** Enter, edit and combine text and other information accurately within word processing documents. | AC1.1 Identify what types of information are needed in documents.  
AC1.2 Use keyboard or other input method to enter or insert text and other information.  
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AC1.4 Enter information into existing tables, forms and templates.  
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AC1.6 Store and retrieve document files effectively, in line with local guidelines. |
| **LO2** Use word processing software tools to structure information, format and present documents. | AC2.1 Identify what formatting to use to enhance presentation of the document.  
AC2.2 Create and modify tables to organise tabular or numeric information.  
AC2.3 Use appropriate techniques to format characters and paragraphs  
AC2.4 Use appropriate page layout to present and print documents.  
AC2.5 Check documents meet needs, using IT tools making corrections as necessary. |
2. Amplification of Content

The following suggestions are not intended to form a prescriptive list for assessment purposes and should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

LO1

The candidate should be able to enter, edit and combine text and other information accurately within word processing documents.

Types of information: Text, numbers, images, other graphic elements (e.g. lines, borders)

Keyboard or other input method: Keyboard skills: using the full range of keys, typing accurately and efficiently, keyboard shortcuts; voice recognition, touch screen, stylus, etc

Editing tools: Editing tools appropriate to the type of information, for example: select, copy, cut, paste, undo, redo, drag and drop, find, replace, insert, delete, size, crop, position

Store and retrieve effectively: Create, name using suitable convention, open, save, print, close, save as (version control, folders and sub folders)

Local guidelines: Templates, house style, branding, publication guidelines, styles, colours and font schemes.

LO2

The candidate should be able to use word processing software tools to structure information, format and present documents.

Format paragraphs: Alignment, bullets, numbering, line spacing, borders, shading

Format characters: Size, font style (typeface), colour, bold, underline and italic

Page layout: Size, orientation, margins, page breaks, page numbering; standard document layouts (e.g. letter, memo)

Check word processed documents: Spell check, grammar check, typeface and size, page layout, margins, line and page breaks, tables, print preview, accuracy, consistency.
3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a ‘statement of achievement’, so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

3.2 Resources

It is up to individual centres to ensure that the necessary hardware and software resources are made available to run the unit. WJEC is not responsible for providing any equipment.

If centres have any questions or need advice about the resources required for this unit they should contact WJEC.

There are numerous books and guides teaching how to use the various items of software and hardware required to complete these IT units. Many resources designed for use at Key Stage 3 are likely to be useful and teachers may well have developed their own resources for teaching students the necessary knowledge, understanding and software skills.

Web resources are also available. A good starting point is the NGfL Cymru web site. Here are some useful urls:

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http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks2-home/vtc-ks2-ict
http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks4-home/vtc-ks4-ict
http://www.teach-ict.com
http://www.e-safety.org.uk
http://www.bbc.co.uk/schools/gcsebitesize/ict/legal
http://www.bbc.co.uk/webwise

This is not an exhaustive list but an indication of sources of information. Teachers may wish to give direct access to these or select from them to present candidates with more focussed information or use other resources.

3.3 Safety

Safety instruction should be a continuous process, developing in the candidate awareness and use of safe working practices.

The following points concerning safety should form an integral part of all units:
- Appreciate the application of relevant regulations to given work situations.
- Know hazards associated with use of IT equipment and the precautions to be taken.
- Recognise health and safety hazards in using IT equipment.
- Appreciate the basic rules for fire protection when working in and around IT equipment.

4 Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:
- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- cross curricular coverage of Assessment Criteria
- coverage of Assessment Criteria for other linked courses.

The following types of evidence are likely to feature:
- Coursework,
- E-assessment,
- Multiple choice examination,
- Portfolio of evidence,
- Practical demonstration/assignment,
- Practical examination,
- Task-based controlled assessment,
- Leaflets, posters, diagrams, wall charts, presentations, etc.
- Photographic or written diaries,
- Evaluation sheets,
- Teacher witness statements,
- Teacher comments including records of oral questioning.

4.2 Examples of Tasks

Task 1  Discuss with your teacher what types of information to use in word processed documents.

Task 2  Study styles of CV and use word processing software to produce one for yourself. Print your CV.

Task 3  Use word processing software to write and print a formal letter applying for a job.

Task 4  Produce a report using word processing software for a topic you have studied in a science lesson. Include at least one image and a table in your report.

Task 5  Complete a controlled task on a given file to show you can use editing tools to modify tables and apply appropriate formatting to improve both layout and text. Check the final draft for accuracy making corrections as necessary.
Task 6  Submit a portfolio of evidence to show that you have met the assessment criteria for this unit.

4.3  Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry Level, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

5.  Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which will include information about:

- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
### USING WORD PROCESSING SOFTWARE – ENTRY 3

#### ASSESSMENT RECORD

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1 Identify what types of information are needed in documents.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.2 Use keyboard or other input method to enter or insert text and other information.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.3 Combine information of different types or from different sources in a document.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.4 Enter information into existing tables, forms and templates.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.5 Use editing tools to amend document content.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.6 Store and retrieve document files effectively, in line with local guidelines.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1 Identify what formatting to use to enhance presentation of the document.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.2 Create and modify tables to organise tabular or numeric information.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.3 Use appropriate techniques to format characters and paragraphs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.4 Use appropriate page layout to present and print documents.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.5 Check documents meet needs, using IT tools making corrections as necessary.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### General Comments

_________________________________________________________________________
_________________________________________________________________________

Teacher: ________________________________  Date: ____________________________

Moderator: ______________________________  Date: ____________________________
Title: Presentation Software
Unit Ref. No. K/502/4621
Entry Code: 6392/L1
Level: Level 1
Credit value: 3

Unit aim: This unit is designed to enable the learner to use a range of basic presentation software tools and techniques to produce straightforward or routine presentations.

Learning outcomes

<table>
<thead>
<tr>
<th>To be awarded credit for this unit, the learner will:</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1 Input and combine text and other information within presentation slides.</td>
<td>AC1.1 Identify what types of information are required for the presentation.</td>
</tr>
<tr>
<td></td>
<td>AC1.2 Select and use different slide layouts as appropriate for different types of information.</td>
</tr>
<tr>
<td></td>
<td>AC1.3 Enter information into presentation slides so that it is ready for editing and formatting.</td>
</tr>
<tr>
<td></td>
<td>AC1.4 Identify any constraints which may affect the presentation.</td>
</tr>
<tr>
<td></td>
<td>AC1.5 Combine information of different forms or from different sources for presentations.</td>
</tr>
<tr>
<td></td>
<td>AC1.6 Store and retrieve presentation files effectively, in line with local guidelines and conventions where available.</td>
</tr>
</tbody>
</table>

| LO2 Use presentation software tools to structure, edit and format slides. | AC2.1 Identify what slide structure to use. |
| | AC2.2 Select and use an appropriate template to structure slides. |
| | AC2.3 Select and use appropriate techniques to edit slides. |
| | AC2.4 Select and use appropriate techniques to format slides. |

| LO3 Prepare slides for presentation to meet needs. | AC3.1 Identify how to present slides to meet needs and communicate effectively. |
| | AC3.2 Prepare slides for presentation. |
| | AC3.3 Check presentation meets needs, using IT tools and making corrections as necessary. |
2. Amplification of Content

The following suggestions are not intended to form a prescriptive list for assessment purposes and should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The candidate should be able to: input and combine text and other information within presentation slides.

**Types of information:** Text, numbers, images, graphics, sound

**Constraints:** On content: copyright law (eg on music downloads or use of other people’s images), acknowledgment of sources, avoiding plagiarism; equal opportunities; local guidelines

**Combine information for presentations:** Combine images, charts or tables with text by inserting, re-sizing and positioning; use of text boxes

**Store and retrieve:** Files (eg create, name, open, save, save as, print, close, find)

**LO2**

The candidate should be able to: use presentation software tools to structure, edit and format slides.

**Slide structure:** Layout; use existing templates, designs and styles; organisational guidelines

**Edit slides:** Drag and drop, find, replace, undo/redo, size, crop and position objects; wrap text, add lines and simple shapes

**Format slides:** Bullets, numbering, line spacing, alignment, colour, fonts, size, backgrounds

**LO3**

The candidate should be able to: prepare slides for presentation to meet needs.

**Present slides:** Timing, content, meaning; organisation of information; audience needs

**Prepare slides:** View, re-order, rehearse timing, print slides, print handouts; speaker notes

**Check presentation:** Spell check, grammar check, orientation, layout, slide order, text alignment and formatting, accuracy
3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a ‘statement of achievement’, so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

3.2 Resources

It is up to individual centres to ensure that the necessary hardware and software resources are made available to run the unit. WJEC is not responsible for providing any equipment.

If centres have any questions or need advice about the resources required for this unit they should contact WJEC.

There are numerous books and guides teaching how to use the various items of software and hardware required to complete these IT units. Many resources designed for use at Key Stage 3 are likely to be useful and teachers may well have developed their own resources for teaching students the necessary knowledge, understanding and software skills.

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http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks3-home/vtc-ks3-ict

http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks2-home/vtc-ks2-ict

http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks4-home/vtc-ks4-ict

http://www.teach-ict.com

http://www.e-safety.org.uk

http://www.bbc.co.uk/schools/gcsebitesize/ict/legal

http://www.bbc.co.uk/webwise

This is not an exhaustive list but an indication of sources of information. Teachers may wish to give direct access to these or select from them to present candidates with more focussed information or use other resources.

3.3 Safety

Safety instruction should be a continuous process, developing in the candidate awareness and use of safe working practices.

The following points concerning safety should form an integral part of all units:
• Appreciate the application of relevant regulations to given work situations.
• Know hazards associated with use of IT equipment and the precautions to be taken.
• Recognise health and safety hazards in using IT equipment.
• Appreciate the basic rules for fire protection when working in and around IT equipment

4 Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- cross curricular coverage of Assessment Criteria
- coverage of Assessment Criteria for other linked courses.

The following types of evidence are likely to feature:

• Coursework,
• E-assessment,
• Multiple choice examination,
• Portfolio of evidence,
• Practical demonstration/assignment,
• Practical examination,
• Task-based controlled assessment,
• Leaflets, posters, diagrams, wall charts, presentations, etc.
• Photographic or written diaries,
• Evaluation sheets,
• Teacher witness statements,
• Teacher comments including records of oral questioning.

4.2 Examples of Tasks

Task 1 Discuss with your teacher what types of information to use in a presentation

Task 2 Create a wall chart explaining the copyright constraints on IT users.

Task 3 Carry out research to collect various types of information for a presentation on a given topic.

Task 4 Submit a portfolio of evidence to show that you have met the assessment criteria for this unit.

Task 5 Complete a practical assignment to produce a slide presentation identifying the different types of IT storage media.

Task 6 Produce a slide presentation about the plays of William Shakespeare or the music of Bob Dylan using the framework given by your teacher as a guide to which features of the software you should use.
Task 7  Select a presentation you have created and prepare it for presentation to an audience.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry Level, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which will include information about:

- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
## PRESENTATION SOFTWARE – LEVEL 1

### ASSESSMENT RECORD

**Candidate Name __________________________ Candidate No.____________**

**Centre Name _____________________________ Centre No._______________**

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1 Identify what types of information are required for the presentation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.2 Select and use different slide layouts as appropriate for different types of information.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.3 Enter information into presentation slides so that it is ready for editing and formatting.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.4 Identify any constraints which may affect the presentation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.5 Combine information of different forms or from different sources for presentations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.6 Store and retrieve presentation files effectively, in line with local guidelines and conventions where available.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1 Identify what slide structure to use.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.2 Select and use an appropriate template to structure slides.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.3 Select and use appropriate techniques to edit slides.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.4 Select and use appropriate techniques to format slides.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.1 Identify how to present slides to meet needs and communicate effectively.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.2 Prepare slides for presentation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.3 Check presentation meets needs, using IT tools and making corrections as necessary.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General Comments**

________________________________________________________________________

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________________________________________________________________________

Teacher: ________________________________  Date: ____________________________

Moderator: ______________________________  Date: ____________________________

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WJEC PATHWAYS - ENTRY QUALIFICATIONS

<table>
<thead>
<tr>
<th>Title:</th>
<th>Presentation Software</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Ref. No.</td>
<td>K/503/3917</td>
</tr>
<tr>
<td>Entry Code:</td>
<td>6393/E1</td>
</tr>
<tr>
<td>Level:</td>
<td>Entry 1</td>
</tr>
<tr>
<td>Credit value:</td>
<td>2</td>
</tr>
<tr>
<td>Unit aim:</td>
<td>This unit is designed to enable the learner to use a range of basic presentation software tools to produce straightforward slide presentations</td>
</tr>
</tbody>
</table>

### Learning outcomes

To be awarded credit for this unit, the learner will:

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LO1</th>
<th>Input text and other information within presentation slides</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1</td>
<td>Enter information into the presentation slides so that it is ready for editing and formatting</td>
</tr>
<tr>
<td>AC1.2</td>
<td>Identify any copyright constraints</td>
</tr>
<tr>
<td>AC1.3</td>
<td>Store presentation files</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LO2</th>
<th>Use presentation software tools to edit and format slides</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC2.1</td>
<td>Use software tools to edit slides</td>
</tr>
<tr>
<td>AC2.2</td>
<td>Apply formatting to slides</td>
</tr>
<tr>
<td>AC2.3</td>
<td>Check presentation using IT tools making corrections</td>
</tr>
</tbody>
</table>
2. **Amplification of Content**

The following suggestions are not intended to form a prescriptive list for assessment purposes and should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The candidate should be able to input text and other information within presentation slides:

**Types of information:** Text, photographs, clip art, video, sound, graphs, charts, tables, etc

**Copyright constraints:** Conforming to the copyright law (e.g. on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism

**Store:** Create, name using suitable convention, open, save, print, close, etc

**LO2**

The candidate should be able to use presentation software tools to edit and format slides:

**Edit slides:** Drag and drop, find, replace, undo/redo, size, crop and position objects; wrap text, add lines and simple shapes

**Format slides:** Bullets, numbering, line spacing, alignment, colour, fonts, size, backgrounds, animation, sound and transition schemes, etc

**Check presentation:** Spell check, grammar check, layout, formatting, accuracy

3. **Delivery**

3.1 **Planning Courses**

Achievement of each unit is confirmed through a ‘statement of achievement’, so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

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http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks4-home/vtc-ks4-ict
http://www.teach-ict.com
http://www.e-safety.org.uk
http://www.bbc.co.uk/schools/gcsebitesize/ict/legal
http://www.bbc.co.uk/webwise

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- Photographic or written diaries,
- Evaluation sheets,
- Teacher witness statements,
- Teacher comments including records of oral questioning.

4.2 Examples of Tasks

Task 1 Create a wall chart explaining the copyright constraints on IT users.

Task 2 Submit a portfolio of evidence to show that you have met the assessment criteria for this unit.

Task 3 Produce a slide presentation about the plays of William Shakespeare or the music of Bob Dylan using the framework given by your teacher as a guide to which features of the software you should use.

Task 4 Complete a practical assignment to produce a slide presentation identifying the different types of IT storage media.

Task 5 Present a presentation you have prepared to an audience

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which will include information about:

- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services

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**Presentación deSoftware - Entrada 1**

**Registro de Evaluación**

<table>
<thead>
<tr>
<th>Candidato Nombre</th>
<th>Núm. Candidato</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Centro Nombre</th>
<th>Núm. Centro</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria de Evaluación</th>
<th>Met</th>
<th>Evidencia</th>
<th>Uso del Cuarto</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1</td>
<td>Insertar información en las diapositivas de presentación para que esté lista para la edición y formateo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.2</td>
<td>Identificar cualquier restricción de derechos de autor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.3</td>
<td>Almacenar archivos de presentación</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1</td>
<td>Usar herramientas de software para editar diapositivas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.2</td>
<td>Aplicar formateo a las diapositivas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.3</td>
<td>Comprobar presentación con herramientas de IT, realizar correcciones</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comentarios Generales**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Profesor: ___________________________  Fecha: ________________

Moderador: ___________________________  Fecha: ________________

---

*Back to Contents page*
### Title:
Presentation Software

### Unit Ref. No.
M/503/3918

### Entry Code:
6393/E2

### Level:
Enter 2

### Credit value:
2

### Unit aim:
This unit is designed to enable the learner to use a range of basic presentation software tools and techniques to produce straightforward slide presentations

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To be awarded credit for this unit, the learner will:</strong></td>
<td><strong>Assessment of the learning outcome will require a learner to demonstrate that they can:</strong></td>
</tr>
</tbody>
</table>
| **LO1** Input text and other information within presentation slides | AC1.1 Enter information into the presentation slides so that it is ready for editing and formatting  
AC1.2 Identify any copyright constraints  
AC1.3 Store and retrieve presentation files |
| **LO2** Use presentation software tools to edit and format slides | AC2.1 Use software tools to edit slides  
AC2.2 Apply formatting to slides |
| **LO3** Prepare slides for presentation | AC3.1 Prepare and present slides for presentation  
AC3.2 Check presentation using IT tools making corrections |
2. **Amplification of Content**

The following suggestions are not intended to form a prescriptive list for assessment purposes and should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The candidate should be able to input text and other information within presentation slides:

**Types of information:** Text, photographs, clip art, video, sound, graphs, charts, tables, etc

**Copyright constraints:** Conforming to the copyright law (e.g. on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism

**Store and retrieve:** Create, name using suitable convention, open, save, print, close, save as (version control, folders and sub folders), etc

**LO2**

The candidate should be able to use presentation software tools to edit and format slides:

**Edit slides:** Drag and drop, find, replace, undo/redo, size, crop and position objects; wrap text, add lines and simple shapes

**Format slides:** Bullets, numbering, line spacing, alignment, colour, fonts, size, backgrounds, animation, sound and transition schemes, etc

**LO3**

The candidate should be able to prepare slides for presentation:

**Prepare slides:** Set up a slide show, view, re-arrange order, print handouts, rehearse timing, audience needs, speaker notes, etc

**Check presentation:** Spell check, grammar check, orientation, layout, slide order, text alignment and formatting, accuracy

3. **Delivery**

3.1 **Planning Courses**

Achievement of each unit is confirmed through a ‘statement of achievement’, so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**
3.2 Resources

It is up to individual centres to ensure that the necessary hardware and software resources are made available to run the unit. WJEC is not responsible for providing any equipment.

If centres have any questions or need advice about the resources required for this unit they should contact WJEC.

There are numerous books and guides teaching how to use the various items of software and hardware required to complete these IT units. Many resources designed for use at Key Stage 3 are likely to be useful and teachers may well have developed their own resources for teaching students the necessary knowledge, understanding and software skills.

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http://www.teach-ict.com
http://www.e-safety.org.uk
http://www.bbc.co.uk/schools/gcsebitesize/ict/legal
http://www.bbc.co.uk/webwise

This is not an exhaustive list but an indication of sources of information. Teachers may wish to give direct access to these or select from them to present candidates with more focussed information or use other resources.

3.3 Safety

Safety instruction should be a continuous process, developing in the candidate awareness and use of safe working practices.

The following points concerning safety should form an integral part of all units:

- Appreciate the application of relevant regulations to given work situations.
- Know hazards associated with use of IT equipment and the precautions to be taken.
- Recognise health and safety hazards in using IT equipment.
- Appreciate the basic rules for fire protection when working in and around IT equipment
4 Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- cross curricular coverage of Assessment Criteria
- coverage of Assessment Criteria for other linked courses.

The following types of evidence are likely to feature:

- Coursework,
- E-assessment,
- Multiple choice examination,
- Portfolio of evidence,
- Practical demonstration/assignment,
- Practical examination,
- Task-based controlled assessment,
- Leaflets, posters, diagrams, wall charts, presentations, etc.
- Photographic or written diaries,
- Evaluation sheets,
- Teacher witness statements,
- Teacher comments including records of oral questioning.

4.2 Examples of Tasks

Task 1  Create a wall chart explaining the copyright constraints on IT users.

Task 2  Submit a portfolio of evidence to show that you have met the assessment criteria for this unit.

Task 3  Produce a slide presentation about the plays of William Shakespeare or the music of Bob Dylan using the framework given by your teacher as a guide to which features of the software you should use.

Task 4  Complete a practical assignment to produce a slide presentation identifying the different types of IT storage media.

Task 5  Present a presentation you have prepared to an audience

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.
5. **Administrative Arrangements**

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which will include information about:

- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
### PRESENTATION SOFTWARE - ENTRY 2

#### ASSESSMENT RECORD

Candidate Name __________________________   Candidate No.____________
Centre Name ______________________________  Centre No._______________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1 Enter information into the presentation slides so that it is ready for editing and formatting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.2 Identify any copyright constraints</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.3 Store and retrieve presentation files</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1 Use software tools to edit slides</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.2 Apply formatting to slides</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.1 Prepare and present slides for presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
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</tbody>
</table>

**General Comments**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Teacher: ______________________________  Date: ____________________________
Moderator: ______________________________  Date: ____________________________
## WJEC PATHWAYS - ENTRY QUALIFICATIONS

<table>
<thead>
<tr>
<th>Title:</th>
<th>Presentation Software</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Ref. No.</td>
<td>A/502/0170</td>
</tr>
<tr>
<td>Entry Code:</td>
<td>6393/E3</td>
</tr>
<tr>
<td>Level:</td>
<td>Entry 3</td>
</tr>
<tr>
<td>Credit value:</td>
<td>2</td>
</tr>
</tbody>
</table>

| Unit aim: | This unit is designed to enable the learner to use a range of basic presentation software tools and techniques to produce straightforward slide presentations |

### Learning outcomes

<table>
<thead>
<tr>
<th>To be awarded credit for this unit, the learner will:</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Input and combine text and other information within presentation slides</td>
<td>AC1.1 Identify what types of information to use in the presentation</td>
</tr>
<tr>
<td></td>
<td>AC1.2 Enter information into the presentation slides so that it is ready for editing and formatting</td>
</tr>
<tr>
<td></td>
<td>AC1.3 Combine information for presentations in line with any copyright constraints</td>
</tr>
<tr>
<td></td>
<td>AC1.4 Identify copyright constraints on using other’s information</td>
</tr>
<tr>
<td></td>
<td>AC1.5 Store and retrieve presentation files effectively, in line with local guidelines</td>
</tr>
<tr>
<td><strong>LO2</strong> Use presentation software tools to structure, edit and format slides</td>
<td>AC2.1 Select a template and theme for slides</td>
</tr>
<tr>
<td></td>
<td>AC2.2 Use appropriate techniques to edit slides</td>
</tr>
<tr>
<td></td>
<td>AC2.3 Apply format techniques to slides</td>
</tr>
<tr>
<td><strong>LO3</strong> Prepare slides for presentation</td>
<td>AC3.1 Identify how the slides should be presented</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td>AC3.3 Check presentation using IT tools making corrections as appropriate</td>
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</table>

[Back to Contents page]
2. **Amplification of Content**

The following suggestions are not intended to form a prescriptive list for assessment purposes and should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The candidate should be able to input and combine text and other information within presentation slides:

**Types of information:** Text, photographs, clip art, video, sound, graphs, charts, tables, etc

**Combine:** Combine images, charts or tables with text on slides by inserting, re-sizing and positioning; use of text boxes

**Copyright constraints:** Conforming to the copyright law (e.g. on music downloads or use of other people’s images), acknowledgment of sources, avoiding plagiarism

**Store and retrieve:** Create, name using suitable convention, open, save, print, close, save as (version control, folders and sub folders), etc

**Local guidelines:** Templates, house style, branding, publication guidelines, styles, colours and font schemes

**LO2**

The candidate should be able to use presentation software tools to structure, edit and format slides:

**Template and theme:** Master slide, designs, background styles, any of the library of themes or styles available from the slide presentation software or other locations or one adapted or edited by the candidate, etc

**Edit slides:** Drag and drop, find, replace, undo/redo, size, crop and position objects; wrap text, add lines and simple shapes

**Format slides:** Bullets, numbering, line spacing, alignment, colour, fonts, size, backgrounds, animation, sound and transition schemes, etc

**LO3**

The candidate should be able to prepare slides for presentation:

**Prepare slides:** Set up a slide show, view, re-arrange order, print handouts, rehearse timing, audience needs, speaker notes, etc

**Check presentation:** Spell check, grammar check, orientation, layout, slide order, text alignment and formatting, accuracy

Back to Contents page
3. **Delivery**

3.1 **Planning Courses**

Achievement of each unit is confirmed through a ‘statement of achievement’, so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

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http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks4-home/vtc-ks4-ict

http://www.teach-ict.com

http://www.e-safety.org.uk

http://www.bbc.co.uk/schools/gcsebitesize/ict/legal

http://www.bbc.co.uk/webwise

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3.3 **Safety**

Safety instruction should be a continuous process, developing in the candidate awareness and use of safe working practices.

The following points concerning safety should form an integral part of all units:
• Appreciate the application of relevant regulations to given work situations.
• Know hazards associated with use of IT equipment and the precautions to be taken.
• Recognise health and safety hazards in using IT equipment.
• Appreciate the basic rules for fire protection when working in and around IT equipment

4 Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- cross curricular coverage of Assessment Criteria
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The following types of evidence are likely to feature:

• Coursework,
• E-assessment,
• Multiple choice examination,
• Portfolio of evidence,
• Practical demonstration/assignment,
• Practical examination,
• Task-based controlled assessment,
• Leaflets, posters, diagrams, wall charts, presentations, etc.
• Photographic or written diaries,
• Evaluation sheets,
• Teacher witness statements,
• Teacher comments including records of oral questioning.

4.2 Examples of Tasks

Task 1 Discuss with your teacher what types of information to use in a presentation

Task 2 Create a wall chart explaining the copyright constraints on IT users.

Task 3 Carry out research to collect various types of information for a presentation on a given topic.

Task 4 Submit a portfolio of evidence to show that you have met the assessment criteria for this unit.

Task 5 Complete a practical assignment to produce a slide presentation identifying the different types of IT storage media.
Task 6  Produce a slide presentation about the plays of William Shakespeare or the music of Bob Dylan using the framework given by your teacher as a guide to which features of the software you should use.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which will include information about:

- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
## PRESENTATION SOFTWARE - ENTRY 3

### ASSESSMENT RECORD

Candidate Name __________________________  Candidate No.______________  
Centre Name ______________________________  Centre No._______________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1 Identify what types of information to use in the presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.2 Enter information into the presentation slides so that it is ready for editing and formatting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.3 Combine information for presentations in line with any copyright constraints</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.4 Identify copyright constraints on using other information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.5 Store and retrieve presentation files effectively, in line with local guidelines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC 2.1 Select a template and theme for slides</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.2 Use appropriate techniques to edit slides</td>
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<td></td>
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</tr>
<tr>
<td>AC2.3 Apply format techniques to slides</td>
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<tr>
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<tr>
<td>AC3.2 Prepare and present slides for presentation</td>
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</table>

**General Comments**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Teacher: ________________________________  Date: ____________________________  
Moderator: ______________________________  Date: ____________________________

Back to Contents page
Title: Desktop Publishing Software  
Unit Ref. No.: Y/502/4565  
Entry Code: 6394/L1  
Level: Level 1  
Credit value: 3  
Unit aim: This unit is designed to enable the learner to use a range of basic desktop publishing software tools and techniques to produce straightforward or routine publications.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be awarded credit for this unit, the learner will:</td>
<td>Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
</tr>
</tbody>
</table>
| LO1 Select and use appropriate designs and page layouts for publications. | AC1.1 Identify what types of information are needed.  
AC1.2 Identify what page design and layout will be required.  
AC1.3 Select and use an appropriate page design and layout for publication in line with local guidelines, where relevant.  
AC1.4 Select and use appropriate media for the publication. |
| LO2 Input and combine text and other information within publications. | AC2.1 Input information into publications so that it is ready for editing and formatting.  
AC2.2 Identify copyright constraints on using others' information.  
AC2.3 Organise and combine information of different types or from different sources in line with any copyright constraints.  
AC2.4 Store and retrieve publication files effectively, in line with local guidelines and conventions where available. |
| LO3 Use desktop publishing software techniques to edit and format publications. | AC3.1 Identify what editing and formatting to use for the publication.  
AC3.2 Select and use appropriate techniques to edit publications and format text.  
AC3.3 Manipulate images and graphic elements accurately.  
AC3.4 Control text flow within single and multiple columns and pages.  
AC3.5 Check publications meet needs, using IT tools and making corrections as necessary. |
2. **Amplification of Content**

The following suggestions are not intended to form a prescriptive list for assessment purposes and should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The candidate should be able to: select and use appropriate designs and page layouts for publications.

**Types of information**: Text, images, graphics, video, sound

**Page design and layout**: Organisation of information, size, white space, columns, consistency, orientation

**Local guidelines**: Templates, house style, branding, publication guidelines, styles, colours and font schemes

**Publication media**: Web, document, multimedia

**LO2**

The candidate should be able to: input and combine text and other information within publications.

**Input information**: Using keyboard, mouse, scanner, voice recognition, touch screen, stylus

**Copyright constraints**: Effect of copyright law (eg on music downloads or use of other people’s images), acknowledgment of sources, avoiding plagiarism, permissions

**Combine presentation information**: Insert, size, position, wrap, order, group Forms: images, text, graphic elements (e.g. borders, lines, panels, shading, logos)

**Store and retrieve**: Files (e.g. create, name, open, save, save as, print, close, find)

**LO3**

The candidate should be able to: use desktop publishing software techniques to edit and format publications.

**Edit publications**: Drag and drop, find, replace, undo redo, size, crop and position, use layout guides

**Format text**: Existing styles and schemes for font (typeface), size, orientation, colour, alignment

**Manipulate images and graphic elements**: Size, crop, position, maintain proportion, border

Back to Contents page
3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a ‘statement of achievement’, so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

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http://www.teach-ict.com

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4 Assessment

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- Photographic or written diaries,
- Evaluation sheets,
- Teacher witness statements,
- Teacher comments including records of oral questioning.

4.2 Examples of Tasks

Task 1  Discuss with your teacher what types of information and page design and layouts to use in a publication

Task 2  Create a wall chart explaining the copyright constraints on IT users.

Task 3  Carry out research on the Internet to collect various types of information for a publication on a given topic.

Task 4  Produce a fact sheet using desktop publishing software about the plays of William Shakespeare or the paintings of John Constable.
Task 5  Complete a practical assignment to produce a publication using desktop publishing software identifying the different types of IT storage media.

Task 6  Combine information given to you by your teacher to produce a tri-fold A4 flier advertising the school ski trip.

Task 7  Submit a portfolio of evidence to show that you have met the assessment criteria for this unit.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry Level, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

5. Administrative Arrangements

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- Post-Results Services
## Assessment Record

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### Candidate No. _____________

### Centre Name ____________________________

### Centre No. _____________

<table>
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<tr>
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<th>Evidence</th>
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</thead>
<tbody>
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<tr>
<td>AC1.2 Identify what page design and layout will be required.</td>
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<td></td>
</tr>
<tr>
<td>AC1.3 Select and use an appropriate page design and layout for publication in line with local guidelines, where relevant.</td>
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<td>AC1.4 Select and use appropriate media for the publication.</td>
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<td>AC3.5 Check publications meet needs, using IT tools and making corrections as necessary.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### General Comments

_________________________________________________________________________
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Teacher: ________________________________  Date: ____________________________

Moderator: ______________________________  Date: ____________________________
<table>
<thead>
<tr>
<th><strong>Learning outcomes</strong></th>
<th><strong>Assessment Criteria</strong></th>
</tr>
</thead>
</table>
| **LO1** | **AC1.1** Use an appropriate page design and layout for a publication  
**Input text and other information into a publication**  
**AC1.2** Input information into a publication  
| **LO2** | **AC2.1** Use software to format text  
**Use desktop publishing software to edit and format a publication**  
**AC2.2** Use software to manipulate images or graphic elements  
**AC2.3** Check publication meets needs  
|
2. **Amplification of Content**

The following suggestions are not intended to form a prescriptive list for assessment purposes and should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The candidate should be able to use desktop publishing software to edit and format a publication:

- **Page design and layout:** Organisation of information, size, white space, columns, consistency, orientation
- **Input:** Using keyboard, mouse, scanner, voice recognition, touch screen, stylus, etc

**LO2**

The candidate should be able to input text and other information into a publication:

- **Format text:** Font style e.g. arial, font size e.g. 10 point, font emphasis e.g. bold, orientation, colour, alignment
- **Manipulate images or graphic elements:** Size, crop, position, maintain proportion, border
- **Edit publications:** Drag and drop, find, replace, undo, redo, size, crop and position
- **Check publications:** Spell check; grammar check, word count, completeness, accuracy, orientation, layout, text alignment

3. **Delivery**

3.1 **Planning Courses**

Achievement of each unit is confirmed through a ‘statement of achievement’, so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

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If centres have any questions or need advice about the resources required for this unit they should contact WJEC.
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http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks3-home/vtc-ks3-ict

http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks2-home/vtc-ks2-ict

http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks4-home/vtc-ks4-ict

http://www.teach-ict.com

http://www.e-safety.org.uk

http://www.bbc.co.uk/schools/gcsebitesize/ict/legal

http://www.bbc.co.uk/webwise

This is not an exhaustive list but an indication of sources of information. Teachers may wish to give direct access to these or select from them to present candidates with more focussed information or use other resources.

3.3 Safety

Safety instruction should be a continuous process, developing in the candidate awareness and use of safe working practices.

The following points concerning safety should form an integral part of all units:

- Appreciate the application of relevant regulations to given work situations.
- Know hazards associated with use of IT equipment and the precautions to be taken.
- Recognise health and safety hazards in using IT equipment.
- Appreciate the basic rules for fire protection when working in and around IT equipment

4 Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- cross curricular coverage of Assessment Criteria
- coverage of Assessment Criteria for other linked courses.

The following types of evidence are likely to feature:
- Coursework,
- E-assessment,
- Multiple choice examination,
- Portfolio of evidence,
- Practical demonstration/assignment,
- Practical examination,
- Task-based controlled assessment,
- Leaflets, posters, diagrams, wall charts, presentations, etc.
- Photographic or written diaries,
- Evaluation sheets,
- Teacher witness statements,
- Teacher comments including records of oral questioning.

4.2 Examples of Tasks

Task 1  Discuss with your teacher what types of page design and layout to use in a publication

Task 2  Create a one page news sheet on a topic using information given to you in a lesson for another other subject.

Task 3  Produce a fact sheet using desktop publishing software using the given information about holidays in Spain.

Task 4  Complete a practical assignment to produce a publication using desktop publishing software.

Task 5  Submit a portfolio of evidence to show that you have met the assessment criteria for this unit.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry 1, Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which will include information about:

- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services

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### DESKTOP PUBLISHING SOFTWARE - ENTRY 1

**ASSESSMENT RECORD**

Candidate Name __________________________  Candidate No.____________

Centre Name _____________________________  Centre No._______________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1 Use an appropriate page design and layout for a publication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.2 Input information into a publication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC 2.1 Use software to format text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC 2.2 Use software to manipulate images or graphic elements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.3 Check publication meets needs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General Comments**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Teacher: ______________________________  Date: ____________________________

Moderator: ____________________________  Date: ____________________________
# Desktop Publishing Software

**Unit Ref. No.:** D/503/3929  
**Entry Code:** 6395/E2  
**Level:** Entry 2  
**Credit value:** 2

## Unit aim:
This unit is designed to enable the learner to use a range of basic desktop publishing software tools and techniques to produce straightforward publications.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To be awarded credit for this unit, the learner will:</strong></td>
<td><strong>Assessment of the learning outcome will require a learner to demonstrate that they can:</strong></td>
</tr>
</tbody>
</table>
| LO1 Use appropriate page designs and layouts for a publication | AC1.1 Identify page layouts that could be used for the publication  
AC1.2 Use an appropriate page design and layout for a publication |
| LO2 Input text and other information into a publication | AC2.1 Identify copyright constraints on using other’s information  
AC2.2 Input information into a publication  
AC2.3 Combine information from different sources  
AC2.4 Store and retrieve publication files |
| LO3 Use desktop publishing software to edit and format a publication | AC3.1 Use software to format text  
AC3.2 Use software to manipulate images and graphic elements  
AC3.3 Check publication meets needs, making corrections as required |
2. **Amplification of Content**

The following suggestions are not intended to form a prescriptive list for assessment purposes and should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The candidate should be able to use appropriate page designs and layouts for a publication:

**Page design and layout:** Organisation of information, size, white space, columns, consistency, orientation

**LO2**

The candidate should be able to input text and other information into a publication:

**Copyright constraints:** Effect of copyright law (e.g. use of other people’s images), acknowledgment of sources, avoiding plagiarism

**Input:** Using keyboard, mouse, scanner, voice recognition, touch screen, stylus, etc

**Combine presentation information:** Insert, size, position, wrap, order, images, text, graphic elements (e.g. borders, lines, shading, logos)

**Store and retrieve:** Name using suitable convention, open, save, print, close, save as (version control, folders and sub folders), etc

**LO3**

The candidate should be able to use desktop publishing software to edit and format a publication:

**Edit publications:** Drag and drop, find, replace, undo, redo, size, crop and position

**Format text:** Font style e.g. arial, font size e.g. 10 point, font emphasis e.g. bold, orientation, colour, alignment

**Manipulate images and graphic elements:** Size, crop, position, maintain proportion, border

**Check publications:** Spell check; grammar check, word count, completeness, accuracy, orientation, layout, text alignment
3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a ‘statement of achievement’, so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

3.2 Resources

It is up to individual centres to ensure that the necessary hardware and software resources are made available to run the unit. WJEC is not responsible for providing any equipment.

If centres have any questions or need advice about the resources required for this unit they should contact WJEC.

There are numerous books and guides teaching how to use the various items of software and hardware required to complete these IT units. Many resources designed for use at Key Stage 3 are likely to be useful and teachers may well have developed their own resources for teaching students the necessary knowledge, understanding and software skills.

Web resources are also available. A good starting point is the NGfL Cymru web site. Here are some useful urls:

http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks3-home/vtc-ks3-ict
http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks2-home/vtc-ks2-ict
http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks4-home/vtc-ks4-ict
http://www.teach-ict.com
http://www.e-safety.org.uk
http://www.bbc.co.uk/schools/gcsebitesize/ict/legal
http://www.bbc.co.uk/webwise

This is not an exhaustive list but an indication of sources of information. Teachers may wish to give direct access to these or select from them to present candidates with more focussed information or use other resources.

3.3 Safety

Safety instruction should be a continuous process, developing in the candidate awareness and use of safe working practices.

The following points concerning safety should form an integral part of all units:

- Appreciate the application of relevant regulations to given work situations.
• Know hazards associated with use of IT equipment and the precautions to be taken.
• Recognise health and safety hazards in using IT equipment.
• Appreciate the basic rules for fire protection when working in and around IT equipment.

4 Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- cross curricular coverage of Assessment Criteria
- coverage of Assessment Criteria for other linked courses.

The following types of evidence are likely to feature:

• Coursework,
• E-assessment,
• Multiple choice examination,
• Portfolio of evidence,
• Practical demonstration/assignment,
• Practical examination,
• Task-based controlled assessment,
• Leaflets, posters, diagrams, wall charts, presentations, etc.
• Photographic or written diaries,
• Evaluation sheets,
• Teacher witness statements,
• Teacher comments including records of oral questioning.

4.2 Examples of Tasks

Task 1 Discuss with your teacher what types of information and page design and layouts to use in a publication

Task 2 Create a wall chart explaining the copyright constraints on IT users.

Task 3 Create a one page news sheet on a topic using information given to you in a Welsh/English lesson.

Task 4 Produce a fact sheet using desktop publishing software using the given information about the plays of William Shakespeare or the paintings of John Constable.

Task 5 Complete a practical assignment to produce a publication using desktop publishing software.

Task 6 Submit a portfolio of evidence to show that you have met the assessment criteria for this unit.
4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which will include information about:

- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
## DESKTOP PUBLISHING SOFTWARE - ENTRY 2

### ASSESSMENT RECORD

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1 Identify page layouts that could be used for the publication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.2 Use an appropriate page design and layout for a publication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1 Identify copyright constraints on using other’s information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.2 Input information into a publication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.3 Combine information from different sources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.4 Store and retrieve publication files</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.1 Use software techniques to format text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.2 Use software techniques to manipulate images and graphic elements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.3 Check publication meets needs, making corrections as required</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### General Comments

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Teacher: ________________________________  Date: ____________________________
Moderator: ______________________________  Date: ____________________________
# WJEC PATHWAYS - ENTRY QUALIFICATIONS

<table>
<thead>
<tr>
<th>Title:</th>
<th>Desktop Publishing Software</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Ref. No.</td>
<td>Y/502/0175</td>
</tr>
<tr>
<td>Entry Code:</td>
<td>6395/E3</td>
</tr>
<tr>
<td>Level:</td>
<td>Entry 3</td>
</tr>
<tr>
<td>Credit value:</td>
<td>2</td>
</tr>
<tr>
<td>Unit aim:</td>
<td>This unit is designed to enable the learner to use a range of basic desktop publishing software tools and techniques to produce straightforward publications.</td>
</tr>
</tbody>
</table>

## Learning outcomes

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To be awarded credit for this unit, the learner will:</strong></td>
<td><strong>Assessment of the learning outcome will require a learner to demonstrate that they can:</strong></td>
</tr>
</tbody>
</table>
| LO1 Use appropriate designs and page layouts for a publication | AC1.1 Identify what types of information can be used in a publication  
AC1.2 Identify page layouts that could be used for the publication  
AC1.3 Use an appropriate page design and layout for a publication in line with local guidelines, where relevant  
AC1.4 Use appropriate media for the publication |
| LO2 Input text and other information into a publication | AC2.1 Input information into a publication ready for editing and formatting  
AC2.2 Identify copyright constraints on using other’s information  
AC2.3 Combine information from different sources in line with any copyright constraints  
AC2.4 Store and retrieve publication files effectively, in line with local guidelines and conventions |
| LO3 Use desktop publishing software techniques to edit and format a publication | AC 3.1 Identify what editing and formatting was used for the publication  
AC3.2 Use appropriate techniques to edit publications  
AC3.3 Use appropriate techniques to format text  
AC3.4 Manipulate images and graphic elements accurately  
AC3.5 Check publications meet needs, making corrections as required |
2. **Amplification of Content**

The following suggestions are not intended to form a prescriptive list for assessment purposes and should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The candidate should be able to use appropriate designs and page layouts for a publication:

**Types of information:** Text, photographs, clip art, graphs, charts, tables, etc

**Page design and layout:** Organisation of information, size, white space, columns, consistency, orientation

**Local guidelines:** Templates, house style, branding, publication guidelines, styles, colours and font schemes

**Publication media:** Web, document, multimedia

**LO2**

The candidate should be able to input text and other information into a publication:

**Input:** Using keyboard, mouse, scanner, voice recognition, touch screen, stylus, etc

**Copyright constraints:** Effect of copyright law (e.g. use of other people’s images), acknowledgment of sources, avoiding plagiarism, permissions

**Combine presentation information:** Insert, size, position, wrap, order, images, text, graphic elements (e.g. borders, lines, shading, logos)

**Store and retrieve effectively:** Create, name using suitable convention, open, save, print, close, save as (version control, folders and sub folders), etc

**LO3**

The candidate should be able to use desktop publishing software techniques to edit and format a publication:

**Edit publications:** Drag and drop, find, replace, undo, redo, size, crop and position

**Format text:** Font style e.g. arial, font size e.g. 10 point, font emphasis e.g. bold, orientation, colour, alignment

**Manipulate images and graphic elements:** Size, crop, position, maintain proportion, border

**Control text flow:** In columns, around images and graphic elements, between pages
Check publications: Spell check; grammar check, word count, completeness, accuracy, orientation, layout, text alignment

3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a ‘statement of achievement’, so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

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http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks4-home/vtc-ks4-ict

http://www.teach-ict.com

http://www.e-safety.org.uk

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- Recognise health and safety hazards in using IT equipment.
- Appreciate the basic rules for fire protection when working in and around IT equipment.

4 Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- cross curricular coverage of Assessment Criteria
- coverage of Assessment Criteria for other linked courses.

The following types of evidence are likely to feature:

- Coursework,
- E-assessment,
- Multiple choice examination,
- Portfolio of evidence,
- Practical demonstration/assignment,
- Practical examination,
- Task-based controlled assessment,
- Leaflets, posters, diagrams, wall charts, presentations, etc.
- Photographic or written diaries,
- Evaluation sheets,
- Teacher witness statements,
- Teacher comments including records of oral questioning.

4.2 Examples of Tasks

Task 1 Discuss with your teacher what types of information and page design and layouts to use in a publication.

Task 2 Create a wall chart explaining the copyright constraints on IT users.

Task 3 Carry out research on the Internet to collect various types of information for a publication on a given topic.

Task 4 Produce a fact sheet using desktop publishing software about the plays of William Shakespeare or the paintings of John Constable.

Task 5 Complete a practical assignment to produce a publication using desktop publishing software identifying the different types of IT storage media.
Task 6  Submit a portfolio of evidence to show that you have met the assessment criteria for this unit.

4.3  Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

5.  Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which will include information about:

- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
### DESKTOP PUBLISHING SOFTWARE - ENTRY 3

#### ASSESSMENT RECORD

**Candidate Name** __________________________ **Candidate No.**____________

**Centre Name** _____________________________ **Centre No.**_______________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1 Identify what types of information can be used in a publication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.2 Identify page layouts that could be used for the publication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.3 Use an appropriate page design and layout for a publication in line with local guidelines, where relevant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.4 Use appropriate media for the publication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1 Input information into a publication ready for editing and formatting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.2 Identify copyright constraints on using other’s information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.3 Combine information from different sources in line with any copyright constraints</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.4 Store and retrieve publication files effectively, in line with local guidelines and conventions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.1 Identify what editing and formatting was used for the publication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.2 Use appropriate techniques to edit publications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.3 Use appropriate techniques to format text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.4 Manipulate images and graphic elements accurately</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.5 Check publications meet needs, making corrections as required</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**General Comments**

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**Teacher:** ____________________________ **Date:** __________________________

**Moderator:** __________________________ **Date:** __________________________

**Back to Contents page**
## WJEC PATHWAYS - ENTRY QUALIFICATIONS

<table>
<thead>
<tr>
<th>Title:</th>
<th>Audio Software</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Ref. No.:</td>
<td>K/502/4389</td>
</tr>
<tr>
<td>Entry Code:</td>
<td>6396/L1</td>
</tr>
<tr>
<td>Level:</td>
<td>Level 1</td>
</tr>
<tr>
<td>Credit value:</td>
<td>2</td>
</tr>
<tr>
<td><strong>Unit aim:</strong></td>
<td>This unit is designed to enable the learner to use a range of basic audio software tools and techniques appropriately to record and edit straightforward audio sequences.</td>
</tr>
</tbody>
</table>

### Learning outcomes

<table>
<thead>
<tr>
<th>To be awarded credit for this unit, the learner will:</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Use audio hardware and software to capture sequences.</td>
<td><strong>Assessment of the learning outcome will require a learner to demonstrate that they can:</strong></td>
</tr>
<tr>
<td></td>
<td>AC1.1 Identify the input device and associated software to use.</td>
</tr>
<tr>
<td></td>
<td>AC1.2 Use input devices and built-in audio software to record information to meet needs</td>
</tr>
<tr>
<td></td>
<td>AC1.3 Identify the file format used by the input device.</td>
</tr>
<tr>
<td></td>
<td>AC1.4 Store and retrieve sequences using pre-set file formats, in line with local guidelines and conventions where available.</td>
</tr>
<tr>
<td><strong>LO2</strong> Use audio software tools to combine and edit sequences.</td>
<td>AC2.1 Identify the audio editing software to use for the file format.</td>
</tr>
<tr>
<td></td>
<td>AC2.2 Cut and paste short sequences to meet needs.</td>
</tr>
<tr>
<td></td>
<td>AC2.3 Combine information of different forms or from different sources, in line with any copyright constraints.</td>
</tr>
<tr>
<td></td>
<td>AC2.4 Identify copyright constraints on using others’ information.</td>
</tr>
<tr>
<td><strong>LO3</strong> Play and present audio sequences.</td>
<td>AC3.1 Identify appropriate playback software to use for the sequence.</td>
</tr>
<tr>
<td></td>
<td>AC3.2 Identify the display device to use for the sequence.</td>
</tr>
<tr>
<td></td>
<td>AC3.3 Select and use appropriate combination of software and display device to playback audio sequences.</td>
</tr>
<tr>
<td></td>
<td>AC3.4 Adjust playback and display settings so that sequences are presented to meet needs.</td>
</tr>
</tbody>
</table>
2. **Amplification of Content**

The following suggestions are not intended to form a prescriptive list for assessment purposes and should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The candidate should be able to: use audio hardware and software to capture sequences.

**Input devices**: Microphone, Dictaphone, mobile phone; **Input techniques**: Copy and paste, file download (e.g. connect USB lead, drag and drop)

**File format**: Supported by the software used (e.g. wav, mp3)

**Store and retrieve**: Files (e.g. create, name, open, save, save as, print, close, find)

**LO2**

The candidate should be able to: use audio software tools to combine and edit sequences.

**Sequence**: Specially recorded, existing; short (e.g. less than 3 mins), mode

**Combine information**: Audio clips into presentations;

**Techniques**: Copy and paste, insert

**Forms of information**: spoken word, music, sound effects

**Copyright constraints**: Effect of copyright law (e.g. on music downloads), acknowledgment of sources, avoiding plagiarism, permissions

**LO3**

The candidate should be able to: play and present audio sequences.

**Display device**: PC, laptop, Dictaphone, mobile phone, handheld audio device (e.g. mp3 player, iPod)

**Adjust playback and display settings**: Playback controls (e.g. start, stop, fast forward, rewind, pause); sound (e.g. volume)

3. **Delivery**

3.1 **Planning Courses**

Achievement of each unit is confirmed through a ‘statement of achievement’, so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**
3.2 Resources

It is up to individual centres to ensure that the necessary hardware and software resources are made available to run the unit. WJEC is not responsible for providing any equipment.

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There are numerous books and guides teaching how to use the various items of software and hardware required to complete these IT units. Many resources designed for use at Key Stage 3 are likely to be useful and teachers may well have developed their own resources for teaching students the necessary knowledge, understanding and software skills.

Web resources are also available. A good starting point is the NGfL Cymru web site. Here are some useful urls:

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http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks4-home/vtc-ks4-ict

http://www.teach-ict.com
http://www.e-safety.org.uk
http://www.bbc.co.uk/schools/gcsebitesize/ict/legal
http://www.bbc.co.uk/webwise

This is not an exhaustive list but an indication of sources of information. Teachers may wish to give direct access to these or select from them to present candidates with more focussed information or use other resources.

3.3 Safety

Safety instruction should be a continuous process, developing in the candidate awareness and use of safe working practices.

The following points concerning safety should form an integral part of all units:

- Appreciate the application of relevant regulations to given work situations.
- Know hazards associated with use of IT equipment and the precautions to be taken.
- Recognise health and safety hazards in using IT equipment.
- Appreciate the basic rules for fire protection when working in and around IT equipment.
4 Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- cross curricular coverage of Assessment Criteria
- coverage of Assessment Criteria for other linked courses.

The following types of evidence are likely to feature:

- Coursework,
- E-assessment,
- Multiple choice examination,
- Portfolio of evidence,
- Practical demonstration/assignment,
- Practical examination,
- Task-based controlled assessment,
- Leaflets, posters, diagrams, wall charts, presentations, etc.
- Photographic or written diaries,
- Evaluation sheets,
- Teacher witness statements,
- Teacher comments including records of oral questioning.

4.2 Examples of Tasks

Task 1  Discuss with your teacher what input device and software to use in a creating your audio sequence

Task 2  Create a wall chart explaining the copyright constraints on IT users.

Task 3  Submit a scrapbook of annotated photographs to show you capturing audio sequences

Task 4  Use editing software to create a 3 minute audio sequence. Play and present your completed sequence using an appropriate device.

Task 5  Complete a practical assignment to produce an audio sequence lasting at least three minutes on a given topic or theme.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry Level, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.
5. **Administrative Arrangements**

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which will include information about:

- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and reporting
- Issue of Results
- Access Arrangements
- *Post-Results Services*
### AUDIO SOFTWARE – LEVEL 1

#### ASSESSMENT RECORD

**Candidate Name __________________________**  
**Candidate No.____________**  
**Centre Name _____________________________**  
**Centre No._______________**

#### Assessment Criteria

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AC1.1</strong> Identify the input device and associated software to use.</td>
</tr>
<tr>
<td><strong>AC1.2</strong> Use input devices and built-in audio software to record information to meet needs</td>
</tr>
<tr>
<td><strong>AC1.3</strong> Identify the file format used by the input device.</td>
</tr>
<tr>
<td><strong>AC1.4</strong> Store and retrieve sequences using pre-set file formats, in line with local guidelines and conventions where available.</td>
</tr>
<tr>
<td><strong>AC2.1</strong> Identify the audio editing software to use for the file format.</td>
</tr>
<tr>
<td><strong>AC2.2</strong> Cut and paste short sequences to meet needs.</td>
</tr>
<tr>
<td><strong>AC2.3</strong> Combine information of different forms or from different sources, in line with any copyright constraints.</td>
</tr>
<tr>
<td><strong>AC2.4</strong> Identify copyright constraints on using others’ information.</td>
</tr>
<tr>
<td><strong>AC3.1</strong> Identify appropriate playback software to use for the sequence.</td>
</tr>
<tr>
<td><strong>AC3.2</strong> Identify the display device to use for the sequence.</td>
</tr>
<tr>
<td><strong>AC3.3</strong> Select and use appropriate combination of software and display device to playback audio sequences.</td>
</tr>
<tr>
<td><strong>AC3.4</strong> Adjust playback and display settings so that sequences are presented to meet needs.</td>
</tr>
</tbody>
</table>

**General Comments**

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

**Teacher: ______________________________**  
**Date: ____________________________**

**Moderator: __________________________**  
**Date: ____________________________**
## WJEC PATHWAYS - ENTRY QUALIFICATIONS

<table>
<thead>
<tr>
<th>Title:</th>
<th>Video Software</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Ref. No.:</td>
<td>K/502/4392</td>
</tr>
<tr>
<td>Entry Code:</td>
<td>6397/L1</td>
</tr>
<tr>
<td>Level:</td>
<td>Level 1</td>
</tr>
<tr>
<td>Credit value:</td>
<td>2</td>
</tr>
<tr>
<td><strong>Unit aim:</strong></td>
<td>This unit is designed to enable the learner to use a range of basic video software tools and techniques appropriately to record and edit straightforward video sequences.</td>
</tr>
</tbody>
</table>

### Learning outcomes

<table>
<thead>
<tr>
<th>To be awarded credit for this unit, the learner will:</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Use video hardware and software to capture sequences.</td>
<td>AC1.1 Identify the input device and associated software to use.</td>
</tr>
<tr>
<td></td>
<td>AC1.2 Use input devices and built-in video software to record information to meet needs.</td>
</tr>
<tr>
<td></td>
<td>AC1.3 Identify the file format used by the input device.</td>
</tr>
<tr>
<td></td>
<td>AC1.4 Store and retrieve sequences using pre-set file formats, in line with local guidelines and conventions where available.</td>
</tr>
</tbody>
</table>

| **LO2** Use video software tools to combine and edit sequences. | AC2.1 Identify the video editing software to use for the file format. |
|                                                              | AC2.2 Cut and paste short sequences to meet needs. |
|                                                              | AC2.3 Combine information of different forms or from different sources, in line with any copyright constraints. |
|                                                              | AC2.4 Identify copyright constraints on using others' information. |

| **LO3** Play and present video sequences. | AC3.1 Identify appropriate playback software to use for the sequence. |
|                                          | AC3.2 Identify the display device to use for the sequence. |
|                                          | AC3.3 Select and use appropriate combination of software and display device to playback video sequences. |
|                                          | AC3.4 Adjust playback and display settings so that sequences are presented to meet needs. |
2. Amplification of Content

The following suggestions are not intended to form a prescriptive list for assessment purposes and should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

LO1

The candidate should be able to: use video hardware and software to capture sequences.

**Input devices:** Webcam, video camera, mobile phone; **Input techniques:** Copy and paste, screen grabs/shots, file download (e.g. connect USB lead, drag and drop)

**File format:** Supported by the software used (e.g. mpeg, png, wmv, quicktime)

**Store and retrieve:** Files (e.g. create, name, open, save, save as, print, close, find)

LO2

The candidate should be able to: use video software tools to combine and edit sequences.

**Sequence:** Specially recorded, existing; short (e.g. less than 3 mins), mode (e.g. b&w)

**Combine information:** Video clips into presentations;

**Techniques:** Copy and paste, insert, screen grabs/shots;

**Forms of information:** moving images

**Copyright constraints:** Effect of copyright law (e.g. use of other people’s images), acknowledgment of sources, avoiding plagiarism, permissions

LO3

The candidate should be able to: play and present video sequences.

**Display device:** PC, laptop, video camera, mobile phone, handheld video device (e.g. tablet, i-pod)

**Adjust playback and display settings:** Playback controls (e.g. start, stop, fast forward, rewind, pause); screen size (e.g. thumbnail, quarter screen, full screen); visual (e.g. contrast, brightness, colour, b&w)

3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a ‘statement of achievement’, so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**
3.2 Resources

It is up to individual centres to ensure that the necessary hardware and software resources are made available to run the unit. WJEC is not responsible for providing any equipment.

If centres have any questions or need advice about the resources required for this unit they should contact WJEC.

There are numerous books and guides teaching how to use the various items of software and hardware required to complete these IT units. Many resources designed for use at Key Stage 3 are likely to be useful and teachers may well have developed their own resources for teaching students the necessary knowledge, understanding and software skills.

Web resources are also available. A good starting point is the NGfl Cymru web site. Here are some useful urls:

http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks3-home/vtc-ks3-ict

http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks2-home/vtc-ks2-ict

http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks4-home/vtc-ks4-ict

http://www.teach-ict.com

http://www.e-safety.org.uk

http://www.bbc.co.uk/schools/gcsebitesize/ict/legal

http://www.bbc.co.uk/webwise

This is not an exhaustive list but an indication of sources of information. Teachers may wish to give direct access to these or select from them to present candidates with more focussed information or use other resources.

3.3 Safety

Safety instruction should be a continuous process, developing in the candidate awareness and use of safe working practices.

The following points concerning safety should form an integral part of all units:

- Appreciate the application of relevant regulations to given work situations.
- Know hazards associated with use of IT equipment and the precautions to be taken.
- Recognise health and safety hazards in using IT equipment.
- Appreciate the basic rules for fire protection when working in and around IT equipment.
4 Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- cross curricular coverage of Assessment Criteria
- coverage of Assessment Criteria for other linked courses.

The following types of evidence are likely to feature:

- Coursework,
- E-assessment,
- Multiple choice examination,
- Portfolio of evidence,
- Practical demonstration/assignment,
- Practical examination,
- Task-based controlled assessment,
- Leaflets, posters, diagrams, wall charts, presentations, etc.
- Photographic or written diaries,
- Evaluation sheets,
- Teacher witness statements,
- Teacher comments including records of oral questioning.

4.2 Examples of Tasks

Task 1 Discuss with your teacher what input device and software to use in a creating your video sequence

Task 2 Create a wall chart explaining the copyright constraints on IT users.

Task 3 Submit a scrapbook of annotated photographs to show you capturing video sequences

Task 4 Use editing software to combine clips to create a 3 minute video sequence. Play and present your completed sequence using an appropriate device.

Task 5 Complete a practical assignment to produce a video sequence lasting at least three minutes on a given topic or theme.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry Level, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.
5. **Administrative Arrangements**

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which will include information about:

- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
## VIDEO SOFTWARE – LEVEL 1

### ASSESSMENT RECORD

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1 Identify the input device and associated software to use.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>AC1.2 Use input devices and built-in video software to record information to meet needs.</td>
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<td></td>
<td></td>
</tr>
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<td>AC1.3 Identify the file format used by the input device.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>AC1.4 Store and retrieve sequences using pre-set file formats, in line with local guidelines and conventions where available.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1 Identify the video editing software to use for the file format.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.2 Cut and paste short sequences to meet needs.</td>
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<td>AC2.3 Combine information of different forms or from different sources, in line with any copyright constraints.</td>
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### General Comments

________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________

Teacher: ________________________________  Date: ____________________________

Moderator: ______________________________  Date: ____________________________

Back to Contents page
# WJEC PATHWAYS - ENTRY QUALIFICATIONS

<table>
<thead>
<tr>
<th>Title:</th>
<th>Audio and video software</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Ref. No.</td>
<td>R/503/3930</td>
</tr>
<tr>
<td>Entry Code:</td>
<td>6398/E2</td>
</tr>
<tr>
<td>Level:</td>
<td>Entry 2</td>
</tr>
<tr>
<td>Credit value:</td>
<td>2</td>
</tr>
</tbody>
</table>

### Unit aim:
This unit is designed to enable the learner to use a range of basic audio or video software tools and techniques appropriately to record and edit straightforward audio or video sequences.

### Learning outcomes

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To be awarded credit for this unit, the learner will:</strong></td>
<td><strong>Assessment of the learning outcome will require a learner to demonstrate that they can:</strong></td>
</tr>
<tr>
<td><strong>LO1</strong> Use audio and/or video hardware and software to capture sequences</td>
<td>AC1.1 Identify what input device and associated software to use  &lt;br&gt; AC1.2 Use input devices and built-in audio and/or video software to record information</td>
</tr>
<tr>
<td><strong>LO2</strong> Use audio and/or video hardware and software tools to edit sequences</td>
<td>AC2.1 Cut and paste short sequences to meet needs  &lt;br&gt; AC2.2 Respond to common problems with audio and/or video sequences  &lt;br&gt; AC2.3 Identify copyright constraints on using others' information</td>
</tr>
<tr>
<td><strong>LO3</strong> Play and present audio and/or video sequences</td>
<td>AC3.1 Select audio and/or video software to playback and display audio and/or video sequences  &lt;br&gt; AC3.2 Use an appropriate device to playback and display audio and/or video sequences</td>
</tr>
</tbody>
</table>
2. **Amplification of Content**

The following suggestions are not intended to form a prescriptive list for assessment purposes and should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The candidate should be able to use audio and/or video hardware and software to capture sequences:

**Input devices**: Webcam, video camera, microphone, Dictaphone, mobile phone; Input techniques: Copy and paste, screen grabs/shots, file download (e.g. connect USB lead, drag and drop)

**Software**: any which supports standard file formats e.g.mp3, wav, mpeg, png, wmv, quicktime, etc

**LO2**

The candidate should be able to use audio and/or video software tools to edit sequences:

**Sequence**: Specially recorded, existing, short (i.e. approx. 1 min)

**Common problems**: compatibility, link between size and quality, compression, analogue to digital conversion

**Copyright constraints**: Effect of copyright law (e.g. on music downloads or use of other people’s images), acknowledgment of sources, avoiding plagiarism.

**LO3**

The candidate should be able to play and present audio and/or video sequences:

**Play**: Controlling: playback (e.g. start, stop, fast forward, rewind, pause), sound (e.g. volume); screen size (e.g. thumbnail, quarter screen, full screen), visual (e.g. contrast, brightness, colour)

**Display device**: PC, laptop, video camera, projector, mobile phone, handheld audio or video device (e.g. mp3 player, iPod)

3. **Delivery**

3.1 **Planning Courses**

Achievement of each unit is confirmed through a ‘statement of achievement’, so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.
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http://www.ngfl-cymru.org.uk/eng/htdocs/vtc-ks4-home/ks4-ict
http://www.teach-ict.com
http://www.e-safety.org.uk
http://www.bbc.co.uk/schools/gcsebitesize/ict/legal
http://www.bbc.co.uk/webwise

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- Know hazards associated with use of IT equipment and the precautions to be taken.
- Recognise health and safety hazards in using IT equipment.
- Appreciate the basic rules for fire protection when working in and around IT equipment.
4 Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
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- Practical examination,
- Task-based controlled assessment,
- Leaflets, posters, diagrams, wall charts, presentations, etc.
- Photographic or written diaries,
- Evaluation sheets,
- Teacher witness statements,
- Teacher comments including records of oral questioning.

4.2 Examples of Tasks

Task 1 Discuss with your teacher what input device and software to use in creating your audio and/or video sequence.

Task 2 Create a wall chart explaining the copyright constraints on IT users.

Task 3 Submit a scrapbook of annotated photographs to show you capturing audio and/or video sequences.

Task 4 Use editing software to create a 2 minute audio and/or video sequence. Play and present your completed sequence using an appropriate device.

Task 5 Complete a practical assignment to produce an audio and/or video sequence lasting at least two minutes on a given topic or theme.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.
5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which will include information about:

- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
## Audio and Video Software - Entry 2

### Assessment Record

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1 Identify what input device and associated software to use</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.2 Use input devices and built-in audio and/or video software to record information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC 2.1 Cut and paste short sequences to meet needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.2 Respond to common problems with audio and/or video sequences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.3 Identify copyright constraints on using others’ information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC 3.1 Select audio and/or video software to playback and display audio and/or video sequences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.2 Use an appropriate device to playback and display audio and/or video sequences</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General Comments**

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Teacher: ________________________________  Date: ____________________________

Moderator: ______________________________  Date: ____________________________

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<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment Criteria</th>
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<td><strong>To be awarded credit for this unit, the learner will:</strong></td>
<td><strong>Assessment of the learning outcome will require a learner to demonstrate that they can:</strong></td>
</tr>
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<td><strong>LO1</strong></td>
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</tr>
<tr>
<td>Use audio and/or video hardware and software to capture sequences</td>
<td>AC1.1 Identify what input device and associated software to use</td>
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<td>AC1.2 Use input devices and built-in audio and/or video software to record information</td>
</tr>
<tr>
<td><strong>LO2</strong></td>
<td></td>
</tr>
<tr>
<td>Use audio and/or video hardware and software tools to edit sequences</td>
<td>AC2.1 Identify what audio and/or video software editing software to use</td>
</tr>
<tr>
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<td>AC2.2 Cut and paste short sequences to meet needs</td>
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<td>AC2.3 Respond to common problems with audio and/or video sequences</td>
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<td></td>
<td>AC2.4 Identify copyright constraints on using others' information</td>
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<td><strong>LO3</strong></td>
<td></td>
</tr>
<tr>
<td>Play and present audio and/or video sequences</td>
<td>AC3.1 Select audio and/or video software to playback and display audio and/or video sequences</td>
</tr>
<tr>
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<td>AC3.2 Use an appropriate device to playback and display audio and/or video sequences</td>
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2. **Amplification of Content**

   The following suggestions are not intended to form a prescriptive list for assessment purposes and should be considered in the context of:

   - the level the learner is working at;
   - providing opportunities for progression;
   - centre facilities and resources.

**LO1**

The candidate should be able to use audio and/or video hardware and software to capture sequences:

**Input devices**: Webcam, video camera, microphone, Dictaphone, mobile phone; Input techniques: Copy and paste, screen grabs/shots, file download (e.g. connect USB lead, drag and drop)

**Software**: any which supports standard file formats e.g.mp3, wav, mpeg, png, wmv, quicktime, etc

**LO2**

The candidate should be able to use audio and/or video software tools to edit sequences:

**Sequence**: Specially recorded, existing, short (e.g. less than 2 mins)

**Common problems**: compatibility, link between size and quality, compression, analogue to digital conversion

**Copyright constraints**: Effect of copyright law (e.g. on music downloads or use of other people’s images), acknowledgment of sources, avoiding plagiarism, permissions.

**LO3**

The candidate should be able to play and present audio and/or video sequences:

**Playback**: Playback controls (e.g. start, stop, fast forward, rewind, pause), sound (e.g. volume); screen size (e.g. thumbnail, quarter screen, full screen), visual (e.g. contrast, brightness, colour, b&w, 3D)

**Display device**: PC, laptop, video camera, Dictaphone, mobile phone, handheld audio or video device (e.g. mp3 player, iPod)

3. **Delivery**

3.1 **Planning Courses**

   Achievement of each unit is confirmed through a ‘statement of achievement’, so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.
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3.3 Safety

Safety instruction should be a continuous process, developing in the candidate awareness and use of safe working practices.

The following points concerning safety should form an integral part of all units:

- Appreciate the application of relevant regulations to given work situations.
- Know hazards associated with use of IT equipment and the precautions to be taken.
- Recognise health and safety hazards in using IT equipment.
- Appreciate the basic rules for fire protection when working in and around IT equipment
4 Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- cross curricular coverage of Assessment Criteria
- coverage of Assessment Criteria for other linked courses.

The following types of evidence are likely to feature:

- Coursework,
- E-assessment,
- Multiple choice examination,
- Portfolio of evidence,
- Practical demonstration/assignment,
- Practical examination,
- Task-based controlled assessment,
- Leaflets, posters, diagrams, wall charts, presentations, etc.
- Photographic or written diaries,
- Evaluation sheets,
- Teacher witness statements,
- Teacher comments including records of oral questioning.

4.2 Examples of Tasks

Task 1  Discuss with your teacher what input device and software to use in a creating your audio and/or video sequence

Task 2  Create a wall chart explaining the copyright constraints on IT users.

Task 3  Submit a scrapbook of annotated photographs to show you capturing audio and/or video sequences

Task 4  Use editing software to create a 2 minute audio and/or video sequence. Play and present your completed sequence using an appropriate device.

Task 5  Complete a practical assignment to produce an audio and/or video sequence lasting at least two minutes on a given topic or theme.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.
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- Post-Results Services
# AUDIO AND VIDEO SOFTWARE - ENTRY 3

## ASSESSMENT RECORD

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<tr>
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**General Comments**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Teacher:** ________________________________  **Date:** ____________________________

**Moderator:** ______________________________  **Date:** ____________________________

[Back to Contents page]
WJEC PATHWAYS - ENTRY QUALIFICATIONS

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<tr>
<th>Title:</th>
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<tbody>
<tr>
<td>Unit Ref. No.</td>
<td>T/503/3922</td>
</tr>
<tr>
<td>Entry Code:</td>
<td>6399/E3</td>
</tr>
<tr>
<td>Level:</td>
<td>Entry 3</td>
</tr>
<tr>
<td>Credit value:</td>
<td>2</td>
</tr>
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<td>Unit aim:</td>
<td>This unit is designed to enable the learner to set up and use a mobile or handheld device securely to input and store data and to transfer data to and from another device.</td>
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**Learning outcomes**

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</tr>
<tr>
<td><strong>LO3</strong> Transfer data to and from the mobile device</td>
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2. Amplification of Content

The following suggestions are not intended to form a prescriptive list for assessment purposes and should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

LO1

The candidate should be able to set up the mobile device to meet needs:

**Set up mobile device:** Charging battery; Access (e.g. password, login); SIM card, connection (e.g. phone, Internet, cable)

**Mobile device interface features:** Display, menu, submenu, toolbar, icon, button, keypad, wheel; start and shutdown

**Device settings:** Resolution (e.g. screen, image), sound (e.g. mute, volume, ringtone), appearance (e.g. colour, theme)

**Health and safety issues:** Radiation …., rsi

**Guidelines:** About: security, copyright, personal safety

LO2

The candidate should be able to use applications on the mobile device:

**Mobile applications:** Phone, camera, address book, calendar, media, browser, games, notes, messages, office applications, etc

**Needs:** Games and interactive material, documents, music files, video animations, image slideshows and presentations, emails, Internet pages, collaborative tools; pdf documents, Office documents, e-books, Flash animations, etc

**Input data:** Touch screen, stylus, keypad, voice command; Create products on the device (documents such as text notes or email, files such as sound recording, image or video capture)

**Store and retrieve data:** Files (e.g. create, name, open, save, save as, print, close, find), folders (e.g. create, name), navigate (e.g. menu, tool bar, icon, scroll bar, button)

LO3

The candidate should be able to transfer data to and from the mobile device:

**Copyright constraints:** Effect of copyright law (eg on music downloads or use of other people’s images), acknowledgment of sources, avoiding plagiarism, permissions

**Secure connection:** Password control,

**Transfer information:** Bluetooth, infrared, cable, device pairing; synchronisation software; export, drag and drop, SMS, synchronise

Back to Contents page
**Staying safe:** Protect personal information, avoid misuse of images, use appropriate language, respect confidentiality, use copy lists with discrimination

**Keep information secure:** Username and password/PIN selection; online identity/profile; real name, pseudonym, avatar, what personal information to include, who can see the information, withhold personal information

3. **Delivery**

3.1 **Planning Courses**

Achievement of each unit is confirmed through a ‘statement of achievement’, so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

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- Task-based controlled assessment,
- Leaflets, posters, diagrams, wall charts, presentations, etc.
- Photographic or written diaries,
- Evaluation sheets,
- Teacher witness statements,
- Teacher comments including records of oral questioning.

4.2 Examples of Tasks

Task 1 Demonstrate to your teacher how to set up a mobile device and adjust the settings for use.

Task 2 Create a poster identifying health and safety issues associated with the use of mobile devices.

Task 3 Create a presentation identifying the different applications available on a mobile device.
Task 4  Keep a log or diary (on your mobile device) of how and when you use a mobile device and the steps you take to keep information secure.

Task 5  On a mobile device, show you can
- input data accurately
- store and retrieve data
- transfer data to another device
- transfer data from another device

Task 6  Create a wall chart explaining the copyright and other constraints on the use and transfer of information.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

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Using Mobile IT Devices - ENTRY 3

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General Comments

Teacher: ___________________________ Date: ___________________________

Moderator: ___________________________ Date: ___________________________
# Using Mobile IT Devices

**Title:** Using Mobile IT Devices  
**Unit Ref. No.:** H/502/4374  
**Entry Code:** 6399/L1  
**Level:** Level 1  
**Credit value:** 2

## Unit aim:
This unit is designed to enable the learner to set up and use a mobile or handheld device securely to input and store data and to transfer data to and from another device.

## Learning outcomes

To be awarded credit for this unit, the learner will:

<table>
<thead>
<tr>
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| **LO1** Set up the mobile device to meet needs. | AC1.1 Set up the mobile device for use.  
AC1.2 Use mobile device interface features effectively.  
AC1.3 Identify when and how to adjust device settings.  
AC1.4 Adjust device settings to meet needs.  
AC1.5 Identify any specific health and safety issues associated with the use of mobile devices.  
AC1.6 Follow guidelines and procedures for the use of mobile devices. |
| **LO2** Use applications and files on the mobile device. | AC2.1 Identify the different applications on the mobile device and what they can be used for.  
AC2.2 Select and use applications and files on the mobile device for an appropriate purpose.  
AC2.3 Input data accurately into a mobile device.  
AC2.4 Organise, store and retrieve data on a mobile device. |
| **LO3** Transfer data to and from the mobile device. | AC3.1 Identify different types of secure connection methods that can be used between devices.  
AC3.2 Transfer information to and from a mobile device.  
AC3.3 Recognise copyright and other constraints on the use and transfer of information.  
AC3.4 Identify why it is important to stay safe, keep information secure and to respect others when using a mobile device.  
AC3.5 Keep information secure when using a mobile device. |
| LO4  | AC4.1 Identify factors that can affect performance of the mobile device. |
|      | AC4.2 Use appropriate techniques to maintain the performance of the mobile device. |
|      | AC4.3 Identify common problems that occur with mobile devices and what causes them. |
|      | AC4.4 Identify when to try to solve a problem and where to get expert advice. |
|      | AC4.5 Use available resources to respond quickly and appropriately to common device problems. |
2. **Amplification of Content**

The following suggestions are not intended to form a prescriptive list for assessment purposes and should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The candidate should be able to: set up the mobile device to meet needs.

**Set up mobile device:** Charging battery; Access (e.g. password, login); SIM card, connection (e.g. phone, Internet, cable)

**Mobile device interface features:** Display, menu, submenu, toolbar, icon, button, keypad, wheel; start and shutdown

**Device settings:** Resolution (e.g. screen, image), sound (e.g. mute, volume, ringtone), appearance (e.g. colour, theme)

**Guidelines and procedures:** Set by: employer or organisation, About: health and safety, security, copyright

**LO2**

The candidate should be able to: use applications and files on the mobile device.

**Mobile applications:** Phone, camera, address book, calendar, media, browser, games, notes, messages, office applications

**Applications and files:** Games and interactive material, documents, music files, video animations, image slideshows and presentations, emails, Internet pages, collaborative tools; pdf documents, Office documents, e-books, Flash animations;

**Input data:** Touch screen, stylus, keypad, voice command; Create products on the device (documents such as text notes or email, files such as sound recording, image or video capture)

**Store and retrieve data:** Files (e.g. create, name, open, save, save as, print, close, find), folders (e.g. create, name), navigate (e.g. menu, tool bar, icon, scroll bar, button)

**LO3**

The candidate should be able to: transfer data to and from the mobile device.

**Secure connection:** Password control, Bluetooth, infrared, cable, device pairing; synchronisation software

**Transfer information:** Export, drag and drop, SMS, synchronise; when transfer successful
Copyright constraints: Effect of copyright law (e.g. on music downloads or use of other people’s images), acknowledgment of sources, avoiding plagiarism, permissions

Staying safe: Protect personal information, avoid misuse of images, use appropriate language, respect confidentiality, use copy lists with discrimination

Keep information secure: Username and password/PIN selection; online identity/profile; real name, pseudonym, avatar, what personal information to include, who can see the information, withhold personal information

LO4

The candidate should be able to: maintain the performance of the mobile device.

Mobile device performance: Battery life; application and file use; device maintenance; network availability, interference

Maintain performance: Carry out routine maintenance (battery charging, cleaning of handset, communication settings such as Bluetooth or Wi-Fi turned off when not in use; closing applications after use

Mobile device problems: Compatibility between files, systems and connections; connection lost, card full; low bandwidth

Expert advice: Limits of own understanding and skills, help menus, manufacturer’s guidelines, how to follow advice, information needed by experts

3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a 'statement of achievement', so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

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- Recognise health and safety hazards in using IT equipment.
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Task 1 Demonstrate to your teacher how to set up a mobile device and adjust the settings for use.

Task 2 Create a poster identifying health and safety issues associated with the use of mobile devices.

Task 3 Create a presentation identifying the different applications available on a mobile device.

Task 4 Keep a log or diary (on your mobile device) of how and when you use a mobile device, the steps you take to keep information secure and the techniques you use to maintain performance.

Task 5 On a mobile device, show you can
  • input data accurately
  • organise store and retrieve data
  • transfer data to another device
  • transfer data from another device

Task 6 Create a fact sheet identifying different types of secure connection methods between devices and the factors which can affect performance.

Task 7 Create a wall chart explaining the copyright and other constraints on the use and transfer of information.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry Level, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.
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For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which will include information about:

- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
USING MOBILE IT DEVICES – LEVEL 1

ASSESSMENT RECORD

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1 Set up the mobile device for use.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>AC1.2 Use mobile device interface features effectively.</td>
<td></td>
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<tr>
<td>AC1.3 Identify when and how to adjust device settings.</td>
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<tr>
<td>AC1.4 Adjust device settings to meet needs.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>AC1.5 Identify any specific health and safety issues associated with the use of mobile devices.</td>
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</tr>
<tr>
<td>AC1.6 Follow guidelines and procedures for the use of mobile devices.</td>
<td></td>
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</tr>
<tr>
<td>AC2.1 Identify the different applications on the mobile device and what they can be used for.</td>
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<tr>
<td>AC2.2 Select and use applications and files on the mobile device for an appropriate purpose.</td>
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<tr>
<td>AC2.3 Input data accurately into a mobile device.</td>
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<td></td>
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<tr>
<td>AC2.4 Organise, store and retrieve data on a mobile device.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.1 Identify different types of secure connection methods that can be used between devices.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>AC3.2 Transfer information to and from a mobile device.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.3 Recognise copyright and other constraints on the use and transfer of information.</td>
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</tr>
<tr>
<td>AC3.4 Identify why it is important to stay safe, keep information secure and to respect others when using a mobile device.</td>
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<tr>
<td>AC3.5 Keep information secure when using a mobile device.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>AC4.1</td>
<td>Identify factors that can affect performance of the mobile device.</td>
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<td>---------</td>
<td>------------------------------------------------------------------</td>
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<tr>
<td>AC4.2</td>
<td>Use appropriate techniques to maintain the performance of the mobile device.</td>
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<tr>
<td>AC4.3</td>
<td>Identify common problems that occur with mobile devices and what causes them.</td>
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<tr>
<td>AC4.4</td>
<td>Identify when to try to solve a problem and where to get expert advice.</td>
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<tr>
<td>AC4.5</td>
<td>Use available resources to respond quickly and appropriately to common device problems.</td>
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</tr>
</tbody>
</table>

General Comments

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Teacher: ________________________________  Date: ____________________________
Moderator: ______________________________  Date: ____________________________
# Internet Safety for IT users

**Title:** Internet Safety for IT users  
**Unit Ref. No.:** H/502/9154  
**Entry Code:** 6400/L1  
**Level:** Level 1  
**Credit value:** 3

## Unit aim:

This unit is designed to enable the learner to:
- identify day-to-day security risks
- safeguard against day to day risks
- identify the laws and guidelines that affect the use of IT
- use simple methods to protect software and personal data

## Learning outcomes

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To be awarded credit for this unit, the learner will:</strong></td>
<td><strong>Assessment of the learning outcome will require a learner to demonstrate that they can:</strong></td>
</tr>
</tbody>
</table>
| LO1 Understand the risks that can exist when using the Internet. | AC1.1 Identify risks to user safety and privacy.  
AC1.2 Identify risks to data security.  
AC1.3 Identify risks to system performance and integrity.  
AC1.4 Outline how to minimise Internet risks.  
AC1.5 Outline factors that affect the reliability of information on websites. |
| LO2 Know how to safeguard self and others when working online. | AC2.1 Take appropriate precautions to ensure own safety and privacy.  
AC2.2 Protect personal information online.  
AC2.3 Carry out checks on others’ online identity.  
AC2.4 Describe the forms and features of cyberbullying.  
AC2.5 Identify when and how to report online safety issues.  
AC2.6 Identify where to get online help and information on e-safety. |
| LO3 Take precautions to maintain data security. | AC3.1 Take appropriate precautions to maintain data security.  
AC3.2 Take appropriate precautions to maintain system performance and integrity.  
AC3.3 Use appropriate browser safety and security settings.  
AC3.4 Use appropriate client software safety and security settings. |
| LO4 Follow legal constraints, guidelines and procedures which apply when working online. | AC4.1 Identify legal constraints on the uploading and downloading of software and other digital content.  
AC4.2 Identify legal constraints on online behaviour.  
AC4.3 Correctly observe guidelines and procedures for the safe use of the Internet. |
2. **Amplification of Content**

The following suggestions are not intended to form a prescriptive list for assessment purposes and should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The candidate should be able to: understand the risks that can exist when using the Internet.

**Risks to users**: Financial deception; identity theft, false identities; abuse of young people and grooming;

**Risks to data**: malicious programs (including viruses, worms, trojans, spyware, adware and rogue diallers) and hackers; “spam” e-mail

**Minimise risks**: Run anti-virus software, adjust firewall settings, adjust internet security settings; carry out security checks, report security threats or breaches; treat messages, files, software and attachments from unknown sources with caution; netiquette, content filtering, avoid inappropriate disclosure of information

**LO2**

The candidate should be able to: know how to safeguard self and others when working online.

**Appropriate precautions**: Username and password/PIN selection, how and when to change passwords;

**Online identity**: Profile; real name, pseudonym, avatar; what personal information to include, who can see the information; Respect confidentiality, avoid inappropriate disclosure of information

**Cyber bullying**: Abusive behaviour, inappropriate behaviour

**LO3**

The candidate should be able to: take precautions to maintain data security.

**Data security**: From theft, unauthorised access, accidental file deletion, use of removable storage media; malicious programs (including viruses, worms, trojans, spyware, adware and rogue diallers), hackers, phishing and identity theft; unsecured and public networks, default passwords and settings, wireless networks, Bluetooth, portable and USB devices

**Security precautions**: Use access controls: Physical controls, locks, passwords, access levels; backup; store personal data and software safely
LO4

The candidate should be able to: follow legal constraints, guidelines and procedures which apply when working online.

Security guidelines and procedures: Set by: employer or organisation; security, privacy;

Legal constraints: Relating to copyright, software download and licensing

3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a 'statement of achievement', so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

3.2 Resources

It is up to individual centres to ensure that the necessary hardware and software resources are made available to run the unit. WJEC is not responsible for providing any equipment.

If centres have any questions or need advice about the resources required for this unit they should contact WJEC.

There are numerous books and guides teaching how to use the various items of software and hardware required to complete these IT units. Many resources designed for use at Key Stage 3 are likely to be useful and teachers may well have developed their own resources for teaching students the necessary knowledge, understanding and software skills.

Web resources are also available. A good starting point is the NGfl Cymru web site. Here are some useful urls:

http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks3-home/vtc-ks3-ict
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This is not an exhaustive list but an indication of sources of information. Teachers may wish to give direct access to these or select from them to present candidates with more focussed information or use other resources.

### 3.3 Safety

Safety instruction should be a continuous process, developing in the candidate awareness and use of safe working practices.

The following points concerning safety should form an integral part of all units:

- Appreciate the application of relevant regulations to given work situations.
- Know hazards associated with use of IT equipment and the precautions to be taken.
- Recognise health and safety hazards in using IT equipment.
- Appreciate the basic rules for fire protection when working in and around IT equipment.

### 4 Assessment

#### 4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- cross curricular coverage of Assessment Criteria
- coverage of Assessment Criteria for other linked courses.

The following types of evidence are likely to feature:

- Coursework,
- E-assessment,
- Multiple choice examination,
- Portfolio of evidence,
- Practical demonstration/assignment,
- Practical examination,
- Task-based controlled assessment,
- Leaflets, posters, diagrams, wall charts, presentations, etc.
- Photographic or written diaries,
- Evaluation sheets,
- Teacher witness statements,
- Teacher comments including records of oral questioning.

#### 4.2 Examples of Tasks

**Task 1** Produce a fact sheet identifying the threats to user safety online and outline how to minimise the risks.

**Task 2** Create a wall chart identifying the risks to data security.
Task 3 Keep a diary or log to show how you work responsibly and take appropriate safety and security precautions when working online.

Task 4 Complete an online test to show that you know how to safeguard yourself and others when working online.

Task 5 Create a presentation identifying the legal constraints which apply when working online.

Task 6 Create a digital scrapbook news reports on different aspects of Internet safety.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry Level, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which will include information about:

- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
**INTERNET SAFETY FOR IT USERS – LEVEL 1**

**ASSESSMENT RECORD**

Candidate Name __________________________ Candidate No.____________

Centre Name _____________________________ Centre No._______________

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</table>

**General Comments**

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Teacher: ___________________________________  Date: ____________________________

Moderator: ________________________________  Date: ____________________________

Back to Contents page
## WJEC PATHWAYS - ENTRY QUALIFICATIONS

<table>
<thead>
<tr>
<th>Title:</th>
<th>Using Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Ref. No.</td>
<td>M/503/3921</td>
</tr>
<tr>
<td>Entry Code:</td>
<td>6401/E3</td>
</tr>
<tr>
<td>Level:</td>
<td>Entry 3</td>
</tr>
<tr>
<td>Credit value:</td>
<td>2</td>
</tr>
<tr>
<td><strong>Unit aim:</strong></td>
<td>This unit is designed to enable the learner to understand and use a range of basic email software tools to send, receive and store messages for straightforward or routine activities.</td>
</tr>
</tbody>
</table>

### Learning outcomes

<table>
<thead>
<tr>
<th><strong>To be awarded credit for this unit, the learner will:</strong></th>
<th><strong>Assessment Criteria</strong></th>
</tr>
</thead>
</table>
| **LO1** Use email software tools and techniques to compose and send messages. | **AC1.1** Use software tools to compose and format email messages.  
**AC1.2** Attach files to email messages.  
**AC1.3** Send email messages.  
**AC1.4** Identify how to stay safe and respect others when using email.  
**AC1.5** Use an address book to store and retrieve contact information. |
| **LO2** Manage incoming email effectively. | **AC2.1** Follow guidelines and procedures for using email.  
**AC2.2** Read and respond to e-mail messages appropriately.  
**AC2.3** Identify what messages to delete and when to do so.  
**AC2.4** Organise and store email messages.  
**AC2.5** Respond appropriately to common email problems. |
2. Amplification of Content

The following suggestions are not intended to form a prescriptive list for assessment purposes and should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

LO1

The candidate should be able to use e-mail software tools and techniques to compose and send messages.

Compose and format e-mail: Format text (font, size, colour), format paragraphs (alignment, bullets, numbered list), spell check

Send e-mail: To, from, cc, subject; reply, reply all, forward.

Staying safe: Avoid inappropriate disclosure of personal information, avoid misuse of images, use appropriate language, respect confidentiality

Address book: Add, edit, delete, contacts list

LO2

The candidate should be able to manage incoming e-mail effectively.

Guidelines and procedures: Set by school, employer or organisation, security, copyright; netiquette; password protection

E-mail responses: Decide on priorities, gather information needed to respond, decide when and who to copy in, what to do about attachments

Organise and store e-mail: Folders, subfolders, delete unwanted messages, backup, address lists

Email problems: Due to message size or number of attachments, messages from unknown users (SPAM, junk, chain-mails, ‘phishing’), viruses

3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a ‘statement of achievement’, so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.
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http://www.teach-ict.com
http://www.e-safety.org.uk
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- Appreciate the basic rules for fire protection when working in and around IT equipment.
4 Assessment

4.1 Ways of demonstrating that the criteria have been met

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- Practical examination,
- Task-based controlled assessment,
- Leaflets, posters, diagrams, wall charts, presentations, etc.
- Photographic or written diaries,
- Evaluation sheets,
- Teacher witness statements,
- Teacher comments including records of oral questioning.

4.2 Examples of Tasks

Task 1 Complete a controlled task to show that you can compose and format an email message, attach a file and send the email.

Task 2 Keep a log of your use of email for one month showing your use of the range of software tools and techniques.

Task 3 Create a poster listing how to stay safe and respect others when using email.

Task 4 Create a scrapbook listing the guidelines and procedures for using email in your school and evidencing how you manage incoming email and respond to common email problems effectively.

Task 5 Demonstrate to your teacher how you make use of an address book.

Task 6 Complete an online test to show that you have met the assessment criteria for this unit.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry Level,
Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

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- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
### USING E-MAIL – ENTRY 3

#### ASSESSMENT RECORD

**Candidate Name** __________________________  **Candidate No.** ____________

**Centre Name** ________________________________  **Centre No.** _______________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1 Use software tools to compose and format email messages.</td>
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<tr>
<td>AC1.2 Attach files to email messages.</td>
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<td></td>
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<tr>
<td>AC1.3 Send email messages.</td>
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<td>AC1.4 Identify how to stay safe and respect others when using email.</td>
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<td>AC1.5 Use an address book to store and retrieve contact information.</td>
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<tr>
<td>AC2.1 Follow guidelines and procedures for using email.</td>
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<tr>
<td>AC2.2 Read and respond to email messages appropriately.</td>
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<td>AC2.3 Identify what messages to delete and when to do so.</td>
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<td>AC2.4 Organise and store email messages.</td>
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<td>AC2.5 Respond appropriately to common email problems.</td>
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</table>

**General Comments**

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________________________________________________________________________

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**Teacher:** ____________________________  **Date:** ____________________________

**Moderator:** ____________________________  **Date:** ____________________________

*Back to Contents page*
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<tbody>
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<td>Unit Ref. No.:</td>
<td>T/502/4299</td>
</tr>
<tr>
<td>Entry Code:</td>
<td>6401/L1</td>
</tr>
<tr>
<td>Level:</td>
<td>Level 1</td>
</tr>
<tr>
<td>Credit value:</td>
<td>2</td>
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<tr>
<td><strong>Unit aim:</strong></td>
<td>This unit is designed to enable the learner to understand and use a range of basic email software tools to send, receive and store messages for straightforward or routine activities.</td>
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## Learning outcomes

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<th>Assessment Criteria</th>
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<tbody>
<tr>
<td><strong>LO1</strong> Use e-mail software tools and techniques to compose and send messages.</td>
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</tr>
<tr>
<td></td>
<td><strong>AC1.2</strong> Attach files to e-mail messages.</td>
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<tr>
<td></td>
<td><strong>AC1.3</strong> Send e-mail messages.</td>
</tr>
<tr>
<td></td>
<td><strong>AC1.4</strong> Identify how to stay safe and respect others when using e-mail.</td>
</tr>
<tr>
<td></td>
<td><strong>AC1.5</strong> Use an address book to store and retrieve contact information.</td>
</tr>
<tr>
<td><strong>LO2</strong> Manage incoming e-mail effectively.</td>
<td><strong>AC2.1</strong> Follow guidelines and procedures for using e-mail.</td>
</tr>
<tr>
<td></td>
<td><strong>AC2.2</strong> Identify when and how to respond to e-mail messages.</td>
</tr>
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</tr>
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<td></td>
<td><strong>AC2.6</strong> Respond appropriately to common e-mail problems.</td>
</tr>
</tbody>
</table>
2. **Amplification of Content**

The following suggestions are not intended to form a prescriptive list for assessment purposes and should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The candidate should be able to: use e-mail software tools and techniques to compose and send messages.

**Compose and format e-mail:** Format text (font, size, colour), format paragraphs (alignment, bullets, numbered list), spell check

**Send e-mail:** To, from, cc, subject; reply, reply all, forward.

**Staying safe:** Avoid inappropriate disclosure of personal information, avoid misuse of images, use appropriate language, respect confidentiality, use copy lists with discrimination

**Address book:** Add, edit, delete contact entries, contacts list

**LO2**

The candidate should be able to: manage incoming e-mail effectively.

**Guidelines and procedures:** Set by employer or organisation, security, copyright; netiquette; password protection

**E-mail responses:** Decide on priorities, gather information needed to respond, decide when and who to copy in, what to do about attachments

**Organise and store e-mail:** Folders, subfolders, delete unwanted messages, backup, address lists

**Email problems:** Due to message size or number of attachments, messages from unknown users (SPAM, junk, chain-mails, ‘phishing’), viruses

3. **Delivery**

3.1 **Planning Courses**

Achievement of each unit is confirmed through a 'statement of achievement', so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**
3.2 Resources

It is up to individual centres to ensure that the necessary hardware and software resources are made available to run the unit. WJEC is not responsible for providing any equipment.

If centres have any questions or need advice about the resources required for this unit they should contact WJEC.

There are numerous books and guides teaching how to use the various items of software and hardware required to complete these IT units. Many resources designed for use at Key Stage 3 are likely to be useful and teachers may well have developed their own resources for teaching students the necessary knowledge, understanding and software skills.

Web resources are also available. A good starting point is the NGfL Cymru web site. Here are some useful urls:

http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks3-home/vtc-ks3-ict
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http://www.teach-ict.com
http://www.e-safety.org.uk
http://www.bbc.co.uk/schools/gcsebitesize/ict/legal
http://www.bbc.co.uk/webwise

This is not an exhaustive list but an indication of sources of information. Teachers may wish to give direct access to these or select from them to present candidates with more focussed information or use other resources.

3.3 Safety

Safety instruction should be a continuous process, developing in the candidate awareness and use of safe working practices.

The following points concerning safety should form an integral part of all units:

- Appreciate the application of relevant regulations to given work situations.
- Know hazards associated with use of IT equipment and the precautions to be taken.
- Recognise health and safety hazards in using IT equipment.
- Appreciate the basic rules for fire protection when working in and around IT equipment.
4 Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- cross curricular coverage of Assessment Criteria
- coverage of Assessment Criteria for other linked courses.

The following types of evidence are likely to feature:

- Coursework,
- E-assessment,
- Multiple choice examination,
- Portfolio of evidence,
- Practical demonstration/assignment,
- Practical examination,
- Task-based controlled assessment,
- Leaflets, posters, diagrams, wall charts, presentations, etc.
- Photographic or written diaries,
- Evaluation sheets,
- Teacher witness statements,
- Teacher comments including records of oral questioning.

4.2 Examples of Tasks

Task 1 Complete a controlled task to show that you can compose and format an email message, attach a file and send the email.

Task 2 Keep a log of your use of email for one month showing your use of the range of software tools and techniques and evidencing how you manage:

- incoming email
- attachments
- storing emails in folders and subfolders
- address lists
- common email problems.

Task 3 Create a poster listing how to stay safe and respect others when using email.

Task 4 Create a scrapbook listing the guidelines and procedures for using email in your school.

Task 5 Demonstrate to your teacher how you make use of an address book.

Task 6 Complete an online test to show that you have met the assessment criteria for this unit.
4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry Level, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which will include information about:

- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
# USING E-MAIL – LEVEL 1

## ASSESSMENT RECORD

Candidate Name __________________________ Candidate No. ____________
Centre Name ___________________________ Centre No. ________________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1 Use software tools to compose and format e-mail messages.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.2 Attach files to e-mail messages.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.3 Send e-mail messages.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.4 Identify how to stay safe and respect others when using e-mail.</td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>AC1.5 Use an address book to store and retrieve contact information.</td>
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</table>

General Comments
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Teacher: ________________________________  Date: ____________________________
Moderator: ______________________________  Date: ____________________________

Back to Contents page
Title: Using the Internet
Unit Ref. No. T/502/4296
Entry Code: 6402/L1
Level: Level 1
Credit value: 3

Unit aim: This unit is designed to enable the learner to use appropriate IT tools and techniques to find and evaluate information and send and receive messages using IT-based communication systems when undertaking routine and straightforward activities.

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<thead>
<tr>
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<td>Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
</tr>
<tr>
<td>LO1 Connect to the Internet.</td>
<td>AC1.1 Identify different types of connection methods that can be used to access the internet.</td>
</tr>
<tr>
<td></td>
<td>AC1.2 Access the Internet or intranet.</td>
</tr>
<tr>
<td>LO2 Use browser software to navigate web pages.</td>
<td>AC2.1 Use browser tools to navigate webpages.</td>
</tr>
<tr>
<td></td>
<td>AC2.2 Identify when to change browser settings to aid navigation.</td>
</tr>
<tr>
<td></td>
<td>AC2.3 Adjust browser settings to meet needs.</td>
</tr>
<tr>
<td></td>
<td>AC2.4 Use browser help facilities.</td>
</tr>
<tr>
<td>LO3 Use browser tools to search for information from the internet.</td>
<td>AC3.1 Select and use appropriate search techniques to locate information.</td>
</tr>
<tr>
<td></td>
<td>AC3.2 Outline how information meets requirements.</td>
</tr>
<tr>
<td></td>
<td>AC3.3 Use references to make it easier to find information another time.</td>
</tr>
<tr>
<td></td>
<td>AC3.4 Download and save different types of information from the Internet.</td>
</tr>
<tr>
<td>LO4 Use browser software to communicate information online.</td>
<td>AC4.1 Select and use tools and techniques to communicate information online.</td>
</tr>
<tr>
<td></td>
<td>AC4.2 Use browser tools to share information sources with others.</td>
</tr>
<tr>
<td></td>
<td>AC4.3 Submit information online using forms or interactive sites.</td>
</tr>
<tr>
<td></td>
<td>AC4.4 Identify opportunities to post or publish material to websites.</td>
</tr>
<tr>
<td>LO5 Follow and understand the need for safety and security practices when working online.</td>
<td>AC5.1 Identify the threats to user safety when working online.</td>
</tr>
<tr>
<td></td>
<td>AC5.2 Outline how to minimise internet security risks.</td>
</tr>
<tr>
<td></td>
<td>AC5.3 Work responsibly and take appropriate safety and security precautions when working online.</td>
</tr>
<tr>
<td></td>
<td>AC5.4 Keep personal information secure.</td>
</tr>
<tr>
<td></td>
<td>AC5.5 Follow relevant laws, guidelines and procedures for the use of the Internet.</td>
</tr>
</tbody>
</table>
2. Amplification of Content

The following suggestions are not intended to form a prescriptive list for assessment purposes and should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

LO1

The candidate should be able to: connect to the Internet.

Connection methods: LAN, VPN; mobile phone, modem, router, wireless, dial-up, broadband; Obtaining access: ISP, user name, password; hardware and software requirements

LO2

The candidate should be able to: use browser software to navigate web pages.

Browser tools: Enter, back, forward, refresh, stop, history, new window, new tab. Toolbar, search bar, address bar; home, go to, follow link, URL

Browser settings: Homepage, autofill, security, pop-ups, appearance, privacy; search engine; toolbars, zoom

LO3

The candidate should be able to: use browser tools to search for information from the internet.

Search techniques: Search key words, quotation marks, search within results, relational operators, ‘find’ or search tool, turn questions into key words for an online query

Information requirements: Recognise intention and authority of provider, currency of the information, relevance, accuracy, bias, level of detail

References: History, favourites, bookmarks; links; log useful sites

Download information: Webpage, website; Images, text, numbers, sound, games, video, TV, music

LO4

The candidate should be able to: use browser software to communicate information online.

Communicate information: Saved information (pod-casts, text, images), real time information (blogs, instant messaging)

Share information sources: Send link, send webpage

Submit information: Fill-in and submit web forms; ratings, reviews, recommendations; wikis; discussion forums; interactive sites; netiquette

Back to Contents page
LO5

The candidate should be able to: follow and understand the need for safety and security practices when working online.

Safety precautions: Firewall settings, Internet security settings; report inappropriate behaviour; report security threats or breaches; netiquette, content filtering, avoid inappropriate disclosure of information

Threats to user safety: Abusive behaviour ("cyber bullying"), inappropriate behaviour and grooming; abuse of young people; false identities; financial deception; identity theft

Information security: Username and password/PIN selection, online identity/profile; Real name, pseudonym, avatar; What personal information to include, who can see the information; withhold personal information

Minimise risk: Virus-checking software, anti-spam software, firewall; treat messages, files, software and attachments from unknown sources with caution

Laws, guidelines and procedures: Set by employer or organisation relating to health and safety, security; Laws: relating to copyright, software download and licensing

3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a ‘statement of achievement’, so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

3.2 Resources

It is up to individual centres to ensure that the necessary hardware and software resources are made available to run the unit. WJEC is not responsible for providing any equipment.

If centres have any questions or need advice about the resources required for this unit they should contact WJEC.

There are numerous books and guides teaching how to use the various items of software and hardware required to complete these IT units. Many resources designed for use at Key Stage 3 are likely to be useful and teachers may well have developed their own resources for teaching students the necessary knowledge, understanding and software skills.

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This is not an exhaustive list but an indication of sources of information. Teachers may wish to give direct access to these or select from them to present candidates with more focussed information or use other resources.

3.3 Safety

Safety instruction should be a continuous process, developing in the candidate awareness and use of safe working practices.

The following points concerning safety should form an integral part of all units:

- Appreciate the application of relevant regulations to given work situations.
- Know hazards associated with use of IT equipment and the precautions to be taken.
- Recognise health and safety hazards in using IT equipment.
- Appreciate the basic rules for fire protection when working in and around IT equipment.

4 Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- cross curricular coverage of Assessment Criteria
- coverage of Assessment Criteria for other linked courses.

The following types of evidence are likely to feature:

- Coursework,
- E-assessment,
- Multiple choice examination,
- Portfolio of evidence,
- Practical demonstration/assignment,
- Practical examination,
- Task-based controlled assessment,
- Leaflets, posters, diagrams, wall charts, presentations, etc.
- Photographic or written diaries,
- Evaluation sheets,
- Teacher witness statements,
- Teacher comments including records of oral questioning.
4.2 Examples of Tasks

Task 1  Create a wall chart identifying the different methods of connecting to the internet.

Task 2  Use browser software and appropriate search techniques to research, download and save information about earthquakes and tsunamis.

Task 3  Create a scrapbook to evidence your use of browser settings, browser tools, search techniques and references when using the Internet.

Task 4  On completion of an Internet research task communicate information you have found, for example by using a blog or podcast and share your sources.

Task 5  Write a short report showing you understand the importance of, currency of information, relevance, accuracy, bias and level of detail.

Task 6  Produce a fact sheet identifying the threats to user safety online and outline how to minimise the risks.

Task 7  Keep a diary or log to show how you work responsibly and take appropriate safety and security precautions when working online.

Task 8  Describe to your teacher how you keep your personal information secure.

Task 9  Complete an online test to show that you have met the assessment criteria for this unit.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry Level, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which will include information about:

- Entry Procedures
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- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
# Using the Internet – Level 1

## Assessment Record

**Candidate Name:** __________________________  **Candidate No.:** __________

**Centre Name:** ____________________________  **Centre No.:** __________

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<td></td>
<td></td>
</tr>
<tr>
<td>AC1.2</td>
<td>Access the Internet or intranet.</td>
<td></td>
<td></td>
</tr>
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<td>Use browser tools to navigate webpages.</td>
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<td></td>
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<td>AC5.1</td>
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<td></td>
</tr>
<tr>
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<td>Outline how to minimise internet security risks.</td>
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<td></td>
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</tr>
</tbody>
</table>

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#### General Comments

__________________________________________________________________________

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**Teacher:** ____________________________  **Date:** ____________________________

**Moderator:** __________________________  **Date:** ____________________________

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Back to Contents page
Title: Internet Fundamentals  
Unit Ref. No.: H/503/3916  
Entry Code: 6403/E3  
Level: Entry 3  
Credit value: 2  

**Unit aim:** This unit is designed to enable the learner to use appropriate IT tools and techniques to find and evaluate information and send and receive messages using IT-based communication systems when undertaking routine and straightforward activities.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
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</tr>
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<tr>
<td><strong>To be awarded credit for this unit, the learner will:</strong></td>
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</table>
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Connect to the Internet. | AC1.1 Identify different types of connection methods that can be used to access the internet.  
AC1.2 Access the Internet or intranet. |
| **LO2**  
Use browser software to navigate web pages and search for information from the internet. | AC2.1 Use browser tools to navigate web pages.  
AC2.2 Select and use appropriate search techniques to locate information.  
AC2.3 Use references to make it easier to find information another time.  
AC2.4 Download and save different types of information from the Internet. |
| **LO3**  
Use browser software to communicate information online. | AC3.1 Select and use tools and techniques to communicate information online.  
AC3.2 Use browser tools to share information sources with others.  
AC3.3 Submit information online using forms or interactive sites. |
| **LO4**  
Follow and understand the need for safety and security practices when working online. | AC4.1 Identify the threats to user safety when working online.  
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2. **Amplification of Content**

The following suggestions are not intended to form a prescriptive list for assessment purposes and should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The candidate should be able to connect to the Internet:

**Connection methods:** LAN, VPN; mobile phone, modem, router, wireless, dial-up, broadband; Obtaining access: ISP, user name, password; hardware and software requirements

**LO2**

The candidate should be able to use browser software to navigate web pages and search for information from the internet.

**Browser tools:** Enter, back, forward, refresh, stop, history, new window, new tab. Toolbar, search bar, address bar; home, go to, follow link, URL

**Search techniques:** Search key words, quotation marks, search within results, relational operators, ‘find’ or search tool, turn questions into key words for an online query

**References:** History, favourites, bookmarks; links; log useful sites

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The candidate should be able to use browser software to communicate information online:

**Communicate information:** Saved information (pod-casts, text, images), real time information (blogs, instant messaging)

**Share information sources:** Send link, send webpage

**Submit information:** Fill-in and submit web forms; ratings, reviews, recommendations; wikis; discussion forums; interactive sites; netiquette

**LO4**

The candidate should be able to follow and understand the need for safety and security practices when working online:

**Safety precautions:** Firewall settings, Internet security settings; report inappropriate behaviour; report security threats or breaches; netiquette, content filtering, avoid inappropriate disclosure of information
**Threats to user safety:** Abusive behaviour ("cyber bullying"), inappropriate behaviour and grooming; abuse of young people; false identities; financial deception; identity theft

**Information security:** Username and password/PIN selection, online identity/profile; Real name, pseudonym, avatar; What personal information to include, who can see the information; withhold personal information

**Minimise risk:** Virus-checking software, anti-spam software, firewall; treat messages, files, software and attachments from unknown sources with caution

### 3. Delivery

#### 3.1 Planning Courses

Achievement of each unit is confirmed through a 'statement of achievement', so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

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- Know hazards associated with use of IT equipment and the precautions to be taken.
- Recognise health and safety hazards in using IT equipment.
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4 Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- cross curricular coverage of Assessment Criteria
- coverage of Assessment Criteria for other linked courses.

The following types of evidence are likely to feature:

- Coursework,
- E-assessment,
- Multiple choice examination,
- Portfolio of evidence,
- Practical demonstration/assignment,
- Practical examination,
- Task-based controlled assessment,
- Leaflets, posters, diagrams, wall charts, presentations, etc.
- Photographic or written diaries,
- Evaluation sheets,
- Teacher witness statements,
- Teacher comments including records of oral questioning.

4.2 Examples of Tasks

Task 1 Create a wall chart identifying the different methods of connecting to the internet.
Task 2 Use browser software and appropriate search techniques to research, download and save information about earthquakes and tsunamis.

Task 3 Create a scrapbook to evidence your use of browser tools, search techniques and references when using the Internet.

Task 4 On completion of an Internet research task communicate information you have found, for example by using a blog or podcast and share your sources.

Task 5 Produce a fact sheet identifying the threats to user safety online and outline how to minimise the risks.

Task 6 Keep a diary or log to show how you work responsibly and take appropriate safety and security precautions when working online.

Task 7 Describe to your teacher how you keep your personal information secure.

Task 8 Complete an online test to show that you have met the assessment criteria for this unit.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry Level, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

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- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services

Back to Contents page
<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1</td>
<td>Identify different types of connection methods that can be used to access the internet.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.2</td>
<td>Access the Internet or intranet.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1</td>
<td>Use browser tools to navigate web pages.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.2</td>
<td>Select and use appropriate search techniques to locate information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.3</td>
<td>Use references to make it easier to find information another time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.4</td>
<td>Download and save different types of information from the Internet.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.1</td>
<td>Select and use tools and techniques to communicate information online.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.2</td>
<td>Use browser tools to share information sources with others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.3</td>
<td>Submit information online using forms or interactive sites.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC4.1</td>
<td>Identify the threats to user safety when working online.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC4.2</td>
<td>Outline how to minimise internet security risks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC4.3</td>
<td>Work responsibly and take appropriate safety and security precautions when working online.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC4.4</td>
<td>Keep personal information secure.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

General Comments

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Teacher: ________________________________  Date: ____________________________
Moderator: ______________________________  Date: ____________________________

Back to Contents page
### WJEC PATHWAYS - ENTRY QUALIFICATIONS

<table>
<thead>
<tr>
<th>Title:</th>
<th>Online basics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Ref. No.</td>
<td>Y/503/3914</td>
</tr>
<tr>
<td>Entry Code:</td>
<td>6404/E1</td>
</tr>
<tr>
<td>Level:</td>
<td>Entry 1</td>
</tr>
<tr>
<td>Credit value:</td>
<td>2</td>
</tr>
<tr>
<td>Unit aim:</td>
<td>This unit is designed to enable the learner to:</td>
</tr>
<tr>
<td></td>
<td>- Get online and use the internet</td>
</tr>
<tr>
<td></td>
<td>- Use browser software</td>
</tr>
<tr>
<td></td>
<td>- Use e-mail software</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be awarded credit for this unit, the learner will:</td>
<td>Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
</tr>
<tr>
<td>LO1 Use an online IT system to meet needs</td>
<td>AC1.1 Start an online IT system or application and close it down when finished</td>
</tr>
<tr>
<td></td>
<td>AC1.2 Use browser software to find required information</td>
</tr>
<tr>
<td></td>
<td>AC1.3 Work safely and responsibly online</td>
</tr>
<tr>
<td>LO2 Use email software tools to compose and send messages.</td>
<td>AC2.1 Use software tools to compose and format email messages.</td>
</tr>
<tr>
<td></td>
<td>AC2.2 Attach files to email messages.</td>
</tr>
<tr>
<td></td>
<td>AC2.3 Send email messages.</td>
</tr>
<tr>
<td></td>
<td>AC2.4 Read and respond to email messages.</td>
</tr>
<tr>
<td></td>
<td>AC2.5 Respond to common email problems.</td>
</tr>
</tbody>
</table>
2. Amplification of Content

The following suggestions are not intended to form a prescriptive list for assessment purposes and should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The candidate should be able to use an online IT system to meet needs.

**Online IT system:** Will vary according to the set up, for example: computer (PC, laptop, hand held device), input device (e.g. keyboard, mouse or other pointing device), processor, output device (e.g. screen, printer), Internet connection (broadband, dial-up, modem, router).

**Browser software:** Use of at least two browsers. Navigation by hyperlink, typing url and keyword search

**Work safely and responsibly:**
- Use of passwords
- Virus-checking software, anti-spam software, firewall,
- Treat files, software and attachments from unknown sources with caution. avoid inappropriate disclosure of personal information.
- Workspace; working conditions, health and safety issues,

**LO2**

The candidate should be able to use email software tools to compose and send messages

**Compose and format email:** Format text (font, size, colour), format paragraphs (alignment, bullets, numbered list), spell check

**Send email:** To, from, cc, subject; reply, reply all, forward.

**Email responses:** Gather information needed to respond, decide who to copy in, what to do about attachments

**Email problems:** Due to message size or number of attachments, messages from unknown users (SPAM, junk, chain-mails, ‘phishing’), viruses

3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a ‘statement of achievement’, so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.
3.2 Resources

It is up to individual centres to ensure that the necessary hardware and software resources are made available to run the unit. WJEC is not responsible for providing any equipment.

If centres have any questions or need advice about the resources required for this unit they should contact WJEC.

There are numerous books and guides teaching how to use the various items of software and hardware required to complete these IT units. Many resources designed for use at Key Stage 3 are likely to be useful and teachers may well have developed their own resources for teaching students the necessary knowledge, understanding and software skills.

Web resources are also available. A good starting point is the NGfL Cymru web site. Here are some useful urls:

http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks3-home/vtc-ks3-ict
http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks2-home/vtc-ks2-ict
http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks4-home/vtc-ks4-ict
http://www.teach-ict.com
http://www.e-safety.org.uk
http://www.bbc.co.uk/schools/gcsebitesize/ict/legal
http://www.bbc.co.uk/webwise

This is not an exhaustive list but an indication of sources of information. Teachers may wish to give direct access to these or select from them to present candidates with more focussed information or use other resources.

3.3 Safety

Safety instruction should be a continuous process, developing in the candidate awareness and use of safe working practices.

The following points concerning safety should form an integral part of all units:

- Appreciate the application of relevant regulations to given work situations.
- Know hazards associated with use of IT equipment and the precautions to be taken.
- Recognise health and safety hazards in using IT equipment.
- Appreciate the basic rules for fire protection when working in and around IT equipment.
4 Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- cross curricular coverage of Assessment Criteria
- coverage of Assessment Criteria for other linked courses.

The following types of evidence are likely to feature:

- Coursework,
- E-assessment,
- Multiple choice examination,
- Portfolio of evidence,
- Practical demonstration/assignment,
- Practical examination,
- Task-based controlled assessment,
- Leaflets, posters, diagrams, wall charts, presentations, etc.
- Photographic or written diaries,
- Evaluation sheets,
- Teacher witness statements,
- Teacher comments including records of oral questioning.

4.2 Examples of Tasks

Task 1  Whilst being observed start up and shut down an online IT system.

Task 2  Create and deliver a wall cahrt about online safety.

Task 3  Demonstrate to your teacher that you can use browser software to navigate web pages to find required information.

Task 4  Produce a portfolio of evidence showing that you can search for and use internet-based information.

Task 5  Complete a practical assignment to provide internet-based information for a given purpose and audience.

Task 6  Complete a controlled task to show that you can compose and format an email message, attach a file and send the email.

Task 7  Respond to an email message.

Task 8  Create a scrapbook evidencing how you have responded to common email problems.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry 2 and
Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

5. **Administrative Arrangements**

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which will include information about:

- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
## ONLINE BASICS - ENTRY 1
### ASSESSMENT RECORD

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 1.1 Start an online IT system or application and close it down appropriately when finished</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.2 Use browser software to find required information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC 1.3 Work safely and responsibly online</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1 Use software tools to compose and format email messages.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.2 Attach files to email messages</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.3 Send email messages.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>AC2.4 Read and respond to email messages.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>AC2.5 Respond to common email problems</td>
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</tr>
</tbody>
</table>

**General Comments**

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Teacher: ________________________________  Date: ____________________________

Moderator: ______________________________  Date: ____________________________

Back to Contents page
### Title:
Online basics

### Unit Ref. No.
D/503/3915

### Entry Code:
6404/E2

### Level:
Enter 2

### Credit value:
2

### Unit aim:
This unit is designed to enable the learner to:
- Get online and use the internet
- Use browser software
- Use e-mail software

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To be awarded credit for this unit, the learner will:</strong></td>
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AC 1.2 Work safely and responsibly online. |
| **LO2** Search for and use internet-based information | AC2.1 Use browser software to find required information.  
AC2.2 Select and use information for a purpose. Attach files to email messages. |
| **LO3** Use email software tools and techniques to compose and send messages. | AC3.1 Use software tools to compose and format email messages.  
AC3.2 Attach files to email messages.  
AC3.3 Send e-mail messages.  
AC3.4 Read and respond to email messages.  
AC3.5 Respond appropriately to common email problems. |
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- the level the learner is working at;
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The candidate should be able to use an online IT system to meet needs.

**Online IT system:** Will vary according to the set up, for example: computer (PC, laptop, hand held device), input device (e.g. keyboard, mouse or other pointing device), processor, output device (e.g. screen, printer), storage media (e.g. memory, disk, CD, DVD, data/memory stick, hard drive, network drive), Internet connection (broadband, dial-up, modem, router).

**Work safely and responsibly:**

- Use of passwords
- Virus-checking software, anti-spam software, firewall,
- Treat files, software and attachments from unknown sources with caution.
  avoid inappropriate disclosure of personal information.
- Workspace; working conditions, health and safety issues,

LO2

The candidate should be able to search for and use internet-based information.

**Browser software:** Use of at least two browsers. Navigation by hyperlink, typing url and keyword search

**Choose sources:** Appropriate to need and audience

**Fitness for purpose:** reliability of sources, bias, suitability for user

LO3

The candidate should be able to use e-mail to communicate and exchange information.

**Compose and format e-mail:** Format text (font, size, colour), format paragraphs (alignment, bullets, numbered list), spell check

**Send e-mail:** To, from, cc, subject; reply, reply all, forward.

**E-mail responses:** Decide on priorities, gather information needed to respond, decide when and who to copy in, what to do about attachments

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http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks4-home/vtc-ks4-ict
http://www.teach-ict.com
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Know hazards associated with use of IT equipment and the precautions to be taken.
Recognise health and safety hazards in using IT equipment.
Appreciate the basic rules for fire protection when working in and around IT equipment.

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- Task-based controlled assessment,
- Leaflets, posters, diagrams, wall charts, presentations, etc.
- Photographic or written diaries,
- Evaluation sheets,
- Teacher witness statements,
- Teacher comments including records of oral questioning.

4.2 Examples of Tasks

Task 1 Whilst being observed start up and shut down an online IT system.
Task 2 Produce a leaflet describing how to set a password.
Task 3 Create and deliver a slide presentation about online safety.
Task 4 Demonstrate to your teacher that you can navigate web pages to find required information.
Task 5 Produce a portfolio of evidence showing that you can search for and use internet-based information.
Task 6 Complete a practical assignment to provide internet-based information for a given purpose and audience.
Task 7 Complete a controlled task to show that you can compose and format an email message, attach a file and send the email.
Task 8  Create a scrapbook evidencing how you have responded to common email problems effectively.

Task 9  Complete a teacher set controlled task to show that you can use email to communicate and exchange information

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

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- Entry Procedures
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- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
ONLINE BASICS - ENTRY 2

ASSESSMENT RECORD

Candidate Name __________________________ Candidate No.____________
Centre Name _____________________________ Centre No._______________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 1.1 Start an online IT system or application and close it down appropriately when finished</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC 1.2 Work safely and responsibly online</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC 2.1 Use browser software to find required information.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.2 Select and use information for a purpose.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.1 Use software tools to compose and format email messages.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.2 Attach files to email messages.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.4 Read and respond to email messages.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.5 Respond appropriately to common email problems</td>
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<td></td>
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</tbody>
</table>

General Comments

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Teacher: ________________________________  Date: ____________________________
Moderator: ______________________________  Date: ____________________________
**WJEC PATHWAYS - ENTRY QUALIFICATIONS**

<table>
<thead>
<tr>
<th>Title:</th>
<th>Imaging Software</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>Entry Code:</td>
<td>6405/L1</td>
</tr>
<tr>
<td>Level:</td>
<td>Level 1</td>
</tr>
<tr>
<td>Credit value:</td>
<td>3</td>
</tr>
</tbody>
</table>

**Unit aim:**

This unit is designed to enable the learner to use basic imaging software tools and techniques appropriately to produce straightforward or routine images.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To be awarded credit for this unit, the learner will:</strong></td>
<td><strong>Assessment of the learning outcome will require a learner to demonstrate that they can:</strong></td>
</tr>
<tr>
<td>LO1 Obtain, insert and combine information for images.</td>
<td>AC1.1 Identify what images are needed.</td>
</tr>
<tr>
<td></td>
<td>AC1.2 Obtain, input and prepare images to meet needs.</td>
</tr>
<tr>
<td></td>
<td>AC1.3 Identify what generic copyright and other constraints apply to the use of images.</td>
</tr>
<tr>
<td></td>
<td>AC1.4 Combine information of different types or from different sources for images.</td>
</tr>
<tr>
<td></td>
<td>AC1.5 Identify the context in which the images will be used.</td>
</tr>
<tr>
<td></td>
<td>AC1.6 Identify which file format to use for saving and exchanging images.</td>
</tr>
<tr>
<td></td>
<td>AC1.7 Store and retrieve files effectively, in line with local guidelines and conventions where available.</td>
</tr>
<tr>
<td>LO2 Use imaging software tools to create, manipulate and edit images.</td>
<td>AC2.1 Use suitable tools and techniques to create images.</td>
</tr>
<tr>
<td></td>
<td>AC2.2 Use appropriate tools and techniques to manipulate and edit images.</td>
</tr>
<tr>
<td></td>
<td>AC2.3 Check images meet needs, using IT tools and making corrections as necessary.</td>
</tr>
</tbody>
</table>
2. **Amplification of Content**

The following suggestions are not intended to form a prescriptive list for assessment purposes and should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The candidate should be able to: obtain, insert and combine information for images.

**Images**: Will vary according to the task for example: photos from a digital camera, scanned images, graphic elements, drawings, clip art

**Prepare images**: Size, crop and position

**Copyright constraints**: Effect of copyright law (e.g. on use of other people’s images), acknowledgment of sources, avoiding plagiarism, permissions

**Combine information**: Insert, size, position, wrap, order, group

**Contexts**: Will vary according to the software and task, for example: on screen display, publishing on a web site, hard copy print out, digital file

**File formats for images**: Will vary according to the content, proprietary and open source formats

**Store and retrieve**: Files (e.g. create, name, open, save, save as, print, close, find)

**LO2**

The candidate should be able to: use imaging software tools to create, manipulate and edit images.

**Create images**: Draw basic shapes, change properties (e.g. line width and fill colour), download digital photos from a camera, scan and resize images, add text and other elements (e.g. lines, boxes and arrows)

**Manipulate and editing techniques**: Align, rotate, flip, arrange, cut, paste, resize, change font, text and colour

**Check images**: Size, alignment and orientation, suitability of file format

3. **Delivery**

3.1 **Planning Courses**

Achievement of each unit is confirmed through a 'statement of achievement', so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**
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http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks4-home/vtc-ks4-ict
http://www.teach-ict.com
http://www.e-safety.org.uk
http://www.bbc.co.uk/schools/gcsebitesize/ict/legal
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Safety instruction should be a continuous process, developing in the candidate awareness and use of safe working practices.

The following points concerning safety should form an integral part of all units:

- Appreciate the application of relevant regulations to given work situations.
- Know hazards associated with use of IT equipment and the precautions to be taken.
- Recognise health and safety hazards in using IT equipment.
- Appreciate the basic rules for fire protection when working in and around IT equipment.
4  Assessment

4.1  Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- cross curricular coverage of Assessment Criteria
- coverage of Assessment Criteria for other linked courses.

The following types of evidence are likely to feature:

- Coursework,
- E-assessment,
- Multiple choice examination,
- Portfolio of evidence,
- Practical demonstration/assignment,
- Practical examination,
- Task-based controlled assessment,
- Leaflets, posters, diagrams, wall charts, presentations, etc.
- Photographic or written diaries,
- Evaluation sheets,
- Teacher witness statements,
- Teacher comments including records of oral questioning.

4.2  Examples of Tasks

Task 1  Discuss with your teacher what types of images are needed for a given task.

Task 2  Create a wall chart explaining the copyright constraints on the use of images by IT users.

Task 3  Collect a digital scrapbook of the following images you have created:
- photos from a digital camera
- scanned images
- graphic elements
- drawings
- edited clip art

Task 4  Carry out research on the Internet to collect various images on a given topic. Crop and resize the images and save them in appropriate formats.

Task 5  Prepare a picture from a digital camera for inclusion in a presentation slide.

Task 6  Using imaging software complete a practical assignment to produce a logo combining text and an image for a swimming club at your school.

Task 7  Submit a portfolio of evidence to show how you have used a range of images in different contexts and tasks.
4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry Level, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which will include information about:

- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
**IMAGING SOFTWARE – LEVEL 1**

**ASSESSMENT RECORD**

Candidate Name __________________________ Candidate No.____________

Centre Name _____________________________ Centre No._______________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1 Identify what images are needed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.2 Obtain, input and prepare images to meet needs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.3 Identify what generic copyright and other constraints apply to the use of images.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.4 Combine information of different types or from different sources for images.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.5 Identify the context in which the images will be used.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.6 Identify which file format to use for saving and exchanging images.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.7 Store and retrieve files effectively, in line with local guidelines and conventions where available.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1 Use suitable tools and techniques to create images.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.2 Use appropriate tools and techniques to manipulate and edit images.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.3 Check images meet needs, using IT tools and making corrections as necessary.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General Comments**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Teacher: ________________________________  Date: ____________________________

Moderator: ______________________________  Date: ____________________________

[Back to Contents page]
# Imaging Software

**Unit aim:** This unit is designed to enable the learner to use basic imaging software tools to produce straightforward images.

## Learning outcomes

<table>
<thead>
<tr>
<th>To be awarded credit for this unit, the learner will:</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Combine information for images.</td>
<td>AC1.1 Prepare images for a task.</td>
</tr>
<tr>
<td></td>
<td>AC1.2 Identify any copyright constraints.</td>
</tr>
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<td></td>
<td>AC1.3 Combine information of different types for images for a task.</td>
</tr>
<tr>
<td></td>
<td>AC1.4 Store files</td>
</tr>
<tr>
<td><strong>LO2</strong> Use imaging software tools to create, manipulate and edit images.</td>
<td>AC2.1 Use suitable tools to create images.</td>
</tr>
<tr>
<td></td>
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2. **Amplification of Content**

The following suggestions are not intended to form a prescriptive list for assessment purposes and should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The candidate should be able to combine information for images:

**Images**: Will vary according to the task for example: photos from a digital camera, scanned images, graphic elements, clip art

**Prepare images**: Size, crop and position

**Copyright constraints**: Effect of copyright law (e.g. on use of other people’s images), acknowledgment of sources, avoiding plagiarism

**Combine information**: e.g. insert, size, position, wrap, order, group

**Store**: Create, name using suitable convention, open, save, print, close, save as (version control, folders and sub folders), etc.

**LO2**

The candidate should be able to use imaging software tools to create and edit images:

**Create images**: Basic shapes, change properties (e.g. line width and fill colour), download digital photos from a camera, resize images, add text

**Editing**: e.g. align, rotate, flip, arrange, cut, paste, resize, change font, text and colour

**Check images**: Size, alignment and orientation.

3. **Delivery**

3.1 **Planning Courses**

Achievement of each unit is confirmed through a 'statement of achievement', so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.
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http://www.teach-ict.com
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Back to Contents page
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4.2 Examples of Tasks

Task 1 Discuss with your teacher what types of images are needed for a given task.

Task 2 Create a wall chart explaining the copyright constraints on the use of images by IT users.

Task 3 Carry out research on the Internet to collect various images on a given topic. Edit the images and save them in appropriate formats for exchanging.

Task 4 Prepare a picture from a digital camera for inclusion on a web page.

Task 5 Using imaging software complete a practical assignment to produce a logo combining text and an image for a ‘Youth Theatre’ at your school.

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IMAGING SOFTWARE – Entry 1

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Centre Name ______________________________ Centre No. ______________

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General Comments

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<td>Unit Ref. No.</td>
<td>D/503/3932</td>
</tr>
<tr>
<td>Entry Code:</td>
<td>6406/E2</td>
</tr>
<tr>
<td>Level:</td>
<td>Entry 2</td>
</tr>
<tr>
<td>Credit value:</td>
<td>2</td>
</tr>
<tr>
<td>Unit aim:</td>
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**LO2**

The candidate should be able to use imaging software tools to create, manipulate and edit images:

**Create images:** Basic shapes, change properties (e.g. line width and fill colour), download digital photos from a camera, scan and resize images, add text and other elements (e.g. lines, boxes and arrows)

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Task 5 Using imaging software complete a practical assignment to produce a logo combining text and an image for a ‘Youth Theatre’ at your school.

Task 6 Submit a portfolio of evidence to show that you have met the assessment criteria for this unit.

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- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
IMAGING SOFTWARE – Entry 2

ASSESSMENT RECORD

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Centre Name ______________________________ Centre No. ________________

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<thead>
<tr>
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General Comments
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Teacher: ______________________________  Date: ____________________________
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</table>

**Unit aim:**

This unit is designed to enable the learner to use basic imaging software tools and techniques appropriately to produce straightforward or routine images.

### Learning outcomes

**To be awarded credit for this unit, the learner will:**

<table>
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<tr>
<th>LO1 Obtain, insert and combine information for images.</th>
<th>Assessment Criteria</th>
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<tbody>
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<td></td>
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<tr>
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The candidate should be able to obtain, insert and combine information for images:

**Images**: Will vary according to the task for example: photos from a digital camera, scanned images, graphic elements, clip art

**Prepare images**: Size, crop and position

**Copyright constraints**: Effect of copyright law (e.g. on use of other people’s images), acknowledgment of sources, avoiding plagiarism

**Combine information**: Insert, size, position, wrap, order, group

**File formats**: Will vary according to the content, e.g. jpeg, bmp, png, proprietary (e.g. pub and qxd) and open source formats (e.g. html, pdf)

**Store and retrieve effectively**: Create, name using suitable convention, open, save, print, close, save as (version control, folders and sub folders), etc

**LO2**

The candidate should be able to use imaging software tools to create, manipulate and edit images:

**Create images**: Basic shapes, change properties (e.g. line width and fill colour), download digital photos from a camera, scan and resize images, add text and other elements (e.g. lines, boxes and arrows)

**Manipulate and editing techniques**: Align, rotate, flip, arrange, cut, paste, resize, change font, text and colour

**Check images**: Size, alignment and orientation, suitability of file format

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There are numerous books and guides teaching how to use the various items of software and hardware required to complete these IT units. Many resources designed for use at Key Stage 3 are likely to be useful and teachers may well have developed their own resources for teaching students the necessary knowledge, understanding and software skills.

Web resources are also available. A good starting point is the NGfL Cymru web site. Here are some useful urls:

http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks3-home/vtc-ks3-ict
http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks2-home/vtc-ks2-ict
http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks4-home/vtc-ks4-ict
http://www.teach-ict.com
http://www.e-safety.org.uk
http://www.bbc.co.uk/schools/gcsebitesize/ict/legal
http://www.bbc.co.uk/webwise

This is not an exhaustive list but an indication of sources of information. Teachers may wish to give direct access to these or select from them to present candidates with more focussed information or use other resources.

3.3 Safety

Safety instruction should be a continuous process, developing in the candidate awareness and use of safe working practices.

The following points concerning safety should form an integral part of all units:

- Appreciate the application of relevant regulations to given work situations.
- Know hazards associated with use of IT equipment and the precautions to be taken.
- Recognise health and safety hazards in using IT equipment.
- Appreciate the basic rules for fire protection when working in and around IT equipment.
4 Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- cross curricular coverage of Assessment Criteria
- coverage of Assessment Criteria for other linked courses.

The following types of evidence are likely to feature:

- Coursework,
- E-assessment,
- Multiple choice examination,
- Portfolio of evidence,
- Practical demonstration/assignment,
- Practical examination,
- Task-based controlled assessment,
- Leaflets, posters, diagrams, wall charts, presentations, etc.
- Photographic or written diaries,
- Evaluation sheets,
- Teacher witness statements,
- Teacher comments including records of oral questioning.

4.2 Examples of Tasks

Task 1 Discuss with your teacher what types of images are needed for a given task.

Task 2 Create a wall chart explaining the copyright constraints on the use of images by IT users.

Task 3 Carry out research on the Internet to collect various images on a given topic. Edit the images and save them in appropriate formats for exchanging.

Task 4 Prepare a picture from a digital camera for inclusion in a presentation slide.

Task 5 Using imaging software complete a practical assignment to produce a logo combining text and an image for a swimming club at your school.

Task 6 Submit a portfolio of evidence to show that you have met the assessment criteria for this unit.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry Level, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.
5. **Administrative Arrangements**

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which will include information about:

- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
IMAGING SOFTWARE – Entry 3

ASSESSMENT RECORD

Candidate Name ___________________________  Candidate No.___________

Centre Name _______________________________  Centre No._______________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1 Identify what images are needed.</td>
<td></td>
<td></td>
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<tr>
<td>AC1.2 Obtain, input and prepare images to meet needs.</td>
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<tr>
<td>AC1.3 Identify what generic copyright and other constraints apply to the use of images.</td>
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<tr>
<td>AC1.4 Combine information of different types or from different sources for images.</td>
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<tr>
<td>AC1.5 Identify which file format to use for saving and exchanging images.</td>
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<tr>
<td>AC1.6 Store and retrieve files effectively</td>
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</tr>
<tr>
<td>AC2.1 Use suitable tools and techniques to create images.</td>
<td></td>
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<tr>
<td>AC2.2 Use appropriate tools and techniques to manipulate and edit images.</td>
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<tr>
<td>AC2.3 Check images meet needs, using IT tools and making corrections as necessary.</td>
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</tr>
</tbody>
</table>

General Comments
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_________________________
_________________________

Teacher: ________________________________  Date: ____________________________

Moderator: ______________________________  Date: ____________________________