

General National Vocational Qualification

Information and Communication Technology 6 Unit Foundation 2006

This specification should be read in conjunction with:
Specimen and Past Papers and Mark Schemes
Reports on the Examination
Teachers' Guide

The specification will be published annually on the AQA Website (www.aqa.org.uk). If there are any changes to the specification centres will be notified in print as well as on the Website. The version on the Website is the definitive version of the specification.

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Background Information

1

General National Vocational Qualifications

1.1 Introduction

General National Vocational Qualifications (GNVQs) have been designed to provide a broad education as a foundation both for training leading to employment and for further and higher education. This is achieved by ensuring that candidates develop the general skills, knowledge and understanding that underpin a range of occupations or professions, and by offering the opportunity to acquire a number of Key Skills including Application of Number, Communication and Information Technology.

As a result of the Government's review of post-16 qualifications, a new style GNVQ started in September 2000. The new model GNVQ has been designed to further enhance the motivation and achievement of learners, improving the consistency and manageability of the qualification and incorporating an improved quality assurance and assessment process.

The key features of the new model GNVQ are:

- a revised unit structure which includes clear details of learning requirements (*What You Need to Learn*), clear statements of assessment requirements (*Assessment Evidence Grid*) and teacher guidance (*Essential Information for Teachers*)
- revised grading criteria related to each individual unit
- a new style of external assessment
- simplified recording
- monitoring and moderation exercises by subject specific moderators.

There has, however, been no change to levels as a result of the introduction of the new model GNVQ and in the National Qualifications Framework, Foundation GNVQ continues to be broadly equivalent to four GCSEs at grades D-G or to NVQ Level 1.

1.2 Rationale

The AQA Foundation GNVQ in Information and Communication Technology has been designed to provide students with an introduction to how individuals and business organisations use information and communication technology.

The qualification provides students with skills, a broad knowledge and understanding of the area and contributes to the development of career opportunities in the industry as well as enabling progression within the National Qualifications Framework.

1.3 Key Skills

The development of Key Skills is integral to all GNVQ specifications. The opportunities to develop Key Skills are signposted within each unit.

In order to assist teachers these are summarised in the charts in Appendix E.

1.4 Optional Units

Uniquely for the Foundation GNVQ, optional units may be chosen from this AQA specification or any other AQA Foundation Level vocational units (either compulsory or optional) from different vocational areas. This approach gives candidates the opportunity to ‘taste’ several areas. If a unit selected from another area is externally assessed the external assessment for that Unit must be passed to gain a certificate.

1.5 Nesting

The concept of ‘nesting’ refers to situations where information and knowledge required for a unit are integral to a corresponding unit at the next level. The units may have different titles. The concept would contribute towards easing transfer between different levels. For example, Foundation Unit 7: *Multimedia* and Intermediate Unit 5: *Communicating with Multimedia*.

1.6 Co-teaching

Further to this, the additional concept of ‘co-teaching’ can be applied to situations where the teacher is required to provide information and resources for candidates in the same teaching group, but who are learning at different levels. In the same way, where criteria are similar for the corresponding units, teachers are able to assess candidates in the same teaching group who are working at different levels, referred to as common assessment. For example, Foundation and Intermediate Unit 1: *Presenting Information*.

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Specification at a Glance

Information and Communication Technology

2.1 Award Requirements

The units available follow in 2.2 and 2.3. Details of the assessment requirements are given in each unit. The titles in bold and asterisked are externally assessed units. **T** indicates a test and **A** an assignment.

For the award of a Foundation GNVQ, a candidate must complete six units:

- four compulsory vocational units from this specification
- two selected optional vocational units.

At least two of the six units must be externally assessed.

2.2 Compulsory Units

Unit 1 Presenting Information
 Unit 2 Handling Information
 Unit 3 Hardware and Software *T
 Unit 4 Graphics *T

2.3 Optional Units

Unit 5 Design Project
 Unit 6 Using Information Resources
 Unit 7 Multimedia
 Unit 8 Preparing for Employment
 Unit 9 Working as Part of a Team

3

Availability of Assessment Units and Entry Details

3.1 Availability of Units for Assessment

Assessments based on this specification are available as follows:

	Externally Assessed Units	Portfolio Moderation for each Unit	Qualifications
January	✓		✓
June	✓	✓	✓

3.2 Entry Codes

Entry must be made for the specification (7254). In addition the following unit entry codes should be used:

Unit 1 – I01F	Unit 6 – I06F
Unit 2 – I02F	Unit 7 – I07F
Unit 3 – I03F	Unit 8 – I08F
Unit 4 – I04F	Unit 9 – I09F
Unit 5 – I05F	

3.3 Prohibited Combinations

There are no prohibited combinations of qualifications.

3.4 Multiple Entries

Multiple entries using the same piece of work must comply with the specific criteria for each qualification.

3.5 Private Candidates

This specification is not available for private candidates.

3.6 Special Consideration

Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances. The appropriate form and all relevant information should be forwarded to the department which deals with such matters at the AQA office for the centre concerned. Special arrangements may be provided for candidates with special needs.

Details are available from AQA and centres should ask for a copy of “*Regulations and Guidance relating to Candidates with Particular Requirements*”.

3.7 Language of Examination

All Assessment Units are provided in English. Centres wishing to have a Welsh translation must notify AQA at least four months before the date of the examination.

Scheme of Assessment

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Introduction

4.1 Prior Level of Attainment and Recommended Prior Learning

No prior learning is required for this qualification, but students must have sufficient skills, understanding and knowledge in the key skills of application of number, communication and information technology to cope with the demands of a Foundation GNVQ in ICT. This is likely to require a basic level in literacy and numeracy, for example, National Curriculum level 3. Prior study of Information and Communication Technology at GCSE level is an advantage to candidates, but not a requirement of this specification.

4.2 Progression

The AQA Foundation GNVQ in Information and Communication Technology enables students to maintain a broad focus across the information and communication technology spectrum. The qualification also creates opportunities for students to develop their personal skills, e.g., teamwork, communication, problem solving, planning, taking responsibility for their work and using their initiative.

It is important that at the start of and throughout the GNVQ programme, opportunity is created for students to explore and discuss their interests and aspirations and that they are provided with realistic guidance as to how the qualification, including the selection of optional units, can help to meet their needs.

The qualification allows for a number of progression routes:

- *Intermediate GNVQ*: the units provide a sound basis for progression to the AQA Intermediate GNVQ in Information and Communication Technology.
- *Level 1/2 NVQs*: the units provide a broad understanding and some of the underpinning knowledge for units within level 1/2 NVQs in Information and Communication Technology.
- *Employment*: information and communication technology is an important and fast-growing employment sector and the well-developed personal skills, e.g. teamwork, problem-solving, initiative, combined with work-related knowledge gained within Foundation GNVQ mean that students are suitable for recruitment, albeit at a junior level initially, in a range of fields.
- *Related qualifications in the National Qualifications Framework*: the units enable students to progress to other information and communication technology related qualifications within the National Qualifications Framework.

5

Aims and Objectives

5.1 Aims

The AQA Foundation GNVQ in Information and Communication Technology has been designed to provide students with an introduction as to how individuals and business organisations use information and communication technology.

The qualification provides students with skills, a broad knowledge and understanding of the sector and contributes to the development of career opportunities in the industry, and enables progression within the National Qualifications Framework.

5.2 Broad Objectives

The AQA Foundation GNVQ in Information and Communication Technology has the following objectives. It provides:

- a broad background of understanding and core knowledge whilst allowing some scope for candidates to focus on a particular area of interest
- a student-centred approach to learning enabling students to apply information and communication technology principles in a practical way
- the opportunity for centres and students to forge links with relevant businesses
- cross-sector themes and approaches to help students gain insight into related sectors such as business and other sectors that make significant use of information and communication technology
- ‘nesting opportunities’ (interlinked content areas) between units at Foundation and Intermediate GNVQ to facilitate co-teaching, an increased depth of understanding without undue repetition and ease of transfer through the levels of GNVQ
- a basis for progression to higher level qualifications or employment.

5.3 Subject Specific Focus

In particular, the content of the compulsory and optional units provides students with:

- the opportunity to follow different pathways
- an awareness and understanding of how information and communication technology is used by individuals and organisations
- problem-solving skills through the practical application of information and communication technology
- knowledge of health and safety issues, good working practices and experience of applying standard ways of working
- an awareness of the economic, social and ethical implications which may arise from using information technology systems
- an understanding of employment possibilities in information and communication technology.

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Scheme of Assessment

6.1 Introduction

All Foundation GNVQs are assessed by a combination of external assessment (externally set and marked) and internal assessment (portfolio evidence).

Each unit is assessed by one method only.

6.2 External Assessment

Details of the assessment methods are found in each unit. The following units have external assessment::

Unit 3 Hardware and Software

Unit 4 Graphics.

The externally assessed units have been selected to support all pathways through this GNVQ. AQA has designed external assessments which allow candidates to apply the knowledge and understanding acquired from teacher-designed activities and assignments.

6.3 Internal Assessment

All the other units are internally assessed.

Subject Content

7

GNVQ Unit 1

Presenting Information

7.1 About this Unit

This unit will help you to:

- write in styles that suit your readers
- choose and use standard layouts to present information
- improve the accuracy and quality of the documents you create
- understand some standard ways of working
- develop good practice in your use of ICT.

You will produce documents designed for different purposes using standard layouts.

This unit links closely with Foundation Unit 2: *Handling Information* which, together, form the basis for all other units. It also links with Intermediate Unit 1: *Presenting Information* and 2: *Handling Information*.

This unit is assessed through your portfolio work. The grade on that assessment will be your grade for the unit.

7.2 What You Need to Learn

Writing styles and document layout

Documents must be designed to meet the needs of the reader. The choice of writing style, layout and the manner in which information is presented are all important.

You will learn how to use different writing styles, layouts and presentation techniques, in order to meet the following needs:

- attracting attention, e.g. by using special fonts, pictures or speech bubbles
- setting out facts clearly, e.g. by using bulleted lists or tables
- reminding people about something, e.g. by using bold, underline or italic text.

Thinking about the following examples will help. What styles of writing would you use? When would you present information in a table? What types of layout could you use to make it easy to include pictures? Documents you might write include:

- a formal letter to an organisation
- an agenda for a meeting
- minutes of a meeting

- a letter to a newspaper
- a table of sports results
- a single-page advertisement for a new car
- the results of an opinion poll
- a formal invitation to a party or other special event
- a note explaining a child's absence from school
- an advertisement to sell a second-hand item.

Organisations use standard layouts for documents. You must show your understanding of writing style and standard layouts, including:

- memos
- publicity flyers
- agendas
- business cards
- business letters
- newsletters
- minutes
- fax header pages
- e-mails.

You know what you want to communicate. How will you write it? The two essentials to learn in presenting information are the needs of:

- your reader
- the occasion.

You meet the needs of your reader by using the right kind of language. Unusual words might impress the reader of a job application; they might irritate a reader of directions to find your house. You must also meet the needs of the occasion by thinking about writing style, e.g. formal occasions demand a formal style.

Presentation techniques

It is important to present information clearly; poorly presented information may annoy or confuse readers. A common mistake is to vary the style of headings or layout in a document. Organisations often use a standard layout, commonly called a 'house style'. You should think of what you want to achieve and what will appeal to your readers.

There are many presentation techniques that help you create effective documents, including:

- margins
- tables
- pictures and drawings

- font styles and size
- bold highlights
- use of white space
- tabs
- titles and headings
- bullet points
- line spacing
- landscape and portrait
- clip art
- justification
- italics and underlining
- standard layouts.

You will need to be able to:

- make use of existing information
- create original information
- use text, pictures and tables effectively
- combine different types of information.

Standard ways of working

Note: What you need to know and be able to do to use ‘standard ways of working’ is described below. These techniques must be applied to all of your ICT GNVQ work. In other units the requirement is simplified and stated more briefly to avoid repetition.

There are many reasons for having ‘standard ways of working’ in ICT. The most important is that information in ICT systems can be easily lost or misused. For example:

- people may use confidential information or copy original work
- information in electronic files may be lost or damaged
- inaccurate or poorly written information may mislead or annoy readers
- a poorly laid-out workplace may cause physical stress
- less attention may be given to planning and managing work.

‘Standard ways of working’ help you to avoid these problems. When working with ICT you must ensure that you:

- manage your work appropriately
- keep information secure
- ensure that information you produce is accurate and readable
- work safely.

Managing your work	<p>The way you manage your ICT work is important. You must learn to:</p> <ul style="list-style-type: none">• plan your work to produce what is required within agreed deadlines• enter and format information in a way that makes it easy to edit• use sensible filenames and store files where you can easily find them• record problems and review your work to identify how it might be improved.
Keeping information secure	<p>Protecting information from loss or inappropriate use is essential in ICT. You must learn the particular importance of:</p> <ul style="list-style-type: none">• keeping information secure, e.g. from theft, loss, viruses, fire• complying with copyright laws, e.g. using or presenting work that belongs to others as their own. <p>Information in ICT systems can easily be removed, lost or accidentally damaged. It is important that some work can be recovered if this happens. You will do this by:</p> <ul style="list-style-type: none">• keeping backup copies of files on another disk or in another location• saving work regularly and using different filenames. <p>Textual information, pictures and graphic images may belong to other people. The people who created or own this material have copyright. This means that you must not use their work without their written permission. If you do you are breaking the law. You must understand what copyright means and respect copyright laws.</p>
Accuracy and readability	<p>Inaccuracy can mislead readers; it may also annoy. Spell-checkers help you to correct spelling and some other mistakes. You must use spell-checkers to detect words spelt incorrectly.</p> <p>Sometimes a spell-checker will suggest that a word is incorrect when you know it is correct. This is often the case with proper names, for example ‘GNVQ’, or ‘Peter’. You will need to learn to add these words to a computer’s dictionary to fix the problem.</p> <p>It is also important that you proof-read your documents manually as well as using the computer. Spell-checking will not find all of your errors. It will not correct ‘capitol’ for ‘capital’ or ‘there’ for ‘their’ or ‘to’ for ‘too’. You also need to check that your document makes sense and meets your purpose.</p>

Working safely

The ICT working environment is relatively safe. However, there are some points to which you do need to pay attention. You should:

- make sure that you have a comfortable working position to avoid physical stress
- avoid working at a computer for long periods of time
- check that the cables and equipment are safely positioned and do not present a hazard
- check that there are no electrical hazards, e.g. bare cables or loose-fitting plugs.

7.3 Assessment Evidence for Unit 1: *Presenting Information*

You need to produce six original documents for different purposes that show a range of writing styles and layouts. These must include:

- text created by you and acquired from other sources
- structured information in tables
- graphics such as pictures, drawings or clip art.

Output must be printed.

You must also include a comparison of your documents with documents produced by organisations for similar purposes.

To achieve a Pass you must show you can:	To achieve a Merit you must also show you can:	To achieve a Distinction you must also show you can:
<p>P1 write clearly, using writing styles and layouts that suit the purpose of each document</p> <p>P2 combine textual, graphic and tabular information, as appropriate to your purpose</p> <p>P3 choose suitable font styles and sizes for body text, headings and other purposes</p> <p>P4 use appropriate margins, tabs, bullets and page layout</p> <p>P5 check the accuracy of your work and keep backup copies of all files</p> <p>P6 annotate two of your documents to show clearly how they compare with similar documents produced by organisations.</p>	<p>M1 correctly identify and meet the needs of your documents</p> <p>M2 choose appropriate styles and formats for the information presented, making good use of the facilities available, including adjustments to line spacing, highlighted text and justification</p> <p>M3 select and use a variety of forms of information from different sources, making effective use of tables and graphics</p> <p>M4 check your work and correct obvious errors.</p>	<p>D1 achieve an appropriate impact by making imaginative use of document layouts and styles</p> <p>D2 select, create and use information that is clearly and effectively matched to purpose</p> <p>D3 work independently to produce your work to meet agreed deadlines</p> <p>D4 provide a constructive review of your work that identifies good and less good features, suggests possible improvements and compare your work to standards used by organisations.</p>

7.4 Essential Information for Teachers

Guidance on delivery

This unit is about recognising that documents have distinct purposes and that the form a document takes is very important to achieving its purpose. Looking at a range of documents from organisations, e.g. letters, invoices, advertisements, publicity leaflets) is very helpful in learning about writing styles and document layouts.

Creating documents for the unit should be made as real as possible, making sure that each addresses an identified task. For example, a letter written requesting information from an organisation should be sent to a person in the organisation; an advertisement should be displayed, an invitation should be for an actual event.

The focus of this unit is on creating documents that function well. This means that several aspects of the document should be considered. Each of these aspects can be worked on separately.

Words

Choosing and organising appropriate words into suitable structures (sentences and paragraphs) helps to ensure that a document conveys its message clearly and accurately.

Fonts

Appropriate fonts set the scene for your message and help give it the right tone. For example, a font suitable for invitations to a funeral may differ from that suited to invitations to a party. The font sizes chosen for headings and for the main body of the text are also important. Using graded sizes for headings, and perhaps using bold, helps to give the reader a clear idea of the structure of a document. Bear in mind that very small text is difficult to read and is likely to be ignored, while very large text has a strong impact and could take attention away from other parts of the document.

Positioning text

Having a definite structure for the page helps the creator of a document to decide where to position blocks of text. In a letter the text is usually in a single wide column, whereas magazines and newspapers will usually have text in several narrow columns. An advertisement may have very little text and be dominated by graphic elements, but the relationship between graphics and text is very important. Sometimes a hidden grid is used to help with the layout of complex documents, such as a full-page advertisement or a magazine page that may have many graphic elements.

Positioning graphics and using white space

Documents that contain graphics, e.g. pictures, diagrams, charts, attract the reader's attention far more readily than a page of text alone. Using a computer VDU to display a document means that colour images can be incorporated. Colour can also be used effectively for background and text, but poor choices can make the text difficult to read. Modern ink-jet printers can produce good colour prints suitable for many uses. It is sometimes a mistake to cram many text and graphic elements on to one page. Leaving some areas empty, that is, just white space, provides places where the reader's eyes can rest and can give a calm feel to a document.

Guidance on assessment

When grading candidates' evidence you should consider the following general qualities that distinguish between the three grades:

- increasing depth and breadth of understanding
- increasing coherence, comparison and drawing valid conclusions
- increasing independence and originality
- increasing skill in the effective application of ICT.

Pass To achieve a Pass, the evidence should provide coverage of all the requirements stated in the Pass criteria of the assessment grid. It may be that a candidate has demonstrated considerable effort and skill in some areas, at the expense of precise detail in another. You should use your professional judgement to decide what is a reasonable expectation of the candidate and whether the stated quality and sufficiency requirements have, on balance, been met.

The candidate must produce documents that are clearly matched to purpose and use appropriate writing styles and layouts. Documents must contain a proportion of information originated by the candidate that contributes to the information content of each document. At least two documents must relate to standard document formats.

While documents must contain a variety of information types, including graphics and tables, the candidate should not be expected to achieve sophisticated layouts. Only very elementary typographical skills need to be demonstrated in the choice and use of fonts, but choices should be appropriate to purpose.

Documents should show clear differentiation in writing styles, with each style being adequately matched to purpose. Candidate should be expected to make effective use of spell-checkers and other aids, together with careful proof-reading, to achieve a good standard of accuracy in the content.

The candidate must work safely at all times and must create backup copies of all files.

Merit To achieve a Merit the candidate's documents should be of good quality with layout and content well matched to purpose.

The candidate must select and use a variety of different forms of information from different sources and combine them with their own work to form a coherent document.

To achieve a Merit, the candidate must proof-read and correct most errors in their documents. Proof-reading will correct more than just spelling errors. Errors such as repeated or obviously incorrectly used words must also be corrected.

Candidates should be able to make good use of document creation software and be able to find and understand how to use options for formatting.

Distinction The candidate’s work should demonstrate a very good understanding of ICT systems for creating presentations.

To achieve a Distinction, candidate should be able to provide an accurate and worthwhile evaluation of their work, showing an understanding of the function and purpose of the main features of different documents. The evaluation should be clear, concise and make fluent use of technical language. It should also include the views of users.

Candidates achieving a Distinction grade should be able to work without extensive support and help. They should be able to work independently and must complete their work to meet any agreed deadlines.

The requirement for candidates to work independently does not mean that they should work without teacher intervention or assistance. Rather it should be interpreted to mean that they do not display undue dependence. The agreed deadline may be renegotiated between the candidate and the teacher to meet unforeseen circumstances.

Candidates’ documents will be accurate, well-written and fairly comprehensive. The choice of fonts for body text, headings and so on will be well matched to the purpose of the documents, with the elements carefully and consistently positioned. Documents should give an overall impression of having been designed for a purpose.

7.5 Resources

This unit will require access to either a word-processing program capable of incorporating graphic elements and creating tables, or to a desktop-publishing program.

7.6 Key Skills Guidance

This guidance is specific to this unit, but for planning and delivery purposes, it should be read in the context of the whole GNVQ.

The guidance has been split into two sections: Keys to Attainment and Signposts. The two sections should be used in conjunction with each other.

Keys to attainment

These are identified Key Skills or aspects of Key Skills that are central to vocational achievement. If a student has met the indicated vocational requirements of the unit, the key to attainment shows that the relevant aspect of the key skill has also been achieved. A key to attainment does not negate the need for students to develop and practise the key skill during delivery.

Signposts

These are naturally occurring opportunities for the development of Key Skills during teaching, learning and assessment. Students will not necessarily achieve the signposted Key Skill through the related vocational evidence. They will need to gain additional evidence elsewhere to ensure that the requirements of the Key Skills Units are fully met.

7.7 **Communication Level 1**

Keys to attainment

When students are:	They should have achieved the following Key Skills evidence:
<ul style="list-style-type: none"> acquiring text from other sources 	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"> writing clearly using appropriate writing styles creating original information and employing 'standard ways of working' 	C1.3 Write two different types of documents about straightforward subjects. Include at least one image in one of the documents.

Signposts

If students are:	There may be opportunities for them to develop the following Key Skills evidence:
<ul style="list-style-type: none"> presenting their documents to an individual/group 	C1.1 Take part in a one-to-one discussion and a group discussion about different, straightforward subjects.

7.8 **Application of Number Level 1**

Signposts

If students are:	There may be opportunities for them to develop the following Key Skills evidence:
<ul style="list-style-type: none"> producing documents including structured information in tables and graphics 	N1.1 Interpret straightforward information from two different sources. At least one source should be a table, chart, diagram or line graph

7.9 Improving Own Learning and Performance Level 1

Signposts

If students are:	There may be opportunities for them to develop the following Key Skills evidence:
<ul style="list-style-type: none"> • planning the production of the documents • using advice/support given by others • reviewing the documents 	<p>LP1.1 Confirm understanding of their short-term targets, and plan how these will be met, with the person setting them.</p> <p>LP1.2 Follow their plan, using support given by others to help meet targets. Improve their performance by:</p> <ul style="list-style-type: none"> • studying a straightforward subject • learning through a straightforward practical activity. <p>LP1.3 Review their progress and achievements in meeting targets, with an appropriate person.</p>

7.10 Problem Solving Level 1

Signposts

If students are:	There may be opportunities for them to develop the following Key Skills evidence:
<ul style="list-style-type: none"> • planning the production of the documents • using advice/support given by others • reviewing the documents 	<p>PS1.1 Confirm their understanding of the given problem with an appropriate person and identify two options for solving it.</p> <p>PS1.2 Plan and try out at least one option for solving the problem, using advice and support given by others.</p> <p>PS1.3 Check if the problem has been solved by following given methods and describe the results, including ways to improve their approach to problem solving.</p>

GNVQ Unit 2

Handling Information

8.1 About this Unit

This unit will help you to:

- learn how information is stored
- find and use relevant information
- put information into database and spreadsheet structures
- develop information
- present information in suitable ways, including reports, tables, charts and graphs
- develop good practice and standard ways of working with ICT.

You will produce a record-structured database and a spreadsheet together with notes describing purpose and annotated copy showing how each meets the requirement.

This unit links closely with Foundation Unit 1: *Presenting Information* which deals with the way we present information using standard document layouts. This unit looks at the way we structure records and numerical information to present in tables. The unit also links with Intermediate Unit 1: *Presenting Information* and 2: *Handling Information*. Foundation Unit 6: *Using Information Resources* builds on the work completed in this unit.

This unit is assessed through your portfolio work. The grade on that assessment will be your grade for the unit.

8.2 What You Need to Learn

Information

Before you learn how to find **information** you will need to understand what the word means and why the term **data** is sometimes used instead.

Data is usually a small piece of information such as a fact or a figure. Data has to fit into a structure such as a sentence, to give it meaning. The sentence 'Jim has a red hat.' is an example. The words 'Jim', 'red' and 'hat' are data. These words tell us very little on their own, but when put together in a sentence, they produce meaningful information.

You will also need to understand how information is structured to make it simple to manage and easy to read. There are many ways in which information is structured, such as text in a letter, names and addresses in database records and numbers in tables. In this unit, you will learn about record-structured information and number-structured information.

Finding information

You can find information in different places. These places are called sources. You can find the information you need using sources such as:

- books
- people
- class notes
- computers
- timetables
- magazines, pamphlets.

You will need to be able to decide what information you need and where you might find it.

You will use different methods to find the information you need, including:

- indexes and contents lists in books or magazines
- time or date references in timetables
- sort and search routines in computer databases or on the internet
- changing variables or formulae in spreadsheets.

You will need to understand that there are different types of database. You must be able to use some of the different types, including:

- hypertext databases
- record-structured databases
- number-structured databases (spreadsheets).

Hypertext databases are pages of information with highlighted items of text or graphics. Pointing or clicking on a highlighted item shows more information related to it. Internet pages, CD-ROM encyclopaedia pages and applications software help systems often use this method.

Record-structured databases are usually rows of information in the form of a table. Each row is a record. A record could be a person's name and address, information about a hotel in a travel database or flights and destinations in an airport.

Spreadsheets record numerical information in cells in rows and columns. One example is pay for employees, with hours worked, pay rates and tax paid. Another example is the cost, sale price and profit of selling goods. You can use spreadsheets to calculate results, such as totals, or to produce graphs and charts of the results.

Classifying data and information

When you classify data you find common items and group, then sort or list in various ways. For example, you could use some of the following headings to classify pieces of information:

- price
- colour
- name
- size.

Data listed in this way can be sorted into an order. You can also search to find the information you need. The search and sort conditions you will need to be able to use are:

- equals (=)
- is less than (<)
- is greater than (>)
- AND
- Sort ascending.

Sometimes you need to sort on more than one field. An example is an alphabetical list of names. You use the 'last name' field to sort on, but because there are lots of people with the same surname, you want these sorted into 'first name' order.

In the same way, it may be necessary to use two fields to search for a name. An example might be to search a telephone directory for the name **Zola Smith**. This type of search would need to specify the 'last name' and 'first name' fields and the logic condition **AND**. The search would be specified as follows:

Last name = Smith AND First name = Zola

When you classify information, it is easy to present it as a table with headings for columns and rows. You will need to be able to make tables of this kind to present different types of information.

To store data in computers, you need to classify it in a special way. To classify data you will need to be able to identify the different data types, including:

- text or character
- number
- date
- formula.

You can use different formats for these data types. Date, for example, might be 22/6/84 or 22 June 1984. You will need to be able to identify suitable formats for dates and numerical information.

Information processing

You will need to understand how information is processed. You will need to be able to:

- enter information
- check the accuracy of entries
- edit and delete information
- sort alphabetically and numerically
- search and find information
- produce a line graph or a chart
- identify patterns in graphs or charts
- calculate results (such as totals)
- investigate output for different inputs
- use formulae and functions.

You will only make use of simple functions such as ‘SUM’ or ‘AVERAGE’. These will be available in the software you use.

You will need to present information attractively and simply. This makes it easier to understand. You will need to be able to make use of:

- tables
- borders
- shading and colour
- line graphs
- headings
- charts.

Database design

Record-structured databases are often simply called databases. To create this type of database you will need to understand the meaning of the following terms:

- record
- field data type
- field
- field length
- field name
- primary key.

To design, create and use a database you must learn how to:

- describe its purpose and explain the needs of the user
- identify the information needed
- collect information for storage
- sort the records into order

Spreadsheet design	<ul style="list-style-type: none"> • check and edit the information entered • describe the output required • use software to create storage structures • enter the information • carry out simple searches • create reports and print results.
	<p>Spreadsheets are also a form of computer database. They are used for storing and making sense of numerical information. In a spreadsheet, information is laid out in the form of rows, columns and cells. Most of the data is numbers.</p>
	<p>To create and use this type of database, you will need to understand the meaning of the following terms:</p>
	<ul style="list-style-type: none"> • formula • function • cell reference • cell format.
	<p>To design, create and use a spreadsheet you must learn how to:</p>
	<ul style="list-style-type: none"> • describe its purpose and user needs • identify the information needed • produce suitable formulae • collect information for storage • create line graphs and charts • check and edit the information entered • describe the output requirements • identify the calculations required • use ICT to create a storage structure • enter the information • determine results for different input • print results and formulae used.
Standard ways of working	<p>Note: What you need to know and be able to do to implement ‘standard ways of working’ is described in detail in Unit 1. The following is a shortened version of these requirements, written to apply specifically to this unit.</p>
	<p>To develop good practice in your use of ICT you must:</p>
	<ul style="list-style-type: none"> • plan your work to produce what is required to given deadlines • review your work and suggest how it might be improved • carefully check your database and spreadsheet information to ensure accuracy • keep backup copies of files on another disk and in another location • save work regularly using different filenames • respect confidentiality • respect copyright.

8.3 Assessment Evidence for Unit 2: Handling Information

<p>You need to produce a database and a spreadsheet to meet a given requirement. These must include:</p> <ul style="list-style-type: none"> • notes describing the purpose • annotated printed output that shows how the database and spreadsheet work and meet the requirement. 		
<p>To achieve a Pass you must show you can:</p>	<p>To achieve a Merit you must also show you can:</p>	<p>To achieve a Distinction you must also show you can:</p>
<p>P1 briefly describe the purpose of the database or spreadsheet and possible user needs, identifying suitable sources of information</p> <p>P2 create a single table database using suitable field names, lengths and data types</p> <p>P3 create a spreadsheet using suitable row heights, column widths, cell formats and formulae</p> <p>P4 demonstrate good data-processing skills to enter data, sort, search, create a database report, produce a line graph or chart. Use a spreadsheet to investigate what happens to the output results when input values are changed</p> <p>P5 produce annotated printed copy showing you have met the above requirements</p> <p>P6 check the accuracy of your data and keep backup copies of all files.</p>	<p>M1 use the software to sort on multiple fields, using simple functions and producing good-quality printed copy to show the data content, formats and formulae used; clear annotation or notes should explain why and how each printed item was produced</p> <p>M2 make good use of titles, graphic lines, bold text, graph titles and labels to enhance the layout, making it easy to read and relatively free of layout errors</p> <p>M3 check your work and correct obvious errors</p> <p>M4 organise your work to show clearly how it progresses from design to completion.</p>	<p>D1 produce clear, well-prepared and well-written notes and annotations to describe your work, making appropriate use of technical language</p> <p>D2 demonstrate a good understanding of both databases and spreadsheets through your descriptions and annotations</p> <p>D3 make effective use of formulae, cell relationships and search criteria using AND to produce the required outcomes</p> <p>D4 work independently to meet agreed deadlines by carrying out your work plans effectively.</p>

The above criteria only need to be met once for this unit and, except where stated otherwise, may be met in either your database or your specification.

8.4 Essential Information for Teachers

Guidance on delivery

This unit helps students to acquire experience in processing information. The information may be in the form of records such as:

- name, address, telephone number
- patient, diagnosis, treatment.

It can also be in the form of tables of numbers and calculations, such as:

- name, hourly pay, hours worked, gross pay, tax, net pay
- goods description, price, quantity, total price, VAT, price including VAT.

Students need to learn how to use database and spreadsheet software to create storage structures for this kind of information. They will also need to be able to enter the information into the storage structure they have created.

When students have stored the information, they need to learn how to process (handle) it. First, they will learn how to check the accuracy of the information and how to amend or delete it. Later they must learn how to search and sort records and insert formulae and functions to calculate results. They will also learn how to print copies and details of their storage structures and their search, sort and calculation results.

The students will need access to a wide variety of sources of information, particularly that stored for computer-based retrieval. Their first experience should be on the use of existing databases and spreadsheets in order that they learn to find and process information. They will need to make extensive use of that experience and you will need to ensure that students have access to a good variety of different record-structured databases and spreadsheets.

Students will also need to gain good experience in:

- specifying the information they need
- identifying suitable sources for that information
- using suitable search and sort methods
- using formulae and functions to make the calculations needed
- printing database and spreadsheet structures and reports
- describing their findings in a clear and concise manner.

Students will need good practice in sorting and searching (record-structured) databases and changing the formula and variables of spreadsheets to extract required information.

Students are expected to use their spreadsheets to predict results. An effective way of doing this easily using spreadsheets is to use a formula with an absolute reference to a single cell.

The formula can then be copied to different locations with the absolute cell reference remaining unchanged. Students can then ask questions which use the contents of the absolute referenced cell, e.g. ‘what happens if the VAT rate is increased to 20%?’

The following are good examples of the contents of single cells that enable such queries to be raised:

- income tax rate
- VAT rate
- date
- pay per hour.

These could easily be built into spreadsheets that students use to extract information and answer ‘what if’ questions. Students are expected to be able to use a simple absolute cell reference themselves when creating their own spreadsheet.

To undertake the database and spreadsheet designs, it might be useful for students to work together. They could reasonably decide on the contents of these applications between themselves, but may need guidance to ensure the results are meaningful.

Students could have group discussions and work together to:

- identify suitable database and spreadsheet applications
- prepare and collect data
- suggest how the collected data could be used to develop new information.

Guidance on assessment

When grading candidate evidence you should consider the following general qualities that distinguish between the three grades:

- increasing depth and breadth of understanding
- increasing coherence, comparison and drawing valid conclusions
- increasing independence and originality
- increasing skill in the effective application of ICT.

Pass To achieve a Pass, the evidence should provide coverage of all the requirements stated in the Pass criteria of the assessment grid. It may be however that a candidate has demonstrated considerable effort and skill in some areas at the expense of precise detail in others. You should use your professional judgement to decide what is a reasonable expectation of the candidate and whether the stated quality and sufficiency requirements have, on balance, been met.

The candidate must produce outline hand-written (or word-processed) drafts showing how they planned the database and the spreadsheet. These plans must show that the candidate understands how to select or design suitable field and cell formats and layouts.

The candidate must be able to use the software to create the spreadsheet and database storage structures. Advice and help may be provided in terms of instruction and demonstration. The actual storage structure must be created independently by the candidate. To authenticate work, candidate should place their name on all hand-written and printed documents.

The quantity of data needed in the database and spreadsheet is not specified in the evidence but there should be sufficient to make the activity sensible. The database needs only one table. The candidate must be able to create the necessary database storage structure but it is not necessary for them to key in all of the data, provided that sufficient new records are entered to demonstrate understanding.

The quantity of spreadsheet data may be a little less because it is the calculation process that is more important. The candidate must be able to create the storage structure and insert the formulae and functions necessary to produce the results required. It is likely that the candidate will enter all of the data in the spreadsheet because the concepts of importing data are complex.

Candidates must be able to edit, delete, sort, search, produce graphs or charts, make predictions, calculate results, check the accuracy of their work and keep backup copies.

It is important that candidates add brief annotations to their printed output to explain its purpose and how it was produced. A search, for example, should have annotation that describes the purpose of the search and shows the criteria used. Screen prints may also provide good evidence of the candidate's work.

Merit To achieve Merit, candidates must demonstrate some independence in their use of software and be able to use the software efficiently.

Their work will also have been checked for accuracy and carefully proof-read. It will contain very few obvious errors.

Candidates at this level must improve on default print-out facilities. They will ensure that their printed output is well laid out, clear and easy to read. For example, column widths will be minimised and output will not be split across several pages. Titles, headings or labels will be in suitable positions, clear and appropriate in size. Required information will be easy to find and read. Database reports will probably make use of graphic lines, bold headings and titles.

Candidates at this level should collect all of their work for this unit together, numbering the pages in order of progress from early ideas to printed output.

Distinction To achieve a Distinction, candidates must demonstrate good understanding of database and spreadsheet software in their evaluation notes. They will be able to describe exactly how sorting, searching and calculations are undertaken and how graphical output is produced.

They will recognise how they could improve their work and will make suitable suggestions in a clear and concise evaluation report.

They will carefully plan their work and work independently once they have acquired the necessary knowledge and understanding. Their design plans will demonstrate a good understanding of the data types, formats and layout facilities provided. They will make allowances for problems and monitor progress to ensure that they meet agreed deadlines.

The agreed deadline may be renegotiated between the candidate and the teacher to meet unforeseen circumstances.

Teachers should check and note when and/or where students have worked independently and used software efficiently. This could be annotated on the candidates' work for later reference.

The requirement for candidates to work independently does not mean that they should work without teacher intervention or assistance. Rather it should be interpreted to mean that they do not display undue dependence.

The accuracy and quality of the candidates' database and spreadsheet reports should be of a very high standard and should show that they have taken care to check, proof-read and correct errors.

8.5 Resources

This unit will require access to a database management program that has an easy-to-use means of producing and running simple queries, and to a spreadsheet program capable of creating and printing charts from data.

8.6 Key Skills Guidance

This guidance is specific to this unit, but for planning and delivery purposes, it should be read in the context of the whole GNVQ.

The guidance has been split into two sections: Keys to Attainment and Signposts. The two sections should be used in conjunction with each other.

Keys to attainment

These are identified Key Skills or aspects of Key Skills that are central to vocational achievement. If a student has met the indicated vocational requirements of the unit, the key to attainment shows that the relevant aspect of the key skill has also been achieved. A key to attainment does not negate the need for students to develop and practise the key skill during delivery.

Signposts

These are naturally occurring opportunities for the development of Key Skills during teaching, learning and assessment. Students will not necessarily achieve the signposted Key Skill through the related vocational evidence. They will need to gain additional evidence elsewhere to ensure that the requirements of the Key Skills Units are fully met.

8.7 **Communication Level 1**

Keys to attainment

When students are:	They should have achieved the following Key Skills evidence:
<ul style="list-style-type: none"> producing a design plan or writing evaluation notes 	C1.3 Write two different types of documents about straightforward subjects. Include at least one image in one of the documents.

Signposts

If students are:	There may be opportunities for them to develop the following Key Skills evidence:
<ul style="list-style-type: none"> producing their basic design plan and identifying suitable information learning to use the software presenting their database and spreadsheet to an individual/group 	<p>C1.1 Take part in a one-to-one discussion and a group discussion about different, straightforward subjects.</p> <p>C1.2 Read and obtain information from two different types of documents about straightforward subjects, including at least one image.</p>

8.8 **Application of Number Level 1**

Keys to attainment

When students are:	They should have achieved the following Key Skills evidence:
<ul style="list-style-type: none"> producing their basic design plan and identifying suitable information 	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"> using formulae in their spreadsheet or database 	N1.2 Carry out straightforward calculations to do with: <ul style="list-style-type: none"> a. amounts and sizes; c. handling statistics.
<ul style="list-style-type: none"> producing graphs and charts 	N1.3 Interpret the results of their calculations and present their findings. They must use one chart and one diagram.

Signposts

If students are:	There may be opportunities for them to develop the following Key Skills evidence:
<ul style="list-style-type: none"> using formulae in their spreadsheet or database 	N1.2 Carry out straightforward calculations to do with: <ul style="list-style-type: none"> b. scales and proportion.

8.9 Improving Own Learning and Performance Level 1

Signposts

If students are:	There may be opportunities for them to develop the following Key Skills evidence:
<ul style="list-style-type: none"> planning the production of the spreadsheet and database using advice/support from others reviewing/evaluating the spreadsheets and database with support from the teacher/tutor/assessor 	LP1.1 Confirm understanding of their short term targets, and plan how these will be met with the person setting them. LP1.2 Follow their plan, using support given by others to help meet targets. Improve your performance by: <ul style="list-style-type: none"> studying a straightforward subject learning through a straightforward practical activity. LP1.3 Review their progress and achievements in meeting targets with an appropriate person.

8.10 Problem Solving Level 1

Signposts

If students are:	There may be opportunities for them to develop the following Key Skills evidence:
<ul style="list-style-type: none"> planning the production of the spreadsheet and database using advice/support given by others reviewing the spreadsheet and database 	PS1.1 Confirm their understanding of the given problem with an appropriate person and identify two options for solving it. PS1.2 Plan and try out at least one option for solving the problem, using advice and support given by others. PS1.3 Check if the problem has been solved by following given methods and describe the results, including ways to improve their approach to problem solving.

9

GNVQ Unit 3

Hardware and Software

9.1 About this Unit

This unit helps you to:

- choose hardware and software for an ICT system
- configure the software for an ICT system
- create templates and macros
- develop standard ways of working and good practice in your use of ICT.

This unit links with Foundation Units 1: *Presenting Information* and 2: *Handling Information*. What you learned about ICT in those units will help you with the work in this unit. It also links with Intermediate Unit 3: *Hardware and Software*.

This unit is assessed only through an external assessment. You will have to undertake some tasks before the test and take this work into the external assessment with you. The grade on that assessment will be your grade for the unit.

9.2 What You Need to Learn

ICT systems

You will need to learn that ICT systems are made up of hardware and software. You must be able to identify and know the purpose of the components (pieces) of hardware and software. These include:

- input devices, e.g. mouse, keyboard and scanner
- output devices, e.g. visual display unit (VDU), printer and speaker
- operating system software
- applications software
- the main processing unit
- cables and connectors.

Some pieces of hardware are inside the main processing unit. You must learn what the following items do and how they affect computer operation:

- disk drive storage, e.g. floppy, hard
- other storage, e.g. CD-ROM, DVD, CD/RW
- memory, e.g. RAM and ROM
- ports, e.g. input and output connectors
- motherboard
- the central processing unit, e.g. CPU.

Data and software on computers can be stored in different ways. You must learn about the following types of storage:

- RAM (random-access memory)
- ROM (read-only memory)
- magnetic storage, e.g. disk drives
- optical storage, e.g. CD-ROM, DVD.

You need to be able to compare the different types of storage for:

- volatility (loss of data when power is removed)
- storage capacity and cost
- speed of access and retrieval
- recording-writing data (saving data).

You will need some knowledge of the terms used to describe data or storage capacity:

- bit
- byte
- kilobyte (Kb)
- megabyte (Mb)
- gigabyte (Gb)
- terabyte (Tb).

Computers need applications software to make them useful. You must learn the purpose of different types, including:

- document (word) processing
- database
- spreadsheet
- graphics
- utilities such as virus checkers.

Setting up ICT systems

A stand-alone computer is one that has no connection to any other system. When a stand-alone computer is switched on it loads the operating system from ROM and a disk drive.

You must learn how to connect the hardware components of a stand-alone computer. These include the main processor unit, keyboard, mouse and VDU. You need to be able to switch on the computer so that it shows the user interface on the VDU. This could be a command prompt or an icon-based graphic user interface (GUI.)

Before you set up a stand-alone computer system for a user, you must find out what they want to use it for. You must then choose suitable hardware and software.

You must be able to configure the operating system to meet user needs. For example you may need to:

- create directory-folder structures
- change the layout of the GUI
- provide icons or menus to start software
- select the language to be used
- set or select keyboard properties
- select suitable printer drivers.

You must be able to configure the applications software to meet user needs. For example you may need to:

- set options for file locations
- provide and set printer drivers
- show and change toolbars
- set spelling and grammar checking.

Producing macro programs (automated routines)

Most people who use computers never write programs; they do not need to. Commercial software helps them to do what they want to do. The main advantage of programming is the control it gives you over the computer.

There are many ways to program the computer to do what you want. One is to use a macro (automated routine or wizard) facility in applications software. This is a simple way to create a program.

You will need to be able to create macros for different purposes. For example you might create macros to:

- replace keyboard keystrokes
- insert text or graphics
- open or import files
- modify page layout or text format.

Creating templates

Templates are used to avoid repeating work every time you create a document. Most documents have parts that are always the same. For example, a letter template may contain:

- a page layout
- the logo of the company
- a date field
- part of a reference (Our Ref GB/)
- the opening salutation (Dear)
- a graphic image of a closing signature.

Templates help users to work more efficiently and save them having to do the same work repeatedly. You will need to learn how to create templates to help users.

Standard ways of working

Note: What you need to know and be able to do to implement ‘standard ways of working’ is described in detail in Unit 1. The following is a shortened version of these requirements, written to apply specifically to this unit.

To develop good practice in your use of ICT you must:

- plan your work to produce what is required within agreed deadlines
- review your work and suggest how it might be improved
- proof-read your templates or macros to ensure accuracy
- keep backup copies of files on another disk and in another location
- save work regularly using different filenames
- respect confidentiality
- respect copyright.

When setting up or using ICT systems, you must be able to work safely. You must ensure that:

- cables do not cause an obstacle hazard
- cables and connectors are electrically safe
- you replace consumable materials correctly.

9.3 Assessment Evidence for Unit 3: *Hardware and Software*

You need to produce screen prints to show that you have configured an operating system and applications software to meet a user’s needs together with printouts of a macro listing and a template. You must carry out tasks and supplementary research, producing a set of documents as a result of carrying out those tasks. In the external assessment, you must answer questions on your work, cross-referencing your answers to your notes and diagrams. You will prepare material and answer questions on:

- macros and templates
- system and software configuration
- matching hardware and software to user needs
- consumables
- standard ways of working.

To achieve a Pass you must show you can:	To achieve a Merit you must also show you can:	To achieve a Distinction you must also show you can:
<p>P1 configure the operating system and application software appropriately</p> <p>P2 create a macro and template to a given specification</p> <p>P3 briefly annotate screen prints and printouts to show how you configured the system and created the macro and template</p> <p>P4 identify input and output devices, the main processing unit, software and configuration requirements, in order to meet user needs by identifying their purpose and properties</p> <p>P5 describe safe working practices when setting up equipment and methods of ensuring accuracy and security of data</p>	<p>M1 produce an accurate template and macro that will improve the efficiency and effectiveness of users by automating actions and improving output</p> <p>M2 annotate screen prints and printouts accurately and clearly, showing how you configured the system and created the macro and template</p> <p>M3 provide accurate descriptions of input and output devices, the main processing unit, software and configuration requirements needed to meet user needs, including purpose and properties.</p>	<p>D1 explain how your macro and template improve the efficiency and effectiveness of the user, the quality of the output and suggest improvements to the macro and template.</p>

9.4 Essential Information for Teachers

Guidance on delivery

What an ICT user wants to do will determine the type and quality of the hardware and software required. This unit creates opportunities for students to learn how to relate the needs of the user to the hardware, software and configuration requirements. For example, the processing of complex graphics using big files demands a system with large amounts of RAM, a large and high-speed access hard disk drive, a high-speed CPU and possibly scanners and digital cameras. It would also require the selection of professional graphics processing software.

Students are not expected to analyse requirements in detail, only to identify how hardware and software specifications alter to meet different requirements.

The unit also creates an opportunity for students to investigate the different types of software and the many ways in which it can be configured to meet specific needs. Students are expected to be able to configure software using the simple set-up and configuration tools provided.

In this unit students are required to become skilled in setting up and configuring ICT equipment and software. Many centres will be concerned about the provision of equipment for this purpose because items will inevitably be damaged in such use. It is not possible to define other more acceptable ways in which students can acquire these skills. Access to the necessary ICT resources is essential.

It would be good experience for students if they had the opportunity to experiment with old equipment to find out the types of software configuration which are possible. The centre may wish to stock a number of spare plugs, sockets and cables for students to identify and use.

Students will need to acquire experience of setting up stand-alone systems to meet different user needs. You should produce a variety of different user requirements, each of which needs different sets of equipment, software, macros and templates. You should also act as the user and enable students to discuss user requirements verbally. This will give students practice in identifying needs and selecting suitable items for the different purposes.

Students should be encouraged to keep notes as they work of what they do and the problems that they experience. They should use screen prints or printed copy of their work wherever possible, which must be clearly annotated to indicate its purpose and how and why it was produced.

The choice of system components and the setting up of an ICT system should result from a defined customer requirement. At this level, students are only required to choose, for example, between a mouse and some other input device, or between database software and document processing software for the work the user wishes to undertake.

Students will also need to identify ways that a template might assist the user to work to a particular layout.

Guidance on assessment

This unit is assessed through an external assessment. The test questions will relate to the tasks carried out before the test and will assess whether the underpinning knowledge gained by the candidates in this unit can be recalled and applied to other situations.

An indication of the knowledge and understanding expected of candidates at each level is shown in the *Assessment Evidence Grid*.

9.5 Resources

Students will require access to a range of hardware and software. Centres need to provide access to stand-alone equipment to allow students to develop skills in configuring hardware and software.

Software must provide the facility to create automated routines (macros) and templates.

9.6 Key Skills Guidance

This guidance is specific to this unit, but for planning and delivery purposes, it should be read in the context of the whole GNVQ.

The guidance has been split into two sections: Keys to Attainment and Signposts. The two sections should be used in conjunction with each other.

Keys to attainment

These are identified Key Skills or aspects of Key Skills that are central to vocational achievement. If a student has met the indicated vocational requirements of the unit, the key to attainment shows that the relevant aspect of the key skill has also been achieved. A key to attainment does not negate the need for students to develop and practise the key skill during delivery.

Signposts

These are naturally occurring opportunities for the development of Key Skills during teaching, learning and assessment. Students will not necessarily achieve the signposted Key Skill through the related vocational evidence. They will need to gain additional evidence elsewhere to ensure that the requirements of the Key Skills Units are fully met.

9.7 Communication Level 1

Keys to attainment

When students are:	There should have achieved the following Key Skills evidence:
<ul style="list-style-type: none">• attempting to describe the hardware and software needed• designing suitable macros and templates	C1.2 Read and obtain information from two different types of documents about straightforward subjects, including at least one image.

GNVQ Unit 4

Graphics

10.1 About this Unit

This unit helps you to:

- make use of software for creating graphics
- use ICT to edit, change and create graphic images
- understand and apply standards used in drawings
- develop good practice in your use of ICT.

This unit has close links with Foundation Unit 1: *Presenting Information* and could also be linked to Unit 7: *Multimedia*. The graphic images and drawings produced in this unit could be used in both Unit 1 and Unit 7. It also links with Intermediate Unit 6: *Graphics and Desktop Publishing*.

This unit is assessed only through an external assessment. You will have to undertake some tasks before the test and take this work into the external assessment with you. The grade on that assessment will be your grade for the unit.

10.2 What You Need to Learn

Types of image

There are two different types of graphic image that can be produced using graphics software:

- bitmap graphic images
- vector-based graphic images.

These two types of graphic image are very different. You need to learn about the difference.

Bitmap images:

- are made up of many dots
- can have coloured dots or black-and-white (monochrome) dots
- may have elements such as a line or a circle, but to edit these elements, you have to edit the dots which form them
- are created with software commonly known as 'paint' or 'photo' software
- can have very large file sizes, e.g. 30 mb for an 8 by 10 inch coloured photograph.

Graphic software tools and facilities

Vector images:

- are made up of small elements called objects, such as lines, circles and rectangles
- have objects which can be selected, moved and changed in size and appearance
- are edited by changing the objects in the image
- are created with software commonly known as ‘draw’ or ‘CAD’ software
- usually have smaller file sizes than similar bitmap images.

Some software enables you to create and edit both types of image. It lets you choose which type of graphic you are creating and then provides the necessary features. The finished page may combine both types. You must be able to identify the different types of graphic software.

There are many tools that are common to all graphics software. You will need to know how to use tools for:

- drawing lines, circles, rectangles, freehand outlines and other shapes
- producing text in various styles
- selecting component attributes such as fill, colour, pattern, thickness and style.

You must be able to edit the elements of drawings and images using facilities such as:

- cut
- copy
- move
- rotate
- change attributes
- flip vertical
- flip horizontal
- size.

Some tools and facilities are mainly used with vector-based graphic images. You will need to know how to use these, including:

- co-ordinate position
- grid
- grid snap
- scale
- move to back
- move to front.

Some tools and facilities are mainly used with bitmap graphic images. You will need to know how to use these, including:

- brush
- spray
- pixel edit.

You will also need to be able to select a suitable page layout for your graphic, including:

- page size
- margins
- page orientation.

Producing drawings (vector-based images)

You will need to use drawing software to produce different types of drawing such as:

- advertisements or publicity posters, e.g. a drama event or sales advertisement
- plan view layouts of a room, a workbench or a car park layout
- drawings of articles to be made, e.g. a bookcase, a fence panel or clothing
- diagrams, e.g. maps, management charts or wiring layouts
- artwork for illustrating magazines or books.

There are some commonly accepted standards for constructing drawings. You will need to know the meaning of the technical terms for different aspects of graphic images, including:

- line types, e.g. outline, hidden, dimension
- scale, e.g. half size, 1:2, $\frac{1}{2}$
- views of objects, e.g. plan, elevation, side view
- measurement units, e.g. metric (mm), imperial (inches), angular (degrees.)

Conventions for representing line types are to use a solid continuous line for an outline, a dashed line for hidden detail and a thin continuous line for showing dimensions.

Drawings created for the production of articles must be accurate and correct to scale. To do this you must be able to use the co-ordinates provided in the software to produce accurate scale drawings.

Drawings of products that are to be made require information that shows the size of each part of the product. For example, to make a box you would need to know its height, width and depth. You must be able to use facilities provided in the software to correctly place these dimensions on the drawing.

Producing photo and paint images-bitmap graphics

You will need to be able to use bitmap software to edit and produce simple graphic images such as:

- picture graphics with text
- patterns used for decoration
- scanned, photographic, drawn or painted images
- graphics that combine clip art, scanned images and text.

Scanned and photographic images

Files produced by scanners and digital cameras can be very large and difficult for the computer to handle quickly. When handling large colour photographs the computer may work very slowly. This is because there are so many bitmap dots for it to deal with.

You must be able to scan small pictures to make graphic image files. You must also be able to edit files produced by a scanner or digital camera to improve the pictures, e.g. to remove a mark from a person's face.

Clip art

It is possible to purchase disks and CD-ROMs that contain ready-made drawings and pictures. These drawings and pictures are called clip art. You can use clip art to improve the appearance of a presentation that you are making. You must be able to use bitmap and vector clip art to improve your work.

Some clip art has copyright protection. You must obtain permission to use material that is protected by copyright.

Standard ways of working

Note: What you need to know and be able to do to implement 'standard ways of working' is described in detail in Unit 1. The following is a shortened version of these requirements, written to apply specifically to this unit.

To develop good practice in your use of ICT you must:

- plan your work to produce what is required to given deadlines
- evaluate your work and suggest how it might be improved
- proof-read your graphics to ensure accuracy
- keep backup copies of files on another disk and in another location
- save work regularly using different filenames
- respect confidentiality
- take great care to check on the copyright of clip art and scanned images.

10.3 Assessment Evidence for Unit 4: Graphics

You need to produce two graphic images using both bit-map and vector graphics software. You must carry out tasks, supplementary research and produce a set of documents as a result of carrying out those tasks. In the external assessment, you must answer questions on your work and cross-reference your answers to your documents. You will prepare material and answer questions on:

- graphics software tools and facilities
- standard ways of working
- types of image
- drawing standards.

To achieve a Pass you must show you can:	To achieve a Merit you must also show you can:	To achieve a Distinction you must also show you can:
<p>P1 make basic use of graphic software to draw and combine elementary shapes such as rectangles, circles and lines, use editing facilities such as sizing handles, cut, copy, move, position and rotate, flip, layer, scale, line type and thickness, use solid and pattern colour fills, coloured lines and border, brushes and sprays, importing graphic images from scanners, digital cameras and clip art libraries, amending as appropriate</p> <p>P2 identify the tools and facilities you used to create your graphic images, describing briefly how each was used and stating how useful each proved to be</p> <p>P3 identify aspects of good practice you followed when creating graphic images</p> <p>P4 identify simple features of different types of graphic images, e.g. bit map, vector, scanned, clipart</p> <p>P5 identify standard terms used when constructing drawings and state what each term means.</p>	<p>M1 be accurate in your construction and organisation of graphic elements, especially where lines and shapes join or touch, combine a number of elements effectively to create a more complex shape and make appropriate use of shapes, free-hand drawing, colour and fills to create realistic images</p> <p>M2 fully identify the tools and facilities you used to create your graphic images, describe clearly how you used them and explain how useful each proved to be</p> <p>M3 describe aspects of good practice you followed when creating graphic images</p> <p>M4 describe features of different types of graphic images and make comparisons.</p>	<p>D1 make effective use of all the major facilities provided by the graphics software to create images that combine a variety of graphic and textual elements into a complex whole, showing imaginative use of colour and shape to enhance the impact of graphics</p> <p>D2 describe fully how you used tools and facilities to create your graphic images, explaining clearly how your graphics were improved by using the facilities you chose</p> <p>D3 explain the reasons for following good practice when creating graphic images</p> <p>D4 describe features of different types of graphic images in detail and recognise the advantages and disadvantages of each type for particular tasks.</p>

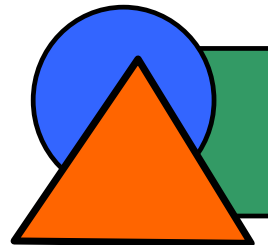
10.4 Essential Information for Teachers

Guidance on delivery

Creating and editing images for a wide variety of commercial purposes is now most usually done using computer software. Vector-based software is the type most commonly used to create complex original images. Bit map graphic programs are used extensively by the publishing industry to edit pictures scanned from colour photographs. It is possible to change the overall colour balance, remove blemishes and to manipulate a scanned image in many ways.

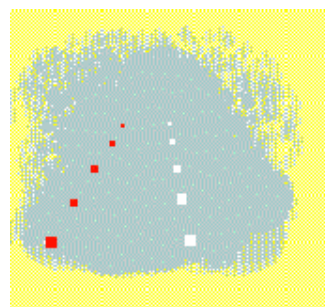
Vector-based and bit map-based graphic programs work in very different ways.

The diagram shown is made up of a square, a circle and a triangle. If this image is produced in a vector-based program then the three elements (square, circle, and triangle) will be created as individual objects. It will always be possible to move and resize each object separately, and to change the order of the objects, for instance to bring the square to the top so that it appears above the circle and triangle.

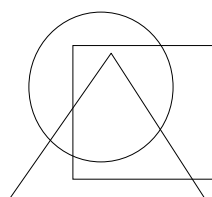


This is generally more difficult to do in a bit map-based program where the elements will be combined in a single layer. To create this image in a bit map program, the square would be drawn first and filled with colour. The circle would next be drawn and filled. The circle would obliterate part of the square when placed above it and combined with it. Usually it would not be possible to select the circle and move it separately.

Some types of picture are more easily created in a bitmap program. This picture represents what it is like to drive along a road in fog. Because of the large number of small elements in this picture – representing the fog – it would probably be easier to create this picture using the tools in a bitmap program.



Because a vector-based graphic is made up of separate objects it is usually possible to show a ‘wireframe’ view where each object is shown in outline only. This can be very useful to see objects that may have become hidden behind others.



Vector-based programs allow a number of individual objects to be selected and combined into a group so that they can be moved and resized as one unit. For example, it would be useful to group all the components forming the image of a face so that it becomes a single item. Once a number of components have been grouped into a single unit it is then simple to reproduce the item many times using copy and paste. Groups can also be combined into larger groups. A good way of finding out how complex images are created is to ‘take apart’ a vector-based clip art graphic. Open a suitable graphic file and immediately save it with a new name so that the original file is preserved.

Start by ungrouping the picture to separate it into its individual objects - it may be necessary to ungroup sub groups also. It will then be possible to select and move the individual objects and to change their positions in the layers of the image. It is also useful to look at a complex image in wireframe view. This will show empty outlines of all the objects, including those which do not have an outline in normal view.

Scanning an image from paper provides a simple means of producing complex bitmap images. These can then be edited in many ways. A useful exercise is to scan a black and white drawing and then use the facilities of a bit map graphics-editing program to colour the image.

Guidance on assessment

This unit is assessed through an external assessment. The test questions will relate to the tasks carried out before the test and will assess whether the underpinning knowledge gained by the candidates in this unit can be recalled and applied to other situations.

An indication of the knowledge and understanding expected of candidates at each level is shown in the assessment evidence grid.

10.5 Resources

Students will need access to both bitmap and vector-based graphic software with adequate facilities for students to meet the requirements of the unit. Access to a colour printer is recommended. Experience of scanning and using a digital camera would also help students’ understanding.

10.6 Key Skills Guidance

This guidance is specific to this unit, but for planning and delivery purposes, it should be read in the context of the whole GNVQ.

The guidance has been split into two sections: Keys to Attainment and Signposts. The two sections should be used in conjunction with each other.

Keys to attainment

These are identified Key Skills or aspects of Key Skills that are central to vocational achievement. If a student has met the indicated vocational requirements of the unit, the key to attainment shows that the relevant aspect of the key skill has also been achieved. A key to attainment does not negate the need for students to develop and practise the Key Skill during delivery.

Signposts

These are naturally occurring opportunities for the development of Key Skills during teaching, learning and assessment. Candidates will not necessarily achieve the signposted Key Skill through the related vocational evidence. They will need to gain additional evidence elsewhere to ensure that the requirements of the Key Skills Units are fully met.

10.7 Communication Level 1

Keys to attainment

When students are:	They should have achieved the following Key Skills evidence:
<ul style="list-style-type: none"> preparing their graphic images 	C1.2 Read and obtain information from two different types of documents about straightforward subjects, including at least one image.

GNVQ Unit 5

Design Project

11.1 About this Unit

This unit helps you to:

- identify an ICT project that you would like to undertake
- describe the work you want to do in some detail
- plan your work for a project
- use software to produce your ideas
- record what you did and review your work.

This unit enables you to work on an ICT activity in which you are interested. You could build on other work that you have completed. For example, you could extend and complete a more complex database than that which you undertook in Foundation Unit 2: *Handling Information*, or you could produce a variety of different templates with a common style or some more complex macros than the one you produced for Unit 3: *Hardware and Software*. Success is dependent on your making a useful product. You will use software to design and create the product or a number of small products to meet specified user needs. Most of the information below provides ideas about what you could do.

This unit has links with Foundation Unit 1: *Presenting Information*, 2: *Handling Information* and 3: *Hardware and Software*. You will use the knowledge and skills acquired in these units to identify, design and create ICT facilities that help inexperienced computer users. The unit also links with Intermediate Unit 4: *Design Project*.

11.2 What You Need to Learn

Identifying a suitable design project

Many people who use computers do not understand them and need help to do simple things. Your project will help someone make better use of his or her computer. You could list some of the problems people have using their computer and make something that helps to solve their problems. Your teacher will help you decide what you want to do.

Examples of the type of project you may wish to attempt are:

- setting up a series of templates for letters, memos, agendas, reports, minutes and other documents for a business venture using a standardised logo designed by yourself
- producing a multimedia program or website with multiple pages to teach someone how to use software
- creating a number of layout templates and macros to help a user who wants to use word-processing software to publish a magazine or newsletter

- designing a database or spreadsheet to keep sports club membership records incorporating pictures of each member, their payment details and records of their sports activities
- designing a database for a hobby such as fishing, stamp collecting or football. The database would have pictures of each item, with details of who and what each represents.

You may want to work on a project that provides a number of more simple facilities for a user. There are many facilities that novice users would find useful. Some examples of what you could include in such a project are:

- setting up easy ways for users to access software they use often
- creating file-folder structures to let users store and retrieve their work easily
- setting toolbars in software to let users access a facility easily
- creating macros in software to let users work more efficiently
- creating templates to let users work more efficiently
- setting the options in software to suit user needs
- creating files of commonly used text or graphics for use as required
- creating shortcuts (icons or files) to let users access an information service quickly
- writing simple instructions to tell users how to use your product
- configuring a scheduler or calendar to take actions or prompt a user on a set date-time.

When you have found out what users need, you must decide if you can help them. Can you make it easier for them to use the computer? You will need to list lots of ideas for projects. You then need to identify what is feasible and worthwhile.

When you have a list of ideas, you should discuss them with your teacher. You will need to choose one project that interests you and suits your abilities. Choose one that you will be able to cope with and will not need a lot of teacher assistance.

Describing the design

You need to check that what you plan to do meets the user needs. To do this you must describe the user needs and explain what you plan to produce. This simple description should include:

- the purpose of the project
- the user requirements
- the resources you need to do the work
- a list of the facilities you intend to provide
- details of any templates or macros
- details of file-folder structures or software settings
- a brief plan for the work showing your planned time scales.

	<p>Your teacher must agree to your project. You will have to present your description to your teacher who may ask you to explain your ideas in more detail. Be prepared to talk about what you intend to do. Your teacher may want to know what resources you will need.</p>
Planning the work	<p>Once you are given the go-ahead you will need to plan the work in more detail. You will need to sketch out, in note or drawing form, all the details of the project, such as:</p> <ul style="list-style-type: none">• a list of information that you will need, e.g. data, general information, sources• people who will help you in the planning, e.g. users, colleagues, tutors• sketches of screen layouts for the user, e.g. menus, icons, toolbars• details of templates, file structures or macros• details of directory or folder structures• details of any text or graphic files to be used• draft contents of user instructions or a help system• details of the types of output needed, e.g. reports or documents• ideas for checking the work that you produce• a detailed time chart to show how long each item will take to produce. <p>All the things on this list may not be right for your project. Your details will include items that match your project.</p>
Carrying out the work	<p>Once you have made your work plans you can start work. To create your product you will use software and other resources. Your production activity will include many tasks. For example, with some help, you may need to:</p> <ul style="list-style-type: none">• adjust software settings to suit user requirements• create file-folder structures and files to suit user needs• create simple templates and or macros to suit user needs• input information• check the accuracy of your work• check that your product works correctly• produce user instructions• keep details of your design work (technical information). <p>This list of actions may not be right for your project. Your project may involve other activities.</p>

Checking that it works

When you have finished your product, you need to check that it works. There are many ways of testing it. For example you may want to check what happens when you:

- use icons, menu or toolbars incorrectly
- press the wrong keys or press several keys at once
- use the macros, files or file structures you created.

You may want to make sure that:

- all the items you created, work as you intended
- you have provided all the items in your project description
- output from your product meets user needs.

Reviewing your work

What worked well and what worked less well in your project? How would you improve the product if you were given more time and better resources? What do users think of your product? Did you work to your plan? If not, why not?

Reviewing how well the work went and what you learned in completing your project, will help you to do better next time.

Standard ways of working

Note: What you need to know and be able to do to implement ‘standard ways of working’ is described in detail in Unit 1. The following is a shortened version of these requirements, written to apply specifically to this unit.

To develop good practice in your use of ICT you must:

- check that your work is accurate
- keep backup copies of files
- save work regularly using different filenames
- respect confidentiality
- respect copyright.

11.3 Assessment Evidence for Unit 5: Design Project

<p>You need to produce notes describing the project, brief design plans, a completed product or products and a review of your work.</p>		
<p>To achieve a Pass you must show you can:</p>	<p>To achieve a Merit you must also show you can:</p>	<p>To achieve a Distinction you must also show you can:</p>
<p>P1 describe the main purpose of the project, the needs of the user and the resources to be used</p> <p>P2 identify clearly in the design plans what is to be produced, giving a time scale and some detail of any component parts</p> <p>P3 with some help create a product or products that work and meet user needs using printed output or screen prints appropriately annotated to review your products and show that they work</p> <p>P4 check the accuracy of your work and keep backup copies of all files.</p>	<p>M1 produce accurate and easy-to-read descriptive notes and design plans with clearly stated objectives and details of any component parts</p> <p>M2 check the operation of your product or products to ensure that they are complete, accurate and work correctly</p> <p>M3 organise the presentation of your work to show clearly how you progressed from ideas and design to completion of the project</p> <p>M4 check your work and correct obvious errors.</p>	<p>D1 create a substantial product that includes the selection, configuration and effective use of software to meet an identified need</p> <p>D2 demonstrate a good understanding of ICT systems and, in a review of your work, include a well-written commentary on the quality of the product and ways in which it could be improved</p> <p>D3 produce a product that clearly improves user efficiency and/or output quality</p> <p>D4 work independently to produce your work to agreed deadlines by carrying out your work plans effectively.</p>

11.4 Essential Information for Teachers

Guidance on delivery

This unit creates an opportunity for students to spend more time working on an area of ICT that is of particular interest to them. It could range from digital photography to setting up a user's diary and e-mail database. It could also be a project formed by creating a number of minor products, such as setting up a series of templates or a number of macros to meet a specific need.

Students are not expected to undertake complex design projects but they are expected to begin the process of working independently to solve problems on which they alone have chosen to work.

The essential early activity for the unit is the brainstorming of ideas for projects. The students must be encouraged to write down as many ideas as they can. These ideas will also help them to identify what can and cannot be undertaken using computers.

You should attempt to seed and encourage the process of brainstorming without providing detailed lists of possible projects. You will need to have many ideas of your own before the students start work on this unit. The '*What you need to learn*' section of this unit contains many ideas for projects.

It will be important that each student's project is different, even if the difference is only in the data used. When common projects are undertaken it can be impossible to determine which student produces the ideas, who simply copies ideas and who works relatively independently. This is particularly true in ICT where authenticity is very difficult to determine.

You will need to think of the many ideas that could relate to activities such as:

- document processing
- database records
- spreadsheet calculations
- vector and bitmap graphics
- communications
- scheduling events or diaries
- automating procedures
- making up games
- photography
- software configuration.

You will also need to think up many more ideas. The unit is as likely to challenge the inventiveness of teachers as it is their students.

Students should be encouraged to think about the project, note down ideas and discuss the details with others. These activities will probably take some 25% of the duration of the unit. The project itself should take the remainder of the time allocated.

Students at this level will need very simple projects unless they receive a great deal of help. The work they undertake should be suitable for completing in small, discrete and simple elements.

Groups of students could have regular meetings with their friends and colleagues to discuss what they have done and how it might be improved. Notes should be written about each of these meetings so that any emerging new ideas are recorded.

Guidance on assessment

When grading candidate evidence you should consider the following general qualities that distinguish between the three grades:

- increasing depth and breadth of understanding
- increasing coherence, comparison and drawing valid conclusions
- increasing independence and originality
- increasing skill in the effective application of ICT.

Pass To achieve a Pass, the evidence should provide coverage of all the requirements stated in the Pass criteria of the assessment grid. It may be however that a candidate has demonstrated considerable effort and skill in some areas at the expense of precise detail in another. You should use your professional judgement to decide what is a reasonable expectation of the candidate and whether the stated quality and sufficiency requirements have, on balance, been met.

The candidate must have produced good notes describing the project that they have decided to complete.

Their planning activity should describe each element of the project, the resources needed and the time that they expect the work to take.

The resultant ICT product or facility must work at a basic level. The product should be of sufficient complexity to have taken the candidate some 50 hours to devise and complete. You should check the product at different stages and note its effectiveness. These checks should be annotated on the candidates' work for later reference.

The candidate should have kept copies of all files and information used. It is important that candidates place brief annotations on their printed output to explain its purpose and how it was produced.

Merit To achieve a Merit, the project descriptions and design plans should be clear and well written. Each component part of the project will be clearly described and defined.

The resultant ICT product or facility will be complete and will work well. It should have been tested and checked for accuracy.

Written work and entered data will have been checked for accuracy and carefully proof-read. It will contain few obvious errors.

Distinction At Distinction level, the candidates' work should demonstrate a very good understanding of ICT systems for their particular project. The review of their work will be clear and will make appropriate use of technical language.

The resultant ICT product or facility will demonstrate that the candidate has some imaginative ideas and the ability to carry them out. The product will demonstratively improve user efficiency.

The candidate will work independently to achieve their plan, adapting it as necessary and meeting any deadlines set.

Candidates achieving a distinction should be able to work without extensive support and help. They should be able to work independently and must complete their work to any agreed deadlines. The requirement for candidates to work independently does not mean that they should work without teacher intervention or assistance. Rather it should be interpreted to mean that they do not display undue dependence. The agreed deadline may be renegotiated between the candidate and the teacher to meet unforeseen circumstances.

11.5 Resources

Students will need access to equipment and software applicable to the project.

11.6 Key Skills Guidance

This guidance is specific to this unit, but for planning and delivery purposes, it should be read in the context of the whole GNVQ.

The guidance has been split into two sections: Keys to Attainment and Signposts. The two sections should be used in conjunction with each other.

Keys to attainment

These are identified Key Skills or aspects of Key Skills that are central to vocational achievement. If a student has met the indicated vocational requirements of the unit, the key to attainment shows that the relevant aspect of the key skill has also been achieved. A key to attainment does not negate the need for students to develop and practise the key skill during delivery.

Signposts

These are naturally occurring opportunities for the development of Key Skills during teaching, learning and assessment. Students will not necessarily achieve the signposted Key Skill through the related vocational evidence. They will need to gain additional evidence elsewhere to ensure that the requirements of the Key Skills Units are fully met.

11.7 **Communication Level 1**

Keys to attainment

When students are:	They should have achieved the following Key Skills evidence:
<ul style="list-style-type: none"> identifying a project presenting/disussing the project with an individual/group 	C1.1 Take part in a one-to-one discussion and a group discussion about different, straightforward subjects.
<ul style="list-style-type: none"> writing descriptions of their project and producing design notes writing a review of their work 	C1.2 Read and obtain information from two different types of documents about straightforward subjects, including at least one image. C1.3 Write two different types of documents about straightforward subjects. Include at least one image in one of the documents.

11.8 **Application of Number Level 1**

Signposts

If students are:	There may be opportunities for them to develop the following Key Skills evidence:
<ul style="list-style-type: none"> carrying out a project that involves creating charts and/or spreadsheets 	N1.1 Interpret straightforward information from two different sources. At least one source should be a table, chart, diagram or line graph. N1.2 Carry out straightforward calculations to do with: <ol style="list-style-type: none"> amounts and sizes scales and proportion handling statistics. N1.3 Interpret the results of their calculations and present their findings. They must use one chart and one diagram.

11.9 Working with Others Level 1

Signposts

If students are:	There may be opportunities for them to develop the following Key Skills evidence:
<ul style="list-style-type: none"> meeting regularly in groups to discuss what has been done and what could be improved 	<p>WO1.1 Confirm what needs to be done to achieve given objectives, including their responsibilities and working arrangements.</p> <p>WO1.2 Work with others towards achieving given objectives, carrying out tasks to meet their responsibilities.</p> <p>WO1.3 Identify progress and suggest ways of improving work with others to help achieve given objectives.</p>

11.10 Improving Own Learning and Performance Level 1

Signposts

If students are:	There may be opportunities for them to develop the following Key Skills evidence:
<ul style="list-style-type: none"> planning the design, carrying out the work and reviewing the outcome with advice/support 	<p>LP1.1 Confirm understanding of their short-term targets, and plan how these will be met, with the person setting them.</p> <p>LP1.2 Follow their plan, using support given by others to help meet targets. Improve their performance by:</p> <ul style="list-style-type: none"> studying a straightforward subject learning through a straightforward practical activity. <p>LP1.3 Review their progress and achievements in meeting targets, with an appropriate person.</p>

11.11 Problem Solving Level 1

Signposts

If students are:	There may be opportunities for them to develop the following Key Skills evidence:
<ul style="list-style-type: none"> deciding on the design, describing it, planning it, carrying out the work, checking it works and reviewing their work with advice/support 	<p>PS1.1 Confirm their understanding of the given problem with an appropriate person and identify two options for solving it.</p> <p>PS1.2 Plan and try out at least one option for solving the problem, using advice and support given by others.</p> <p>PS1.3 Check if the problem has been solved by following given method and describe the results, including ways to improve their approach to problem solving.</p>

GNVQ Unit 6

Using Information Resources

12.1 About this Unit

This unit will help you to:

- identify and work with different sources of information
- understand how different sources store information
- search for information on a subject
- assess information and draw conclusions.

You will search for information on a topic of your choice. You will carry out searches for the information using a variety of information sources. The information you find will be recorded and collected into a pack, together with notes describing the content of the pack.

Information is everywhere, and if information is useful we can think of it as a help or resource. How and where to find the information we need and how to make use of it is the theme of this unit.

This unit builds on work done in Foundation Unit 2: *Handling Information*. It covers more detailed use of effective techniques for finding, analysing and using information. It also links with Intermediate Unit 2: *Handling Information*.

This unit is assessed through your portfolio work. The grade on that assessment will be your grade for the unit.

12.2 What You Need to Learn

Investigating a subject

Information sources are valuable when you want to find out about a subject. They help you add to your existing knowledge and may provide answers to particular questions. To use different sources you need to know how information is stored. You will also need to be able to:

- decide what information you need
- identify key words that may help you search for information
- identify people who may be able to help you
- identify possible sources
- match your questions to the type of source
- use the information you collect to help you answer questions on a subject.

Paper-based sources

A lot of information is stored in printed form in books, newspapers and other documents. It is important that you can use paper-based sources to find out what you need to know. This will also help you recognise the good and bad points of using ICT-based information sources.

You will need to be able to:

- use different types of reference documents, e.g. dictionaries, thesauruses, encyclopaedias, directories, card indexes and paper files
- use contents listings, glossaries and indexes to find information
- search catalogues to find books or magazines, e.g. microfiche, computer-based catalogues and the Dewey decimal book classification system
- interpret information displayed in lists, tables and graphs.

ICT-based sources

ICT-based information is stored in many different forms. It exists in files held on floppy disks, CD-ROMs and fixed disks, in on-line bulletin boards, in computers linked by the internet and the World Wide Web (WWW) and in broadcast teletext systems.

Where and how information is held determines the way you work with the source. You will need to use software to find and display the information that you want.

You will need to be able to:

- locate a file in a directory (folder) structure and open it
- display and find information held in word-processor, spreadsheet and database files
- use teletext
- use an internet browser and search engine
- make use of links in hypertext documents, e.g. 'help' files and the World Wide Web.

Finding ICT-based information

You must learn to:

- decide what information you need
- identify suitable key words you can use for searching
- decide what sources are most likely to contain what you want
- record the information you find by printing it out, writing it down or saving it to disk file.

In searching for your information you will need to be able to:

- sort and search an electronic database
- use search conditions such as AND, OR, 'is greater than' (>), 'is less than' (<) and 'is equal to' (=) to perform complex searches
- use a teletext service
- search for a specified word or phrase in files on disk and CD-ROM
- locate topics in 'help' files
- read values from tables, charts and graphs.

Other sources of information

Information can be gathered from the environment by doing a survey or making measurements and recording the data. E.g. a survey to find the number of different plants growing in a hedgerow, information gathered to make weather forecasts.

People are also valuable sources of information. E.g. the words and tunes of old folksongs may have never been written down.

Many organisations have an interest in gathering information about people. Information about habits, purchasing patterns, likes and dislikes can be very valuable. E.g. it may be used to find links between habits and disease, such as smoking and lung cancer, or to help design a better product or service.

You will need to learn how:

- to gather information by survey, measurement or testing
- to obtain information from individuals, using a questionnaire or interview
- the Data Protection Act may apply to the gathering of information.

Information in organisations

Organisations range in size from a single self-employed person to giant multi-national commercial companies. Types of organisation include shops, manufacturers, banks, schools and hospitals. The people in all these organisations depend on a wide range of different information to keep the organisation working well. Information used by organisations can be separated into three groups:

- coming in, e.g. telephone calls, orders from customers, regulations
- internal, e.g. sales and income forecasts, instructions to staff, reports
- going out, e.g. letters, invoices, advertisements.

You will need to learn:

- what information an organisation needs
- from where or whom it may obtain information
- how useful different sources of information are to the organisation
- how it gets the information

	<ul style="list-style-type: none"> • who it needs to send information to • how it sends the information • how useful a means of communication is to the organisation.
Collecting information on a subject	<p>You must decide on a subject of interest for which you will search for information. The subject could be one related to a company that wants to sell goods, to a product manufacturer or to a provider of service.</p> <p>For example, a company could be thinking of trying to sell a service to owners of camping and caravan sites in Europe. The company would want to know, for each country, the number of sites, the size of each site, the length of the camping/caravanning season, and a great deal of other information. The company would analyse the information to decide whether or not to go ahead with its sales plans.</p> <p>You could also choose to investigate a subject of personal interest. Whatever your choice, it must be possible to collect information from a number of different types of source, including paper-based, ICT-based, and at least one other.</p> <p>For the chosen subject you must make notes which describe:</p> <ul style="list-style-type: none"> • the information you require • where you think the information may be obtained • the methods you will use to search for information. <p>Your notes must also describe the work you undertook to find and record information. You must keep records and copies of all the information you find and how you found it. You must also show how you checked that the information found was accurate and valid.</p>
Standard ways of working	<p>Note: What you need to know and be able to do to implement ‘standard ways of working’ is described in detail in Unit 1. The following is a shortened version of these requirements, written to apply specifically to this unit.</p> <p>To develop good practice in your use of ICT you must:</p> <ul style="list-style-type: none"> • plan your work to produce what is required to given deadlines • evaluate your work and suggest how it might be improved • proof-read your notes to ensure accuracy • keep backup copies of files on another disk and in another location • save work regularly using different filenames • respect confidentiality and the requirements of the Data Protection Act • respect copyright.

12.3 Assessment Evidence for Unit 6: *Using Information Resources*

<p>You need to produce a pack of notes and results covering searches for information on a defined subject. Your notes must contain a description of the purpose of the investigation and the range of information required. The information must cover the use of three paper-based sources, local and remote ICT-based sources and at least one other source.</p>		
To achieve a Pass you must show you can:	To achieve a Merit you must also show you can:	To achieve a Distinction you must also show you can:
<p>P1 describe clearly the purpose of the investigation and the information required</p> <p>P2 produce a pack of information that meets the specified purpose and information requirements appropriately</p> <p>P3 organise and present your notes to make the information easy to find and understand</p> <p>P4 record information in ways suited to its nature, e.g. by using electronic files, paper copies, pictures, sound recording, tables, graphs, charts or diagrams</p> <p>P5 check the accuracy of your work and keep backup copies of all files</p>	<p>M1 work efficiently in identifying, selecting, rejecting and recording information from your selected sources</p> <p>M2 make effective use of sort and search criteria in your use of database and internet sources of information</p> <p>M3 annotate clearly the results of information searches and/or screen prints to describe how and why they were produced</p> <p>M4 produce an accurate match between the information extracted and the expressed needs</p> <p>M5 work with different information sources in an efficient and effective way</p>	<p>D1 combine information from two or more sources and use it to draw conclusions not available from a single information source</p> <p>D2 demonstrate in your notes a good understanding of a variety of different sources of information and the techniques used to access and extract required information. This should include the identification of additional sources that may also have helped</p> <p>D3 work independently to produce your work to agreed deadlines</p> <p>D4 check the validity or accuracy of selected information</p>

12.4 Essential Information for Teachers

Guidance on delivery

This unit complements the work in Unit 1: *Presenting Information* that focuses on presenting information. The central concern of this unit is to identify and work with a range of different sources to locate and retrieve information relevant to a subject.

A chosen subject should be sufficiently broad that useful information is likely to exist in a number of different types of source. A choice of subject such as breeding a particular type of pedigree animal, for example, would offer a wide range of possible information sources likely to hold relevant information. Electronic databases on the internet could be searched to locate breed clubs and breeders in different countries; books may have been written about the breed; magazines may exist and individual owners and vets will have information. Information covering the history of the breed, the names of champion animals (in shows) and their descriptions would all be valuable.

Planning the approach to locating and using potentially useful information sources will be important to success in this unit. The planning should include:

- developing a list of key words and sub-topics that will be used to guide the search for information
- writing down the nature of the information that the student expects to be available from each different type of information source
- deciding how long to spend on searching each different type of information source
- allowing sufficient time to analyse, organise and present the information as assessment evidence for the unit.

Analysing and making good use of the information that the student locates could form a valuable part of the assessment evidence, including:

- being able to offer a judgement on the scope, accuracy and completeness of the information located
- using the information to draw conclusions. With the 'pedigree animals' subject for example, it might be possible to estimate a figure for the total number of animals in the world of the chosen pedigree.

Guidance on assessment

When grading candidate evidence you should consider the following general qualities that distinguish between the three grades:

- increasing depth and breadth of understanding
- increasing coherence, comparison and drawing valid conclusions
- increasing independence and originality
- increasing skill in the effective application of ICT.

Pass To achieve a Pass, the evidence should provide coverage of all the requirements stated in the Pass criteria in the assessment grid. It may be, however, that a candidate has demonstrated considerable effort and skill in some areas at the expense of precise detail in another. You should use your professional judgement to decide what is a reasonable expectation of the candidate and whether the stated quality and sufficiency requirements have, on balance, been met.

Candidates must produce a pack of notes that clearly describe the information searched for, the sources investigated and the information they found and recorded. The notes should be organised and presented in a logical order that enables the reader easily to follow the sequence of work and its results.

Candidates' notes must identify several paper-based sources, local and remote ICT-based sources and at least one other type of source and state the results of the searches on these sources. Information they found and recorded should be annotated so that its source and relevance can be easily identified.

The candidate must work safely at all times.

Merit To achieve a Merit, the candidate's notes should be complete and provide a clear picture of the work undertaken and its outcomes.

The candidate should be able to state clearly and concisely the nature and type of information searched for and be able to search a range of information sources efficiently. Information that is found and recorded must be relevant to the chosen subject.

Particularly with ICT-based information sources, the candidate should be able to specify and use simple search criteria to restrict and control the search for information.

Distinction To achieve a Distinction candidates should combine and use information derived from two or more sources to produce further information. This could be achieved, for example, by:

- combining weather data with sales data for a product, e.g. ice cream to show a relationship between temperature and sales volume
- combining road accident statistics for pedestrians with data on daylight hours.

Candidates achieving a distinction should be able to work without extensive support and help. They should be able to work independently and must complete their work to any agreed deadlines. The requirement for candidates to work independently does not mean that they should work without teacher intervention or assistance. Rather it should be interpreted to mean that they do not display undue dependence. The agreed deadline may be renegotiated between the candidate and the teacher to meet unforeseen circumstances. Candidates should also show that they have checked the accuracy and validity of the information that they have extracted.

12.5 Resources Students must have access to a range of information sources. These must include paper-based and ICT based resources. At least one other source must be used to meet the unit requirements, though students should be familiar with the range of other sources, as given in the unit, available to them.

12.6 Key Skills Guidance This guidance is specific to this unit, but for planning and delivery purposes, it should be read in the context of the whole GNVQ.

The guidance has been split into two sections: Keys to Attainment and Signposts. The two sections should be used in conjunction with each other.

Keys to attainment

These are identified Key Skills or aspects of Key Skills that are central to vocational achievement. If a student has met the indicated vocational requirements of the unit, the key to attainment shows that the relevant aspect of the key skill has also been achieved. A key to attainment does not negate the need for students to develop and practise the key skill during delivery.

Signposts

These are naturally occurring opportunities for the development of Key Skills during teaching, learning and assessment. Students will not necessarily achieve the signposted Key Skill through the related vocational evidence. They will need to gain additional evidence elsewhere to ensure that the requirements of the Key Skills Units are fully met.

12.7 Communication Level 1

Signposts

When students are:	There may be opportunities for them to develop the following Key Skills evidence:
<ul style="list-style-type: none"> obtaining information from individuals by interview 	C1.1 Take part in a one-to-one discussion about different, straightforward subjects.
<ul style="list-style-type: none"> obtaining information from individuals by interview and questionnaire 	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"> producing their pack of notes and information retrieved using standard ways of working 	C1.3 Write two different types of documents about straightforward subjects. Include at least one image in one of the documents.

12.8 Application of Number Level 1

Signposts

If students are:	There may be opportunities for them to develop the following Key Skills evidence:
<ul style="list-style-type: none"> collecting, recording, interpreting and presenting information 	<p>N1.1 Interpret straightforward information from two different sources. At least one source should be a table, chart, diagram or line graph.</p> <p>N1.2 Carry out straightforward calculations to do with</p> <ol style="list-style-type: none"> amounts and sizes scales and proportions handling statistics. <p>N1.3 Interpret the results of their calculations and present their findings. They must use one chart and one diagram.</p>

12.9 Improving Own Learning and Performance Level 1

Signposts

If students are:	There may be opportunities for them to develop the following Key Skills evidence:
<ul style="list-style-type: none"> planning their assignment, carrying out their research and producing the pack of notes and information required with advice/support 	<p>LP1.1 Confirm understanding of short-term targets and plan how these will be met with the person setting them.</p> <p>LP1.2 Follow their plan, using support given by others to help meet targets. Improve their performance by:</p> <ul style="list-style-type: none"> studying a straightforward subject learning through a straightforward practical activity. <p>LP1.3 Review their progress and achievements in meeting targets with an appropriate person.</p>

12.10 Problem Solving Level 1

Signposts

If students are:	There may be opportunities for them to develop the following Key Skills evidence:
<ul style="list-style-type: none">• searching for information, producing the pack of notes with advice/support	PS1.1 Confirm your understanding of the given problem with an appropriate person and identify two options for solving it. PS1.2 Plan and try out at least one option for solving the problem, using advice and support given by others. PS1.3 Check if the problem has been solved by following given methods and describe the results, including ways to improve their approach to problem solving.

GNVQ Unit 7

Multimedia

13.1 About this Unit

This unit helps you to:

- use multimedia computer systems
- use multimedia creation software
- make original presentations that include sound and images
- appreciate the qualities of different types of multimedia presentation
- develop good practice in your use of ICT.

With multimedia tools, you can make exciting and attractive presentations. Multimedia is used for learning, for animation, for slide shows, for games and in web pages that you see on the internet. You will create two multimedia presentations: one on your own and one as part of a team.

This unit has close links with and builds on Foundation Unit 1: *Presenting Information*. It could also be linked closely with Unit 4: *Graphics*. The images you create in Unit 4 could be used in this unit.

This unit is assessed through your portfolio work. The grade on that assessment will be your grade for the unit.

13.2 What You Need to Learn

Presentation techniques

This involves setting out your information so that it is easy to understand. You can achieve this by using:

- highlights
- borders and shading
- spacing
- bullet points
- tables
- colour
- sounds
- bitmap/vector images
- scanner/camera images
- clip art
- drawings and charts
- scaling.

You must also be able to use an appropriate layout and style of presentation, which have repeated elements such as logos or headers and footers.

Accuracy and suitability	You must learn to design a presentation that uses language, images and sounds matched to your audience and suited to your message. You must practise combining these elements to create the right mood for your presentation.
Software	<p>There are many types of application software that are suitable for creating multimedia presentations. You must learn to create different types of multimedia presentations. To do this you will need to use different types of software.</p> <p>Examples of the different types of software are:</p> <ul style="list-style-type: none">• presentation software• html 'WWW page' software• multimedia authoring software. <p>Presentation software lets you:</p> <ul style="list-style-type: none">• design screen frames or pages• use graphics, text and sound• create presenter notes• provide manual control of the display• use automated timing for each frame• use a variety of slide-frame transitions. <p>Html or hyperlink 'Internet WWW page' software lets you:</p> <ul style="list-style-type: none">• design pages of information• use graphics, text and sound• use video or animation files• enable user interaction• set hyperlinks to display new pages• access and modify html code. <p>Multimedia authoring software lets you:</p> <ul style="list-style-type: none">• design screen displays• use graphics, text, sound and video• animate images• adjust the speed of display• interact with users• edit the program code (or script.)
Multimedia skills	You must learn how to put together a selection of existing text, sounds and images. This quickly leads to ways of producing your own words, sounds and images. You must learn to build presentations to deliver your message to a particular audience.

You should learn all of the following skills:

- scanning images and text
- using pictures, drawings and clip art
- using graphs and charts
- using sound
- setting the timing of frames or display
- setting the speed of replay
- selecting suitable transitions
- sequencing sound, text and graphics
- editing and modifying program code
- providing for suitable user interaction
- setting hyperlinks to navigate pages
- using a storyboard for planning.

Planning techniques

Planning affects the quality of your work. You will be able to improve your presentation by watching what you have created and thinking about changes. With experience you will learn to plan the design of your productions. This involves various activities.

You must learn to make notes:

- about what you are setting out to do, e.g. your message
- on your audience and their particular needs
- identifying material for your presentation, e.g. sounds, words, images, video
- including sketches to outline content and operation of your presentation, e.g. a storyboard.

Many presentations result from groups of people working together. You will work in a group to create a multimedia presentation. When working with the group you should learn how to:

- agree responsibilities for a presentation
- contribute constructively and productively
- work to agreed deadlines
- respond constructively to suggestions
- offer helpful comments
- listen to the opinions of others.

Standard ways of working

Note: What you need to know and be able to do to implement ‘standard ways of working’ is described in detail in Unit 1. The following is a shortened version of these requirements, written to apply specifically to this unit.

To develop good practice in your use of ICT you must:

- plan your work to produce what is required to given deadlines
- review your work and suggest how it might be improved
- proof-read your presentations to ensure accuracy
- keep backup copies of files on another disk and in another location
- save work regularly using different filenames
- respect confidentiality
- take great care to respect copyright when using clip art and scanned images.

13.3 Assessment Evidence for Unit 7: Multimedia

<p>You need to produce two working multimedia presentations, of which one must be a group presentation. The presentation must include:</p> <ul style="list-style-type: none"> • details of user requirements • deadlines set • planning notes • a storyboard • working drafts • working multimedia files • details of individual responsibilities and group work • printed copy with annotation 		
<p>To achieve a Pass you must show you can:</p>	<p>To achieve a Merit you must also show you can:</p>	<p>To achieve a Distinction you must also show you can:</p>
<p>P1 produce clearly written user requirements and planning notes that define the presentation, the audience and sources of materials to be used</p> <p>P2 use presentation techniques appropriately to combine textual, graphic and sound elements</p> <p>P3 employ multimedia skills adequately to scan images and text, edit sound and use graphics</p> <p>P4 manage the elements or hyperlinks of the presentation appropriately using suitable timing sequences and transitions between scenes or hot spot links and user interaction</p> <p>P5 edit program code correctly to achieve a desired result (annotated printed copy can be used to provide evidence of this)</p> <p>P6 check the accuracy of your work and keep backup copies of all files.</p>	<p>M1 define clearly the responsibilities of the group and make an effective contribution to its work</p> <p>M2 produce an individual presentation that uses a variety of different media elements to good effect, has been checked for accuracy and effectively meets the specified requirements</p> <p>M3 make good use of button, text and graphic hyperlinks between documents, files or sites to enable user navigation of the presentation where necessary</p> <p>M4 produce a storyboard that clearly defines the script, associates script with graphics used and defines timing and transitions.</p>	<p>D1 produce clear, well-prepared and well-written notes, making appropriate use of technical language</p> <p>D2 combine the elements used in a presentation into an imaginative and smooth sequence, making good use of graphics, timing and user interaction to enhance the impact</p> <p>D3 demonstrate through annotated printed copy a good understanding of the different types of multimedia software and comment on problems experienced and possible improvements that could be made to your multimedia presentations</p> <p>D4 carry out your work plans effectively and show you can work independently to produce your work to agreed deadlines.</p>

13.4 Essential Information for Teachers

Guidance on delivery

The three types of software that are suitable for use with this unit are software designed for:

- producing presentations in the form of slide shows
- creating multimedia shows with graphics, sound animation and video
- creating web type pages incorporating text, graphics, sound and hyperlinks.

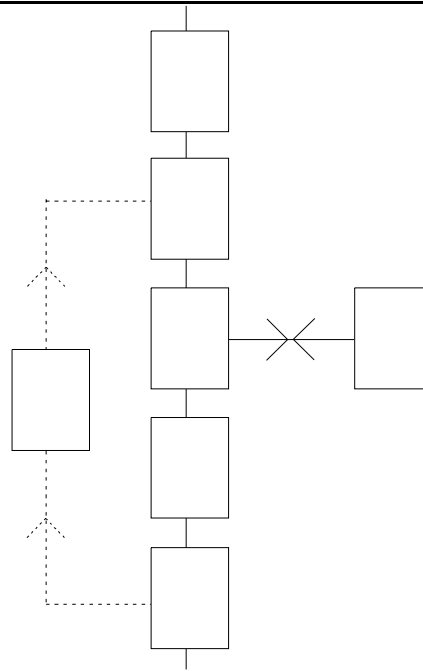
This unit requires the use of html web page software and one of the other forms of presentation software.

The most important task in building an effective multimedia production is to hold the attention of the audience. The presentation must make good use of text, images, animation, sound and colour in order to do this. The different elements must be blended into an interesting, smooth sequence.

Each screen in a presentation should carry a limited amount of information. Multimedia presentations are not the place to show large amounts of text or complex screens. Text and images should be a good size so that they are easy to read and understand. Colour can help to make a presentation interesting and is an important aid to good design. However colour should be used carefully: large areas of bright colour can be disturbing and may detract from the message.

Do not expect each screen of a multimedia presentation to hold the attention of the audience for very long. It is generally best to show each screen for a short time and to depend on a variety of content to hold the attention of the audience. Make sure that each screen follows on from the previous one in logical way. This is especially important when the user is able to jump from one location to another in a presentation.

The starting point for a multimedia presentation should be a planning stage. This is often best carried out on paper. The plan should contain a brief outline description of the content of each screen (page) and should indicate the sequence of screens and the different routes that the user will be able to take through them. An example of how part of a screen sequence plan might look is shown in the diagram on the next page.



Working as a member of a team to build a multimedia presentation is challenging. Before giving roles to individual members of the team, it will help if students spend some time deciding on the separate jobs that will need to be done. They can then group the jobs into areas of responsibility, one area for each member of the team. Writing down in detail a description of the role and responsibilities of each team member will avoid overlaps and helps to prevent conflict later. It is very important that each team member knows clearly what his/her job requires, and how it relates to the jobs of the other members of the team.

Before beginning work it may be useful for the team to decide on a method for resolving differences of opinion that could arise while creating the presentation. For example, one or more members of the team could be given responsibility to make final decisions, or a system could be devised for all members of the team to vote on all important matters.

Guidance on assessment

When grading candidate evidence you should consider the following general qualities that distinguish between the three grades:

- increasing depth and breadth of understanding
- increasing coherence, comparison and drawing valid conclusions
- increasing independence and originality
- increasing skill in the effective application of ICT.

Pass To achieve a Pass, the evidence should provide coverage of all the requirements stated in the Pass criteria of the assessment grid. It may be, however, that a candidate has demonstrated considerable effort and skill in some areas at the expense of precise detail in another. You should use your professional judgement to decide what is a reasonable expectation of the candidate and whether the stated quality and sufficiency requirements have, on balance, been met.

Candidates must produce sets of notes that clearly describe the content and purpose of the individual presentations. The notes should be organised and presented in a logical order that enables the reader to easily follow the sequence of work and its results. Print-outs of screen-dumps and so on should be annotated with a clear description of the content.

Notes for the group-produced presentation should contain a clear definition of the role of the individual candidate.

Presentations must contain a variety of elements, including text, graphics and sounds. The sequence of screens should develop the content of the presentation in a logical manner. Candidates should demonstrate elementary typographical skills in their choice and use of fonts and the formatting of text. Presentations should make provision for interaction by the user.

The student must work safely at all times and keep backup copies of all files.

Merit To achieve a Merit the candidates' presentations should comprise a range of different screens employing a variety of elements effectively. Each presentation should be complete, with start, middle and end sections. The candidate must also contribute substantially to the work of producing the group presentation.

Presentations should consist of logical, well-structured sequences, showing attention to detail in the make-up of the individual screens.

To achieve a Merit, the candidate must proof-read and correct most errors in their presentations. Proof-reading should correct more than just spelling errors. Errors such as repeated or obviously incorrectly used words, graphics or other media elements must also be corrected.

Distinction To achieve a Distinction students should produce presentations that require use of more than the basic production facilities. The presentations should provide for good user interaction via hot-spots and command buttons and so on to enable branching and jumps within the sequence.

Each presentation should cover its topic in adequate detail and scope and candidates must demonstrate good skills in planning, production and teamwork.

The candidates' work should demonstrate good understanding of ICT systems for creating presentations. Their evaluation will be clear and concise and make fluent use of technical language. It will also include the views of users.

To achieve a Distinction candidates should be able to provide an accurate and worthwhile evaluation of their work, showing an understanding of the function and purpose of the main features of multimedia presentations and the software used for their production.

Candidates achieving a Distinction should be able to work without extensive support and help. They should be able to work independently and must complete their work to any agreed deadlines. The requirement for candidates to work independently does not mean that they should work without teacher intervention or assistance. Rather it should be interpreted to mean that they do not display undue dependence. The agreed deadline may be renegotiated between the candidate and the teacher to meet unforeseen circumstances.

13.5 Resources

Resources for this unit include suitable multimedia equipment together with appropriate software to enable the student to meet the requirements of the unit. Access to audio recording equipment, scanner and/or digital camera, clip art and appropriate software for editing the media elements will also be needed.

13.6 Key Skills Guidance

This guidance is specific to this unit, but for planning and delivery purposes, it should be read in the context of the whole GNVQ.

The guidance has been split into two sections: Keys to Attainment and Signposts. The two sections should be used in conjunction with each other.

Keys to attainment

These are identified Key Skills or aspects of Key Skills that are central to vocational achievement. If a student has met the indicated vocational requirements of the unit, the key to attainment shows that the relevant aspect of the key skill has also been achieved. A key to attainment does not negate the need for students to develop and practise the key skill during delivery.

Signposts

These are naturally occurring opportunities for the development of Key Skills during teaching, learning and assessment. Students will not necessarily achieve the signposted Key Skill through the related vocational evidence. They will need to gain additional evidence elsewhere to ensure that the requirements of the Key Skills Units are fully met.

13.7 Communication Level 1

Keys to attainment

When students are:	They should have achieved the following Key Skills evidence:
<ul style="list-style-type: none"> agreeing group responsibilities for the presentation working to agreed deadlines giving their presentation to an audience 	C1.1 Take part in a group discussion about different, straightforward subjects.
<ul style="list-style-type: none"> using different types of software 	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"> making planning notes and creating a storyboard designing screen frames or pages 	C1.3 Write two different types of documents about straightforward subjects. Include at least one image in one of the documents.

13.8 Working with Others Level 1

Keys to attainment

When students are:	They should have achieved the following Key Skills evidence:
<ul style="list-style-type: none"> working as a member of a team to build a multi-media presentation 	<p>WO1.1 Confirm what needs to be done to achieve given objectives including your responsibilities and working arrangements.</p> <p>WO1.2 Work with others towards achieving given objectives, carrying out tasks to meet your responsibilities.</p> <p>WO1.3 Identify progress and suggest ways of improving work with others to help achieve given objectives.</p>

13.9 Improving Own Learning and Performance Level 1

Signposts

If students are:	There may be opportunities for them to develop the following Key Skills evidence:
<ul style="list-style-type: none"> planning, carrying out and reviewing their work with advice/support from others 	<p>LP1.1 Confirm understanding of their short-term targets, and plan how these will be met, with the person setting them.</p> <p>LP1.2 Follow their plan, using support given by others to help meet targets. Improve their performance by:</p> <ul style="list-style-type: none"> studying a straightforward subject learning through a straightforward practical activity. <p>LP1.3 Review their progress and achievements in meeting targets, with an appropriate person.</p>

13.10 Problem Solving Level 1

Signposts

If students are:	There may be opportunities for them to develop the following Key Skills evidence:
<ul style="list-style-type: none"> planning, carrying out and reviewing their work with advice/support from others 	<p>PS1.1 Confirm their understanding of the given problem with an appropriate person and identify two options for solving it.</p> <p>PS1.2 Plan and try out at least one option for solving the problem, using advice and support given by others.</p> <p>PS1.3 Check if the problem has been solved by following given methods and describe the results, including ways to improve their approach to problem solving.</p>

GNVQ Unit 8

Preparing for Employment

14.1 About this Unit

This unit is about preparing for employment. You will learn how to:

- look for jobs and training
- choose a job or training that suits you
- write a job or training application
- prepare yourself for a job or training interview.

This unit will give you a chance to practise and prepare for all four stages of getting a job or training. You will investigate the different ways of looking for jobs or training. You will think about why a job or training suits you. You will learn how to apply for jobs, and the various methods employers use to decide whether or not you are suitable. It will help you to work out your strengths, skills and interests and to match those to the types of job or training that would best suit you. You will also find out how to prepare for a job or training interview.

The skills that you develop in completing this unit will help you in applying for any future jobs or training.

This unit is common to Foundation GNVQs in:

- art and design
- construction and the built environment
- engineering
- hospitality and catering
- information and communication technology
- land and environment
- leisure and tourism
- manufacturing
- performing arts
- retail and distributive services
- science.

This unit is assessed through your portfolio work. The grade on that assessment will be your grade for the unit.

14.2 What You Need to Learn

Where to look for jobs or training opportunities

There are many different ways of looking for jobs or training. You will need to know that you can find out about jobs or training by:

- looking at advertisements in local and national newspapers and in specialist magazines
- looking at advertisements in workplaces and shop windows
- visiting a careers or job centre
- visiting an employment or recruitment agency
- asking about job vacancies by writing to, telephoning or visiting a place of work.

Choosing suitable jobs or training

You will need to know that there is a range of people and resources on hand to help you find out about and choose suitable jobs or training. You could:

- talk to a careers adviser or teacher
- visit a local careers office or library
- visit a careers or job centre
- use a careers program on the computer or internet
- observe and talk to people in the workplace
- gain work experience
- talk to friends and family.

Applying for jobs

When people apply for jobs or training they need to give employers as much useful information about themselves as they can. Employers like to know why you have applied for the job or training and what skills and interests you have that may be related to the job or training. You will learn about the many kinds of personal information that interest employers, for example:

- personal details, such as your name and address
- courses followed and qualifications gained
- skills, such as keyboard skills
- personal qualities, such as being on time, reliability
- personal experiences and achievements gained through work, paid or unpaid, school or college, family and social life, such as looking after younger brothers or sisters or playing in a local football team
- hobbies and interests.

Employers ask people applying for jobs or training to present information about themselves in many different ways, including:

- application forms
- CVs (curriculum vitae)
- letters of application
- national records of achievement or progress files.

You will need to be able to present information about yourself using these different methods.

You will also need to know about information that you might get from an employer, e.g:

- a description of the work and duties
- work times and holidays
- opportunities for further training
- the qualifications, skills and experience needed for the job.

You should know how to use this information to help you in your job application.

Selection methods

Employers do not always use the same method to help them decide whether or not to give an applicant a job. As well as looking at written information provided by the applicant, employers may:

- carry out a formal interview in the workplace, at the careers or job centre, or over the telephone
- ask the applicant to perform a task related to the job, such as typing a letter
- organise an informal chat or tour of the workplace.

You will need to understand what each of these selection methods involves. To give you practical experience, you will need to take part in a mock job interview. You will need to be able to listen carefully to the interviewer's questions, answering each clearly.

Preparing for an interview

Most employers interview people before selecting them for a job or training. It is important that candidates prepare for an interview. You will learn that when preparing for an interview you will need to think about:

- how you will greet the interviewer
- your appearance
- the way you present yourself during the interview, including non-verbal communication
- the questions you might be asked and the answers you might give
- what questions you will ask the interviewer
- why you want the job
- what skills and qualifications you could bring to the job.

You will need to demonstrate how well you have prepared in a real or mock interview for a job or training place. When being interviewed you should:

- be polite and show respect for all the people involved
- speak clearly in a way that suits the situation
- listen and respond appropriately to the interviewer(s)
- provide information that is relevant, thoughtful and truthful
- ask questions about things you do not understand about the work or training.

14.3 Assessment Evidence for Unit 8: *Preparing for Employment*

You need to produce an employment folder. It should include:

- information about the main ways to find out about jobs or training
- information about jobs or training that interest you
- an application for a job or training of your choice which must include a letter and your CV or a letter and a completed application form
- a record of your performance in a mock interview.

To achieve a Pass you must show you can:	To achieve a Merit you must also show you can:	To achieve a Distinction you must also show you can:
<p>P1 use appropriate information to find out about a job or training place that interests you, e.g. from a job description, careers leaflet, or a careers database</p> <p>P2 provide relevant information in your written application for the job or training place</p> <p>P3 answer an interviewer's questions clearly and carefully.</p>	<p>M1 find and use other relevant information about jobs or training that interest you</p> <p>M2 explain clearly in your written application why you are suitable for your chosen job</p> <p>M3 use appropriate non-verbal and verbal skills to communicate your interest during an interview.</p>	<p>D1 use consistently appropriate technical terms in presenting your application</p> <p>D2 ensure that the information you include in your application convincingly shows how your interests and experience match the requirements of the job</p> <p>D3 present your application in an effective and suitable manner</p> <p>D4 review your application and interview, identifying ways to improve your job-seeking skills.</p>

14.4 Essential Information for Teachers

Guidance on delivery	This unit is about preparing the student for the next step, either looking for a job or seeking further training opportunities. The unit is designed to take students through a series of stages that will help them with this preparation.
Knowing where to look for a job and/or training opportunities	Students may have some working knowledge of where to look for jobs or training. This knowledge needs to be expanded further to look at the sector most interest to them. Teachers should draw attention to sources relevant to particular vocational areas. It is important at this stage, that students are encouraged to investigate from a range of different resources for information. These may include:
Media sources	<ul style="list-style-type: none"> • national newspapers • local newspapers • vocationally specific trade journals • specialist magazines • young people’s magazines.
Places to visit	<ul style="list-style-type: none"> • school careers library • local library • job centre • local careers office • part-time job (if appropriate) • work experience placements (if appropriate) • training providers • recruitment agencies • employment related to the vocational sector.
People to interview or invite to the centre	<ul style="list-style-type: none"> • schools careers officer • personal tutor • local careers officer • employers known to the school/college • family or friends • Chamber of Commerce members • workers from the voluntary sector.

Personal research by letters or telephone

- phone enquiries to job centres and careers centres
- written enquiries to job centres and careers centres.

Students should be encouraged to use standard forms to help them collect information. It might be useful for students to combine their individual research to provide a greater coverage of the available information. For evidence, they could produce a careers directory, wall charts, diagrams or leaflets on the information gathered. However, it is important that for the purposes of assessment, students must record their own contributions separately.

Gathering and presenting information

Once students have collected information on what jobs and training are available they can begin to select what is suitable for them. Before they move to the phase of producing information about themselves they need to use a variety of resources to record the information. It is useful to prepare documents that help structure the information that the student may want to review. Strengths, weaknesses, likes and dislikes can be listed.

Many word-processing packages contain CV templates. Use may be limited for Foundation candidates, as the structure and complexity may prove a disincentive. Teachers may find that local careers services have outline pro forma at the right level or they may wish to prepare them themselves. Sample application forms are often available from employers and many careers services have copies, as well as some which have been individually designed. Similar forms should be used where a student is looking to progress within the education system.

It is perfectly acceptable for students to use copies of real applications as evidence for their portfolios.

The mock interview

It is not necessary to make a video or audio taped record of any interview, although that might be useful to help students review their performance. Assessor notes, taken during the interview, using a standard form, provide evidence of performance, alongside any written comments produced by the students in reviewing their own performance. A useful quality assurance measure would require at least two staff involved in at least a sample of the interviews. This would create an excellent opportunity for internal verification of assessment of naturalistic performance.

As with the application, evidence from a ‘real’ interview is acceptable.

Guidance on assessment

When grading student evidence you should consider the following general qualities that distinguish between the three grades:

- increasing depth and breadth of understanding
- increasing coherence, comparison and drawing valid conclusions
- increasing independence and originality.

Finding out information	Pass	<p>Candidates should show that they understand the main ways to find out about job or training vacancies. The minimum for this criterion would be met by listing three relevant, main sources, for example:</p> <ul style="list-style-type: none"> • advertisements, e.g. local and national newspapers • professional advisers, e.g. careers teachers/tutors, staff at job centres • other informed sources, e.g. family or friends.
Using appropriate information		<p>There should be clear evidence of the information used. Assessors will need to make a judgement about sufficiency in terms of more information. At a minimum, there should be two sources of information. The first may be intangible in that it comes from the candidate's life experience (I've always wanted to work in... and there always seem to be jobs available.)</p>
The written application		<p>The application should be clear and include two items, e.g. a letter and CV or a letter and application form, which can be hand-written or word-processed.</p> <p>A letter should:</p> <ul style="list-style-type: none"> • be not less than six sentences • use standard-style conventions • be relevant to the job or training applied for. <p>A CV or application form should:</p> <ul style="list-style-type: none"> • include personal information • identify skills and qualifications • identify interests and hobbies.
The Interview		<p>Candidates should be able to answer a mixture of closed and open questions. The answers may lack fluency and the interviewer may need to make prompts to encourage basic replies.</p>
Finding and using additional Information	Merit	<p>Candidates should show some independence in collecting information. If materials have been supplied to the candidates they should have a complexity that ensures that the candidate has to select appropriate information. For example, the candidate will have read and rejected some of the material provided. It is unlikely that a Merit candidate will have used fewer than three sources. Fewer sources may be possible if the depth of information used demonstrates a high level of skill in selecting the appropriate information. The sources of information should be evident to the assessor.</p> <p>In the application, vocational language in particular will be appropriate and accurate.</p>

		<p>Candidates should show that the job selected is appropriate, suited to, and linked to, their interests. Evidence should come from the application letter, CV or form, together with supporting evidence from the interview. The links and suitability of the job or training should be matched against the candidate's skills, interests and qualifications (anticipated or otherwise.)</p>
The interview		<p>Verbal and non-verbal communication should be appropriate for Foundation level candidates. Assessors with limited interviewing experience should seek advice from, for example careers officers, about the level of skills expected at this level.</p>
Making an application	Distinction	<p>Candidates should show in more detail how their applications are clearly linked to the job or training description. The detail could be shown in the letter of application or the application form. Each explanation should relate directly to the description of the job or training that they have chosen.</p> <p>The written and oral work should show that the candidate has collected and used a variety of information and has made good use of technical terms to indicate understanding of the terms and how to use them appropriately.</p> <p>The application will be effectively presented. Evidence will come from the quality of the written aspects. Content and presentation will contribute to this. During the interview, candidates should demonstrate their suitability for the position by, for example, showing a depth of understanding of what is required in the work.</p>
Evaluation		<p>Oral or written evaluation will make use of feedback and accurately identify positive and negative aspects of the application.</p>

14.5 Resources

Students will require access to information about employment and training opportunities available. This could be provided by access to careers advisors/offices, work placement and the media.

A word processing/desktop-publishing package will be required to prepare the CV and letter of application.

Centres must facilitate a mock interview.

14.6 Key Skills Guidance

This guidance is specific to this unit, but for planning and delivery purposes, it should be read in the context of the whole GNVQ.

The guidance has been split into two sections: Keys to Attainment and Signposts. The two sections should be used in conjunction with each other.

Keys to attainment

These are identified Key Skills or aspects of Key Skills that are central to vocational achievement. If a student has met the indicated vocational requirements of the unit, the key to attainment shows that the relevant aspect of the key skill has also been achieved. A key to attainment does not negate the need for students to develop and practise the key skill during delivery.

Signposts

These are naturally occurring opportunities for the development of Key Skills during teaching, learning and assessment. Students will not necessarily achieve the signposted Key Skill through the related vocational evidence. They will need to gain additional evidence elsewhere to ensure that the requirements of the Key Skills Units are fully met.

14.7 Communication Level 1

Keys to attainment

When students are:	They should have achieved the following Key Skills evidence:
<ul style="list-style-type: none"> taking part in the interview 	C1.1 Take part in a one-to-one discussion about different, straightforward subjects.
<ul style="list-style-type: none"> finding information about jobs or training, for example from a job description, careers leaflet or careers database 	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"> producing a letter and an application form and/or CV 	C1.3 Write two different types of documents about straightforward subjects.

14.8 Application of Number Level 1

Signposts

If students are:	There may be opportunities for them to develop the following Key Skills evidence:
<ul style="list-style-type: none"> investigating pay rates/wages 	<p>N1.1 Interpret straightforward information from two different sources. At least one source should be a table, chart, diagram or line graph.</p> <p>N1.2 Carry out straightforward calculations to do with:</p> <ol style="list-style-type: none"> amounts and sizes scales and proportions handling statistics.

14.9 Improving Own Learning and Performance Level 1

Signposts

If students are:	There may be opportunities for them to develop the following Key Skills evidence:
<ul style="list-style-type: none"> planning, carrying out and reviewing their work with advice/support from others 	<p>LP1.1 Confirm understanding of their short term targets and plan how these will be met with the person setting them.</p> <p>LP1.2 Follow their plan, using support given by others to help meet targets. Improve their performance by:</p> <ul style="list-style-type: none"> studying a straightforward subject learning through a straightforward practical activity. <p>LP1.3 Review their progress and achievements in meeting targets with an appropriate person.</p>

14.10 Problem Solving Level 1

Signposts

If students are:	There may be opportunities for them to develop the following Key Skills evidence:
<ul style="list-style-type: none"> planning, carrying out and reviewing their work with advice/support from others 	<p>PS1.1 Confirm their understanding of the given problem with an appropriate person and identify two options for solving it.</p> <p>PS1.2 Plan and try out at least one option for solving the problem, using advice and support given by others.</p> <p>PS1.3 Check if the problem has been solved by following given methods and describe the results, including ways to improve their approach to problem solving.</p>

GNVQ Unit 9

Working as Part of a Team

15.1 About this Unit

Almost all jobs involve working as part of a team. This unit will help you to develop teamwork skills. It is important that you can work well as a team member because you are likely to do at least part of your work as a member of a team. You will learn about the following aspects of teamwork:

- choosing an activity and identifying the aims
- planning a team activity, identifying the roles and responsibilities of team members
- carrying out an activity
- reviewing an activity to find out how the team worked.

You may be able to achieve this unit at the same time as completing another vocational unit. This unit can help you to produce evidence for the key skill unit '*Working with others*'.

This unit is common to foundation GNVQs in:

- business
- construction and the built environment
- engineering
- health and social care
- hospitality and catering
- information and communication technology
- land and environment
- leisure and tourism
- manufacturing
- retail and distributive services
- science.

This unit is assessed through your portfolio work. The grade on that assessment will be your grade for the unit.

15.2 What You Need to Learn

Choosing an activity and identifying the aims

With the help of your teacher and the team you will need to choose an activity that is related to your vocational area. You and your team will need to know what it is you want the team to achieve. You will need to get together to:

- choose an activity
- decide if the activity is to involve other people

Planning the activity	<ul style="list-style-type: none">• decide what the team aims to achieve in the activity• make sure that all the team members understand the aims. <p>For an activity to be a success, it must be planned carefully. Planning involves thinking about what needs to be done and deciding how best to do it. You will need to understand the importance of planning and know the steps involved in planning an event. As part of the team, you must:</p> <ul style="list-style-type: none">• decide and agree what needs to be done and who will do it• identify when each task needs to be done• identify the resources needed including money, people, materials, equipment and information• plan your own work within the team activity• meet at agreed times to<ul style="list-style-type: none">– check that the tasks will be finished by the agreed deadlines– revise the plan if it is not working.
Carrying out the activity	<p>To carry out a team activity you will need to understand the importance of teamwork. Team members have different roles and responsibilities. You will need to be able to:</p> <ul style="list-style-type: none">• communicate with other team members using verbal, non-verbal and listening skills• understand and work to the team aims• support team members by providing helpful feedback• know when you or your team need help and how to contact the appropriate person• keep team members informed of problems and solutions• carry out your team role according to the plan.
Reviewing the activity	<p>Once an activity is over, it is important to look back and decide what went well, what went badly and why. You will need to understand why it is important to review an activity and how to do it. If the activity went well, you can use the same methods again. If something went wrong, what you learn can help you improve next time. You will need to be able to identify:</p> <ul style="list-style-type: none">• what went well• what did not go well• how well you carried out your role• how well your team members worked as a team• how you and your team could have worked together better• how teamwork helped in the activity.

15.3 Assessment Evidence for Unit 9: *Working as Part of a Team*

You need to produce a record of a team activity and your involvement. It should include:

- a short description of the activity
- a list of the aims
- a plan for the activity
- a record of the activity that identifies the role you undertook and the roles undertaken by others
- a review of your role in the activity and how well the team worked as a whole.

To achieve a Pass you must show you can:	To achieve a Merit you must also show you can:	To achieve a Distinction you must also show you can:
<p>P1 complete a record that briefly describes the team activity and its aims</p> <p>P2 work co-operatively with your team to draw up a realistic plan that includes:</p> <ul style="list-style-type: none"> - a list of tasks and who will do them - realistic deadlines - resources needed <p>P3 check that the tasks are being completed on time, revising the plan if it is not working</p> <p>P4 describe what you and other team members did during the activity, commenting on how well you worked and how well the team worked.</p>	<p>M1 plan effectively your own role to meet agreed deadlines</p> <p>M2 use your communication skills well in order to be an effective team member</p> <p>M3 understand and explain:</p> <ul style="list-style-type: none"> - what worked well and what did not - how well you carried out your role - how well your team members worked. 	<p>D1 identify possible problems with the plan and work out solutions for the team to apply in event of any difficulties</p> <p>D2 use your communication skills effectively to improve the performance of other team members</p> <p>D3 identify advantages and disadvantages of working as a team whilst understanding the activity.</p>

15.4 Essential Information for Teachers

Guidance on delivery

Wherever possible the work should involve the students in a vocationally relevant activity. It is possible to run this unit with mixed groups, from different vocational areas. In this case, the activity, for example a social event for elderly people, might have health and social care students planning some recreational activities, business students organising finance and fund raising, and hospitality and catering students planning, preparing and delivering refreshments.

Before they start on the planning processes, students will need to understand some of the team roles. They may best do this by looking at teams that exist in different vocational areas. Whilst students do not need to know or understand the norming, storming, forming and performing stages of group activities, it is important for teachers to be aware of the capabilities of the students and ensure the planned activity is achievable in the time available. If the activities involve outsiders, e.g. a children's party it is important to ensure that the rights and needs of the outsiders are respected, and that significant outsiders are involved in the planning process.

Example activities

- a party for children or elderly people
- a visit to a theme park
- producing a display for prospective students
- fund raising for a charity.

Guidance on assessment

This unit is assessed by means of evidence in candidate portfolios.

When grading candidate evidence, you should consider the following general qualities that distinguish between the three grades:

- increasing depth and breadth of understanding
- increasing coherence, comparison and drawing valid conclusions
- increasing independence and originality.

Candidates' contributions will vary and candidates must keep records of their performance at each stage of the activity. Teachers can also contribute evidence by providing contemporaneous notes of observation of an individual's work. Candidates will need to know how their performance will be assessed, and the recording systems that may be used.

The record of the activity does not have to be solely written and may contain a variety of forms of evidence including annotated photographs, video or audio tape or witness statements. Where taped material is used, teachers should ensure that the candidates are able to describe the evidence the tape is providing and where on the tape it can be found.

If the candidates are going to present an oral report, the assessor will need to make a record of the oral report using an observation sheet. The oral report could be a presentation that is observed, taped or put on video. For assessment purposes, it will be important that candidates have evidence of all their presentation materials and notes for their portfolio.

Candidates, as a group, will need to analyse the activity, break it down into manageable sections and allocate individual responsibilities. Having completed this task, each candidate will be able to define his or her own role and may identify criteria for determining success. The activity provides good evidence for determining individual performance criteria, for example ‘My contribution will be successful if...’

The use of team reviews throughout the activity will allow candidates to generate evidence towards communication Key Skills. Observational checks may be appropriate sources of evidence for recording performance within a discussion situation.

When preparing plans, it is good practice to predict problems and establish a strategy for monitoring. The group should be encouraged to look at the whole activity and determine where and when the most likely problems will occur and how each as a member of the group will be able to contribute to prevent the problem occurring.

Choosing an activity	Pass	Candidates should describe in more than three sentences what activity has been chosen. The description must include the main aims of the activity. Candidates should indicate how the team chose the activity.
Producing a plan		Candidates should indicate individually how the activity was planned. The actual plan included in the portfolio may be a copy of the agreed plan. The planning information may include lists of resources and information on costs, people, equipment needed and what tasks are to be done. Authenticity will come from an identification of the candidate’s own role.
Carrying out the activity		To document the activity the candidate should produce a log or diary that clearly indicates the time scale of the activity, what happened and who carried out each task. At pass, the log will focus very strongly on the role of the candidate. Contributions from team members should be identified, but detail is likely to be unclear for activities that do not directly involve the candidate.
Reviewing the activity		At pass, any review will be descriptive rather than evaluative. The review will strongly focus on the candidate’s work.

<p>Planning and implementing the activity</p>	<p>Merit</p>	<p>In the planning, candidates should show clear evidence of being a team member and recognition of their role. There will be an individual plan covering the role of the candidate that links to the overall plan. This plan will include target dates. Candidates will show that they have listened to each other and worked together at resolving differences of ideas and plans. Evidence may come, for example, from the candidate’s recording of each team member’s preferred choices of activity and how agreement was reached and/or from teacher observation records. Peer group assessment may also provide valid evidence.</p>
<p>Reviewing the activity</p>		<p>Candidates should write a review that clearly states what went well and what did not go well. They must discuss their contribution, their role, the team role and indicate how well they worked as a team. The individual review would normally include a reflection on the success of the individual plan. This section may provide some evidence of helpful feedback to others.</p>
<p>Planning and implementing the activity</p>	<p>Distinction</p>	<p>Either in the overall planning process or in the individual plan there will be a clear anticipation of difficulties. Potential problems may have been identified by the candidate or by others. Candidates will reflect on those potential problems and work towards finding solutions. Possible solutions will be identified and be realistic. Clearly unrealistic solutions will have been rejected. Candidates should demonstrate fluent communication skills at Foundation level. Whatever role the candidate undertakes, there should be good evidence of the ability to listen and communicate ideas. Candidate evaluations will be accurate showing both positive and negative features of the activity.</p>
<p>Reviewing the activity</p>		<p>Candidates should show more detail in the review. Good evidence for distinction would come from comments on the planning and preparation process, for example, by clearly indicating how this influenced the way the activity was carried out. Suggestions for improvement in the evaluation will follow from the evaluation. Candidates’ individual effect on the team activity might be identified by what guidance they gave to the team and how they encouraged other team members to work together to try to carry out a successful activity.</p> <p>The language used will demonstrate a clear depth of understanding of the review process. Candidates should illustrate their understanding by referring to teamwork and how that helped or hindered the activity. Examples from each stage of the activity should be given to illustrate the activity events and outcome. It is likely that the candidate will identify more than one way in which the activity could have been realistically improved.</p>

15.5 Resources

Centres must facilitate the group activity and should be mindful of health and safety considerations regarding any off-site activities.

15.6 Key Skills Guidance

This guidance is specific to this unit, but for planning and delivery purposes, it should be read in the context of the whole GNVQ.

The guidance has been split into two sections: Keys to Attainment and Signposts. The two sections should be used in conjunction with each other.

Keys to attainment

These are identified Key Skills or aspects of Key Skills that are central to vocational achievement. If a student has met the indicated vocational requirements of the unit, the key to attainment shows that the relevant aspect of the key skill has also been achieved. A key to attainment does not negate the need for students to develop and practise the key skill during delivery.

Signposts

These are naturally occurring opportunities for the development of Key Skills during teaching, learning and assessment. Students will not necessarily achieve the signposted Key Skill through the related vocational evidence. They will need to gain additional evidence elsewhere to ensure that the requirements of the Key Skills Units are fully met.

15.7 Communication Level 1

Keys to attainment

When students are:	There may be opportunities for them to develop the following Key Skills evidence:
<ul style="list-style-type: none"> working cooperatively to draw up a plan 	C1.1 Take part in a one-to-one discussion and a group discussion about different, straightforward subjects.
<ul style="list-style-type: none"> identifying possible team activities (depending on the team activity) identifying materials to support the activities (depending on the team activity) 	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"> completing a record of the activity, identifying what each person did 	C1.3 Write two different types of documents about straightforward subjects. Include at least one image in one of the documents.

15.8 Application of Number Level 1

Signposts

If students are:	There may be opportunities for them to develop the following Key Skills evidence:
<ul style="list-style-type: none"> carrying out a group activity that involves interpreting information, carrying out calculations and interpreting the results of their findings 	<p>N1.1 Interpret straightforward information from two different sources. At least one source should be a table, chart, diagram or line graph.</p> <p>N1.2 Carry out straightforward calculations to do with:</p> <ol style="list-style-type: none"> amounts and sizes scales and proportions handling statistics. <p>N1.3 Interpret the results of their calculations and present their findings. They must use one chart and one diagram.</p>

15.9 Working with Others Level 1

Keys to attainment

When students are:	They should have achieved the following Key Skills evidence:
<ul style="list-style-type: none"> working as a member of a team to plan and carry out the selected activity 	<p>WO1.1 Confirm what needs to be done to achieve given objectives, including their responsibilities and working arrangements.</p> <p>WO1.2 Work with others towards achieving given objectives, carrying out tasks to meet their responsibilities.</p> <p>WO1.3 Identify progress and suggest ways of improving work with others to help achieve given objectives.</p>

15.10 Improving Own Learning and Performance Level 1

Signposts

If students are:	There may be opportunities for them to develop the following Key Skills evidence:
<ul style="list-style-type: none"> planning, carrying out and reviewing their work with advice/support from others 	<p>LP1.1 Confirm understanding of their short-term targets, and plan how these will be met, with the person setting them.</p> <p>LP1.2 Follow their plan, using support given by others to help meet targets. Improve their performance by:</p> <ul style="list-style-type: none"> studying a straightforward subject learning through a straightforward practical activity. <p>LP1.3 Review their progress and achievements in meeting targets with an appropriate person.</p>

15.11 Problem Solving Level 1

Signposts

If students are:	There may be opportunities for them to develop the following Key Skills evidence:
<ul style="list-style-type: none"> planning, carrying out and reviewing their work with advice/support from others 	<p>PS1.1 Confirm their understanding of the given problem with an appropriate person and identify two options for solving it.</p> <p>PS1.2 Plan and try out at least one option for solving the problem, using advice and support given by others.</p> <p>PS1.3 Check if the problem has been solved by following given methods and describe the results, including ways to improve their approach to problem solving.</p>

Key Skills and Other Issues

16

Key Skills

Opportunities for Key Skills development and assessment are indicated within each Unit. In addition, a grid which summarises the wider opportunities across the qualification as a whole is provided.

Key Skills links are identified in two ways: Key Skills Signposting and Keys to Attainment.

Key Skills Signposting indicates naturally occurring opportunities for the development of key skills during teaching, learning and assessment. Candidates will not necessarily achieve the signposted key skill through the related vocational evidence.

Keys to attainment, where appropriate, are identified key skills or aspects of key skills which are central to vocational achievement. If a candidate has met the indicated vocational requirements of the unit, the specified Key to Attainment shows that the relevant aspect of the Key Skill has also been achieved. A Key to Attainment does not negate the need for candidates to develop and practise the key skill during teaching and learning.

Tables summarising the Key Skills opportunities are given in Appendix E. Details are to be found in each unit.

16.1 IT Key Skill Exemption

All successful Foundation GNVQ ICT candidates will gain full exemption from the IT key skill assessment requirements, internal and external at level 1.

17

Spiritual, Moral, Ethical, Social, Cultural and Other Issues

17.1	Spiritual, Moral, Ethical, Social and Cultural Issues	<p>Information and Communication Technology offers a range of opportunities for the exploration of spiritual, moral, ethical, social and cultural issues.</p> <p>Candidates should gain an awareness of standard working practices in information and communication technology, including the moral, ethical and social issues of data protection.</p>
17.2	European Developments	<p>AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen papers.</p>
17.3	Environmental Issues	<p>AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report “<i>Environmental Responsibility: An Agenda for Further and Higher Education</i>” 1993 in preparing this specification and associated specimen papers. Consideration is given to standard working practices within ICT, including minimising waste.</p>
17.4	Health and Safety	<p>Candidates are introduced to health and safety issues addressed in the context of safe and good/standard working practices within information and communication technology. The ‘standard ways of working’ is an integral part of the award and forms an important part of each unit.</p>
17.5	Avoidance of Bias	<p>AQA has taken great care in the preparation of this specification and associated specimen papers to avoid bias of any kind.</p>
17.6	Issues for Centres in Wales and Northern Ireland	<p>Terms, legislation or aspects of government that are different from those in England should not disadvantage candidates in Wales or Northern Ireland. Where such situations might occur, including in the external tests, the terms used have been selected as neutral, so that programmes can be developed to reflect local and regional circumstances. Where appropriate, legislation and organisations which are distinctive in Northern Ireland are listed.</p>

Centre-Assessed Components

18

Guidance on Setting Centre-Assessed Components

18.1 Portfolio Advisers

Advisers will be available to assist centres with any matters relating to portfolio units. Details will be provided when AQA knows which centres are following the specification.

19

Supervision and Authentication

19.1 Supervision of Candidates' Work

Candidates' work for assessment must take place under conditions which allow the teacher to supervise and authenticate the work. If it is necessary for some assessed work to be done outside the centre, sufficient work must take place under direct supervision to allow the teacher to authenticate each candidate's whole work with confidence.

19.2 Guidance by the Teacher

The work assessed must be solely that of the candidate concerned. Any assistance given to an individual candidate which is beyond that given to the group as a whole must be recorded on the *Candidate Record Form*.

19.3 Unfair Practice

At the start of the course, the supervising teacher is responsible for informing candidates of the AQA Regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of portfolio unit work to be submitted for assessment, and must understand that to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception. Centres must report suspected malpractice to AQA. The penalties for malpractice are set out in the *AQA Regulations*.

19.4 Authentication of Candidates' Work

Both the candidate and the teacher are required to sign declarations confirming that the work submitted for assessment is the candidate's own. The teacher declares that the work was conducted under the specified conditions and records details of any additional assistance.

Standardisation

20.1 Standardising Meetings

Annual standardising meetings will usually be held in the autumn term. Centres entering candidates for the first time must send a representative to the meetings. Attendance is also mandatory in the following cases:

- where there has been a serious misinterpretation of the specification requirements;
- where the nature of portfolio unit tasks set by a centre has been inappropriate;
- where a significant adjustment has been made to a centre's marks in the previous year's examination.

Otherwise attendance is at the discretion of centres. At these meetings support will be provided for centres in the development of appropriate portfolio unit tasks and assessment procedures.

20.2 Internal Standardisation of Marking

The centre is required to standardise the assessment across different teachers and teaching groups and within and across units to ensure that all work at the centre has been judged against the same standards. If two or more teachers are involved in marking units, one teacher must be designated as responsible for internal standardisation. Common pieces of work must be marked on a trial basis and differences between assessments discussed at a training session in which all teachers involved must participate. The teacher responsible for standardising the marking must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by AQA. The centre is required to send to the moderator a signed form (*Centre Declaration Sheet*) confirming that the marking of portfolio work at the centre has been standardised. If only one teacher has undertaken the marking, that person must sign this form.

Administrative Procedures

- | | |
|--|--|
| 21.1 Recording Assessments Within Each Unit | The candidates' work must be marked according to the <i>Assessment Evidence Grid</i> . Teachers should keep records of their assessments during the course on the <i>Candidate Record Forms</i> in a format which facilitates the complete and accurate submission of the final overall assessments at the end of the course. |
| 21.2 Submitting Marks and Sample Work for Moderation | For each portfolio unit, a mark for each candidate must be submitted to AQA by the date specified. Centres will be informed which portfolio units are required to be submitted in the samples to the moderator. |
| 21.3 Problems with Individual Candidates | <p>Teachers should be able to accommodate the occasional absence of candidates by ensuring that opportunity is created for them to make up missed assessments.</p> <p>Special consideration should be requested for candidates whose work has been affected by illness or other exceptional circumstances. Information about the procedure is issued separately.</p> <p>If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. AQA will advise on the procedures to be followed in such cases.</p> <p>Where special help which goes beyond normal learning support is given, AQA must be informed so that such help can be taken into account when assessment and moderation take place.</p> <p>Candidates who move from one centre to another during the course sometimes present a problem for a scheme of internal assessment. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for assessment. If it occurs late in the course it may be possible to accept the assessments made at the previous centre. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.</p> |
| 21.4 Retaining Evidence and Re-Using Marks | The centre must retain the work of candidates, with <i>Candidate Record Forms</i> attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry upon results. The work may be returned to candidates after the issue of results provided that no enquiry upon results is to be made which will include re-moderation of the work in the portfolio unit(s). If an enquiry upon result is to be made, the work must remain under secure conditions until requested by AQA. |

Moderation

22.1 Moderation Procedures

Moderation of the portfolio work is by inspection of a sample of candidates' work by a moderator appointed by AQA. The centre marks must be submitted to AQA by the specified date. The moderator will normally inspect the work either by visiting the centre or by receiving the sample paper.

22.2 Post-Moderation Procedures

On publication of the GNVQ results, the centre is supplied with details of the final marks for the portfolio units.

The centre receives a report form giving feedback on the appropriateness of the task set, the accuracy of the assessments made, and the reasons for any adjustments to the marks.

Some candidates' work may be retained by AQA for archive purposes.

Awarding and Reporting

23

Grading, Shelf-Life and Re-Sits

<p>23.1 Grading System</p>	<p>Individual assessment unit results will be reported.</p> <p>All the Foundation GNVQ qualifications will be graded on a three 'grade' scale: Pass, Merit and Distinction. Candidates who fail to reach the minimum standard for a Pass for the qualification as a whole will not receive a qualification certificate.</p>
<p>23.2 Grading Each Unit</p>	<p>Each unit contains its own set of grading criteria, contextualised specifically to the content of that unit. Each unit will be graded according to its own grading criteria.</p>
<p>23.3 Grading Internally Assessed Units</p>	<p>Assessors should use their professional judgement to decide which set of criteria (i.e. Pass, Merit or Distinction) best describes the depth and quality of the candidate's work. A range of marks is available within each grade, in order to allow for differentiation and to reward candidates for work at the higher end of each grade. Further guidance about how to allocate a precise number of marks within a grade will be provided in teacher standardising meetings.</p> <p>Marks awarded to work which is judged unworthy of a Pass are converted to uniform marks and count towards the candidate's overall grade in the same way as any other uniform marks.</p> <p>Where the assessor refers work back to the candidate for improvement, any assistance or feedback given must be taken into account when the work is assessed, in line with <i>the GCSE, GCSE in vocational subjects, GCE, VCE, GNVQ and AEA Code of Practice</i>.</p>
<p>23.4 Grading Externally Assessed Units</p>	<p>For a candidate to achieve a Pass in the external assessment, the performance in the external assessment must reach the boundary designated by the awarding body for that specific assessment. Merit and Distinction will similarly have such boundaries. The candidate's raw mark will be converted by the awarding body to a uniform mark, which will be reported to the centre.</p> <p>A candidate's uniform marks for the units taken are added to give an overall uniform mark. This is then compared to the ranges allocated to each grade for the qualification as a whole.</p>
<p>23.5 Shelf-Life of Unit Results</p>	<p>The shelf-life of individual unit results, prior to certification of the qualification, is limited only by the shelf-life of the specification.</p>
<p>23.6 Assessment Unit Re-Sits</p>	<p>Each assessment unit may be re-taken an unlimited number of times within the shelf-life of the specification. The best result will count towards the final award. However, marks for individual units may be counted once only. Candidates who repeat an award and who do not decline their previous grade must re-take all units.</p>

23.7 Minimum Requirements

Candidates no longer have to pass every unit to achieve overall qualification certification. Candidates will be graded on the basis of the work submitted for the award of the qualification.

23.8 Quality Assurance

The process for both internal and external assessment (including the mechanism for the aggregation of grades) for this qualification will conform to agreed procedures of the *Code of Practice*. AQA is committed to the maintenance of national standards and will provide advice about, and moderate, the assessment of candidates' work in centres.

Appendices

A

Overlaps with Other Qualifications

A.1	GCSE	There is overlap with the content of AQA GCSE in Information and Communication Technology, full course and short course though the teaching, learning and assessment styles are likely to differ.
A.2	Other GNVQ	<ul style="list-style-type: none"> <li data-bbox="580 649 1479 862">• <i>6 unit Intermediate GNVQ:</i> units 1 – 3 of the Foundation and Intermediate award are closely linked in content. Other units also include some overlap. Where that is the case, is it is stated in the <i>About this unit</i> section of each unit.
A.3	Relationship with National Occupational Standards	Where a clear relationship exists with national occupational standards, details are stated in the <i>About this Unit</i> section of the specification. There are links between this award and NVQs relating to Information and Communication Technology and Administration.

B

Centre Declaration Sheet

Externally Assessed Assignment
Centre Declaration Sheet
 Series/Year

Qualification *[please tick]*: GCE VCE GNVQ Key Skills FSMU

Specification Title:

Unit Code(s): Centre No:

Centre Name:

Authentication of candidates' work

This is to certify that marks have been awarded in accordance with the requirements of the specification and that every reasonable step has been taken to ensure that the work presented is that of the candidates named. Any assistance given to candidates beyond that given to the class as a whole and beyond that described in the specification has been recorded on the Candidate Record Form(s) and has been taken into account. The marks given reflect accurately the unaided achievement of the candidates.

Signature(s) of teacher(s) responsible for assessment

Date:

Teacher 1

Teacher 2

Teacher 3

Teacher 4

Teacher 5

Teacher 6

(continue overleaf if necessary)

Internal standardisation of marking

Each centre must standardise the assessments across different teacher/assessors and teaching groups to ensure that all candidates at the centre have been judged against the same standards. If two or more teacher/assessors are involved in marking, one of them must be designated as responsible for standardising the assessment of all teacher/assessors at the centre.

The teacher/assessor responsible for ensuring standardisation must sign declaration (a).

If all the work has been marked by the same person, that person must sign declaration (b).

I confirm that *[please tick either (a) or (b)]*

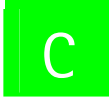
(a) the procedure described in the specification has been followed at this centre to ensure that the assessments are of the same standard for all candidates; or

(b) I have marked the work of all candidates.

Signed: Date:

Signature of Head of Centre: Date:

This form should be completed and sent or given to the moderator with the sample of centre-assessed work.



Candidate Record Form

Centre-assessed work
Candidate Record Form
 Series/Year

Foundation GNVQ – Information and Communication Technology (7254)

Centre Name: Centre No:

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Candidate Name: Candidate No:

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This side is to be completed by the candidate.

Sources of advice and information

- Any help or information you have received from people other than your subject teacher(s) must be clearly identified in the work itself.
- Any books, information leaflets or other materials (e.g. videos, software packages or information from the Internet) which you have used to help you complete this work must be clearly acknowledged in the work itself. To present material copied from books or other sources without acknowledgement will be regarded as deliberate deception.

NOTICE TO CANDIDATE

The work you submit for assessment must be your own.

If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.

Declaration by candidate

I have read and understood the **Notice to Candidate** (above). I have produced the attached work without any help from other people apart from that which I have declared in the work itself. I have acknowledged all source materials in the work itself.

Candidate's signature: Date:

This form should be completed on each occasion when the candidate submits portfolio work for assessment in this specification. The form should be attached to the candidate's work and retained at the Centre or sent to the moderator as required.

PTO

This side is to be completed by the teacher/assessor.

Marks must be awarded in accordance with the instructions and criteria in the *Subject Content* section of the specification.

Supporting information to show how the marks have been awarded should be given on the *Unit Record Sheets* and in the form of annotations on the candidate's work.

Please complete the boxes to show the marks awarded and add any summative comments which seem appropriate in the space below.

Unit Code	Centre mark
I01F	/16
I02F	/16
I05F	/16
I06F	/16
I07F	/16
I08F	/16
I09F	/16
	/16
	/16
	/16
	/16

Concluding comments

Details of additional assistance given (if any)

Record here details of any assistance given to this candidate which is beyond that given to the class as a whole and beyond that described in the specification. Continue on a separate sheet if necessary.

Teacher/assessor's signature: Date:

D



Unit Record Sheet

Centre-assessed work
Unit Record Sheet
Series/Year

Foundation GNVQ – Information and Communication Technology (7254)

Unit 1 – Presenting Information (I01F)

Centre Name:

Centre No:

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Candidate Name:

Candidate No:

--	--	--	--

Assessor's Name:

Mark:

/ 16

Assessor's comments

This space may be used to provide justification of the mark awarded.
If the candidate's work has been referred (i.e. to improve the work submitted), details can be provided here.

PTO

Candidate Name:

Unit 1 – Presenting Information (I01F)

Foundation GNVQ – Information and Communication Technology (7254)

The assessment evidence grid for the Unit is reproduced below from Section 7.3 of the specification. This gives details of what the candidate should provide as evidence.

Complete page references and circle the mark given on the scale below the grid.

You need to produce six original documents for different purposes that show a range of writing styles and layouts. These must include:

- text created by you and acquired from other sources
- structured information tables
- graphics such as pictures, drawings or clip art.

The documents can be printed or shown on screen.

A review of two of your documents is also required, including a comparison with documents produced by organisations for similar purposes.


To achieve a Pass you must show you can:	Page	To achieve a Merit you must also show you can:	Page	To achieve a Distinction you must also show you can:	Page
P1 write clearly, using writing styles and layouts that suit the purpose of each document		M1 correctly identify and meet the needs of your documents		A1 achieve an appropriate impact by making imaginative use of document layouts and styles	
P2 combine textual, graphic and tabular information as appropriate for your purpose		M2 choose appropriate styles and formats for the information presented and make good use of the facilities available, including adjustments to line spacing, highlighted text and justification		A2 select, create and use information that is clearly and effectively matched to purpose	
P3 choose suitable font styles and sizes for body text, headings and other purposes		M3 select and use a variety of forms of information from different sources, making effective use of tables and graphics		A3 work independently to produce your work to agreed deadlines	
P4 use appropriate margins, tabs, bullets and page layout		M4 check your work and correct obvious errors.		A4 provide a constructive review of your work that identifies good and less good features, suggest possible improvements and compares your work to standards used by organisation.	
P5 check the accuracy of your work and keep backup copies of all files					
P6 annotate two of your documents to show clearly how they compare with similar documents produced by organisations.					


Below Pass 0 – 6 points						Pass 7 – 9 points			Merit 10 – 12 Points			Distinction 13 – 16 points				
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16











































Assessor's signature: Date:


E


Summary of Key Skills Opportunities










































 = keys to attainment

 = signposts

Key Skill Ref.	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
C1.1									
C1.2									
C1.3									
N1.1									
N1.2 a									
N1.2 b									
N1.2 c									
N1.3									

 = keys to attainment

 = signposts

Key Skill Ref.	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
W01.1									
W01.2									
W01.3									
LP1.1									
LP1.2									
LP1.3									
PS1.1									
PS1.2									
PS1.3	