

Cambridge International Diploma  
Standard Level

**Syllabus**

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

For assessment in 2008

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### **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 – 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 Standard Level Diploma provides a framework for developing practical skills in using ICT as an integrated set of 'productivity tools'. Standard Level competence is recognised in employment as the requirement for people who can be relied upon to work without direct supervision, to handle a range of varied or non-routine tasks. 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 Standard 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, databases and e-mail and internet 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 builds upon the basic competencies developed through the Foundation Level Diploma and provides a sound platform for further skills development as supported by the Advanced Level 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 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 Standard 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 assessment and how it will be assessed.

The syllabus and 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 Standard Level Diploma is to assess a candidate's ability to use information and communication technology effectively in realistic, practical, work-related situations, making use of the links between applications, e.g. in producing an integrated document.

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

### 2.1 Target Group

The Standard Level Diploma is designed for anyone who has already gained a broad introduction to ICT applications and wishes to be able to draw together a variety of ICT facilities to manage, structure and present information.

It is suitable for students, employees and trainees.

Those holding a CIE Foundation Level Diploma in ICT will find that the Standard Level offers an excellent next stage in their ICT skills development. It is assumed that everyone who starts the Standard Level has already reached the level of competence recognised by the Foundation Level.

Please note that familiarity with and practice of 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, Integration	Core Module	2¾ hour practical assessment + 15 minutes reading time
Data Analysis	Optional Module	1 hour practical assessment + 15 minutes reading time
Computer Aided Design	Optional Module	1 hour practical assessment + 15 minutes reading time
Business Charts	Optional Module	1 hour practical assessment + 15 minutes reading time
Website Authoring	Optional Module	1 hour practical assessment + 15 minutes reading time
Presentation Authoring	Optional Module	1 hour practical assessment + 15 minutes reading time

The Core Module assesses the candidate's ability to produce documents through the integrated use of word processing, database and graphics software, and to communicate electronically using the internet and e-mail.

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 40 learning hours, and each Optional Module would require a further 12 learning hours (around 80 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.

## 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.
- 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 Diplomas, 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 Visiting Assessor 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.

## 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 further develop their understanding and practice of general principles and procedures for using the computer and managing files safely and effectively, as listed below.

#### *Disk and file care and management*

- Directory or folder - creating, renaming, deleting
- Browsing a directory or folder, and understanding different file types
- Moving, renaming, copying and sorting files
- Formatting a disk
- Making back-up copies

#### *Basic functions*

- Handling passwords
- Using keyboard combinations
- Switching between windows
- Working with more than one window

#### *Adjusting the program*

- Changing the settings
- Changing the desktop or window

#### *Printouts*

- Choosing a printer
- Changing paper size, loading and adjusting paper
- Starting a printout, cancelling a printout
- Changing page set-up
- The print queue - access and function

## **SECTION 4: ICT CORE MODULE (STANDARD LEVEL)**

### **4.0 Synopsis**

In this module, the candidate demonstrates skills in using word processing and database software to produce a multi-page integrated document, and to use e-mail and internet software to communicate with other ICT users and to search the internet. The tasks involved in the assessment are set in an 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 e-mail and the internet to gather and communicate information

**Document Production (4.2)**

Using word processing facilities to prepare a document for integration

**Data Manipulation (4.3)**

Using database facilities to manipulate data to solve problems and represent data graphically

**Integration (4.4)**

Integrate data from different sources into a single document or report

**Output (4.5)**

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
<b>1. Communicate with other ICT users</b>				
1.1	Read e-mail	1.1.1	Message is read as specified	Open message
1.2	Send e-mail	1.2.1	Message is sent as specified	New message, address, subject, reply, forward, carbon copy, blind carbon copy
1.3	Send a file	1.3.1	Send a file to another ICT user electronically	Attach file(s)
1.4	Receive a file	1.4.1	Receive a file from another ICT user electronically	Save attached file
<b>2. Use the internet</b>				
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	Simple search, refined 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
<b>3. Enter data from different sources</b>				
3.1	Load data from existing files	3.1.1	Specified file is loaded	Enter text, enter numbers
3.2	Key in and edit text	3.2.1	Text is entered as specified with no errors	
		3.2.2	Edit text as specified	Highlight, delete, move, cut, copy, paste, drag and drop
3.3	Import image from external source	3.3.1	Place image as specified	Import clip art, import from a digital source, import from file, import from website
		3.3.2	Manipulate as specified	Move image, resize image, crop image, text wrap (around image, square, tight, above, below), maintain aspect ratio
3.4	Include information downloaded from the internet	3.4.1	Specified data only, positioned as required	Text, graphic image, table, chart
<b>4. Document format</b>				
4.1	Set up a page format	4.1.1	Page size as specified	A4, A5, Letter
		4.1.2	Page orientation as specified	Portrait, landscape
		4.1.3	Page numbering as specified and positioned consistently	Header, footer, automatic page numbering
		4.1.4	Margins set as specified	Top margin, bottom margin, left margin, right margin
		4.1.5	Line spacing as specified	Single, 1.5 times, double, multiple, consistent between lines, consistent between paragraphs, before headings, after headings
		4.1.6	Alignment set as specified	Left, centred, right, fully justified
<b>5. Text appearance and layout</b>				
5.1	Indentation	5.1.1	Specified portion of text only	Indent text, indent paragraph, hanging indent
5.2	Bullet points	5.2.1	Specified portion of text only	Bulleted list, numbered list
5.3	Tables	5.3.1	Table inserted as specified	Specified number of rows and columns
5.4	Control pages	5.4.1	Breaks inserted as specified	Page break, widows, orphans
5.5	Fonts	5.5.1	Font size as specified	Point size, increase, decrease

### 4.3 Data Manipulation

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

Assessment Objectives	Performance Criteria	Skills
<b>6. Enter data from different sources</b>		
6.1 Load data from existing files	6.1.1 Specified file is loaded	Locate file, identify file type (csv, .txt, .rtf), open file, import file
	6.1.2 Record structure defined as specified	Be able to assign and use meaningful field names and the following field/data types: Text, numeric, (integer, decimal, currency, percentage), Boolean/logical (yes/no, true/false), date/time
	6.1.3 Format fields as specified	Identify field sub-types and formatting (e.g. Specify currency used, or number of decimal places)
6.2 Enter data	6.2.1 Data is entered as specified with no errors	Enter text, enter numbers
<b>7. Perform calculations on numeric data</b>		
7.1 Enter formulae	7.1.1 Use arithmetic operations/numeric functions to perform calculations	Calculated field, run time calculation, addition, subtraction, multiplication, division, sum, average, maximum, minimum, count
<b>8. Reorganise data to meet needs</b>		
8.1 Sort data	8.1.1 Using several criteria as specified	Ascending, descending, alphanumeric, numeric, date
8.2 Select subsets of data	8.2.1 Using several criteria as specified (using numeric, text or Boolean/logical operators)	AND, OR, NOT, >, <, =, >=, <=, Wildcards
<b>9. Use display features to report data</b>		
9.1 Produce a report	9.1.1 Display fields as specified	Data aligned as specified (left, centred, right) and displayed in specified format (percentage, currency (various), decimal, specified number of decimal places, integer), hide data and labels, show hidden fields, display calculations/formulae, display data/labels in full (with no truncation)
	9.1.2 Text as specified	Report titles
	9.1.3 Layout as specified	Header, footer, page layout, label production
	9.1.4 Export a query of report as specified	Export data into a common text format .csv, .txt, .rtf format, export into graph/charting package

### 4.4 Integration

Integrating data from many sources into a single document/report, the candidate must demonstrate the ability to:

Assessment Objectives	Performance Criteria	Skills
<b>10. Integrate data from several sources</b>		
10.1 Combine data from several sources into a single file	10.1.1 Combine text and image as specified	Import Text, import clip art, import from a digital source, import from a website, cut, copy, paste, crop
	10.1.2 Combine text and database extract as specified	Import text, import from a database, cut, copy, paste

**4.5 Output Data**

Producing output in the specified format from a variety of sources, the candidate must demonstrate the ability to:

Assessment Objectives	Performance Criteria	Skills
<b>11. Output data</b>		
11.1 Save and print data/document	11.1.1 Document is saved and printed as specified 11.1.2 Data is saved and printed as specified 11.1.3 Specified data selection is saved in a format suitable for importing into a text based document	Draft document, final copy, e-mail, file attachment Database report, data table Save query, export as .rtf file, copy and paste

## **SECTION 5: ICT OPTIONAL MODULES (STANDARD 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 multi-purpose 'tool kit' for using the application productively.

The following Optional Modules are currently available:

**Data Analysis (5.1)**

Using a spreadsheet to create and test a data model, extracting and summarising data

**Computer Aided Design (5.2)**

Using CAD tools to produce accurate scale drawings

**Business Charts (5.3)**

Using a variety of charts to present information

**Website Authoring (5.4)**

Creating a structured website with style sheets, tables and hyperlinks

**Presentation Authoring (5.5)**

Creating and controlling an interactive presentation

## 5.1 Data Analysis

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

Assessment Objectives	Performance Criteria	Skills
<b>1. Create a model</b>		
1.1 Create a data model	1.1.1 Enter layout of model as specified 1.1.2 Enter text and numerical test data with 100% accuracy 1.1.3 Enter formula/e to meet the requirements 1.1.4 Use function/s to meet the requirements	Cut, copy, paste, drag and drop, fill  Add, subtract, multiply, divide, indices, relative reference, absolute reference, named cells, named ranges, nested formulae,  Sum, average, maximum, minimum, integer, rounding, counting, if, lookup, nested functions
1.2 Test the data model	1.2.1 Demonstrate that the model works	
<b>2. Extract data</b>		
2.1 Select subsets of data	2.1.1 Using several criteria as specified (using numeric, text and Boolean operators)	Using numeric, text and boolean operators, AND, OR, NOT, >, <, =, >=, <=, wildcards, string
<b>3. Using display features</b>		
3.1 Adjust display features	3.1.1 Display data/labels as specified	Select data, bold, underline, italic, highlight, specified row/column/item/s only, integer, percentage, decimal, specified number of decimal places, currency (various)
	3.1.2 Adjust row/column/cell sizes so that all data/labels/formulae are visible	Display formulae/data, adjust column width, row height
	3.1.3 Adjust page orientation as specified	Portrait, landscape, fit to page
<b>4. Output data</b>		
4.1 Save and print data	4.1.1 Save and print data as specified	Formulae, values, extracts, test data

## 5.2 Computer Aided Design

Using Computer Aided Design facilities, the candidate must demonstrate the ability to:

Assessment Objectives	Performance Criteria	Skills
<b>1. Set up a drawing</b>		
1.1 Establish scales	1.1.1 Scales are established as specified 1.1.2 Units are used as specified	
1.2 Use a grid	1.2.1 Grid is used as specified	
1.3 Use a title block	1.3.1 Scale, title, dimension, user name and date are included with 100% accuracy	
<b>2. Generate 2D (orthographic) standard views</b>		
2.1 Generate drawings	2.1.1 Drawings are generated to the specified scale	
2.2 Display elevations	2.2.1 Front elevation is shown as specified	Standard orthographic page layout
	2.2.2 End elevation is shown as specified	
	2.2.3 Plan is shown as specified	
	2.2.4 Elevations are positioned on the page as specified	
2.3 Display sectional view	2.3.1 Sectional view is displayed as specified	Conventional 45 degree hatching to be used
2.4 Use line types	2.4.1 Use special line types as specified	Outline, centre line, hidden detail, hatching
2.5 Dimensioning	2.5.1 Dimension only as specified	
<b>3. Display isometric view from 2D image</b>		
3.1 Generate isometric view from previously created 2D images	3.1.1 Isometric view is produced as specified	
<b>4. Output data</b>		
4.1 Save and print/plot images	4.1.1 Images are saved and printed/plotted as specified	

### 5.3 Business Charts

Using a chart facility, the candidate must demonstrate the ability to:

Assessment Objectives	Performance Criteria	Skills
<b>1. Import and enter data</b>		
1.1 Import data	1.1.1 Correct data imported	
1.2 Enter data	1.2.1 Data entered with 100% accuracy	
<b>2. Create charts</b>		
2.1 Create a bar chart	2.1.1 Extract only the required data as specified	Selected row/s, selected column/s, searched criterion
	2.1.2 Plot data on chart	
	2.1.3 Label chart	Title, x-axis, y-axis, category axis, value axis, legend
	2.1.4 Choose suitable shading patterns	
	2.1.5 Save and print chart	
2.2 Create a pie chart	2.2.1 Extract only the required data as specified	Selected row/s, selected column/s, search criteria
	2.2.2 Plot data on chart	
	2.2.3 Label chart	Title, legend, segment labels, values, percentages
	2.2.4 Emphasise part of chart	Extract a segment
	2.2.5 Save and print chart	
2.3 Create a line graph	2.3.1 Extract only the required data as specified	Selected row/s, selected column/s, search criteria
	2.3.2 Plot data on graph	
	2.3.3 Label graph	Title, x-axis title, y-axis title, y-axis scale, category axis series labels, value axis units, legend
	2.3.4 Add extra data set	Add to existing chart
	2.3.5 Adjust axis max/min	Primary axis, secondary axis
	2.3.6 Add second y axis	Add to existing chart
	2.3.7 Save and print graph	

## 5.4 Website Authoring

Students should have a working knowledge of html.

Using Web Page Authoring facilities, the candidate must demonstrate the ability to:

Assessment Objectives	Performance Criteria	Skills
<b>1. Use the internet</b>		
1.1 Locate information from a website	1.1.1 Specified information only from a given URL	
1.2 Download information	1.2.1 Download and save specified information	
<b>2. Use stylesheets</b>		
2.1 Use stylesheets	2.1.1 Create external stylesheet	<link rel="stylesheet" type="text/css" href="stylesheetname.css">
	2.1.2 Create style for common tags	h1, h2, h3, p, li
	2.1.3 Specify font appearance	h1 { color: #000000; font-family: arial; text-align: center; font-size: larger; font-weight: bold; }
	2.1.4 Apply tags	<meta name="keywords" content = "text string, text string"
<b>3. Create structure</b>		
3.1 Create webpage/s	3.1.1 Create webpage/s as specified	Homepage, other pages, menu options, text hyperlink, graphics hyperlink, foreground colour, background colour, text colour
	3.1.2 Apply menu options to pages as specified	Text hyperlink, graphics hyperlink
3.2 Create links	3.2.1 Create links as specified	Links to the same page (e.g. top), anchors, links to other pages <a href="page name">linkname</a>, external links  <a href="page name" target="new windowname">linkname</a> > web addressing with correct URL
	3.2.2 Open in a specified location	Same window, new window
<b>4. Use tables</b>		
4.1 Use tables	4.1.1 Insert table	Table, table heading, table row, table data, cellpadding, cellspacing,
	4.1.2 Specify borders	Use of tables with visible or invisible borders, <table border = "4">
	4.1.3 Merge cells	use of merged cells within tables <td colspan = "2">
<b>5. Use images</b>		
5.1 Insert image	5.1.1 Insert image	Insert image
	5.1.2 Place image relative to text	Use of tables to place images
5.2 Alter image	5.2.1 Use tags to adjust image size and alignment	Resize and position on the page width="500" height="300" valign="top" align="left"
	5.2.2 Use software to resize image/adjust colour depth	Resize/resample, .gif, .jpg, .png, screen shot evidence

<b>6. Output data</b>			
6.1	Save and print web pages	6.1.1 Web pages are saved and printed as specified	In browser, in HTML format

## 5.5 Presentation Authoring

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

Assessment Objectives	Performance Criteria	Skills
<b>1. Create a presentation</b>		
1.1 Set up presentation	1.1.1 Presentation format is set up as specified	Master slide, placing images/test/logos, slide footers, automated slide numbering, font styles, heading styles, colour scheme
1.2 Create presentation pages	1.2.1 Required number of presentation pages are created with information specified	Headings, bullets, colours, text boxes, presenter notes, audience notes
	1.2.2 Insert text as specified	Font styles, serif, sans-serif, point sizes, text colour, text alignment
	1.2.3 Ensure consistency within the presentation	Consistently applied font styles, point sizes and colour schemes
1.3 Use graphical information	1.3.1 Picture inserted and manipulated as required	Resize, position, crop, copy, contrast, brightness, deleted
	1.3.2 Chart created as required	Create within the package, import from spreadsheet, from continuous or non continuous data, title, legend, segment labels, segment values, percentages, category axis labels, value axis labels, scales
	1.3.3 Lines/arrows inserted as required	
<b>2. Control a presentation</b>		
2.1 Use transition facilities	2.1.1 Transition between pages is automated as specified	Consistent, range of features
2.2 Use animation facilities	2.2.1 Animation is added as specified	Text, images
<b>3. Output data</b>		
3.1 Save and print presentation	3.1.1 Presentation is saved and printed as specified	File compression (zip files) floppy disk, presenter notes, audience notes (handouts), use screen shots to show features like animation/transition/builds

## **SECTION 6: ASSESSMENT PROCEDURES**

### **6.0 Form of Assessment**

The Core Module practical assessment is designed to be completed within 2¾ 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 practical assessment is designed to be completed within 1 hour.

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 practical 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.

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

### **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 the hardware/software at the Centre will enable the candidates to achieve all the Assessment Objectives
- ensure 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 is 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.