

ENTRY 2 MARK SCHEME

Fun Fair

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.

Learner name:	Registration number:	Centre number:
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GETTING READY			
1.	Task Make sure you are sitting comfortably. Make sure you work safely at all times during the task. Coverage and range 2.1 minimise physical stress 2.3 understand the need to stay safe		
		Marks	Achieved
1.	Mark scheme The learner has demonstrated the ability to minimise physical stress by adjusting the height and/or position of chair and monitor, using correct posture, etc.	(1)	<input type="checkbox"/>
1.	The learner has demonstrated that they can work safely by following relevant health and safety or personal safety guidelines.	(1)	<input type="checkbox"/>
2.	Task Start the computer system. Coverage and range 2.2 keep access information secure by using a password		
		Marks	Achieved
2.	Mark scheme The learner has demonstrated that they can access a computer system securely using a password. For example, log on, username/password, PIN, boot password (either as access to a standalone or network system).	(1)	<input type="checkbox"/>

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DURING THE TASK			
1.	Task You will get marks for: <ul style="list-style-type: none"> • using the computer • using software applications Coverage and range 1.1 use computer hardware 1.2 use computer software applications for a purpose 1.3 recognise and use interface features		
		Marks	Achieved
1.	Mark scheme The learner has used a computer system.	(1)	<input type="checkbox"/>
1.	By undertaking the flyer and email activities, the learner has used software applications for a purpose.	(1)	<input type="checkbox"/>
1.	By undertaking 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 data files, sending and receiving and opening email messages, using software tools, saving and printing, and opening and closing software applications.	(1)	<input type="checkbox"/>

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MAKE A FLYER			
1.	<p>Task</p> <p>You have received an email message. The message contains information to be used in the flyer. Open and read the email message.</p> <p>Coverage and range</p> <p>3 use ICT-based sources of information</p> <p>7.1 read, send and receive electronic messages</p>		
	<p>Mark scheme</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 the email message	(1)	<input type="checkbox"/>
1.	Used ICT based sources of information	(1)	<input type="checkbox"/>
2.	<p>Task</p> <p>Send a reply to the email saying that you have read the message.</p>		
3.	<p>Open the FlyerEL2</p> <p>Use the information in the email message to:</p> <ul style="list-style-type: none"> add the missing information to the flyer change any information on the flyer that is wrong <p>Coverage and range</p> <p>7.1 read, send and receive electronic messages</p> <p>6.2 bring together two given types of information - identify and correct simple errors.</p>	Marks	Achieved
	<p>Mark scheme</p> <p>By successfully entering any information from the email message into the invitation, the learner has:</p>		
2.	Sent a reply to the email message	(1)	
3.	<p>The learner has amended the time.</p> <p>The original time must be replaced. Do not penalise the learner if am is omitted.</p> <p>The position of the time does not have to be identical to the original, but must be positioned so that the document is fit</p>	(1)	<input type="checkbox"/>

	for purpose.		
3.	The learner has amended the price. The original price must be replaced. The position of the price does not have to be identical to the original, but must be positioned so that the document is fit for purpose.	(1)	<input type="checkbox"/>
3.	The learner has entered the address. Do not penalise the learner for spelling errors. The address must appear below the statement: 'The address for this event is:'	(1)	<input type="checkbox"/>

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MAKE A FLYER						
4.	<p>Task</p> <p>The flyer needs two images.</p> <p>(a) Use the file HeadingEL2 to find a suitable heading to put in the flyer. Put your chosen heading in the flyer.</p> <p>(b) Use the file ImageEL2 to find a suitable picture to put in the flyer. Put your chosen picture in the flyer.</p> <p>Coverage and range</p> <p>4.1 use simple search facilities</p> <p>6.1 for print and viewing on screen</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> </tbody> </table>	Marks	Achieved	(1)	<input type="checkbox"/>
Marks	Achieved					
(1)	<input type="checkbox"/>					
4	<p>Mark scheme</p> <p>By adding an appropriate image from either of the image files, the learner has used simple search facilities to find the image.</p>	(1) <input type="checkbox"/>				
4a.	By adding a picture to the advert, the learner has brought together two given types of information.	(1) <input type="checkbox"/>				
4b.	By adding a picture to the advert, the learner has brought together two given types of information.	(1) <input type="checkbox"/>				
5.	<p>Task</p> <p>Make the flyer look good.</p> <p>You could use some of the following:</p> <ul style="list-style-type: none"> • alignment • colours • different fonts • font styles • font sizes <p>any other formatting</p> <p>Coverage and range</p> <p>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> </tbody> </table>	Marks	Achieved	(1)	<input type="checkbox"/>
Marks	Achieved					
(1)	<input type="checkbox"/>					
5.	<p>Mark scheme</p> <p>The flyer is formatted and includes appropriate features, such as:</p>	(1) <input type="checkbox"/>				
	<ul style="list-style-type: none"> • alignment (e.g. left, centre, right) • colours 	(1) <input type="checkbox"/>				
	<ul style="list-style-type: none"> • different fonts (e.g. Times New Roman, Arial, Comic Sans) • font styles (e.g. bold, italic, underlined) 	(1) <input type="checkbox"/>				

	<ul style="list-style-type: none"> font sizes <p>Accept any other appropriate formatting features. 1 mark awarded for each feature up to a maximum of 4 marks. Multiple marks may be awarded for variations within the same item (e.g. underlined and italic font styles = 2 marks) but not for repeated use of the same item (2 items underlined = 1 mark) 1 mark awarded for each feature up to a maximum of 4 marks.</p>	(1)	<input type="checkbox"/>
Total		20	
Pass Mark		15	

Total	
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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.

Assessor name

Assessor signature and date

I confirm that this is my own work.

Learner name

Learner signature and date

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.

City Leisure Centre

Use of font/styles to make key information stand out.

The BIG Event

Raising funds to buy new gym equipment for our community gym.

Relevant heading inserted – position may be at the top or another suitable position.

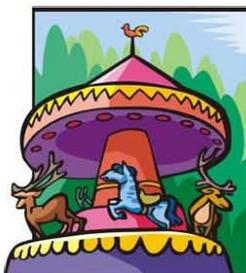
9th July

Open at 10am

Time corrected

Family Fun Fair

Relevant image inserted appropriately



Sponsored fun run

Food stalls

Circus skills

Penalty shoot

And try a new sport...

Admission Price: Adults £4

Children £2

Price corrected

The address for this event is:

City Leisure Centre
Long Road
New Town
NT1 1FS

Address entered

Shading, colours and backgrounds may also be used if this is done without restricting the legibility of the other content.

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			
Getting ready															
1				1	1	1								Open	3
During the task															
1	1	1	1											Open	3
Make a flyer															
1							1					2		Open	3
2												1		Open	1
3											3			Open	3
4								1		2				Open	3
5									4					Open	4
Total	1	1	1	1	1	1	1	1	1	4	2	3	3		20

6	2	12
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Assessment weightings	Marks	%
Using ICT	6	30%
Finding and selecting information	2	10%
Developing, presenting and communicating information	12	60%
Total	20	
Open response %		100%
Fixed response %		0%