

National Unit Specification: general information

UNIT Internet Applications (Access 3)

NUMBER DF35 09

CLUSTER Computing Studies (Access 3)

SUMMARY

This Unit is designed to develop knowledge and understanding of three commonly used parts of the Internet — the World Wide Web, e-mail and chat. In addition, to develop practical skills using the World Wide Web, e-mail, and in the publishing of a simple web page. The knowledge, understanding, and practical skills will then be applied by the candidate to solve routine practical problems related to the Internet. It is designed for candidates undertaking the Access 3 Computing Studies Cluster, but is also suitable for anyone interested in using the World Wide Web and e-mail.

OUTCOMES

1. Demonstrate knowledge and understanding of the basic facts and terminology relevant to the use of the Internet and the dangers associated with the Internet.
2. Demonstrate practical skills in using the World Wide Web, e-mail and simple web page creation.

RECOMMENDED ENTRY

Entry is at the discretion of the centre, candidates doing this Unit do not need any prior experience, knowledge or qualification in Computing Studies.

Administrative Information

Superclass: CD

Publication date: April 2004

Source: Scottish Qualifications Authority

Version: 01

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CREDIT VALUE

1 credit at Access 3 (6 SCQF credit points at SCQF level 3*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

This Unit gives automatic certification of the following:

Complete Core skills for the Unit: Information Technology Access 3

National Unit Specification: statement of standards

UNIT Internet Applications (Access 3)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Demonstrate knowledge and understanding of the basic facts and terminology relevant to the use of the Internet and the dangers associated with the Internet.

Performance Criteria

- a) Basic Internet terminology is used correctly to identify the main features of World Wide Web, e-mail and Internet chat.
- b) Opportunities and dangers associated with these Internet applications are accurately explained.

Evidence Requirements

Written or oral evidence that the candidate can understand and use basic Internet terminology correctly and can explain the dangers associated with using different parts of the Internet.

Evidence should be obtained using a knowledge test set at an appropriate point or points in the Unit, under examination conditions. The test(s), lasting no more than 45 minutes in total, must sample content in each of the following areas:

- ◆ World Wide Web
- ◆ e-mail
- ◆ Internet chat

The content statements are reproduced for convenience as a table in the support notes for this Unit.

The standard to be applied is illustrated in the National Assessment Bank items available for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

National Unit Specification: statement of standards (cont)

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OUTCOME 2

Demonstrate practical skills in using the World Wide Web, e-mail and simple web page creation.

Performance Criteria

- a) Basic features of hardware are used with guidance.
- b) Basic features of software are used with guidance.
- c) Practical tasks are carried out in familiar contexts.

Evidence Requirements

Observation checklist showing that the candidate has demonstrated practical skills at an appropriate level in the following contexts:

- ◆ World Wide Web
- ◆ e-mail
- ◆ simple web page publishing

Hard copy evidence should be provided for each of these activities. This evidence does not need to be formal documentation — a sample screenshot from each application would be sufficient.

These practical skills should be demonstrated in a number of smaller tasks, and in the context defined in the content statements.

The candidate will be allowed access to books, notes and online help while completing the tasks. The content statements are reproduced for convenience as a table in the support notes for this Unit.

The standard to be applied is illustrated in the National Assessment Bank items available for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

National Unit Specification: support notes

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This part of the Unit Specification is offered as guidance.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The content for this Unit is detailed below (and also in the National Course Specifications: Course details).

Content Statement: World Wide Web
<p>Identification of the features of the WWW:</p> <ul style="list-style-type: none">◆ pages of data that can be linked with other pages◆ pages are grouped together in sites, with a main 'home' page◆ pages can contain text, sound, graphics and video/animation◆ number and type of pictures affects the download time◆ pages viewed in a web browser <p>Identification of common WWW and e-mail address endings to include: com, .co.uk, .ac.uk, .org, .net, .gov</p> <p>Identification of the main uses of websites:</p> <ul style="list-style-type: none">◆ provide information and services◆ leisure, including game playing◆ shopping (e-commerce)◆ pages created by individuals for self-expression <p>Identification of features of web browsers to include:</p> <ul style="list-style-type: none">◆ favourites/bookmarks to help remember and locate favourite sites◆ history of pages visited recorded◆ navigation buttons for moving between pages <p>Identification of a search engine as a website that helps locate relevant pages on the WWW by key words</p> <p>Identification of the social/safety implications to include:</p> <ul style="list-style-type: none">◆ provide information and services◆ pop-up adverts◆ inappropriate material can be freely available◆ dangers of passing financial/sensitive information to sites◆ filtering software available to block unsuitable web pages
<p>Identification of methods of accessing websites:</p> <p>Access websites by:</p> <ul style="list-style-type: none">◆ clicking on hyperlinks◆ copying addresses into the address toolbar <p>Find sites by:</p> <ul style="list-style-type: none">◆ copying addresses into the address toolbar◆ typing key word(s) into the search engine <p>Access 'useful' sites to find information including:</p> <ul style="list-style-type: none">◆ post office site, route finder sites, bus/train timetable sites, map site, encyclopædia/dictionary site

National Unit Specification: support notes (cont)

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Content Statement: E-mail
<p>Identification of the features:</p> <ul style="list-style-type: none">◆ text and pictures sent between people or businesses who have an e-mail address◆ e-mails can be sent to more than one person at a time◆ everyone has their own unique address◆ inbox, outbox and sent items folders help organise e-mails◆ address book used to store e-mail addresses◆ @ sign separates a person's name from the rest of the address <p>Identification of the uses:</p> <ul style="list-style-type: none">◆ allow people and businesses to share information <p>Identification of types of common abbreviation used in e-mails (and chat):</p> <ul style="list-style-type: none">◆ smileys or emoticons, including :-), :- (, :-@, :-*◆ acronyms, including asap, brb, btw, f2f, hand <p>Understanding of the social/safety implications and 'etiquette'</p> <ul style="list-style-type: none">◆ e-mail is the most common way to spread viruses◆ spam, unsolicited junk mail◆ blocking of e-mail addresses to reduce spam◆ good manners (etiquette) rules associated with e-mails to include:<ul style="list-style-type: none">- don't type in capitals, it's considered shouting as it's hard to read- don't send rude, threatening or offensive e-mails- say 'hi' (or similar) at start, 'regards' (or similar) at the end- spell check and read through e-mails before sending them- large attachment files before sending them (reduce the size)
<p>Demonstration of the following practical skills:</p> <ul style="list-style-type: none">◆ send a properly addressed e-mail to one person◆ send a properly addressed e-mail to more than one person◆ reply to an e-mail <p>Demonstration of the following practical skills:</p> <ul style="list-style-type: none">◆ add a person's detail to an address book, then send them an e-mail using the address◆ send an e-mail with an attachment
Content Statement: Internet Chat
<p>Identification of the features:</p> <ul style="list-style-type: none">◆ online, interactive text conversations between two or more people <p>Identification of the uses:</p> <ul style="list-style-type: none">◆ people with a common interest can share a 'conversation' over any distance <p>Identification of the main safety rules associated with Internet chat</p> <ul style="list-style-type: none">◆ never give your/friends address/details◆ block out/report anyone they are suspicious of◆ never meet anyone they 'chatted' with
Content Statement: Simple Web Page Creation
<p>Demonstration of the following practical skills:</p> <ul style="list-style-type: none">◆ use software capable of creating a web page to create a simple web page on any topic, including text and graphics.◆ view the page in a web browser

National Unit Specification: support notes (cont)

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GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Candidates will require individual access to appropriate computer hardware and software throughout this Unit.

The two Outcomes should be delivered in an integrated way. For Outcome 2, the practical activities should be taught and used to illustrate and exemplify the knowledge and understanding required for Outcome 1.

The centre should select web-authoring software it feels would be most appropriate for candidates at this level. While text processing and publishing software could successfully be used to complete this task centres should consider using software designed for this purpose.

Suitable commercially available applications include Dreamweaver, Front Page (or comparable for PC), PageMill (or comparable for Mac), or free/shareware applications such as CoffeeCup, 1st Page 2000 (PC) or Page Spinner (Mac).

It would be desirable, where possible, for candidates to gain experience using chat applications. However, it has been omitted as a practical requirement for Outcome 2 because it will be practically impossible to complete in many centres.

The amount of time spent on each area of content will vary depending on the teaching methodology used and the ability and prior experience of the candidates. However, the following times may act as a rough guide:

World Wide Web	14 hours
e-mail	10 hours
Internet chat	2 hours
web page authoring	10 hours

1½ hours should be set aside to:

- ◆ administer the Outcome 1 test
- ◆ gather evidence for Outcome 2

A further 2½ hours is allowed for remediation and re-assessment if required.

If the Unit is delivered as part of a Cluster, the Cluster documentation will provide further information on teaching and learning in a Cluster context, including the identification of a number of 'themes' to facilitate holistic learning across the Cluster.

National Unit Specification: support notes (cont)

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GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

National Assessment Bank tests have been created specifically to assess Outcome 1 of the Unit. This assessment consists of a series of multiple choice tests, and must be conducted under examination conditions. In order to gain success in this Outcome, the candidate must achieve at least the cut-off score for the test. If a centre wished to design its own assessments for this Unit, they should be of a comparable standard.

Outcome 2 requires the candidate to demonstrate practical skills while using contemporary hardware and software. These practical skills will normally be demonstrated in a number of relatively short tasks. However, they may be demonstrated in a single extended task. The tasks will normally be undertaken by the candidate as part of the teaching and learning activities of the Unit, rather than as separate formal assessment activities.

The candidate will be allowed access to books, notes and on-line help while completing the tasks. The practical skills should be demonstrated in the context defined in the content statements.

To gain success in this Outcome, the candidate must demonstrate practical skills in the following contexts:

- World Wide Web
- e-mail
- web page authoring

Hard copy evidence should be provided for all of these activities.

A pro-forma observation checklist for Outcome 2 is provided in the National Assessment Bank materials.

All evidence must be retained by the centre. The assessment of this Unit is subject to moderation by SQA.

SPECIAL NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, September, 2003).