



**FUNCTIONAL SKILLS  
SPECIFICATION FOR  
INFORMATION AND COMMUNICATION  
TECHNOLOGY (ICT)  
LEVELS 1&2**

Version: November 2011

## Structure

These single externally-assessed component Functional Skills qualifications will assess three interrelated skill areas:

- Using ICT
- Finding and selecting information
- Developing, presenting and communicating information

## Sampling and Range

Assessments will draw from each of the three skills areas according to the weightings detailed in the tables shown below for each level. In addition, a minimum of 80% of the marks within each assessment will be allocated to open-response questions.

Each assessment will sample at least 75% of the coverage and range items listed in the specification and all coverage and range items will be sampled at least once across each series of four assessment windows.

## Assessment Design

Assessment will:

- be 100% external assessment
- focus on functionality and the effective application of skills areas in purposeful contexts and scenarios that reflect real-life situations.
- have a minimum of 80 per cent open response assessment.
- conform to the assessment weightings outlined in the skills standards.
- provide opportunities to demonstrate each of the skills areas and span a sufficient selection of the skills sub-sections, within the specified ranges stated in the skills standards. The balance may vary between individual assessment tasks.
- cover all of the skills standards.
- clearly indicate how marks are allocated for each of the skills areas (Using ICT; Finding and selecting information; Developing, presenting and communicating information).

## Assessment Duration

Minimum of two hours and a maximum of three hours.

## Level 1

Skill standards	Coverage and range	Assessment weighting
<p><b>Using ICT</b></p> <p>identify the ICT requirements of a straightforward task</p> <p>interact with and use ICT systems to meet requirements of a straightforward task in a familiar context</p> <p>manage information storage</p> <p>follow and demonstrate understanding of the need for safety and security practices</p>	<p>use ICT to plan and organise work</p> <p>select and use software applications to meet needs and solve straightforward problems</p> <p>select and use interface features effectively to meet needs</p> <p>adjust system settings as appropriate to individual needs</p> <p>work with files, folders and other media to access, organise, store, label and retrieve information</p> <p>demonstrate how to create, use and maintain secure passwords.</p> <p>demonstrate how to minimise the risk of computer viruses</p>	<p>20-30%</p>
<p><b>Finding and selecting information</b></p> <p>use search techniques to locate and select relevant information</p> <p>select information from a variety of ICT sources for a straightforward task</p>	<p>search engines, queries</p> <p>recognise and take account of currency, relevance, bias and copyright when selecting and using information</p>	<p>10-20%</p>
<p><b>Developing, presenting and communicating information</b></p> <p>enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks</p> <p>use appropriate software to meet requirements of straightforward data-handling task</p> <p>use communications software to meet requirements of a straightforward task</p> <p>combine information within a publication for a familiar audience and purpose</p>	<p>apply editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numbers, charts, graphs or other digital content</p> <p>process numerical data</p> <p>display numerical data in a graphical format</p> <p>use field names and data types to organise information</p> <p>enter, search, sort and edit records</p> <p>read, send and receive electronic messages with attachments</p> <p>demonstrate understanding of the need to</p>	<p>50-70%</p>

<p>evaluate own use of ICT tools</p>	<p>stay safe and to respect others when using ICT-based communication</p> <p>for print and for viewing on screen</p> <p>check for accuracy and meaning</p> <p>at each stage of a task and at the task's completion</p>	
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## Level 2

Skill standards	Coverage and range	Assessment weighting
<p><b>Using ICT</b></p> <p>Plan solutions to complex tasks by analysing the necessary stages</p> <p>select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts</p> <p>manage information storage to enable efficient retrieval</p>	<p>use ICT to plan and analyse complex or multi-step tasks and activities and to make decisions about suitable approaches</p> <p>select and use software applications to meet needs and solve complex problems</p> <p>select and use a range of interface features and system facilities effectively to meet needs</p> <p>select and adjust system settings as appropriate to individual needs</p> <p>respond to ICT problems and take appropriate action</p> <p>understand the danger of computer viruses and how to minimise risk</p> <p>manage files, folders and other media storage to enable efficient information retrieval</p>	<p>20-30%</p>
<p><b>Finding and selecting information</b></p> <p>use appropriate search techniques to locate and select relevant information</p> <p>select information from a variety of sources to meet requirements of a complex task</p>	<p>search engines, queries and AND/ NOT/OR, &gt;,&lt;,&gt;=,&lt;=, contains, begins with, use of wild cards</p> <p>recognise and take account of copyright and other constraints on the use of information</p> <p>evaluate fitness for purpose of information</p>	<p>10-20%</p>
<p><b>Developing, presenting and communicating information</b></p> <p>enter, develop and refine information using appropriate software to meet requirements of a complex task</p> <p>use appropriate software to meet the requirements of a complex data-handling task</p> <p>use communications software to meet requirements of a complex task</p> <p>combine and present information in ways that are fit for purpose and</p>	<p>apply a range of editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numerical data, charts, graphs or other digital content</p> <p>process and analyse numerical data</p> <p>display numerical data in appropriate graphical format</p> <p>use appropriate field names and data types to organise information</p> <p>analyse and draw conclusions from a data set by searching, sorting and editing records</p>	<p>50-70%</p>

<p>audience</p> <p>evaluate the selection, use and effectiveness of ICT tools and facilities used to present information</p>	<p>organise electronic messages, attachments and contacts</p> <p>use collaborative tools appropriately</p> <p>understand the need to stay safe and to respect others when using ICT-based communication</p> <p>organise and integrate information of different types to achieve a purpose, using accepted layouts and conventions as appropriate</p> <p>work accurately and check accuracy, using software facilities where appropriate</p> <p>at each stage of a task and at the task's completion</p>	
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