

Mark Scheme

September 2013 to August 2014

Functional Skills ICT at Entry 2

Set 2

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 2.

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	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
	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"/>
	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
	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"/>
DURING THE TASK		
1	Task You will get marks for: • using the computer • using software applications.	
	Coverage and range 1.1 use computer hardware 1.2 use software applications for a purpose 1.3 recognise and use interface features	Marks Achieved
	Mark scheme The learner has used a computer system.	(1) <input type="checkbox"/>
	By undertaking the flyer or email activities, the learner has used software applications for a purpose.	(1) <input type="checkbox"/>
	By undertaking the flyer or email activities, the learner has recognised and used interface features when using software applications to complete this task. For example, opening data files, sending, receiving and opening email messages, saving, printing, and using software applications.	(1) <input type="checkbox"/>

FINISH THE FLYER		
1	Task You have received an email or text message. The message contains information to use in the flyer. Open and read the message.	
	Coverage and range 3.0 use ICT-based sources of information 7.1 read, send and receive electronic messages	Marks Achieved
	Mark scheme By successfully entering any information from the message on the flyer, the learner has:	
	<ul style="list-style-type: none"> received the message 	(1) <input type="checkbox"/>
	<ul style="list-style-type: none"> read the message 	(1) <input type="checkbox"/>
	<ul style="list-style-type: none"> used ICT-based sources of information. 	(1) <input type="checkbox"/>
2	Task Send a reply saying you have read the message.	
	Coverage and range 7.1 read, send and receive electronic messages	Marks Achieved
	Mark scheme The assessor will have received an email or text message from the learner or seen printed evidence that the message was sent by the learner and received.	
	The learner has sent a reply to the email or text message.	(1) <input type="checkbox"/>
3	Task Open the file Music14E2Set2 Use the information in the message to: <ul style="list-style-type: none"> change any information on the flyer that is different add any missing information to the flyer. 	
	Coverage and range 6.2 identify and correct simple errors	Marks Achieved
	Mark scheme The learner has changed 'Wednesday to Saturday', to ' Monday to Saturday '. The position of the days does not have to be identical to the original, but must be positioned so that the poster is fit for purpose. Minor errors in case, spelling and spacing should be disregarded.	(1) <input type="checkbox"/>
	The learner has added the missing information: Piano Guitar Drums The information must appear alongside or below 'You can learn to play these musical instruments.' Minor errors in case, spelling and spacing should be disregarded.	(1) <input type="checkbox"/>
	The learner has entered 01998 45612 below or alongside 'Telephone number:'.	(1) <input type="checkbox"/>

FINISH THE FLYER (cont)			
4	<p>Task The flyer needs two images.</p> <p>(a) Find a suitable heading from the file Heading14E2Set2 Put your chosen heading on the flyer.</p> <p>(b) Find a suitable image from the file Image14E2Set2 Put your chosen image on the flyer.</p> <p>Coverage and range 4.1 use simple search facilities 6.1 for print and viewing on-screen</p>	Marks	Achieved
	<p>Mark scheme By adding a suitable image from either of the files, Heading14E2Set2, Image14E2Set2, the learner has used simple search facilities to find an image.</p>	(1)	<input type="checkbox"/>
	<p>(a) By adding a heading to the flyer, the learner has brought together two given types of information.</p>	(1)	<input type="checkbox"/>
	<p>(b) By adding an image to the flyer, the learner has brought together two given types of information.</p>	(1)	<input type="checkbox"/>
	<p>Task Make the flyer look good. You could use some of the following:</p> <ul style="list-style-type: none"> • alignment • colours • different fonts • font styles • font sizes • any other formatting. <p>Coverage and range 5.1 use simple editing and formatting techniques</p>	Marks	Achieved
<p>Mark scheme The flyer is formatted and includes the appropriate use of features, such as:</p> <ul style="list-style-type: none"> • alignment (e.g. left, centre, right) • colours • different fonts (e.g. Times New Roman, Arial, Comic Sans) • font styles (e.g. bold, italic, underline) • font sizes. <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"/>
Total Marks		20	
Pass Mark		15	
Marks Achieved			

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								Open	2
2					1									Open	1
During the task															
1	1	1	1											Open	3
Finish the 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	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	100%
Open response %		100%
Fixed response %		0%

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Taking Notes

Learn to play!



Music lessons in your own home

Lessons are available anytime from Monday to Saturday

You can learn to play these musical instruments:

- Piano
- Guitar
- Drums

Want to learn? Call and ask for Jenny.

Telephone number: 01998 45612

Taking Notes
2b Sharp Street
Staveton
ST1 4SY

Alignment used to centre text

Telephone number added

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

Day changed

Information added