

National Progression Award

Digital Literacy

G8HE 43

Instructor Guide

SCQF level 3



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## Foreword

These instructor notes are intended as a guide to the teacher/lecturer on how to cover the content, Evidence Requirements and knowledge and understanding for candidates who intend to undertake the National Progression Award (NPA) Digital Literacy at SCQF level 3.

The NPA has three mandatory Units:

- Digital Computing
- Digital Communication Methods
- Digital Numeracy

The Units may be undertaken in any order, however opportunities exist for candidates to study and work together to gather evidence for the Core Skill Working with Others. This could be achieved in the Digital Communication Methods Unit, where candidates have to carry out an investigation into a digital communication method, picking from a limited list supplied by the teacher/lecturer. There is an opportunity for candidates working on the same Unit to investigate different digital communication methods, cooperate, and share information with others and review and evaluate their individual contribution to the group activity as part of the investigation.

To help supplement the Student Notes the SQA and Microsoft through its 'Partners in Learning' programme have donated curriculum materials to use with this NPA. The curriculum can be accessed online via:

[www.microsoft.com/digitalliteracy](http://www.microsoft.com/digitalliteracy)

Alternatively the curriculum can be downloaded and run locally from any computer.

There is an instructor resource area at:

[www.microsoft.com/digitaliteracyinstructor](http://www.microsoft.com/digitaliteracyinstructor)

where additional resources and a classroom set-up guide are available to aid delivery of the curriculum.

## Course topics

There are five sections to the Microsoft Digital Literacy course:

- Computer Basics
- Productivity Programs
- Computer Security and Privacy
- Digital Lifestyles
- The Internet and World Wide Web

The topics covered in each course are listed on the following pages.

## Computer Basics Course Topics

### Lesson 1: Introduction to computers

#### Objectives

- 1.1 Describe the importance of computers in today's world.
- 1.2 Identify the main parts of a computer.
- 1.3 Identify the steps for starting a computer.
- 1.4 Identify the different groups of keys on a keyboard.
- 1.5 Perform different tasks by using a mouse.

### Lesson 2: Common computer terminology

#### Objectives

- 2.1 Identify the primary hardware components of a computer.
- 2.2 Define what an operating system is and its role.
- 2.3 Define the term program.
- 2.4 Explain what is meant by data.
- 2.5 Define the term network and identify the benefits of networking.
- 2.6 Define the term internet.

### Lesson 3: Computer performance and features

#### Objectives

- 3.1 Identify and compare the features of different types of computers.
- 3.2 Explain the role of memory.
- 3.3 Explain the basics of computer performance and how it relates to productivity.
- 3.4 Describe the different types of productivity programs and their uses.
- 3.5 Describe the different types of communications programs and their uses.
- 3.6 Describe the uses of educational and entertainment programs.

### Lesson 4: Computer operating systems

#### Objectives

- 4.1 Explain the common functions of an operating system.
- 4.2 Identify the different components of the Windows XP interface.
- 4.3 Work with the Windows XP interface within programs.

4.4 Manage files and folders in Microsoft Windows Explorer.

4.5 Perform basic file operations.

### **Lesson 5: Career opportunities**

#### **Objectives**

5.1 Describe how computers have become a central part of everyday life.

5.2 Identify different career opportunities available for a person who is computer literate.

## Productivity Programs Course Topics

### Lesson 1: Common features and commands

#### Objectives

- 1.1 Identify the main components of the user interface.
- 1.2 Identify the purpose of the commands on the menu bar.
- 1.3 Work with the buttons on the toolbar.
- 1.4 Work with the pointer in a program.
- 1.5 Work with text and characters in a program.
- 1.6 Explain the use of primary keyboard shortcuts and key combinations.

### Lesson 2: Word processing

#### Objectives

- 2.1 Perform basic tasks by using a word processor.
- 2.2 Edit and format text.
- 2.3 Work with tables and pictures.
- 2.4 Work with language tools.
- 2.5 Identify the various benefits of using Desktop Publishing (DTP).

### Lesson 3: Spreadsheets

#### Objectives

- 3.1 Identify the different components of a spreadsheet.
- 3.2 Enter data into a spreadsheet.
- 3.3 Perform basic mathematical operations in a spreadsheet.
- 3.4 Insert charts into a spreadsheet.
- 3.5 Explain the purpose of options available for printing a spreadsheet.

### Lesson 4: Presentation programs

#### Objectives

- 4.1 Identify the basic functionalities offered by presentation programs.
- 4.2 Create a new presentation.
- 4.3 Add graphics and multimedia to a presentation.
- 4.4 Identify the options available to print presentations in different formats.

## Lesson 5: Databases

### Objectives

- 5.1 Explain basic database concepts.
- 5.2 Create a database.
- 5.3 Work with records in a database.
- 5.4 Explain what database queries are and how they work.
- 5.5 Explain what reports are and their uses.

## Computer Security and Privacy Course Topics

### Lesson 1: An overview of computer security and privacy

#### Objectives

- 1.1 Explain what the terms security and privacy mean as they apply to computing.
- 1.2 Identify various threats in the world of computers and explain their corresponding solutions.

### Lesson 2: Protecting your computer and your data

#### Objectives

- 2.1 Identify various methods of protecting the operating system, software, and data on your computer.
- 2.2 Identify various ways of securing online and network transactions.
- 2.3 Identify common measures for securing e-mail and instant messaging transactions.

### Lesson 3: Protecting yourself and your family from security threats

#### Objectives

- 3.1 Identify common measures used to protect privacy.
- 3.2 Describe how online predators work.
- 3.3 Identify the guidelines to protect children from online predators.

### Lesson 4: Keeping your computer secure and updated

#### Objectives

- 4.1 Explain the purpose of different security settings on your computer.
- 4.2 Identify the options available for keeping your computer up to date.

### Lesson 5: Computer ethics

#### Objectives

- 5.1 Explain what the term intellectual property means as it applies to computing.
- 5.2 Identify the various copyright violation acts and their preventive measures.
- 5.3 Identify the various legal concerns associated with information exchange.

## Digital Lifestyles Course Topics

### Lesson 1: The modern digital experience

#### Objectives

- 1.1 Identify the benefits of the expanding scope of digital technology.
- 1.2 Explain how merging technologies expands the features of digital devices.

### Lesson 2: Digital Audio

#### Objectives

- 2.1 Identify the characteristics of digital audio.
- 2.2 Explain the concepts of recording, copying, and converting digital audio.
- 2.3 Identify the features of advanced speech technologies.

### Lesson 3: Digital video

#### Objectives

- 3.1 Identify the characteristics of digital video.
- 3.2 Describe what digital video editing is and the various output formats for digital video.
- 3.3 Identify the features of different Web video technologies.

### Lesson 4: Digital photography

#### Objectives

- 4.1 Explain the benefits, features, and working of a digital camera.
- 4.2 Describe how digital images can be managed and edited.
- 4.3 Identify the features of different types of printers that are available for printing photos.

### Lesson 5: Digital technology and career opportunities

#### Objectives

- 5.1 Explain how digital technology enables you to work remotely.
- 5.2 Identify different career opportunities available in the digital technology world.

## The Internet and World Wide Web Course Topics

### Lesson 1: The internet

#### Objectives

- 1.1 Define what the internet is and elaborate on its uses.
- 1.2 Identify the different components required for an internet connection.
- 1.3 Identify the features of different types of internet connections.
- 1.4 Explain the meaning of the term bandwidth in relation to the different types of internet connections.

### Lesson 2: The World Wide Web

#### Objectives

- 2.1 Define the World Wide Web and elaborate on its uses.
- 2.2 Explain how web addresses work.
- 2.3 Explain how to use a browser to navigate the web.
- 2.4 Describe how to evaluate the content of a web site.
- 2.5 Explain the meaning of e-commerce.
- 2.6 Define Web browser plug-ins and their uses.

### Lesson 3: Communicating on the internet

#### Objectives

- 3.1 Explain how e-mail works.
- 3.2 Write and send e-mail messages.
- 3.3 Manage e-mail messages.
- 3.4 Identify the features of online communities.
- 3.5 Explain how instant messaging works.
- 3.6 Explain how web authoring software is used to create and publish web pages.

## System requirements

The Microsoft Digital Literacy Curriculum requires the following minimum system configuration:

### Hardware

- Personal computer with a 233 megahertz (MHz) or higher processor
- 256 megabytes (MB) of RAM or more recommended
- 2 gigabytes (GB) of available hard disk space
- Non-ISA network adapter, 10/100 megabits per second (Mbps)
- 4 MB video adapter
- Super VGA (SVGA) monitor (17 inch)
- Keyboard and pointing device (such as a mouse)
- Sound card with amplified speakers or headphones

### Software

Microsoft Windows® XP Professional with Service Pack 2 (SP2) or later, with the latest hotfixes and software updates

Note: If the Windows XP CD does not have SP2 on it, you can download SP2 from the Microsoft Windows Update site after you have installed Windows XP. Hotfixes and software updates can also be downloaded from the Windows Update site.

### Internet connection

A continuous broadband connection is required for the online e-learning courses.

A reliable 56K or faster dial-up connection or a broadband connection is required for downloading the offline versions of the e-learning courses. No connection is required to play these on your computer.

A reliable 56K or faster dial-up connection or broadband connection is required for the assessments and the Certificate Test. (The assessments and the Certificate Test are not available in an offline format.)

### Pop-up blockers

The e-learning courses and assessments launch in a new window, so you must disable any pop-up blockers you have running in order to view the courses and assessments.

## Learning and delivery

To enable candidates to get the best experience from this NPA, it would be beneficial if the instructor was able to provide a rich curriculum resource and also a range of practical experiences to supplement the candidate's learning experience.

### Digital Computing F1L2 09

For the Unit Digital Computing, the instructor might use the student support notes and the suggested activities within the Microsoft Digital Literacy curriculum to enhance the learning experience of the candidate.

#### Outcome 1

Outcome 1 of this Unit requires the candidate to operate a computing device with limited assistance.

The Performance Criteria require a candidate to carry out the following:

- (a) Basic operations are carried out with limited assistance
- (b) Basic use of menus and selection from menus is accurate
- (c) Loading and saving of an existing file with limited assistance

To ensure candidates have sufficient knowledge to achieve Outcome 1, the instructor may wish to demonstrate the following to candidates:

- Different types of computer (desktop, laptop etc). The instructor might explain the differences between the computers, eg one is portable and one sits on a desktop but the components of a computer are very similar. Explaining or showing candidates the inside of a computer and explaining how the motherboard, RAM, BIOS and hard disks work inside the computer would be useful.
- Different types of input device and how each is connected to the computer. These might include keyboard, mouse, and joystick. The instructor may also wish to explain about the different types of output device available and show candidates the variety of types you can get, eg CRT and LCD monitors, inkjet and laser printers, speakers etc.
- Different types of storage media that can be used, both internally and externally with a computer. For example CD-ROM, DVD, Flash memory and hard disks and how data is stored, saved and retrieved from these storage devices. It might be beneficial to point out other types of devices that can be connected to a computer like external modems, USB hubs, plotters, scanners etc.

## Outcome 2

Outcome 2 of this Unit requires the candidate to use productivity software on a computing device with limited assistance.

The Performance Criteria require that a candidate carry out the following:

- (a) Processing of familiar data is carried out effectively
- (b) Data is correctly extracted
- (c) Data is output in an appropriate format for the productivity software

To ensure candidates have sufficient knowledge to achieve Outcome 2, the instructor may wish to demonstrate the following to candidates:

- Different types of software, explaining the difference between operating system software and application software. It would be useful if the instructor could demonstrate the use of a variety of productivity, educational and application software.
- How files were created, edited, saved and re-opened and how folders were created, renamed and deleted. The instructor should explain the concept of an electronic filing cabinet and how folders are used to store and retrieve files for use. It would be beneficial for the instructor to explain about the different files types used with different types of software. For example how doc often stands for a word processed document.

## Outcome 3

Outcome 3 of this Unit requires a candidate to present basic information on a computer health and safety issue with limited assistance.

The Performance Criteria require that a candidate carry out the following:

- (a) Find basic information on computer health and safety
- (b) Extract key features from the computer health and safety information
- (c) Present the key features in an appropriate digital format

To ensure candidates have sufficient knowledge to achieve Outcome 3, the instructor may wish to demonstrate the following to candidates:

- An explanation of the different types of computer health & safety laws. This need not be an intensive explanation, but an overview of what the laws cover.
- An overview of things to check when carrying out a computer health and safety audit. These might include monitor height, monitor brightness, monitor screen resolution etc, desk height and position, cabling, chair adjustment etc. It might be useful to get candidates to use the diagram in the Student Notes to help identify various aspects of computer health and safety.

## Outcome 4

Outcome 4 of this Unit requires a candidate to create and review the effectiveness of a plan of a simple task to tackle a computer health and safety problem with limited assistance.

The Performance Criteria require that a candidate carry out the following:

- (a) Identify the sequence of steps required to complete the task
- (b) Identify resources needed for the task
- (c) Carry out the computer health and safety task
- (d) Review and evaluate the effectiveness of the planned task
- (e) Identify the lessons learned about problem solving

As Outcome 3 and 4 are linked, once the instructor has covered the laws and guidelines, the instructor could ask candidates to create a simple plan to tackle a computer health and safety problem. The instructor may wish to give candidates experience of problem solving by setting a problem the candidate has to solve, in an associated area to enable the candidate to practice their problem solving skills before undertaking the computer health & safety problem solving in Outcome 4.

At the end of each section in the Student Notes there is an icon indicating an activity to enhance the learning by accessing the Microsoft Digital Literacy courseware. The instructor should demonstrate to candidates how to access the Microsoft Digital Literacy courseware and tell candidates where it is located and what sections they wish the candidates to do.



This icon indicates when the candidate should carry out further activities or games within the Microsoft Digital Literacy courseware.



All the activities will add to the candidate's knowledge and understanding required to carry out the Outcomes and Performance Criteria set out in the Unit Digital Computing. It is highly recommended that the instructor reads and understands the Unit Descriptor and Assessment Support pack that accompanies this Unit.

## Digital Communication Methods F1KY 09

For the Unit 'Digital Communication Methods', the instructor might use the Student Notes and the suggested activities within the Microsoft Digital Literacy curriculum to enhance the learning experience of the candidate.

### Outcome 1

Outcome 1 of this Unit requires a candidate to investigate a digital communication method.

The Performance Criteria require a candidate to:

- (a) Select a digital communication method to investigate from a limited range supplied and explain reasons for choice
- (b) Read a brief text about the digital communication method chosen
- (c) Identify the significant ideas or main points of information in the text
- (d) Make a basic evaluation of the text supported by a single piece of evidence

To ensure candidates have sufficient knowledge to achieve Outcome 1, the instructor may wish to demonstrate some of the following to candidates:

- How to find, read and comprehend a single piece of non-fiction text about a digital communication method. Methods might include computer software (e-mail, instant messaging, internet forums, wikis, weblogs, web camera and/or internet phone software); mobile technology (mobile phone, personal digital assistant, digital picture and video); video conferencing, digital video and/or audio, podcasting and/or voice tools.
- The text will be brief, clearly presented and contain several items of information about a digital communication method. The content will be expressed in a direct uncomplicated way and the key points will be explicit. Sentences will be simple in structure and the vocabulary used will be familiar to the candidate. The instructor may wish to demonstrate how to highlight the key features or main points in the text and evaluate the relevance of the text using two simple criteria.
- The candidate's investigation of a digital communication method should include a variety of texts and graphical and pictorial representations which offer a range of reading demands, The type of text used could include reference books; instruction leaflets and/or product manuals online or paper-based supported (where applicable) by simple photographs; short video clips or podcasts.

## Outcome 2

Outcome 2 of this Unit requires a candidate to produce a simple written report on the key features of a digital communication method.

The Performance Criteria require a candidate to produce the following:

- (a) The report structure lists the key features clearly and concisely
- (b) The report is appropriate for the needs of the audience
- (c) Spelling, punctuation and syntax are sufficiently accurate to convey meaning

To ensure candidates have sufficient knowledge to achieve Outcome 2, the instructor may wish to demonstrate the following to candidates:

- How to use a word processor to create, format and check spelling, punctuation and syntax are correct
- How to list key features clearly about a digital communication method.

The following are examples of some of the key features which might be included for mobile phones and video:

- Mobile phone: text facility, phone connectivity, internet access
- Video: type of software, clarity of image, transfer of image.

## Outcome 3

Outcome 3 of this Unit requires a candidate to present simple oral information about the key features of a digital communication method.

The Performance Criteria would require a candidate to present an oral presentation where:

- (a) The key features are clearly and concisely presented
- (b) Delivery of the presentation is appropriate for the needs of the audience
- (c) Use a digital presentation tool effectively to deliver the presentation
- (d) Responses take account of the contribution of others

To ensure candidates have sufficient knowledge to achieve Outcome 3, the instructor may wish to demonstrate the following to candidates:

- How to use a presentation software and hardware and give a clear concise presentation.
- How to present making good eye contact and make use of verbal and non-verbal communication.
- How to respond and answer questions from the audience.

There is an opportunity for candidates to work in groups and work towards achieving the signposted Core Skill 'Working with Others' within these Outcomes.

At the end of each section in the Student Notes there is an icon indicating an activity to enhance the learning by accessing the Microsoft Digital Literacy courseware. The instructor should demonstrate to candidates how to access the Microsoft Digital Literacy courseware and tell candidates where it is located and what sections they wish the candidates to do.



This icon indicates when the candidate should carry out further activities or games within the Microsoft Digital Literacy courseware.



All the activities will add to the candidates' knowledge and understanding required to carry out the Outcomes and Performance Criteria set out in the Unit 'Digital Communication Methods'. It is highly recommended that the instructor reads and understands the Unit Descriptor and Assessment Support pack that accompanies this Unit.

## Digital Numeracy F1L1 09

For the Unit Digital Numeracy, the instructor might use the Student Notes and the suggested activities within these notes to enhance the learning experience of the candidate.

### Outcome 1

Outcome 1 of the unit requires the candidate to read and use simple measurements using a digital tool.

The Performance Criteria require a candidate to:

- (a) Read a simple measurement scale to nearest marked number
- (b) Use recorded simple measurements to calculate the next sequence in a scale

To ensure candidates have sufficient knowledge to achieve Outcome 1, the instructor may wish to demonstrate the following to candidates:

- How scales on measuring instruments and graphs are marked with every main division numbered. Unnumbered sub-divisions should be visible. For example, a measuring instrument could be a rule within a software application numbered in cm and marked in cm and mm and read to the nearest cm; electronic bathroom scales could be numbered in 10 kg and marked in 10 kg and kg and read to the nearest 10 kg; and electronic thermometers could be numbered on 0 °C and marked in 0.50 °C and read to the nearest 0 °C.
- Suitable activities in the measurement of weight or temperature. Household measurements such as measurement for carpets or curtains or measurement of volume or weights for recipes could also be used using digital software. The graphs should be simple. Currency or temperature conversion graphs could also be used. They should have clear sub-divisions, be numbered to the nearest division and read to the nearest numbered division.

### Outcome 2

Outcome 2 of the Unit requires a candidate to extract and communicate simple graphical information using digital software.

The Performance Criteria require a candidate to:

- (a) Extract information from simple tables, graphs and diagrams
- (b) Communicate information in simple tables, graphs and diagrams

To ensure candidates have sufficient knowledge to achieve Outcome 2, the instructor may wish to demonstrate the following to candidates:

- Examples of digital software which might include spreadsheet software, graph software, online /Internet/Survey software. Examples of suitable tables could be online or electronic bus or train departures or arrival times, or online or electronic bus or train fares according to distance for two bus and/or train companies; or cost of hiring videos online where there are two rates — one for new releases and one for normal rate.
- Simple tables, graphs and diagrams commonly used in everyday situations. Suitable tables would have two categories of information. A simple electronic diagram could be a two-dimensional (2D) representation of a filing cabinet or a room plan with windows and doors marked.

### Outcome 3

Outcome 3 of the Unit requires the candidate to apply a range of basic numerical skills in an everyday digital context.

The Performance Criteria require a candidate to:

- (a) Recognise and use, whole numbers, decimals, fractions and percentages
- (b) Recognise and calculate binary file formats
- (c) Calculate simple fractions, percentages of a quantity
- (d) Use simple formulae expressed in words

To ensure candidates have sufficient knowledge to achieve Outcome 3, the instructor may wish to demonstrate the following to candidates:

- How to add and subtract whole numbers; multiply and divide whole numbers; understand the basic decimal and fraction systems and recognise and calculate binary file formats, for example how many bits in a byte, how many bytes in a kilobyte or how many kilobytes in a megabyte.
- How to work with percentages such as 10%, 20%, 25%, 50% and fractions where the numerator is 1.
- How to carry out simple calculations with formulae expressed in words eg working out the cooking time with a digital tool for a 1 kg chicken where the instructions are 20 minutes per 500 grams and 20 minutes extra.

At the end of each section in the Student Notes there is an icon indicating an activity to enhance the learning. All the activities will add to the candidates' knowledge and understanding required to carry out the Outcomes and Performance Criteria set out in the Unit Digital Numeracy. It is highly recommended that the instructor reads and understands the Unit Descriptor and Assessment Support pack that accompanies this Unit.



## Assessment

This NPA in Digital Literacy is supported by a suite of Assessment Support Packs, which are obtainable from the SQA secure site. The Assessment Support Packs must be used in conjunction with the Evidence Requirements outlined in each Unit descriptor. It is the combination of the Unit descriptor Evidence Requirements and the Assessment Support Pack that exemplifies the standard required for assessing a candidate in each of the Units that make up this NPA.

### Digital Computing F1L2 09

For the Unit Digital Computing, the evidence must be produced under supervised, controlled and open-book conditions. The candidate may have limited assistance in carrying out the assessment activities. The instructor/assessor must gather the following evidence for all Outcomes within the Unit.

Performance evidence supplemented by an assessor observation checklist to demonstrate that the candidate has achieved Outcome 1:

- Candidates must demonstrate starting up a computing device and shutting down a computing device; selecting and opening two different application packages from an operating system menu; opening an existing file, changing it, saving it and closing the file, repeated in both application packages
- Candidates must use a keyboard and one other input device
- If a candidate needs to be re-assessed a different digital computing device must be used

Product evidence in the form of printouts, screenshots or disk copies of the work done to demonstrate that the candidate has achieved Outcome 2:

- The evidence produced must show that the candidate can perform simple processes on familiar data, produce a new file and output in a given format, edit an existing file and output in a given format.
- Candidates must use at least two types of productivity software from word processing, spreadsheet, database, e-mail, artwork and imaging, presentation, educational software on a computing device.
- If a candidate needs to be re-assessed different productivity software must be used.

The evidence for Outcome 3 must include:

- Performance evidence, supplemented by an assessor observation checklist demonstrating that the candidate can find basic computer health and safety information by searching for data by keyword, field or filename. The data can be text, pictures, video or audio. The search must be carried out on electronic information related to at least two computer health and safety issues.
- Product evidence in the form of a report of no more than 50 words. The report must be in a digital format and show the key features which have been extracted.
- If a candidate needs to be re-assessed a different computer health and safety issue must be used.

The evidence for Outcome 4 will consist of written and/or oral recorded evidence which details:

- A sequence of at least three steps and any resources needed to carry out the task. The resources must be from a range which the candidate recognises.
- The activities undertaken, the effectiveness of the planned task identifying at least two lessons learned about solving problems. Simple criteria can be provided by the teacher/lecturer to assist the candidate in defining effectiveness.
- If a candidate needs to be re-assessed a different planned task must be used.

### **Digital Communication Methods F1KY 09**

For the Unit Digital Communication Methods, the evidence must be produced under supervised, controlled and open-book conditions. The candidate may have limited assistance in carrying out the assessment activities. The instructor/assessor must gather the following evidence for all Outcomes within the Unit.

The evidence for Outcome 1 will be product evidence and written and/or recorded evidence as follows:

- A log which details the candidate's investigation activity and the digital communication method chosen by the candidate and why it was chosen.
- The simple written text the candidate has read with the significant ideas or main points of information highlighted. The text must be non-fictional and be about a digital communication method.

- A single piece of written and/or oral recorded evidence which demonstrates that the candidate has evaluated the text on two simple criteria.

If a candidate needs to be re-assessed for Outcome 1, a different digital communication method must be investigated and a different piece of text must be used.

For Outcome 2 written evidence is required in the form of a clear and concise report of no more than 100 words.

This report must be appropriate for the needs of the audience and list the key features of a digital communication method. Spelling, punctuation and syntax must be sufficiently accurate to convey meaning.

In Outcome 3, verbal and non-verbal performance evidence supplemented by an assessor checklist is required of the candidate presenting simple information about key features of a digital communication method.

The presentation must not exceed 5 minutes duration and the candidate must use one digital communication tool to present the information.

### **Digital Numeracy F1L1 09**

For the Unit Digital Numeracy, the evidence must be produced under supervised, controlled and open-book conditions. The candidate may have limited assistance in carrying out the assessment activities. The instructor/assessor must gather the following evidence for all Outcomes within the Unit.

Product evidence should be produced to demonstrate that the candidate has achieved all the Outcomes and Performance Criteria. The evidence must be produced under supervised, controlled and open book conditions. The candidate should produce a folio of work which should include printouts, screenshots and disk copies demonstrating:

- Reading and use of simple measurements on at least two occasions.
- Extraction and communication of one piece of information from each of the following: tables, graphs and diagrams using one piece of digital software.
- Eight different calculations on five rules of number. This must include: the recognition and use of whole numbers, decimals, fractions and percentages; the recognition and calculation of binary file formats; calculation of simple fractions and the percentage of a quantity; use of simple formulae expressed in words.

If a candidate needs to be re-assessed different digital tools/contexts must be used for the Outcomes.

The Assessment Support Pack contains examples of candidate assessments and instructions on how to use the pack within your centre.

Together with this instructor guide there are:

- Student Notes — one set for each Unit
- Activities that are linked to the Student Notes
- Microsoft Digital Literacy curriculum that enhances the learning of candidates
- Unit descriptors for each Unit
- An Arrangements document outlining how the Units are constructed, the linking to National Occupational Standards and Core skills requirements.
- A suite of Assessment Support Packs, one for each Unit.

For further information, to report any errors in these supporting documents, or to order printed copies, please phone the SQA Customer Contact Centre on **0845 279 1000** or write to:

**Scottish Qualifications Authority**

**The Optima Building**

**58 Robertson Street**

**Glasgow**

**G2 8DQ.**

Table showing how the SQA Student Notes (activities) link to the Microsoft Digital Literacy Courseware

<b>Digital Computing (F1L2 09)</b>	
<b>SQA Digital Literacy Unit</b>	<b>Microsoft Digital Literacy Courseware</b>
<b>Student Notes: Activity 1</b>	<p>Main Topic: Computer Basics</p> <p>Sub-topic: Introduction to Computers</p> <p>Sections:</p> <ul style="list-style-type: none"> <li>• Parts of a computer</li> <li>• Using a keyboard</li> <li>• Using a mouse</li> <li>• Sort game about input, output and storage devices</li> <li>• Do the Self Test exercise</li> </ul> <p>If time available, do:</p> <ul style="list-style-type: none"> <li>• The Role of Computers</li> <li>• Using a Computer</li> </ul>
<b>Student Notes: Activity 2</b>	<p>Main Topic: Computer Basics</p> <p>Sub-topic: Common Computer Terminology</p> <p>Sections:</p> <ul style="list-style-type: none"> <li>• About Hardware</li> <li>• About Operating Systems</li> <li>• About Programs</li> <li>• About Data</li> <li>• Do the Self Test exercise in Common Computer Terminology</li> </ul> <p>If time available, do:</p> <ul style="list-style-type: none"> <li>• About Networks</li> <li>• About the Internet</li> </ul>

	<p>Sub-topic: Computer Operating Systems</p> <p>Sections:</p> <ul style="list-style-type: none"> <li>• Introduction to Operating Systems</li> <li>• Understanding the Windows User Interface</li> <li>• Working with Windows-Based Programs</li> <li>• Do the Self Test exercise in Computer Operating Systems</li> </ul>
<p><b>Student Notes:</b> <b>Activity 3</b></p>	<p>Main Topic: Computer Basics</p> <p>Sub-topic: Computer Performance and Features</p> <p>Sections:</p> <ul style="list-style-type: none"> <li>• The Role of Memory</li> <li>• Computer Performance</li> <li>• Productivity Programs</li> <li>• Communication Programs</li> <li>• Educational and Entertainment Programs</li> <li>• Do the Self Test exercise in Computer Performance and Features</li> </ul> <p>Sub-topic: Computer Operating Systems</p> <p>Sections:</p> <ul style="list-style-type: none"> <li>• Managing Files and Folders</li> <li>• Performing Basic File Operations</li> </ul> <p>If time available, read the Career Opportunities section:</p> <ul style="list-style-type: none"> <li>• Understanding the Widespread reach of Computers</li> <li>• Career Opportunities in the IT World</li> <li>• Do the Self Test exercise in Computer Operating Systems</li> </ul>
<p><b>Student Notes:</b> <b>Activity 4</b></p>	<p>Problem Solving – no link to Microsoft courseware</p>

<b>Digital Communication Methods (F1KY 09)</b>	
<b>SQA Digital Literacy Unit</b>	<b>Microsoft Digital Literacy Courseware</b>
<b>Student Notes: Activity 1</b>	<p>Main Topic: Digital Lifestyles</p> <p>Sub-topic: The Modern Digital Experience</p> <p>Sections:</p> <ul style="list-style-type: none"> <li>• Expansion of digital technology</li> <li>• Merging technologies and digital media devices</li> <li>• Digital Audio</li> <li>• Digital Video</li> <li>• Do the self test exercise in Modern Digital Experience</li> <li>• Do the Tile and Sort games in Digital Audio section</li> <li>• Do the drag and drop game in Digital Video section</li> <li>• Do the self tests in each of these sections:</li> <li>• Modern Digital Experience</li> <li>• Digital Audio</li> <li>• Digital Video</li> </ul>
<b>Student Notes: Activity 2</b>	<p>Main Topic: Digital Lifestyles</p> <p>Sub-topic: Digital Photography</p> <p>Sections:</p> <ul style="list-style-type: none"> <li>• Introduction to Digital Cameras</li> <li>• Photo Management and Editing</li> <li>• Photo Printing</li> <li>• Do the self test exercise in Digital Photography</li> <li>• Do the Tile and Sort game in Digital Photography</li> </ul> <p>Sub-topic: Digital Technologies and Career Opportunities</p> <p>Sections:</p> <ul style="list-style-type: none"> <li>• Digital Technology and your Workplace</li> <li>• Career Opportunities as Information workers</li> </ul>

	<ul style="list-style-type: none"><li>• Career Opportunities as IT Professionals</li><li>• Career Opportunities as Developers</li><li>• Do the Sort game in Digital Technology and Career Opportunities</li><li>• Do the self test in Digital Technology and Career Opportunities</li></ul>
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Digital Numeracy (F1L1 09) — No links to Microsoft courseware