

Sample Assessment Materials

# Functional Skills ICT, Levels 1 & 2

# Why our assessment offers more opportunity for success.

## Help all your learners show what they can do

We carefully design our test papers so that they are accessible for every learner. There's no confusion, meaning your learners will understand what they need to do and can respond faster and with better understanding of what is required.

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We believe in offering learners the best opportunity to achieve success and we want nothing to stand in the way of that. Which is why we have ensured that our assessments are clear and accessible – we want to support your success.





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# Level 1



Write your name here

Surname

Other names

**Edexcel**  
**Functional Skills**

Centre Number

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Candidate Number

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# Information and Communication Technology

## Level 1

Sample Assessment Material

**Time: 2 hours**

Paper Reference

**FST01/01**

**Materials required for examination:**

PoniesTextL1, AccidentsL1, ImagesL1

Total Marks

--

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** tasks.
- Make sure your name, candidate number and centre number is on every printout.
- At the end of the test use a treasury tag to attach your printouts to the middle pages of this booklet and hand it to your teacher.

### Information

- The test is divided into **TWO** sections.
- Start with **Section A**. You are advised to spend **15 minutes** on **Section A** and **1 hour and 45 minutes** on **Section B**.
- You may use the internet in **Section A**. You must not use the internet in **Section B**.
- The total marks for this test is **50**.
- The marks for **each** task are shown in brackets.

### Advice

- Work through the tasks in order.
- Keep an eye on the time.
- Label your printouts clearly.
- Use meaningful filenames.

Turn over ►

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## Background

The New Forest National Park is in the south of England. There are hundreds of ponies in the forest.

Lots of ponies are injured each year on the roads in the New Forest.

This is because some motorists ignore the speed limit and drive too fast.

## Getting started

The **Data files** folder in your user area contains all the files you need for this test.

These files are:

- PoniesTextL1
- AccidentsL1
- ImagesL1

## Mark allocation

The marks for the test will be allocated as follows.

<b>Section A</b>	<b>Task 1</b>	4 marks
<b>Section B</b>	<b>Task 2</b>	20 marks
	<b>Task 3</b>	18 marks
	<b>Task 4</b>	6 marks
	<b>Task 5</b>	2 marks
<b>Total</b>		<b>50 marks</b>

**Complete ALL tasks.**

**Section B covers Tasks 2-5 in the paper.**

**Section A**

**You may use the internet for this section only.**

**Task 1 – What is the speed limit?**

Lots of ponies are injured each year on the roads in the New Forest.

Use the internet to find out the speed limit for roads in the New Forest National Park.

Save this information for use in **Section B, Task 2**.

Write down the speed limit.

.....

Write down the details of the source you used to find this information.

Website name: .....

Website address (URL): .....

**(4)**

**You must not use the internet for the rest of the test.**

## Section B

**You must not use the internet from this point onwards.**

### Task 2 – Accidents

The file **AccidentsL1** records the number of accidents involving ponies.

(a) Open the **AccidentsL1** spreadsheet.

Enter your name, candidate number and centre number in the footer.

In 2009, there were 37 minor accidents and 75 major accidents.

Enter this information on to the spreadsheet.

(4)

(b) Use a formula to work out the total number of accidents per year.

Make sure the information is clear and easy to read.

(7)

(c) Create a chart to display the total number of accidents each year.

Make sure the chart is labelled clearly and easy to understand.

(9)

#### **Evidence**

*A printout of your spreadsheet showing the data.*

*A printout of your spreadsheet showing the formula you used.*

*A printout of your chart.*

#### **Remember**

*Insert your name, candidate number and centre number on both printouts.*

*Resave the file.*

*Save the chart.*

**(Total for Task 2 = 20 marks)**

### Task 3 – Persuading drivers to slow down

(a) Produce a poster to persuade motorists to slow down when they are driving through the New Forest. The poster will be displayed on the roadside.

The poster must include:

- the text from **PoniesTextL1**
- the speed limit in the New Forest National Park which you found for **Task 1**
- a suitable image selected from **ImagesL1**.

The poster must be clear and suitable for the target audience.

Enter your name, candidate number and centre number in the footer.

Save the poster using a meaningful file name.

#### **Evidence**

*A printout of your poster.*

#### **Remember**

*Insert your name, candidate number and centre number on the printout.*

(16)

(b) Make the poster 'read only', so that people can look at it but cannot change it.

Produce a screen shot showing that you have made the file 'read only'.

(2)

#### **Evidence**

*A printout of your screen shot showing that the poster is 'read only'.*

#### **Remember**

*Insert your name, candidate number and centre number on the printout.*

**(Total for Task 3 = 18 marks)**

#### **Task 4 – Email your poster**

Pete Smith works in the New Forest National Park. The poster must be emailed to him.

Prepare an email for Pete. Include a message to ask him what he thinks about your poster.

Attach a copy of your poster.

Pete's email address is: pete.smith@NewForest.co.uk

Produce a screen shot showing the email you have prepared.

##### **Evidence**

*A printout of your screen shot showing your email. Make sure it shows the email address, the message, and the attachment*

##### **Remember**

*Insert your name, candidate number and centre number on the printout.*

**(Total for Task 4 = 6 marks)**

#### **Task 5 – Save your work**

Make sure that you have saved all the files you have created.

Produce a screen shot showing the files you have created and where they are stored.

##### **Evidence**

*A printout of your screen shot showing the files you have created and where they are stored.*

##### **Remember**

*Insert your name, candidate number and centre number on the printout.*

**(Total for Task 5 = 2 marks)**

**TOTAL FOR PAPER = 50 MARKS**

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# Mark Scheme

## SAM

### Functional Skills

## Functional Skills qualification in Information and Communication Technology

### Level 1



## General Marking Guidance

- This mark scheme gives you:
  1. An idea of the type of response expected / acceptable / not acceptable
  2. How individual marks are to be awarded
  3. Specific codes styles used in this marks scheme
  4. Information on how to apply this mark scheme
- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.

## Marking

- Only answers that make sense can be credited. Where candidates are required to describe or explain etc, words/phrases which are put together in a meaningless way cannot be credited
- Do not award marks for a repeat of the stem of the question.
- The answers given in the mark scheme are exemplars and have been written in adult terminology. Credit must be given for answers which convey the same meaning as those detailed here as well as correct answers that are not shown.

## Section A

Question Number	Answer	Additional Guidance	Mark	Standards reference
1	Evidence of use of search engine to find speed limit	Presence of correct information implies a search engine and query have been used	1	5.1
	Evidence of use of an AND query to find speed limit		1	5.1
	Correct information selected (40 mph)	Evidence may be inferred from presence of speed limit in poster (Task 3)	1	6.1
	Source cited accurately.	Do not award the mark if source incorrectly cited.	1	6.1

## Section B

Question Number	Answer	Additional Guidance	Mark	Standards reference
2(a)	Correct file retrieved from given folder structure		1	3.1
	Evidence of selection of a suitable software application that supports numerical data processing, ie spreadsheet	Evidence on printout of folder structure (Task 5)	1	2.1
	All 2009 data entered correctly (1 mark if partially complete)		2	8.4

Question Number	Answer	Additional Guidance	Mark	Standards reference
2(b)	Correct formula for 'Total', ie=SUM(B3:C3) or =B3+C3 (1 mark for formula attempted, but not corrected.)		2	8.1
	Formula in appropriate cell, eg D3		1	8.1
	Formula is replicated for correct cell range, ie rows 3 to 17		1	8.1
	Meaningful column heading for Column D, eg 'Total'		1	7.1
	Suitable title, eg 'Number of Pony Accidents'		1	7.1
	Any other enhancements that improve clarity, eg column headings aligned, heading emboldened		1	10.1

Question Number	Answer	Additional Guidance	Mark	Standards reference
2(c)	Appropriate chart produced, ie column, bar  (1 mark for a chart that is not entirely suitable, eg pie)		2	8.2
	Correct data range selected		1	8.3
	Suitable title inserted		1	8.2
	Year and number of accidents labelled clearly  (1 mark if labelling is not entirely complete)		2	8.2
	Labels/title help make the chart easy to understand  (1 mark if they are of some help)		2	8.2
	Legend removed		1	8.2

Question Number	Answer	Additional Guidance	Mark	Standards reference
3(a)	Correct text inserted into poster		1	7.1
	Suitable image inserted into poster		1	6.1
	Image sized and proportioned appropriately		1	7.1
	Image positioned appropriately in relation to text		1	10.1
	Speed limit found in Task 1 entered (40 mph)	Allow follow-through	1	7.1
	Speed limit positioned appropriately in relation to the text		1	10.1
	Speed limit formatted appropriately (so that it stands out)		1	7.1
	Title sized and positioned appropriately		1	10.1
	Appropriate font style and size for the body of text used		1	7.1
	Content within page margins		1	10.1
	Evidence that the candidate has planned and organised the task of creating the poster	Evidenced by design/layout of poster	1	1.1
	Evidence that the candidate has checked the poster for accuracy and meaning (1 mark if poster is partially fit for purpose)	Evidenced by overall 'look and feel' of poster and its fitness for purpose	2	10.2
	Evidence of selection of a suitable software application for producing a poster	Evidence on printout of screen dump of folder structure (Task 5) showing file type, eg DOC, PUB, RTF, PPT	1	2.1
	Candidate has used interface features and system facilities to produce the poster	Can be inferred from poster	1	2.2
Candidate has evaluated the use of ICT tools	Can be inferred from the poster's fitness for purpose	1	11.1	
Question Number	Answer	Additional Guidance	Mark	Standards reference
3(b)	Evidence of accessing file security facility		1	4.1
	Evidence that the file is read only		1	4.1

Question Number	Answer	Additional Guidance	Mark	Standards reference
4	Email is prepared		1	9.1
	Correct file attached		1	9.1
	Suitable message, eg 'I have attached the poster. What do you think of it?'		1	9.2
	Email address is correct, ie <a href="mailto:pete.smith@newforest.co.uk">pete.smith@newforest.co.uk</a>		1	9.1
	Email has suitable subject heading/title, eg 'Slow down for ponies poster'		1	9.1
	Evidence of selection of a suitable software application for sending an email.		1	2.1
Question Number	Answer	Additional Guidance	Mark	Standards reference
5	Files saved in a folder structure		1	3.1
	Meaningful file names used.		1	3.1

## Level 2





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Surname

Other names

**Edexcel**  
**Functional Skills**

Centre Number

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Candidate Number

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# Information and Communication Technology

## Level 2

Sample Assessment Material

**Time: 2 hours**

Paper Reference

**FST02/01**

**Materials required for examination:**

VisitorSurveyL2, CampaignTextL2, ImagesL2

Total Marks

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** tasks.
- Make sure your name, candidate number and centre number is on every printout.
- At the end of the test use a treasury tag to attach your printouts to the middle pages of this booklet and hand it to your teacher.

### Information

- The test is divided into **TWO** sections.
- Start with **Section A**. You are advised to spend **15 minutes** on **Section A** and **1 hour and 45 minutes** on **Section B**.
- You will need to use the internet in **Section A**. You must not use the internet in **Section B**.
- The total marks for this test is **50**.
- The marks for **each** task are shown in brackets.

### Advice

- Work through the tasks in order.
- Keep an eye on the time.
- Label your printouts clearly.
- Use meaningful filenames.

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## Background

The New Forest National Park is a popular tourist destination in the south of England. Every year 13 million people visit the New Forest. Most of them travel to the park by car.

The '**NO TO CARS!**' campaign aims to reduce the impact of cars on the environment in the New Forest by encouraging visitors to leave their cars at home and explore the forest by bicycle or on foot.

Your task is to prepare information and produce a leaflet that:

- outlines how cars damage the New Forest
- provides information about train stations in the New Forest
- promotes cycling as the best way of getting around the forest
- lists the incentives available to people who leave their cars at home.

## Getting started

The **Data files** folder in your user area contains all the files you need for this test.

These files are:

- VisitorSurveyL2
- CampaignTextL2
- ImagesL2

## Mark allocation

The marks for the test will be allocated as follows.

<b>Section A</b>	<b>Task 1</b>	6 marks
<b>Section B</b>	<b>Task 2</b>	15 marks
	<b>Task 3</b>	20 marks
	<b>Task 4</b>	5 marks
	<b>Task 5</b>	4 marks
	<b>Total</b>	<b>50 marks</b>

**Complete ALL tasks.**

**Section B covers Tasks 2-5 in the paper.**

## Section A

You may use the internet for this section only.

### Task 1 – Getting there and getting around

The '**NO TO CARS!**' campaign wants to encourage car-free tourism.

Use the internet to find out some information to put in your leaflet.

Find:

- a train station in the New Forest
- the cost of hiring a bicycle in the New Forest.

Save this information for use in **Section B, Task 3**.

List the websites you use to find this information.

Website name	Website address (URL)

(6)

**(Total for Task 1 = 6 marks)**

**You must not use the internet for the rest of the test.**

## Section B

**You must not use the internet from this point onwards.**

### Task 2 – Visitor survey

Carbon dioxide (CO<sub>2</sub>) emissions from cars harm the environment. The New Forest National Park Authority wants to reduce the damage caused to the environment by cars. If the number of visitors who use cars to get to the forest could be reduced, less damage would be done.

The **VisitorSurveyL2** file contains data from a survey. A sample of visitors to the New Forest were asked:

- How far have you travelled?
- How many times a year do you visit the New Forest?
- How did you get here?
- What incentive can we offer that would persuade you to leave your car at home?

A green, amber, red rating system was used to classify their vehicles according to how much carbon dioxide (CO<sub>2</sub>) they produce.

Green = 0.12 kg per mile

Amber = 0.20 kg per mile

Red = 0.30 kg per mile

- (a) Open the **VisitorSurveyL2** spreadsheet.

Enter your name, candidate number and centre number in the footer.

Use the spreadsheet to calculate the total amount of carbon dioxide (CO<sub>2</sub>) produced by cars in a year by each of the people surveyed.

(6)

- (b) Order the spreadsheet so that it ranks the people surveyed according to how much carbon dioxide (CO<sub>2</sub>) they produce.

(2)

- (c) Calculate the average amount of carbon dioxide (CO<sub>2</sub>) produced by a visitor in a year.

Add this to the **VisitorSurveyL2** spreadsheet.

(1)

- (d) Format the spreadsheet so that it is clear and easy to read.

(1)

**Evidence**

*A printout of your spreadsheet showing the data.*

*A printout of the spreadsheet showing the formula you used.*

**Remember**

*Insert your name, candidate number and centre number on both printouts.*

*Resave the file.*

(e) Most of the people surveyed used their car to travel to the New Forest. They were asked what incentive would persuade them to leave their car at home on their next visit to the New Forest. The choices were:

- discounts on cycle hire
- vouchers for food and drink
- reduced admission to attractions
- free transport from bus/railway stations to their holiday accommodation.

The choices are recorded in **VisitorSurveyL2**.

Produce a chart showing the popularity of each incentive.

The chart must be clear and easy to read.

(5)

**Evidence**

*A printout of your chart.*

**Remember**

*Insert your name, candidate number and centre number on the printout.*

*Save the chart.*

**(Total for Task 2 = 15 marks)**

### Task 3 – Persuading visitors to leave their cars at home

Produce a leaflet for the ‘**NO TO CARS!**’ campaign. Its purpose is to persuade visitors to the New Forest to leave their cars at home.

The leaflet must include:

- information about the damage cars cause to the environment (selected from the file **CampaignTextL2**)
- a train station in the New Forest (use the information you found on the internet in **Section A, Task 1**)
- information about getting around the New Forest by bike (use the information you found on the internet in **Section A, Task 1**)
- the average amount of carbon dioxide produced by a visitor in a year (use the figure you calculated in **Section B, Task 2**)
- the most popular incentive on offer to persuade people to leave their cars at home (use the chart in **Section B, Task 2** to find this)
- appropriate images (selected from the file **ImagesL2**).

The leaflet must:

- be no more than two sides of A4
- be clear and easy to read
- be fit for purpose and suitable for visitors to the New Forest.

Enter your name, candidate number and centre number in the footer.

Save the leaflet using a meaningful file name.

#### **Evidence**

*A printout of your leaflet.*

#### **Remember**

*Insert your name, candidate number and centre number on the printout.*

**(Total for Task 3 = 20 marks)**



#### Task 4 – Email your leaflet

Phil Smith works for the New Forest National Park Authority. He wants to see a copy of your leaflet.

- (a) Prepare a brief email, attaching a copy of your leaflet, to Phil.

His email address is: PSmith@NPA.com

Copy Paul Evans, the '**NO TO CARS!**' campaign manager, into the email.

His email address is: paul.evans@notocars.com

Produce a screen shot showing the email you have prepared.

(3)

#### **Evidence**

*A printout of your screen shot showing your email. Make sure it shows the email addresses, the message, and the attachment.*

#### **Remember**

*Insert your name, candidate number and centre number on the printout.*

- (b) Phil and Paul want to work with you to improve the leaflet.

Describe one way of using the internet to work collaboratively with other people.

(2)

**(Total for Task 4 = 5 marks)**

### Task 5 – Organise your work

Make sure that you have saved all the files you have created.

- (a) Use a compression technique to 'zip up' all the files you have produced during this test. (1)
- (b) Produce a screen shot showing the way you have saved and stored your files using meaningful file names. (1)
- (c) Give **two** reasons for compressing files. (2)

1 .....

2 .....

#### **Evidence**

*A printout of your screen shot showing the files you have created and where they are stored.*

#### **Remember**

*Insert your name, candidate number and centre number on the printout.*

**(Total for Task 5 = 4 marks)**

**TOTAL FOR PAPER = 50 MARKS**

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# Mark Scheme

## SAM

### Functional Skills

## Functional Skills qualification in Information and Communication Technology (ICT)

### Level 2

## General Marking Guidance

- This mark scheme gives you:
  1. An idea of the type of response expected / acceptable / not acceptable
  2. How individual marks are to be awarded
  3. Specific codes styles used in this marks scheme
  4. Information on how to apply this mark scheme
- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.

## Marking

- Only answers that make sense can be credited. Where candidates are required to describe or explain etc, words/phrases which are put together in a meaningless way cannot be credited.
- Do not award marks for a repeat of the stem of the question.
- The answers given in the mark scheme are exemplars and have been written in adult terminology. Credit must be given for answers which convey the same meaning as those detailed here as well as correct answers that are not shown.



## Section A

Question Number	Answer	Additional Guidance	Mark	Standards reference
1	Evidence of selection and use of internet browser	Evidence inferred by appropriate information having been found	1	2.1
	Evidence of use of a search engine to locate information	Evidence inferred by appropriate information having been found	1	4.1
	Evidence of use of multiple search criteria to find information efficiently	Evidence inferred by appropriate information having been found	1	4.1
	Train station identified (1) Cost/s of hiring a bicycle identified (1)	Evidence may also be inferred from information appearing in the leaflet	2	5.1
	Suitable and appropriate sources selected		1	5.1

## Section B

Question Number	Answer	Additional Guidance	Mark	Standards reference
2 (a)	Method used to attach values to ratings, eg search and replace, look up, sort and replace  (1 mark for workable method, 1 mark for correct outcome)		2	7.1
	Formula used to calculate the total amount of carbon dioxide (CO <sub>2</sub> ) produced each year, eg =SUM(G2:G52)  (1 mark for workable formula, 1 mark for correct outcome)		2	7.1
	Formula is replicated for correct cell range, ie rows 2 to 52		1	7.1
	Evidence of selection of a suitable software application that supports numerical data processing, eg spreadsheet		1	2.1
2 (b)	Records ranked according to how much CO <sub>2</sub> each person is responsible for  (1 mark if some inappropriate data is included in the sort, eg column headings or incentives table)		2	7.4
2 (c)	=AVERAGE(G2:G52) function used to calculate average amount of CO <sub>2</sub> produced; allow other methods of reaching the result		1	7.1
2 (d)	Information is clear and easy to read, eg appropriate formatting of numerical data, column spacing, shading, borders		1	7.3

Question Number	Answer	Additional Guidance	Mark	Standards reference
2(e)	Appropriate chart produced, eg pie, bar		1	7.2
	Correct data range selected		1	7.2
	Data labelled appropriately		1	7.2
	Meaningful title inserted, eg 'Popularity of each incentive'		1	7.2
	Titles and labels spelt correctly		1	9.2

Question Number	Answer	Additional Guidance	Mark	Standards reference
3	Suitable text from data file CampaignTextL2 inserted	Text is appropriate to the final product	1	7.1
	Appropriate information found on the internet in Task 1 inserted <ul style="list-style-type: none"> <li>train station</li> <li>bicycle hire</li> </ul>		2	7.1
	Average amount of CO <sub>2</sub> per person inserted from Task 2		1	7.1
	Incentive chosen demonstrates that the candidate has analysed the dataset provided in Task 2 and selected the most popular incentive		1	7.4
	Suitable image or images from ImagesL2 selected and inserted		1	5.2
	Information in leaflet structured appropriately into sections (impact of cars on the environment, getting to the New Forest by car or bus, getting around the forest by cycle and bus, incentives)		1	1.1
	All images sized and proportioned appropriately		1	9.1
	All images positioned appropriately in relation to the text		1	9.1
	A range of layout techniques used to good effect, eg to produce A5 folded leaflet; A4 double sided (1 mark if layout only partially fit for purpose)		2	6.1
	Headings/sub-headings sized and positioned appropriately		1	6.1
A range of formatting techniques used to good effect, eg bullets, tables, fonts (1 mark if formatting is partially fit for purpose)		2	6.1	

Question Number	Answer	Additional Guidance	Mark	Standards reference
	Evidence that the candidate has checked the leaflet for accuracy, meaning and fitness for purpose  (1 mark if there is still some room for improvement)		2	9.1
	Evidence of selection of a suitable software application to produce the leaflet	Evidence on printout of Task 5 showing file type, eg DOC, PUB	1	2.1
	The leaflet demonstrates a good sense of audience and purpose, indicating that the candidate has reviewed and refined the publication during its production  (1 mark if SoAP is limited)		2	10.1
	Candidate has used interface features and systems facilities to produce the leaflet	Inferred from final product	1	2.2

Question Number	Answer	Additional Guidance	Mark	Standards reference
4 (a)	Email has suitable subject line and message, eg message reads 'Please find attached a copy of the <b>NO TO CARS!</b> leaflet'		1	8.1
	Paul Evans copied in		1	8.1
	Evidence of selection of a suitable software application for sending an email		1	2.5
4 (b)	Any suitable method and description, eg <ul style="list-style-type: none"> <li>● storing files online would facilitate shared controlled access (1,1)</li> <li>● using web-based software such as Google Apps, would allow everyone to work together at the same time on the leaflet (1,1)</li> </ul>		2	8.2

Question Number	Answer	Additional Guidance	Mark	Standards reference
5 (a)	Zipped file/folder produced		1	3.1
5 (b)	Files saved in a folder structure using meaningful file names that facilitate efficient information retrieval		1	3.1
5 (c)	One mark for each valid reason, eg reducing file sizes, adding file security, easier to email, keeps files organised, single source for all files, reduce time when transferring files, compatible		2	3.1