

Guidance for Assessors

September 2016 to August 2017

Functional Skills ICT at Entry 2

Set 1

**ICT Entry 2 Set 1**

**Guidance to assessors**

**Task specific instructions**

* In order to complete this assessment, learners have to undertake the task.
* Learners should be allowed up to 2 hours to complete the task.
* On completion of the task, an assessment record and authentication sheet must be completed.
* The data files must be available to all learners at the start of the task, e.g. from an icon on the desktop.
* The computer system can be switched on and the assessor is permitted to provide assistance with this. Learners must use a password to access their user area.
* Email or text messaging must be accessible during this task.
* The assessor must send this email message (or text message) to learners.

Content of email or text message

|  |
| --- |
| Hi,  Please find and correct any spelling mistakes in the poster.  Our new telephone number is 01995 32618  Please add this extra way to save energy to the list:  Use energy saving light bulbs  Thanks |

* At Entry 2 assessors may assist learners to save and print their work.
* The assessor must mark the task on completion.

Note: Printouts need not be in colour.

**Interpretation**

The assessor may read the task to learners.

A medium level of control for task taking means that assessors may respond to questions to explain difficult words and phrases for learners by paraphrasing and redefining. Assessors must not give learners solutions to tasks.

**Materials required for the task**

Data files:

* **Poster17E2Set1**
* **Heading17E2Set1**
* **Image17E2Set1**

**Typographical Errors**

In the file named **Poster17E2Set1** there is a typographical error included.

This error is meant to be there for learners to correct as requested in the test paper, Question 3, p3, ‘Finish the poster’ section, bullet point 1.

**Adaptation**

This task is designed to be adaptable in order to meet local needs. Therefore, the assessor may wish to amend task materials to make them more appropriate to learners. Tasks may also be rephrased to take learner needs into account.

The assessor is permitted to change the context.

An alternative context is given below.

|  |
| --- |
| [Name of organisation/business] wants people to save [utilities].  The [organisation/business] needs a poster.  The poster has been started. You need to finish it. |

The assessor is allowed to change the task materials to reflect the context, but **must** maintain the same level of assessment and provide appropriate information for learners to complete the given activities.

The assessor may use the task materials provided if these are suitable for learners. If this is not the case:

To change the poster, the assessor must prepare a data file [poster] named **Poster17E2Set1**.

This must include:

1. a subheading to place the poster into context
2. a subheading followed by items of information or advice.
3. items of information or advice, eg in a list
4. a telephone number that is to be corrected
5. an error that must be corrected, eg a spelling error in a common word.

Note: The text in the data file must all be in the same font, font size and style, allowing the learner the opportunity to apply text formatting to make key information stand out.

To change the message, the assessor must prepare an email or text message to send to the learners.

This must include:

1. a statement that informs the learner of a spelling error and asks them to correct the error.
2. a correct telephone number
3. additional item of information to be added to the list.

To change the headings, the assessor must prepare a data file which includes 4-6 images of headings appropriate for a poster. Only one of the headings must be relevant to the context. The data file should be named **Heading17E2Set1**

To change the images, the assessor must prepare a data file which includes 4-6 images (e.g. diagrams, photographs or clipart). Only one of the images must be relevant to the context. The data file should be named **Image17E2Set1**

**Working safely**

The assessor must ensure that learners work safely and follow relevant safe and secure practices throughout the assessment. For example, learners must ensure they are sitting comfortably, and the workstation area and environment is safe and free from hazards. Health and safety guidelines must be followed at all times. The assessor is allowed to provide health and safety support and assistance during the assessment.

**Evidence of use of email / messaging**

After the assessment, a copy of the learner’s reply to the assessor’s email or text message should be printed and added to the other evidence for each learner.