OCR RECOGNISING ACHIEVEMENT

Functional Skills Qualification in ICT

at Entry Level

SAMPLE ASSESSMENT MATERIALS

OCR Functional Skills Qualification in ICT at Entry Level

Entry Level 1   Entry Level 2   Entry Level 3

These materials should **not** be used for live assessment.
OCR live assessment materials should be downloaded from
OCR Interchange.

Sample Assessment Materials

The scheme code for these qualifications is:

OCR Functional Skills Qualification in ICT at Entry Level 1   09873

OCR Functional Skills Qualification in ICT at Entry Level 2   09874

OCR Functional Skills Qualification in ICT at Entry Level 3   09875

Guidance For Centres

1   General

1.1   OCR's Functional Skills Entry Level assessments are available to download free of charge from our secure website *Interchange*. You will need to be approved to offer OCR Entry Level Functional Skills ICT in order to gain access to the assessment materials

1.2   These assessments have been designed to meet the full requirements of OCR's Functional Skills Entry Level ICT qualification. Learners will need to take part in a planned learning programme that covers the underpinning knowledge and skills of the qualification.

1.3   For the purpose of the assessment, tutors are expected to act as supervisors.

2   Before carrying out the assessment

2.1   Learners should take part in a planned learning programme that covers the underpinning knowledge and skills of the qualification. As part of this learning programme, learners should be given the opportunity to practice similar activities before completing the assessment activities.

2.2   An *Assessment Record Form* has been provided for tutors to record the learner's achievements. The *Assessment Record Form* should be photocopied for each learner.

3   When completing the assessment

3.1   All assessment evidence must be produced under controlled assessment conditions. Further guidance on **controlled assessment conditions** is provided within the OCR Functional Skills Entry Level ICT Centre Handbook/Specification.

3.2   Assessment tasks should be carried out within the time indicated in the tutor guidance at each level.

3.3   Each learner must produce individual and authentic evidence for each assessment activity within the assessment. Tutors should use the *Assessment Record Form* provided to ensure that the learner has submitted evidence for all assessment activities.

3.4   Centre staff may give support and guidance to learners. This support and guidance should focus on checking that learners understand what is expected of them. It is not acceptable for tutors to provide model answers or to work through answers in detail.

3.5   Learners may use information from any relevant source to help them with producing evidence for the assessment activities.

3.6   Learners must be guided on the use of information from other sources to ensure that confidentiality is maintained at all times.

4   After completing the assessment

4.1   When marking learners' work, centres **must** check that all the skills standards have been achieved as detailed in the *Assessment Record Form*. For further information about assessment please refer to the section on Internal Assessment in the Functional Skills Entry Level ICT Centre Handbook/Specification.

4.2 Assessors' decisions should be quality assured across the centre through internal moderation. For further information about internal moderation please refer to the section on Assessment and Moderation in the Functional Skills Entry Level ICT Centre Handbook/Specification.

5 Presentation of work

5.1 The *Assessment Record Form* has been designed so that it can also be used as a contents page by inserting references/page numbers in the boxes provided.

5.2 Centres may wish to discourage learners from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage learners to present their work so that it is easily accessible, eg spiral bound, stapled booklet, treasury tag.

5.3 An Assessment Front Sheet is available to download from the OCR website and should be used when any final assessment is submitted to the OCR External Moderator.

6 Acceptable evidence

6.1 For guidance on generation and collection of evidence please refer to the section on Assessment and Moderation in the Functional Skills Entry Level ICT Centre Handbook/Specification.

7 Reworking the assessment

7.1 Learners can attempt each assessment task more than once within the time specified and under Controlled Assessment conditions. If they do not meet the minimum PASS requirements for one or more of the tasks in the assessment, further work will be required.

7.2 Tutors should give feedback to learners to support and guide them in producing evidence to the required standard.

Notes For Tutors

The difference between Skills for Life and Functional qualifications

Skills for Life qualifications assess the basic skills of speaking, listening, reading, writing, ICT and mathematics. They include, for example, the letters of the alphabet, spelling, grammar, counting, adding, subtracting, and multiplying. They were designed for adults who, for some reason, did not acquire these skills to a level sufficient for adult life when they were at school. Functional skills are not about the basics of reading, writing, arithmetic and the use of ICT (but the acquisition of these basic skills is an essential stepping stone towards the higher goal of functional skills). Being functional means:

- being able to apply knowledge and skills and respond appropriately to all sorts of real-life contexts

- having the mental agility to take on challenges in a range of new and often unforeseen settings

- being able to independently work out what to do

- recognising and expecting that tasks may require persistence, thoughtfulness, struggle and reflection.

Functional skills underpin problem solving, instil confidence and heighten an individual's ability to learn.

Introduction to the Tasks

The tasks have been designed so that all of the skills standards are addressed.

The assessment tasks have been designed to allow learners to demonstrate their skills during normal class time under controlled assessment conditions. However, the assessment can be completed over a number of sessions under controlled assessment conditions, but must not take longer than the time specified in the tutor guidance.

For the purpose of the assessment, tutors are expected to act as supervisors. Tutors can assess the same learner at different times.

Controls for Task Marking

When marking the assessment tasks, tutors should use the criteria in the *Assessment Record Form* and the relevant *mark scheme*.

Tutors must be confident that the work they mark is the learner's own. Tutors must employ sufficient checks whilst tasks are being completed to ensure learners are producing their own evidence, as outlined in the section *Controlled Assessment* in the Functional Skills Entry Level ICT Centre Handbook/Specification.

Scope of Assessment Modification

The assessment tasks form a coherent whole addressing all the skills standards.

No changes to the skills standards are permitted.

The assessment tasks can be changed in terms of the context, which can be amended, to ensure that the learner is not disadvantaged, and to ensure that tasks can be delivered using the centre resources available. However, the context must still be set within a real-life context and must have a clear purpose. Guidance on the scope of contextualisation is provided where allowed.

OCR has ensured that, in the language used and tasks provided, we have avoided discrimination, bias and stereotyping and support equality and diversity. In the development of qualifications and assessments we use the guidance given in the Ofqual publication *Fair access by design,* notably this includes:

- using language and layout in assessment materials that does not present barriers to learners

- using stimulus and source materials in assessment materials (where appropriate) that do not present barriers to learners

If centres wish to adapt the example assessment we strongly advise that staff responsible for modifying the example assessment and quality assuring it refer to the publication Fair access by design.

If modifications are made to the task contexts, it is up to the centre to ensure that all of the skills standards are adequately covered.

The Tasks

Unit 1 (Entry Level 1)

Tutor guidance

- Learners are required to complete **one** assessment activity under supervised conditions in **1 hour**.

- The assessment may be split over a number of sessions but must not take longer than **1 hour** in total.

- Hard copy evidence can be produced with tutor support outside of the assessment time.

Assessment Task – Let's Meet Up

In this assessment the learner is required to use ICT-based communication to confirm meeting arrangements. The learner is also required to label an image which will be discussed at the meeting.

The learner will:

- access an electronic message from, eg a mailbox, open the message which contains details about the meeting

- reply to the message to confirm their attendance

- label the image to take to the meeting

- meet all of the skills standards.

Prior to the assessment taking place you should agree the following with the learner:

- the purpose of the meeting and the image

You will need to send the learner an electronic message inviting them to a meeting. You may wish to provide the learner with the image to be labelled.

Assessment

You must complete an Assessment Record Form for each learner. Supplementary evidence, eg a printout or a screen dump, of the labelled image must be provided. The Assessment Record Form should be completed after the mark scheme provided has been applied to the learner's performance during the assessment.

You will have to observe the learner during the assessment to be able to complete the Assessment Record Form.

If the learner achieves sufficient marks to award a PASS then certification can be claimed.

Sample Assessment Task

Below is one example of an assessment task that could be used. The assessment task may be communicated as appropriate to the learner.

Sample assessment task*

You must reply to the *email* I sent you about our *tutorial next Thursday*.

You must label the *photograph of the volcano model* you made and bring it with you to discuss.

You must make sure you follow all the safe practices you have been taught.

---

*The assessment task can be modified to suit the type of ICT-based communication and context that you have agreed with the learner. In the above sample the items in italics can be changed to suit your learners.

ASSESSMENT RECORD FORM: UNIT 1 (ENTRY LEVEL 1)

OCR Functional Skills Qualification in ICT at Entry Level

Use this Assessment Record to record the learner's achievements. This record should be submitted to OCR as evidence of achievement for the learner, together with supporting evidence.

Centre name		Centre number	
Learner name		Learner signature	
Assessor name(s)		Assessor signature	
Date			

Skills Standard	ICT Entry Level 1 Skill standards Coverage and range	Evidence Page Ref	Marks awarded	Assessor feedback
E1.1	E1.1.1 Recognise and use interface features			
E1.2	E1.2.1 Minimise the physical stress of seating, lighting and hazards			
	E1.2.2 Keep access information secure by using a password			
E1.3	E1.3.1 Text message, voice mail, on-screen information			
E1.4	E1.4.1 Identify and correct simple errors			
	E1.4.2 Label an image			
E1.5	E1.5.1 Receive and open electronic messages			
	Marks Total			

Unit 2 (Entry Level 2)

Tutor guidance

- Learners are required to complete the assessment activity under supervised conditions in **1 hour 30 minutes**.

- The assessment may be split over a number of sessions but must not take longer than **1 hour 30 minutes** in total.

- Hard copy can be produced with tutor support, outside of the assessment time.

Assessment Task – What's On

In this assessment the learner is required to use ICT to produce a document that lets people know about an event.

The learner will:

- start to create the document by entering the details you have agreed

- search for and select a suitable image and insert it into the document

- search for and select suitable information to add to the document (eg address, telephone number, prices, descriptive information)

- receive and open an electronic message from you to inform them of some additional detail (eg date, time, location)

- edit the document to reflect the change you sent them and reply to your electronic message confirming that they have made the change

- format the document appropriately

- meet all of the skill standards.

Prior to the assessment taking place you should agree the following with the learner:

- what the event is – the title of the event, the date, time and location of the event

- the target audience eg class mates, friends, general public

- what sort of document they will produce to let people know about the event eg a poster, flyer, invitation.

You will need to send the learner an electronic message at some point during the course of the assessment to indicate a change in the agreed details and ask the learner to reply to confirm that they have made the change.

Assessment

You must complete an Assessment Record Form for each learner. Supplementary evidence e.g. printouts of the document produced and screen dumps of the searches carried out must be provided. The Assessment Record Form should be completed after the mark scheme provided has been applied to the learner's performance during the assessment.

You will have to observe the learner during the assessment to be able to complete the assessment record. The Assessment Record Form, with your comments and the evidence produced by the learner should be collated.

If the learner achieves sufficient marks to award a PASS then certification can be claimed.

Sample assessment task

Below is one example of an assessment task that could be used. The assessment task may be communicated as appropriate to the learner.

Sample assessment task*

Your *class* is organising a *sponsored cycle ride. It will take place in Roundhay Park, Leeds on Thursday 15 June*. It will start at *Tropical World* in *Roundhay Park.*

You have to advertise the *cycle ride to the rest of the college*.

You have to find a suitable image and the *address of Tropical World* for the *poster.*

Your *tutor* will send you a message telling you the *start time of the cycle ride* which needs to be added to the *poster.*

Check the layout and content of your *poster*.

Evidence you must provide

Printout(s) or screen dumps (s) showing the search you carried out to find the image and the *address* for your *poster*.

Printout of your *poster* with the details of the event, image and *address* entered*.*

Printout of your final *poster*.

Printout(s) or screen dump(s) of the electronic message you received and your reply.

---

*The assessment task can be modified to suit the type of ICT-based communication and context that you have agreed with the learner. In the above sample the items in italics can be changed to suit your learners.

ASSESSMENT RECORD FORM: UNIT 2 (ENTRY LEVEL 2)
OCR Functional Skills Qualification in ICT at Entry Level

Use this Assessment Record to record the learner's achievements. This record should be submitted to OCR as evidence of achievement for the learner, together with supporting evidence.

Centre name		Centre number	
Learner name		Learner signature	
Assessor name(s)		Assessor signature	
Date			

Skills Standard	ICT Entry Level 2 Skill standards Coverage and range	Evidence Page Ref	Marks awarded	Assessor feedback
E2.1	E2.1.3 Recognise and use interface features			
E2.2	E2.2.1 Minimise the physical stress			
	E2.2.2 Keep access information secure by using a password			
E2.3	Use ICT-based sources of information			
E2.4	E2.4.1 Use simple search facilities			
E2.5	E2.5.1 Use simple editing and formatting techniques			
E2.6	E2.6.1 For print and for viewing on screen			
	E2.6.2 Identify and correct simple errors			
E2.7	E2.7.1 Read, send and receive electronic messages			
	Marks Total			

Unit 3 (Entry Level 3)

Tutor guidance

- Learners are required to complete one assessment activity under supervised conditions in **2 hours**.

- The assessment may be split over a number of sessions but must not take longer than **2 hours** in total.

- Hard copy can be produced with tutor support outside of the assessment time.

Assessment Task – Prepare a Presentation

In this assessment the learner is required to use ICT to produce a document that will inform people about a specific topic eg a subject related to a main course of study, current affairs, a topic of their choice etc.

The learner will:

- search for and select information to include in the presentation

- search for and select suitable graphics to include in the presentation

- use the selected information and graphics to create a presentation on the agreed topic

- receive and open an electronic message from you to inform them of further information they need to include in the presentation

- edit the presentation to include the new information and reply to you to confirm that they have done this

- check the presentation for accuracy, meaning and suitability

- save the presentation using an appropriate filename.

Prior to the assessment taking place, you should agree the following with the learner:

- the topic to be presented

- the type of information they have to find

- the target audience eg class mates, friends, general public

- the type of presentation to be used eg slide presentation, report, handout, newsletter, display.

You will need to send the learner an electronic message at some point during the assessment giving them some additional information and asking them to reply to confirm that they have received the additional information and have acted upon it accordingly.

Assessment

You must complete an Assessment Record Form for each learner. The Assessment Record Form should be completed after the mark scheme provided has been applied to the learner's performance during the assessment.

You will have to observe the learner during the assessment to be able to complete the assessment record. The Assessment Record Form, with your comments and the evidence produced by the learner should be collated.

If the learner achieves sufficient marks to award a PASS then certification can be claimed.

Sample assessment task

Below is one example of an assessment task that could be used. The assessment task may be communicated as appropriate to the learner.

Sample assessment task*

Your group is *planning a day out*. You have to research information about *Alton Towers* and produce a *leaflet*. The *leaflet should persuade your group that Alton Towers is the best place to go.*

Your *tutor* will send you a message telling you to add specific information to your *leaflet.*

Check the layout and content of your *leaflet.*

Save your work regularly.

Evidence you must provide

Printout(s) or screen dumps (s) showing the searches you carried out to find the information and graphic(s) for your *leaflet.*

Printout(s) of your *leaflet* showing the information and graphic(s) you have entered*.*

Printout(s) of your final *leaflet.*

Printout(s) or screen dump(s) of the electronic message you received and your reply.

Screen dump(s) showing the files you produced during this assessment.

---

*The assessment task can be modified to suit the type of ICT-based communication and context that you have agreed with the learner. In the above sample the items in italics can be changed to suit your learners.

ASSESSMENT RECORD FORM: UNIT 3 (ENTRY LEVEL 3)

OCR Functional Skills Qualification in ICT at Entry Level

Use this Assessment Record to record the learner's achievements. This record should be submitted to OCR as evidence of achievement for the learner, together with supporting evidence

Centre name		Centre number	
Learner name		Learner signature	
Assessor name(s)		Assessor signature	
Date			

Skills Standard	ICT Entry Level 3 Skill standards Coverage and range	Evidence Page Ref	Marks awarded	Assessor feedback
E3.1	E3.1.1 Use correct procedures to start and shut down an ICT system			
	E3.1.3 Use software applications to meet needs and solve given problems			
	E3.1.4 Recognise and use interface features			
E3.2	E3.2.1 Open and save files			
E3.3	E3.3.1 Use and change passwords			
E3.3	E3.3.2 Minimise physical stress			
E3.4	E3.4.1 Search stored information			

E3.4	E3.4.2 Search web-based sources of information		
E3.5	Select relevant information that matches requirements of given task		
E3.6	E3.6.1 Enter, edit and format information		
E3.6	E3.6.2 Insert and position graphics or other digital content to achieve a purpose		
E3.7	E3.7.2 Check for accuracy and meaning		
E3.7	E3.7.3 Check for suitability of information		
E3.8	E3.8.1 Read, send and receive electronic messages		
E3.8	E3.8.3 Understand the need to stay safe and to respect others when using ICT-based communication		
	Marks Total		

OXFORD CAMBRIDGE AND RSA EXAMINATIONS

OCR FUNCTIONAL SKILLS QUALIFICATION IN ICT AT ENTRY LEVEL 1

Specimen Mark Scheme

The maximum mark for this paper is [30].

OCR ICT FUNCTIONAL SKILLS – SAMS 2010 MARK SCHEME

Series	SAMS 2010	Level	EL1

Mark scheme analysis			
Skill area	Assessment weighting	Marks out of 30	Actual Marks
Using ICT	20-30%	6-9	8
Finding and selecting information	10-30%	3-6	4
Developing, presenting and communicating information	50-70%	15-21	18

Pass mark = 18 marks (60%)

Area	Skill Standard	Coverage and Range	Marking Criteria	Maximum Mark
Using ICT Systems	E1.1 interact with ICT for a given purpose	E1.1.1 recognise and use interface features	During the assessment the candidate demonstrated recognition and use of interface features. Eg keyboard, trackpad (touchpad), touchscreen, mouse or a scroll wheel, menus, icons etc. *Achieved after guidance (eg tutor gave instructions to locate items on menu) – 1 mark* *Achieved after prompting (eg tutor reminded of similar task to aid memory) – 2 marks* *Achieved independently – 3 marks*	3
	E1.2 follow recommended safe practices	E1.2.1 minimise the physical stress of seating, lighting and hazards	The candidate demonstrated awareness of basic ICT Health & Safety and adjusted ICT system accordingly. Eg Check/adjust monitor for physical comfort, check/adjust chair for height and keyboard accessibility, check/adjust posture, check/adjust physical hazards – wires, food, and drink, not on the move when texting *One mark per H&S point up to 2 marks.*	2
		E1.2.2 keep access information secure by using password	Used password or PIN, eg log on to computer, IM area or unlock mobile phone. *Achieved after guidance (eg tutor told candidate how and where to enter username and password) – 1 mark* *Achieved after prompting (eg prompted if candidate could not remember log on details, 'do you remember where you wrote these down in case you forgot?') – 2 marks* *Achieved independently – 3 marks*	3
Finding and selecting information	E1.3 find given information from an ICT-based source	E1.3.1 text message, voicemail and on-screen information	Found message from the tutor. (1)	
			Found relevant details in message. *Achieved after guidance (eg tutor read and explained message to candidate) – 1 mark* *Achieved after prompting (eg tutor helped to read message and candidate identified correct information) – 2 marks* *Achieved independently – 3 marks*	4

Area	Skill Standard	Coverage and Range	Marking Criteria	Maximum Mark
Developng, presenting and communicating information	E1.4 enter and edit single items of information	E1.4.1 identify and correct simple errors	Entered information. Eg number and text. *Achieved after guidance (eg candidate told what to press on keyboard) – 1 mark* *Achieved after prompting (eg tutor reminded candidate of a word spelling) 2 marks* *Achieved independently – 3 marks*	6
			Identified and corrected simple errors. Eg number and text *Achieved after guidance (tutor directed candidate to error and helped correct) – 1 mark* *Achieved after prompting (tutor reminded candidate to check and candidate then identified and corrected) – 2 marks* *Achieved independently – 3 marks*	
		E1.4.2 label an image	Label is entered (1) Label is meaningful (1) Label is accurate (1)	3
	E1.5 use ICT-based communication	E1.5.1 receive and open electronic messages	Navigated to and opened an electronic message, e.g. email, phone, voicemail etc. *Achieved after guidance (eg candidate instructed how to find/open message) – 1 mark* *Achieved after prompting (eg candidate reminded of prior activity to promote recall)- 2 marks* *Achieved independently – 3 marks*	9
			Replied to the message. *Achieved after guidance (eg candidate told to reply to message and instructed how to do this) – 1 mark* *Achieved after prompting (eg candidate reminded of prior activity to promote recall) – 2 marks* *Achieved independently – 3 marks*	
			Sent the message. *Achieved after guidance (eg candidate instructed how to send message) – 1 mark* *Achieved after prompting (eg candidate given clues as a reminder) – 2 marks* *Achieved independently – 3 marks*	

OXFORD CAMBRIDGE AND RSA EXAMINATIONS

OCR FUNCTIONAL SKILLS QUALIFICATION IN ICT AT ENTRY LEVEL 2

Specimen Mark Scheme

The maximum mark for this paper is [40].

OCR ICT FUNCTIONAL SKILLS – SAMS 2010 MARK SCHEME

Series	SAMS 2010	Level	EL2

Mark scheme analysis			
Skill area	Assessment weighting	Marks out of 40	Actual Marks
Using ICT	20-30%	8-12	8
Finding and selecting information	10-30%	4-8	6
Developing, presenting and communicating information	50-70%	20-28	26

Pass mark = 24 marks (60%)

Area	Skill Standard	Coverage and Range	Marking Criteria	Maximum mark
Using ICT Systems	E2.1 interact with ICT for a purpose	E2.1.3 recognise and use interface features	Throughout the assessment the candidate demonstrated recognition and use of a variety of interface features. Eg keyboard, trackpad (touchpad), touchscreen, mouse or a scroll wheel, menus, icons etc. *Achieved after guidance (eg tutor gave instructions to locate items on menu) – 1 mark* *Achieved after prompting (eg tutor reminded of similar task to aid memory) – 2 marks* *Achieved independently – 3 marks*	3
	E2.2 follow recommended safe practices	E2.2.1 minimise the physical stress	The candidate demonstrated awareness of basic ICT Health & Safety and adjusted ICT system accordingly, eg Check/adjust monitor for physical comfort, check/adjust chair for height and keyboard accessibility, check/adjust posture, check/adjust physical hazards – wires, food, drink, awareness of importance of regular breaks etc. *One mark per H&S point. Up to two marks.*	2
		E2.2.2 keep access information secure by using a password	Used password or PIN, eg log on to computer, IM area or unlock phone. *Achieved after guidance (eg tutor told candidate how and where to enter username and password) – 1 mark* *Achieved after prompting (eg prompted if candidate could not remember log on details, 'do you remember where you wrote these down in case you forgot?') – 2 marks* *Achieved independently – 3 marks*	3
Finding and selecting information	E2.3 use ICT-based sources of information		Used search engine, intranet, CD, database, or folder with stored information to look for an image and typed in simple search or used other search facility. (1)	2
			Used search engine, intranet, CD, database, or folder with stored information to look for relevant information eg address, telephone number, prices, descriptive information and typed in simple search or used other search facility. (1)	
	E2.4 find specified information from ICT-based source	E2.4.1 use simple search facilities	Used source to find relevant image. Found appropriate website, other ICT-based source (1) Found appropriate image on website, or within other ICT-based source (1)	4
			Used source to find relevant information – eg address, telephone number, prices, descriptive information. Found appropriate website, or information from other ICT-based source (1) Found appropriate information on website, or within other ICT-based source (1)	

Area	Skill Standard	Coverage and Range	Marking Criteria	Maximum mark
Developing, presenting information	E2.5 enter and edit information for a simple given purpose	E2.5.1 use simple editing and formatting techniques	The document contains: Title (1) Date (1) Time (1) Location (1)	14
			Text has been split appropriately eg Date, time, place can all be clearly read (1)	
			Fonts used can be clearly read (suit the purpose of the document) (1) Font sizes are appropriate for the poster/invitation/flyer eg Heading is larger (1) Font styles are appropriate eg bold/italics has been used to emphasise text (1)	
			All information found entered eg address, telephone number, prices, description (2) (Some information missing – 1 mark only)	
			Image found has been inserted (1)	
			Instructions in email carried out *Achieved after guidance (eg tutor explained to candidate what had to be done) – 1 mark* *Achieved after prompting ("Did you make the changes in the email?') – 2 marks* *Achieved independently – 3 marks*	
	E2.6 bring together two given types of information	E2.6.1 for print and viewing on screen	Image is clear and suitably placed (1) Information found is suitably placed (1) Information is balanced (size of image, text etc. fill space and white space balanced) (1)	3
		E2.6.2 identify and correct simple errors	Document checked for errors in spelling and content. Contains two or more errors – 1 mark Contains one error – 2 marks Completely correct – 3 marks	3

Area	Skill Standard	Coverage and Range	Marking Criteria	Maximum mark
Communicating information	E2.7 use ICT-based communication	E2.7.1 read, send and receive electronic messages	Candidate has received message and has been seen: Navigating menu to message (1) Opening message (1) Reading message (1)	6
			Candidate has sent message and has been seen: Navigating menu to reply (1) Entered an appropriate reply (1) Sent message successfully (1)	

OXFORD CAMBRIDGE AND RSA EXAMINATIONS

OCR FUNCTIONAL SKILLS QUALIFICATION IN ICT AT ENTRY LEVEL 3

Specimen Mark Scheme

The maximum mark for this paper is [50].

[Turn over

OCR ICT FUNCTIONAL SKILLS – SAMS 2010 MARK SCHEME

Series	SAMS 2010	**Level**	EL3

Mark scheme analysis			
Skill area	Assessment weighting	Marks out of 50	Actual Marks
Using ICT	20-30%	10 - 15	11
Finding and selecting information	10-30%	5 - 10	9
Developing, presenting and communicating information	50-70%	25 - 35	30

Pass mark = 30 marks (60%)

Area	Skill Standard	Coverage and Range	Exemplar Evidence	Maximum mark
Using ICT Systems	E3.1 interact with and use an ICT system to meet given needs	E3.1.1 use correct procedures to start and shut down an ICT system	Use correct procedures to: Start up (1) Shut down (1)	2
		E3.1.3 use software applications to meet needs and solve given problems	Appropriate software selected for assessment activity: For searches (eg search engine, intranet, database) (1) For presentation (1)	2
		E3.1.4 recognise and use interface features	Throughout the assessment the candidate has demonstrated recognition and use of appropriate interface features. Eg: keyboard, trackpad (touchpad), touchscreen, mouse or a scroll wheel, menus, icons etc.	1
	E3.2 store information	E3.2.1 open and save files	During the assessment the candidate has demonstrated their ability to: Save file(s) (ie saved their presentation)(1) Save file(s) in an appropriate location (eg. in user area, assessment folder) (1) Open file(s) (located and opened presentation for editing) (1)	3
	E3.3 follow safety and security practices	E3.3.1 use and change passwords	Used a password to log on	1
		E3.3.2 minimise physical stress	The candidate has demonstrated awareness of basic ICT Health & Safety and adjusted ICT system accordingly: Check/adjust monitor for physical comfort, check/adjust chair for height and keyboard accessibility, check/adjust posture, check/adjust physical hazards – wires, food, drink, awareness of importance of regular breaks etc. *One mark per H&S point up to two marks*	2

Area	Skill Standard	Coverage and Range	Exemplar Evidence	Maximum mark
Finding and selecting information	E3.4 use simple searches to find information	E3.4.1 search stored information	Used a simple search to find images/graphics: Entered simple search, or used other search facility (1) Navigated using hyperlinks/search facilities (1)	5
			Used a simple search to find required information: Entered simple search, or used other search facility (1) Navigated using hyperlinks/search facilities (1)	
			Read electronic message sent and found required information (1)	
	E3.5 select relevant information that matches requirements of given task		Selected appropriate image/graphic: Found appropriate website, or appropriate location in other ICT-based source (1) Identified relevant graphics on website, or within other ICT-based source (1)	4
			Selected appropriate information: Found appropriate website, or appropriate location in other ICT-based source (1) Identified relevant text/data on website, or within other ICT-based source (1)	
Developing, presenting and communicating information	E3.6 enter and develop different types of information to meet given needs	E3.6.1 enter, edit and format information, including text, graphics, numbers or other digital content, to achieve the required outcome	Title or heading entered (1) Information entered (1) Information edited to suit the purpose of the presentation (eg volume of information found reduced, headings added etc (1) Text has been split appropriately eg paragraphs, bullet points (1)	9
			Fonts used can be clearly read (1) Font sizes are appropriate for the presentation (1) Font styles are appropriate eg bold/italics has been used to emphasise text (1)	
			Editing instructions in email carried out correctly and completely (2) (Editing instructions in email carried out with no more than 2 minor errors – 1 mark only)	
		E3.6.2 insert and position graphics or other digital content to achieve a purpose	Graphics/other digital content inserted (1) Graphics/other digital content clear and complete (not cropped, distorted etc.) (1) Graphics/other digital suitably placed in suitable location (relative to text) (1) Graphics/other digital content suitably labelled or referenced (1)	4

Area	Skill Standard	Coverage and Range	Exemplar Evidence	Maximum mark
Developing, presenting and communicating information	E3.7 bring together different types of information for a given purpose	E3.7.1 for print and viewing onscreen	Presentation is suitable for use: Text and graphical information makes good use of available space (1) White space has been balanced on the presentation (1)	2
		E3.7.2 check for accuracy and meaning	Spelling checked: Contains two or more errors – 1 mark Contains one error – 2 marks Completely correct – 3 marks Meaning checked eg no punctuation errors that make meaning unclear, no omissions that make meaning unclear Contains two or more errors – 1 mark Contains one error – 2 marks Completely correct – 3 marks	6
		E3.7.3 check for suitability of information	Information is suitable for the target audience (1) Graphics/digital content is suitable for the target audience (1)	2
	E3.8 use ICT-based communication	E3.8.1 read, send and receive electronic messages	Candidate has located and read electronic message sent to them: Navigated menu to message (1) Opened message (1) Read message (1) Candidate has replied to electronic message received: Navigated menu to reply (1) Sent reply to message appropriately (1)	5
		E3.8.3 understand the need to stay safe and to respect others when using ICT-based communication	When questioned the candidate shows an understanding of the need to stay safe and to respect others when using ICT-based communication: Understands about not disclosing personal information inappropriately when using ICT based communication (1) Understands about respecting others' personal information when using ICT based communication (1)	2