Cambridge International Diploma **Syllabus**
Foundation Level

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

For assessment in 2008

Special Notice

University of Cambridge International Examinations is withdrawing the Cambridge International Diploma in ICT (at Foundation, Standard and Advanced Levels) at the end of 2009. For on-demand assignment modules the last available session is December 2009.

We will not accept any entries from **new** candidates for the Cambridge International Diploma in ICT after **31 December 2007**. Any candidates who have already made module entries by this date must complete all modules within three years of the successful completion of the first module entered. **Entries will not be accepted after 31 December 2009**.

Important Notice

The **Cambridge International Diplomas in Information and Communication Technology (ICT)** were formerly known as the Cambridge Career Awards in Information and Communication Technology (ICT). Documents available from CIE may still refer to the old title in some places. The content of the syllabuses has not changed in any way.

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SECTION 1:   INTRODUCTION

1.0   ICT Skills - The Cambridge Solution to Global Needs

Information and Communication Technology (ICT) influences the lives of everyone around the world. Almost every career now involves using ICT. In the increasingly dynamic employment market, people need to be able to work productively with ICT, to transfer their ICT skills across different contexts and software packages, and to keep their ICT skills up to date. This is true for employees at all levels, whatever their responsibilities and the kinds of organisation and environment in which they work. The global impact of ICT goes beyond the world of work. For example, ICT supports and shapes how we learn, travel, and manage our money. A person's ability to use ICT skilfully and confidently is therefore sure to enhance his or her fulfilment in life.

The Cambridge International Diplomas in ICT recognise achievement of a range of skills in using a variety of ICT applications in practical, work-related contexts. The Foundation Level Diploma provides a framework at an introductory level for developing these practical skills in a variety of ways. This Diploma has been developed specifically for the international market, recognising the growing importance of employees working across geographic and cultural borders. For example, the business situations given for assessment are international in context.

Successful completion of the Diploma at Foundation Level means that the candidate can use ICT effectively to present and communicate information in both paper and electronic form. The qualification enables students to develop and demonstrate competence in using applications such as word processing, spreadsheet and internet and e-mail software to produce documents, to manipulate data and to communicate with other ICT users, among other activities. The range of modules available cover the areas most often demanded by employers around the world. The Diploma thus enhances an individual's employability. It also provides a sound platform for further skills development as supported by the Standard and Advanced Levels of the Cambridge International Diploma in ICT.

Each module in the ICT Diploma is assessed by means of a CIE-set practical assessment, comprising of a number of practical tasks, and taken under controlled conditions at a registered Centre. The documentation and printouts produced in the practical assessment are externally marked by CIE.

Assessment is available at any time throughout the year. This enables assessment to take place at a time suitable for both student and the Centre, fitting in with flexible training patterns.

There are no formal candidate entry requirements for the Foundation Level Diploma.

1.1   The International Dimension

Cambridge International Diplomas in ICT embody performance standards valued in countries around the world. These are global standards. ICT itself transcends differences in place, system and culture. The syllabus and practical assessments provide a framework through which candidates, wherever they might be, can be assessed reliably against the performance standards. Everyone involved can be clear about what is required in the practical assessment and how it will be assessed.

The syllabus and practical assessments are available in English, Greek and Spanish. Please note that the practical assessments do not directly assess language skills, but are designed to give candidates the opportunity to show they can apply the skills specified in the syllabus.

SECTION 2:   OVERVIEW OF THE DIPLOMA

2.0   Aim

The aim of the Foundation Level Diploma is to assess a candidate's ability to use information and communication technology effectively in realistic, practical situations.

Within each application area, candidates will be required to enter and manipulate data to a specified degree of accuracy. They will be required to edit, save and print the data according to specifications.

They will be required where appropriate to use software in an integrated manner.

2.1   Target Group

The Foundation Level Diploma is designed for anyone who wishes to develop basic competencies in a variety of ICT applications, and to gain a broad, practical introduction to work-related ICT skills.

It is suitable for students, employees and trainees.

Basic competence in keyboarding and the use of a mouse, the ability to load an application and open a data file, and to exit an application with data secure (stored on disk) are assumed. Please note that familiarity with safe and effective file and disk management and use of hardware and software is also assumed (see 3.1 below).

2.2   Diploma Structure

The modules available are outlined below:

Communication, Document Production, Data Manipulation	Core Module	2¼ hour practical assessment + 15 minutes reading time
Creating Charts	Optional Module	45 minute practical assessment + 15 minutes reading time
Desktop Publishing	Optional Module	45 minute practical assessment + 15 minutes reading time
Computer Graphics	Optional Module	45 minute practical assessment + 15 minutes reading time
Database Operations	Optional Module	45 minute practical assessment + 15 minutes reading time
Website Design	Optional Module	45 minute practical assessment + 15 minutes reading time

The Core Module assesses the candidate's ability to use appropriate software facilities to present, manipulate and communicate data in both paper and electronic form.

Optional Modules, which allow candidates the opportunity to develop specific skills in other applications, can then be added to form the full Diploma, for which the Core and **three** of the Optional Modules need to be successfully completed.

Subject to demand, the range of Optional Modules may be expanded by CIE.

2.3   Learning Hours and Course Structures

The Core Module is designed around 30 learning hours, and each Optional Module would require a further 10 learning hours (60 hours for the full Diploma). This is a guideline only as different students will often progress at different rates and will start the course with different prior knowledge. Centres should plan the duration of courses based on candidates' prior qualifications and experience.

CIE considers that there are various effective methods of developing information and communication technology skills, including tutorials spread over a period of weeks or months, intensive training programmes, on-the-job training or other supervised work experience, and distance learning. Therefore, there is no single prescribed course structure leading to the CIE ICT Diploma.

Although the normal arrangement for Centres and candidates aiming for the Core Module or Full Diploma will be to start with the Core Module, it is possible for students to start with one of the Optional Modules. This route may be chosen, for example, by a student who is particularly interested in an application covered by one of the Optional Modules. Success in this module is likely to encourage interest in and take up of the other modules in the Diploma. Centres may identify demand for courses linked to particular modules, for example to provide for particular groups or organisations that need to develop or update specific skills. These are just two examples of the flexibility of provision that the Diploma structure supports.

Generally, whatever the method of skills development, students are first taught the skills of appropriate application package(s) for the module. They practise these skills in a variety of contexts until they are fully competent. Then they demonstrate their competence by completing the CIE practical assessment. Centres decide when to assess in terms of their own and the students' readiness.

CIE expects that students preparing to take the ICT Diploma will not be drilled merely to follow particular sequences of keystrokes to achieve particular effects. As well as having value for employment, ICT skills have value for the student as a unique person with individual interests and needs. The most effective ICT teaching highlights such relevance, and inspires interest in the possibilities of ICT.

2.4   Resources

The Diploma aims to give Centres the flexibility to cope with a wide variety of resources and ever-changing technology, and with the needs of educational and training frameworks.

Students will require frequent access to appropriate ICT facilities to develop their skills. CIE does **not** prescribe particular software packages for ICT applications. Students will learn to use a particular package, but they should be encouraged to realise that, with the aid of a manual, they can transfer their skills to other packages.

2.5   Method of Assessment

Each module in the ICT Diploma is assessed by means of a CIE-set practical assessment, comprising a number of tasks, and taken under controlled conditions at a registered Centre. The documentation and printouts produced in the assessment are externally marked by CIE. Practical assessments submitted to CIE are not returned and Centres are advised to keep a copy of each candidate's submission.

The practical assessments focus on the candidate's ability to carry out practical tasks rather than to explain the theory of how the tasks are completed. Candidates are assessed on their performance of these tasks.

Practical assessments are available at any time throughout the year and may be taken at the end of the course of study or at intervals over the length of the course. Centres can decide when the assessment takes place. There is no fixed timetable.

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2.6   Certification

Certification is available at various points in the Diploma.

- A candidate who passes the Core Module will receive a Cambridge Core ICT module certificate.

- Successful completion of three Optional Modules, in addition to the Core Module, leads to the Cambridge International Diploma in ICT at Foundation Level.

- A candidate who passes an individual Optional Module will receive a certificate for that Module.

As an aid to recognition by others of the skills demonstrated by the successful candidate, the certificate records not only the module title but also the principal assessment objectives met.

2.7   Quality Control and Assurance - Protecting Cambridge International Diploma Standards

CIE has to ensure the integrity of its assessment procedures, so that everyone can have full confidence in the Cambridge International Diploma standards. In applying for Registered Centre status, Centre staff acknowledge that they will follow the requirements of the Diploma, to the standards described in the syllabus and guidelines.

CIE will assess the suitability of staff, premises, resources, and procedures, before allowing Centres to operate the Diploma in ICT. In the first year of application, Centres are required to make a formal written submission to CIE. CIE reserves the right at any time physically to inspect a Centre and its facilities. To allow time to arrange such an inspection, Centres are advised to apply well before the intended start of the course.

As a further guarantee that standards are upheld, Centre registration is granted for one year from the date of approval of an application. Centres must apply for re-registration each year and be available for inspection if necessary.

If CIE has reason to doubt the quality assurance procedures within a Centre, a Centre Inspector will be sent to review the practice of a Centre. If a Centre is granted approval, they may receive an assessor visit periodically as a matter of course.

These procedures are vital to protect the value of the Cambridge qualifications. CIE must be sure that certificates awarded to candidates in one Centre are no harder or easier to obtain than those awarded to candidates in another Centre.

To ensure quality, all assessments are marked externally by CIE. The final decision on a candidate's work will rest with the Principal Examiner for the module.

2.8   Fees

For the latest information on fees for this qualification, contact CIE Customer Services.

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SECTION 3: SYLLABUS STRUCTURE

3.0 Assessment Objectives and Performance Criteria

This syllabus includes all the modules needed to complete the Diploma. In each module, all the relevant *Assessment Objectives* and *Performance Criteria* are specified.

Assessment Objectives

These define the specific skills, which must be demonstrated to achieve certification in the module. **All Assessment Objectives must be demonstrated for the candidate to successfully complete the module**. Assessment Objectives are sub-divided into

Performance Criteria

which define what must be demonstrated for the achievement of each Assessment Objective. **All the Performance Criteria in an Assessment Objective must be met for the completion of that Assessment Objective**.

3.1 General Principles and Procedures

The ICT Diploma focuses on the skills of using ICT applications. It is assumed that, during their course, candidates will be introduced to and learn general principles and procedures for using the computer and managing files safely and effectively, as listed below.

Hardware

- Health and safety aspects

- Good working conditions

- Taking care of the equipment

Disk and file care and management

- Taking care in labelling, listing the contents of, and storing disks

- Selecting, opening, closing, saving, deleting files

Basic functions

- Opening and exiting the operating system

- Opening and closing applications

- Switching between applications

- Mouse operations

- Working on/from hard disk, floppy disk, or network storage

- Menus

- Knowledge of dialogue boxes' functions and contents

- Sizing, moving and scrolling windows

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SECTION 4:   ICT CORE MODULE (FOUNDATION LEVEL)

4.0   Synopsis

In this module, the candidate demonstrates skills in using word processing, spreadsheet, internet and e-mail software to produce documents, to manipulate data, to communicate with other ICT users and to browse the internet. The tasks involved in the assessment are set in the same international business context and represent a logical and purposeful sequence of activities. They reflect the realities of using ICT at work, where it is expected that employees will be able to demonstrate versatility in the use of applications to gather and represent data, to solve problems, and to communicate with colleagues. In the ICT Diploma, the productive **outcomes** of using ICT applications competently are the prime focus of assessment, and this is reflected in the titles of the elements in the Core Module.

The module comprises:

Communication   (4.1)

Using the internet and e-mail to communicate with other ICT users

Document Production   (4.2)

Using word processing facilities to manipulate text to produce an effective document

Data Manipulation   (4.3)

Using spreadsheet facilities to handle data and solve problems

Output   (4.4)

Produce output in the specified format

4.1 Communication

Using the internet and e-mail facilities, the candidate must demonstrate the ability to:

Assessment Objectives		Performance Criteria		Skills
1.	**Communicate with other ICT users**			
1.1	Read e-mail	1.1.1	Specified message is read	Open message
1.2	Send e-mail	1.2.1	Specified message is sent to a recipient	New message, address, subject
2.	**Use the internet**			
2.1	Locate information from a website	2.1.1	Specified information from a given URL	
2.2	Search for information	2.2.1	Specified information is found using a search engine or index menu	Simple search
2.3	Download information	2.3.1	Download and save specified information	

4.2 Document Production

Using word processing facilities, the candidate must demonstrate the ability to:

Assessment Objectives		Performance Criteria		Skills
3.	**Enter data from different sources**			
3.1	Load data from an existing file	3.1.1	Specified file is loaded	Locate file, identify file type, csv, txt, rtf
3.2	Key in text	3.2.1	Text is entered as specified with 100% accuracy	Enter text, enter numbers
4.	**Edit text**			
4.1	Delete text	4.1.1	Text is deleted as specified	Highlight, delete
4.2	Move text	4.2.1	Text is moved or copied as specified	Cut/copy/paste, drag/drop
5.	**Text appearance and layout**			
5.1	Align text	5.1.1	Text is aligned as specified	Left, centred, right, fully justified
5.2	Emphasise text	5.2.1	Text is emphasised as required for the section specified only	Select font, bold, italic, underline
5.3	Change font	5.3.1	Use an appropriate font for the task	Change font
		5.3.2	Font size as specified	Point size, increase, decrease
5.4	Paragraph spacing	5.4.1	Line spacing between paragraphs as specified	Single, double, consistent
6.	**Correct errors**			
6.1	Use spell-check facilities	6.1.1	Spelling is checked and free from error	Spell-checker
6.2	Proof-read and correct document	6.2.1	Document is proof-read and corrected	Accuracy, consistent line spacing, consistent character spacing

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4.3 Data Manipulation

Using spreadsheet facilities, the candidate must demonstrate the ability to:

Assessment Objectives	Performance Criteria	Skills
7. Enter data from different sources		
7.1 Load data from an existing file	7.1.1 Specified file is loaded	Locate file, identify file type, csv
7.2 Enter text	7.2.1 Text is entered as specified with no more than 3 errors	Enter text
7.3 Enter numeric data	7.3.1 Numeric data is entered with no errors	Enter numbers
8. Perform calculations on numeric data		
8.1 Enter formulae	8.1.1 Formulae entered which produce correct results	Addition, subtraction, multiplication, division
9. Reorganise data to meet needs		
9.1 Sort data	9.1.1 Using one criterion as specified	Ascending, descending
9.2 Select subsets of data	9.2.1 Using one criterion as specified	Numeric, text, date
10. Use display features		
10.1 Align data	10.1.1 Cells aligned as specified	Left, centred, right
10.2 Column width	10.2.1 Column width changed as specified	Ensure all data and labels are visible, fit to page, hide column(s)
10.3 Adjust numeric formatting	10.3.1 Display specified numeric data in specified format	Integer, decimal (e.g. 2dp), percentage, currency (various)
10.4 Display formulae	10.4.1 Display formulae as specified	Display formulae in full
10.5 Display headings	10.5.1 Display row and column headings as specified	Visible, hidden

4.4 Output Data

Producing output in the specified format, the candidate must demonstrate the ability to:

Assessment Objectives	Performance Criteria	Skills
11. Output data		
11.1 Save and print data/document	11.1.1 Document is saved and printed as specified	Draft document, final copy, e-mail
	11.1.2 Data is saved and printed as specified	Spreadsheet data table, spreadsheet extract(s), formulae

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SECTION 5:   ICT OPTIONAL MODULES (FOUNDATION LEVEL)

5.0   Synopses

The Optional Modules are designed to enable candidates to develop a set of skills in the application area concerned which provide a basic 'tool kit' for using the application productively, and a foundation for further skills development.

The following Optional Modules are currently available:

Creating Charts   (5.1)

Representing numeric data in a number of graphical formats, e.g. graphs and pie charts

Desktop Publishing   (5.2)

Using basic document layout tools to combine and present text and images within a document

Computer Graphics   (5.3)

Creating and presenting images to enhance documents, creating and presenting electronically generated artwork in a practical context

Database Operations   (5.4)

Using a database – query and report production

Website Design   (5.5)

Creating a website using graphical images and links within web pages

5.1 Creating Charts

Using appropriate graphical presentation facilities, the candidate must demonstrate the ability to:

Assessment Objectives		Performance Criteria		Skills
1.	**Load data**			
1.1	Load data from an existing file	1.1.1	Specified file is loaded	Locate file, identify file type, csv
2.	**Selecting the data**			
2.1	Selecting the data series	2.1.1	Selecting only the data series specified	Contiguous, non-contiguous, specified data only
3.	**Create and display charts**			
3.1	Create a pie chart	3.1.1	Pie chart is created and displayed as specified	Select only the specified data
		3.1.2	Segments must be clearly labelled as specified	Legend, segment labels
		3.1.3	Chart is labelled as specified	Title, segment values, percentages
3.2	Create a bar chart	3.2.1	Bar chart is created and displayed as specified	Select only the specified data
		3.2.2	Chart is labelled as specified	Title, legend, category labels, value labels, scales
3.3	Create a line graph	3.3.1	Line graph is created and displayed as specified	Select only the specified data
		3.3.2	Chart is labelled as specified	Title, legend, axes labels, scales
4.	**Output data**			
4.1	Save and print charts	4.1.1	All charts are saved and printed as specified	

5.2 Desktop Publishing

Using Desktop Publishing facilities, the candidate must demonstrate the ability to:

Assessment Objectives	Performance Criteria	Skills
1. Document format		
1.1 Page format	1.1.1 Page size as specified	Page setup, A4
	1.1.2 Page orientation as specified	Portrait, landscape
	1.1.3 Columns as specified	Number of columns, width, spacing between columns
	1.1.4 Margins as specified	Left, right, top, bottom
2. Enter data from different sources		
2.1 Load prepared text from an existing file	2.1.1 File is imported and positioned as specified	Locate file, identify file type, txt, rtf
2.2 Import image from external source	2.2.1 Place image as specified	Import clip art, import from a digital source, import from website, import from file
	2.2.2 Manipulate as specified	Resize image, crop image, maintain aspect ratio
2.3 Edit text	2.3.1 Text is edited as specified	Enter, delete, replace, move, copy, cut, paste
	2.3.2 Text is wrapped as specified	Around image, square, tight, above, below
3. Text appearance and layout		
3.1 Align text	3.1.1 Text is aligned as specified	Left, centred, right, fully justified
	3.1.2 Text is line spaced as specified	Single, 1.5, double, multiple, spacing before and after headings
3.2 Emphasise text	3.2.1 Text is emphasised as required for the section specified only	Bold, italic, underline
3.3 Change font	3.3.1 Font as specified	Serif, sans-serif
	3.3.2 Text size as specified	Point size, increase, decrease
3.4 Headers and footers	3.4.1 Use headers and footers as specified	Headers, footers, page numbering
3.5 Control pages	3.5.1 Breaks inserted as specified	Page break, column break
	3.5.2 Ensure that there are no widows or orphans present	
4. Output data		
4.1 Save and print document	4.1.1 Document is saved and printed as specified	

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5.3 Computer Graphics

Using computer graphics facilities, the candidate must demonstrate the ability to:

Assessment Objectives		Performance Criteria		Skills
1.	**Produce a defined image**			
1.1	Draw images using graphics tools	1.1.1	Images are drawn and placed as specified	Draw and place regular shapes, draw and place irregular shapes, line draw, spray can/aerosol
1.2	Enter text	1.2.1	Text is entered with no errors and positioned as specified	Enter text, fonts, point size
1.3	Import an image from an existing file	1.3.1	File is imported and positioned as specified	Load, cut/copy/paste, import, insert
2.	**Edit images**			
2.1	Copy an image	2.1.1	Image is copied and placed as specified	Copy/paste, drag/drop
2.2	Resize image	2.2.1	Image is increased or decreased in size as specified	Enlarge, reduce, stretch, shrink
2.3	Fill image	2.3.1	Image is filled as specified	Flood fill, fill patterns
		2.3.2	Use of distinctive fills/patterns	Colours, patterns
2.4	Change orientation	2.4.1	Change orientation of specified image(s)	Rotation, reflection (flip)
2.5	Group images	2.5.1	Manipulate grouped images as specified	Group, ungroup
3.	**Output data**			
3.1	Save and print image	3.1.1	Image is saved and printed as specified	

5.4 Database Operations

Using database facilities, the candidate must demonstrate the ability to:

Assessment Objectives		Performance Criteria		Skills
1.	***Enter data from different sources***			
1.1	Load data from an existing file	1.1.1	Specified file is loaded	Locate file, identify file type, csv
1.2	Define record structure	1.2.1	Field names are defined as specified	Field names, field/data types
		1.2.2	Field types are defined as specified	Text, numeric, integer, real, currency, date/time, logical/boolean
1.3	Enter data	1.3.1	Specified data is added to the file	Add record, enter text, enter numbers, enter date, enter time
2.	***Edit data***			
2.1	Edit data	2.1.1	Records are changed as specified	Edit text, edit numbers, edit date, edit time
2.2	Delete data	2.2.1	Specified data is deleted from the file	Delete record/s
3.	***Reorganise data to meet needs***			
3.1	Sort data	3.1.1	One criterion is used as specified	Ascending, descending, alphanumeric, numeric, date, time
3.2	Select subsets of data	3.2.1	Numeric search is performed as specified	=, >, <, >=, =<,<>
		3.2.2	String search is performed as specified	Like, NOT
		3.2.3	Searching using two criteria is performed as specified	AND, OR
4.	***Use display features to report data***			
4.1	Produce a report	4.1.1	Present selected records as specified	Select specific records and fields
5.	***Output data***			
5.1	Save and print data	5.1.1	Data is saved and printed as specified	

5.5 Website Design

Using Web page authoring facilities, the candidate must demonstrate the ability to:

Assessment Objectives	Performance Criteria	Skills
1. Create a website		
1.1 Create web pages	1.1.1 Required number of pages are created with the information specified	Create pages
	1.1.2 Headings and sub-headings as specified	h1, h2, h3, h4
	1.1.3 Paragraph text inserted as specified	p
	1.1.4 Colours are used as specified	Background colour, font colour
1.2 Use graphical images	1.2.1 Images inserted as specified	Insert image, resize, position on the page
2. Link pages		
2.1 Create links	2.1.1 Links on the same page are created as specified	Hyperlinks, anchors
	2.1.2 Links to other pages are created as specified	Hyperlinks
	2.1.3 Links to external sites are created as specified	Hyperlinks, web addressing
3. Output data		
3.1 Save and print web pages	3.1.1 Web pages are saved and printed as specified	In browser, in HTML format

SECTION 6:   ASSESSMENT PROCEDURES

6.0   Form of Assessment

The Core Module assessment is designed to be completed within 2¼ hours, under supervised conditions. To conform with safe working practices in using display screen equipment, it is recommended that candidates be allowed to take short approved breaks from working at their screen (5-10 minutes every hour), without leaving the assessment room. Such breaks may naturally form part of the working pattern as candidates study the assessment material. The Centre is responsible for maintaining security during this break period.

Each Optional Module assessment is designed to be completed within 45 minutes.

In all modules, for the assessment candidates are permitted 15 minutes reading time before beginning the practical tasks. During the reading time, candidates are not permitted to use their computers.

The practical assessments must be completed under supervised and controlled conditions (see 6.5 below). The Centre should provide a "quiet, business-like atmosphere" for the assessment. It is possible to carry out the assessment during normal timetabled periods during the normal working day, as long as all procedures are followed.

During the assessment candidates are not permitted access to their own files or to retain a copy of the assessment and/or any printouts produced during the assessment. **No tuition can be given after the candidate has started the assessment.**

6.1   The Practical Assessments

The Centre must ensure that only live assessment material as issued by CIE is used for the assessment of the Cambridge ICT Diploma.

The CIE practical assessments are referenced with the year of publication, the module and the version.

Centres can choose the particular assessment for the candidate(s) in question, from the versions issued to them by CIE. A different version needs to be used if different candidates are being assessed on consecutive days and when a candidate is retaking an assessment.

6.2   Currency of Assessment Material

Live assessments are issued in January and are valid for 12 months. Candidate work derived from assessments which have been withdrawn will not be accepted for certification after the date of withdrawal.

Live assessments may only be used as practice material AFTER their withdrawal date.

Centres will only receive a master copy of the current CIE practical assessments when they have been registered and made their first provisional entry.

No amendments may be made to CIE practical assessments without the written approval of CIE.

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6.3   Preparation

Before using an assessment, tutors must work through it using similar hardware and software to that used by the candidates, to

- ensure that the hardware/software at the Centre will enable the candidates to achieve all the Assessment Objectives

- ensure that the terminology will be understood by their candidates

- produce the tutor-worked copy of the assessment, which must be included with the submission to CIE of candidates' work

Any requests for special assessment requirements should be put in writing to CIE at least two months prior to the planned date for assessment.

If no colour printers are available in the Centre, candidates should be made aware of the need to choose colours or patterns which are visibly distinct when printed in black and white.

6.4   Administering the Assessment

Centres are responsible for ensuring that the hardware and software to be used by candidates is in full working order and will enable them to fulfil all the Assessment Objectives in the module as specified in this syllabus. Errors as a result of faulty software or hardware will not be taken into consideration during the appeals procedures.

In the event of a system crash, power cut or damage to equipment during the assessment, candidates may be allowed a fresh attempt at a different assessment. Advice should be obtained from CIE.

Centres should ensure that stationery is available to their candidates. Candidates can use dictionaries, spell-checkers, their own notes, the software's Help facility, Centre-prepared manuals on the software package or manufacturers' manuals during assessment. No other help can be given to candidates during the assessment, unless there is an equipment failure.

Invigilators will need to observe certain Assessment Objectives within all modules, such as 'save data' or transitions and animations in presentations. Where appropriate, this can be done by checking the candidates' files after the assessment has been completed.

Candidates should present the invigilator with the printouts they wish to submit at the end of the assessment. Each printout should include the candidate's name and the date on which the assessment was carried out. It is recommended that this information is printed, not hand-written. It is also recommended that the module title and/or assessment reference is printed, along with the printout number.

6.5   Security Issues

A suitably competent invigilator, who may be the tutor, must be present throughout to supervise the assessment.

Candidates must not communicate with one another in any way and security of the individual candidate's files must be ensured. They cannot ask for, or be given, help from the invigilator or tutor, except in the case of a systems failure.

All assessment material must be treated as confidential. It should only be issued at the time of assessment.

All work stored on the network or hard disk must be kept secure. Centres are advised to consider setting up passwords to control login procedures and ensure only authorised access to files.

Centres must ensure that:

- potential candidates do not have access to assessment material

- at the end of each session all assessment material, i.e. the CIE practical assessments and candidates' completed work, is collected by the invigilator

- all draft copies and rough work not to be submitted are destroyed

Candidates' Assessment Record Folders with completed practical assessments must be kept securely by the Centre between assessments and before submission to CIE. In no circumstances should they be left in the custody of the candidates.

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