

## Sample Assessment Materials

# Functional Skills ICT, Entry Levels 1, 2, & 3

# Why our assessment offers more opportunity for success

## Help all your learners show what they can do

We carefully design our assessments so that they are accessible for every learner. It means that your learners will find it easier to understand what's needed so they get the best results they can.

## Flexibility

We have designed the assessments so you can adapt the context to something familiar for your learners. Within the assessment we have set, you can use a context which is relevant to your learners' vocational studies.

## On demand assessment

There are no set dates for taking the assessments, so your learners can take them as soon as they are ready.

## Clearer topic focus in each task

There are no surprises and no catches in our tasks. We use straightforward contexts which are clearly explained to avoid confusion. It means that learners can be confident in their use of ICT and can get full credit where they deserve it.

## It all adds up to better results for all

We believe in offering learners the best opportunity to achieve success and we want nothing to stand in the way of that. Which is why we have ensured that our assessments are clear and accessible – we want to support your success.





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## Controlled assessment

Functional Skills in Information and Communication Technology (ICT) at Entry 1, 2 and 3 must be internally assessed through a controlled assessment. The controls for each skill area are centrally designated to ensure comparability across awarding organisations.

At Entry 1, 2 and 3, assessment requirements are externally specified by Edexcel and must be internally marked. Assessment outcomes must be internally verified, and externally verified by Edexcel.

## Explanation of levels of control

Regulations are defined for three stages of assessment.

- **Task setting:** the specification of the assessment requirements. Tasks will be set by Edexcel as defined by the requirements in the qualification and skills criteria. Tasks will include details of the degree of adaptation of the task permitted for individual learners. Where appropriate, tasks will be replaced within each component annually.
- **Task taking:** the conditions for learner support and supervision and the authentication of learners' work. Task taking may involve different parameters from those used in traditional written examinations; for example, learners may carry out preparation for the task and may be allowed supervised access to sources such as the internet.
- **Task marking:** this specifies the way in which learners' outcomes are assessed. Task marking involves the use of mark schemes and/or marking criteria produced by Edexcel.

Please see the specification for details of how levels of control apply for this subject in these controlled assessment tasks.



## Guidance for the assessment of tasks

### The controlled assessment

The completion of a task must be under controlled conditions. During the assessment the learner must be in the direct sight of the supervisor at all times. Input such as clarification of requirements, reading the questions etc is acceptable.

Learners must be provided with a suitably quiet, undisturbed location, with adequate heating and lighting.

The accommodation normally used by learners may be used for assessment. There is no need to remove posters, displays or materials containing information relevant to that which is being assessed. However, displays should not provide a prepared answer to the task questions. It is acceptable for the learner to draw on external sources (with the exception of direct help from the assessor) during the assessment period.

### Controlled conditions

Learners will be able to complete a task only when supervised. If this takes place over more than one session, learners' materials must be collected in at the end of each session, stored securely and handed back at the beginning of the next session. The task response must be collected/retained at the end of the controlled assessment.

Learners with agreed particular requirements, in relation to their mode of learning or assessment can have their usual support, unless this compromises the outcome of the assessment. Those providing assistance should refer to appropriate access regulations on the Edexcel website ([www.edexcel.com](http://www.edexcel.com)).

Learners may have access to:

notes, which must be checked to ensure they do not include a pre-prepared response.

Learners must not have access to:

a pre-prepared response.

### Information and communication technology

Centres must ensure that there is no access to any pre-prepared materials on the hard drive of any IT equipment used.

### Time

Centres should allow up to **two hours** for learners to complete the task.

This time may be distributed over one or more sessions at the centre's discretion.

### Authentication

Learners' work must be authenticated by the centre.





# Entry 1



# Specimen Task

## Guidance to assessors

### Task-specific instructions

- To complete this assessment, learners have to undertake the task.
- Learners should be allowed up to 2 hours to complete the task.
- On completion of the task, an authentication must be completed.
- The task materials (data files) must be available to all learners at the start of the task, eg from an icon on the desktop.
- The computer system can be switched on but learners must use a password to access the computer system. The assessor is permitted to provide assistance with this.
- Email must be accessible during this task.
- The assessor must send an email message (or text message) to learners with the address and ticket details of the attraction, venue or place name given in the context.

- The address for the London Eye is:

Westminster Bridge Road  
London  
SE1 7PB

- The adult ticket price for the London Eye is:

£10.00

Note: This price must be different to the price given in the data file.

- Assessors must mark the task on completion.

### Interpretation

The assessor may read the task to learners.

A medium level of control for task taking means that assessors may respond to questions to explain difficult words and phrases for learners by paraphrasing and redefining. Assessors must not give learners solutions to task questions.

## Materials required for the task

Datafile:

1. LondonEyeEL1

## Adaptation

This task is designed to be adaptable in order to meet local needs. Therefore, the assessor may wish to amend task materials to make them more appropriate to learners. Questions may also be re-phrased to take into account learner needs.

The assessor is permitted to change the context and use an alternative attraction, venue or place name.

An alternative context is given below.

Some tourists are visiting [place/town/city/country].

You must give them some information about the [attraction/venue].

You must create a **flyer**.

The flyer must give information about ticket prices and where to find the [attraction/venue].

A draft flyer has been provided that you need to amend.

The assessor is allowed to change the task materials to reflect the context, but **must** maintain the same level of assessment and provide appropriate information for learners to complete the given activities.

The assessor may use the task materials provided if these are suitable for learners. If this is not the case, the assessor must prepare a word document, which includes the following items:

- (a) single image identifying the attraction or venue
- (b) address of the attraction or venue
- (c) ticket price, which is different to the price given in the email or text message to the learner, eg £3.50

## Working safely

The assessor must ensure that learners work safely and follow relevant safe and secure practices throughout the task. For example, learners must ensure they are sitting comfortably, and the workstation area and environment is safe and free from hazards. Health and safety guidelines must be followed at all times. The assessor is allowed to provide health and safety support and assistance during the assessment.

# Edexcel Functional Skills – Entry 1

# ICT

## Entry 1

**Sample Controlled Assessment Material**

*Turn over* ►

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Some tourists are visiting London.

You must give them some information about the London Eye.

You must create a **flyer**.

The flyer must give information about ticket prices and where to find the London Eye.

A draft flyer has been provided that you need to amend.

### **Getting ready**

**1** Make sure you are sitting comfortably.

Make sure you work safely at all times during the task.

(1)

**2** Start the computer system.

(1)

**3** You will receive marks for:

- using software applications to do this task.

(1)

**(Total = 3 marks)**

## Create a flyer

**1** You have received an email or text message.

The message has new information about the London Eye in it.

Open the email or text message.

(3)

**2** Use the information in the email or text message to:

- enter any missing information in the flyer
- correct any information in the flyer.

(2)

**3** The flyer contains an image of the London Eye.

Put a label on the image so that the tourists know what they are going to see.

(2)

**4** Save the flyer.

**5** Print the flyer.

**(Total for Task = 7 marks)**





# ENTRY 1 MARK SCHEME

## Functional Skills qualification in Information and Communication Technology (ICT) at Entry 1

Assessors must confirm that learners have met the Functional Skills in Information and Communication Technology standards at Entry 1.

Assessors must use the mark scheme given below, and place a tick in the relevant box where a learner has met the standard.

<b>Learner name:</b>		<b>Registration number:</b>	<b>Centre number:</b>	
GETTING READY				
1.	<b>Task</b> Make sure you are sitting comfortably.  Make sure you work safely at all times during the task. <b>Coverage and range</b> 2.1 minimise the physical stress of seating, lighting and hazards			
		<b>Marks</b>	<b>Achieved</b>	
1.	<b>Mark scheme</b> The learner has demonstrated safe working by adjusting height of chair and monitor, using correct posture, etc.	(1)	<input type="checkbox"/>	
2.	<b>Task</b> Start the computer system. <b>Coverage and range</b> 2.2 keep access information secure by using password			
		<b>Marks</b>	<b>Achieved</b>	
2.	<b>Mark scheme</b> The learner must demonstrate that they can access a computer system using secure methods, such as a username/password (either as standalone access or part of a network authentication).	(1)	<input type="checkbox"/>	
3.	<b>Task</b> You will receive marks for:  • using software applications to do this task <b>Coverage and range</b> 1.1 recognise and use interface features			
		<b>Marks</b>	<b>Achieved</b>	
3.	<b>Mark scheme</b> By successfully completing the flyer and email activities, the learner has recognised and used interface features when using software applications to complete this task. For example, opening and closing the data file, receiving and opening email messages, labelling an image, saving and printing, and opening and closing software applications.	(1)	<input type="checkbox"/>	

# ENTRY 1 MARK SCHEME

## Functional Skills qualification in Information and Communication Technology (ICT) at Entry 1

CREATE A FLYER						
1.	<p><b>Task</b> You have received an email or text message.</p> <p>The message has new information about the London Eye in it.</p> <p>Open the email or text message.</p>					
2.	<p>Use the information in the email or text message to:</p> <ul style="list-style-type: none"> <li>enter any missing information in the flyer</li> <li>correct any information in the flyer</li> </ul> <p><b>Coverage and range</b> 3.1 text message, voicemail and on-screen information 5.2 receive and open electronic messages 4.1 identify and correct simple errors</p>	<table border="1"> <thead> <tr> <th>Marks</th> <th>Achieved</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>	Marks	Achieved		
Marks	Achieved					
1.	<p><b>Mark scheme</b> By successfully entering any information from the email or text message into the flyer, the learner has:</p>					
1.	<ul style="list-style-type: none"> <li>received the email or text message</li> </ul>	(1)	<input type="checkbox"/>			
1.	<ul style="list-style-type: none"> <li>opened the email or text message</li> </ul>	(1)	<input type="checkbox"/>			
1.	<ul style="list-style-type: none"> <li>found the given information</li> </ul>	(1)	<input type="checkbox"/>			
2.	The learner has added the address.	(1)	<input type="checkbox"/>			
2.	The learner has amended the ticket price.	(1)	<input type="checkbox"/>			
3.	<p><b>Task</b> The flyer contains an image of the London Eye.</p> <p>Put a label on the image so that the tourists know what they are going to see.</p> <p><b>Coverage and range</b> 5.1 label an image</p>					
		<b>Marks</b>	<b>Achieved</b>			
3.	The learner has added a label for the image.	(1)	<input type="checkbox"/>			
3.	Label is appropriate. For example, the label identifies the London Eye.	(1)	<input type="checkbox"/>			
<b>Total</b>		<b>10</b>				
<b>Pass Mark</b>		<b>7</b>				
		<b>Total</b>				

# ENTRY 1 AUTHENTICATION

## Functional Skills Qualification in Information and Communication Technology at Entry 1

COMMENTS
If you have provided any assistance to the learner during this task, please provide details here.

The pass mark is 7 (70%).

I confirm that this learner has achieved 70%, or more, of the standards at Entry 1.

<b>Assessor name</b>
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<b>Assessor signature and date</b>
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I confirm that this is my own work.

<b>Learner name</b>
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<b>Learner signature and date</b>
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All learner work must be authenticated.

The following should be collated for achievement and retained by the centre:

- printed task from learner
- completed mark scheme



## Task coverage grid

	Using ICT			Finding and selecting information		Developing, presenting and communicating information			Open or Fixed	Total
	1.1	2.1	2.2	3.1		4.1	5.1	5.2		
<b>Getting ready</b>										
1		1							Open	1
2			1						Open	1
3	1								Open	1
<b>Create a flyer</b>										
1				1				2	Open	3
2						2			Open	2
3							2		Open	2
<b>Total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>		<b>2</b>	<b>2</b>	<b>2</b>		<b>10</b>

<b>3</b>	<b>1</b>	<b>6</b>
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Assessment weightings	Marks	%
Using ICT	3	30%
Finding and selecting information	1	10%
Developing, presenting and communicating information	6	60%
<b>Total</b>	<b>10</b>	<b>100%</b>
Open response %		<b>100%</b>
Fixed response %		<b>0%</b>



## Solution to specimen task

# Visit London!



An appropriate label added, which identifies the London Eye

The London Eye

**Address:**

**Westminster Bridge Road  
London  
SE1 7PB**

Address details are added to the flyer

**Cost per adult: £10.00**

Ticket price has been amended on the flyer





# Entry 2



# Specimen Task

## Guidance to assessors

### Task-specific instructions

- To complete this assessment, learners have to undertake the task.
- Learners should be allowed up to 2 hours to complete the task.
- On completion of the task, an authentication must be completed
- The task materials (data files) must be available to all learners at the start of the task, eg from an icon on the desktop.
- The computer system can be switched on but learners must use a password to access the computer system. The assessor is permitted to provide assistance with this.
- Internet and email must be accessible during this task.
- Learners must be able to download images from the internet.
- The assessor must send an email message to learners with the date and time of the birthday party and the address of where the party is taking place.

### Example

The address of the birthday party is:

Sports Hall  
North Road  
Havering  
RM4 1PP

The date and time of the party are:

18<sup>th</sup> June  
8 o'clock

Note: The event date and time must be different to the date and time given in the data file.

- The email message must also invite (request) learners to reply, by asking them a question or query which they can answer. For example, the assessor can ask learners to write a reply to let them know that they have received the message. The message must be accessible to Entry 2 learners. Learners are not required to attach any files to their email reply.
- The assessor must reply to the learner's email. An email rule can be used to send an automatic response. The reply must include the original email message.

- Assessors must mark the task on completion.

## Interpretation

The assessor may read the task to learners.

A medium level of control for task taking means that assessors may respond to questions to explain difficult words and phrases for learners by paraphrasing and redefining. Assessors must not give learners solutions to task questions.

## Material required for the task

Datafiles:

1. InvitationEL2
2. TitleEL2
3. ImagesEL2

## Adaptation

This task is designed to be adaptable in order to meet local needs. Therefore, the assessor may wish to amend task materials to make them more appropriate to learners. Questions may also be re-phrased to take into account learner needs.

The assessor is permitted to change the context and use an alternative event.

An alternative context is given below.

You are arranging an event.

You must create an **invitation**.

A draft invitation has been provided that you need to amend.

The assessor is allowed to change the task materials to reflect the context, but **must** maintain the same level of assessment and provide appropriate information for learners to complete the given activities.

The assessor may use the task materials provided if these are suitable for learners. If this is not the case, the assessor must prepare a word document, which includes the following items:

- (a) some basic information about the event
- (b) the event date and time, which are different to the date and time given in the email message to the learner, eg 11<sup>th</sup> June, 6 o'clock
- (c) the event date and time must be in a small font size.

The assessor must also prepare a document which includes a small range of images. One of the images must be relevant to the event, eg birthday balloons. The document should be named ImagesEL2.

The assessor must also prepare a document which includes a small range of appropriate headings for the invitation. Only one of the headings must be relevant to the event, eg Happy Birthday. The document should be named TitleEL2.

### **Working safely**

The assessor must ensure that learners work safely and follow relevant safe and secure practices throughout the task. For example, learners must ensure they are sitting comfortably, and the workstation area and environment is safe and free from hazards. Health and safety guidelines must be followed at all times. The assessor is allowed to provide health and safety support and assistance during the assessment.



# Edexcel Functional Skills – Entry 2

# ICT

## Entry 2

**Sample Controlled Assessment Material**

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Sam is having a birthday party.

You must create an **invitation**.

A draft invitation has been provided that you need to amend.

### Getting ready

- 1 Make sure you are sitting comfortably. (1)  
Make sure you work safely at all times during the task. (1)
  - 2 Start the computer system. (1)
  - 3 You will receive marks for:
    - using the computer to do these tasks (1)
    - using software applications to do these tasks. (2)
- (Total = 6 marks)**

### Create an invitation

- 1 You have received an email message.  
The message has information about the birthday party.  
Open the email message. (3)
- 2 Send a reply to the email message.

**3** You will receive a reply.

Print this reply including your sent message.

(1)

**4** Use the information in the email message to:

- enter any missing information in the invitation
- correct any information in the invitation.

(2)

**5** The invitation needs at least two images in it.

(a) Use the file **ImagesEL2** to find a suitable image to put in the invitation.

(1)

(b) Use the file **TitleEL2** to find a suitable title to put in the invitation.

(2)

**6** Check the information in the invitation.

Make the invitation look good by using:

- borders
- shading
- bullets and numbering
- font effects and styles
- colours
- background.

(4)

**7** Print the invitation.

(1)

**(Total for Task = 14 marks)**



# ENTRY 2 MARK SCHEME

## Functional Skills qualification in Information and Communication Technology (ICT) at Entry 2

Assessors must confirm that learners have met the Functional Skills in Information and Communication Technology standards at Entry 2.

Assessors must use the mark scheme given below, and place a tick in the relevant box where a learner has met the standard.

<b>Learner name:</b>	<b>Registration number:</b>	<b>Centre number:</b>
----------------------	-----------------------------	-----------------------

GETTING READY			
1.	<b>Task</b> Make sure you are sitting comfortably.  Make sure you work safely at all times during the task. <b>Coverage and range</b> 2.1 minimise physical stress 2.3 understand the need to stay safe	<b>Marks</b>	<b>Achieved</b>
	1.	<b>Mark scheme</b> The learner has demonstrated safe working by adjusting the height of chair and monitor, using correct posture, etc.	(1)
1.	The learner must demonstrate that they were working safely throughout this task by following relevant health and safety guidelines.	(1)	<input type="checkbox"/>
2.	<b>Task</b> Start the computer system. <b>Coverage and range</b> 2.2 keep access information secure by using password	<b>Marks</b>	<b>Achieved</b>
	2.	<b>Mark scheme</b> The learner has accessed a computer using secure methods, such as a username/password (either as standalone access or part of a network authentication).	(1)

# ENTRY 2 MARK SCHEME

## Functional Skills qualification in Information and Communication Technology (ICT) at Entry 2

GETTING READY			
3.	<b>Task</b> You will receive marks for: <ul style="list-style-type: none"> <li>• using the computer to do these tasks</li> <li>• using software applications to do these tasks.</li> </ul> <b>Coverage and range</b> 1.1 use computer hardware 1.2 use computer software applications for a purpose 1.3 recognise and use interface features		
		<b>Marks</b>	<b>Achieved</b>
3.	<b>Mark scheme</b> The learner has used a computer system throughout this task.	(1)	<input type="checkbox"/>
3.	By successfully completing the invitation and email activities, the learner has used software applications for a purpose.	(1)	<input type="checkbox"/>
3.	By successfully completing the invitation and email activities, the learner has recognised and used interface features when using software applications to complete this task. For example, opening and closing data files, sending, receiving and opening email messages, using software tools, saving and printing, and opening and closing software applications.	(1)	<input type="checkbox"/>

# ENTRY 2 MARK SCHEME

## Functional Skills qualification in Information and Communication Technology (ICT) at Entry 2

CREATE AN INVITATION			
1.	<p><b>Task</b></p> <p>You have received an email message.</p> <p>The message has information about the birthday party.</p> <p>Open the email message.</p>		
2.	Send a reply to the email message.		
3.	<p>You will receive a reply.</p> <p>Print this reply including your sent message.</p>		
4.	<p>Use the information in the email message to:</p> <ul style="list-style-type: none"> <li>enter any missing information in the invitation</li> <li>correct any information in the invitation.</li> </ul> <p><b>Coverage and range</b>            7.1 read, send and receive electronic messages            3.0 use ICT-based sources of information            6.2 identify and correct simple errors</p>	<b>Marks</b>	<b>Achieved</b>
	<p><b>Mark scheme</b></p> <p>By successfully entering any information from the email message into the invitation, the learner has:</p>		
1.	received the email message	(1)	<input type="checkbox"/>
1.	read and found the given information	(1)	<input type="checkbox"/>
1.	used ICT based sources of information	(1)	<input type="checkbox"/>
3.	By successfully printing out the reply, the learner has sent an electronic message.	(1)	<input type="checkbox"/>
4.	The learner has amended the date.	(1)	<input type="checkbox"/>
4.	The learner has amended the time.	(1)	<input type="checkbox"/>

# ENTRY 2 MARK SCHEME

## Functional Skills qualification in Information and Communication Technology (ICT) at Entry 2

CREATE AN INVITATION												
5.	<p><b>Task</b> The invitation needs at least two images in it.</p> <p>5a. Use the file <b>ImagesEL2</b> to find a suitable image to put in the invitation.</p> <p>5b. Use the file <b>TitleEL2</b> to find a suitable title to put in the invitation.</p> <p><b>Coverage and range</b> 3.0 use ICT-based sources of information 4.1 find specified information from ICT-based sources</p>											
		<table border="1"> <thead> <tr> <th>Marks</th> <th>Achieved</th> </tr> </thead> <tbody> <tr> <td>(1)</td> <td><input type="checkbox"/></td> </tr> <tr> <td>(1)</td> <td><input type="checkbox"/></td> </tr> <tr> <td>(1)</td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	Marks	Achieved	(1)	<input type="checkbox"/>	(1)	<input type="checkbox"/>	(1)	<input type="checkbox"/>		
Marks	Achieved											
(1)	<input type="checkbox"/>											
(1)	<input type="checkbox"/>											
(1)	<input type="checkbox"/>											
5a.	By successfully adding one image that is in the images file, the learner has used ICT-based sources of information.	(1) <input type="checkbox"/>										
5b.	By successfully adding a title that is in the title file, the learner has used ICT-based sources of information.	(1) <input type="checkbox"/>										
	By successfully adding appropriate an image and title, the learner has used simple search facilities to find the images.	(1) <input type="checkbox"/>										
6.	<p><b>Task</b> Check the information in the invitation.</p> <p><b>Coverage and range</b> 5.1 use simple editing and formatting techniques</p>											
		<table border="1"> <thead> <tr> <th>Marks</th> <th>Achieved</th> </tr> </thead> <tbody> <tr> <td>(1)</td> <td><input type="checkbox"/></td> </tr> <tr> <td>(1)</td> <td><input type="checkbox"/></td> </tr> <tr> <td>(1)</td> <td><input type="checkbox"/></td> </tr> <tr> <td>(1)</td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	Marks	Achieved	(1)	<input type="checkbox"/>	(1)	<input type="checkbox"/>	(1)	<input type="checkbox"/>	(1)	<input type="checkbox"/>
Marks	Achieved											
(1)	<input type="checkbox"/>											
(1)	<input type="checkbox"/>											
(1)	<input type="checkbox"/>											
(1)	<input type="checkbox"/>											
6.	<p><b>Mark scheme</b> Invitation is formatted and includes appropriate features, such as:</p> <ul style="list-style-type: none"> <li>• borders</li> <li>• shading</li> <li>• bullets and numbering</li> <li>• font effects and styles</li> <li>• colours</li> <li>• background.</li> </ul> <p>1 mark awarded for each feature up to a maximum of 4 marks.</p>	(1) <input type="checkbox"/>										
		(1) <input type="checkbox"/>										
		(1) <input type="checkbox"/>										
		(1) <input type="checkbox"/>										

# ENTRY 2 MARK SCHEME

## Functional Skills qualification in Information and Communication Technology (ICT) at Entry 2

CREATE AN INVITATION		
7.	<b>Task</b> Print the invitation.	
	<b>Coverage and range</b> 6.1 for print and viewing on screen	<b>Marks</b>
7.	<b>Mark scheme</b> The learner has printed the invitation.	(1)
<b>Total</b>		<b>20</b>
<b>Pass Mark</b>		<b>15</b>

<b>Total</b>	
--------------	--





# ENTRY 2 AUTHENTICATION

## Functional Skills Qualification in Information and Communication Technology at Entry 2

COMMENTS
If you have provided any assistance to the learner during this task, please provide details here.

The pass mark is 15 (75%).

I confirm that this learner has achieved 75%, or more, of the standards at Entry 2.

<b>Assessor name</b>
----------------------

<b>Assessor signature and date</b>
------------------------------------

I confirm that this is my own work.

<b>Learner name</b>
---------------------

<b>Learner signature and date</b>
-----------------------------------

All learner work must be authenticated.

The following should be collated for achievement and retained by the centre:

- printed task from learner
- completed mark scheme



## Task coverage grid

	Using ICT						Finding and selecting information		Developing, presenting and communicating information				Open or Fixed	Total
	1.1	1.2	1.3	2.1	2.2	2.3	3.0	4.1	5.1	6.1	6.2	7.1		
<b>Getting ready</b>														
1				1		1							Open	2
2					1								Open	1
3	1	1	1										Open	3
<b>Create an invitation</b>														
1							1					2	Open	3
3												1	Open	1
4											2		Open	2
5a							1						Open	1
5b							1	1					Open	2
6									4				Open	4
7										1			Fixed	1
<b>Total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>		<b>20</b>

<b>6</b>	<b>4</b>	<b>10</b>
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Assessment weightings	Marks	%
Using ICT	6	30%
Finding and selecting information	4	20%
Developing, presenting and communicating information	10	50%
Total	<b>20</b>	<b>100%</b>
Open response %		<b>95%</b>
Fixed response %		<b>5%</b>



## Solution to specimen task

# Happy Birthday!

A suitable title has been added to the invitation

*Sam is having a birthday party.*

*You are invited.*

Invitation must include appropriate use of formatting



A suitable image from the images file has been added to the invitation

Date: 18<sup>th</sup> June  
Time: 8 o'clock

Date and time of birthday party has been amended in the invitation

The address has been added to the invitation

Where: Sports Hall on North Road.

HOPE YOU CAN COME!



# Entry 3





# Specimen Task

## Guidance to assessors

### Task-specific instructions

- To complete this assessment, learners have to undertake the task.
- Learners should be allowed up to 2 hours to complete the task.
- On completion of the task, an authentication must be completed.
- The task materials (data files) must be available to all learners on portable media, such as a pen drive, floppy disc, CD, DVD or external hard disc drive.
- The assessor must prepare a members list (contacts list). The members list **must** contain a list of contacts with authentic email addresses. Learners must send an email to the contacts given in the members list.
- The assessor must password protect the members list only.
- The assessor must send an email message to learners with the password to open the members list.
- The assessor must prepare the task materials, and make these available from portable media. The portable media must be given to learners at the start of the task.
- Internet and email must be accessible during this task.
- The assessor must reply to the learner's email. An email rule can be used to send an automatic response. The reply must include the original email message.
- Assessors must mark the task on completion.

### Interpretation

The assessor may read the task to learners.

A medium level of control for task taking means that assessors may respond to questions to explain difficult words and phrases for learners by paraphrasing and redefining. Assessors must not give learners solutions to task questions.

### Materials required for the task

Datafiles:

1. NewsletterEL3
2. CostsEL3
3. MembersListEL3
4. EmailTextEL3

## Adaptation

This task is designed to be adaptable in order to meet local needs. Therefore, the assessor may wish to amend task materials to make them more appropriate to learners. Questions may also be re-phrased to take into account learner needs.

The assessor is permitted to change the context and use an alternative event.

An alternative context is given below.

The [club/team/friends/family] is/are trying to raise money for a charity.

There will be an event for [club/team/friends/family].

You must produce a **poster** to advertise the event.

The assessor is allowed to change the task materials to reflect the context, but must maintain the same level of assessment and provide appropriate information for learners to complete the given activities.

The assessor may use the task materials provided if these are suitable for learners. If this is not the case, the assessor must prepare a newsletter document, which includes the following items:

- (a) some basic information about the club/team/friends/family including the name and address of the venue
- (b) some basic information about the event
- (c) event date and time
- (b) ticket price
- (c) a small collection of images relating to (and not relating to) the event.

The assessor must prepare a spreadsheet, which provides some basic costs for the event. The spreadsheet must allow learners to manipulate and use numerical data. Learners will be required to extract numerical data from the spreadsheet and insert it into the poster. Learners will also need to total a group of values.

The assessor must prepare a members list (contacts list). The members list must contain a list of contacts with authentic email addresses. Learners must send an email to the contacts given in the members list.

The assessor must reply to the learner's email. An email rule can be used to send an automatic response. The reply must include the original email message.

## Working safely

The assessor must ensure that learners work safely and follow relevant safe and secure practices throughout the task. For example, learners must ensure they are sitting comfortably, and the workstation area and environment is safe and free from hazards. Health and safety guidelines must be followed at all times. The assessor is allowed to provide health and safety support and assistance during the assessment.



# Edexcel Functional Skills – Entry 3

# ICT

## Entry 3

**Sample Controlled Assessment Material**

*Turn over* ►

S39155A

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**edexcel**   
advancing learning, changing lives

The youth club is raising money for a charity.

There will be a disco to raise money for the charity.

You must produce a poster to advertise the disco.

**Your teacher will give you a pen drive. The pen drive contains the files for this task.**

### **Getting ready**

**1** Make sure you are sitting comfortably. (1)

Make sure you work safely at all times during the task. (1)

**2** Start the computer system. (1)

**3** You will receive marks for:

- using software applications to do these tasks (1)

- using interface features to do these tasks (1)

- changing software settings to do these tasks (1)

- opening and saving files during these tasks (2)

- printing and viewing information during these tasks. (2)

**(Total = 10 marks)**

## Prepare a poster

The pen drive contains a **newsletter** with some information that you need to produce a poster.

- 1 Open the file **NewsletterEL3** stored on the pen drive. (2)
- 2 Using the information given in the newsletter, produce a poster. (2)
  - (a) Add the following items from the newsletter into the poster:
    - disco information
    - venue address. (2)
  - (b) (i) Use the newsletter to find a suitable image, which relates to the disco. (1)  
(ii) Insert this image in a suitable place in the poster. (2)
  - (c) (i) Use the internet to find a suitable map of the venue. (1)  
(ii) Insert this map in a suitable place in the poster. (2)  
(iii) Add a label showing where the venue is located. (1)

**(Total for Task = 13 marks)**



## Work out the costs

The pen drive contains a spreadsheet with some information that you need for the poster.

You need to work out how much the disco will cost.

- 1 Open the file **CostsEL3** stored on the pen drive.  
Enter your name in cell **A1**.
- 2 (a) The cost of the room has gone up to £260.
  - (i) Update the spreadsheet with the new cost. (1)
  - (ii) Use a formula to calculate the total of cells B3 to B6. (1)
- (b) Use the spreadsheet to find the new ticket price.  
Include the new ticket price in the poster. (1)
- 3 Print out the spreadsheet.
- 4 Save the spreadsheet.

**(Total for Task = 3 marks)**

## Finish the poster

1 (a) Format the poster so that it looks good.

Pay particular attention to the use of:

- borders
- fonts
- colour
- layout.

(4)

(b) Check for accuracy and meaning.

(1)

(c) Check suitability of information.

Enter your name at the bottom of the poster.

(1)

2 Make sure that the poster fits onto one page.

Print out the poster.

3 Save the poster.

**(Total for Task = 6 marks)**

## Send a message to the members

The pen drive contains a **members list** and **email text file**.

The members list contains private information about club members and is password protected.

You have received an email message.

The message contains a password to open the members list.

- 1 Open the email message. (1)
- 2 Use the password from the email message to open the file **Members ListEL3**. (1)
- 3 Open the file **EmailTextEL3** stored on the pen drive.
  - (a) Copy and paste the text into a new email. (1)
  - (b) Address this email to all the people on the members list. (1)
  - (c) Send the email. (1)
- 4 You will receive an automated reply.  
Print this reply including your sent message. (1)
- 5 (a) Close all documents, and remove the pen drive safely. (1)  
  
(b) Shut down the computer system using the correct procedures. (1)

**(Total for Task = 8 marks)**

# ENTRY 3 MARK SCHEME

## Functional Skills qualification in Information and Communication Technology (ICT) at Entry 3

Assessors must confirm that learners have met the Functional Skills in Information and Communication Technology standards at Entry 3.

Assessors must use the mark scheme given below, and place a tick in the relevant box where a learner has met the standard.

<b>Learner name:</b>	<b>Registration number:</b>	<b>Centre number:</b>
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GETTING READY			
1.	<b>Task</b> Make sure you are sitting comfortably.  Make sure you are working safely at all times during the task. <b>Coverage and range</b> 8.3 understand the need to stay safe and to respect others when using ICT-based communication 3.2 minimise physical stress		
		<b>Marks</b>	<b>Achieved</b>
1.	<b>Mark Scheme</b> The learner has demonstrated safe working throughout the task and followed health and safety guidelines.	(1)	<input type="checkbox"/>
1.	The learner has respected others when using ICT-based communication.	(1)	<input type="checkbox"/>
2.	<b>Task</b> Start the computer system. <b>Coverage and range</b> 1.1 use correct procedures to start and shut down an ICT system.	<b>Marks</b>	<b>Achieved</b>
2.	<b>Mark scheme</b> The learner has started the computer system using the correct procedures.	(1)	<input type="checkbox"/>
3.	<b>Task</b> You will receive marks for: <ul style="list-style-type: none"> <li>• using software applications to do these tasks</li> <li>• using interface features to do these tasks</li> <li>• changing software settings to do these tasks</li> <li>• opening and saving files during these tasks</li> <li>• printing and viewing information during these tasks.</li> </ul> <b>Coverage and range</b> 1.3 use software applications to meet needs and solve given problems 1.4 recognise and use interface features 1.5 change simple software settings 2.1 open and save files 7.1 for print and viewing on screen.		
		<b>Marks</b>	<b>Achieved</b>

# ENTRY 3 MARK SCHEME

## Functional Skills qualification in Information and Communication Technology (ICT) at Entry 3

GETTING READY			
3.	<b>Mark scheme</b> By successfully completing the activities, the learner has selected and used appropriate software applications to complete this task.	(1)	<input type="checkbox"/>
3.	By successfully completing the activities, the learner has recognised and used interface features when using software applications to complete this task.	(1)	<input type="checkbox"/>
3.	By successfully completing the activities, the learner has changed simple software settings. For example, page settings (margins, paper, layout), languages.	(1)	<input type="checkbox"/>
3.	By successfully completing the activities, the learner has: <ul style="list-style-type: none"><li>opened files (1)</li></ul>	(1)	<input type="checkbox"/>
	<ul style="list-style-type: none"><li>saved files (1)</li></ul> throughout this task.	(1)	<input type="checkbox"/>
3.	By successfully completing the activities, the learner has: <ul style="list-style-type: none"><li>printed information that fits on one page (1)</li></ul>	(1)	<input type="checkbox"/>
3.	<ul style="list-style-type: none"><li>viewed information on screen (1)</li></ul> throughout this task.	(1)	<input type="checkbox"/>

# ENTRY 3 MARK SCHEME

## Functional Skills qualification in Information and Communication Technology (ICT) at Entry 3

PREPARE A POSTER			
1.	<p><b>Task</b> Open the file NewsletterEL3 stored on the pen drive.</p> <p><b>Coverage and range</b> 1.2 use input and output devices 2.2 know how to insert and remove media.</p>		
		<b>Marks</b>	<b>Achieved</b>
1.	<p><b>Mark scheme</b> The learner has opened the file.</p>	(1)	<input type="checkbox"/>
1.	<p>The learner has inserted the pen drive. Successful opening of the document would imply that this has been achieved.</p>	(1)	<input type="checkbox"/>
2	<p><b>Task</b> Using the information given in the newsletter, produce a poster.</p> <p>a Add the following items from the newsletter into the poster:</p> <ul style="list-style-type: none"> <li>• disco information</li> <li>• venue address.</li> </ul> <p><b>Coverage and range</b> 4.1 search stored information 6.1 enter, edit and format information, including text, graphics, numbers or other digital content, to achieve the required outcome.</p>		
		<b>Marks</b>	<b>Achieved</b>
2a	<p><b>Mark scheme</b> The learner has entered the disco information into the poster.</p>	(1)	<input type="checkbox"/>
2a	<p>Entering the disco information successfully implies that a search has been achieved.</p>	(1)	<input type="checkbox"/>
2a	<p>The learner has entered the venue address into the poster.</p>	(1)	<input type="checkbox"/>
2a	<p>Entering the venue address successfully implies that a search has been achieved.</p>	(1)	<input type="checkbox"/>

# ENTRY 3 MARK SCHEME

## Functional Skills qualification in Information and Communication Technology (ICT) at Entry 3

PREPARE A POSTER			
2b(i)	<b>Task</b> Use the newsletter to find a suitable image which relates to the disco.		
2b(ii)	Insert this image in a suitable place in the poster.		
	<b>Coverage and range</b> 4.1 search stored information 6.2 insert and position graphics or other digital content to achieve a purpose	<b>Marks</b>	
		<b>Achieved</b>	
2b(i)	<b>Mark scheme</b> The learner has searched and selected a suitable image.	(1)	<input type="checkbox"/>
2b(ii)	Image placed in the poster.	(1)	<input type="checkbox"/>
2b(ii)	Image suitably positioned in the poster.	(1)	<input type="checkbox"/>
2c(i)	<b>Task</b> Use the internet to find a suitable map of the venue.		
2c(ii)	Insert this map in a suitable place in the poster.		
2c(iii)	Add a label showing where the venue is located.		
	<b>Coverage and range</b> 5.1 search web-based sources of information 6.2 insert and position graphics or other digital content to achieve a purpose 6.1 enter, edit and format information, including text, graphics, numbers or other digital content, to achieve the required outcome.	<b>Marks</b>	<b>Achieved</b>
2c(i)	<b>Mark scheme</b> The learner has searched and selected a suitable map. Map used not in the newsletter, which implies search must have been via the web.	(1)	<input type="checkbox"/>
2c(ii)	Map placed in the poster.	(1)	<input type="checkbox"/>
2c(ii)	Map suitably positioned in the poster.	(1)	<input type="checkbox"/>
2c(iii)	The learner has added a label showing where the venue is located.	(1)	<input type="checkbox"/>

# ENTRY 3 MARK SCHEME

## Functional Skills qualification in Information and Communication Technology (ICT) at Entry 3

WORK OUT THE COSTS			
	<p><b>Task</b> The cost of the room has gone up to £260.</p> <p>2a(i). Update the spreadsheet with the new cost.</p> <p>2a(ii). Use a formula to calculate the total of cells B3 to B6.</p> <p><b>Coverage and range</b> 6.1 enter, edit and format information, including text, graphics, numbers or other digital content, to achieve the required outcome 6.3 process numbers to meet needs.</p>		
		<b>Marks</b>	<b>Achieved</b>
2a(i).	<p><b>Mark scheme</b> The learner has changed the cost from £200 to £260.</p>	(1)	<input type="checkbox"/>
2a(ii).	<p>Correct formula inserted into spreadsheet to calculate the total cost of cells B3 to B6. =SUM(B3:B6) or =B3+B4+B5+B6 £5.45 is the correct total price.</p>	(1)	<input type="checkbox"/>
	<p><b>Task</b> 2(b). Use the spreadsheet to find the new ticket price.</p> <p>Include the new ticket price in the poster.</p> <p><b>Coverage and range</b> 6.1 enter, edit and format information, including text, graphics, numbers or other digital content, to achieve the required outcome.</p>		
		<b>Marks</b>	<b>Achieved</b>
2(b).	<p><b>Mark scheme</b> The learner has updated the poster to include the new ticket price. (£5.45)</p>	(1)	<input type="checkbox"/>



# ENTRY 3 MARK SCHEME

## Functional Skills qualification in Information and Communication Technology (ICT) at Entry 3

FINISH THE POSTER		
1.	<b>Task</b>	
a	Format the poster so that it looks good.  Pay particular attention to the use of: <ul style="list-style-type: none"> <li>• borders</li> <li>• font</li> <li>• colour</li> <li>• layout.</li> </ul>	
b	Check for accuracy and meaning.	
c	Check suitability for information. <b>Coverage and range</b> 6.1 enter, edit and format information, including text, graphics, numbers or other digital content, to achieve the required outcome 7.2 check for accuracy and meaning 7.3 check suitability of information.	
		<b>Marks</b>
		<b>Achieved</b>
1a	<b>Mark scheme</b> Poster is formatted and includes appropriate: <ul style="list-style-type: none"> <li>• borders</li> </ul>	(1)
	<ul style="list-style-type: none"> <li>• fonts</li> </ul>	(1)
	<ul style="list-style-type: none"> <li>• colour</li> </ul>	(1)
	<ul style="list-style-type: none"> <li>• layout</li> </ul>	(1)
1b	Information is accurate and meaningful. Implied evidence of checking.	(1)
1c	Information is suitable for the context.	(1)
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

# ENTRY 3 MARK SCHEME

## Functional Skills qualification in Information and Communication Technology (ICT) at Entry 3

SEND A MESSAGE TO THE MEMBERS			
1.	<b>Task</b> Open the email message.  Use the password from the email message to open the file Members ListEL3. <b>Coverage and range</b> 8.1 read, send and receive electronic messages 3.1 use and change passwords.		
		<b>Marks</b>	<b>Achieved</b>
1.	<b>Mark scheme</b> The learner has opened the email message.	(1)	<input type="checkbox"/>
2.	The learner has used the password to open the file.	(1)	<input type="checkbox"/>
3a 3b 3c	<b>Task</b> Copy and paste the text into a new email.  Address this email to all people in the members list.  Send the email. <b>Coverage and range</b> 6.1 enter, edit and format information, including text, graphics, numbers or other digital content, to achieve the required outcome 8.2 use contacts 8.1 read, send and receive electronic messages.		
		<b>Marks</b>	<b>Achieved</b>
3a	The learner has copied and pasted the text from the file into the email.	(1)	<input type="checkbox"/>
3b	The learner has addressed the email to all people on the members list.	(1)	<input type="checkbox"/>
3c	The learner has sent the email message.	(1)	<input type="checkbox"/>
4.	<b>Task</b> You will receive an automated reply.  Print this reply including your sent message <b>Coverage and range</b> 8.1 read, send and receive electronic messages.		
		<b>Marks</b>	<b>Achieved</b>
4.	<b>Mark scheme</b> The learner has printed the automated email reply.	(1)	<input type="checkbox"/>

# ENTRY 3 MARK SCHEME

## Functional Skills qualification in Information and Communication Technology (ICT) at Entry 3

SEND A MESSAGE TO THE MEMBERS			
5a	<b>Task</b> Close all documents and remove the pen drive safely.		
5b	Shut down the computer system using the correct procedures.		
	<b>Coverage and range</b> 2.2 know how to insert and remove media 1.1 use correct procedures to start and shut down an ICT system.	<b>Marks</b>	<b>Achieved</b>
5a	<b>Mark scheme</b> The learner has closed all files, and removed the pen drive safely using the correct procedures.	(1)	<input type="checkbox"/>
5b	The learner has shut down the computer system using the correct procedures.	(1)	<input type="checkbox"/>
<b>Total</b>		<b>40</b>	
<b>Pass Mark</b>		<b>30</b>	

<b>Total</b>	
--------------	--

# ENTRY 3 AUTHENTICATION

## Functional Skills Qualification in Information and Communication Technology at Entry 3

COMMENTS
If you have provided any assistance to the learner during this task, please provide details here.

The pass mark is 30 (75%).

I confirm that this learner has achieved 75%, or more, of the standards at Entry 3.

<b>Assessor name</b>
----------------------

<b>Assessor signature and date</b>
------------------------------------

I confirm that this is my own work.

<b>Learner name</b>
---------------------

<b>Learner signature and date</b>
-----------------------------------

All learner work must be authenticated.

The following should be collated for achievement and retained by the centre:

- printed task from learner
- completed mark scheme.



## Task coverage grid

	Using ICT											Finding and selecting information					Developing, presenting and communicating information							Total
	1.1	1.2	1.3	1.4	1.5	2.1	2.2	3.1	3.2	4.1	5.1	6.1	6.2	6.3	7.1	7.2	7.3	8.1	8.2	8.3				
<b>Getting ready</b>																								
1									1											1	2			
2	1																				1			
3			1	1	1	2									2						7			
<b>Prepare a poster</b>																								
1		1					1														2			
2a										2		2									4			
2b(i)										1											1			
2b(ii)													2								2			
2c(i)											1										1			
2c(ii)																					2			
2c(iii)												1									1			
<b>Work out the costs</b>																								
2a(i)												1									1			
2a(ii)														1							1			
2b												1									1			
<b>Finish the poster</b>																								
1a												4									4			
1b																1					1			
1c																	1				1			
<b>Send an email</b>																								
1																			1		1			
2								1													1			
3a												1									1			
3b																				1	1			
3c																		1			1			

	Using ICT										Finding and selecting information					Developing, presenting and communicating information							Total					
	1.1	1.2	1.3	1.4	1.5	2.1	2.2	3.1	3.2	4.1	5.1	6.1	6.2	6.3	7.1	7.2	7.3	8.1	8.2	8.3								
4																		1										1
5a							1																					1
5b	1																											1
Total	2	1	1	1	1	2	2	1	1	3	1	10	4	1	2	1	1	3	1	1								40

Assessment weightings	Marks	%
Using ICT	12	30%
Finding and selecting information	4	10%
Developing, presenting and communicating information	24	60%
	<b>40</b>	<b>100%</b>

# Solution to specimen task

The poster must have an appropriate layout.

Different colours to make the poster attractive

Different font styles and sizes to make the poster clear

## DISCO @ THE CLUB

We are celebrating the club's 10th anniversary!

We are also going to raise as much money as we can for charity, so please come along and be a part of the fun.

Some information about the disco

An appropriate image included from the newsletter



Date and time must be clearly shown

Saturday 15<sup>th</sup> January  
8pm till midnight

The ticket price must show £5.45

Ticket price: £5.45

The venue address must clearly be shown

### Where to find us

The Club  
London Road  
Romford  
RM7 9EU

Telephone: 01708 235-0125  
Email: theclub@edexcel.com



An appropriate border must be shown

A local map of the venue with a label added