# H70M 71 Information and Communications Technology: Working with Software Applications (National 1)

# Contents

# Introduction

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

♦ the *Unit Specification*
♦ the *Unit Assessment Support* pack

# General guidance on the Unit

## Aims

The aim of this Unit is to provide learners with opportunities to use software applications.

The Unit also provides a framework for learners to develop knowledge and skills for learning, skills for life and skills for work.

## Progression into this Unit

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

This Unit has been designed to draw on and build on Curriculum for Excellence experiences and outcomes.

This Unit would be suitable for learners who have successfully completed qualifications in related areas at SCQF level 1. Relevant experiences and outcomes may also provide an appropriate basis for doing this Unit.

## Skills, knowledge and understanding covered in this Unit

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.

Learners who complete this Unit will be able to use software applications.

## Progression from this Unit

This Unit may provide progression to:

♦ other Units in ICT at SCQF level 1
♦ Units of the Information and Communications Technology Course at SCQF level 2
♦ further study, employment and/or training

Further details about these Units can be found on SQA's website.

Learners may progress to other Units at the same level or Units and Courses at higher levels. The nature of this progression will depend on the individual needs of the learner.

# Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to learning, teaching and assessment which can be used for the delivery of this Unit.

Learners undertaking qualifications at SCQF level 1 will take part in the Unit at different levels of participation and with varying degrees of support, all of which meet the Assessment Standards. Some learners may take part at an experiential or sensory level requiring full support. Some may require frequent direction and support to enable them to take part, while others may take part independently or with intermittent support.

Learners should be given as much support as they need to engage with learning, teaching and assessment activities whilst maintaining the integrity of the Outcome and Assessment Standards.

The level of support required, and any support framework used, is at the discretion of individual centres.

The skills-based focus of the Unit lends itself to the use of a variety of learning and teaching approaches, reflecting the values and principles of the curriculum. 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 the learners.

Learning should 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.

Examples of learning and teaching approaches and ways of recording evidence are provided in the table on the next page.

| **ICT: Working with Software Applications (National 1)** |
|---|

**Outcome 1**
With the appropriate level of support and resources, the learner will use software applications by:

| Assessment Standards | Guidance and suggested learning and teaching approaches |
|---|---|
| 1.1 Choosing an activity<br><br>1.2 Using the main functions of an appropriate application to carry out the chosen activity<br><br>1.3 Using appropriate equipment and/or peripherals | This Unit provides learners with opportunities to use software applications for a wide range of activities, including transactional and creative activities. A wide range of platforms and devices can be used and teachers/lecturers can help learners choose an appropriate platform and/or device to enable learners to successfully meet the Assessment Standards. Learners could also make use of assistive technologies to support their learning.<br><br>Teachers/lecturers could provide a list of activities in oral, pictorial or physical form, and ask learners to choose one. Alternatively, teachers/lecturers could help learners to choose an appropriate activity and associated software application.<br><br>Examples of activities could include: creating text, creating drawings, using numbers, creating posters/flyers/ presentations.<br><br>Examples of software applications could include: word processing, spreadsheets, the drawing element of a graphics package, presentation software.<br><br>Examples of equipment and/or peripherals could include: laptop computer, tablet computer, mobile phone, printer, keyboard, mouse, scanner.<br><br>Teachers/lecturers could demonstrate to learners the type and range of skills for using software applications. This could include the use of the 'save' and 'print' functions. Learners would then use the main functions of an appropriate software package to carry out their chosen activity. Learners should also use appropriate equipment and/or peripherals. |

Examples could include:

♦ creating a picture using a painting package and printing it out
♦ creating a piece of text and scanning in a photograph to accompany the text
♦ using a spreadsheet package to calculate totals and printing out the results

Examples of possible learning and teaching activities are provided below:

| | | |
|---|---|---|
| Activity:<br>Creating a drawing of their home | | Activity:<br>Creating a poster advertising a coffee morning |
| Software application:<br>Drawing | | Software application:<br>Word processing |
| Using the main functions by:<br>Drawing their house and garden<br>Printing out the drawing | **Or** | Using the main functions by:<br>Scanning an image of a cup of coffee<br>Adding lettering 'Coffee Morning' to the scanned image |
| Using equipment/peripherals by:<br>Using a printer | | Using equipment/peripherals by:<br>Using a scanner |

This Unit could be linked to activities in other ICT Units, eg *ICT: Working with Digital Images*, *ICT: Working with Multimedia Applications* and *ICT: Working with Communications Technologies*.

This Unit could also be linked to activities in other National 1 Units, eg *Creative Arts: Creating Materials for Display, Creative Arts: Creating Materials for Performance.*

**Assessment**

There is no external assessment for National 1 Units. All Units are internally assessed against the requirements outlined and described in the *Unit Specification* and the Unit assessment support pack.

To achieve the Unit, learners must pass the Unit Outcome.

At SCQF level 1, it is anticipated that most evidence for assessment purposes will be gathered on a naturally occurring, ongoing basis, rather than from more formal assessment methods. There are many contexts that might be used for gathering evidence. These might include, for example, extra-curricular and/or outdoor learning.

Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching, and can be gathered for assessment purposes in a variety of ways. Examples of how this evidence might be gathered include:

♦ observation of evidence demonstrated during an activity (using an observation checklist, visual recording, photography or equivalent)
♦ oral questioning before, during and on completion of an activity (recorded using an audio-visual or audio recording or using detailed written assessor notes as evidence)
♦ learning and teaching activities which generate physical evidence for assessment
♦ identifying opportunities to record evidence within out-of-centre activities

Centres are encouraged to develop criteria for success which focus on small, well-defined steps in learning. In this way the learner is more likely to achieve success in the Unit and in any subsequent learning.

Learners will benefit from receiving accurate and regular feedback regarding their learning. This helps to ensure 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.

**Authentication**

For guidance on authentication of evidence that 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 verification purposes

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

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

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

| Skills for learning, skills for life and skills for work | Examples of learning and teaching approaches |
|---|---|
| **1 Literacy** | |
| 1.3 Listening and talking<br><br>Listening means the ability to understand and interpret ideas, opinions and information presented orally for a purpose and within a context, drawing on non-verbal communication as appropriate. Talking means the ability to communicate orally ideas, opinions and information for a purpose and within a context. | Where appropriate, learners could use their normal mode of communication during learning and teaching activities to:<br><br>♦ communicate, eg information about an appropriate software application for a chosen activity<br>♦ respond, eg choosing the main functions of the appropriate software application to be used |
| **4 Employability, enterprise and citizenship** | |
| 4.2 Information and communication technology (ICT)<br><br>This involves having the ability to use ICT systems and emerging technologies to handle information. It means having the ability to use the internet safely and to make informed decisions based on information obtained using technology. | Learners could use ICT systems and emerging technologies during learning and teaching activities by:<br><br>♦ using an appropriate software application to handle/communicate information |

It is important that learners have opportunities to develop these broad general skills as an integral part of their learning experience.

There will be opportunities for the development of additional skills for learning, skills for life and skills for work throughout this Unit. These will vary from centre to centre depending on the approaches being used to deliver the Unit.

# 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 that reflect an inclusive view.

Learners undertaking qualifications at SCQF level 1 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 whilst maintaining the integrity of the Outcome and Assessment Standards.

Examples of support might include:

♦ allowing extra time to complete activities
♦ support ranging from prompting to full support from a responsible person
♦ the use of specialised and adapted equipment
♦ the use of ICT and other assistive technologies
♦ visual prompts

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 how 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 (www.sqa.org.uk)
♦ Building the Curriculum 4: Skills for learning, skills for life and skills for work (www.educationscotland.gov.uk)
♦ Building the Curriculum 5: A framework for assessment (www.educationscotland.gov.uk)
♦ Design Principles for National Courses (www.sqa.org.uk)
♦ *Guide to Assessment* June 2008 (www.sqa.org.uk)
♦ Overview of Qualification Reports (www.sqa.org.uk)
♦ *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 (www.scqf.org.uk) and SCQF level descriptors (www.sqa.org.uk)
♦ *SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work* (www.sqa.org.uk)
♦ *Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool* (www.sqa.org.uk)
♦ SQA Guidelines on e-assessment for Schools (www.sqa.org.uk)
♦ SQA Guidelines on Online Assessment for Further Education (www.sqa.org.uk)
♦ SQA e-assessment web page (www.sqa.org.uk)

# Administrative information

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## History of changes to Unit Support Notes

| Unit details | Version | Description of change | Authorised by | Date |
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