

Functional Skills ICT

Entry 3 assessment



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Assessment guidance

Snack Shack

Tutors should be given access to this document at least 4 weeks prior to scheduling any assessments

Assessors should check the chosen candidate paper 24 hours prior to the assessment to check whether any additional information or equipment is required.

Assessment guidelines

Administering the assessment

General assessment guidelines common to all three functional skill areas are included in the qualification handbook. The following is a checklist of the basic guidelines as well as information particular to Functional Skills ICT Entry level.

- All assessments must be taken under supervised conditions. This means that the candidate must be supervised at all times during the assessment. Candidates are not allowed access to any other resources except for those specified in each assessment title.
- Assessments are summative and must be taken when the candidate is deemed to have the skills and knowledge necessary to achieve (known as 'when ready').
- For Functional Skills ICT Entry level, assessments may be completed over no more than **two** sessions.
- Candidates **must not** take their work away in between assessment sessions.
- Assessment sessions must be consecutive, but not necessarily on the same day. No learning or preparation may be given between assessment sessions.
- The tasks **must** be completed in order as information may follow through from one task to subsequent tasks.
- The assessor, or other person administering the assessment, should introduce the activity to the candidate(s) and check that they have all the equipment they may require.
- The assessor, or other person administering the assessment, may read the instructions to the candidate(s) and answer any questions about what the task is, but not about how to tackle the task.
- Assessors should not penalise for incorrect spelling (except where specified).
- Before planning an assessment, make sure that you read the Preparation Notes specific to the title you intend to use.
- There are a series of Entry Level 3 assessments. Choose a context that is suitable for each candidate.
- Assessors should refer to the document 'Access to assessment and qualifications' for guidance on access arrangements. This can be downloaded from www.cityandguilds.com/policy.

Preparation:

- assessors should ensure candidates understand all the vocabulary in each assessment.

Time guidance:

- candidates have 2 hours to complete each assessment.

Resources required for each assessment:

- a computer
- software identified in the 'Resources needed'
- the question paper
- paper and a pen with black or blue ink
- candidates may use a dictionary (English/bi-lingual)

Resources needed

Software: Email
Text Processing
Spreadsheet
Browser with internet access

Files: Email prepared by Assessor
Snack Shack Menu
Image
Stock

Assessor Preparation:

The assessor must ensure that each candidate knows where to find the data file required and where to save their work.

If the candidate is unable to open the email or the file using the password given, the assessor must help to enable the candidate to continue with the assessment. Relevant criteria must not then be awarded.

The assessor must send the following email to each candidate. The candidate must access the email on any system they are familiar with.

Subject: Snack Shack

I need a company that sells salad.

Use the internet to search for a salad supplier.

Thank you.

Assessor guidance notes for marking

- The assessor should mark the candidate papers according to the marking scheme provided.
- Once the assessor has marked the candidate papers, the centre must use the City & Guilds internal assessment processes before the candidates can be awarded a certificate.

Key for skills standards and coverage

Skill standard	Coverage and range	Marks
<p>Using ICT systems</p> <p>1. Interact with ICT system to meet given needs.</p> <p>2. Store information</p> <p>3. Follow recommended safe practices.</p>	<p>a) Use correct procedures to start and shut down an ICT system.</p> <p>b) Use input and output devices.</p> <p>c) Use software applications to meet needs and solve given problems.</p> <p>d) Recognise and use interface features.</p> <p>e) Change simple software settings.</p> <p>a) Open and save files.</p> <p>b) Know how to insert and remove media.</p> <p>a) Use and change passwords.</p> <p>b) Minimise physical stress.</p>	<p>20-30%</p>
<p>Finding and selecting information</p> <p>4. Use simple searches to find information.</p> <p>5. Select relevant information that matches requirements of given task.</p>	<p>a) Search stored information.</p> <p>b) Search web-based sources of information.</p>	<p>10-20%</p>

<p>Developing, presenting and communicating information</p> <p>6. Enter and develop different types of information to meet given needs.</p>	<p>a) Enter, edit and format information, including text, graphics, numbers or other digital content, to achieve the required outcome.</p> <p>b) Insert and position graphics or other digital content to achieve a purpose.</p> <p>c) Process numbers to meet needs.</p>	<p>50-70%</p>
<p>7. Bring together different types of information for a given purpose.</p>	<p>a) For print and for viewing on screen.</p> <p>b) Check for accuracy and meaning.</p> <p>c) Check suitability of information.</p>	
<p>8. Use ICT-based communication</p>	<p>a) Read, send and receive electronic messages.</p> <p>b) Use contacts.</p> <p>c) Understand the need to stay safe and to respect others when using ICT-based communication.</p>	
		<p>30 marks</p>

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