

OCR GCSE IN INFORMATION AND COMMUNICATION TECHNOLOGY B **1995**


OCR GCSE (SHORT COURSE) IN INFORMATION AND COMMUNICATION TECHNOLOGY B **1095**

KEY SKILLS GUIDANCE

OCR GCSE IN INFORMATION AND COMMUNICATION TECHNOLOGY B (1995)

OCR GCSE (SHORT COURSE) IN INFORMATION AND COMMUNICATION TECHNOLOGY B (1095)

Introduction

Key Skills are central to successful employment and underpin future success in learning independently. Whilst they are certificated separately, the Key Skills guidance for this qualification has been designed to support the teaching and learning of the content. Opportunities for developing the generic Key Skills of Communication, Application of Number and Information Technology are indicated through the use of a  'key symbol' in Section C of the specification. The wider Key Skills of Working with Others, Problem Solving and Improving Own Learning and Performance may also be developed through the teaching programmes associated with the specification.

The following matrix indicates those Key Skills for which opportunities for at least some coverage of the relevant Key Skills Unit exist within Information and Communication Technology B.

	Communication	Application of Number	IT	Working with Others	Improving Own Learning and Performance	Problem Solving
Level 1	✓	✓	✓	✓	✓	✓
Level 2	✓	✓	✓	✓	✓	✓

This document offers detailed guidance on the Key Skills evidence that a candidate might produce during the course. It focuses on the evidence required to meet the criteria for the internally assessed Key Skills portfolio. For example, in producing the work for assessment as evidence of C2.1a (Contribute to a discussion about a straightforward subject) a candidate is required to:

- Make clear and relevant contributions in a way that suits their purpose and situation.
- Listen and respond appropriately to what others say.
- Help to move the discussion forward.

The Key Skills and Evidence Requirements on the following tables are quoted from Part B of the QCA Key Skills specification and, as such, are addressed to the candidate. The Opportunities for Development provide guidance for teachers about how the specification might be used to provide teaching and learning opportunities and/or assessment opportunities for the Key Skill.

For further information about the requirements of these units, teachers should refer to QCA's Key Skills specifications (2000 version).

For further information about the assessment and certification of Key Skills, teachers should contact OCR.

Exemptions

A grade in the range G-D in the full GCSE provides full exemption for the IT Key Skill at Level 1.

A grade in the range C-A* in the full exemption provides full exemption for the IT Key Skill at Level 2.

A grade in the range G-D in the short course GCSE provides exemption for the external test and for one of the two specified purposes of the internal Key Skill component for the IT Key Skill at Level 1.

A grade in the range C-A* in the short course GCSE provides exemption for the external test and for one of the two specified purposes of the internal Key Skill component for the IT Key Skill at Level 2.

COMMUNICATION LEVELS 1 & 2 GCSE INFORMATION AND COMMUNICATION TECHNOLOGY B

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
C1.1	Take part in a one-to-one discussion and a group discussion about different, straightforward subjects.	<ul style="list-style-type: none"> • Provide information that is relevant to the subject and purpose of the discussion. • Speak clearly in a way that suits the situation. • Listen and respond appropriately to what others say. 	In presenting their findings to the teacher and other members of the group and in exploring the application of ICT in the set course work task, candidates may achieve the evidence requirements for this Key Skill.
C1.2	Read and obtain information from two different types of documents about straightforward subjects, including at least one image.	<ul style="list-style-type: none"> • Read relevant material. • Identify accurately the main points and ideas in material. • Use the information to suit your purpose. 	In researching for their course work task and producing a portfolio, candidates may achieve the evidence requirements for this Key Skill.
C1.3	Write two different types of documents about straightforward subjects. Include at least one image in one of the documents.	<ul style="list-style-type: none"> • Present relevant information in a form that suits your purpose. • Ensure text is legible • Make sure that spelling, punctuation and grammar are accurate so your meaning is clear. 	In producing a portfolio for submission for this GCSE examination, candidates may achieve the evidence requirements for this Key Skill.
C2.1a	Contribute to a discussion about a straightforward subject.	<ul style="list-style-type: none"> • Make clear and relevant contributions in a way that suits your purpose and situation. • Listen and respond appropriately to what others say. • Help to move the discussion forward. 	In presenting their findings to other members of the group and in exploring the application of ICT in the set course work task, candidates may achieve the evidence requirements for this Key Skill.
C2.1b	Give a short talk about a straightforward subject, using an image.	<ul style="list-style-type: none"> • Speak clearly in a way that suits your subject, purpose and situation. • Keep to the subject and structure your talk to help listeners follow what you are saying. • Use an image to clearly illustrate your main points. 	In presenting their findings to the teacher and rest of the group, candidates may achieve the evidence requirements for this Key Skill.
C2.2	Read and summarise information from two extended documents about a straightforward subject. One of the documents should include at least one image.	<ul style="list-style-type: none"> • Select and read relevant material. • Identify accurately the lines of reasoning and main points from text and images. • Summarise the information to suit your purpose. 	In researching for their coursework task and producing a portfolio, summarising information and producing the necessary documentation, candidates may achieve the evidence requirements for this Key Skill.
C2.3	Write two different types of documents about straightforward subjects. One piece of writing should be an extended document and include at least one image.	<ul style="list-style-type: none"> • Present relevant information in an appropriate form. • Use a structure and style of writing to suit your purpose. • Ensure text is legible and that spelling, punctuation and grammar are accurate, so your meaning is clear. 	In producing a portfolio for submission for this GCSE examination and preparing a presentation for the rest of the group, candidates may achieve the evidence requirements for this Key Skill.

APPLICATION OF NUMBER		LEVELS 1 & 2	GCSE INFORMATION AND COMMUNICATION TECHNOLOGY B
KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
N1.1	Interpret straightforward information from two different sources. At least one source should be a table, chart, diagram or line graph.	<ul style="list-style-type: none"> Obtain the information you need to meet the purpose of your task. Identify suitable calculations to get the results you need. 	In investigating a commercial context for this GCSE examination, candidates may achieve the evidence requirement for this Key Skill.
N1.2	Carry out straightforward calculations to do with: <ul style="list-style-type: none"> a) amounts and sizes; b) scales and proportion; c) handling statistics. 	<ul style="list-style-type: none"> Carry out calculations to the levels of accuracy you have been given. Check your results make sense. 	Some candidates will be using calculations as part of their coursework activities and could achieve the necessary evidence for this Key Skill.
N1.3	Interpret the results of your calculations and present your findings. You must use one chart and one diagram.	<ul style="list-style-type: none"> Choose suitable ways to present your findings. Present your findings clearly. Describe how the results of your calculations meet the purpose of your task. 	In producing their portfolio and presenting the evidence to a teacher, candidates could achieve this Key Skill.
You must: carry through at least one substantial activity that includes straightforward tasks for N2.1, N2.2 and N2.3			
N2.1	Interpret information from two different sources, including material containing a graph.	<ul style="list-style-type: none"> Choose how to obtain the information needed to meet the purpose of your activity. Obtain the relevant information. Select appropriate methods to get the results you need. 	In researching a set context, candidates could achieve the necessary evidence for this Key Skill.
N2.2	Carry out calculations to do with: <ul style="list-style-type: none"> a) amounts and sizes; b) scales and proportion; c) handling statistics; d) using formulae. 	<ul style="list-style-type: none"> Carry out calculations, clearly showing your methods and levels of accuracy. Check your methods to identify and correct any errors, and make sure your results make sense. 	Depending upon their chosen area of study, candidates exploring costs, funding, cash flow and proportions could achieve the necessary evidence for this Key Skill by carrying out appropriate calculations and handling mathematical data.
N2.3	Interpret the results of your calculations and present your findings. You must use at least one graph, one chart and one diagram.	<ul style="list-style-type: none"> Select effective ways to present your findings. Present your findings clearly and describe your methods. Explain how the results of your calculations meet the purpose of your activity. 	Depending upon their chosen area of study, candidates presenting data relating to costs, funding, cash flow and proportions could achieve the necessary evidence for this Key Skill by carrying out appropriate calculations and handling mathematical data.

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
IT1.1	Find, explore and develop information for two different purposes.	<ul style="list-style-type: none"> • Find and select relevant information. • Enter and bring in information, using formats that help development. • Explore and develop information to meet your purpose. 	To fulfil the requirements of the examination, candidates will have covered this Key Skill element.
IT1.2	Present information for two different purposes. Your work must include at least one example of text, one example of images and one example of numbers.	<ul style="list-style-type: none"> • Use appropriate layouts for presenting information in a consistent way. • Develop the presentation so it is accurate, clear and meets your purpose. • Save information so it can be found easily. 	All candidates completing the examination will need to present information both to the teacher/tutor and for purposes of moderation, and should complete this element of the Key Skill.
IT2.1	Search for and select information for two different purposes.	<ul style="list-style-type: none"> • Identify the information you need and suitable sources. • Carry out effective searches. • Select information that is relevant to your purpose. 	Candidates completing the full course requirements or extending the short course by completing an additional purpose will complete this element of the Key Skill.
IT2.2	Explore and develop information, and derive new information, for two different purposes.	<ul style="list-style-type: none"> • Enter and bring together information using formats that help development. • Explore information as needed for your purpose. • Develop information and derive new information as appropriate. 	It is anticipated that all candidates undertaking the full course or short course candidates completing the additional coursework component will satisfy this element of the Key Skill.
IT2.3	Present combined information for two different purposes. Your work must include at least one example of text, one example of images and one example of numbers.	<ul style="list-style-type: none"> • Select and use appropriate layouts for presenting combined information in a consistent way. • Develop the presentation to suit your purpose and the types of information. • Ensure your work is accurate, clear and saved appropriately. 	It is anticipated that all candidates undertaking the full course or short course candidates completing the additional coursework component will satisfy this element of the Key Skill.

WORKING WITH OTHERS LEVEL 1

GCSE INFORMATION AND COMMUNICATION TECHNOLOGY B

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<p>You must: Provide at least two examples of meeting the standard for WO1.1, WO1.2 and WO1.3 (one example must show you can work in one-to-one situations and one example must show you can work in group situations).</p>			
WO1.1	Confirm what needs to be done to achieve given objectives, including your responsibilities and working arrangements.	<ul style="list-style-type: none"> • Check that you clearly understand the objectives you have been given for working together. • Identify what needs to be done to achieve these objectives and suggest ways you could help. • Make sure that you are clear about your responsibilities and working arrangements. 	The specification allows for and encourages group work, particularly when candidates are researching the commercial contexts set by the Awarding Body. This will provide ample opportunity to satisfy the Key Skill requirements outlined in this component.
WO1.2	Work with others towards achieving given objectives, carrying out tasks to meet your responsibilities.	<ul style="list-style-type: none"> • Carry out tasks to meet your responsibilities. • Work safely, and accurately follow the working methods you have been given. • Ask for help and offer support to others, when appropriate. 	The specification allows for and encourages group work, particularly when candidates are researching the commercial contexts set by the Awarding Body. This will provide ample opportunity to satisfy the Key Skill requirements outlined in this component. Teachers/tutors may wish to allocate specific responsibilities to assist in the completion of this component.
WO1.3	Identify progress and suggest ways of improving work with others to help achieve given objectives.	<ul style="list-style-type: none"> • Identify what has gone well in working with others. • Report any difficulties in meeting your responsibilities and say what you did about them. • Suggest ways of improving work with others to help achieve the objectives. 	The specification allows for and encourages group work, particularly when candidates are researching the commercial contexts set by the Awarding Body. This will provide ample opportunity to satisfy the Key Skill requirements outlined in this component. Teachers/tutors may wish to allocate specific responsibilities to assist in the completion of this component. Teachers/tutors may wish to ensure that a regular review occurs throughout coursework activities.

WORKING WITH OTHERS LEVEL 2

GCSE INFORMATION AND COMMUNICATION TECHNOLOGY B

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<p>You must: Provide at least two examples of meeting the standard for WO2.1, WO2.2 and WO2.3 (one example must show you can work in one-to-one situations and one example must show you can work in group situations).</p>			
WO2.1	Plan straightforward work with others, identifying objectives and clarifying responsibilities, and confirm working arrangements.	<ul style="list-style-type: none"> Identify the objectives of working together and what needs to be done to achieve these objectives. Exchange relevant information to clarify responsibilities. Confirm working arrangements with those involved. 	The specification allows for and encourages group work, particularly when candidates are researching the commercial contexts set by the Awarding Body. This will provide ample opportunity to satisfy the Key Skill requirements outlined in this component.
WO2.2	Work cooperatively with others towards achieving identified objectives, organising tasks to meet your responsibilities.	<ul style="list-style-type: none"> Organise your own tasks so you can be effective in meeting your responsibilities. Carry out tasks accurately and safely, using appropriate working methods. Support cooperative ways of working, seeking advice from an appropriate person when needed. 	The specification allows for and encourages group work, particularly when candidates are researching the commercial contexts set by the Awarding Body. This will provide ample opportunity to satisfy the Key Skill requirements outlined in this component. Teachers/tutors may wish to allocate specific responsibilities to assist in the completion of this component.
WO2.3	Exchange information on progress and agree ways of improving work with others to help achieve objectives.	<ul style="list-style-type: none"> Provide relevant information on what has gone well and what has gone less well in working with others, including the quality of your work. Listen and respond appropriately to progress reports from others. Agree ways of improving work with others to help achieve the objectives. 	The specification allows for and encourages group work, particularly when candidates are researching the commercial contexts set by the Awarding Body. This will provide ample opportunity to satisfy the Key Skill requirements outlined in this component. Teachers/tutors may wish to allocate specific responsibilities to assist in the completion of this component. Teachers/tutors may wish to ensure that a regular review occurs throughout coursework activities.

IMPROVING OWN LEARNING AND PERFORMANCE

LEVEL 1

GCSE INFORMATION AND COMMUNICATION TECHNOLOGY B

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<p>You must: Provide at least two examples of meeting the standard for LP1.1, LP1.2 and LP1.3.</p>			
LP1.1	<p>Confirm understanding of your short-term targets, and plan how these will be met, with the person setting them.</p>	<ul style="list-style-type: none"> • Make sure targets clearly show what you want to achieve. • Identify clear action points and deadlines for each target. • Identify how to get the support you need and the arrangements for reviewing your progress. 	<p>The nature of the Awarding Body set research activities gives ample opportunity for students to agree short term targets with the teacher/tutor, and meet this Key Skill component.</p>
LP1.2	<p>Follow your plan, using support given by others to help meet targets.</p> <p>Improve your performance by:</p> <ul style="list-style-type: none"> • Studying a straightforward subject. • Learning through a straightforward practical activity. 	<ul style="list-style-type: none"> • Work through your action points to complete tasks on time. • Use support given by others to help you meet targets. • Use different ways of learning suggested by your supervisor, and make changes, when needed, to improve your performance. 	<p>The nature of the Awarding Body set research activities gives ample opportunity for students to agree short term targets with the teacher/tutor, and meet this Key Skill component.</p>
LP1.3	<p>Review your progress and achievements in meeting targets, with an appropriate person.</p>	<ul style="list-style-type: none"> • Say what you learned and how you learned, including what has gone well and what has gone less well. • Identify targets you have met and your achievements. • Check what you need to do to improve your performance. 	<p>The nature of the Awarding Body set research activities gives ample opportunity for students to agree short term targets with the teacher/tutor, and meet this Key Skill component. Alongside the review in terms of presentation to the teacher/tutor required by the Awarding Body, teachers/tutors may wish to have regular review of progress <i>throughout the twelve hour case study periods</i>.</p>

IMPROVING OWN LEARNING AND PERFORMANCE

LEVEL 2

GCSE INFORMATION AND COMMUNICATION TECHNOLOGY B

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<p>You must: Provide at least two examples of meeting the standard for LP2.1, LP2.2 and LP2.3.</p>			
<p>LP2.1</p>	<p>Help set short-term targets with an appropriate person and plan how these will be met.</p>	<ul style="list-style-type: none"> • Provide accurate information to help set realistic targets for what you want to achieve. • Identify clear action points for each target. • Plan how you will use your time well to meet targets, including use of support and arrangements for reviewing your progress. 	<p>The nature of the awarding body set research activities gives ample opportunity for students to agree short term targets with the teacher/tutor, and meet this Key Skill component.</p>
<p>LP2.2</p>	<p>Take responsibility for some decisions about your learning, using your plan and support from others to help meet targets.</p> <p>Improve your performance by:</p> <ul style="list-style-type: none"> • Studying a straightforward subject. • Learning through a straightforward practical activity. 	<ul style="list-style-type: none"> • Use your action points to help manage your time well and complete tasks, revising your plan when needed. • Identify when you need support and use this effectively to help you meet targets. • Select and use different ways of learning to improve your performance, working for short periods without close supervision. 	<p>The nature of the awarding body set research activities gives ample opportunity for students to agree short term targets with the teacher/tutor, and meet this Key Skill component.</p>
<p>LP2.3</p>	<p>Review progress with an appropriate person and provide evidence of your achievements, including how you have used learning from one task to meet the demands of a new task.</p>	<ul style="list-style-type: none"> • Identify what and how you learned, including what has gone well and what has gone less well. • Identify targets you have met and evidence of your achievements. • Identify ways to further improve your performance. 	<p>The nature of the awarding body set research activities gives ample opportunity for students to agree short term targets with the teacher/tutor, and meet this Key Skill component. Alongside the review in terms of presentation to the teacher/tutor required by the awarding body, teachers/tutors may wish to have regular review of progress throughout the twelve hour case study periods.</p>

PROBLEM SOLVING LEVEL 1

GCSE INFORMATION AND COMMUNICATION TECHNOLOGY B

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
You must: Provide at least two examples of meeting the standard for PS1.1, PS1.2 and PS1.3.			
PS1.1	Confirm your understanding of the given problem with an appropriate person and identify two options for solving it.	<ul style="list-style-type: none"> • Check that you are clear about the problem you have been given and how to show success in solving it. • Identify different ways of tackling the problem. • Decide, with help, which options are most likely to be successful. 	Since all candidates are required to design and produce a system for use in a commercial context, adequate opportunity will be given for coverage of this Key Skill component.
PS1.2	Plan and try out at least one option for solving the problem, using advice and support given by others.	<ul style="list-style-type: none"> • Confirm with an appropriate person the option you will try for solving the problem. • Plan how to carry out this option. • Follow through your plan, making use of advice and support given by others. 	Since all candidates are required to design and produce a system for use in a commercial context, adequate opportunity will be given for coverage of this Key Skill component. Teachers/tutors should help candidates through regular reviews.
PS1.3	Check if the problem has been solved by following given methods and describe the results, including ways to improve your approach to problem solving.	<ul style="list-style-type: none"> • Check if the problem has been solved by accurately following the methods you have been given. • Describe clearly the results of tackling the problem. • Identify ways of improving your approach to problem solving. 	Since all candidates are required to design and produce a system for use in a commercial context, adequate opportunity will be given for coverage of this Key Skill component. Teachers/tutors should help candidates through regular reviews. All candidates are required to present their portfolio describing the results of tackling the problem.

PROBLEM SOLVING LEVEL 2

GCSE INFORMATION AND COMMUNICATION TECHNOLOGY B

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
You must: Provide at least two examples of meeting the standard for PS2.1, PS2.2 and PS2.3.			
PS2.1	Identify a problem and come up with two options for solving it.	<ul style="list-style-type: none"> Identify the problem, accurately describing its main features, and how to show success in solving it. Come up with different ways of tackling the problem. Decide which options have a realistic chance of success, using help from others when appropriate. 	Since all candidates are required to design and produce a system for use in a commercial context, adequate opportunity will be given for coverage of this Key Skill component. Group work, where each member of the group is tackling a different aspect of the set case study, could assist candidates in obtaining this component.
PS2.2	Plan and try out at least one option for solving the problem, obtaining support and making changes to your plan when needed.	<ul style="list-style-type: none"> Confirm with an appropriate person the option you will try for solving the problem, and plan how to carry it out. Use your plan, organising the relevant tasks and making changes to your plan when needed. Obtain and effectively use any support needed. 	Since all candidates are required to design and produce a system for use in a commercial context, adequate opportunity will be given for coverage of this Key Skill component. Teachers/tutors should help candidates through regular reviews. Candidates will be required to obtain effective support from colleagues, parents and commercial contacts.
PS2.3	Check if the problem has been solved by applying given methods, describe results and explain your approach to problem solving.	<ul style="list-style-type: none"> Check if the problem has been solved by accurately applying the methods you have been given. Describe clearly the results, and explain the decisions you took at each stage of tackling the problem. Identify the strengths and weaknesses of your approach to problem solving, and describe what you would do differently if you met a similar problem. 	Since all candidates are required to design and produce a system for use in a commercial context, adequate opportunity will be given for coverage of this Key Skill component. Teachers/tutors should help candidates through regular reviews. All candidates are required to present their portfolio describing the results of tackling the problem. The teacher/tutor should solicit a critical review of the ICT solution during the presentation required by the GCSE specification.