

Mark Scheme

September 2013 to August 2014

Functional Skills ICT at Entry 3

Set 1

# General guidance on the use of the mark scheme

1. If the answer is in words accept any understandable spelling.
2. Units can be ignored unless explicitly required by the mark scheme.
3. Information in brackets is optional; it is not required for the award of marks.
4. Mark crossed out work, if it is legible and has not been replaced.

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

Assessors must use this mark scheme to award marks for learner work. Assessors may use the 'Achieved' column to record attainment or mark the question paper for each learner.

The Assessment Record and Authentication Sheet must be completed for each learner.

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> 3.2 minimise physical stress 8.3 understand the need to stay safe and to respect others when using ICT-based communication	<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> </tbody> </table>	Marks	Achieved	(1)	<input type="checkbox"/>	(1)	<input type="checkbox"/>				
	Marks	Achieved										
	(1)	<input type="checkbox"/>										
(1)	<input type="checkbox"/>											
<b>Mark Scheme</b> The learner has demonstrated the ability to minimise physical stress by adjusting the height and/or position of chair and monitor, using correct posture, following relevant health and safety or personal safety guidelines.	(1) <input type="checkbox"/>											
The learner has demonstrated that they understand the need to stay safe and to respect others when using ICT-based communication by keeping personal information secure, using appropriate language and tone.	(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	<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"/>											
<b>Mark scheme</b> The learner has demonstrated that they can access a computer system using correct procedures (either as access to a standalone or network system).	(1) <input type="checkbox"/>											
DURING THE TASK												
1	<b>Task</b> You will get marks for: <ul style="list-style-type: none"> <li>using software applications</li> <li>using interface features</li> <li>opening and saving files.</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 2.1 open and save files	<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"/>						
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	(1)	<input type="checkbox"/>										
	(1)	<input type="checkbox"/>										
(1)	<input type="checkbox"/>											
(1)	<input type="checkbox"/>											
<b>Mark scheme</b> By completing the task, the learner has: <ul style="list-style-type: none"> <li>selected and used appropriate software applications</li> </ul>	(1) <input type="checkbox"/>											
<ul style="list-style-type: none"> <li>recognised and used interface features when using software applications</li> </ul>	(1) <input type="checkbox"/>											
<ul style="list-style-type: none"> <li>opened files</li> </ul>	(1) <input type="checkbox"/>											
<ul style="list-style-type: none"> <li>saved files.</li> </ul>	(1) <input type="checkbox"/>											

WORK OUT THE NUMBER OF ANIMALS								
1	<b>Task</b> Open the file <b>Animals14E3Set1</b> stored on the USB memory stick. Enter your name in cell <b>A1</b>							
	<b>Coverage and range</b> 1.2 use input and output devices 2.2 know how to insert and remove media	<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> </tbody> </table>	Marks	Achieved	(1)	<input type="checkbox"/>	(1)	<input type="checkbox"/>
	Marks	Achieved						
	(1)	<input type="checkbox"/>						
(1)	<input type="checkbox"/>							
<b>Mark scheme</b> The learner has opened the file <b>Animals14E3Set1</b>								
The learner has inserted the USB memory stick. Opening the file implies that the USB memory stick has been used.								
2	<b>Task</b> There are now 26 dogs in the shelter. (a) Change the number of dogs in the spreadsheet.							
	<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	<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"/>						
	<b>Mark scheme</b> (a) The learner has replaced 25 with <b>26</b> in cell <b>B3</b> Allow follow-through if original value <b>25</b> was in a different cell.							
<b>Task</b> (b) Enter a formula in cell <b>B9</b> to calculate the total number of animals in cells <b>B3</b> to <b>B8</b>								
<b>Coverage and range</b> 6.3 process numbers to meet need								
<b>Mark scheme</b> (c) The learner has entered the formula =SUM(B3:B8) OR =B3+B4+B5+B6+B7+B8 in cell <b>B9</b> Award for a correct formula in a different cell.	<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"/>							
3	<b>Task</b> Save the spreadsheet. Print the spreadsheet showing the gridlines.							
	<b>Coverage and range</b> 7.1 for print and viewing on screen 1.5 change simple software settings	<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> </tbody> </table>	Marks	Achieved	(1)	<input type="checkbox"/>	(1)	<input type="checkbox"/>
	Marks	Achieved						
	(1)	<input type="checkbox"/>						
(1)	<input type="checkbox"/>							
<b>Mark scheme</b> The learner has printed the spreadsheet.								
The learner has used the software settings to add gridlines before printing. Accept cell borders.								

**DESIGN THE ANIMAL SHELTER ADVERTISEMENT**

1	<p><b>Task</b>                  Open the file <b>Newsletter14E3Set1</b> stored on the USB memory stick. This file contains information for the advertisement.                  Open the file <b>Advert14E3Set1</b> stored on the USB memory stick.                  (a) Use the information given in <b>Newsletter14E3Set1</b> to complete the text for the advertisement.                  Find and insert in <b>Advert14E3Set1</b>:</p> <ul style="list-style-type: none"> <li>• the date of the open day</li> <li>• the time of the open day</li> <li>• what anyone who wants to help out should bring.</li> </ul> <p>Make sure that all this information is in a suitable place in the advertisement.</p>		
	<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>
	<p><b>Mark scheme</b>                  (a) The presence of any of:</p> <ul style="list-style-type: none"> <li>• 8 May (the date)</li> <li>• 10 am to 4 pm (the time)</li> <li>• ID photograph (the item to bring) in the advertisement implies that a search of the file <b>Newsletter14E3Set1</b> has been achieved.</li> </ul>	(1)	<input type="checkbox"/>
	<p>'8 May' positioned below or adjacent to 'Date:'</p>	(1)	<input type="checkbox"/>
	<p>'10 am to 4 pm' positioned below or adjacent to 'Time:'</p>	(1)	<input type="checkbox"/>
	<p>'ID photograph' positioned below or adjacent to 'bring:'</p>	(1)	<input type="checkbox"/>
	<p><b>Task</b>                  (b) Find the logo in <b>Newsletter14E3Set1</b>                  Insert this image in a suitable place on the advertisement.</p>		
	<p><b>Coverage and range</b>                  6.2 insert and position graphics or other digital content to achieve a purpose</p>	<b>Marks</b>	<b>Achieved</b>
	<p><b>Mark scheme</b>                  (b) Logo inserted in the advertisement.</p>	(1)	<input type="checkbox"/>
	<p>Logo positioned appropriately, (e.g. not obscuring any other images or text).</p>	(1)	<input type="checkbox"/>

DESIGN THE ANIMAL SHELTER ADVERTISEMENT (cont)												
	<p><b>Task</b> (c) Use the internet to find a suitable image of <b>someone walking a dog</b>. Insert the image in a suitable place on the advertisement.</p> <p><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</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"/>						
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	(1)	<input type="checkbox"/>										
(1)	<input type="checkbox"/>											
(1)	<input type="checkbox"/>											
<p><b>Mark scheme</b> (c) The learner has used a simple web-based search to find an image.</p>												
The learner has selected an image of someone walking a dog from the internet.												
The learner has placed a copy of their chosen image on the advertisement.												
The image is suitably positioned on the advertisement (e.g. not obscuring any of the text or the logo).												
2	<p><b>Task</b> You worked out the <b>Total Number of Animals</b> in your spreadsheet. Enter this in a suitable place in the advertisement.</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>											
	<p><b>Mark scheme</b> 75 entered after 'The total number of animals in the shelter is'. Allow a different number if this is the total in the spreadsheet.</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"/>											
3	<p><b>Task</b> (a) Format the layout of the advertisement so that it looks good. You could use:</p> <ul style="list-style-type: none"> <li>• alignment</li> <li>• borders</li> <li>• colours</li> <li>• fonts</li> <li>• font styles</li> <li>• font sizes</li> <li>• any other formatting.</li> </ul> <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>											
		<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											

**DESIGN THE ANIMAL SHELTER ADVERTISEMENT (cont)**

3 (cont)	<p><b>Mark scheme</b></p> <p>(a) The advertisement is formatted by using appropriate features such as:</p> <ul style="list-style-type: none"> <li>• alignment (e.g. left, centre, right)</li> <li>• borders</li> <li>• colours</li> <li>• fonts (e.g. Times New Roman, Arial, Comic Sans)</li> <li>• font styles (e.g. bold, italic, underline)</li> <li>• font sizes</li> </ul> <p>Accept any other appropriate formatting features.</p> <p>1 mark awarded for each feature or variation such as bold, italic, and underline, up to a maximum of 4 marks. Multiple marks may be awarded for an item using more than one feature (e.g. <i>example</i> underline and italic font styles = 2 marks) but not for repeated use of the same feature (e.g. 2 items underlined = 1 mark).</p>	(1)	<input type="checkbox"/>
		(1)	<input type="checkbox"/>
		(1)	<input type="checkbox"/>
		(1)	<input type="checkbox"/>
	<p><b>Task</b></p> <p>(b) Check the advertisement for accuracy and meaning.</p>		
	<p><b>Coverage and range</b></p> <p>7.2 check for accuracy and meaning</p>	<b>Marks</b>	<b>Achieved</b>
<p><b>Mark scheme</b></p> <p>(b) If the information is accurate and meaningful there is implied evidence of checking.</p>	(1)	<input type="checkbox"/>	
<p><b>Task</b></p> <p>(c) Check that the advertisement is suitable for use. Enter your name at the bottom of the advertisement.</p>			
<p><b>Coverage and range</b></p> <p>7.3 check suitability of information</p>	<b>Marks</b>	<b>Achieved</b>	
<p><b>Mark scheme</b></p> <p>(c) The advertisement is fit for purpose.</p>	(1)	<input type="checkbox"/>	
4	<p><b>Task</b></p> <p>Save the advertisement.</p> <p>Print the advertisement.</p>		
	<p><b>Coverage and range</b></p> <p>7.1 for print and viewing on-screen</p>	<b>Marks</b>	<b>Achieved</b>
	<p><b>Mark scheme</b></p> <p>The learner has printed the advertisement.</p>	(1)	<input type="checkbox"/>

SEND A MESSAGE						
1	<p><b>Task</b> The USB memory stick contains a <b>list of contacts</b> and a <b>message text file</b>. The list of contacts is password protected. You have received an email message. The message contains a password that will open the list of contacts. Open and read the email message.</p> <p><b>Coverage and range</b> 8.1 read, send and receive electronic messages</p>					
	<p><b>Mark scheme</b> The learner has opened the email message.</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"/>					
<p><b>Task</b> Use the password in the message to open the file <b>Contacts14E3Set1</b> stored on the USB memory stick.</p> <p><b>Coverage and range</b> 3.1 use and change passwords</p>						
2	<p><b>Mark scheme</b> The learner has successfully entered the password.</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"/>					
3	<p><b>Task</b> Open the file <b>Email14E3Set1</b> stored on the USB memory stick. (a) Copy the information and paste it into a new email. You worked out the <b>Total Number of Animals</b> in your spreadsheet. Enter that number in a suitable place in the email.</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>					
	<p><b>Mark scheme</b> (a) The learner has successfully entered the information in the email.</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"/>				
	<p><b>Task</b> (b) Use the list of contacts in the file <b>Contacts14E3Set1</b> to find the email address of the Secretary.</p> <p><b>Coverage and range</b> 4.1 search stored information 8.2 use contacts</p>					
<p><b>Mark scheme</b> (b) The learner has addressed the email to someone on the list of contacts (implies that the list of contacts has been used). The learner has addressed the email to the Secretary (implies that a search has been achieved).</p>	<table border="1"> <tbody> <tr> <td>(1)</td> <td><input type="checkbox"/></td> </tr> <tr> <td>(1)</td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	(1)	<input type="checkbox"/>	(1)	<input type="checkbox"/>	
(1)	<input type="checkbox"/>					
(1)	<input type="checkbox"/>					

<b>SEND A MESSAGE (cont)</b>		
3 (cont)	<b>Task</b> (c) Send the email to the Secretary.	
	<b>Coverage and range</b> 8.1 read, send and receive electronic messages	<b>Marks</b>
	<b>Mark scheme</b> (c) The learner has sent the email message.	(1) <input type="checkbox"/>
4	<b>Task</b> You will receive a reply to your email. Print your sent message and the reply.	
	<b>Coverage and range</b> 8.1 read, send and receive electronic messages	<b>Marks</b>
	<b>Mark scheme</b> The learner has printed the email reply proving that they received and opened it.	(1) <input type="checkbox"/>
5	<b>Task</b> Close all the files and remove the USB memory stick safely. Use the correct procedure to shut down your computer.	
	<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>Mark scheme</b> The learner has closed all files and removed the USB memory stick safely using the correct procedures.	(1) <input type="checkbox"/>
	The learner has shut down the computer using the correct procedures.	(1) <input type="checkbox"/>
<b>Total Marks</b>		<b>40</b>
<b>Pass Mark</b>		<b>30</b>
<b>Marks Achieved</b>		

### 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									<b>1</b>												<b>1</b>	<b>2</b>
2	<b>1</b>																					<b>1</b>
<b>During the task</b>																						
1			<b>1</b>	<b>1</b>		<b>2</b>																<b>4</b>
<b>Work out the total number of animals</b>																						
1		<b>1</b>																				<b>2</b>
2a												<b>1</b>										<b>1</b>
2b														<b>1</b>								<b>1</b>
3					<b>1</b>										<b>1</b>							<b>2</b>
<b>Design the advertisement</b>																						
1a										<b>1</b>		<b>3</b>										<b>4</b>
1b													<b>2</b>									<b>2</b>
1c											<b>2</b>		<b>2</b>									<b>4</b>
2												<b>1</b>										<b>1</b>
3a												<b>4</b>										<b>4</b>
3b																<b>1</b>						<b>1</b>
3c																	<b>1</b>					<b>1</b>
4															<b>1</b>							<b>1</b>
<b>Send a message</b>																						
1																			<b>1</b>			<b>1</b>
2								<b>1</b>														<b>1</b>
3a												<b>1</b>										<b>1</b>
3b										<b>1</b>										<b>1</b>		<b>2</b>
3c																		<b>1</b>				<b>1</b>
4																		<b>1</b>				<b>1</b>
5	<b>1</b>							<b>1</b>														<b>2</b>

	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	Total	
<b>Total</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>10</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>40</b>

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

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Logo inserted from Newsletter14E3Set1 with appropriate size and position, (not obscuring any other information)



Green Haven

Evidence of the use of font/font styles to improve the appearance

**Can you spare two hours a week?**

Use of alignment to improve appearance

**Do you like dogs?**

Green Haven Animal Shelter needs helpers to walk dogs

Image added, with appropriate size and position, (not obscuring other information)



Image border added

Total number of animals inserted from Animals14E3Set1

The total number of animals in the shelter is: 75

There are more than 25 dogs and each dog needs two walks a day.

Please come to our Open Day.

Date: 8 May

Date and time inserted from Newsletter14E3Set1

Time: 10 am to 4 pm

Place: Green Haven Animal Shelter, River Road, Green Haven

## Important Information

Anyone who wants to help out, please bring: ID photograph

The item helps must bring inserted from Newsletter14E3Set1

Page border added