

Mark Scheme

September 2014 to August 2015

Functional Skills ICT at Entry 3

Set 1

## **General guidance on the use of the mark scheme**

If the answer is in words accept any understandable spelling.

Units can be ignored unless explicitly required by the mark scheme.

Information in brackets is optional; it is not required for the award of marks.

The assessor must confirm that learners have met the Functional Skills in Information and Communication Technology standards at Entry 3.

The assessor must use this mark scheme to award marks for learner work.

The Assessment Record and Authentication Sheet must be completed for each learner.

| GETTING READY                           |   | Marks | CR  |
|---|---|-------|-----|
| 1                                       | The learner has demonstrated the ability to minimise physical stress by adjusting the height and/or position of chair and monitor, using correct posture, following relevant health and safety or personal safety guidelines. | (1)   | 3.2 |
|   | The learner has demonstrated that they understand the need to stay safe and to respect others when using ICT-based communication by keeping personal information secure, using appropriate language and tone.                 | (1)   | 8.3 |
| 2                                       | The learner has demonstrated that they can access a computer system using correct procedures (either as access to a standalone or network system).  | (1)   | 1.1 |
| DURING THE TASK                         |   |       |     |
| 1                                       | By completing the task, the learner has: <ul style="list-style-type: none"> <li>selected and used appropriate software applications</li> </ul>  | (1)   | 1.3 |
|   | <ul style="list-style-type: none"> <li>recognised and used interface features when using software applications</li> </ul>   | (1)   | 1.4 |
|   | <ul style="list-style-type: none"> <li>opened files</li> </ul>  | (1)   | 2.1 |
|   | <ul style="list-style-type: none"> <li>saved files.</li> </ul>  | (1)   | 2.1 |
| WORK OUT HOW MUCH MONEY THEY WILL RAISE |   |       |     |
| 1                                       | The learner has opened the file <b>Target15E3Set1</b>   | (1)   | 1.2 |
|   | The learner has inserted the USB memory stick. Opening the file implies that the USB memory stick has been used.  | (1)   | 2.2 |
| 2                                       | (a) The learner has replaced 50 with <b>100</b> in cell <b>B7</b>   | (1)   | 6.1 |
|   | (b) The learner has entered the formula =SUM(B4:B8) OR<br>=B4+B5+B6+B7+B8 in cell <b>B9</b><br>Award for a correct formula in a different cell.   | (1)   | 6.3 |
| 3                                       | The learner has printed the spreadsheet.  | (1)   | 7.1 |
|   | The learner has used the software settings to change the format to landscape before printing.   | (1)   | 1.5 |

| DESIGN THE POSTER |     |  |     |     |
|-------------------|-----|--|-----|-----|
| 1                 | (a) | The presence of any of: <ul style="list-style-type: none"><li>13-18 (the ages)</li><li>01998 45612 (the telephone number)</li><li>www.worldmusic15aid.org (the website address)</li></ul> in the poster implies that a search of the file <b>Letter15E3Set1</b> has been achieved. | (1) | 4.1 |
|                   |     | '13-18' or '13-18 years' or '13-18 years old' positioned adjacent to or below '...must be'   | (1) | 6.1 |
|                   |     | '01998 45612' positioned adjacent to or below 'Telephone number:'  | (1) | 6.1 |
|                   |     | 'www.worldmusic15aid.org' positioned adjacent to or below 'Go online:'   | (1) | 6.1 |
|                   | (b) | Logo inserted in the poster.   | (1) | 6.2 |
|                   |     | Logo positioned appropriately (e.g. not obscuring any other images or text).   | (1) | 6.2 |
|                   | (c) | The learner has used a simple web-based search to find an image.   | (1) | 5.1 |
|                   |     | The learner has selected an image of people playing music from the internet.   | (1) | 5.1 |
|                   |     | The learner has placed a copy of their chosen image on the poster.   | (1) | 6.2 |
|                   |     | The image is suitably positioned on the poster (e.g. not obscuring any of the text or the logo).   | (1) | 6.2 |
| 2                 |     | Mark scheme<br>500 entered after 'Our total fundraising target is £'. Allow a different number if this is the total in the spreadsheet.  | (1) | 6.1 |

| DESIGN THE POSTER (cont) |   |     |     |
|--------------------------|---|-----|-----|
| 3                        | (a) The poster is formatted by using appropriate features such as:  | (1) | 6.1 |
|                          | <ul style="list-style-type: none"> <li>• alignment (e.g. left, centre, right)</li> <li>• borders</li> <li>• colours</li> <li>• fonts (e.g. Times New Roman, Arial, Comic Sans)</li> <li>• font styles (e.g. bold, italic, underline)</li> <li>• font sizes</li> </ul>   | (1) | 6.1 |
|                          | Accept any other appropriate formatting features.   | (1) | 6.1 |
|                          | 1 mark awarded for each feature or variation such as bold, italic, and underline, up to a maximum of 4 marks. Multiple marks may be awarded for an item using more than one feature (e.g. <u>example</u> underline and italic font styles = 2 marks) but not for repeated use of the same feature (e.g. 2 items underlined = 1 mark). | (1) | 6.1 |
|                          | (b) If the information is accurate and meaningful there is implied evidence of checking.  | (1) | 7.2 |
|                          | (c) The poster is fit for purpose.  | (1) | 7.3 |
| 4                        | The learner has printed the poster.   | (1) | 7.1 |

| SEND A MESSAGE |   |     |     |
|----------------|---|-----|-----|
| 1              | The learner has opened the email message.   | (1) | 8.1 |
| 2              | The learner has successfully entered the password.  | (1) | 3.1 |
| 3              | (a) The learner has successfully entered the information in the email.  | (1) | 6.1 |
|                | (b) The learner has addressed the email to someone on the list of contacts (implies that the list of contacts has been used). | (1) | 4.1 |
|                | The learner has addressed the email to the Fundraising Manager (implies that a search has been achieved).                     | (1) | 8.2 |
|                | (c) The learner has sent the email message.   | (1) | 8.1 |
| 4              | The learner has printed the email reply proving that they received and opened it.   | (1) | 8.1 |
| 5              | The learner has closed all files and removed the USB memory stick safely using the correct procedures.                        | (1) | 2.2 |
|                | The learner has shut down the computer using the correct procedures.  | (1) | 1.1 |
| Total Marks    |   | 40  |     |
| Pass Mark      |   | 30  |     |

# Task coverage grid

|                            | Using ICT |     |     |     |     |     |     |     |     | Finding and selecting information |     | Developing, presenting and communicating information |     |     |     |     |     |     |     |     | Total |
|----------------------------|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----------------------------------|-----|--|-----|-----|-----|-----|-----|-----|-----|-----|-------|
|                            | 1.1       | 1.2 | 1.3 | 1.4 | 1.5 | 2.1 | 2.2 | 3.1 | 3.2 | 4.1                               | 5.1 | 6.1  | 6.2 | 6.3 | 7.1 | 7.2 | 7.3 | 8.1 | 8.2 | 8.3 |       |
| <b>Getting ready</b>       |           |     |     |     |     |     |     |     |     |                                   |     |  |     |     |     |     |     |     |     |     |       |
| 1                          |           |     |     |     |     |     |     |     | 1   |                                   |     |  |     |     |     |     |     |     |     | 1   | 2     |
| 2                          | 1         |     |     |     |     |     |     |     |     |                                   |     |  |     |     |     |     |     |     |     |     | 1     |
| <b>During the task</b>     |           |     |     |     |     |     |     |     |     |                                   |     |  |     |     |     |     |     |     |     |     |       |
| 1                          |           |     | 1   | 1   |     | 2   |     |     |     |                                   |     |  |     |     |     |     |     |     |     |     | 4     |
| <b>Work out how much..</b> |           |     |     |     |     |     |     |     |     |                                   |     |  |     |     |     |     |     |     |     |     |       |
| 1                          |           | 1   |     |     |     |     | 1   |     |     |                                   |     |  |     |     |     |     |     |     |     |     | 2     |
| 2a                         |           |     |     |     |     |     |     |     |     |                                   |     | 1  |     |     |     |     |     |     |     |     | 1     |
| 2b                         |           |     |     |     |     |     |     |     |     |                                   |     |  |     | 1   |     |     |     |     |     |     | 1     |
| 3                          |           |     |     |     | 1   |     |     |     |     |                                   |     |  |     |     | 1   |     |     |     |     |     | 2     |
| <b>Design the poster</b>   |           |     |     |     |     |     |     |     |     |                                   |     |  |     |     |     |     |     |     |     |     |       |
| 1a                         |           |     |     |     |     |     |     |     |     | 1                                 |     | 3  |     |     |     |     |     |     |     |     | 4     |
| 1b                         |           |     |     |     |     |     |     |     |     |                                   |     |  | 2   |     |     |     |     |     |     |     | 2     |
| 1c                         |           |     |     |     |     |     |     |     |     |                                   | 2   |  | 2   |     |     |     |     |     |     |     | 4     |
| 2                          |           |     |     |     |     |     |     |     |     |                                   |     | 1  |     |     |     |     |     |     |     |     | 1     |
| 3a                         |           |     |     |     |     |     |     |     |     |                                   |     | 4  |     |     |     |     |     |     |     |     | 4     |
| 3b                         |           |     |     |     |     |     |     |     |     |                                   |     |  |     |     |     | 1   |     |     |     |     | 1     |
| 3c                         |           |     |     |     |     |     |     |     |     |                                   |     |  |     |     |     |     | 1   |     |     |     | 1     |
| 4                          |           |     |     |     |     |     |     |     |     |                                   |     |  |     |     | 1   |     |     |     |     |     | 1     |
| <b>Send a message</b>      |           |     |     |     |     |     |     |     |     |                                   |     |  |     |     |     |     |     |     |     |     |       |
| 1                          |           |     |     |     |     |     |     |     |     |                                   |     |  |     |     |     |     |     | 1   |     |     | 1     |
| 2                          |           |     |     |     |     |     |     | 1   |     |                                   |     |  |     |     |     |     |     |     |     |     | 1     |
| 3a                         |           |     |     |     |     |     |     |     |     |                                   |     | 1  |     |     |     |     |     |     |     |     | 1     |
| 3b                         |           |     |     |     |     |     |     |     |     | 1                                 |     |  |     |     |     |     |     |     | 1   |     | 2     |
| 3c                         |           |     |     |     |     |     |     |     |     |                                   |     |  |     |     |     |     |     | 1   |     |     | 1     |
| 4                          |           |     |     |     |     |     |     |     |     |                                   |     |  |     |     |     |     |     | 1   |     |     | 1     |
| 5                          | 1         |     |     |     |     |     | 1   |     |     |                                   |     |  |     |     |     |     |     |     |     |     | 2     |

|              | 1.1      | 1.2      | 1.3      | 1.4      | 1.5      | 2.1      | 2.2      | 3.1      | 3.2      | 4.1      | 5.1      | 6.1       | 6.2      | 6.3      | 7.1      | 7.2      | 7.3      | 8.1      | 8.2      | 8.3      | Total     |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| <b>Total</b> | <b>2</b> | <b>1</b> | <b>1</b> | <b>1</b> | <b>1</b> | <b>2</b> | <b>2</b> | <b>1</b> | <b>1</b> | <b>2</b> | <b>2</b> | <b>10</b> | <b>4</b> | <b>1</b> | <b>2</b> | <b>1</b> | <b>1</b> | <b>3</b> | <b>1</b> | <b>1</b> | <b>40</b> |

| <b>Assessment weightings</b>                         | <b>Marks</b> | <b>%</b>    |
|--|--------------|-------------|
| Using ICT  | 12           | 30%         |
| Finding and selecting information                    | 4            | 10%         |
| Developing, presenting and communicating information | 24           | 60%         |
|  |              |             |
|  | <b>40</b>    | <b>100%</b> |

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## Sample solution to task

|    | A                               | B                    | C   |
|----|---------------------------------|----------------------|---|
| 1  |                                 |                      |   |
| 2  | <b>Fundraising target</b>       |                      |   |
| 3  | <b>Item</b>                     | <b>Target Income</b> |   |
| 4  | Ticket sales, 100 at £3 each    | £300                 |   |
| 5  | Refreshments                    | £25                  |   |
| 6  | Programme sales                 | £25                  |   |
| 7  | T-shirt sales                   | £100                 | <div>Target Income for T-shirt sales changed to 100</div> |
| 8  | Donations at the door           | £50                  |   |
| 9  | <b>Total fundraising target</b> | <b>£500</b>          |   |
| 10 |                                 |                      |   |

Total fundraising target achieved as a result of using an appropriate formula



Border used

Sample solution to task

Logo  
inserted

Font and font  
size changed

# Music changes lives!

## Music Concert



We are organising a concert for young musicians. The concert will raise money for World Music Aid.

The charity helps young people through music. World Music Aid brings music to people in local communities.

Image found  
on the  
internet and  
inserted

Music can help with:  
health problems  
emotional problems  
developing social skills  
improving confidence

Text centre  
aligned

Image centre  
aligned



Bold style  
used

The concert will be in the Community Centre on **Saturday 25 July at 7.30 pm**

The age of the musicians must be 13-18

Tickets £3, on the door

Ages added

Our total fundraising target is £500

Total fundraising  
target added

Telephone  
number added

For more information:

Contact Rob at World Music Aid, Telephone number: **01998 45612**

Go online: ***www.worldmusic15aid.org***

Italic style used

Website address added