

National 2 Information and Communications Technology Course Support Notes



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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 2 Information and Communications Technology Course. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification* and the *Unit Specifications* for the Units in the Course.

General guidance on the Course

Aims

The aims of the Course are to enable learners to:

- ♦ develop and apply skills and knowledge across a range of technologies
- ♦ use equipment and software appropriately
- ♦ use a range of applications
- ♦ communicate effectively

Course activities also provide opportunities for learners to develop generic and transferable skills in computer literacy including searching and retrieving information to inform thinking and decision making, and problem-solving. Learners will also have opportunities to develop skills in working independently and in collaborating and working with others.

In addition, learners will have the opportunity to develop generic and transferable skills for learning, skills for life and skills for work including literacy and thinking skills in a contextualised, engaging and enjoyable way.

Progression into this Course

Entry to this Course is at the discretion of the centre.

This Course is suitable for learners who want to develop practical skills in using technology in day-to-day living, with an awareness of health and safety issues associated with its use. It is suitable for learners with a general interest in information, communication and technology

This qualification may be suitable for learners who have successfully completed qualifications in creative arts, computing or related areas at SCQF level 1.

Experiences and outcomes

Experiences and outcomes from the early and first level ICT to enhance learning section within the Technologies curriculum area may provide an appropriate basis for doing this Course. The following experiences and outcomes are particularly relevant:

- ♦ exploring software and technologies to discover what they can do
- ♦ using technologies to present ideas, thoughts or information
- ♦ using technologies to communicate with others
- ♦ using technologies to record experiences

Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course. Some Units may offer more opportunities than others for the development of skills, knowledge and understanding. The table below shows where there are opportunities to develop these within the individual Units.

Skills, knowledge and understanding	ICT Applications	Communications Applications	Internet Applications	Multimedia Applications	Working with Digital Images
Identifying and using a range of equipment and peripherals	■	■	□	□	□
Following correct procedures to open and close applications	■	■	■	■	■
Using the main functions of applications	■	■	■	■	■
Interact with others using applications	□	■	■	□	□
Using the internet to find information	□	□	■	□	□
Creating and running presentations	□	□	□	■	■
Follow health, safety and hygiene practices when using technology	■	■	■	■	■

Key: ■ = significant opportunities to develop within the Unit
□ = some opportunities to develop within the Unit

Practical activities might include using technologies for: communication, creating text, creating images and graphics, drawing including computer-aided design (CAD), working with images, interactive gaming, creating presentations.

Technologies and materials used in practical activities might include: augmentative communication devices, cameras (digital stills and film), computer software and applications including downloads, CDs, DVDs, electronic equipment and peripherals (such as keyboard, mouse, printers, scanners), film, gaming packages, handheld mobile devices, the internet, laptop and notebook computers, music, personal computers, tablet computers, web-based communication packages.

Suggested learning and teaching approaches for the development of the skills, knowledge and understanding for each Unit can be found in the *Unit Support Notes* and in the 'Approaches to learning and teaching' section of this document.

Progression from this Course

On successful completion of this Course, the learner could progress to:

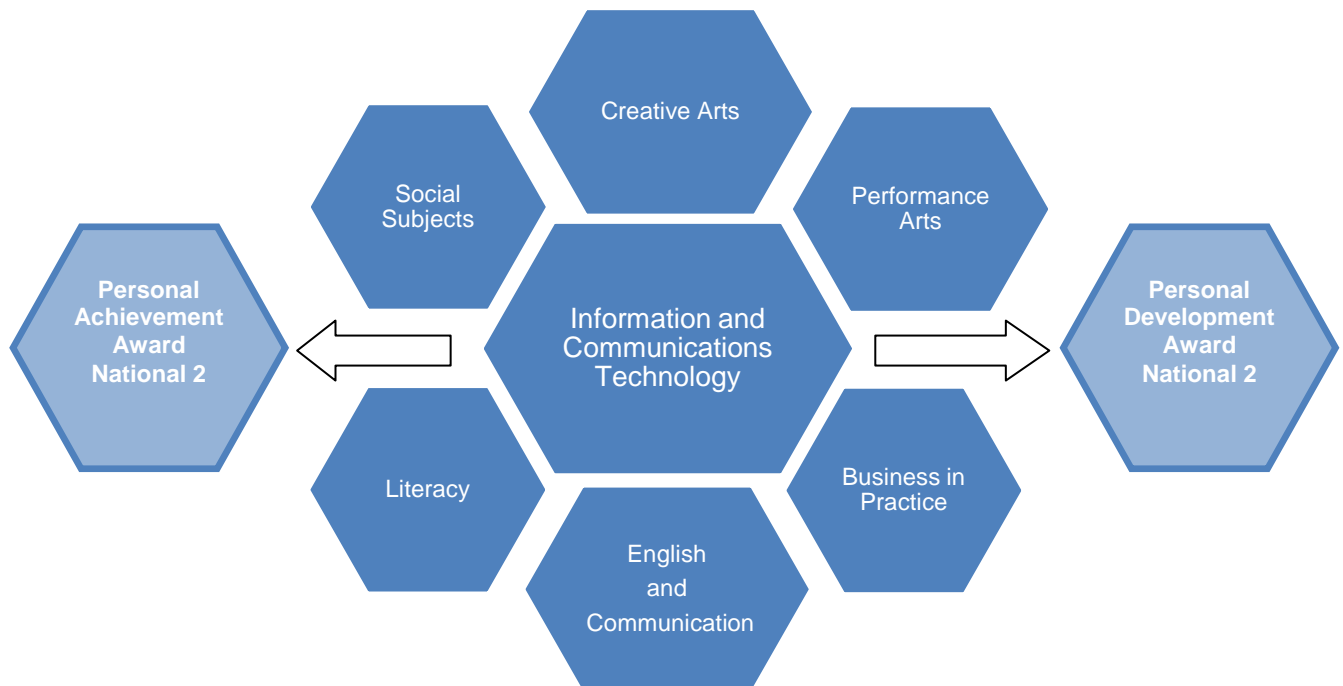
Progression to other SQA qualifications

- ♦ other Units, Awards and Courses at National 2
- ♦ National 2 Creative Arts Course
- ♦ National 2 Performance Arts Course
- ♦ National 3 Computing Science Course or its component Units
- ♦ training and/or employment opportunities

Learners may progress to the full Course or its individual Units within same.

The following diagram shows other SQA Courses and Awards at National 2 which could provide opportunities for increasing breadth and depth of learning in subjects which have an information and communications focus at SCQF level 2.

Further details about these Courses and Awards can be found on SQA's website.



Hierarchies

Hierarchy is the term used to describe Courses and Units which form a structured progression involving two or more SCQF levels.

It is important that any content in a Course and/or Unit at one particular SCQF level is not repeated if a learner progresses to the next level of the hierarchy. The skills and knowledge should be able to be applied to new content and contexts to enrich the learning experience. This is for Centres to manage.

Relationships between National 3 and National 2 Units

Some National 3 Units can substitute for the National 2 Units, and so contribute to the Course Award.

The table below shows the relationships between these National 3 and National 2 Units.

National 2 Unit title	Substitute Unit from National 3
ICT Applications	Information Solutions

Alternatively a National 3 Unit may provide some evidence which can be used for a National 2 Unit but cannot be a substitute for it. Where this occurs, teachers/lecturers should refer to the Outcomes and Assessment Standards of the National 2 Unit to determine what additional evidence is required.

Approaches to learning and teaching

The purpose of this section is to provide general advice and guidance on approaches to learning and teaching which can be used for any of the component Units within the Course.

Effective learning and teaching will draw on a variety of approaches to enrich the experience of learners. In particular, a mix of approaches which provide opportunities for personalisation and choice will help to motivate and challenge learners.

The skills-based focus of the Course readily lends itself to a variety of approaches to learning and teaching which reflect those used within broad general education and the values and principles of Curriculum for Excellence.

Learning should, where possible, be relevant to the learner's everyday life, their overall learning programme, and/or work and leisure. Teachers/lecturers could also consider interdisciplinary and cross-curricular approaches to learning and teaching and explore how extra-curricular activities or the personal interests of learners could be included and recognised.

Learners should be given the opportunity to use their normal mode of communication and have access to the appropriate resources for support where they would normally be available in real-life situations in which the activity is being carried out.

The distribution of time between the various Units is a matter of professional judgement and is entirely at the discretion of the centre. Each Unit is likely to require an approximately equal time distribution, although this may depend on the learners' prior learning in the different topic areas, learning and teaching methods adopted and the design of the Course.

Sequencing and integration of Units

The timing and sequencing of the delivery and assessment of the Units is at the discretion of the centre. However, learning and teaching approaches which provide opportunities to integrate skills wherever possible are suggested.

The Units can be taken as part of a cluster of Units within the Course framework. In this case it is suggested that the mandatory Unit *ICT Applications* could be delivered first, as this is a good introductory Unit, providing the learner with opportunities to develop skills and knowledge in using a range of commonly available applications.

Having completed the mandatory Unit, the learner then has the opportunity to develop a particular aspect, focus or theme through their choice of optional Units. This could be primarily personal communication, collaborative working and interaction with others, through the *Communications Applications* Unit and the *Internet Applications* Unit.

Alternatively the *Multimedia Applications* Unit and the *Working with Digital Images* Unit provide opportunities for the learner to use technologies in creative and imaginative ways.

Learners also have the opportunity to take Units independently, and therefore Centres can combine Units to suit individual learner needs (for example, linking to other curriculum areas) and/or delivery patterns within the centre.

This flexibility means that study programmes can be developed which provide a pathway for each learner to focus on their particular strengths and interests, and to work with others and/or on individual activity as appropriate, and which allows integration of Units in respect of learning, teaching and assessment.

This not only allows personalisation and choice for the learner but also allows the Centre to develop, deliver and record each learner's progression and achievement through the Course.

When developing the approach to learning, teaching and assessment, and the time allocation for each Outcome, it is suggested that teachers/lecturers consider the following issues:

- ◆ the range of equipment, technologies and applications available to the centre
- ◆ the resources available to the centre
- ◆ the extent to which cross-curriculum and/or interdisciplinary working can be offered (for example, across creative arts, performance arts)
- ◆ the prior experiences and achievements of learners
- ◆ the needs of learners

The following examples provide illustrations of how possible learning pathways might be developed:

Indicative study programme 1 — completion of National 2 Information and Communications Technology Course:

Focus on communications applications

Unit title	Unit Outcomes	Example of learning activity
ICT Applications (mandatory Unit)	<p>Demonstrate an understanding of the relationship between applications, equipment and peripherals</p> <p>Carry out operations across a range of applications</p>	<p>The learner identifies a range of equipment and peripherals</p> <p>The learner develops skills in using:</p> <ul style="list-style-type: none"> ◆ word processing applications to create text/graphics including using peripherals as appropriate ◆ spreadsheet applications to process information including using peripherals as appropriate
Communications Applications (optional Unit 1)	<p>Use equipment for a given purpose correctly and safely</p> <p>Carry out operations to personally interact with others, using a range of applications</p>	<p>The learner chooses to:</p> <ul style="list-style-type: none"> ◆ create a blog to share news and information ◆ collaborate with others as a team in a games competition
Internet Applications (optional Unit 2)	<p>Use a search engine correctly and safely to find information on the internet</p> <p>Use an e-mail application to send and receive messages correctly and safely</p>	<p>The learner develops skills in using:</p> <ul style="list-style-type: none"> ◆ the internet to search for and locate information ◆ e-mail applications to send, receive and respond to simple messages <p>Note: in all Units the learner follows health, safety and hygiene requirements when using equipment/applications/peripherals</p>

Indicative study programme 2 — completion of National 2 Information and Communications Technology Course:

Focus on creative applications

Unit title	Unit Outcomes	Example of learning activity
ICT Applications (mandatory Unit)	<p>Demonstrate an understanding of the relationship between applications, equipment and peripherals</p> <p>Carry out operations across a range of applications</p>	<p>The learner identifies a range of equipment and peripherals</p> <p>The learner develops skills in using:</p> <ul style="list-style-type: none"> ◆ word processing applications to create text/graphics including using peripherals as appropriate ◆ spreadsheet applications to process information including using peripherals as appropriate
Multimedia Applications (optional Unit 1)	<p>Create a multimedia presentation</p> <p>Deliver the multimedia presentation</p>	<p>The learner develops skills in using equipment and appropriate software application to:</p> <ul style="list-style-type: none"> ◆ create and run a presentation using a range of media
Working with Digital Images (optional Unit 2)	<p>Make changes to digital images</p> <p>Show the altered digital images</p>	<p>The learner develops skills in using equipment and appropriate software application to:</p> <ul style="list-style-type: none"> ◆ alter, edit and save digital images in a digital album ◆ show the finished images

Indicative study programme 3 — completion of National 2 Information and Communications Technology Course:

Focus on cross-curriculum activity: a history project, ‘The Romans in Britain’

Unit title	Unit Outcomes	Example of learning activity
ICT Applications (mandatory Unit)	Demonstrate an understanding of the relationship between applications, equipment and peripherals Carry out operations across a range of applications	The learner uses a word processing application in creative writing about Roman life in Britain, including printing out and saving work
Internet Applications (optional Unit 1)	Use a search engine correctly and safely to find information on the internet Use an e-mail application to send and receive messages correctly and safely	The learner uses the internet to search for information about Roman life in Britain, including their food/customs/dress The learner uses an appropriate application to create a multimedia presentation on their findings and shows the presentation to their class
Multimedia Applications (optional Unit 1)	Create a multimedia presentation Deliver the multimedia presentation	The learner e-mails the presentation to the teacher/ lecturer
Or:	Alternatively:	
Internet Applications (optional Unit 1)	Use a search engine correctly and safely to find information on the internet Use an e-mail application to send and receive messages correctly and safely	The learner uses the internet to search for information about Roman life in Britain, including their food/customs/dress The learner uses an appropriate software application to download, alter and save images of Roman dishes and then shows the finished images to their class
Working with Digital Images (optional Unit 2)	Make changes to digital images Show the altered digital images	

Further information about integrating approaches to learning and teaching, assessment and gathering evidence can be found in the relevant *Unit Support Notes*.

Possible approaches to learning and teaching

It is important that learners have the opportunity to explore a range of practical activities involving technology and software applications, and are provided with the opportunity to practice their skills in different contexts. Teachers/lecturers should also ensure that opportunities for assessment and feedback to learners are provided within the learning and teaching activities.

Learning about Scotland and Scottish culture will enrich the learner's learning experience and help them to develop the skills for learning, life and work they will need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond. Where there are opportunities to contextualise approaches for learning and teaching to Scottish contexts, teachers and lecturers should do this.

A supportive learning environment is recommended to enable a learner to achieve the best they can. This could include learning and teaching approaches which build on the Curriculum for Excellence experiences and outcomes and which involve:

- ◆ learner-centred activities which provide opportunities for learners to observe, explore and discuss appropriate approaches to activities using technologies
- ◆ individual and collaborative working which provides learners with the opportunity to share and develop ideas for working with technologies
- ◆ thematic or interdisciplinary approaches which build on the relationship between technologies and other curriculum areas such as business, creative arts, English and communication, literacy, performance arts, social studies
- ◆ using probing questions/statements which ask learners to explain their thinking and their approach(es) to the activity involved
- ◆ whole-centre events such as concerts, seasonal fairs, themed activities
- ◆ collaborative learning to carry out activities; learners could be asked to work in pairs or groups
- ◆ learning through discovery, for example finding out how different applications can be used in different contexts
- ◆ using 'real-life' and/or simulated environments to provide contexts for activities using technologies
- ◆ participating in drama/role-playing activities
- ◆ project/theme-based/interdisciplinary learning to apply skills to activities in other subject areas (for example, finding information for a history project)
- ◆ undertaking voluntary work (in the centre and/or in the community)
- ◆ work placement opportunities
- ◆ workshops delivered by subject experts (within the centre and/or external)
- ◆ attending performances/shows/events/exhibitions (formal/ informal, within the centre and/or within the community)
- ◆ extra-curricular activities
- ◆ using seasonal celebrations as the context for activities (for example Scottish celebrations and events, religious festivals and events)
- ◆ the use of external speakers (for example demonstrations, practical workshops, review of learners' work)
- ◆ using visual media (including film, DVD) to help learners visualise contexts for learning
- ◆ using e-assessment journals and portfolios to keep track of evidence (including recording work in progress)
- ◆ using ICT and other technologies to support learning (including web-based research, simulations and/or interactive programmes, virtual tours, virtual learning environments)
- ◆ other specific opportunities for integrated learning identified and developed within centres themselves

Many of the above approaches could involve group work. Group work approaches can be used within Units and across Courses where it is helpful to simulate real-life situations, share tasks and promote team working skills.

However, there must be clear evidence for each learner to show that they have met the required Assessment Standards for the Unit or Course.

Cross-curriculum working

Opportunities for cross-curriculum working which can provide a framework for the development of integrated approaches to learning teaching and assessment could also be considered. For example, learners could be involved in scheduled events which take place across the teaching year, which might include:

- ◆ seasonal fairs
- ◆ coffee mornings
- ◆ shows and concerts
- ◆ fund raising
- ◆ tuck shops
- ◆ other events

The range of contexts for learners to develop and practice their skills in association with these events could include:

Activity	Links to other Curriculum Areas
Using technologies to promote activities and events within the Centre and/or the community	Business Creative Arts Enterprise Literacy Numeracy Performance Arts
Using technologies to produce work for sale	Creative Arts Enterprise Food Numeracy Practical Craft Skills
Using technologies to produce work for use in the Centre and/or the community	Centre and/or Community events, projects, clubs
Extra-curricular activities	Within the Centre Within the community

Examples of learning and teaching contexts that could be used for the Units in this Course can be found in the *Unit Support Notes*.

Developing skills for learning, skills for life and skills for work

The *Course Specification* lists the skills for learning, skills for life and skills for work that learners should develop through this Course. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and should be built into the Course where there are appropriate opportunities.

Throughout this Course, there are significant opportunities to develop the following skills for learning, skills for life and skills for work:

Skills for learning, skills for life and skills for work	Approaches for learning and teaching
4 Employability, enterprise and citizenship	
4.2 Information and communication technology Use ICT systems and emerging technologies to handle information, to use the internet safely, and to make informed decisions based on information obtained using technology.	Learners will develop their practical skills in using technologies when they search for information, communicate with others, and use equipment/applications/peripherals as appropriate.
5 Thinking skills	
5.1 Remembering The ability to identify, recognise and recall facts, events and sequences.	Learners can practice their skills in opening, using the main functions and closing different applications. This can include learning activities in other subject areas.
5.3 Applying The ability to use existing information to solve a problem in a different context; to plan, organise and complete a task.	Learners can apply the skills and knowledge they have developed to use a range of equipment/applications/peripherals across a range of contexts and activities, including learning activities in other subject areas.
5.5 Creating The ability to make, write, say or do something new.	Learners can apply the skills and knowledge they have developed to use a range of applications to create new work.

There will be opportunities to use other skills for learning, skills for life and skills for work throughout this Course. Where this happens, teachers/lecturers should ensure that learners are aware of this and work with them to develop these as well.

This might include the following:

3 Health and wellbeing

3.5 Relationships

Opportunities to build the learner's social and working relationships, allowing them to practice their interpersonal skills, can be provided through collaborative activities using technologies.

4 Employability, enterprise and citizenship

4.3 Working with others

Activities can be devised which provide opportunities for learners to develop skills in working with others, which can include activities which require working co-operatively in the use of resources, sharing resources, and encouraging consideration of other learners' work and skills.

Approaches to assessment

Learners will benefit from receiving accurate and regular feedback regarding their learning. This helps to ensure that they are actively involved in the assessment process. It is also important that different approaches to assessment are adopted to suit the varying needs of learners.

Assessment strategies and methods

There may be opportunities in the day-to-day delivery of the Units in the Course to gather evidence which satisfies a number of Units, a Unit or part of a Unit. This is naturally occurring evidence and teachers/lecturers are encouraged to record this where possible.

It is anticipated that assessment will be integrated with the approaches to learning and teaching adopted for the Units in the Course. Centres are therefore encouraged to consider at the outset the approaches to be adopted for assessment and the gathering of evidence for each Outcome.

Suggested approaches to assessment for any of the component Units could include:

- ◆ observation during practical activities (using an observational checklist, visual recording, photography or equivalent to capture evidence)
- ◆ peer assessment during and on completion of activities (including peer example, support and review)
- ◆ oral questioning during and on completion of activities (using a recording or transcript as evidence)
- ◆ learning and teaching activities which produce naturally occurring opportunities for assessment (eg demonstration of skills, knowledge and understanding during the learning process)
- ◆ visual recording or photographing the learner's activities (both within and outwith the centre)
- ◆ using a project/extended activity to assess a range of Outcomes or Units
- ◆ identifying opportunities for assessment within real-world activities and events (eg coffee mornings/seasonal fairs/seasonal celebrations/other events)
- ◆ identifying opportunities for assessment within extra-curricular activities both within the centre (for example, school clubs) and within the community (for example, voluntary organisations, clubs)
- ◆ integrating assessment across curriculum areas (eg a topic being studied in history could provide the context for technology-based activities)
- ◆ incorporating review by others into assessment and feedback (eg involvement of external specialists, other subject specialists if cross-subject working is involved)

It is recommended that centres adopt an approach to assessment which avoids duplication across the learner's journey, but which also allows the learner to demonstrate their best work. Centres are also encouraged to consider the timing, duration and location of assessment activities to increase the flexibility of approaches to, and the range of opportunities for, assessment.

Teachers/lecturers could also foster a common understanding of assessment and ensure consistency of approach by sharing standards and moderation across their centre.

Authentication

For guidance on authentication of evidence which is gathered outwith the direct supervision of the teacher/lecturer responsible for the learner, eg outside the school or classroom, refer to SQA's *Guide to Assessment*.

It is important that teachers/lecturers track and keep accurate records of their assessments in order to:

- ♦ inform learners of their progress
- ♦ identify where further consolidation is required
- ♦ retain and store appropriately evidence of work in progress and completed work for moderation purposes

It is anticipated that learners will require to be provided with a high degree of teacher/lecturer assistance. More details about the type of support are provided within the 'Equality and inclusion' section.

Combining assessment across Units

Gathering evidence

One approach to gathering evidence might involve creating a folio or workbook for each Unit or, alternatively, the learner could compile one folio or workbook which encompasses all work for all Units, provided evidence of completion of all Unit Outcomes is contained within the folio or workbook. This might be an appropriate approach where the learner chooses to develop a theme across all Units. Further advice about integration of outcomes is provided in the *Unit Support Notes*.

The folio or similar method of collating evidence could comprise:

- ♦ written evidence (responses to quizzes, discrete tests)
- ♦ oral evidence from discussions between the teacher/lecturer and the learner, or between learners (this approach may be particularly useful to confirm understanding or to gather evidence from a learner whose written ability is limited)
- ♦ observation notes/checklists used during group or collaborative activities
- ♦ workbooks or jotters which show a collection of evidence generated during day-to-day teaching and learning activities
- ♦ computer generated assessment records (including printouts from simulations and digital activities)
- ♦ photographs of project (including development of ideas, experimentation with tools/equipment/materials)
- ♦ computer-generated graphics
- ♦ screen captures (for example, simple 'print screen' shots)
- ♦ a record of decisions taken about the work (compiled by the learner)
- ♦ a learner record (completed by the teacher/lecturer)
- ♦ photographs to record milestone achievement
- ♦ diagrams, illustrations and/or sketches
- ♦ visual recordings of practical activities
- ♦ learner responses to prompt questions before, during and on completion of activities
- ♦ reviews by others (including peer review, involvement of external specialists, other subject specialists if interdisciplinary working is involved)

- ◆ practical work (which need not include finished work as long as there is satisfactory visual evidence of the learner's personal work)

Evidence may be recorded in any form appropriate to the activity involved which can include: orally, in writing, electronically, on tape or film.

Each learner's attainment must be recorded and evidence held to allow a final judgement of performance to be made against the specifications of assessment of a Unit or the Course. This means that the learner/teacher/lecturer must ensure that records of work are complete, relevant and available.

It is important that teachers/lecturers keep accurate records of their assessments to meet Assessment Standards and to support learners by:

- ◆ informing them of their progress
- ◆ identifying where further consolidation is required
- ◆ ensuring that the Unit and Course requirements and all aspects of assessment are fulfilled
- ◆ providing feedback on the effectiveness of teaching

Guidance on approaches to assessment and gathering evidence for the Units within the Course can be found in the *Unit Support Notes*.

Equality and inclusion

The additional support needs of learners should be taken into account when planning learning experiences, or when considering any reasonable adjustments that may be required. Assessment methods should offer all learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate illustrative materials which reflect an inclusive view.

Learners undertaking qualifications at SCQF level 2 are likely to require more support with their learning than at other levels, and learners should be given as much support as they need to engage with learning, teaching and assessment activities while maintaining the integrity of the Outcome and Assessment Standards.

Examples of support might include:

- ◆ allowing extra time to complete activities
- ◆ practical helpers under direct learner instruction could assist with practical activities (this could also include a reader or scribe as appropriate)
- ◆ the use of specialised and adapted equipment
- ◆ the use of ICT and other assistive technologies

It is recognised that Centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these Course Support Notes is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that Centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements section of SQA's website:
www.sqa.org.uk/sqa/14977.html.

Appendix 1: Suggested resources

Suggested organisation (all available via the internet)	Possible resources and/or support materials
BBC Schools: Learning Zone Websites for 11–16 year olds	Range of learning and teaching resources including creative activities packages, virtual tours
Channel 4 (learning website)	Range of learning and teaching resources including teacher packs and learner activities
Guardian Newspaper (learnthings website)	Range of learning and teaching resources, including activities, assessment and teacher packs
Khan Academy	Range of educational videos
Learning and Teaching Scotland	Range of learning resources across all Curriculum for Excellence curriculum areas
Royal Commission on the Ancient and Historical Museums of Scotland (Scran website)	Library of images and media from museums, galleries, archives and the media
Schoolzone Educational Intelligence	Website offering a 'one-stop' service for teachers by providing details of wide range of web-based resources
Tate Museum: learning for schools	Range of free resources for teachers, including activities, games, virtual tours of exhibits/curios

Appendix 2: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa/14977.html.
- ◆ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
- ◆ [*Course Specifications*](#)
- ◆ [*Design Principles for National Courses*](#)
- ◆ [*Guide to Assessment* \(June 2008\)](#)
- ◆ [*Overview of Qualification Reports*](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [*SCQF Handbook: User Guide*](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html
- ◆ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)
- ◆ [*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*](#)

Administrative information

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Superclass: to be advised

History of changes to Course Support Notes

Course details	Version	Description of change	Authorised by	Date

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Unit Support Notes — ICT Applications (National 2)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the ICT Applications (National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the Unit Specification
- ◆ the Course Specification
- ◆ the Course Support Notes
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The ICT Applications (National 2) Unit is a mandatory Unit in the National 2 Information and Communications Technology Course. The ICT Applications (National 2) Unit is also available as a free-standing Unit and is designed to meet the needs of a broad range of learners who may choose to study it.

The general aim of the National 2 ICT Applications Unit is to allow the learner to develop skills in using a range of commonly available software applications. The learner will apply these skills to open, use and close the applications. The learner will also develop skills in using equipment and peripherals that support the use of these applications, including selecting the appropriate equipment/peripherals to use for a given application.

Learners who complete this Unit will be able to:

- 1 Demonstrate an understanding of the relationship between applications, equipment and peripherals
- 2 Carry out operations across a range of applications

In addition, the following skills for learning, skills for life and skills for work will be developed: employability, enterprise and citizenship and thinking skills.

Progression into this Unit

Entry into this Unit is at the discretion of the centre.

This Unit may be suitable for learners who have successfully completed qualifications in computing or related areas at SQCF level 1.

This qualification may also be suitable for adult returners. Centres wishing to establish the suitability of learners without prior qualifications and/or experiences and outcomes may benefit from carrying out a diagnostic review of prior life and work experiences. This approach may be particularly useful for adult returners to education.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 2 Information and Communications Technology *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery to their centres.

Progression from this Unit

This Unit may provide progression to:

- ◆ other Units within the National 2 Information and Communications Technology Course
- ◆ the National 2 Creative Arts Course
- ◆ the National 2 Performance Arts Course
- ◆ other Units, Awards and Courses at National 2
- ◆ other related Units, Awards and Courses at National 3

The skills, knowledge and understanding developed in this Unit could support progression in other curriculum areas as well as life and work contexts. The nature of this progression will depend on the individual needs of the learner.

Approaches to learning, teaching and assessment

This section of the Unit Support Notes provides examples of some approaches to learning, teaching and assessment which could be used.

The *Course Support Notes* provide generic advice on approaches to learning and teaching, assessment, gathering evidence and authentication which applies to all component Units of the Course. It is therefore recommended that the *Course Support Notes* are read before delivering this Unit.

While a range of approaches to learning, teaching and assessment are possible it is important that learners have the opportunity to experience a range of practical activities using technologies, and that opportunities for assessment and feedback are provided within the learning and teaching activities.

A rich and supportive learning environment is recommended to enable a learner to achieve the best they can. This could include approaches which build on the Curriculum for Excellence experiences and outcomes and which involve:

- ◆ learner-centred activities which provide opportunities for learners to observe, explore and discuss appropriate approaches to ICT activities
- ◆ individual and collaborative working which provides learners with the opportunity to share and develop ideas for ICT work
- ◆ thematic or interdisciplinary approaches which build on the relationship between ICT and other curriculum areas such as creative arts, English and communication, literacy, performance arts
- ◆ using probing questions/statements which ask learners to explain their thinking and their approach(es) to the ICT activity involved
- ◆ whole-centre events such as concerts, seasonal fairs, themed activities
- ◆ collaborative learning to carry out ICT activities; learners could be asked to work in pairs or in groups
- ◆ learning through discovery, for example, finding out how different ICT applications can be applied to different contexts
- ◆ using 'real-life' and/or simulated environments to provide contexts for ICT activities
- ◆ participating in drama/role-play activities
- ◆ project/theme-based/interdisciplinary learning to apply ict skills to activities in other subject areas (for example, using spreadsheets for activities in mathematics)
- ◆ undertaking voluntary work (in the centre and/or in the community)
- ◆ work placement opportunities
- ◆ workshops delivered by subject experts (within the centre and/or external)
- ◆ attending performances/shows/events/exhibitions (formal/informal, within the centre and/or in the community)
- ◆ extra-curricular activities
- ◆ using seasonal celebrations as the context for ICT activities (for example, Scottish celebrations and events, religious festivals and events)
- ◆ the use of external speakers (for example, demonstrations, practical workshops, review of learners' work)
- ◆ using audio and visual media (including audio books, film, CD, DVD, internet sources) to help learners visualise contexts for learning

- ◆ using e-assessment journals and portfolios to keep track of evidence (including recording work in progress)
- ◆ using ICT and other technologies to support work (including web-based research, simulations and/or interactive programmes, virtual tours, virtual learning environments)
- ◆ using adaptive and assistive technologies as appropriate to support learners' participation in activities involving ICT applications
- ◆ other specific opportunities for integrated learning identified and developed within centres themselves

Many of these approaches could involve group work. Group work approaches can be used within Units and across Courses where it is helpful to simulate real-life situations, share tasks and promote team working skills. However, there must be clear evidence for each learner to show that they have met the required assessment standards for the Unit or Course.

Engaging learners with practical tasks is a useful way of helping learners to understand how a new idea relates to their existing knowledge and understanding. It is therefore important that contexts for ICT activity are relevant and meaningful to learners. Learners could be encouraged to undertake regular self-assessment as a means of ascertaining both levels of understanding and of identifying next steps.

Examples of learning and teaching approaches and ways of recording evidence are provided in the following tables:

Illustration 1: Integrated Outcomes approach

<p>Outcome 1: <i>Demonstrate an understanding of the relationship between applications, equipment and peripherals</i></p> <p>and:</p> <p>Outcome 2: <i>Carry out operations across a range of applications by:</i></p>		
Assessment Standard	Explanation of Standard	Example of learning activity
1.1 Identifying a range of equipment and peripherals	<p>The learner has the opportunity to:</p> <ul style="list-style-type: none"> ♦ correctly identify a range of equipment/peripherals and state the purpose for which the identified equipment/peripherals are used ♦ select two ICT applications ♦ select the equipment/peripherals to be used for the chosen applications ♦ using the chosen applications including opening, using the main functions, printing and saving work and exiting from the applications ♦ use the selected equipment/peripherals to support work for the applications ♦ follow instructions for safe working appropriate to the chosen applications <p>The teacher/lecturer can offer the learner guidance on an appropriate choice of applications and equipment/peripherals as it would be reasonable to ensure that the teacher/lecturer has some expertise and resources are available to enable the learner to successfully meet the Assessment Standards.</p> <p>The teacher/lecturer can negotiate appropriate activities</p>	<p>The learner is given information collected from the centre's recent sale of work and is asked to complete the following tasks:</p> <ul style="list-style-type: none"> ♦ calculate how many cakes were sold in total ♦ calculate which cake was the most expensive ♦ identify the most popular cake sold
1.2 Choosing appropriate equipment/peripherals for given applications		
1.3 Following health and safety requirements when using equipment/peripherals		
1.4 Following hygiene guidelines when using equipment/peripherals		<p>The learner undertakes these activities which involve:</p> <ul style="list-style-type: none"> ♦ using a spreadsheet application to process the given variables and generate results ♦ using a word processing application to create a short piece of text identifying the most popular cake
2.1 Following correct procedures to open the applications		
2.2 Demonstrating skills in using the main functions of the applications		
2.3 Using save and print functions of the applications		
2.4 Following correct procedures to close the applications		<p>or, alternatively:</p> <ul style="list-style-type: none"> ♦ using a drawing package creates an image of the most popular cake ♦ using equipment and peripherals appropriately

	using the applications with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards.	<ul style="list-style-type: none"> ◆ (PC, keyboard and mouse; tablet; printer) ◆ following instructions for health and safety and hygiene ◆ saving work and closing the applications ◆ printing off completed spreadsheet and accompanying text/drawing
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Illustration 2: Cross-curriculum approach

Outcome 1: <i>Demonstrate an understanding of the relationship between applications, equipment and peripherals</i> and: Outcome 2: <i>Carry out operations across a range of applications by:</i>		
Assessment Standard	Explanation of Standard	Example of learning activity
1.1 Identifying a range of equipment and peripherals	The learner has the opportunity to:	The learner is asked to contribute to the centre's end-of-session concert by completing the following tasks:
1.2 Choosing appropriate equipment/peripherals for given applications	<ul style="list-style-type: none"> ◆ correctly identify a range of equipment/peripherals and state the purpose for which the identified equipment/peripherals are used 	<ul style="list-style-type: none"> ◆ design the programme for the event ◆ calculate costs of the event and the ticket price needed to make a profit
1.3 Following health and safety requirements when using equipment/peripherals	<ul style="list-style-type: none"> ◆ select two ICT applications ◆ select the equipment/peripherals to be used for the chosen applications 	The learner undertakes these activities which involve: <ul style="list-style-type: none"> ◆ using a spreadsheet application to process the given variables and generate the ticket price to be charged ◆ using a design package to create the programme (which
1.4 Following hygiene guidelines when using equipment/peripherals	<ul style="list-style-type: none"> ◆ using the chosen applications including opening, using the main functions, printing and saving work and exiting from the applications 	
2.1 Following correct procedures to open the applications	<ul style="list-style-type: none"> ◆ use the selected equipment/peripherals to support work for the applications 	
2.2 Demonstrating skills in using the main functions	<ul style="list-style-type: none"> ◆ follow instructions for safe working appropriate to the 	

of the applications	chosen applications	can include using images, text, lettering)
2.3 Using save and print functions of the applications	<p>The teacher/lecturer can offer the learner guidance on an appropriate choice of applications and equipment/peripherals as it would be reasonable to ensure that the teacher/lecturer has some expertise and resources are available to enable the learner to successfully meet the Assessment Standards.</p> <p>The teacher/lecturer can negotiate appropriate activities using the applications with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards.</p>	<p>can include using images, text, lettering)</p> <ul style="list-style-type: none"> ◆ using equipment and peripherals appropriately ◆ (PC, keyboard and mouse; tablet; printer) ◆ following instructions for health and safety and hygiene ◆ saving work and closing the applications ◆ printing off completed spreadsheet and the proofs for the programme
2.4 Following correct procedures to close the applications		

Note: This Unit could also be linked to activities in other National 2 Units as follows:

- ◆ Contributing to a Performance
- ◆ Creating Materials for Display
- ◆ Creating Materials for Performance
- ◆ Developing Personal Ideas: Performance Art
- ◆ Practical Craft Skills: Working with Materials
- ◆ Using ICT in Business
- ◆ Using Performance Skills
- ◆ Working with Images, Graphics and Sound

Further information can be found in the appropriate *Unit Support Notes*.

It is recommended that the evidence for this Unit is collected as a natural part of the learning and teaching. Where assessment is carried out as a discrete activity, this could be as a single event or it may be broken up into smaller, more manageable sections. In this case, care must be taken to avoid duplication of evidence and potential assessment.

It is also suggested that assessment forms an integral part of the learning and teaching approach. Learners should receive comment and feedback on their work at appropriate stages, and this could be provided as part of the ongoing assessment process to inform learning.

It is therefore recommended that teachers/lecturers involve learners in the identification of assessment opportunities and build in opportunities for feedback

on progress. This will ensure that learners are clear about what is expected of them. Assessment methods should offer learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate and unbiased illustrative materials which reflect an inclusive view.

Centres are also encouraged to be flexible in selecting from a range of assessment strategies to allow learners to demonstrate their best work and remove barriers to assessment and attainment.

There is no external assessment for National 2 Courses. All Units are internally assessed against the requirements shown in the *Unit Specification*.

Teachers/lecturers are encouraged to record naturally occurring evidence as a way of meeting the Unit Outcomes. Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching, and can be recorded for assessment purposes in a variety of ways, including:

- ◆ observation by the teacher/lecturer
- ◆ visual recording of the learner's activities
- ◆ using photographs to record milestone achievements
- ◆ using simple questions before, during and on completion of activities

Information about approaches to gathering evidence can also be found in the *Course Support Notes*.

It is recommended that all evidence generated by the learner is kept together in a secure place. This can be done by creating a workbook or portfolio for each learner. Where possible, opportunities to collect and share evidence electronically could be used.

Opportunities for extension, remediation and consolidation of skills and knowledge should be built into this Unit. How this is organised will depend on the teacher/lecturer, the needs of the learners and the learning and teaching approach used.

Combining and sequencing learning, teaching and assessment within the Unit

This Unit consists of two Outcomes which can be delivered and assessed in a variety of ways. There is no specific amount of time set aside for the delivery and assessment of each Outcome, therefore it is suggested that teachers/lecturers consider the following issues when developing their approach to learning, teaching and assessment:

- ◆ the range of skills, equipment, applications and peripherals available to the centre
- ◆ the resources available to the centre
- ◆ the prior experiences and achievements of learners
- ◆ the needs of learners

A combined approach to assessment is recommended because it has the potential to:

- ◆ enrich the assessment process for both learners and teachers/lecturers
- ◆ avoid duplication and allow more time for learning

- ◆ be cost effective
- ◆ allow centres to manage the assessment process more efficiently

Approaches for combined learning, teaching and assessment of the Unit Outcomes are provided in the 'Learning, teaching and assessment' section.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

Equality and inclusion

Learners should receive as much support as possible so that they can fully demonstrate their achievements. The support provided should also be appropriate for the learner, for the subject area and for the activity involved. Examples of support might include:

- ◆ allowing extra time to complete activities
- ◆ the use of ICT, adaptive and assistive technologies, and other aids to learning, including braille and voice-activated software
- ◆ the use of specialised and adapted equipment

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these Unit Support Notes is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA's website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
- ◆ [Course Specifications](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment \(June 2008\)](#)
- ◆ [Overview of Qualification Reports](#)
- ◆ *Overview of Qualification Reports*
- ◆ *Principles and practice papers for curriculum areas*
- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework Authenticity — a Guide for Teachers and Lecturers*
- ◆ [SCQF Handbook: User Guide](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html
- ◆ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)
- ◆ [*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*](#)
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Administrative information

Published: April 2012 (version 1.0)

Superclass: to be advised

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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Unit Support Notes — Communications Applications (National 2)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Communications Applications* (National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the Unit Specification
- ◆ the Course Specification
- ◆ the Course Support Notes
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The Communications Applications (National 2) Unit is an optional Unit in the National 2 Information and Communications Technology Course. The Communications Applications (National 2) Unit is also available as a free-standing Unit and is designed to meet the needs of a broad range of learners who may choose to study it.

The general aim of the Unit is to allow the learner to become familiar with the use of a range of applications for personal interaction and communication with others such as gaming, the use of texting, or social networking. The Unit will also provide opportunities for collaborative working.

Learners who complete this Unit will be able to:

1. Use equipment for a given purpose correctly and safely
2. Carry out operations to personally interact with others, using a range of applications

In addition, the following skills for learning, skills for life and skills for work will be developed: employability, enterprise and citizenship and thinking skills.

Progression into this Unit

Entry into this Unit is at the discretion of the centre.

This Unit may be suitable for learners who have successfully completed qualifications in ICT or related areas at SQCF level 1.

This qualification may also be suitable for adult returners. Centres wishing to establish the suitability of learners without prior qualifications and/or experiences and outcomes may benefit from carrying out a diagnostic review of prior life and work experiences. This approach may be particularly useful for adult returners to education.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 2 Information and Communications Technology *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

This Unit may provide progression to:

- ◆ other Units within the National 2 Information and Communications Technology Course
- ◆ the National 2 Creative Arts Course
- ◆ the National 2 Performance Arts Course
- ◆ other Units, Awards and Courses at National 2
- ◆ other related Units, Awards and Courses at National 3

The skills, knowledge and understanding developed in this Unit could support progression in other curriculum areas as well as life and work contexts. The nature of this progression will depend on the individual needs of the learner.

Approaches to learning, teaching and assessment

This section of the Unit Support Notes provides examples of some approaches to learning, teaching and assessment which could be used.

The *Course Support Notes* provide generic advice on approaches to learning and teaching, assessment, gathering evidence and authentication which applies to all component Units of the Course. It is therefore recommended that the *Course Support Notes* are read before delivering this Unit.

While a range of approaches to learning, teaching and assessment are possible it is important that learners have the opportunity to experience a range of practical activities using technologies, and that opportunities for assessment and feedback are provided within the learning and teaching activities.

A rich and supportive learning environment is recommended to enable a learner to achieve the best they can. This could include approaches which build on the Curriculum for Excellence experiences and outcomes and which involve:

- ◆ learner-centred activities which provide opportunities for learners to observe, explore and discuss appropriate approaches to activities involving communications technologies
- ◆ individual and collaborative working which provides learners with the opportunity to share and develop ideas for work using communications technologies
- ◆ thematic or interdisciplinary approaches which build on the relationship between communications technologies and other curriculum areas such as creative arts, English and communication, literacy or performance arts
- ◆ using probing questions/statements which ask learners to explain their thinking and their approach(es) to the activity involved
- ◆ whole-centre events such as concerts, seasonal fairs, themed activities
- ◆ collaborative learning to carry out activities; learners could be asked to work in pairs or in groups
- ◆ learning through discovery, for example, finding out how different applications are used to communicate with others
- ◆ using 'real-life' and/or simulated environments to provide contexts for activities
- ◆ participating in drama/role-play activities
- ◆ project/theme-based/interdisciplinary learning to apply skills to activities in other subject areas (for example, using communications technologies to promote/sell tickets for the end-of-session show)
- ◆ undertaking voluntary work (in the centre and/or in the community)
- ◆ work placement opportunities
- ◆ workshops delivered by subject experts (within the centre and/or external)
- ◆ attending performances, shows, events or exhibitions (formal or informal, within the centre and/or in the community)
- ◆ extra-curricular activities
- ◆ using seasonal celebrations as the context for activities (for example, Scottish celebrations and events, religious festivals and events)
- ◆ the use of external speakers (for example, demonstrations, practical workshops, review of learners' work)

- ◆ using audio and visual media (including audio books, CD, film, music-related software, DVD, internet sources) to help learners visualise contexts for learning
- ◆ using e-assessment journals and portfolios to keep track of evidence (including recording work in progress)
- ◆ using ICT and other technologies to support work (including web-based research, simulations and/or interactive programmes, virtual tours, virtual learning environments)
- ◆ using adaptive and assistive technologies as appropriate to support learners' participation in activities using communications applications
- ◆ other specific opportunities for integrated learning identified and developed within centres themselves

Many of these approaches could involve group work. Group work approaches can be used within Units and across Courses where it is helpful to simulate real-life situations, share tasks and promote team working skills. However, there must be clear evidence for each learner to show that they have met the required assessment standards for the Unit or Course.

Engaging learners with practical tasks is a useful way of helping learners to understand how a new idea relates to their existing knowledge and understanding. It is therefore important that contexts for activities involving communications applications are relevant and meaningful to learners. Learners could be encouraged to undertake regular self-assessment as a means of ascertaining both levels of understanding and of identifying next steps.

Examples of learning and teaching approaches and ways of recording evidence are provided in the following tables:

Illustration 1: Integrated Outcomes approach

<p>Outcome 1: <i>Use equipment for a given purpose correctly and safely</i></p> <p>and:</p> <p>Outcome 2: <i>Carry out operations to personally interact with others, using a range of applications by:</i></p>		
Assessment Standard	Explanation of Standard	Example of learning activity
<p>1.5 Choosing an appropriate piece of equipment for a given activity</p> <p>1.6 Following health and safety requirements when using equipment</p> <p>1.7 Following rules for personal safety when using equipment</p> <p>2.1 Following correct procedures to open the applications</p> <p>2.2 Participating with others In directed activities using the applications</p> <p>2.3 Following correct procedures to close the applications</p>	<p>The learner has the opportunity to:</p> <ul style="list-style-type: none"> ♦ select the equipment appropriate to the activity ♦ select two applications ♦ use the chosen applications for sustained and directed activities ♦ participate with others in the activities using the applications ♦ follow instructions for safe working appropriate to the chosen applications <p>The teacher or lecturer can offer the learner guidance on an appropriate choice of applications as it would be reasonable to ensure that the teacher or lecturer has some expertise and resources are available to enable the learner to successfully meet the Assessment Standards.</p> <p>The teacher or lecturer can negotiate appropriate activities using the applications with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards.</p>	<p>The learner is asked to take part in an organised competition within the centre which means competing against other classes.</p> <p>The learner undertakes the following activities:</p> <ul style="list-style-type: none"> ♦ negotiating with others what game/activity is to be used for the competition ♦ choosing a partner for the competition ♦ communicating with partner before and during competition rounds (for example, texting to arrange practice sessions) ♦ playing the game/activity with their partner to the end of the completion or until they are eliminated (assuming a 'rounds' approach) or they win the competition ♦ following instructions for health and safety

		<ul style="list-style-type: none"> ♦ following instructions for personal safety ♦ opening, using and closing the applications correctly
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Illustration 2: Cross-curriculum approach

Outcome 1: <i>Use equipment for a given purpose correctly and safely</i> and: Outcome 2: <i>Carry out operations to personally interact with others, using a range of applications by:</i>		
Assessment Standard	Explanation of Standard	Example of learning activity
1.1 Choosing an appropriate piece of equipment for a given activity 1.2 Following health and safety requirements when using equipment 1.3 Following rules for personal safety when using equipment 2.1 Following correct procedures to open the applications 2.2 Participating with others In directed activities using the applications 2.3 Following correct procedures to close the applications	<p>The learner has the opportunity to:</p> <ul style="list-style-type: none"> ♦ select the equipment appropriate to the activity ♦ select two applications ♦ use the chosen applications for sustained and directed activities ♦ participate with others in the activities using the applications ♦ follow instructions for safe working appropriate to the chosen applications <p>The teacher/lecturer can offer the learner guidance on an appropriate choice of applications as it would be reasonable to ensure that the teacher/lecturer has some expertise and resources are available to enable the learner to successfully meet the Assessment Standards.</p> <p>The teacher/lecturer can negotiate appropriate activities using the applications with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment</p>	<p>The learner is asked to be part of the team promoting the centre's end-of-session concert</p> <p>The learner works with others to complete the following activities:</p> <ul style="list-style-type: none"> ♦ creating a blog for the centre's website (which can include using images, text or lettering) ♦ designing a reminder text and sending this by mobile phone to friends and family ♦ using appropriate applications correctly ♦ following instructions for health and safety ♦ following instructions for personal safety ♦ opening, using and closing the

	Standards.	applications correctly
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Note: This Unit could also be linked to activities in other National 2 Units as follows:

- ◆ Contributing to a Performance
- ◆ Creating Materials for Display
- ◆ Creating Materials for Performance
- ◆ Developing Personal Ideas: Performance Art
- ◆ Practical Craft Skills: Working with Materials
- ◆ Using ICT in Business
- ◆ Using Performance Skills
- ◆ Working with Images, Graphics and Sound

Further information can be found in the appropriate *Unit Support Notes*.

It is recommended that the evidence for this Unit is collected as a natural part of the learning and teaching. Where assessment is carried out as a discrete activity, this could be as a single event or it may be broken up into smaller, more manageable sections. In this case, care must be taken to avoid duplication of evidence and potential assessment.

It is also suggested that assessment forms an integral part of the learning and teaching approach. Learners should receive comment and feedback on their work at appropriate stages, and this could be provided as part of the ongoing assessment process to inform learning.

It is therefore recommended that teachers/lecturers involve learners in the identification of assessment opportunities and build in opportunities for feedback on progress. This will ensure that learners are clear about what is expected of them. Assessment methods should offer learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate and unbiased illustrative materials which reflect an inclusive view.

Centres are also encouraged to be flexible in selecting from a range of assessment strategies to allow learners to demonstrate their best work and remove barriers to assessment and attainment.

There is no external assessment for National 2 Courses. All Units are internally assessed against the requirements shown in the *Unit Specification*. Teachers/lecturers are encouraged to record naturally occurring evidence as a way of meeting the Unit Outcomes. Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching, and can be recorded for assessment purposes in a variety of ways, including:

- ◆ observation by the teacher/lecturer
- ◆ visual recording of the learner's activities
- ◆ using photographs to record milestone achievements

- ◆ using simple questions before, during and on completion of activities

Information about approaches to gathering evidence can also be found in the *Course Support Notes*.

It is recommended that all evidence generated by the learner is kept together in a secure place. This can be done by creating a workbook or portfolio for each learner. Where possible, opportunities to collect and share evidence electronically could be used.

Opportunities for extension, remediation and consolidation of skills and knowledge should be built into this Unit. How this is organised will depend on the teacher/lecturer, the needs of the learners and the learning and teaching approach used.

Combining and sequencing learning, teaching and assessment within the Unit

This Unit consists of two Outcomes which can be delivered and assessed in a variety of ways. There is no specific amount of time set aside for the delivery and assessment of each Outcome, therefore it is suggested that teachers/lecturers consider the following issues when developing their approach to learning, teaching and assessment:

- ◆ the range of skills, technologies, equipment and applications available to the centre
- ◆ the resources available to the centre
- ◆ the prior experiences and achievements of learners
- ◆ the needs of learners

A combined approach to assessment is recommended because it has the potential to:

- ◆ enrich the assessment process for both learners and teachers/lecturers
- ◆ avoid duplication and allow more time for learning
- ◆ be cost-effective
- ◆ allow centres to manage the assessment process more efficiently

Approaches for combined learning, teaching and assessment of the Unit Outcomes are provided in the 'Learning, teaching and assessment' section.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

Equality and inclusion

Learners should receive as much support as possible so that they can fully demonstrate their achievements. The support provided should also be appropriate for the learner, for the subject area and for the activity involved. Examples of support might include:

- ◆ allowing extra time to complete activities
- ◆ the use of ICT, including adaptive technologies such as braille and assistive technologies such as voice-activated software to support learners with limited capacities to write
- ◆ the use of specialised and adapted equipment and other aids to learning

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these Unit Support Notes is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

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- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
- ◆ [Course Specifications](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment \(June 2008\)](#)
- ◆ [Overview of Qualification Reports](#)
- ◆ *Overview of Qualification Reports*
- ◆ *Principles and practice papers for curriculum areas*
- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework Authenticity — a Guide for Teachers and Lecturers*
- ◆ [SCQF Handbook: User Guide](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html
- ◆ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)
- ◆ [*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*](#)
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Administrative information

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Superclass: to be advised

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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Unit Support Notes — Internet Applications (National 2)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Internet Applications (National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the Unit Specification
- ◆ the Course Specification
- ◆ the Course Support Notes
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The Internet Applications (National 2) Unit is an optional Unit in the National 2 Information and Communications Technology Course. The Internet Applications (National 2) Unit is also available as a free-standing Unit and is designed to meet the needs of a broad range of learners who may choose to study it.

The general aim of the Unit is to allow the learner to become familiar with the use of the internet for research, the use of technologies to send and receive messages, and the importance of safety considerations when using these tools.

Learners who complete this Unit will be able to:

1. Use a search engine correctly and safely to find information on the internet
2. Use an email application to send and receive messages correctly and safely

In addition, the following skills for learning, skills for life and skills for work will be developed: employability, enterprise and citizenship and thinking skills.

Progression into this Unit

Entry into this Unit is at the discretion of the centre.

This Unit may be suitable for learners who have successfully completed qualifications in ICT or related areas at SQCF level 1.

This qualification may also be suitable for adult returners. Centres wishing to establish the suitability of learners without prior qualifications and/or experiences and outcomes may benefit from carrying out a diagnostic review of prior life and work experiences. This approach may be particularly useful for adult returners to education.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 2 Information and Communications Technology *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

This Unit may provide progression to:

- ◆ other Units within the National 2 Information and Communications Technology Course
- ◆ the National 2 Creative Arts Course
- ◆ the National 2 Business in Practice Course
- ◆ other Units, Awards and Courses at National 2
- ◆ other related Units, Awards and Courses at National 3

The skills, knowledge and understanding developed in this Unit could support progression in other curriculum areas as well as life and work contexts. The nature of this progression will depend on the individual needs of the learner.

Approaches to learning, teaching and assessment

This section of the Unit Support Notes provides examples of some approaches to learning, teaching and assessment which could be used.

The *Course Support Notes* provide generic advice on approaches to learning and teaching, assessment, gathering evidence and authentication which applies to all component Units of the Course. It is therefore recommended that the *Course Support Notes* are read before delivering this Unit.

While a range of approaches to learning, teaching and assessment are possible it is important that learners have the opportunity to experience a range of practical activities using technologies, and that opportunities for assessment and feedback are provided within the learning and teaching activities.

A rich and supportive learning environment is recommended to enable a learner to achieve the best they can. This could include approaches which build on the Curriculum for Excellence experiences and outcomes and which involve:

- ◆ learner-centred activities which provide opportunities for learners to observe, explore and discuss appropriate approaches to using the internet/e-mail applications
- ◆ individual and collaborative working which provides learners with the opportunity to share and develop ideas for using the internet/e-mail applications
- ◆ thematic or interdisciplinary approaches which build on the relationship between using the internet and other curriculum areas such as creative arts, English and communication, literacy, performance arts
- ◆ using probing questions/statements which ask learners to explain their thinking and their approach(es) to the activity involved
- ◆ whole-centre events such as concerts, seasonal fairs, themed activities
- ◆ collaborative learning to carry out activities; learners could be asked to work in pairs or in groups to find information/use e-mail applications
- ◆ learning through discovery, for example, finding out how using the internet can be applied to different contexts
- ◆ using 'real-life' and/or simulated environments to provide contexts for activities
- ◆ participating in drama/role-play activities
- ◆ project/theme-based/interdisciplinary learning to apply skills to activities in other subject areas (for example, using the internet to find images of costumes for use in performance arts work)
- ◆ undertaking voluntary work (in the centre and/or in the community)
- ◆ work placement opportunities
- ◆ workshops delivered by subject experts (within the centre and/or external)
- ◆ extra-curricular activities
- ◆ using seasonal celebrations as the context for activities (for example, researching Scottish celebrations and events, religious festivals and events)
- ◆ the use of external speakers (for example, demonstrations, practical workshops, review of learners' work)

- ♦ using audio and visual media (including audio books, CD, film, DVD, internet sources, music-related software) to help learners visualise contexts for learning
- ♦ using e-assessment journals and portfolios to keep track of evidence (including recording work in progress)
- ♦ using ICT and other technologies to support work (including web-based research, virtual learning environments)
- ♦ using adaptive and assistive technologies as appropriate to support learners' participation in activities involving the internet and e-mail applications
- ♦ other specific opportunities for integrated learning identified and developed within centres themselves

Many of these approaches could involve group work. Group work approaches can be used within Units and across Courses where it is helpful to simulate real-life situations, share tasks and promote team working skills. However, there must be clear evidence for each learner to show that they have met the required assessment standards for the Unit or Course.

Engaging learners with practical tasks is a useful way of helping learners to understand how a new idea relates to their existing knowledge and understanding. It is therefore important that contexts for activities involving internet and e-mail applications are relevant and meaningful to learners. Learners could be encouraged to undertake regular self-assessment as a means of ascertaining both levels of understanding and of identifying next steps.

Examples of learning and teaching approaches and ways of recording evidence are provided in the following tables:

Illustration 1: Integrated Outcomes approach

<p>Outcome 1: <i>Use a search engine correctly and safely to find information on the internet</i></p> <p>and:</p> <p>Outcome 2: <i>Use an e-mail application to send and receive messages correctly and safely by:</i></p>		
Assessment Standard	Explanation of Standard	Example of learning activity
1.1 Searching for specific information, using appropriate navigation tools	<p>The learner has the opportunity to:</p> <ul style="list-style-type: none"> ♦ select an internet browser application ♦ use the chosen browser including using appropriate navigation tools ♦ find specific information using given keywords ♦ select an e-mail application ♦ using the chosen 	<p>The learner is working as part of a group on a geography project and is asked to find out about some international landmarks which involves:</p> <ul style="list-style-type: none"> ♦ using an internet browser ♦ using keywords to find the given landmarks (for example, Empire State Building, Forth Railway Bridge, Sydney Opera House) ♦ using a word processing application to create a
1.2 Using keywords for different internet searches		
1.3 Following safety rules for appropriate internet use		
2.1 Opening the e-mail application correctly and safely		

<p>2.2 Creating, titling, addressing and sending an e-mail message</p> <p>2.3 Creating and sending a reply to an e-mail message</p> <p>2.4 Following correct procedures to close the e-mail application</p> <p>2.5 Following safety rules for appropriate e-mail use</p>	<p>application to create, send and reply to an e-mail message</p> <ul style="list-style-type: none"> ◆ open, use the main functions, and close the application correctly ◆ follow instructions for safe working appropriate to the chosen internet browser and e-mail application <p>The teacher/lecturer can offer the learner guidance on an appropriate choice of browsers/applications as it would be reasonable to ensure that the teacher/lecturer has some expertise and resources available to enable the learner to successfully meet the Assessment Standards.</p> <p>The teacher/lecturer can negotiate appropriate activities using the applications with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards.</p>	<p>short piece of text about each landmark</p> <ul style="list-style-type: none"> ◆ sending the information to classmates by e-mail ◆ following instructions for using the internet browser safely ◆ following instructions for using e-mail safely ◆ correctly opening, using and closing the browser/application <p>or, alternatively:</p> <ul style="list-style-type: none"> ◆ using an internet browser using keywords to find the given landmarks (for example, Empire State Building, Forth Railway Bridge, Sydney Opera House) ◆ using an appropriate application to download images ◆ sending the information to classmates by e-mail ◆ following instructions for using the internet browser safely ◆ following instructions for using e-mail safely ◆ correctly opening, using and closing the internet browser/e-mail application
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Illustration 2: Cross-curriculum approach

<p>Outcome 1: <i>Use a search engine correctly and safely to find information on the internet</i></p> <p>and:</p> <p>Outcome 2: <i>Use an e-mail application to send and receive messages correctly and safely by:</i></p>		
Assessment Standard	Explanation of Standard	Example of learning activity
<p>1.1 Searching for specific information, using appropriate navigation tools</p> <p>1.2 Using keywords for different internet searches</p> <p>1.3 Following safety rules for appropriate internet use</p> <p>2.1 Opening the e-mail application correctly and safely</p> <p>2.2 Creating, titling, addressing and sending an e-mail message</p> <p>2.3 Creating and sending a reply to an e-mail message</p> <p>2.4 Following correct procedures to close the e-mail application</p> <p>2.5 Following safety rules for appropriate e-mail use</p>	<p>The learner has the opportunity to:</p> <ul style="list-style-type: none"> ◆ select an internet browser application ◆ use the chosen browser including using appropriate navigation tools ◆ find specific information using given keywords ◆ select an e-mail application ◆ using the chosen application to create, send and reply to an e-mail message ◆ open, use the main functions, and close the application correctly ◆ follow instructions for safe working appropriate to the chosen internet browser and e-mail application <p>The teacher/lecturer can offer the learner guidance on an appropriate choice of browsers/applications as it would be reasonable to ensure that the teacher/lecturer has some expertise and resources are available to enable the learner to successfully meet the Assessment Standards.</p> <p>The teacher/lecturer can negotiate appropriate activities using the applications with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards.</p>	<p>The learner is part of the group providing the refreshments at the centre's end-of-session concert which involves:</p> <ul style="list-style-type: none"> ◆ using an internet browser to find appropriate recipes ◆ using an internet browser to search local stores, suppliers for ingredients and/or ready-made items ◆ downloading, saving relevant information ◆ e-mailing information to the rest of the group ◆ following instructions for using the internet browser safely ◆ following instructions for using e-mail safely ◆ correctly opening, using and closing the internet browser or e-mail application

Note: This Unit could be used to support activities in the other Units in the National 2 Information and Communications Technology Course as follows:

- ◆ ICT Applications
- ◆ Communications Applications
- ◆ Multimedia Applications
- ◆ Working with Digital Images

Further information can be found in the appropriate *Unit Support Notes*.

This Unit could also be used to support activities in other National 2 Awards and Courses and their component Units as follows:

- ◆ Business in Practice
- ◆ Creative Arts
- ◆ English and Communication
- ◆ Food, Health and Wellbeing
- ◆ Lifeskills Mathematics
- ◆ Literacy
- ◆ Modern Languages
- ◆ Numeracy
- ◆ Performance Arts
- ◆ Personal Achievement Award
- ◆ Personal Development Award
- ◆ Physical Education
- ◆ Practical Craft Skills
- ◆ Social Subjects

Further information can be found in the appropriate *Course Support Notes* and *Unit Support Notes*.

It is recommended that the evidence for this Unit is collected as a natural part of the learning and teaching. Where assessment is carried out as a discrete activity, this could be as a single event or it may be broken up into smaller, more manageable sections. In this case, care must be taken to avoid duplication of evidence and potential assessment.

It is also suggested that assessment forms an integral part of the learning and teaching approach. Learners should receive comment and feedback on their work at appropriate stages, and this could be provided as part of the ongoing assessment process to inform learning.

It is therefore recommended that teachers/lecturers involve learners in the identification of assessment opportunities and build in opportunities for feedback on progress. This will ensure that learners are clear about what is expected of them. Assessment methods should offer learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate and unbiased illustrative materials which reflect an inclusive view. Centres are also encouraged to be flexible in selecting from a range of assessment strategies to allow learners to demonstrate their best work and remove barriers to assessment and attainment.

There is no external assessment for National 2 Courses. All Units are internally assessed against the requirements shown in the *Unit Specification*. Teachers/lecturers are encouraged to record naturally occurring evidence as a way of meeting the Unit Outcomes.

Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching, and can be recorded for assessment purposes in a variety of ways, including:

- ◆ observation by the teacher/lecturer
- ◆ visual recording of the learner's activities
- ◆ using photographs to record milestone achievements
- ◆ using simple questions before, during and on completion of activities

Information about approaches to gathering evidence can also be found in the *Course Support Notes*.

It is recommended that all evidence generated by the learner is kept together in a secure place. This can be done by creating a workbook or portfolio for each learner. Where possible, opportunities to collect and share evidence electronically could be used.

Opportunities for extension, remediation and consolidation of skills and knowledge should be built into this Unit. How this is organised will depend on the teacher/lecturer, the needs of the learners and the learning and teaching approach used.

Combining and sequencing learning, teaching and assessment within the Unit

This Unit consists of two Outcomes which can be delivered and assessed in a variety of ways. There is no specific amount of time set aside for the delivery and assessment of each Outcome, therefore it is suggested that teachers/lecturers consider the following issues when developing their approach to learning, teaching and assessment:

- ◆ the range of skills, equipment, applications and peripherals available to the centre
- ◆ the resources available to the centre
- ◆ the prior experiences and achievements of learners
- ◆ the needs of learners

A combined approach to assessment is recommended because it has the potential to:

- ◆ enrich the assessment process for both learners and teachers/lecturers
- ◆ avoid duplication and allow more time for learning
- ◆ be cost effective
- ◆ allow centres to manage the assessment process more efficiently

Approaches for combined learning, teaching and assessment of the Unit Outcomes are provided in the 'Learning, teaching and assessment' section.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

Equality and inclusion

Learners should receive as much support as possible so that they can fully demonstrate their achievements. The support provided should also be appropriate for the learner, for the subject area and for the activity involved. Examples of support might include:

- ◆ allowing extra time to complete activities
- ◆ the use of ICT including adaptive technologies such as braille and assistive technologies such as voice-activated software to support learners with limited capacities to write
- ◆ the use of specialised and adapted equipment and other aids to learning

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these Unit Support Notes is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ♦ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA's website: <http://www.sqa.org.uk/sqa/14976.html>
- ♦ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ♦ [*Building the Curriculum 5: A framework for assessment*](#)
- ♦ [Course Specifications](#)
- ♦ [Design Principles for National Courses](#)
- ♦ [Guide to Assessment \(June 2008\)](#)
- ♦ [Overview of Qualification Reports](#)
- ♦ *Overview of Qualification Reports*
- ♦ *Principles and practice papers for curriculum areas*
- ♦ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ♦ *Coursework Authenticity — a Guide for Teachers and Lecturers*
- ♦ [SCQF Handbook: User Guide](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html
- ♦ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)
- ♦ [*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*](#)
- ♦ SQA Guidelines on e-assessment for Schools
- ♦ SQA Guidelines on Online Assessment for Further Education
- ♦ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Administrative information

Published: April 2012 (version 1.0)

Superclass: to be advised

History of changes to Unit Support Notes

Course details	Version	Description of change	Authorised by	Date

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[illegible]

Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Multimedia Applications* (National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ♦ the Unit Specification
- ♦ the Course Specification
- ♦ the Course Support Notes

General guidance on the Unit

Aims

The Multimedia Applications (National 2) Unit is an optional Unit in the National 2 Information and Communications Technology Course. The Multimedia Applications (National 2) Unit is also available as a free-standing Unit and is designed to meet the needs of a broad range of learners who may choose to study it.

The general aim of the Unit is to allow the learner to become familiar with the hardware components and software applications that might be used to prepare a multimedia application. The learner will also produce a multimedia presentation.

Learners who complete this Unit will be able to:

1. Create a multimedia presentation
2. Deliver the multimedia presentation

In addition, the following skills for learning, skills for life and skills for work will be developed: employability, enterprise and citizenship and thinking skills.

Progression into this Unit

Entry into this Unit is at the discretion of the centre.

This Unit may be suitable for learners who have successfully completed qualifications in ICT or related areas at SQCF level 1.

This qualification may also be suitable for adult returners. Centres wishing to establish the suitability of learners without prior qualifications and/or experiences and outcomes may benefit from carrying out a diagnostic review of prior life and work experiences. This approach may be particularly useful for adult returners to education.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 2 Information and Communications Technology *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

This Unit may provide progression to:

- ◆ other Units within the National 2 Information and Communications Technology Course
- ◆ the National 2 Creative Arts Course
- ◆ the National 2 Performance Arts Course
- ◆ other Units, Awards and Courses at National 2
- ◆ other related Units, Awards and Courses at National 3

The skills, knowledge and understanding developed in this Unit could support progression in other curriculum areas as well as life and work contexts. The nature of this progression will depend on the individual needs of the learner.

Approaches to learning, teaching and assessment

This section of the Unit Support Notes provides examples of some approaches to learning, teaching and assessment which could be used.

The *Course Support Notes* provide generic advice on approaches to learning and teaching, assessment, gathering evidence and authentication which applies to all component Units of the Course. It is therefore recommended that the *Course Support Notes* are read before delivering this Unit.

While a range of approaches to learning, teaching and assessment are possible it is important that learners have the opportunity to experience a range of practical activities using technologies, and that opportunities for assessment and feedback are provided within the learning and teaching activities.

A rich and supportive learning environment is recommended to enable a learner to achieve the best they can. This could include approaches which build on the Curriculum for Excellence experiences and outcomes and which involve:

- ◆ learner-centred activities which provide opportunities for learners to observe, explore and discuss appropriate approaches to activities using multimedia
- ◆ individual and collaborative working which provides learners with the opportunity to share and develop ideas for working with multimedia
- ◆ thematic or interdisciplinary approaches which build on the relationship between multimedia and other curriculum areas such as creative arts, English and communication, literacy, performance arts
- ◆ using probing questions/statements which ask learners to explain their thinking and their approach(es) to the multimedia activity involved
- ◆ whole-centre events such as concerts, seasonal fairs, themed activities
- ◆ collaborative learning to carry out multimedia activities; learners could be asked to work in pairs or in groups
- ◆ learning through discovery, for example, finding out the different ways in which multimedia applications can be used
- ◆ using 'real-life' and/or simulated environments to provide contexts for multimedia activities
- ◆ participating in drama/role-play activities
- ◆ project/theme-based/interdisciplinary learning to apply skills to activities in other subject areas (for example, creating a multimedia presentation for a project in social studies)
- ◆ undertaking voluntary work (in the centre and/or in the community)
- ◆ work placement opportunities
- ◆ workshops delivered by subject experts (within the centre and/or external)
- ◆ attending performances/shows/events/exhibitions (formal/informal, within the centre and/or in the community)
- ◆ extra-curricular activities
- ◆ using seasonal celebrations as the context for multimedia activities (for example, Scottish celebrations and events, religious festivals and events)
- ◆ the use of external speakers (for example, demonstrations, practical workshops, review of learners' work)

- ◆ using audio and visual media (including audio books, CD, film, DVD, cd, internet sources, music-related software) to help learners visualise contexts for learning
- ◆ using e-assessment journals and portfolios to keep track of evidence (including recording work in progress)
- ◆ using ICT and other technologies to support work (including web-based research, simulations and/or interactive programmes, virtual tours, virtual learning environments)
- ◆ using adaptive and assistive technologies as appropriate to support learners' participation in activities using multimedia applications
- ◆ other specific opportunities for integrated learning identified and developed within centres themselves

Many of these approaches could involve group work. Group work approaches can be used within Units and across Courses where it is helpful to simulate real-life situations, share tasks and promote team working skills. However, there must be clear evidence for each learner to show that they have met the required assessment standards for the Unit or Course.

Engaging learners with practical tasks is a useful way of helping learners to understand how a new idea relates to their existing knowledge and understanding. It is therefore important that contexts for multimedia activity are relevant and meaningful to learners. Learners could be encouraged to undertake regular self-assessment as a means of ascertaining both levels of understanding and of identifying next steps.

Examples of learning and teaching approaches and ways of recording evidence are provided in the following tables:

Illustration 1: Integrated Outcomes approach

Outcome 1: Create a multimedia presentation and: Outcome 2: Deliver the multimedia presentation by:		
Assessment Standard	Explanation of Standard	Example of learning activity
1.1 Opening the presentation software application 1.2 Creating a presentation containing a range of media 1.3 Saving the presentation 1.4 Following correct procedures to close the application 2.1 Opening the presentation software application 2.2 Retrieving the presentation 2.3 Checking the presentation is ready to run 2.4 Running the presentation 2.5 Following correct procedures to close the application	<p>The learner has the opportunity to:</p> <ul style="list-style-type: none"> ◆ select an appropriate application ◆ use the chosen application including opening, using the main functions, saving work and exiting from the application ◆ select a range of media appropriate for the presentation ◆ follow instructions for safe working appropriate to the chosen application ◆ open the application and retrieve the presentation ◆ prepare for, and then run, the presentation <p>The teacher/lecturer can offer the learner guidance on an appropriate choice of application as it would be reasonable to ensure that the teacher/lecturer has some expertise and resources are available to enable the learner to successfully meet the Assessment Standards.</p> <p>The teacher/lecturer can negotiate appropriate activities using the application with the learner, including the range of media to be used, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards.</p>	<p>The learner is asked to prepare and present a short multimedia presentation which celebrates the centre's achievements at the end of term summer fete.</p> <p>The learner undertakes these activities which involve:</p> <ul style="list-style-type: none"> ◆ selecting images from past events (sports day, coffee morning, seasonal fairs) ◆ selecting music to accompany the images (can be original or existing) ◆ using an appropriate application to create a multimedia presentation (which could also include graphics, lettering) ◆ saving the work and closing the application correctly ◆ retrieving, checking and then running the presentation at the event ◆ following instructions for health and safety and hygiene while using the application

Illustration 2: Cross-curriculum approach

Outcome 1: <i>Create a multimedia presentation</i> and: Outcome 2: <i>Deliver the multimedia presentation by:</i>		
Assessment Standard	Explanation of Standard	Example of learning activity
1.1 Opening the presentation software application 1.2 Creating a presentation containing a range of media 1.3 Saving the presentation 1.4 Following correct procedures to close the application 2.1 Opening the presentation software application 2.2 Retrieving the presentation 2.3 Checking the presentation is ready to run 2.4 Running the presentation 2.5 Following correct procedures to close the application	<p>The learner has the opportunity to:</p> <ul style="list-style-type: none"> ♦ select an appropriate application ♦ use the chosen application including opening, using the main functions, saving work and exiting from the application ♦ select a range of media appropriate for the presentation ♦ follow instructions for safe working appropriate to the chosen application ♦ open the application and retrieve the presentation ♦ prepare for, and then run, the presentation <p>The teacher/lecturer can offer the learner guidance on an appropriate choice of application as it would be reasonable to ensure that the teacher/lecturer has some expertise and resources are available to enable the learner to successfully meet the Assessment Standards.</p> <p>The teacher/lecturer can negotiate appropriate activities using the application with the learner, including the range of media to be used, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards.</p>	<p>The learner is asked to prepare an electronic song sheet for the centre's annual Carol Concert.</p> <p>The learner undertakes these activities which involve:</p> <ul style="list-style-type: none"> ♦ selecting carols ♦ using an appropriate application to create a multimedia presentation (which could also include graphics, lettering, music) ♦ saving the work and closing the application correctly ♦ retrieving, checking and then running the presentation at the event ♦ following instructions for health and safety and hygiene while using the application

Note: This Unit could also be linked to activities in other National 2 Units as follows:

- ◆ Contributing to a Performance
- ◆ Creating Materials for Display
- ◆ Creating Materials for Performance
- ◆ Developing Personal Ideas: Performance Art
- ◆ ICT Applications
- ◆ Internet Applications
- ◆ Using Performance Skills
- ◆ Working with Images, Graphics and Sound

Further information can be found in the appropriate *Unit Support Notes*.

This Unit could also be used to support activities in other National 2 Awards and Courses and their component Units as follows:

- ◆ Creative Arts
- ◆ English and Communication
- ◆ Literacy
- ◆ Modern Languages
- ◆ Performance Arts
- ◆ Personal Achievement Award
- ◆ Personal Development Award
- ◆ Social Subjects

Further information can be found in the appropriate *Course Support Notes* and *Unit Support Notes*.

It is recommended that the evidence for this Unit is collected as a natural part of the learning and teaching. Where assessment is carried out as a discrete activity, this could be as a single event or it may be broken up into smaller, more manageable sections. In this case, care must be taken to avoid duplication of evidence and potential assessment.

It is also suggested that assessment forms an integral part of the learning and teaching approach. Learners should receive comment and feedback on their work at appropriate stages, and this could be provided as part of the ongoing assessment process to inform learning.

It is therefore recommended that teachers/lecturers involve learners in the identification of assessment opportunities and build in opportunities for feedback on progress. This will ensure that learners are clear about what is expected of them. Assessment methods should offer learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate and unbiased illustrative materials which reflect an inclusive view.

Centres are also encouraged to be flexible in selecting from a range of assessment strategies to allow learners to demonstrate their best work and remove barriers to assessment and attainment.

There is no external assessment for National 2 Courses. All Units are internally assessed against the requirements shown in the *Unit Specification*.

Teachers/lecturers are encouraged to record naturally occurring evidence as a way of meeting the Unit Outcomes. Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching, and can be recorded for assessment purposes in a variety of ways, including:

- ◆ observation by the teacher/lecturer
- ◆ visual recording of the learner's activities
- ◆ using photographs to record milestone achievements
- ◆ using simple questions before, during and on completion of activities

Information about approaches to gathering evidence can also be found in the *Course Support Notes*.

It is recommended that all evidence generated by the learner is kept together in a secure place. This can be done by creating a workbook or portfolio for each learner. Where possible, opportunities to collect and share evidence electronically could be used.

Opportunities for extension, remediation and consolidation of skills and knowledge should be built into this Unit. How this is organised will depend on the teacher/lecturer, the needs of the learners and the learning and teaching approach used.

Combining and sequencing learning, teaching and assessment within the Unit

This Unit consists of two Outcomes which can be delivered and assessed in a variety of ways. There is no specific amount of time set aside for the delivery and assessment of each Outcome, therefore it is suggested that teachers/lecturers consider the following issues when developing their approach to learning, teaching and assessment:

- ◆ the range of skills, equipment, applications and peripherals available to the centre
- ◆ the resources available to the centre
- ◆ the prior experiences and achievements of learners
- ◆ the needs of learners

A combined approach to assessment is recommended because it has the potential to:

- ◆ enrich the assessment process for both learners and teachers/lecturers
- ◆ avoid duplication and allow more time for learning
- ◆ be cost effective
- ◆ allow centres to manage the assessment process more efficiently

Approaches for combined learning, teaching and assessment of the Unit Outcomes are provided in the 'Learning, teaching and assessment' section.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

Equality and inclusion

Learners should receive as much support as possible so that they can fully demonstrate their achievements. The support provided should also be appropriate for the learner, for the subject area and for the activity involved. Examples of support might include:

- ◆ allowing extra time to complete activities
- ◆ the use of ICT including adaptive technologies such as braille and assistive technologies such as voice-activated software to support learners with limited capacities to write
- ◆ the use of specialised and adapted equipment and other aids to learning

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these Unit Support Notes is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

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History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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Unit Support Notes — Working with Digital Images (National 2)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Working with Digital Images* (National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the Unit Specification
- ◆ the Course Specification
- ◆ the Course Support Notes
- ◆ the appropriate assessment support materials

General guidance on the Unit

Aims

The Working with Digital Images (National 2) Unit is an optional Unit in the National 2 Information and Communications Technology Course. The Working with Digital Images (National 2) Unit is also available as a free-standing Unit and is designed to meet the needs of a broad range of learners who may choose to study it.

The general aim of the Unit is to allow the learner to develop skills in using technologies to manipulate, edit and publish digital images, including the use of software packages and media.

Learners who complete this Unit will be able to:

- 1 Make changes to digital images.

In addition, the following skills for learning, skills for life and skills for work will be developed: employability, enterprise and citizenship and thinking skills.

Progression into this Unit

Entry into this Unit is at the discretion of the centre.

This Unit may be suitable for learners who have successfully completed qualifications in ICT or related areas at SCQF level 1.

This qualification may also be suitable for adult returners. Centres wishing to establish the suitability of learners without prior qualifications and/or experiences and outcomes may benefit from carrying out a diagnostic review of prior life and work experiences. This approach may be particularly useful for adult returners to education.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 2 Information and Communications Technology *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

This Unit may provide progression to:

- ◆ other Units within the National 2 Information and Communications Technology Course
- ◆ the National 2 Creative Arts Course
- ◆ the National 2 Performance Arts Course
- ◆ other Units, Awards and Courses at National 2
- ◆ other Units, Awards and Courses at National 3

The skills, knowledge and understanding developed in this Unit could support progression in other curriculum areas as well as life and work contexts. The nature of this progression will depend on the individual needs of the learner.

Approaches to learning, teaching and assessment

This section of the Unit Support Notes provides examples of some approaches to learning, teaching and assessment which could be used.

The *Course Support Notes* provide generic advice on approaches to learning and teaching, assessment, gathering evidence and authentication which applies to all component Units of the Course. It is therefore recommended that the *Course Support Notes* are read before delivering this Unit.

While a range of approaches to learning, teaching and assessment are possible it is important that learners have the opportunity to experience a range of practical activities using technologies, and that opportunities for assessment and feedback are provided within the learning and teaching activities.

A rich and supportive learning environment is recommended to enable a learner to achieve the best they can. This could include approaches which build on the Curriculum for Excellence experiences and outcomes and which involve:

- ◆ learner-centred activities which provide opportunities for learners to observe, explore and discuss appropriate approaches to activities involving using digital images
- ◆ individual and collaborative working which provides learners with the opportunity to share and develop ideas for using digital images
- ◆ thematic or interdisciplinary approaches which build on the relationship between digital images and other curriculum areas such as creative arts, English and communication, literacy, performance arts
- ◆ using probing questions/statements which ask learners to explain their thinking and their approach(es) to the activity involved
- ◆ whole-centre events such as concerts, seasonal fairs, themed activities
- ◆ collaborative learning to carry out activities; learners could be asked to work in pairs or in groups
- ◆ learning through discovery, for example, finding out how different images can be created using different functions of an application
- ◆ using 'real-life' and/or simulated environments to provide contexts for activities using digital images
- ◆ participating in drama/role-play activities
- ◆ project/theme-based/interdisciplinary learning to apply skills to activities in other subject areas (for example, using digital images as part of a project in creative arts)
- ◆ undertaking voluntary work (in the centre and/or in the community)
- ◆ work placement opportunities
- ◆ workshops delivered by subject experts (within the centre and/or external)
- ◆ attending performances/shows/events/exhibitions (formal/informal, within the centre and/or in the community)
- ◆ extra-curricular activities
- ◆ using seasonal celebrations as the context for activities (for example, Scottish celebrations and events, religious festivals and events)
- ◆ the use of external speakers (for example, demonstrations, practical workshops, review of learners' work)

- ◆ using audio and visual media (including audio books, CD, film, DVD, internet sources, music-related software) to help learners visualise contexts for learning
- ◆ using e-assessment journals and portfolios to keep track of evidence (including recording work in progress)
- ◆ using ICT and other technologies to support work (including web-based research, simulations and/or interactive programmes, virtual tours, virtual learning environments)
- ◆ using adaptive and assistive technologies as appropriate to support learners' participation in activities involving using digital images
- ◆ other specific opportunities for integrated learning identified and developed within centres themselves

Many of these approaches could include group work. Group work approaches can be used within Units and across Courses where it is helpful to simulate real-life situations, share tasks and promote team working skills. However, there must be clear evidence for each learner to show that they have met the required Assessment Standards for the Unit or Course.

Engaging learners with practical tasks is a useful way of helping learners to understand how a new idea relates to their existing knowledge and understanding. It is therefore important that contexts for activities involving digital images are relevant and meaningful to learners. Learners could be encouraged to undertake regular self-assessment as a means of ascertaining both levels of understanding and of identifying next steps.

Examples of learning and teaching approaches and ways of recording evidence are provided in the following tables:

Illustration 1: Integrated Outcomes approach

Outcome 1: Make changes to digital images

and:

Outcome 2: Show the altered digital images by:

Assessment Standard		Explanation of Standard	Example of learning activity
1.8	Opening the software application	The learner has the opportunity to: <ul style="list-style-type: none">♦ select an appropriate application♦ select appropriate images♦ use the chosen application including opening, using the main functions and exiting from the applications♦ make changes to the selected images♦ save the changed images in an appropriate format♦ retrieve, check and show the changed images♦ follow instructions for safe working appropriate to the chosen application	The learner is asked to create a personal digital diary which involves: <ul style="list-style-type: none">♦ selecting images (which can be new or existing)♦ using an appropriate application to make changes to the images, including personalisation (for example, by adding text/lettering/symbols)♦ saving their work as a digital photo album and closing the application
1.9	Selecting digital images		
1.10	Making alterations to the selected digital images		
1.11	Saving the changed digital images in an appropriate format		
1.12	Following correct procedures to close the application		
2.1	Opening the software application	The teacher/lecturer can offer the learner guidance on an appropriate choice of application as it would be reasonable to ensure that the teacher/lecturer has some expertise and resources are available to enable the learner to successfully meet the Assessment Standards.	<ul style="list-style-type: none">♦ opening, retrieving and showing the photo album♦ following instructions for health and safety and hygiene while using the application
2.2	Retrieving the digital images		
2.3	Checking the digital images are ready to be shown		
2.4	Showing the digital images	The teacher/lecturer can offer the learner guidance on appropriate images and should appropriate activities using the applications with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards.	
2.5	Following correct procedures to close the application		

Illustration 2: Cross-curriculum approach

Outcome 1: Make changes to digital images			
and:			
Outcome 2: Show the altered digital images by:			
Assessment Standard		Explanation of Standard	Example of learning activity
1.1	Opening the software application	The learner has the opportunity to: <ul style="list-style-type: none">♦ select an appropriate application♦ select appropriate images♦ use the chosen application including opening, using the main functions and exiting from the applications♦ make changes to the selected images♦ save the changed images in an appropriate format♦ retrieve, check and show the changed images♦ follow instructions for safe working appropriate to the chosen application	The learner is asked to make a digital Christmas card for the centre's website.
1.2	Selecting digital images		
1.3	Making alterations to the selected digital images		
1.4	Saving the changed digital images in an appropriate format		
1.5	Following correct procedures to close the application		
2.1	Opening the software application	The teacher/lecturer can offer the learner guidance on an appropriate choice of application as it would be reasonable to ensure that the teacher/lecturer has some expertise and resources are available to enable the learner to successfully meet the Assessment Standards.	The learner undertakes this activity which involves: <ul style="list-style-type: none">♦ designing the card♦ selecting images (can be new or existing)♦ using an appropriate application to make changes to the images, including personalisation (for example, by adding text, lettering or symbols)♦ saving their work as an e-card and closing the application♦ opening, retrieving and showing the e-card♦ following instructions for health and safety and hygiene while using the application
2.2	Retrieving the digital images		
2.3	Checking the digital images are ready to be shown		
2.4	Showing the digital images	The teacher/lecturer can offer the learner guidance on appropriate images and appropriate activities using the application with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards.	
2.5	Following correct procedures to close the application		

Note: This Unit could also be linked to activities in other National 2 Units as follows:

- ◆ Contributing to a Performance
- ◆ Creating Materials for Display
- ◆ Creating Materials for Performance
- ◆ Developing Personal Ideas: Performance Art
- ◆ ICT Applications
- ◆ Using Performance Skills
- ◆ Working with Images, Graphics and Sound

Further information can be found in the appropriate *Unit Support Notes*.

This Unit could also be used to support activities in other National 2 Awards and Courses and their component Units as follows:

- ◆ Creative Arts
- ◆ Modern Languages
- ◆ Performance Arts
- ◆ Personal Achievement Award
- ◆ Personal Development Award
- ◆ Social Subjects

Further information can be found in the appropriate *Course Support Notes* and *Unit Support Notes*.

It is recommended that the evidence for this Unit is collected as a natural part of the learning and teaching. Where assessment is carried out as a discrete activity, this could be as a single event or it may be broken up into smaller, more manageable sections. In this case, care must be taken to avoid duplication of evidence and potential assessment.

It is also suggested that assessment forms an integral part of the learning and teaching approach. Learners should receive comment and feedback on their work at appropriate stages, and this could be provided as part of the ongoing assessment process to inform learning.

It is therefore recommended that teachers/lecturers involve learners in the identification of assessment opportunities and build in opportunities for feedback on progress. This will ensure that learners are clear about what is expected of them. Assessment methods should offer learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate and unbiased illustrative materials which reflect an inclusive view.

Centres are also encouraged to be flexible in selecting from a range of assessment strategies to allow learners to demonstrate their best work and remove barriers to assessment and attainment.

There is no external assessment for National 2 Courses. All Units are internally assessed against the requirements shown in the *Unit Specification*. Teachers/lecturers are encouraged to record naturally occurring evidence as a way of meeting the Unit Outcomes. Naturally occurring evidence is evidence

which occurs within and as part of the learning and teaching, and can be recorded for assessment purposes in a variety of ways, including:

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