Entry Level Certificate

Information and Communication Technology
Specification A
2006

This specification should be read in conjunction with:
Specimen and Past Papers and Mark Schemes
Reports on the Examination
Teachers’ Guide
The specification will be published annually on the AQA Website (www.aqa.org.uk). If there are any changes to the specification centres will be notified in print as well as on the Website. The version on the Website is the definitive version of the specification.
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## Background Information

**Entry Level Certificates**

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<th>Description</th>
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<tbody>
<tr>
<td>1.1</td>
<td>National Qualifications Framework</td>
<td>The Entry Level Certificates (formerly Certificates of Achievement) are designed for use by students who are unlikely to reach Grade G at GCSE – that grade being the bottom of the Foundation Level in the National Qualifications framework.</td>
</tr>
<tr>
<td>1.2</td>
<td>Entry Level Qualification Requirements</td>
<td>The Entry Level requirements state that 50% of the assessment must consist of tasks or assignments which are externally set, marked and/or moderated externally and conducted under supervised conditions.</td>
</tr>
<tr>
<td>1.3</td>
<td>Structure of this Entry Level Certificate</td>
<td>This is a unit-based specification, with students required to complete six of the units provided.</td>
</tr>
<tr>
<td>1.4</td>
<td>Accreditation of Individual Units</td>
<td>Accreditation of individual units is available for centres registered with the AQA Unit Award Scheme. Their candidates can receive a separate Unit Award Statement for each unit for which every outcome has been demonstrated (See Appendix A). Centres can enter for the Entry Level Certificate without also registering for the Unit Award Scheme, but no accreditation of individual units would then be available.</td>
</tr>
<tr>
<td>1.5</td>
<td>Spiritual, Moral, Ethical, Social, Cultural, Environmental, Health and Safety and European Issues</td>
<td>It is a requirement that all specifications must identify ways in which the study of the subject can contribute to an awareness and understanding of these issues.</td>
</tr>
<tr>
<td>1.6</td>
<td>ICT</td>
<td>The national curriculum requires that students should be given opportunities to apply and develop their ICT capacity through the use of ICT tools to support their learning. In each specification, candidates will be required to make effective use of ICT in ways appropriate to the needs of the subject.</td>
</tr>
<tr>
<td>1.7</td>
<td>Citizenship</td>
<td>From 2002, students in England will be required to study Citizenship as a national curriculum subject. Each specification signposts, where appropriate, opportunities for developing citizenship knowledge, skills and understanding.</td>
</tr>
</tbody>
</table>
## Specification at a Glance

**Information and Communication Technology**

This is one of two specifications in the subject offered by AQA. The Scheme of Assessments is not tiered.

<table>
<thead>
<tr>
<th>Externally-Set Assignments – 50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates must submit evidence for the three Compulsory Units:</td>
</tr>
<tr>
<td>Unit 1</td>
</tr>
<tr>
<td>Externally-set assignment</td>
</tr>
<tr>
<td>Unit 2</td>
</tr>
<tr>
<td>Externally-set assignment</td>
</tr>
<tr>
<td>Unit 3</td>
</tr>
<tr>
<td>Externally-set assignment</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Teacher-Controlled Assignments – 50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates must submit evidence for 3 of the following Optional Units:</td>
</tr>
<tr>
<td>Unit 4</td>
</tr>
<tr>
<td>Unit 5</td>
</tr>
<tr>
<td>Unit 6</td>
</tr>
<tr>
<td>Unit 7</td>
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<tr>
<td>Unit 8</td>
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<tr>
<td>Unit 9</td>
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<tr>
<td>Unit 10</td>
</tr>
<tr>
<td>Unit 11</td>
</tr>
<tr>
<td>Unit 12</td>
</tr>
<tr>
<td>See Sections 12-20 for details of requirements.</td>
</tr>
</tbody>
</table>
### Availability of Assessment Units and Entry Details

**3.1 Availability of Externally-Set Assessment Units**

At the beginning of the first year of the specification or the first year of entry for a centre, AQA will send to centres three different externally-set assignments for Units 1, 2 and 3. In subsequent years one assignment on each unit will be replaced on an annual basis.

A single pack will be provided in which there will be a master copy of all the assignments for each appropriate unit. Centres can photocopy these as and when required.

The assignments should be kept under secure conditions when not in use and the master copies should be destroyed at the end of the years for which they are designed.

**3.2 Entry Codes**

Centres must register with AQA before formally entering candidates in February in the year of the award.

The appropriate Entry Forms will then be sent to the centre.

The Subject Code for entry for this Entry Level Certificate is 3952.

**3.3 Prohibited Combinations**

There are no prohibited combinations with this specification.

**3.4 Private Candidates**

This specification is not available for private candidates.

**3.5 Special Consideration**

Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances. The appropriate form and all relevant information should be forwarded to the AQA office which deals with such matters for the centre concerned. Special arrangements may be provided for candidates with special needs.

Details are available from AQA and centres should ask for a copy of “Regulations and Guidance Relating to Candidates with Particular Requirements”.

For details see also Section 28.

**3.6 Language of Examinations**

All assessment must be through the medium of English. Assessment will not be available in Welsh or Gaeilge.
Introduction

4.1 National Criteria

This Entry Level Certificate specification complies with the following:

- Level 2 and 3 of the National Curriculum requirements for Information and Communication Technology
- Entry Level requirements

4.2 Rationale

The specification encourages the development of skills and knowledge relating to the use of Information and Communication Technology for a variety of purposes. Candidates have the opportunity to develop their practical skills in a range of application software packages in addition to considering more theoretical aspects of the subject.

Candidates may develop their interest in and enjoyment of Information and Communication Technology as an integral part of modern society.

The specification links with the National Curriculum programmes of study at Key Stage 3 in Information and Communication Technology. It is designed for candidates who may be considered unlikely to reach Grade G at GCSE ICT, though it may be used alongside GCSE ICT specifications.

4.3 Prior Level of Attainment and Recommended Prior Learning

The specification builds on the knowledge, understanding and skills acquired in programmes of study at Key Stage 3 of the National Curriculum.

It is not necessary for candidates to have studied Information and Communication Technology before commencing work on this specification and no prior knowledge of the subject is necessary. However, candidates are likely to have followed the National Curriculum requirements for Information and Communication Technology.

It is recommended that candidates should have acquired literacy skills at Entry and above, as these will be used in all units. Numeracy skills are required where appropriate, e.g. in Unit 2, but may be relevant to any unit where candidates are interpreting information.

Teachers should provide appropriate and adequate guidance about the demands of the specification before students embark on their studies.
4.4 Progression

The scheme of assessment allows attainment to be recognised at standards broadly consistent with National Curriculum Levels 2 and 3. As an approved Entry Level Qualification, the specification provides excellent progression to GCSE studies, particularly in Information and Communication Technology. It will also serve as an appropriate base on which to study Foundation Level GNVQ in Information and Communication Technology.

The skills and knowledge acquired will be relevant and transferable in both educational and career settings. The qualification therefore increases flexibility for students and makes a distinct contribution to the quality and coherence of the qualifications framework.

In addition, it provides a worthwhile course for students of various ages and from diverse backgrounds in terms of general education and lifelong learning.
Aims

A course based on this specification should:

a. develop the competence of candidates through the use of information and communication technology in reasoned ways, using appropriate principles, techniques and equipment effectively and safely

b. develop the capability of candidates through the practical use of information and communication technology for a variety of appropriate purposes in ways which produce effective responses to identified needs and create opportunities across the whole curriculum

c. develop the knowledge, concepts and skills which will enable candidates to acquire a broad and balanced view on a range of information systems and applications, whilst also developing an understanding of the capabilities and limitations of those systems and applications

d. develop the abilities of candidates, through the appropriate knowledge and concepts, to comment and reflect on the significant legal, political, social, environmental, economic and aesthetic applications, implications and effects of information and communication technology

e. encourage precise and accurate communication skills in a variety of media.

Assessment Objectives

Candidates should be able to:

a. demonstrate and apply their knowledge, skills and understanding of information and communication technology to a range of situations

b. identify appropriate needs and opportunities for using information and communication technology

c. use information and communication technology in a range of situations, develop understanding of the wider applications and effects of information and communication technology

d. consider the social, legal, ethical and moral issues which surround the increasing use of information and communication technology.
7.1 Requirements

The scheme of assessment allows attainment to be recognised at Entry Levels 2 and 3. These levels are the equivalent to National Curriculum Levels 2 and 3.

To be eligible for an award at either Level 2 or 3, candidates must submit evidence for assessment and moderation from six of the units in this specification, as follows:

**Externally-Set units**

Units 1, 2 and 3 are compulsory and form the externally-set assignments. Initially assessed by the teacher, each will be moderated by AQA.

**Internally-Set units**

Candidates must choose a further 3 units from the remaining 9 available (details are given in Section 8) which will be assessed by the teacher-controlled assignments. These will also be assessed by the teacher and moderated by AQA.

**Evidence**

Candidates entered for the Entry Level Certificate are not required to provide evidence for all the outcomes listed, but they should be encouraged to complete as much as possible, as failure to do so may prevent them demonstrating the qualities needed to reach Entry 2 or Entry 3.

7.2 Externally-Set Units

a. At the start of the first year of the course, three different assignments will be set for each of Units 1, 2 and 3.

Candidates must attempt one assignment for each of these units. These must be taken under controlled conditions, directly supervised by the teacher. The units may be taken in any order. The length of time required to complete an assignment will vary, depending on the time allocated to the subject, although it is expected that each assignment may take a number of lessons to complete and may be carried out over a number of days.

b. Candidates may not make more than one attempt at the same external assignment on any of these units, although they may attempt the second or third assignment for a unit if they fail, for whatever reason, to complete the first assignment.

c. Candidates may take an assignment at any appropriate time – as long as the assignments and candidates’ responses are kept secure when not in use.

Candidates will require one-to-one access to a computer and appropriate applications software to complete their externally-set units.

7.3 Portfolio of Work

At the end of the course candidates must submit a portfolio of work.

This portfolio will be in two parts, the first containing evidence from the three externally-set assignments and the second containing the evidence from the three teacher-controlled assignments. Evidence from all six units in the portfolio of work should be available, even though evidence of all the outcomes may not be available.

For more detail see Section 23.
7.4 Weighting of Assessment Objectives

The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table:

<table>
<thead>
<tr>
<th>Assessment Objectives</th>
<th>Portfolio of Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge, skills and understanding</td>
<td>40-60%</td>
</tr>
<tr>
<td>Identification of needs and opportunities</td>
<td>15-25%</td>
</tr>
<tr>
<td>Use of Information and Communication Technology</td>
<td>15-25%</td>
</tr>
<tr>
<td>Knowledge of related issues.</td>
<td>5-10%</td>
</tr>
</tbody>
</table>
Summary of Subject Content

8.1 Units Available
The specification content is defined by the following twelve units:

**Compulsory units**
- Unit 1  Word Processing
- Unit 2  Using a Spreadsheet
- Unit 3  Database

**Optional units**
(Candidates choose three)
- Unit 4  Data, Information and Information Systems
- Unit 5  Input and Output Peripherals
- Unit 6  Data Storage Devices and Media
- Unit 7  Data Capture
- Unit 8  Software Applications
- Unit 9  Using Graphics
- Unit 10 Security of Data
- Unit 11 Communications
- Unit 12 Information and its Effects on Society.

8.2 Structure of Each Unit
Each unit contains a number of sections.

The **Unit Description** indicates the learning objectives and processes involved.

The **Procedures for Making and Recording Assessment** indicate the person(s) responsible for the assessment of each outcome, the technique(s) or assessment used and the place where assessments are recorded. The numbers in brackets refer to the outcomes to be accredited.

The **outcomes** of a unit specify the abilities, areas of knowledge, understanding and experiences which are to be accredited.

The **evidence** section of the unit specifies the evidence which must be offered by the centre to demonstrate the student’s achievement of the outcomes. All the outcomes must be met where unit accreditation is required. Where there is an externally-set assignment, centres seeking unit accreditation may use this as evidence either instead of, or as well as, the other evidence listed in each unit.

An **AQA Summary Sheet** must be completed where required. An example of an **AQA Summary Sheet** is given in Appendix B.

8.3 Contexts
It is expected that the units will be undertaken in a variety of contexts and will make full use of the practical uses and possibilities of ICT.
Compulsory Unit 1

Word Processing

9.1 Unit Description

This classroom based unit is designed to introduce the student to word processing. The student will enter an item of text onto the software and will obtain a printout. The existing file will then be edited and an amended printout obtained.

9.2 Procedures for Making and Recording Assessments

<table>
<thead>
<tr>
<th>Entry Level Certificate</th>
<th>Assessed by the teacher on the basis of the student’s performance in the externally-set assignment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Award Scheme</td>
<td>Assessed by the teacher through inspection of the student’s work (3, 10), and by observation (1-2, 4-9). All assessments must be recorded on an AQA Summary Sheet.</td>
</tr>
</tbody>
</table>

9.3 Outcomes to be Accredited

In successfully completing this unit the student will have demonstrated the ability to:

1. input a given item of text
2. save the work to an appropriate filename
3. print out the entered text
4. retrieve the file
5. add, delete and move text
6. present the text in an appropriate format, e.g. using headings, emboldenings and underlining as appropriate;
7. alter the margins on the text
8. alter the justification, e.g. to left, right, centre and fully justified
9. save the edited text
10. print out the edited text.

9.4 Evidence to be Offered for the Entry Level Certificate

The externally-set assignment must be completed.

9.5 Evidence to be Offered for Unit Award Scheme

This evidence can be provided through either the externally-set assignment alone or a folder of work containing any combination of the following:

- elements of the externally-set assignment
- teacher-completed checklist (1, 2, 4-9), itemised (5, 8)
- student-produced printouts (3, 10).

The total work submitted must show evidence of the successful completion of all outcomes.

Unit Award Scheme Code 11018
Compulsory Unit 2

Using a Spreadsheet

10.1 Unit Description
In this classroom based unit, the student will learn to perform a variety of straightforward tasks using spreadsheet software. S/he will be able to enter different types of data into cells and edit the data using some facilities of the software.

10.2 Procedures for Making and Recording Assessments

<table>
<thead>
<tr>
<th></th>
<th>Entry Level Certificate</th>
<th>Unit Award Scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assessed by the teacher on the basis of the student's</td>
<td>Assessed by the teacher through inspection of the</td>
</tr>
<tr>
<td></td>
<td>performance in the externally-set assignment.</td>
<td>student's work (1-3, 5-9), and by observation (1-8).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All assessments must be recorded on an AQA Summary Sheet.</td>
</tr>
</tbody>
</table>

10.3 Outcomes to be Accredited
In successfully completing this unit the student will have demonstrated the ability to:

1. enter textual data into several cells
2. enter numbers into several cells
3. enter a simple formula into a cell
4. insert a blank row and a blank column
5. format text within cells, e.g. centring text, emboldening
6. format numbers within cells, e.g. to currency, to whole numbers
7. amend cell contents
8. copy cell contents into other cells, e.g. with the “fill down” function
9. annotate a print of the spreadsheet to show changes made to the data and at least two of the formulae used.

10.4 Evidence to be Offered for the Entry Level Certificate
The externally-set assignment must be completed.

10.5 Evidence to be Offered for Unit Award Scheme
This evidence can be provided through either the externally-set assignment alone or a folder of work containing any combination of the following:
- elements of the externally-set assignment
- teacher-completed checklist (1-8)
- student-annotated printouts (1-3, 5-9).
The total work submitted must show evidence of the successful completion of all outcomes.

Unit Award Scheme Code 11019
Compulsory Unit 3

Database

11.1 Unit Description
This classroom based unit is designed to introduce the student to the use of a database package. The student will be given a simple database structure and must enter given data. S/he will amend the data and use it to perform one simple search on a specified criterion.

11.2 Procedures for Making and Recording Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry Level Certificate</td>
<td>Assessed by the teacher on the basis of the student’s performance in the externally-set assignment.</td>
</tr>
<tr>
<td>Unit Award Scheme</td>
<td>Assessed by the teacher by inspection of the student's work (3, 9), and by observation (1-2, 4-8).</td>
</tr>
</tbody>
</table>

All assessments must be recorded on an AQA Summary Sheet.

11.3 Outcomes to be Accredited
In successfully completing this unit the student will have demonstrated the ability to:

1. enter given data into a prepared database structure
2. save the database to an appropriate filename
3. print out the file
4. retrieve the file
5. perform a simple search on the database on one specified criterion
6. make at least one amendment to the existing database, e.g. delete a record, edit a record
7. add at least one record to the database
8. save the amended database
9. print out the database.

11.4 Evidence to be Offered for the Entry Level Certificate
The externally-set assignment must be completed.

11.5 Evidence to be Offered for Unit Award Scheme
This evidence can be provided through either the externally-set assignment alone or a folder of work containing any combination of the following:

- elements of the externally-set assignment
- teacher-completed checklist (1, 2, 4-8)
- student printouts (3, 9).

The total work submitted must show evidence of the successful completion of all outcomes.

Unit Award Scheme Code 11020
Optional Unit 4

Data, Information and Information Systems

12.1 Unit Description

In this classroom-based unit, the student will learn that data is of limited value until a meaning is added to it to give useful information. S/he will learn that an information system is a collection of component parts that, together, allow the processing of information. S/he will be able to describe a simple information processing task, e.g. word processing a letter, in terms of the inputs to, processing undertaken by and outputs from the information system.

12.2 Procedures for Making and Recording Assessments

Assessed by the teacher through inspection of work in the student’s folder (1-3).

All assessments must be recorded on an AQA Summary Sheet.

12.3 Outcomes to be Accredited

In successfully completing this unit the student will have acquired an understanding of:

1 the difference between raw data and useful information

2 the concept of an information system as a collection of component parts which together allow the input, processing and output of information

demonstrated the ability to:

3 draw a diagram to describe a simple information processing task in terms of the inputs to, processing undertaken by, and outputs from, an information system.

12.4 Evidence to be Offered for the Entry Level Certificate and Unit Award Scheme

Folder of work containing:

- student completed worksheet(s) (1, 2)
- student produced diagrams (3).

Unit Award Scheme Code 11000
## Optional Unit 5

### Input and Output Peripherals

#### 13.1 Unit Description
In this classroom based unit, the student will learn about the types of input and output peripherals. S/he will describe the functions of selected input and output devices and consider reasons for appropriate usage.

#### 13.2 Procedures for Making and Recording Assessments
Assessed by the teacher through inspection of the student’s work (1-2), and in discussion with the student (3, 4).

All assessments must be recorded on an AQA Summary Sheet.

#### 13.3 Outcomes to be Accredited
In successfully completing this unit the student will have

shown knowledge of:

1. at least three input devices and their functions e.g. scanner, modified keyboard

2. at least three output devices and their functions, e.g. printer, VDU

  demonstrated the ability to:

3. select the appropriate input device to meet the requirements of a specific task, e.g. a scanner for inputting maps

4. select the appropriate output device to meet the requirements of a specific task, e.g. speakers for sound.

#### 13.4 Evidence to be Offered for the Entry Level Certificate and Unit Award Scheme
Folder of work containing:

- student completed worksheet(s) (1, 2)
- teacher completed checklist (3, 4).

**Unit Award Scheme Code 11001**
Optional Unit 6  
Data Storage Devices and Media

14.1 Unit Description
In this classroom-based unit, the student will learn about the different types of electronic data storage devices and media. S/he will explain the differences between ROM and RAM.

14.2 Procedures for Making and Recording Assessments
Assessed by the teacher through inspection of the student’s work (1-6) and in discussion with the student (7-10).

All assessments must be recorded on an AQA Summary Sheet.

14.3 Outcomes to be Accredited
In successfully completing this unit the student will have shown knowledge of:

1. at least two characteristics of Read Only Memory (ROM) and where it is usually found
2. at least two characteristics of Random Access Memory (RAM) and where it is usually found
3. at least two characteristics of hard disks and what sort of data is stored on them
4. at least two characteristics of floppy disks and what sort of data is stored on them
5. at least two characteristics of optical disks
6. at least two common uses of CD-ROM

   demonstrated the ability to:

7. explain the need for permanent storage of electronic data, e.g. data lost when power is off
8. explain the difference between RAM and ROM;
9. explain, in a simple way, the difference between CD-ROM and magnetic storage devices such as floppy disks
10. explain why floppy disks are used in addition to hard disks.

14.4 Evidence to be Offered for the Entry Level Certificate and Unit Award Scheme
Folder of work containing:
- student completed worksheet(s) (1-6)
- teacher completed checklist (7-10).

Unit Award Scheme Code 11002
Optional Unit 7

Data Capture

15.1 Unit Description

In this classroom-based unit, the student will learn about the use of data capture forms, OMR, OCR, and bar codes for data capture. S/he will be able to give an example of an application in which each is used.

15.2 Procedures for Making and Recording Assessments

Assessed by the teacher through inspection of the student’s work (1-8), and in discussion with student (9, 10).

All assessments must be recorded on an AQA Summary Sheet.

15.3 Outcomes to be Accredited

In successfully completing this unit the student will have

**shown knowledge of:**

1. at least two different types of form for collecting data
2. at least one application where such forms are used to collect data for computer use
3. the fact that an OMR (Optical Mark Reader) can recognise particular marked documents
4. an application where an OMR may be used
5. the fact that an OCR (Optional Character Reader) can recognise a particular font
6. an application where an OCR may be used
7. the appearance of a bar code and the laser scanners which read them
8. an application where bar codes and readers are used

**demonstrated the ability to:**

9. give a simple explanation of the information that a bar code represents
10. give a simple explanation of why different types of data capture are used.

15.4 Evidence to be Offered for the Entry Level Certificate and Unit Award Scheme

Folder of work containing:

- student completed worksheet(s) (1-8)
- teacher completed checklist (9, 10).

Unit Award Scheme Code 11003
## Optional Unit 8
### Software Applications

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.1 Unit Description</td>
<td>In this classroom based unit, the student will learn about specified software applications. S/he will select and use appropriate software in producing two pieces of work.</td>
</tr>
<tr>
<td>16.2 Procedures for Making and Recording Assessments</td>
<td>Assessed by the teacher through inspection of the student’s work (1, 3), and through observation and discussion (2). All assessments must be recorded on an AQA Summary Sheet.</td>
</tr>
<tr>
<td>16.3 Outcomes to be Accredited</td>
<td>In successfully completing this unit the student will have shown knowledge of:</td>
</tr>
<tr>
<td></td>
<td>1 at least two purposes to which each of the following software packages may be put</td>
</tr>
<tr>
<td></td>
<td>(a) control</td>
</tr>
<tr>
<td></td>
<td>(b) databases</td>
</tr>
<tr>
<td></td>
<td>(c) desktop publishing</td>
</tr>
<tr>
<td></td>
<td>(d) graphic design</td>
</tr>
<tr>
<td></td>
<td>(e) modelling</td>
</tr>
<tr>
<td></td>
<td>(f) presentation</td>
</tr>
<tr>
<td></td>
<td>demonstrated the ability to:</td>
</tr>
<tr>
<td></td>
<td>2 select the most appropriate software package to carry out two pieces of work</td>
</tr>
<tr>
<td></td>
<td>3 use the most appropriate software package to carry out these two pieces of work.</td>
</tr>
<tr>
<td>16.4 Evidence to be Offered for the Entry Level Certificate and Unit Award Scheme</td>
<td>Folder of work containing:</td>
</tr>
<tr>
<td></td>
<td>• student completed worksheet(s) (1)</td>
</tr>
<tr>
<td></td>
<td>• teacher completed checklist (2)</td>
</tr>
<tr>
<td></td>
<td>• student produced work (3).</td>
</tr>
</tbody>
</table>

Unit Award Scheme Code 11021
## Optional Unit 9
### Using Graphics

#### 17.1 Unit Description
This unit is designed to introduce the student to the concepts of using graphics. The student will develop a graphical image using appropriate software.

#### 17.2 Procedures for Making and Recording Assessments
Assessed by the teacher through observation (1-9) and inspection of the student’s work (2, 5-9).

All assessments must be recorded on an AQA Summary Sheet.

#### 17.3 Outcomes to be Accredited
In successfully completing this unit the student will have

**demonstrated the ability to:**

1. prepare two images to appear on the screen at the same time: an original image drawn by the student and a second image that may be imported clip art, a scanned picture or another original image
2. print out both the images on the same page
3. save the work at regular intervals to an appropriate filename
4. retrieve the file
5. move one image to an appropriate position and enter suitable text
6. copy one image to another part of the screen
7. change the size of one image
8. delete one image from the screen
9. print out the amended page.

#### 17.4 Evidence to be Offered for the Entry Level Certificate and Unit Award Scheme
Folder of work containing:

- student printouts (2, 9)
- student’s printouts before and after changes, with suitable annotation (5-8)
- teacher’s completed checklist (1-9).

**Unit Award Scheme Code 11016**
Optional Unit 10

Security of Data

18.1 Unit Description
In this classroom based unit, the student will learn that there is a need for securing stored data from a variety of potential dangers. S/he will learn that there are both physical and software methods of securing such data and be able to describe some of these methods.

18.2 Procedures for Making and Recording Assessments
Assessed by the teacher through inspection of the student’s work (1-4).

All assessments must be recorded on an AQA Summary Sheet.

18.3 Outcomes to be Accredited
In successfully completing this unit the student will have

acquired an understanding of:

1 the need to protect stored data from a variety of potential dangers

shown knowledge of:

2 the fact that there are both physical and software methods of securing stored data

3 at least three potential dangers to stored data

4 at least three of the possible methods (physical and/or software) of securing stored data.

18.4 Evidence to be Offered for the Entry Level Certificate and Unit Award Scheme
Folder of work containing:

• student completed worksheet(s) (1-4).

Unit Award Scheme Code 11009
19.1 Unit Description

In this classroom-based unit, the student will learn that data can be transmitted rapidly on a global basis using telecommunications technology. S/he will learn about the existence of global networks such as the Internet and about some of the opportunities and problems created by the availability of data.

19.2 Procedures for Making and Recording Assessments

Assessed by the teacher through inspection of the student’s work (1-6), and discussion with the student (7-9).

All assessments must be recorded on an AQA Summary Sheet.

19.3 Outcomes to be Accredited

In successfully completing this unit the student will have shown knowledge of:

1. the ability of large organisations, e.g. banks, to transmit electronic data across long distances to other countries
2. the provision of at least one public and one private network for transmission of data across the world
3. at least three types of data transmission media, e.g. microwaves, radio waves, fibre optic cable
4. the existence of the Internet, and at least two of the facilities it provides, e.g. FTP and the World Wide Web
5. how people can send and receive e-mail using the Internet and other methods
6. the existence of data communications standards designed to encouraged the use of Open Systems

   demonstrated the ability to:

7. state three benefits of being able to send data to others over long distances
8. state three disadvantages of data being so easily available
9. name two applications which use long distance data communication.

19.4 Evidence to be Offered for the Entry Level Certificate and Unit Award Scheme

Folder of work containing:

- student completed worksheet(s) (1-6)
- teacher completed checklist (7-9).

Unit Award Scheme Code 11010
Optional Unit 12

Information and its Effects on Society

20.1 Unit Description
In this classroom-based unit, the student will learn that information and communication technology (ICT) is now used to carry out many jobs that might previously have been done manually. S/he will look closely at a typical day’s activity for him/herself and identify the extent to which the ICT is being used. S/he will learn that the widespread use of ICT raises ethical, moral and social issues for people.

20.2 Procedures for Making and Recording Assessments
Assessed by the teacher through inspection of the student’s work (1-4).

All assessments must be recorded on an AQA Summary Sheet.

20.3 Outcomes to be Accredited
In successfully completing this unit, the student will have shown knowledge of:

1. at least four examples of how ICT is used to carry out jobs previously done manually
2. at least three ethical, moral or social issues raised by the widespread use of ICT

Demonstrated the ability to:

3. keep a diary of own activities for a suitable period of time recording at least three occasions on which ICT has been used
4. comment on the advantages and disadvantages of the applications of ICT recorded in the diary.

20.4 Evidence to be Offered for the Entry Level Certificate and Unit Award Scheme
Folder of work containing:

- student completed worksheet(s) (1, 2)
- student produced diary (3)
- student written comments (4).

Unit Award Scheme Code 11015
21 Basic Skills

21.1 Introduction

At Entry Level, there are two Basic Skills: Literacy and Numeracy. For students following this specification there are opportunities to develop both skills in the units.

Students are required to use their literacy skills in all units when producing their externally-set assignment or folder of work. The folder of work may include completed worksheets, diagrams, annotated printouts, notes and a diary.

Students are required to use their numeracy skills in Unit 2: Using a Spreadsheet. They will also have the opportunity to use a variety of source materials, including numeric and written data.

22 Spiritual, Moral, Ethical, Social Cultural and Other Issues

22.1 Spiritual, Moral, Ethical, Social and Cultural Issues

Information and Communication Technology offers a range of opportunities for the exploration of spiritual, moral, ethical, social and cultural issues.

Students should gain awareness of standard working practices in Information and Communication Technology. Optional units create the opportunity for students to consider issues relating to the security of data (Unit 10) and the issues raised by the widespread use of information and communication technology in modern society by individuals and business organisations (Units 11 and 12).

22.2 European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen material. European examples should be used where appropriate in the delivery of the subject content, (Units 11 and 12).

22.3 Environmental Issues

22.4 Citizenship

Issues relating to moral and social responsibilities are clearly relevant to the use of information and communication technology. Whilst Units 10, 11 and 12 are of particular relevance, there may be the opportunity to discuss issues relating to citizenship in other units.

22.5 Avoidance of Bias

AQA has taken great care in the preparation of this specification and associated specimen material to avoid bias of any kind.

22.6 Health and Safety

Issues of health and safety will occur naturally within the units, where students are introduced to health and safety issues addressed in the context of safe and good working practices within information and communication technology.

Centre-Assessed Units

Nature of the Portfolio of Work

23.1 Portfolio

The portfolio of work consists of two parts:

Part 1, the externally-set assignments.

Part 2, all the other material specified under the heading “evidence” for each teacher-controlled assignment.

Teachers must ensure that the evidence is arranged in such a way that it is clear to the moderator which evidence relates to each of Parts 1 and 2.
Assessment Criteria

24.1 Introduction

Teachers are required to use the level descriptors below to make two separate assessments for the externally-set assignments and the teacher-controlled assignments, before making a judgement of the work as a whole.

The level descriptors are provided to give a general indication of the standard of achievement likely for candidates awarded a particular level. The level will depend upon the extent to which the candidate has met the outcomes and might, in practice, conceal weaknesses in some aspects which are balanced by above-average performance in other aspects.

24.2 Level Descriptors

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>Candidates use ICT to sort and classify information and present their findings. They use ICT to generate and communicate ideas in different forms, such as text, pictures, sounds and tables. They are able to save and retrieve their work from a suitable directory with a helpful file name. Candidates control devices purposefully and are able to describe the effects of their actions. They are able to use ICT-based models or simulations to investigate and explore aspects of real or imaginary situations.</td>
</tr>
<tr>
<td>Level 3</td>
<td>Candidates use ICT to generate, amend, organise and present ideas. They use ICT to save data and access stored information, following straightforward lines of enquiry. They understand how to control equipment to achieve specific outcomes. They use ICT-based models or simulations to help them make decisions, and are aware of the consequences of their choices. They describe their use of ICT and its use in the outside world.</td>
</tr>
</tbody>
</table>

24.3 Evidence to Support the Award of a Level

Centres are required to annotate each candidate’s work. This enables the moderator to check the centre’s assessments against the level descriptors.

Annotation should, therefore:

a. indicate where candidates have received help beyond the normal learning support which has influenced the outcomes

b. include any notes that will help the moderator to appreciate the reasons for the level of award recommended in each of Parts 1 and 2 of the portfolio.
Supervision and Authentication

25.1 Supervision of Candidates’ Work

The Head of Centre is required to provide supervision. This should be sufficient for the AQA to be assured that every reasonable step has been taken to ensure that the work included in both parts of the portfolio is that of the candidate concerned. The precise means of supervision will inevitably differ from centre to centre but it is expected that the teacher will be involved in on-going discussion with the candidate at all stages of the work. As much of the work as possible for Part 2 must be conducted under the direct supervision of the teacher. All the work in Part 1 must be completed under the supervision arrangements described in Section 7.2.

25.2 Assistance

It is expected that the teacher will wish and need to give advice and assistance to the candidates preparing work for Part 2 of the Portfolio. There is no objection to such involvement by the teacher. It is important, however, that the teacher identifies and acknowledges the assistance given, unless an acknowledgement has been given as part of the work itself.

25.3 Unfair Practice

Before the course starts the teacher is responsible for warning the candidates of AQA’s regulations about malpractice. Candidates are forbidden to indulge in any unfair practice in the preparation of the portfolio of evidence. Any candidate who uses, or is suspected of using or attempting to use, any unfair means is to be reported immediately to AQA. If AQA is satisfied that a breach of Regulations has occurred, it reserves the right to take such action as it deems appropriate in the circumstances. This action includes disqualification. The candidate will be required to certify that s/he has understood the regulations relating to unfair practice.

25.4 Authentication of Candidates’ Work

The teacher responsible for the supervision of the candidates’ work will be required to certify that s/he is entirely satisfied that all the work submitted is that of the candidate concerned.
26 Standardisation

26.1 Standardising Meetings

Annual standardising meetings will usually be held in the autumn term. Centres entering candidates for the first time must send a representative to the meetings. Attendance is also mandatory in the following cases:

- where there has been a serious misinterpretation of the specification requirements
- where the nature of coursework tasks set by a centre has been inappropriate
- where a significant adjustment has been made to a centre’s recommendations in the previous year’s examination.

After the first year, attendance is at the discretion of centres. At these meetings, support will be provided for centres in the development of appropriate coursework tasks and assessment procedures.

26.2 Internal Standardisation of Marking

Where more than one teacher is involved, centres are responsible for standardising assessment. Centres will be required to complete a Centre Declaration Sheet to confirm that internal standardisation has taken place. An example of a Centre Declaration Sheet is given in Appendix D.
### Administrative Procedures

#### 27.1 Recording Assessments

At the beginning of the course, centres must inform the AQA approximately how many candidates are to be entered for the certificate so that the appropriate number of record forms may be sent.

A list of candidates will be sent to centres by 30 April in the year of certification. Centres will need to indicate on this list the level for Part 1 (externally-set assignments), Part 2 (teacher-controlled assignments) and the overall level for the portfolio as a whole. The top copy of this three-part Award List should be sent to AQA, and parts two and three to the moderator, as soon as possible and by no later than 31 May.

#### 27.2 Combining External and Internal assessments

The level descriptors should be used to award a level to each candidate for each element in the portfolio of work, i.e. for the externally-set assignments and the teacher-controlled assignments. This level should be refined into H (highest achievement at that level), M (solid level) or L (only just meeting the basic requirements for that level).

When a refined level has been determined for each element, the table below should be used to combine the two levels to reach a level for the specification as a whole.

<table>
<thead>
<tr>
<th>Part 1 Externally-set assignments</th>
<th>3H</th>
<th>3M</th>
<th>3L</th>
<th>2H</th>
<th>2M</th>
<th>2L</th>
<th>1H</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>3H</td>
<td>3H</td>
<td>3H</td>
<td>3M</td>
<td>3M</td>
<td>3L</td>
<td>3L</td>
<td>2H</td>
<td>2M</td>
</tr>
<tr>
<td>3M</td>
<td>3H</td>
<td>3M</td>
<td>3M</td>
<td>3L</td>
<td>3L</td>
<td>2H</td>
<td>2H</td>
<td>2M</td>
</tr>
<tr>
<td>3L</td>
<td>3M</td>
<td>3M</td>
<td>3L</td>
<td>3L</td>
<td>2H</td>
<td>2H</td>
<td>2M</td>
<td>2L</td>
</tr>
<tr>
<td>2H</td>
<td>3M</td>
<td>3L</td>
<td>3L</td>
<td>2H</td>
<td>2H</td>
<td>2M</td>
<td>2M</td>
<td>2L</td>
</tr>
<tr>
<td>2M</td>
<td>3L</td>
<td>3L</td>
<td>2H</td>
<td>2H</td>
<td>2M</td>
<td>2M</td>
<td>2L</td>
<td>1H</td>
</tr>
<tr>
<td>2L</td>
<td>3L</td>
<td>2H</td>
<td>2H</td>
<td>2M</td>
<td>2M</td>
<td>2L</td>
<td>2L</td>
<td>1H</td>
</tr>
<tr>
<td>1H</td>
<td>2H</td>
<td>2H</td>
<td>2M</td>
<td>2M</td>
<td>2L</td>
<td>2L</td>
<td>1H</td>
<td>1H</td>
</tr>
<tr>
<td>U</td>
<td>2M</td>
<td>2M</td>
<td>2L</td>
<td>2L</td>
<td>1H</td>
<td>1H</td>
<td>1H</td>
<td>U</td>
</tr>
</tbody>
</table>

#### 27.3 Retention of Evidence

Centres are requested to retain candidates’ portfolios under secure conditions, as far as practicable, until 31 October following the examination, to allow for the possibility of enquiries about results. AQA may, at any time until this date, require a centre to produce all or some of the stored material for inspection.
# Problems with Individual Candidates

## 28.1 Failure to Meet the Requirements of the Specification/Special Consideration

As a result of illness or other exceptional circumstances, the work available from a candidate might not meet the scheme’s requirements. In such a case, the centre should provide all relevant information about the circumstances of the assessment made by submitting a request for special consideration. This should be sent to the AQA, using the relevant form. Appropriate medical documentation should be sent with the form. A similar procedure should be followed in cases where a candidate has completed work but suffers from some form of disability or handicap which may have affected his/her work.

(See also paragraph 28.3 below.)

## 28.2 Lost Work

Where work is misplaced in circumstances beyond the candidate’s control, the AQA should be notified immediately of the date of the loss, how it occurred and upon whom the responsibility for the loss rests. The AQA will provide details of the procedures to be followed in such cases.

## 28.3 Special Arrangements for Candidates with Particular Requirements

The normal learning support to which the candidate is accustomed is permissible in most circumstances. The learning support should, however, neither give the candidate an unfair advantage nor place the candidate at any disadvantage.

The support provided should not result in any task being undertaken on behalf of the candidate.

<table>
<thead>
<tr>
<th>Additional time</th>
<th>Additional time up to 25% to complete an assignment may be granted at the discretion of the Head of Centre.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanical and technical aids</td>
<td>Any mechanical or technical aids usually used by the candidate to help him/her in learning can be used during the completion of work for assessment purposes, provided all assessment objectives can be met.</td>
</tr>
<tr>
<td>Readers, communicators and amanuenses</td>
<td>Where candidates require readers or, in the case of hearing impaired candidates, communicators to access instructions in assignments or the content of externally-set tests, or amanuenses to produce their responses, applications must be made to AQA. These applications should be made to your assigned AQA office. Applications should be received as early in the course as possible, but no later than six weeks before the intended date for the externally-set assignment(s).</td>
</tr>
<tr>
<td>Visually-impaired candidates</td>
<td>For externally-set assignments, where material from AQA is given to candidates, Braille versions may be provided. Applications for Braille versions of papers must be received either at Guildford or Manchester no later than 12 weeks before the date of use. Centres may produce their own enlargements of externally-set tests.</td>
</tr>
</tbody>
</table>

## 28.4 Candidate Changes Schools

If a candidate moves from one centre to another, AQA should be consulted at the earliest possible stage to discuss arrangements.
29 Moderation

29.1 Moderation Procedures

It is necessary to moderate candidates’ work to ensure that no injustice occurs to candidates. Moderation will take place on the basis of detailed scrutiny by an AQA-appointed moderator of all the work of a sample of candidates.

Centres will be informed which candidates’ work is required. The initial sample will be sent to the moderator after 31 May in the year of certification. The moderator may require an additional sample to complete his/her work.

For each candidate included in the sample, the work provided for inspection by the moderator must be presented in a clear and helpful way.

Samples of work will be returned to centres no later than the autumn term following the award.

29.2 Post-Moderation Procedures

The following post-results services will be available:

- clerical recheck
- remoderation
- remoderation with report.

Full details will be issued in the post-results circular which is distributed to centres with the results.
## Awarding and Reporting

### Grading, Shelf-Life and Re-Sits

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>30.1</td>
<td>Qualification Titles&lt;br&gt;The qualification based on this specification has the following title: <em>AQA Entry Level Certificate in Information and Communication Technology.</em></td>
</tr>
<tr>
<td>30.2</td>
<td>Grading System&lt;br&gt;The qualification will be graded on a 2 point scale: Entry 2 and Entry 3. Candidates who fail to reach the minimum standard for Entry 2 will be unclassified and will not receive a qualification certificate.&lt;br&gt;&lt;br&gt;The certificate will record:&lt;br&gt;Entry 2  Entry 3</td>
</tr>
<tr>
<td>30.3</td>
<td>Re-Sits&lt;br&gt;At the start of the first year of the course, AQA will send to centres three different externally-set assignments on each of the compulsory units. Subsequently one assignment on each unit will be replaced on an annual basis.&lt;br&gt;&lt;br&gt;Candidates may <em>not</em> make more than one attempt at the same externally-set assignment on a unit, although they may attempt the second or third assignment for a unit if they fail, for whatever reason, to complete the first assignment.</td>
</tr>
<tr>
<td>30.4</td>
<td>Minimum Requirements&lt;br&gt;Where separate certification of each unit is required, candidates must provide evidence for all the outcomes listed in the unit. Whilst Entry-Level-Certificate-only candidates are not required to provide all the evidence listed, they should be encouraged to complete as much as possible, as failure to do so may mean they do not demonstrate the qualities needed to reach Level 2 or 3.</td>
</tr>
<tr>
<td>30.5</td>
<td>Awarding and Reporting&lt;br&gt;All assessment will be conducted according to the <em>Common Code of Practice</em> issued by the regulatory authorities. This specification will comply with the grading, awarding and certification requirements of the revised <em>Code of Practice.</em></td>
</tr>
</tbody>
</table>
Appendices

The AQA Unit Award Scheme

Introduction

The AQA Unit Award Scheme provides the opportunity to give students formal recognition of their success in short programmes of work (units) within the context of recording achievement.

Successful completion of a unit is recognised through the issue to the student of a certificate detailing the outcomes achieved. This certificate is called a Unit Award Statement.

How the Unit Award Scheme is Used

a. To recognise the achievement of students of all abilities in non-qualification contexts, including curriculum delivery, e.g. at Key Stages 3 and 4, enrichment activities, personal development and PSHE, careers education, sport, outdoor pursuits, study skills.

Centres may write their own units for use in non-qualification contexts and/or may use units written by other centres or by the AQA. A selection of units is available via the Internet.

b. To provide interim accreditation of the achievement of students following the AQA Entry Level Certificate specifications, all of which are unit based.

Relationship with the Entry Level Certificate

AQA’s Entry Level Certificate specifications are presented in a unit format which allows the units to be used within the context of the Unit Award Scheme as well as the Entry Level Certificate.

Centres entering students for the Entry Level Certificate are not required to be involved in the AQA Unit Award Scheme. However, if a centre wishes to give students formal credit for completing individual units from the Entry Level Certificate specifications successfully, it can do this through the Unit Award Scheme. Students would then receive a Unit Award Statement for each unit completed.

To be awarded a Unit Award Statement, a student must complete successfully every outcome of the unit concerned and every item of evidence must be produced.

Where there is an externally-set assignment, this may form all or some of the evidence to be offered, but is not a requirement for unit accreditation that an externally-set assignment be completed.
Entries

a. A centre may choose to enter students for:
   - the Entry Level Certificate only; or
   - the Entry Level Certificate and the Unit Award Scheme; or
   - the Unit Award Scheme only.

Consequently, the Entry Level Certificate and the AQA Unit Award Scheme have separate registration and entry procedures.

b. To register to participate in the Unit Award Scheme, a centre must complete a Unit Award Scheme Centre Registration Form and make appropriate arrangements to receive training from an approved source.

When training is provided by AQA, a charge is made. The charge is for a training session and a number of centres may share a session so as to spread the cost of the training. This training relates to use of the Unit Award Scheme and is separate and different from that provided for each Entry Level Certificate specification.

Centres may join the Unit Award Scheme at any time of the year.

Further Information

Further information about the Unit Award Scheme and Centre Registration forms are available from the AQA Unit Award Scheme Department, AQA Harrogate Office, 31-33 Springfield Avenue, Harrogate, North Yorkshire HG1 1HW, telephone 01423 840015.
## Unit Level Summary Sheet

<table>
<thead>
<tr>
<th>Unit/Level</th>
<th>2L</th>
<th>2M</th>
<th>2H</th>
<th>3L</th>
<th>3M</th>
<th>3H</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4, 5</td>
<td>7</td>
<td>6</td>
<td>9</td>
<td>8</td>
<td>Margins are altered</td>
</tr>
<tr>
<td></td>
<td>Work is retrieved from disc; errors corrected; text deleted</td>
<td>Headings are used to present text</td>
<td>Blocks of text are moved around</td>
<td>Text is suitably justified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3a</td>
<td>7</td>
<td>3b, 8, 9</td>
<td>5</td>
<td>4, 6</td>
<td>A row or column can be inserted; numbers can be formatted within cells</td>
</tr>
<tr>
<td></td>
<td>Formula given by the teacher</td>
<td>Changes are made to the cell data</td>
<td>The candidate is able to work out simple formula; cells can be copied; printout annotated</td>
<td>Text can be formatted within cells</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2b</td>
<td>4</td>
<td>5, 6</td>
<td>7, 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Errors corrected</td>
<td>Datafile printed out</td>
<td>File retrieved; simple search carried out</td>
<td>Amend the datafile; insert one new record</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Own simple statement; able to identify component parts and two functions of each; able to select a suitable input/output device</td>
<td>Own statement given with an example; able to identify and give the use of component parts; diagram through out</td>
<td>Own statement given with an example; able to identify and give the uses for component parts; diagram has decision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>States input/output devices and two functions of each; able to select suitable input/output device</td>
<td>Shows some understanding of the input/output devices; selects, with confidence, an input/output device</td>
<td>Shows understanding of the input/output device; is able to give reasons for the selection of an input/output device</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Characteristics listed with where found or data stored on them</td>
<td>7, 8</td>
<td>5, 6, 9, 10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Simple explanations of need for permanent storage and the difference between ROM and RAM</td>
<td>Characteristics listed; a little understanding of differences between CD ROM/Magnetic media; simple explanation</td>
<td>Explanations have understanding and reasons</td>
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<td>Outcome</td>
<td>Description</td>
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<tr>
<td><strong>7</strong></td>
<td>Outcomes: 1, 2, 7a, 8</td>
<td>Gives more information about outcomes specified under 2L.</td>
<td>4, 6</td>
<td>Able to list an application where OMR/OCR is used</td>
<td>3, 5</td>
<td>Shows some understanding of the difference between OMR and OCR</td>
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<tr>
<td><strong>8</strong></td>
<td>Outcomes: 1, 2b</td>
<td>Single use confined to their own use; able to use appropriate package with guidance to produce one piece of work</td>
<td></td>
<td>Two uses confined to their own use; able to select appropriate packages with guidance to produce two pieces of work.</td>
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<td><strong>9</strong></td>
<td>Outcomes: 1, 2, 3</td>
<td>One image given; original image very simple – uses only preset shapes and fills; work is saved</td>
<td>5a</td>
<td>Image moved</td>
<td>5b</td>
<td>Text added is very basic</td>
</tr>
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<td><strong>10</strong></td>
<td>Outcomes: 1</td>
<td>Lists some needs to protect data</td>
<td></td>
<td>Lists, with a reason, some needs to protect data</td>
<td></td>
<td>Lists, with reasons, a number of needs to protect data</td>
</tr>
<tr>
<td><strong>11</strong></td>
<td>Outcomes: 1, 2, 4</td>
<td>Simple answers to questions; lists networks; lists two internet facilities</td>
<td></td>
<td>Gives some insight into the answers</td>
<td>9</td>
<td>Lists two applications</td>
</tr>
<tr>
<td><strong>12</strong></td>
<td>Outcomes: 1, 2, 3, 4</td>
<td>Four examples listed; diary only includes three occasions; comments very simplistic</td>
<td></td>
<td>Some reasons given not covering four examples; diary more complex; some comments are reasoned</td>
<td></td>
<td>Reasons cover all four examples; advantages and disadvantages are noted for each use of IT</td>
</tr>
</tbody>
</table>
## Record Forms

### Summary Sheet

**Entry Level Certificate in Information and Communication Technology**

<table>
<thead>
<tr>
<th>Candidate name</th>
<th>Candidate Number</th>
<th>Date of completion of Unit</th>
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<tbody>
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</tbody>
</table>

*To complete this Unit, candidates must demonstrate all outcomes listed in the chosen Unit*

This is to certify that the candidates’ work has been assessed in accordance with the requirements of the specification and that the work presented is the work of the candidates named.

**Signature of teacher(s) responsible for making the assessment(s)**

Date: ___________________________ Sheet No. _______ of _______

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(continued)

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Specification Title: .................................................................  Unit Code: .........................................................

Name of Centre: .................................................................  Centre No: ..............................................................

Candidate Name: .................................................................  Candidate No: .............................................................

UNIT 1  UNIT 5  UNIT 9
UNIT 2  UNIT 6  UNIT 10
UNIT 3  UNIT 7  UNIT 11
UNIT 4  UNIT 8  UNIT 12

Declaration by teacher
I confirm that every reasonable step has been taken to ensure that the work presented is the unaided work of the candidate named. Any teacher assistance given has been limited to the use of strategies to improve accessibility such as
(a) the re-phrasing of questions or tasks which have not been understood
(b) the explanation of terms or phrases used in questions or tasks, where such explanation does not, in itself, provide the information which the candidate must supply
(c) the provision of feedback in relation to inappropriate or inadequate answers given by the candidate, where such feedback does not, in itself, provide the information which the candidate must supply.

Signed ........................................................................................................................ ..............................................

Declaration by candidate
I understand the AQA's regulations relating to unfair practice.

Signed ........................................................................................................................ ..............................................
Authentication

This is to certify that marks have been awarded in accordance with the requirements of the specification and that every reasonable step has been taken to ensure that the work presented is that of the candidates named. Any assistance given to candidates beyond that given to the class as a whole and beyond that described in the specification has been recorded on the Candidate Record Form(s) and has been taken into account. The marks given reflect accurately the unaided achievement of the candidates.

Signature(s) of teacher(s) responsible for assessment

Teacher 1 ................................................................. Teacher 2 .................................................................
Teacher 3 ................................................................. Teacher 4 .................................................................
Teacher 5 ................................................................. Teacher 6 .................................................................

(Continue overleaf if necessary)

Internal Standardisation of Marking

Each centre must standardise the assessments for this unit across different teachers and teaching groups to ensure that all candidates in the centre have been judged against the same standards. If two or more teachers are involved in marking a unit, one of them must be designated as responsible for standardising the marking of all teachers at the centre who mark the unit.

The following declaration must be signed by the teacher responsible for ensuring standardisation. If all the work has been marked by the same person, that person should sign below.

I confirm that:

(a) *I have marked the work of all candidates for this component
(b) *the procedure described in the specification has been followed at this centre to ensure that the marking is of the same standard for all candidates.

Signed: ........................................................................................................... Date: ..........................
Signature of Head of Centre ................................................................. Date: ..........................

This form should be completed and sent to the moderator with the sample of centre-assessed work.