



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

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Young Wales

Essential Skills Wales

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Essential Skills Wales

Audience	Secondary schools, further education colleges, higher education institutions, learning providers, awarding bodies, Sector Skills Councils, local authorities, employers, adult community education settings, tutors in initial teacher training, learners, and others with an interest in education and training.
Overview	For teachers and trainers, it contains guidance on how candidates should prepare evidence for assessment in the Essential Skills Wales (ESW) qualifications at all levels. For awarding bodies, it provides information on the assessment requirements including the development of specific assessment material at Entry level. For assessors, it provides information on the evidence requirements including portfolio evidence for Levels 1 to 4.
Action required	This publication is essential reading for all those responsible for the teaching and assessment of ESW qualifications in all types of centre. Copies should be readily available to all staff. Candidates should be given their own copy of this publication (or relevant sections of it), and should be supported with guidance from an appropriate person to ensure that they understand what is required.
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Additional copies	Can be obtained from: Tel: 0845 603 1108 (English medium) 0870 242 3206 (Welsh medium) Fax: 01767 375920 e-mail: dcells1@prolog.uk.com Or by visiting the Welsh Assembly Government's website www.wales.gov.uk/educationandskills
Related documents	Awarding body specifications for Essential Skills Wales; <i>Skills framework for 3 to 19-year-olds in Wales</i> (Welsh Assembly Government, 2008) This guidance is also available in Welsh.

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Introduction

Key Skills and Basic Skills qualifications have been central to our skills' agenda in Wales in meeting the policy aim of ensuring that everyone masters the skills needed in education, work and life in general.

The introduction of Essential Skills Wales (ESW) in September 2010 brings clarity and consistency to this policy aim. The new standards and the associated qualifications provide, for the first time in Wales, a single ladder of progression from Entry Level 1 to Level 4 in the skills of Communication, Application of Number and Information and communication technology (ICT).

The new standards have been developed by converging and drawing on best practice from the standards for Adult Literacy, Adult Numeracy and Adult ICT, and the standards for Key Skills Communication, Application of Number and ICT.

Essential Skills Wales are applicable to all programmes, ages, abilities and contexts. They are required for success in all aspects of education, training, work and life in general. They are therefore appropriate for a variety of candidates at all levels, from students and junior staff through to middle and senior managers. They support the effectiveness of learning and performance both in education and at work, by encouraging the individual to:

- think about their intentions and purposes
- plan a course of action
- implement the plan
- reflect on their progress towards completing the plan
- review the plan to suit changing circumstances or to overcome problems
- devise a new plan when the original one has been fulfilled.

The process underpinning all ESW qualifications is therefore:

Plan → Do → Reflect → Review

Purpose of this publication

This publication is essential reading for all those responsible for the teaching and assessment of ESW qualifications in all types of centre. Copies should be readily available to all staff.

For teachers and trainers, it contains guidance on how candidates should prepare evidence for assessment in the ESW qualifications at all levels. For awarding bodies, it provides information on the assessment requirements, including the development of specific assessment material at Entry level. For assessors, it provides information on the evidence requirements including portfolio evidence for Levels 1 to 4.

Candidates should be given their own copy of this publication (or relevant sections of it), and should be supported with guidance from an appropriate person to ensure that they understand what is required.

Reading this publication

This publication is divided into three parts (one for each skill area). You are strongly advised, in the first instance, to read each part in order.

Each part starts with an overview of progression in the relevant skill that summarises the principles on which progression and differentiation in the standards are based. This is followed by two 'Progression grids', one for the evidence and one for the skills required to achieve the ESW qualifications. These are provided to make it easy for users of the standards to see 'at a glance' how the level of demand increases from Entry Level 1 to Level 3. Each level of the skills incorporates the previous levels so these grids also make it easy to identify all the skills that are required at each level.

This is followed by the 'Amplification of evidence requirements' at each level of the ESW from Entry Level 1 to Level 3. On these pages:

- the first column ('You must provide evidence that you can:'), states the evidence that candidates must include in their portfolio for assessment at Levels 1 to 4 and that awarding bodies must cover in assessment requirements at Entry level
- the second column ('Evidence requirements') gives more detail of the evidence that is required in the portfolio or assessment tasks. All assessment material/information at all levels must include evidence that meets all the 'Evidence requirements' listed

- the third column ('In order to show that you are competent, you need to know how to:') lists the skills that candidates must have in order to show that they are competent at the appropriate level. These are not lists of skills to which candidates should confine themselves, nor should they be regarded as tick-lists for assessment purposes. Rather, they are indicative of the skills in which candidates will need to be competent if they are to produce evidence at the required standard¹
- the fourth column ('Guidance') provides explanations, advice and support for candidates and for teachers/tutors/trainers. It is important to note that the guidance is advisory, whereas the first three columns are mandatory.

Each part ends with a list of 'Mandatory definitions' of selected terms that appear in the preceding pages. These definitions are an integral part of the standards and amplification. They should be checked at all times and must be used in learning and teaching and in preparing as well as assessing evidence.

Progression through the levels

The standards are available at Entry Levels 1, 2 and 3, and at Levels 1, 2, 3 and 4. These levels correspond to the levels in the National Qualifications Framework (NQF) and the Qualifications and Credit Framework. For example, Communication Level 2 can be broadly related, in terms of level of demand, to GCSE grades A*–C. Level 4 describes the skills that are relevant to technical and professional situations and higher-level study.

Evidence for these qualifications can be generated in the context of the candidate's wider learning, training programme, or employment, or in their domestic or leisure activities. However, it should not be assumed that candidates have to achieve these skills at the same level as their main learning or training programme. The skills are certificated separately from each other and from other qualifications, so it is possible for candidates to achieve the individual skills at different levels.

¹ The ESW standards, without 'Evidence requirements' and 'Guidance', can be downloaded from the Welsh Assembly Government website at www.wales.gov.uk/educationandskills

The level of a skills qualification is determined by four factors:

- the candidate's familiarity with the context, task or activity
- the complexity of the situation and the task or activity
- the degree of independence shown by the candidate in deciding which skills they will use and how they will apply them to suit different tasks and activities
- the range and complexity of the techniques and skills the candidate uses in completing the task or activity.

These four factors interrelate so that, to some extent, relatively low demand in one factor may be compensated for by relatively high demand in another. However, the skills are demonstrated through performance so the key determinant of the overall level is the candidate's ability to select, use and apply their skills when carrying out a task or activity.

At all levels, the skills must be developed over a period of time that:

- reflects the progress that a candidate needs to make to reach the standard and level for which they are aiming
- allows for appropriate formative assessment to take place.

Each level of the skills incorporates and builds on the previous levels.

It is important to note that, where the wording of a standard is identical at different levels, the progression is inherent in another aspect of the standard. For example, the requirement in the Application of Number standards to 'check that your results make sense' appears at all levels from Entry Level 1 to Level 3. The progression is inherent in the fact that the complexity and detail of the results to be checked will be more demanding at each level.

The standards not only recognise candidates' current capabilities but also require them to reflect on and review their progress at that level. This will enable them to identify how they can consolidate their skills and also to consider how they might improve their skills to meet new and different demands in order to progress to higher levels.

At all three **Entry levels**, the context is familiar and accessible to the candidate. The skills demanded by the situation or problem are clear and straightforward. Guidance and direction are provided by a tutor, teacher or trainer.

Level 1 helps candidates to develop the basic techniques that underpin skills competence, and recognises their ability to apply these skills in meeting given purposes in routine situations. The context may be less familiar than at Entry level but is readily accessible to the candidate. Guidance is provided but some independent decisions are required.

Level 2 builds on Level 1 by requiring candidates to extend and develop their underpinning techniques. It recognises their ability to take responsibility for some decisions about how they select and apply these techniques to meet the demands of largely straightforward tasks. Guidance may be provided, but choices are made and evaluated independently.

Level 3 marks a shift from dealing with straightforward tasks to being capable of responding to the demands of more complex activities. Candidates must demonstrate more explicit reasoning ability and personal responsibility in making decisions about how tasks are tackled and organised. Candidates must make choices and decisions independently, including recognising when it is appropriate to ask for advice.

Level 4 requires candidates to have substantial independence and to take responsibility for managing activities and for identifying the skills that relate to their context. Candidates must demonstrate their ability to develop a strategy for using skills over an extended period of time, to monitor and critically reflect on progress, and to adapt their strategy as necessary to achieve the required outcomes.

Assessment for certification

Qualifications in ESW will be awarded by approved awarding bodies who have received ESW accreditation. Certification at Levels 1 to 4 will be on the basis of a portfolio of evidence submitted by the candidate, assessed and internally verified by the centre, and externally verified by the awarding body. Certification at Entry level will be on the basis of awarding body designed assessment which satisfies all the evidence requirements of the particular qualification at that level. Use of assessment instruments designed for other Entry level qualifications will not be permitted.

The achievement of ESW will be recognised in the Universities and Colleges Admissions Service (UCAS) tariff for admissions to higher education.

Full details of the requirements for certification can be obtained from ESW-accredited awarding bodies.

In compiling an ESW portfolio, it must be clear that the evidence has been assessed against the relevant standards.

Forms of evidence

Evidence can take a variety of forms, which may be produced by hand and/or electronically. These include:

- written material, including number work
- visual forms, such as artwork, photographs, charts, diagrams, graphs, screen displays
- physical products, such as working models and artefacts
- records from observations of the candidate's performance (viewed against the assessment criteria), such as assessor notes to authenticate video clips or screen displays, and witness statements.

Candidates should also be encouraged to include evidence drawn from sources apart from their main programme of study. For example, many candidates will have plenty of opportunity to develop communication and ICT skills in their part-time work and, as long as the evidence can be authenticated, there is no reason why it should not be included in the portfolio.

Access arrangements

Candidates with particular disabilities may be unable to show that they are competent by providing all their evidence in the form specified.

For such candidates, reasonable adjustments to the evidence requirements may be allowed in appropriate circumstances. In some cases, exemptions may be permissible.

A **reasonable adjustment** may be granted where this does not undermine the competence standard, in line with regulations and guidance issued by the awarding bodies. The reasonable adjustment will not be reported on the candidate's certificate.

Where a reasonable adjustment that does not undermine the competence standard cannot be offered, an **exemption** may be granted from one or more assessed sub-components of the standard. Where such an exemption is granted, an indication will be placed on the certificate. An 'assessed sub-component' is defined as an assessment requirement no larger than that specified by each section of the standards numbered in the format C1.1.1, NE3.1.3, etc.

A candidate cannot be granted exemption from an entire component (for example C1.1, NE3.1) of a qualification. Exemptions cannot be granted in circumstances where the underlying requirements of the qualification as a whole are compromised.

Where the qualifications form part of a composite/overarching qualification or framework, the organisation responsible for specifying the requirements of the composite/overarching qualification or framework should consider granting a candidate with particular disabilities an exemption from the requirement to achieve the ESW component qualification(s) as appropriate. Candidates who are granted an exemption from a particular ESW should not receive certification for achievement of this skill but should receive a certificate for the achievement of the composite/overarching qualification or framework with the appropriate certificate indication.

Communication



In the context of the Communication standards, requirements that candidates 'listen', 'hear', 'say', 'speak', 'express', 'discuss', 'talk' or 'present' may be satisfied, in appropriate cases, through the use of British Sign Language and/or electronic aids. The words 'read' and 'write' may include the use of braille and/or a reader and/or an amanuensis and/or electronic aids, as appropriate.

Application of Number



In the context of the Application of Number standards, requirements that candidates 'present' may be satisfied, in appropriate cases, through the use of British Sign Language and/or electronic aids. The words 'read', 'recognise (for example shapes)', 'measure', 'collect (information)', 'observe', 'write', 'draw' and 'record' may include the use of braille and/or a reader and/or an amanuensis and/or electronic aids, as appropriate.

ICT



In the context of the ICT standards, requirements that candidates 'present' may be satisfied, in appropriate cases, through the use of British Sign Language and/or electronic aids. 'Recognise' may include the use of braille and/or electronic aids, as appropriate. Where a candidate is required to keep a recording document (for example a log or diary), to make notes, or to annotate drafts, this may include the use of braille and/or an amanuensis and/or electronic aids, as appropriate.

Communication – progression

Introduction

The aim of the Communication standards is to encourage candidates to develop and demonstrate their speaking, listening, reading and writing skills for different purposes. The standards are essentially concerned with developing and recognising candidates' ability to select and apply communication skills in ways that are appropriate to their particular context. However, they can also be used to help individuals make connections with less-familiar contexts and develop their ability to progress to higher levels of competence. The techniques of communication are essential, but so too are the skills of application, such as making decisions about the relevance and quality of information and taking account of purpose and audience. The standards are designed to recognise candidates' progression in terms both of underpinning techniques and of the skills of application.

Each level of the skill incorporates and builds on the previous levels.

It is important to note that, where the wording of a standard is identical at different levels, the progression is inherent in another aspect of the standard. For example, the requirement to 'ask others when you are unclear about what you have read' appears at all levels from Entry Level 1 to Level 3. The progression is inherent in the fact that the complexity and detail of the reading matter will be more demanding at each level.

At the three **Entry levels** candidates are required to use speaking, listening, reading and writing skills in familiar and accessible contexts. The communication skills demanded by the situation or problem are clear and straightforward. Guidance and direction are provided by a teacher, tutor or trainer.

At **Level 1** candidates are required to use speaking, listening, reading and writing skills in the context of straightforward subject matter, materials and tasks. They must take part in formal discussions on everyday subjects, identify the main points and ideas in reading material, and produce short documents that are written in uncomplicated language and include compound sentences.

At **Level 2** candidates are required to give a short talk/presentation and to contribute to discussions by using more varied vocabulary and helping to move things forward. Candidates should be able to select relevant reading material from different sources and be able to use more advanced reading skills, both in order to follow lines of

reasoning in lengthier documents and to summarise information to use in their short talk/presentation and/or their writing. They must show that they can adapt the structure and style of their writing to different types of document, and show that they are capable of using complex sentences that are correctly spelled and punctuated.

At **Level 3** there is an increase in the complexity of materials and subject matter. Candidates are likely to be required to balance a number of points simultaneously, while evaluating the relative importance of each. In discussions, candidates need to be sensitive to the contributions of others, develop points and ideas, and actively encourage others to participate. In making presentations, candidates should demonstrate a clear sense of purpose and be able to engage their audience's attention.

Reading matter should include different documents that present a number of ideas about a topic, some of which may be abstract. Documents will tend to be detailed and require close reading in order to extract lines of reasoning. Candidates should demonstrate an ability to use materials in a systematic way so that they can quickly find relevant information, separate fact from opinion, identify bias in writing, and synthesise their findings to use in their presentation and/or their writing. Writing should use a style suited to the complexity of its subject and purpose, and be carefully reasoned and set out in a coherent and well-crafted manner.

At **Level 4** candidates are expected to develop and apply their skills for different purposes and in different situations over an extended period of time (for example about three months) with substantial independence. This may involve them in addressing a variety of audiences. The extended time frame is to ensure that there are sufficient opportunities for the work to develop, as well as to allow time for candidates to monitor and critically reflect on their progress and the effectiveness of their communication skills. This will enable them to adapt their strategy in response to new demands and feedback from others.

Candidates need to show that they can:

- plan strategically their use of communication skills
- apply these skills effectively and for a purpose over an extended period of time
- monitor and review their work, including the development of their skills
- reflect critically on their progress.

Communication: progression: evidence

Important notes:

1. Each level of the skill incorporates and builds on the previous levels.
2. This section must be read in association with the 'Amplification of evidence requirements' and 'Communication Mandatory definitions' sections which provide mandatory detail about each component and are a constituent part of the standards.

You must provide evidence that you can:

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
Speaking and listening	<p>CE1.1.1 Understand and respond to spoken language in a face-to-face situation</p> <p>CE1.1.2 Speak to communicate:</p> <ul style="list-style-type: none"> • basic information • feelings • opinions • questions <p>on familiar topics, using appropriate language</p>	<p>CE2.1.1 Understand and respond to spoken language in a face-to-face situation</p> <p>CE2.1.2 Speak to communicate:</p> <ul style="list-style-type: none"> • information • feelings • opinions • questions <p>on familiar topics, using appropriate language</p>	<p>CE3.1.1 Understand and respond to spoken language in a face-to-face situation</p> <p>CE3.1.2 Speak to communicate:</p> <ul style="list-style-type: none"> • information • feelings • opinions • questions <p>on familiar topics, using appropriate language</p>	<p>C1.1.1 Understand and respond to spoken language in a range of contexts</p> <p>C1.1.2 Speak to communicate:</p> <ul style="list-style-type: none"> • information • feelings • opinions • questions • instructions <p>on familiar topics, using appropriate language, and in a range of contexts</p>	<p>C2.1.1 Understand and respond to spoken language on a range of topics and in a range of contexts</p> <p>C2.1.2 Speak to communicate:</p> <ul style="list-style-type: none"> • information • feelings • opinions • questions • instructions <p>on familiar and unfamiliar topics, using appropriate language and non-verbal communication, and in a range of contexts</p>	<p>C3.1.1 Understand and respond to spoken language on a range of topics and in a range of contexts</p> <p>C3.1.2 Speak to communicate:</p> <ul style="list-style-type: none"> • information • feelings • opinions • questions • complex instructions <p>on familiar and unfamiliar topics, using appropriate language and non-verbal communication, and in a range of contexts</p>

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
	<p>CE1.1.3 Take part in discussion with another person in a familiar situation about familiar topics</p>	<p>CE2.1.3 Take part in discussion with two or more other people in a familiar situation</p>	<p>CE3.1.3 Take part in discussion with two or more other people in a familiar situation</p>	<p>C1.1.3 Take part in formal discussions with two or more other people</p>	<p>C2.1.3 (a) Take part in formal discussions with two or more other people (b) Give a talk/presentation of at least four minutes</p>	<p>C3.1.3 (a) Take part in formal discussions with two or more other people (b) Give a talk/presentation of at least eight minutes</p>
Reading	<p>CE1.2.1 Read, understand and obtain information on familiar everyday topics from short documents</p>	<p>CE2.2.1 Read, understand and obtain information on familiar everyday topics from short, straightforward documents</p>	<p>CE3.2.1 Read, understand and obtain information independently from short, straightforward documents on familiar topics</p> <p>At least one document must contain an image</p>	<p>C1.2.1 Read, understand and obtain information independently from at least two different types of documents</p> <p>At least one document must contain an image</p> <p>One document must be at least 250 words long</p>	<p>C2.2.1 Read, understand and summarise information from at least two documents about the same subject</p> <p>Each document must be at least 500 words long. At least one must contain reasoning and at least one must contain an image</p>	<p>C3.2.1 Read, understand and synthesise information from at least two documents about the same subject</p> <p>Each document must be at least 1,000 words long. At least one must contain complex information or reasoning, and at least one must contain an image</p>

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
Writing	<p>CE1.3.1 Write a short document to communicate information to a familiar given audience in a given format, using appropriate language</p>	<p>CE2.3.1 Write a short document to communicate relevant information to a given audience in a given format, using appropriate language</p>	<p>CE3.3.1 Write a short document to communicate relevant information and opinion(s) to a given audience in an agreed format, using appropriate language</p>	<p>C1.3.1 Write two short documents of different types to communicate information to a familiar audience in appropriate formats, using language that is appropriate to your purpose and audience</p> <p>One document must be at least 250 words long</p>	<p>C2.3.1 Write two documents of different types, each one giving different information to different audiences in appropriate formats, using language that is appropriate to your purpose and audience</p> <p>One document must be at least 500 words long</p>	<p>C3.3.1 Write two documents of different types, each one giving different information to different audiences about complex subjects in appropriate formats, using language that is appropriate to your purpose and audience</p> <p>One document must be at least 1,000 words long</p>

Access statement

Candidates with particular disabilities may be unable to show that they are competent by providing all their evidence in the form specified in these standards.

For such candidates, reasonable adjustments to the evidence requirements may be allowed in appropriate circumstances. In some cases, exemptions may be permissible. Further detail on reasonable adjustments and exemptions for candidates with particular disabilities can be found on pages 8 and 9.

Important notes:

1. Each level of the skill incorporates and builds on the previous levels.
2. This section must be read in association with the ‘Amplification of evidence requirements’ and ‘Communication Mandatory definitions’ sections which provide mandatory detail about each component and are a constituent part of the standards.

In order to show that you are competent, you need to know how to:

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
Speaking and listening	<ul style="list-style-type: none"> • use key words to extract specific information • follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary • respond to requests for personal information 	<ul style="list-style-type: none"> • extract detail from short explanations, instructions and narratives • identify the main points of short presentations • identify simply expressed feelings and opinions 	<ul style="list-style-type: none"> • extract detail from explanations, instructions and narratives • identify relevant information and new information from discussions, explanations and short presentations • respond appropriately to what others say 	<ul style="list-style-type: none"> • identify relevant detail and information in explanations, instructions and discussions in a range of contexts • pay close attention and respond constructively to what others say 	<ul style="list-style-type: none"> • identify relevant detail and information in explanations, instructions, discussions and presentations on a range of topics and in a range of contexts • respond constructively to criticism 	<ul style="list-style-type: none"> • identify relevant detail and information in complex explanations, instructions, discussions and presentations • understand and follow detailed explanations and instructions on a range of topics in familiar and less-familiar contexts • respond constructively to criticism

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
			<ul style="list-style-type: none"> • use strategies to clarify and confirm understanding 	<ul style="list-style-type: none"> • use strategies to show you are listening and to clarify and confirm understanding 	<ul style="list-style-type: none"> • use strategies to show you are listening and to clarify and confirm understanding • identify the speaker's intentions 	<ul style="list-style-type: none"> • use strategies to show you are listening and to clarify and confirm understanding • identify the speaker's intentions
	<ul style="list-style-type: none"> • speak clearly to be heard and understood 	<ul style="list-style-type: none"> • speak clearly to be heard and understood 	<ul style="list-style-type: none"> • speak clearly to be heard and understood using appropriate clarity, speed and phrasing 	<ul style="list-style-type: none"> • judge when to speak and how much to say • clearly express statements of fact, questions, explanations, instructions, accounts and descriptions of familiar topics • use strategies to support what you are saying • present information and ideas in a logical sequence 	<ul style="list-style-type: none"> • use varied vocabulary and expressions to suit your purpose • provide further detail and development to clarify or confirm understanding • use appropriate strategies including language and non-verbal communication to support what you are saying 	<ul style="list-style-type: none"> • use appropriate varied and specialist vocabulary and expressions to suit your subjects, purposes and situations

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
	<ul style="list-style-type: none"> • make requests using appropriate terms • ask questions to obtain specific information • make statements of fact clearly • convey your feelings and opinions when appropriate • use language appropriate to your listener(s) 	<ul style="list-style-type: none"> • make requests and ask questions to obtain information in everyday contexts • ask questions to clarify understanding • respond to straightforward questions • express clearly statements of fact and short accounts and descriptions • convey your feelings and opinions when appropriate • use language appropriate to your listener(s) 	<ul style="list-style-type: none"> • make requests and ask questions to obtain information in familiar and unfamiliar contexts • respond to a range of questions about familiar topics • express clearly statements of fact and give short explanations, accounts and descriptions • clearly convey your feelings and opinions when appropriate • use language and register appropriate to your listener(s) 	<ul style="list-style-type: none"> • respond to questions about a range of familiar topics • clearly convey your feelings and opinions when appropriate • use language appropriate to your listener(s) and the context 	<ul style="list-style-type: none"> • confirm that listener(s) understand your meaning • use language and non-verbal communication appropriate to your listener(s) and the situation 	<ul style="list-style-type: none"> • confirm that listener(s) understand your meaning • adapt your language and what you say to suit different subjects, purposes and situations • give constructive feedback

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
	<ul style="list-style-type: none"> take part in a one-to-one discussion to confirm a shared understanding about familiar topics. 	<ul style="list-style-type: none"> take part in a discussion with two or more people to establish a shared understanding about familiar topics follow the gist of discussions involving two or more other people make appropriate contributions to discussions. 	<ul style="list-style-type: none"> take part in a discussion with two or more people to reach a shared understanding about familiar topics follow and understand the main points of discussions on different topics with two or more other people make relevant contributions to discussions 	<ul style="list-style-type: none"> prepare for discussions so that you can say things and provide information that is relevant to the subject and purpose of the discussion take part in a purposeful group discussion to reach a shared understanding make clear and relevant contributions to discussions 	<ul style="list-style-type: none"> prepare for discussions so that you can say things and provide information that is relevant to the subject and purpose of the discussion take part in a purposeful group discussion to reach a shared understanding make clear and relevant contributions in a way that suits your purpose and situation 	<ul style="list-style-type: none"> prepare for discussions so that you can say things and provide information that is relevant to the subject and purpose of the discussion take part in a purposeful group discussion on a complex subject to work towards agreement make clear and relevant contributions in a way that suits your purpose and situation

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
			<ul style="list-style-type: none"> respect the turn-taking rights of others during discussions. 	<ul style="list-style-type: none"> respect the turn-taking rights of others during discussions use appropriate phrases or gestures in order to join in the discussion. 	<ul style="list-style-type: none"> help to move the discussion forward use appropriate phrases or gestures in order to join in the discussion or change the topic support your opinions and arguments with evidence prepare your talk/presentation summarise information from your reading and from other sources to suit your purpose speak clearly in a way that suits your subject, purpose and situation 	<ul style="list-style-type: none"> develop points and ideas, with a sensitive awareness of others' feelings, beliefs and opinions encourage others to contribute prepare your talk/presentation to suit your purpose bring together information from your reading and from other sources to present your own interpretation to suit your purpose speak clearly and use language and a style of presentation to suit your purpose, the complexity of the subject, the formality of the situation, and the needs of the audience

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
					<ul style="list-style-type: none"> • keep to the subject and structure your talk/presentation in a logical sequence to help your audience follow a line of thought or series of events • use a variety of ways to support the main points of your talk/presentation, including using images or other material. 	<ul style="list-style-type: none"> • structure what you say to progress logically through each stage of your presentation • use a variety of techniques to engage the audience, including using images and other material to support or enhance what you are saying.
Reading	<ul style="list-style-type: none"> • recognise the letters of the alphabet in both upper and lower case • decode simple, regular words • recognise and understand simple words, signs and symbols 	<ul style="list-style-type: none"> • use initial letters to find and sequence words in alphabetical order • use phonic and graphic knowledge to decode words • read and understand relevant signs, symbols and frequently used words 	<ul style="list-style-type: none"> • use first- and second-place letters to find and sequence words in alphabetical order • read and understand a range of commonly used relevant words and phrases 	<ul style="list-style-type: none"> • read and understand relevant specialist key words and phrases 	<ul style="list-style-type: none"> • read and understand specialist vocabulary 	<ul style="list-style-type: none"> • read and understand specialist and complex vocabulary

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
	<ul style="list-style-type: none"> • read short documents and simple images with repeated language patterns on familiar topics • follow a short written narrative on a familiar topic or experience • recognise the different purposes of documents • find the meaning of words that you do not understand 	<ul style="list-style-type: none"> • read and understand words related to personal information, including first name, surname, address, postcode, age, date of birth • trace and understand the main events of short chronological and instructional documents and simple images on familiar topics • recognise the different purposes of documents • locate information using captions and illustrations • find the meaning of words you do not understand, using a simple dictionary 	<ul style="list-style-type: none"> • trace and understand the main events of straightforward documents of more than one paragraph, and simple images on familiar and everyday topics • recognise the different purposes of documents • locate and understand information using organisational features • find the meaning of words you do not understand, using a dictionary 	<ul style="list-style-type: none"> • identify the main points and ideas in documents and images • recognise the purpose of a variety of documents • locate and understand information using organisational features • find the meaning of words and phrases you do not understand, using reference materials 	<ul style="list-style-type: none"> • identify the main points, ideas and lines of argument and reasoning from text and images, including by inference • recognise the writer's purpose and intentions, including where they are implicit • locate and understand information using organisational features • find the meaning of unfamiliar words and phrases, using reference materials 	<ul style="list-style-type: none"> • identify the main points, ideas and lines of argument and reasoning from text and images, including by inference • recognise the writer's purpose and intentions and infer meaning which is not explicit • locate and understand information using organisational features • find the meaning of unfamiliar words and phrases, using reference materials

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
	<ul style="list-style-type: none"> ask others when you are unclear about what you have read. 	<ul style="list-style-type: none"> read and understand linking words and adverbials in instructions and directions ask others when you are unclear about what you have read. 	<ul style="list-style-type: none"> recognise, read and understand the typical language of instructional documents identify the main points and ideas in documents skim-read title, headings and illustrations to decide if material is of interest scan documents to locate information obtain specific information through detailed reading obtain meaning from an image ask others when you are unclear about what you have read. 	<ul style="list-style-type: none"> obtain information from documents and images, including inferring meaning that is not explicit in the text ask others when you are unclear about what you have read. 	<ul style="list-style-type: none"> select and use different types of continuous documents to obtain relevant information ask others when you are unclear about what you have read. 	<ul style="list-style-type: none"> compare accounts and recognise opinion and possible bias select and explore a range of different complex documents to obtain relevant information explore and understand complex information and lines of reasoning in documents ask others when you are unclear about what you have read.

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
Writing	<ul style="list-style-type: none"> • write the letters of the alphabet using upper and lower case • use written words and phrases to record or present information • use appropriate language • construct simple sentences 	<ul style="list-style-type: none"> • use written words and phrases to record or present information • use appropriate language • construct simple sentences • use adjectives appropriately 	<ul style="list-style-type: none"> • plan and draft writing • present simple information • use appropriate language • construct sentences, using common conjunctions • organise writing in short paragraphs where appropriate 	<ul style="list-style-type: none"> • plan and draft writing • present relevant information in formats that suit your purpose and audience • construct compound sentences, using appropriate conjunctions • organise writing in paragraphs that demonstrate a logical sequence 	<ul style="list-style-type: none"> • summarise information from your reading and from other sources to suit your purpose • plan and draft writing • present relevant information in formats that suit your purpose and audience • construct complex sentences using a range of appropriate conjunctions • organise writing in paragraphs that help to make meaning clear 	<ul style="list-style-type: none"> • bring together information from your reading and from other sources to present your own interpretation to suit your purpose • plan and draft writing • select and use formats and styles of writing that are appropriate to your purpose, audience, and the complexity of the subject matter • organise material coherently to suit the length, complexity and purpose of your document

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
	<ul style="list-style-type: none"> punctuate a simple sentence with a capital letter and a full stop use a capital letter for personal pronoun 'I' spell correctly some personal key words and familiar words 	<ul style="list-style-type: none"> use punctuation correctly, including capital letters, full stops and question marks spell correctly the majority of personal details and familiar common words 	<ul style="list-style-type: none"> use correct basic grammar, including appropriate verb-tense, subject-verb agreement use punctuation correctly, including capital letters, full stops, question marks, exclamation marks spell correctly words you use most often 	<ul style="list-style-type: none"> use correct basic grammar use punctuation correctly, including apostrophes spell correctly, including specialist words judge the relevance of information and the amount of detail to include for your purpose use language suitable to purpose and audience use relevant images to help the reader understand your main points 	<ul style="list-style-type: none"> use correct grammar use punctuation correctly, including commas and inverted commas spell correctly, including specialist words structure your writing to help readers follow and understand your main points present information and ideas in a logical or persuasive sequence use different styles of writing, including using formal and informal language, to suit different purposes 	<ul style="list-style-type: none"> use correct grammar use punctuation correctly spell words correctly select and use an appropriate style and tone to suit your audience, the degree of formality required and the nature of the subject present information and ideas in a logical or persuasive sequence

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
	<ul style="list-style-type: none">• produce legible text• make your meaning clear• check and where necessary revise your document.	<ul style="list-style-type: none">• produce legible text• make your meaning clear• check and where necessary revise your document.	<ul style="list-style-type: none">• produce legible text• make your meaning clear• check and where necessary revise your documents.	<ul style="list-style-type: none">• produce legible text• make your meaning clear• check and where necessary revise your documents.	<ul style="list-style-type: none">• produce legible text• make your meaning clear• check and where necessary revise your documents.	<ul style="list-style-type: none">• produce legible text• make your meaning clear• check and where necessary revise your documents.

Communication **Entry Level 1**

Amplification of evidence requirements

This is about demonstrating your skills in:

- speaking and listening
- reading
- writing

in familiar and accessible contexts connected with education, training, work and social roles. You will be given guidance by your tutor, teacher or trainer.

Notes

1. You must provide evidence of your Communication skills, as they are specified in the first column of this amplification section. Your evidence must be in the form described in the second column ('Evidence requirements'). In order to provide this evidence, you will need to have the skills that are listed in the third column.
2. At this level, subject matter and materials will be straightforward, i.e. those that you will often meet in your work, studies or other activities. Content will be put across in a direct way.
3. The 'Guidance' in the fourth column supports the requirements of the first three columns and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the standards that may be useful when you are developing the skill of Communication at Entry Level 1 and producing evidence of your work. It is not a mandatory part of the standards.
4. The Mandatory definitions give the exact meaning of certain words in this section. You must always refer to them when you are developing your skills, gathering evidence, and preparing for assessment.
5. Witness statements must not be the only form of evidence that you provide. When you provide a witness statement, it must be supported by other evidence.

Evidence

At Entry level, the way in which you will be assessed for the qualification will be decided by your awarding body. The term 'evidence' is used in this section to refer to the work you produce for final assessment, in whatever form or context your awarding body requires it.

The documents you read must, between them, include symbols and simple images.

There must be evidence that all your work has been assessed and authenticated – there must be records/notes, written by a competent assessor, confirming that your work is your own and that it has achieved the required standard.

Access statement

Candidates with particular disabilities may be unable to show that they are competent by providing all their evidence in the form specified.

For such candidates, reasonable adjustments to the evidence requirements may be allowed in appropriate circumstances. In some cases, exemptions may be permissible. For details, please see the introduction to the standards.

CE1.1 Speaking and listening

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>CE1.1.1 Understand and respond to spoken language in a face-to-face situation.</p>	<p>Evidence may be in various forms, including audio/visual clips and witness statements.</p> <p>Evidence may be generated in the context of a discussion for CE1.1.3. However, it may also be generated in informal exchanges in everyday life and work.</p> <p>Evidence from a telephone conversation is not acceptable.</p>	<ul style="list-style-type: none"> • use key words to extract specific information • follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary • respond to requests for personal information 	<p>Understand and respond You must understand and know how to respond to spoken language in a face-to-face situation, i.e. a telephone conversation is not acceptable. In practice, you may demonstrate some of these skills when you are having a discussion with another person (CE1.1.3).</p> <p>Use key words to extract specific information When you are listening to someone talking to you, you must be able to pick out the most important words in what they are saying.</p> <p>Single-step instructions Each instruction should require only a single action by you, though there may be a series of these.</p>

CE1.1.2

Speak to communicate:

- basic information
 - feelings
 - opinions
 - questions
- on familiar topics, using appropriate language.

Evidence may be in various forms, including audio/visual clips and witness statements.

Evidence may be generated in the context of a discussion for CE1.1.3. However, it may also be generated in informal exchanges in everyday life and work.

Evidence from a telephone conversation is not acceptable.

- speak clearly to be heard and understood
- make requests using appropriate terms
- ask questions to obtain specific information
- make statements of fact clearly
- convey your feelings and opinions when appropriate
- use language appropriate to your listener(s)

Speak to communicate

You must know how to orally communicate a range of content and feelings. In practice, you may demonstrate some of these skills when you are having a discussion with another person (CE1.1.3).

Speak clearly

You must articulate your words clearly, so that other people can hear and understand what you are saying.

Specific information

You must word your questions so that it is clear exactly what information you are asking for.

Convey feelings

You must be able to say what you think or feel in a way that is balanced and assertive, without being aggressive.

CE1.1.3

Take part in discussion with another person in a familiar situation about familiar topics.

Evidence may be in various forms, including audio/visual clips and witness statements.

The assessor must not be the other person in the discussion.

- take part in a one-to-one discussion to confirm a shared understanding about familiar topics.

Discuss

You must take part in a one-to-one discussion with another person. You may suggest both the topic and the situation, or these may be given to you by your tutor, teacher or trainer.

Confirm a shared understanding

The purpose of your discussion must be to make sure that you understand the topic in the same way as the person you are talking to.

CE1.2 Reading

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>CE1.2.1 Read, understand and obtain information on familiar everyday topics from short documents.</p>	<p>Evidence must show that the candidate has read at least two short documents. The documents must have different purposes.</p> <p>Evidence may be in the form of:</p> <ul style="list-style-type: none"> • notes written by the candidate and/or • assessor notes of the candidate reading aloud and answering questions that demonstrate that the candidate has the skills required by the standards. <p>Evidence may be supported by photocopies of documents and/or images annotated by the candidate.</p> <p>Evidence may be implicit in a written document produced as evidence for CE1.3.1.</p> <p>The documents may be provided by the teacher/tutor/trainer or assessor.</p> <p>At least one document should include at least one symbol and at least one simple image.</p> <p>Evidence must show that the candidate can ask for help when they need it.</p>	<ul style="list-style-type: none"> • recognise the letters of the alphabet in both upper and lower case • decode simple, regular words • recognise and understand simple words, signs and symbols • read short documents and simple images with repeated language patterns on familiar topics • follow a short written narrative on a familiar topic or experience • recognise the different purposes of documents • find the meaning of words that you do not understand • ask others when you are unclear about what you have read. 	<p>Read, understand and obtain information You may read the documents either on paper or on-screen, or they may be signs or notices.</p> <p>Recognise purpose You must be able to recognise the purpose of a document (e.g. an instructional document) from its layout, design, or the words it uses, before you read it in detail.</p> <p>Find the meaning When you are trying to read a word that you do not understand, you may use a dictionary or a reference book, or you may ask for help from an appropriate person.</p> <p>Ask others You must be able to recognise when you need help and to ask for it.</p>

CE1.3 Writing

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>CE1.3.1 Write a short document to communicate information to a familiar given audience in a given format, using appropriate language.</p>	<p>Evidence must include:</p> <ul style="list-style-type: none"> • one short document in a format provided or confirmed by a tutor, teacher or trainer • at least one draft, with evidence of checking. <p>Evidence may be produced electronically, provided that it is authenticated as the candidate's own work.</p>	<ul style="list-style-type: none"> • write the letters of the alphabet using upper and lower case • use written words and phrases to record or present information • use appropriate language • construct simple sentences • punctuate a simple sentence with a capital letter and a full stop • use a capital letter for personal pronoun 'I' • spell correctly some personal key words and familiar words • produce legible text • make your meaning clear • check and where necessary revise your document. 	<p>Write a document You must write a document in a format that your tutor/teacher/trainer will give you.</p> <p>Checking You must check and (where necessary) correct your work in order to ensure that spelling and punctuation are correct and that your meaning is clear.</p>

Communication **Entry Level 2**

Amplification of evidence requirements

This is about demonstrating your skills in:

- speaking and listening
- reading
- writing

in familiar and accessible contexts connected with education, training, work and social roles. You will be given guidance by your tutor, teacher or trainer.

Notes

1. Each level of the skill incorporates and builds on the previous level. For example, the requirement at Entry Level 1 to 'use a capital letter for personal pronoun 'I' ' also applies at all higher levels.
2. At this level, subject matter and materials will be straightforward, i.e. those that you will often meet in your work, studies or other activities. Content will be put across in a direct way. You will build on your skills at Entry Level 1 by going into more depth in every area of your work, including having a discussion with two or more other people in a group.
3. You must provide evidence of your Communication skills, as they are specified in the first column of this amplification section. Your evidence must be in the form described in the second column ('Evidence requirements'). In order to provide this evidence, you will need to have the skills that are listed in the third column.
4. The 'Guidance' in the fourth column supports the requirements of the first three columns and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the standards that may be useful when you are developing the skill of Communication at Entry Level 2 and producing evidence of your work. It is not a mandatory part of the standards.
5. The Mandatory definitions give the exact meaning of certain words in this section. You must always refer to them when you are developing your skills, gathering your evidence and preparing for assessment.
6. Witness statements must not be the only form of evidence that you provide. When you provide a witness statement, it must be supported by other evidence.

Evidence

At Entry level, the way in which you will be assessed for the qualification will be decided by your awarding body. The term 'evidence' is used in this section to refer to the work you produce for final assessment, in whatever form or context your awarding body requires it.

The documents you read must, between them, include symbols and simple images.

There must be evidence that all your work has been assessed and authenticated – there must be records/notes, written by a competent assessor, confirming that your work is your own and that it has achieved the required standard.

Access statement

Candidates with particular disabilities may be unable to show that they are competent by providing all their evidence in the form specified.

For such candidates, reasonable adjustments to the evidence requirements may be allowed in appropriate circumstances. In some cases, exemptions may be permissible. For details, please see the introduction to the standards.

CE2.1 Speaking and listening

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>CE2.1.1 Understand and respond to spoken language in a face-to-face situation.</p>	<p>Evidence may be in various forms, including audio/visual clips and witness statements.</p> <p>Evidence may be generated in the context of a discussion for CE2.1.3. However, it may also be generated in informal exchanges in everyday life and work.</p> <p>Evidence from a telephone conversation is not acceptable.</p>	<ul style="list-style-type: none"> • extract detail from short explanations, instructions and narratives • identify the main points of short presentations • identify simply expressed feelings and opinions 	<p>Understand and respond You must understand and know how to respond to spoken language in a face-to-face situation, i.e. a telephone conversation is not acceptable. In practice, you may demonstrate some of these skills when you are having a discussion with another person (CE2.1.3).</p> <p>Extract detail You must be able to grasp the details of what someone is saying.</p> <p>Identify the main points You must be able to pick out the most important points in a short talk/presentation.</p>
<p>CE2.1.2 Speak to communicate:</p> <ul style="list-style-type: none"> • information • feelings • opinions • questions <p>on familiar topics, using appropriate language.</p>	<p>Evidence may be in various forms, including audio/visual clips and witness statements.</p> <p>Evidence may be generated in the context of a discussion for CE2.1.3. However, it may also be generated in informal exchanges in everyday life and work.</p> <p>Evidence from a telephone conversation is not acceptable.</p>	<ul style="list-style-type: none"> • speak clearly to be heard and understood • make requests and ask questions to obtain information in everyday contexts • ask questions to clarify understanding • respond to straightforward questions • express clearly statements of fact and short accounts and descriptions 	<p>Speak to communicate You must know how to orally communicate a range of content and feelings. In practice, you may demonstrate some of these skills when you are having a discussion with another person (CE2.1.3).</p> <p>Questions Your questions may be, for example, to make requests, obtain information, or clarify your understanding.</p>

		<ul style="list-style-type: none"> • convey your feelings and opinions when appropriate • use language appropriate to your listener(s) 	<p>Speak clearly You must articulate your words clearly, speaking at a volume and speed appropriate to the situation (e.g. taking account of room size, noise level, the person/people you are talking to) so that other people can hear and understand what you are saying.</p> <p>Express clearly You must use appropriate vocabulary and phrasing, and present what you have to say in a logical order.</p> <p>Convey feelings You must be able to say what you think or feel in a way that is balanced and assertive, without being aggressive.</p>
<p>CE2.1.3 Take part in discussion with two or more other people in a familiar situation.</p>	<p>Evidence may be in various forms, including audio/visual clips and witness statements.</p> <p>The 'two or more other people' must not include the assessor.</p>	<ul style="list-style-type: none"> • take part in a discussion with two or more people to establish a shared understanding about familiar topics • follow the gist of discussions involving two or more other people • make appropriate contributions to discussions. 	<p>Discuss You must take part in a discussion with at least two other people. You may suggest both the topic and the situation, or these may be given to you by your tutor, teacher or trainer.</p>

CE2.2 Reading

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>CE2.2.1 Read, understand and obtain information on familiar everyday topics from short, straightforward documents.</p>	<p>Evidence must show that the candidate has read at least two short documents with different purposes, including both a chronological and an instructional document.</p> <p>Evidence may be in the form of:</p> <ul style="list-style-type: none"> • notes written by the candidate and/or • assessor notes of the candidate reading aloud and answering questions that demonstrate that the candidate has the skills required by the standards. <p>Evidence may be supported by photocopies of documents and/or images annotated by the candidate.</p> <p>Evidence may be implicit in a written document produced as evidence for CE2.3.1.</p> <p>The documents may be provided by the teacher/tutor/trainer or assessor. At least one should include signs and symbols.</p> <p>Evidence must show that the candidate can ask for help when it is required.</p>	<ul style="list-style-type: none"> • use initial letters to find and sequence words in alphabetical order • use phonic and graphic knowledge to decode words • read and understand relevant signs, symbols and frequently used words • read and understand words related to personal information, including first name, surname, address, postcode, age, date of birth • trace and understand the main events of short chronological and instructional documents and simple images on familiar topics • recognise the different purposes of documents • locate information using captions and illustrations • find the meaning of words you do not understand, using a simple dictionary • read and understand linking words and adverbials in instructions and directions • ask others when you are unclear about what you have read. 	<p>Read, understand and obtain information You may read the documents either on paper or on-screen. At least one document must contain signs, symbols and simple images.</p> <p>Trace and understand You must be able to follow and understand the sense of a document that you are reading.</p> <p>Recognise purpose You must be able to recognise the purpose of a document (e.g. a chronological document) from its layout, its design or the words it uses, before you read it in detail.</p> <p>Use a simple dictionary You must be able to recognise when you need to understand a word that you are not familiar with, and be able to find an appropriate definition in a simple dictionary.</p> <p>Ask others You must be able to recognise when you need help, and to ask for it.</p>

CE2.3 Writing

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>CE2.3.1 Write a short document to communicate relevant information to a given audience in a given format, using appropriate language.</p>	<p>Evidence must include:</p> <ul style="list-style-type: none"> • one short document in a format provided or confirmed by a tutor, teacher or trainer • at least one draft, with evidence of checking. <p>Evidence may be produced electronically, provided that it is authenticated as the candidate's own work.</p>	<ul style="list-style-type: none"> • use written words and phrases to record or present information • use appropriate language • construct simple sentences • use adjectives appropriately • use punctuation correctly, including capital letters, full stops and question marks • spell correctly the majority of personal details and familiar common words • produce legible text • make your meaning clear • check and where necessary revise your document. 	<p>Write a document You must write a document in a format that your tutor/teacher/trainer will give you.</p> <p>Checking You must check and (where necessary) correct your work in order to ensure that spelling, punctuation and grammar are correct, and that your meaning is clear.</p>

Communication **Entry Level 3**

Amplification of evidence requirements

This is about demonstrating your skills in:

- speaking and listening
- reading
- writing

in familiar and accessible contexts connected with education, training, work and social roles. You will be given guidance by your tutor, teacher or trainer.

Notes

1. Each level of the skill incorporates and builds on the previous levels. For example, in CE3.3.1 the requirement at Entry Level 2 to 'use adjectives appropriately' applies also at Entry Level 3.
2. At this level, subject matter and materials will be straightforward, i.e. those that you will often meet in your work, studies or other activities. Content will be put across in a direct way. You will build on your skills at Entry Level 2 by going into more depth in every area of your work.
3. You must provide evidence of your Communication skills, as they are specified in the first column of this amplification section. Your evidence must be in the form described in the second column ('Evidence requirements'). In order to provide this evidence, you will need to have the skills that are listed in the third column.
4. The 'Guidance' in the fourth column supports the requirements of the first three columns and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the standards that may be useful when you are developing the skill of Communication at Entry Level 3 and producing evidence of your work. It is not a mandatory part of the standards.
5. The Mandatory definitions give the exact meaning of certain words in the document. You must always refer to them when you are developing your skills, gathering your evidence and preparing for assessment.
6. Witness statements must not be the only form of evidence that you provide. When you provide a witness statement, it must be supported by other evidence.

Evidence

At Entry level, the way in which you will be assessed for the qualification will be decided by your awarding body. The term 'evidence' is used in this section to refer to the work you produce for final assessment, in whatever form or context your awarding body requires it.

The documents you read must, between them, include symbols and images.

There must be evidence that all your work has been assessed and authenticated – there must be records/notes, written by a competent assessor, confirming that your work is your own and that it has achieved the required standard.

Access statement

Candidates with particular disabilities may be unable to show that they are competent by providing all their evidence in the form specified.

For such candidates, reasonable adjustments to the evidence requirements may be allowed in appropriate circumstances. In some cases, exemptions may be permissible. For details, please see the introduction to the standards.

CE3.1 Speaking and listening

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>CE3.1.1 Understand and respond to spoken language in a face-to-face situation.</p>	<p>Evidence may be in various forms, including audio/visual clips and witness statements.</p> <p>Evidence may be generated in the context of a discussion for CE3.1.3. However, it may also be generated in informal exchanges in everyday life and work.</p> <p>Evidence from a telephone conversation is not acceptable.</p>	<ul style="list-style-type: none"> • extract detail from explanations, instructions and narratives • identify relevant information and new information from discussions, explanations and short presentations • respond appropriately to what others say • use strategies to clarify and confirm understanding 	<p>Understand and respond You must understand and know how to respond to spoken language in a face-to-face situation, i.e. a telephone conversation is not acceptable. In practice, you may demonstrate some of these skills when you are having a discussion with another person (CE3.1.3).</p> <p>New information Some of the information must be new to you and come from a variety of sources.</p> <p>Strategies Strategies to clarify and confirm understanding could include asking questions to clarify points, repeating/confirming what the speaker has said, etc.</p>
<p>CE3.1.2 Speak to communicate:</p> <ul style="list-style-type: none"> • information • feelings • opinions 	<p>Evidence may be in various forms, including audio/visual clips and witness statements.</p> <p>Evidence may be generated in the context of a discussion for CE3.1.3. However, it may also be generated in</p>	<ul style="list-style-type: none"> • speak clearly to be heard and understood using appropriate clarity, speed and phrasing • make requests and ask questions to obtain information in familiar and unfamiliar contexts 	<p>Speak to communicate You must know how to orally communicate a range of content and sentiments. In practice, you may demonstrate some of these skills when you are having a discussion with another person (CE3.1.3).</p>

- questions on familiar topics, using appropriate language.

informal exchanges in everyday life and work.

Evidence from a telephone conversation is not acceptable.

- respond to a range of questions about familiar topics
- express clearly statements of fact and give short explanations, accounts and descriptions
- clearly convey your feelings and opinions when appropriate
- use language and register appropriate to your listener(s)

Speak clearly

You must articulate your words clearly, speaking at a volume and speed appropriate to the situation (e.g. taking account of room size, noise level, the person/people you are talking to) so that other people can hear and understand what you are saying.

Express clearly

You must use appropriate vocabulary and phrasing, and present what you have to say in a logical order.

Convey feelings

You must be able to say what you think or feel in a way that is balanced and assertive, without being aggressive.

CE3.1.3

Take part in discussion with two or more other people in a familiar situation.

Evidence may be in various forms, including audio/visual clips and witness statements.

The 'two or more other people' must not include the assessor.

- take part in a discussion with two or more people to reach a shared understanding about familiar topics
- follow and understand the main points of discussions on different topics with two or more other people
- make relevant contributions to discussions
- respect the turn-taking rights of others during discussions.

Discuss

You must take part in a discussion with at least two other people. You may suggest both the topic and the situation, or these may be given to you by your tutor, teacher or trainer.

Respect turn-taking rights

You must be able to recognise when others wish to speak in a discussion, and allow them to do so.

CE3.2 Reading

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>CE3.2.1 Read, understand and obtain information independently from short straightforward documents on familiar topics. At least one document must contain an image.</p>	<p>Evidence must show that the candidate has read at least two short documents, each more than one paragraph long. The documents must have different purposes, of which one must be instructional.</p> <p>Evidence may be in the form of:</p> <ul style="list-style-type: none"> • notes written by the candidate and/or • assessor notes of the candidate reading aloud and answering questions that demonstrate that the candidate has the skills required by the standards. <p>Evidence may be supported by photocopies of documents and/or images annotated by the candidate.</p> <p>Evidence may be implicit in a written document produced as evidence for CE3.3.1.</p> <p>The documents may be provided by the teacher/tutor/trainer or assessor.</p> <p>Evidence must show that the candidate can ask for help when it is required.</p>	<ul style="list-style-type: none"> • use first- and second-place letters to find and sequence words in alphabetical order • read and understand a range of commonly used relevant words and phrases • trace and understand the main events of straightforward documents of more than one paragraph, and simple images on familiar and everyday topics • recognise the different purposes of documents • locate and understand information using organisational features • find the meaning of words you do not understand, using a dictionary • recognise, read and understand the typical language of instructional documents • identify the main points and ideas in documents • skim-read title, headings and illustrations to decide if material is of interest • scan documents to locate information • obtain specific information through detailed reading • obtain meaning from an image • ask others when you are unclear about what you have read. 	<p>Read, understand and obtain information You may read the documents either on paper or on-screen. At least one document must contain an image.</p> <p>Recognise purpose You must be able to recognise the purpose of a document (e.g. an instructional document) from its layout, its design or the words it uses, before you read it in detail.</p> <p>Use a dictionary You must be able to recognise when you need to understand a word that you are not familiar with, and to find an appropriate definition in a dictionary.</p> <p>Ask others You must be able to recognise when you need help and when to ask a suitable person.</p>

CE3.3 Writing

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>CE3.3.1 Write a short document to communicate relevant information and opinion(s) to a given audience in an agreed format, using appropriate language.</p>	<p>Evidence must include:</p> <ul style="list-style-type: none"> • one short document in a format agreed with a tutor, teacher or trainer • at least one draft, with evidence of checking. <p>Evidence may be produced electronically, provided that it is authenticated as the candidate's own work.</p>	<ul style="list-style-type: none"> • plan and draft writing • present simple information • use appropriate language • construct sentences, using common conjunctions • organise writing in short paragraphs where appropriate • use correct basic grammar, including appropriate verb-tense, subject–verb agreement • use punctuation correctly, including capital letters, full stops, question marks, exclamation marks • spell correctly words you use most often • produce legible text • make your meaning clear • check and where necessary revise your documents. 	<p>Write a document You must consider possible formats and, with guidance and confirmation from your teacher, tutor or trainer, choose one that is appropriate to your task.</p> <p>Checking You must check and (where necessary) correct your work in order to ensure that spelling, punctuation, grammar and paragraphing are correct, and that your meaning is clear.</p>

Communication Level 1

Amplification of evidence requirements

This is about demonstrating your skills in:

- speaking and listening
- reading
- writing

in familiar contexts, some of which must be formal, connected with education, training, work and social roles.

Notes

1. Each level of the skill incorporates and builds on the previous levels. For example, in C1.3, the requirement to 'use punctuation correctly, including apostrophes' includes capital letters and full stops (Entry Level 1), question marks (Entry Level 2), and exclamation marks (Entry Level 3).
2. At this level, subject matter and materials should be straightforward, i.e. those that you will often meet in your work, studies or other activities, and which have content put across in a direct way with lines of reasoning and main points being easily identified. However, you will build on the skills at Entry Level 3 by working in a wider range of contexts and topics, reading and writing longer and more varied documents, and by making more judgements about your speaking and your writing.
3. You must provide evidence of your Communication skills, as they are specified in the first column of this amplification section. Your evidence must be in the form described in the second column ('Evidence requirements'). In order to provide this evidence, you will need to have the skills that are listed in the third column.
4. The 'Guidance' in the fourth column supports the requirements of the first three columns and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the standards that may be useful when you are developing the skill of Communication at Level 1 and producing evidence of your work. It is not a mandatory part of the standards.
5. The Mandatory definitions give the exact meaning of certain words in this section. You must always refer to them when you are developing your skills, gathering your evidence and preparing for assessment.

6. Witness statements must not be the only form of evidence that you provide. When you provide a witness statement, it must be supported by other evidence.

Evidence

At Level 1, you will be assessed via a portfolio of evidence. The term 'evidence' is used in this section to refer to the work you produce for final assessment.

The documents you read must include, between them, images and symbols.

There must be evidence that all your work has been assessed and authenticated – there must be records/notes, written by a competent assessor, confirming that your work is your own and that it has achieved the required standard.

Access statement

Candidates with particular disabilities may be unable to show that they are competent by providing all their evidence in the form specified.

For such candidates, reasonable adjustments to the evidence requirements may be allowed in appropriate circumstances. In some cases, exemptions may be permissible. For details, please see the introduction to the standards.

C1.1 Speaking and listening

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>C1.1.1 Understand and respond to spoken language in a range of contexts.</p>	<p>Evidence may be in various forms, including audio/visual clips and witness statements.</p> <p>Evidence may be generated in the context of a discussion for C1.1.3. However, evidence may also be generated in less formal situations in everyday life and work.</p> <p>Contexts must include at least one face-to-face conversation or discussion.</p>	<ul style="list-style-type: none"> • identify relevant detail and information in explanations, instructions and discussions in a range of contexts • pay close attention and respond constructively to what others say • use strategies to show you are listening and to clarify and confirm understanding 	<p>Understand and respond You must understand and know how to respond to spoken language. In practice, you are likely to demonstrate some of these skills in the context of a formal discussion (C1.1.3). You may demonstrate some, but not all, of these skills in a telephone conversation.</p> <p>Range of contexts The range of contexts might include the classroom, the workplace, or everyday life.</p> <p>Respond constructively You must listen to what other people say and respond in ways that show that you have thought about what they have said and can learn from it. You do not have to accept everything that others say but you must be able to explain why you agree or disagree.</p> <p>Use strategies Strategies to show you are listening could include body language, brief affirmative responses, asking questions to clarify points, repeating/confirming what the speaker has said, etc.</p>

C1.1.2

Speak to communicate:

- information
- feelings
- opinions
- questions
- instructions

on familiar topics, using appropriate language, and in a range of contexts.

Evidence may be in various forms, including audio/visual clips and witness statements.

Evidence may be generated in the context of a discussion for C1.1.3. However, it may also be generated in less formal situations in everyday life and work.

Contexts must include at least one face-to-face conversation or discussion.

- judge when to speak and how much to say
- clearly express statements of fact, questions, explanations, instructions, accounts and descriptions of familiar topics
- use strategies to support what you are saying
- present information and ideas in a logical sequence
- respond to questions about a range of familiar topics
- clearly convey your feelings and opinions when appropriate
- use language appropriate to your listener(s) and the context

Speak to communicate

You must know how to orally communicate a range of content and sentiments. In practice, you may demonstrate some of these skills in the context of a formal discussion (C1.1.3). You may demonstrate some, but not all, of these skills in a telephone conversation.

Use strategies

Strategies to support what you are saying could include body language, facial expression, gestures, emphasis, etc.

Present information and ideas in a logical sequence

When you are talking to someone, you must be able to make your points in an order that makes it easy for your listener to follow and understand.

Clearly convey your feelings and opinions

You must be able to say what you think or feel in a way that is balanced and assertive, without being aggressive.

C1.1 Speaking and listening (continued)

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>C1.1.3 Take part in formal discussions with two or more other people.</p>	<p>Evidence may be in various forms, including audio/visual clips and witness statements.</p> <p>There must be evidence of at least two discussions. At least one of these must be face-to-face.</p> <p>The 'two or more other people' must not include the assessor.</p> <p>Evidence must include the candidate's preparatory notes for the discussions.</p>	<ul style="list-style-type: none"> • prepare for discussions so that you can say things and provide information that is relevant to the subject and purpose of the discussion • take part in a purposeful group discussion to reach a shared understanding • make clear and relevant contributions to discussions • respect the turn-taking rights of others during discussions • use appropriate phrases or gestures in order to join in the discussion. 	<p>Discussion You must take part in formal discussions with two or more other people, so that you all develop the same understanding of what is being discussed. The discussions must provide opportunities for you to respond to a range of views and sensibilities.</p> <p>Respect turn-taking rights You must allow other people to say what they want to say in a discussion; you must not stop others speaking.</p> <p>Join in discussion You must be able to show that you want to speak, without interrupting a speaker or appearing to be over-assertive.</p>

C1.2 Reading

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>C1.2.1 Read, understand and obtain information independently from at least two different types of documents. At least one document must contain an image. One document must be at least 250 words long.</p>	<p>The documents must be of different types and have different purposes. The candidate must work independently to select material from the documents in order to meet the purpose of their task. The candidate must not be given detailed page references. Much of the evidence that the candidate has demonstrated the required skills may be implicit in the work produced for C1.3.1 but this must be identified in the portfolio. Evidence may be supported by photocopies of documents and/or images annotated by the candidate.</p>	<ul style="list-style-type: none"> • read and understand relevant specialist key words and phrases • identify the main points and ideas in documents and images • recognise the purpose of a variety of documents • locate and understand information using organisational features • find the meaning of words and phrases you do not understand, using reference materials • obtain information from documents and images, including inferring meaning that is not explicit in the text • ask others when you are unclear about what you have read. 	<p>Independently Your tutor/teacher/trainer may give you, or suggest, some documents for you to read but you must find the information you need within them.</p> <p>Purpose of documents You must be able to identify the purpose of a variety of documents (e.g. to inform, to persuade, to instruct) by the vocabulary they use and how they are presented.</p> <p>Inferring meaning You must be able to see what a writer means, even when this is not made clear in the text.</p> <p>Skills may be implicit in the work produced While this is not required, you could ensure that the purpose of your reading is to help you write one of your documents for C1.3.1. Your reading skills would then be apparent from what you write about the subject of your reading.</p>

C1.3 Writing

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>C1.3.1 Write two short documents of different types to communicate information to a familiar audience in appropriate formats, using language that is appropriate to your purpose and audience.</p> <p>One document must be at least 250 words long.</p>	<p>Evidence of the required skills must be demonstrated in both documents.</p> <p>For each document, evidence must include notes of planning and at least one draft, with evidence of checking.</p> <p>In final work, sentences must be formed correctly, with correct punctuation, spelling and grammar.</p> <p>Paragraphing must be appropriate.</p> <p>Evidence may be produced electronically, provided that it is authenticated as the candidate's own work.</p>	<ul style="list-style-type: none"> • plan and draft writing • present relevant information in formats that suit your purpose and audience • construct compound sentences, using appropriate conjunctions • organise writing in paragraphs that demonstrate a logical sequence • use correct basic grammar • use punctuation correctly, including apostrophes • spell correctly, including specialist words • judge the relevance of information and the amount of detail to include for your purpose • use language suitable to purpose and audience • use relevant images to help the reader understand your main points • produce legible text • make your meaning clear • check and where necessary revise your documents. 	<p>Formats that suit your purpose and audience Your teacher/tutor/trainer may give you guidance about possible formats for your writing but you must make the final choice yourself. This might be a business letter, a report or essay, a set of instructions, a memo, an article for a newspaper or magazine, etc.</p> <p>Judge the relevance of information and the amount of detail to include You must be able to decide how much of what you read is relevant to your purpose and how much detail you need to include in what you write.</p> <p>Spelling, grammar, punctuation</p> <ul style="list-style-type: none"> • You must be able to spell correctly, including specialist words related to your topic and context. • You must know how to write compound sentences using correct basic grammar.

- You must use punctuation such as apostrophes accurately (as well as capital letters, full stops, question marks and exclamation marks, which are required at Entry levels).

Checking

You must check and (where necessary) correct your work in order to ensure that spelling, punctuation and grammar are correct, that it is organised into paragraphs that help the reader to follow what you have written, and that your meaning is clear.

Communication Level 2

Amplification of evidence requirements

This is about demonstrating your skills in:

- speaking and listening
- reading
- writing

in familiar and less-familiar contexts, some of which must be formal, connected with education, training, work and social roles.

Notes

1. Each level of the skill incorporates and builds on the previous levels. For example, in C2.3, the requirement to 'use punctuation correctly, including commas and inverted commas' includes capital letters and full stops (Entry Level 1), question marks (Entry Level 2), exclamation marks (Entry Level 3) and apostrophes (Level 1).
2. At this level, subject matter and materials should be straightforward, i.e. those that you will often meet in your work, studies or other activities, and which have content put across in a direct way with lines of reasoning and main points that are easily identified. However, you will build on the skills at Level 1 by being able to take responsibility for moving a discussion forward, giving a short talk/presentation and reading, summarising and producing longer documents.
3. You must provide evidence of your Communication skills, as they are specified in the first column of this amplification section. Your evidence must be in the form described in the second column ('Evidence requirements'). In order to provide this evidence, you will need to have the skills that are listed in the third column.
4. The 'Guidance' in the fourth column supports the requirements of the first three columns and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the standards that may be useful when you are developing the skill of Communication at Level 2 and producing evidence of your work. It is not a mandatory part of the standards.
5. The Mandatory definitions give the exact meaning of certain words in this section. You must always refer to them when you are developing your skills, gathering your evidence and preparing for assessment.
6. Witness statements must not be the only form of evidence that you provide. When you provide a witness statement, it must be supported by other evidence.

Evidence

At Level 2, you will be assessed via a portfolio of evidence. The term 'evidence' is used in this section to refer to the work you produce for final assessment.

The documents you read must, between them, contain reasoning and images.

You must use at least one image or other supporting material in your short talk/presentation.

There must be evidence that all your work has been assessed and authenticated – there must be records/notes, written by a competent assessor, confirming that your work is your own and that it has achieved the required standard.

Access statement

Candidates with particular disabilities may be unable to show that they are competent by providing all their evidence in the form specified.

For such candidates, reasonable adjustments to the evidence requirements may be allowed in appropriate circumstances. In some cases, exemptions may be permissible. For details, please see the introduction to the standards.

C2.1 Speaking and listening

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>C2.1.1 Understand and respond to spoken language on a range of topics and in a range of contexts.</p>	<p>Evidence may be in various forms, including audio/visual clips and witness statements.</p> <p>Evidence may be generated in the context of a discussion for C2.1.3(a) or a question-and-answer session following the short talk/presentation in C2.1.3(b). However, evidence may also be generated in less formal situations in everyday life and work.</p> <p>Contexts must include at least one face-to-face conversation or discussion.</p>	<ul style="list-style-type: none"> • identify relevant detail and information in explanations, instructions, discussions and presentations on a range of topics and in a range of contexts • respond constructively to criticism • use strategies to show you are listening and to clarify and confirm understanding • identify the speaker's intentions 	<p>Understand and respond You must understand and know how to respond to spoken language. In practice, you are likely to demonstrate some of these skills in the context of a formal discussion (C2.1.3(a)) or if there is a question-and-answer session following your short talk/presentation in C2.1.3(b). You may demonstrate some, but not all, of the skills in a telephone conversation.</p> <p>Range of contexts The range of contexts might include the classroom, the workplace, or everyday life.</p> <p>Respond constructively You must listen to criticism, both negative and positive, and respond in ways that show that you have considered the criticism and can learn from it. You do not have to accept all criticisms as valid but you must be able to explain why you reject a point of criticism.</p> <p>Use strategies Strategies to show you are listening could include body language, brief affirmative responses, asking questions to clarify points, repeating/confirming what the speaker has said, etc.</p>

			<p>Strategies to support what you are saying could include body language, facial expression, gestures, emphasis, etc.</p> <p>Speaker's intentions You must be able to recognise signs that indicate the speaker's purpose, such as their choice of vocabulary, tone of voice and body language, so that you can respond appropriately.</p>
<p>C2.1.2 Speak to communicate:</p> <ul style="list-style-type: none"> • information • feelings • opinions • questions • instructions <p>on familiar and unfamiliar topics, using appropriate language and non-verbal communication, and in a range of contexts.</p>	<p>Evidence may be in various forms, including audio/visual clips and witness statements.</p> <p>Evidence may be generated in the context of a discussion for C2.1.3(a) or a question-and-answer session following the short talk/presentation in C2.1.3(b). However, it may also be generated in less formal situations in everyday life and work.</p> <p>Contexts must include at least one face-to-face conversation or discussion.</p>	<ul style="list-style-type: none"> • use varied vocabulary and expressions to suit your purpose • provide further detail and development to clarify or confirm understanding • use appropriate strategies including language and non-verbal communication to support what you are saying • confirm that listener(s) understand your meaning • use language and non-verbal communication appropriate to your listener(s) and the situation 	<p>Speak to communicate You must know how to orally communicate a range of content and sentiments. In practice, you may demonstrate some of these skills in the context of a formal discussion (C2.1.3(a)) or if there is a question-and-answer session following your short talk/presentation in C2.1.3(b). You may demonstrate some, but not all, of these skills in a telephone conversation.</p> <p>Varied You must be able to draw on a range of vocabulary and expressions appropriate to varied purposes and contexts.</p> <p>Clarify You must be able to recognise when members of your audience/group do not understand what you are saying and be able to give more detail or explanation until you are sure that they have understood.</p>

C2.1 Speaking and listening (continued)

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>C2.1.3</p> <p>(a) Take part in formal discussions with two or more other people.</p> <p>(b) Give a talk/presentation of at least four minutes.</p>	<p>There must be evidence of at least two discussions. At least one of these must be face-to-face.</p> <p>The ‘two or more other people’ must not include the assessor.</p> <p>Evidence for C2.1.3(a) and C2.1.3(b) must include the candidate’s preparatory notes for the discussion/talk/presentation.</p> <p>There must be additional evidence which may be in the form of:</p> <ul style="list-style-type: none"> • audio/visual clips of the discussion/talk/presentation and/or • witness statements. <p>In the talk/presentation, brief notes may be used as a prompt, but the candidate must not read these out.</p> <p>Evidence of the talk/presentation must include the use of at least one image or other supporting material.</p> <p>Assessors must look for:</p> <ul style="list-style-type: none"> • clarity of expression • evidence that the talk/presentation is well structured, keeps to the point, gives a clear illustration of the main points and uses a variety of ways to support the main points 	<ul style="list-style-type: none"> • prepare for discussions so that you can say things and provide information that is relevant to the subject and purpose of the discussion • take part in a purposeful group discussion to reach a shared understanding • make clear and relevant contributions in a way that suits your purpose and situation • help to move the discussion forward • use appropriate phrases or gestures in order to join in the discussion or change the topic • support your opinions and arguments with evidence • prepare your talk/presentation • summarise information from your reading and from other sources to suit your purpose • speak clearly in a way that suits your subject, purpose and situation • keep to the subject and structure your talk/presentation in a logical sequence to help your audience follow a line of thought or series of events • use a variety of ways to support the main points of your talk/presentation including using images or other material. 	<p>Discussion</p> <p>The discussion must provide opportunities for you to respond to a range of views and sensibilities, and to take the lead in moving discussion forward.</p> <p>Move discussion forward</p> <p>You must know how to maintain the momentum of a discussion, for example how to:</p> <ul style="list-style-type: none"> • respond to and offer constructive criticism • provide evidence to support opinions and arguments • use appropriate phrases to change the direction of the discussion or refocus on its purpose • develop points and open up new ideas • summarise what has been said • ensure there is an agreed/shared understanding. <p>Join in discussion</p> <p>You must be able to show that you want to speak, without interrupting a speaker or appearing to be over-assertive.</p> <p>Change the topic</p> <p>You must be able to change the direction or topic of a discussion, or to bring it back to the point, without</p>

- evidence that listeners have followed the talk/presentation with little difficulty.

appearing to be aggressive or ‘taking over’.

Subject

Your subject matter will usually be closely connected with your work, programme of study, or area of interest.

Give a short talk/presentation

You must give a short talk/presentation, involving some degree of formality, lasting at least four minutes. There must be a purpose to your talk/presentation and the subject matter will usually be closely connected with your work, programme of study, or an area of interest. You must use images or objects such as models or samples to help your audience of at least three people understand your talk/presentation.

Summarise

You must be able to distinguish between what is or is not relevant to your purpose, and be able to present the essence of what you have read in a concise way.

The information you summarise may be drawn from your reading for C2.2 but it may come from other sources.

Speak clearly

You must:

- articulate your words clearly

C2.1 Speaking and listening (continued)

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
			<ul style="list-style-type: none">• use a style of language to suit the subject and purpose of your talk/presentation (e.g. when giving explanations, instructions, or accounts of events, or when presenting an argument)• be able to adapt the volume, pitch and pace of your speaking to suit the situation (e.g. taking account of the number of listeners, the room size, the noise level)• take into account the status of your audience and how familiar they are to you• vary your tone of voice to keep audience attention. <p>Structure your talk/presentation You must know how to present information and ideas in a clear sequence (e.g. how to start and close the talk/presentation), as well as how to use cues to signal key points or change of track so as to take your audience with you.</p> <p>Variety of ways You must use a variety of ways, including images or other material (e.g. a model) to support your main points. You must ensure that an image is suitable for its purpose, whether you produce your own charts or diagrams, or select images from other sources.</p>

C2.2 Reading

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>C2.2.1 Read, understand and summarise information from at least two documents about the same subject.</p> <p>Each document must be at least 500 words long.</p> <p>At least one must contain reasoning and at least one must contain an image.</p>	<p>The documents must be of different types.</p> <p>The documents may be included on a reading list or may be identified by the candidate, depending on the context of the work.</p> <p>The candidate must work independently to select material from the documents in order to meet the purpose of their task.</p> <p>The candidate must not be given detailed page references.</p> <p>Much of the evidence that the candidate has demonstrated the required skills may be implicit in the summary produced for C2.3.1 and/or for C2.1.3(b) but this must be identified in the portfolio.</p> <p>Evidence may be supported by photocopies of documents and/or images annotated by the candidate.</p>	<ul style="list-style-type: none"> • read and understand specialist vocabulary • identify the main points, ideas and lines of argument and reasoning from text and images, including by inference • recognise the writer's purpose and intentions, including where they are implicit • locate and understand information using organisational features • find the meaning of unfamiliar words and phrases, using reference materials • select and use different types of continuous documents to obtain relevant information • ask others when you are unclear about what you have read. 	<p>Main points You must be able to read critically when you are following a sequence of information or ideas in explanatory or persuasive texts (of more than 500 words), and know how to identify points of view when reading an argument.</p> <p>Writer's purpose and intentions You must be able to identify the purpose of a text (e.g. to inform, to persuade) by its use of vocabulary and structure, in order to make judgements about its relevance.</p> <p>Select You must know how to locate and select material from documents such as reference books, textbooks, instruction manuals, magazines, newspapers and dictionaries, or pages from the internet, so you can use different types of document to obtain information (e.g. to compare facts, opinions or ideas).</p>

C2.2 Reading (continued)

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
			<p>Skills may be implicit in the summary</p> <p>While this is not required, you could ensure that the purpose of your reading is to help you prepare for your talk/presentation or for one of your written documents. Your ability to summarise would then be implicit in the content of your talk/presentation or one of your written documents.</p>

C2.3 Writing

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>C2.3.1 Write two documents of different types, each one giving different information to different audiences in appropriate formats, using language that is appropriate to your purpose and audience.</p> <p>One document must be at least 500 words long.</p>	<p>Evidence of the required skills must be demonstrated in both documents.</p> <p>For each document, evidence must include notes of planning and at least one draft, with evidence of checking.</p> <p>In final work, sentences must be formed correctly, with correct punctuation, spelling and grammar.</p> <p>Paragraphing must be appropriate.</p> <p>Evidence may be produced electronically, provided that it is authenticated as the candidate's own work.</p>	<ul style="list-style-type: none"> • summarise information from your reading and from other sources to suit your purpose • plan and draft writing • present relevant information in formats that suit your purpose and audience • construct complex sentences using a range of appropriate conjunctions • organise writing in paragraphs that help to make meaning clear • use correct grammar • use punctuation correctly, including commas and inverted commas • spell correctly, including specialist words • structure your writing to help readers follow and understand your main points • present information and ideas in a logical or persuasive sequence • use different styles of writing, including using formal and informal language, to suit different purposes • produce legible text • make your meaning clear • check and where necessary revise your documents. 	<p>Write documents Your teacher/tutor/trainer may give you guidance about possible appropriate formats for your writing but you must make the final choice yourself. This might be a business letter, a report or essay, a set of instructions, a memo, an article for a newspaper or magazine, etc.</p> <p>Summarise You must be able to distinguish between what is or is not relevant to your purpose, and be able to present the essence of what you have read in a concise way. The information you summarise may be drawn from your reading for C2.2, but it may come from other sources.</p> <p>Structure your writing You must know how to organise your written work in a logical or persuasive sequence, using paragraphs and features such as headings and subheadings.</p>

C2.3 Writing (continued)

Styles

You must be able to use formal and informal language, including, for example, persuasive techniques, technical vocabulary and evidence to support the points you are making, to suit different purposes for writing.

Spelling, grammar, punctuation

- You must be able to spell correctly, including specialist words related to your topic and context.
- You must know how to write complex sentences (e.g. using 'because' or 'although'), and use tenses consistently, as well as ensure subject–verb agreement (which is required at Entry Level 3).
- You must use punctuation such as commas and inverted commas accurately (as well as apostrophes, capital letters, full stops, question marks and exclamation marks, which are required at the lower levels).

Checking

You must check and (where necessary) correct your work in order to ensure that spelling, punctuation and grammar are correct, that it is organised into paragraphs where appropriate, and that your meaning is clear.



Communication Level 3

Amplification of evidence requirements

This is about demonstrating your skills in:

- speaking and listening
- reading
- writing

in familiar and less-familiar contexts, some of which must be formal, connected with education, training, work and social roles.

Notes

1. Each level of the skill incorporates and builds on the previous levels. For example, in C3.3.1, the requirement to 'use punctuation correctly' includes all the punctuation identified at lower levels, i.e. commas and inverted commas, apostrophes, capital letters, full stops, question marks and exclamation marks.
2. At this level, subject matter and materials will be complex. You will have to use some specialist vocabulary and balance and evaluate points and arguments. You will have to give a talk/presentation that lasts for at least eight minutes. Reading matter may include abstract ideas and will tend to be detailed and require close reading to ensure that you understand the writer's meaning and purpose. What you write should be carefully reasoned and coherently set out.
3. You must provide evidence of your Communication skills, as they are specified in the first column of this amplification section. Your evidence must be in the form described in the second column ('Evidence requirements'). In order to provide this evidence, you will need to have the skills that are listed in the third column.
4. The 'Guidance' in the fourth column supports the requirements of the first three columns and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the standards that may be useful when you are developing the skill of Communication at Level 3 and producing evidence of your work. It is not a mandatory part of the standards.
5. The Mandatory definitions give the exact meaning of certain words in this section. You must always refer to them when you are developing your skills, gathering your evidence and preparing for assessment.
6. Witness statements must not be the only form of evidence that you provide. When you provide a witness statement, it must be supported by other evidence.

Evidence

At Level 3, you will be assessed via a portfolio of evidence. The term 'evidence' is used in this section to refer to the work you produce for final assessment.

The documents you read must, between them, contain complex information or reasoning, and images.

You must use at least one image or other supporting material in your talk/presentation.

There must be evidence that all your work has been assessed and authenticated – there must be records/notes, written by a competent assessor, confirming that your work is your own and that it has achieved the required standard.

Access statement

Candidates with particular disabilities may be unable to show that they are competent by providing all their evidence in the form specified.

For such candidates, reasonable adjustments to the evidence requirements may be allowed in appropriate circumstances. In some cases, exemptions may be permissible. For details, please see the introduction to the standards.

C3.1 Speaking and listening

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>C3.1.1 Understand and respond to spoken language on a range of topics and in a range of contexts.</p>	<p>Evidence may be in various forms, including audio/visual clips and witness statements.</p> <p>Evidence may be generated in the context of a discussion for C3.1.3(a) or a question-and-answer session following the talk/presentation in C3.1.3(b). However, evidence may also be generated in less formal situations in everyday life and work.</p> <p>Contexts must include at least one face-to-face conversation or discussion.</p>	<ul style="list-style-type: none"> • identify relevant detail and information in complex explanations, instructions, discussions and presentations • understand and follow detailed explanations and instructions on a range of topics in familiar and less-familiar contexts • respond constructively to criticism • use strategies to show you are listening and to clarify and confirm understanding • identify the speaker's intentions 	<p>Understand and respond You must understand and know how to respond to spoken language. In practice, you are likely to demonstrate some of these skills in the context of a formal discussion (C3.1.3(a)) or if there is a question-and-answer session following your talk/presentation in C3.1.3(b). You may demonstrate some, but not all, of the skills in a telephone conversation.</p> <p>Range of contexts The range of contexts might include the classroom, the workplace, or everyday life.</p> <p>Respond constructively You must listen to criticism, both negative and positive, and respond in ways that show that you have considered the criticism and can learn from it. You do not have to accept all criticisms as valid but you must be able to explain why you reject a point of criticism.</p> <p>Use strategies Strategies to show you are listening could include body language, brief affirmative responses, asking questions to clarify points, repeating/confirming what the speaker has said, etc.</p>

C3.1.2

Speak to communicate:

- information
- feelings
- opinions
- questions
- complex instructions

on a range of familiar and unfamiliar topics, using appropriate language and non-verbal communication, and in a range of contexts.

Evidence may be in various forms, including audio/visual clips and witness statements.

Evidence may be generated in the context of a discussion for C3.1.3(a) or a question-and-answer session following the talk/presentation in C3.1.3(b). However, it may also be generated in less formal situations in everyday life and work.

Contexts must include at least one face-to-face conversation or discussion.

- use appropriate varied and specialist vocabulary and expressions to suit your subjects, purposes and situations
- confirm that listener(s) understand your meaning
- adapt your language and what you say to suit different subjects, purposes and situations
- give constructive feedback

Speaker's intentions

You must be able to recognise signs that indicate the speaker's purpose, such as their choice of vocabulary, tone of voice and body language, so that you can respond appropriately.

Speak to communicate

You must know how to orally communicate a range of content and sentiments. In practice, you will demonstrate some of these skills in the context of a formal discussion (C3.1.3(a)) or if there is a question-and-answer session following your short presentation in C3.1.3(b). You may demonstrate some, but not all, of these skills in a telephone conversation.

Use specialist vocabulary You must be able to draw on vocabulary that is specific to the context in which you are speaking, e.g. technical terms.

Give constructive feedback When listening to what others are saying or have said, you must be able to make comments and suggestions that help them to improve both what they say and how they say it.

C3.1 Speaking and listening (continued)

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>C3.1.3</p> <p>(a) Take part in formal discussions with two or more other people.</p> <p>(b) Give a talk/presentation of at least eight minutes.</p>	<p>There must be evidence of at least two discussions. At least one of these must be face-to-face.</p> <p>The 'two or more other people' must not include the assessor.</p> <p>Evidence for C3.1.3(a) and C3.1.3(b) must include the candidate's preparatory notes for the discussion/talk/presentation.</p> <p>There must be additional evidence which may be in the form of:</p> <ul style="list-style-type: none"> • audio/visual clips of the discussion/talk/presentation and/or • witness statements. <p>In the talk/presentation, brief notes may be used as a prompt, but the candidate must not read these out.</p> <p>Evidence of the talk/presentation must include the use of at least one image or other material.</p> <p>Assessors must look for:</p> <ul style="list-style-type: none"> • clarity of expression • evidence that the talk/presentation is well structured, keeps to the point, gives a clear illustration of the main points and uses a variety of ways to support the main points • evidence that listeners have followed the talk/presentation with little difficulty. 	<ul style="list-style-type: none"> • prepare for discussions so that you can say things and provide information that is relevant to the subject and purpose of the discussion • take part in a purposeful group discussion on a complex subject to work towards agreement • make clear and relevant contributions in a way that suits your purpose and situation • develop points and ideas, with a sensitive awareness of others' feelings, beliefs and opinions • encourage others to contribute <ul style="list-style-type: none"> • prepare your talk/presentation to suit your purpose • bring together information from your reading and from other sources to present your own interpretation to suit your purpose • speak clearly and use language and a style of presentation to suit your purpose, the complexity of the subject, the formality of the situation, and the needs of the audience • structure what you say to progress logically through each stage of your presentation • use a variety of techniques to engage the audience, including using images and other material to support or enhance what you are saying. 	<p>Discussion</p> <p>The discussion must provide opportunities for you to respond to a range of views and sensibilities, and to show that you are aware that others may have different feelings, beliefs and opinions.</p> <p>Encourage others to contribute You must be able to recognise when others want to speak and help them to do so.</p> <p>Give a talk/presentation You must give a formal talk/presentation, lasting at least eight minutes. There must be a purpose to your talk/presentation and the subject matter will usually be closely connected with your work, programme of study, or an area of interest. You must use images and objects such as models or samples to help your audience of at least three people understand your talk/presentation.</p> <p>Bring together information</p> <p>You must be able to take information from two or more sources and combine and present it in a way that suits your purpose. The information you bring together may be drawn from your reading for C3.2 but it may come from other sources.</p> <p>Speak clearly</p> <p>You must:</p> <ul style="list-style-type: none"> • articulate your words clearly

- use a style of language to suit the subject and purpose of your talk/presentation (e.g. when giving explanations, instructions, or accounts of events, or when presenting an argument)
- be able to adapt the volume, pitch and pace of your speaking to suit the situation (e.g. taking account of the number of listeners, the room size, the noise level)
- take into account the status of your audience and how familiar they are to you
- vary your tone of voice to keep audience attention.

Structure your talk/presentation

You must know how to present information and ideas in a clear sequence, e.g. how to start and close the talk/presentation as well as how to use cues to signal key points or change of track so as to take your audience with you.

Variety of techniques

You must use a variety of techniques, including images or other material (e.g. a model) to support your main points. You must ensure that an image is suitable for its purpose, whether you produce your own charts or diagrams, or select images from other sources.

C3.2 Reading

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>C3.2.1 Read, understand and synthesise information from at least two documents about the same subject.</p> <p>Each document must be at least 1,000 words long.</p> <p>At least one must contain complex information or reasoning, and at least one must contain an image.</p>	<p>The documents must be of different types.</p> <p>The documents may be included on a reading list or may be identified by the candidate, depending on the context of the work.</p> <p>The candidate must work independently to select material from the documents in order to meet the purpose of their task.</p> <p>The candidate must not be given detailed page references.</p> <p>Much of the evidence that the candidate has demonstrated the required skills may be implicit in the documents produced for C3.3.1 and/or for C3.1.3(b) but this must be identified in the portfolio.</p> <p>Evidence may be supported by photocopies of documents and/or images annotated by the candidate.</p>	<ul style="list-style-type: none"> • read and understand specialist and complex vocabulary • identify the main points, ideas and lines of argument and reasoning from text and images, including by inference • recognise the writer's purpose and intentions and infer meaning which is not explicit • locate and understand information using organisational features • find the meaning of unfamiliar words and phrases, using reference materials • compare accounts and recognise opinion and possible bias • select and explore a range of different complex documents to obtain relevant information • explore and understand complex information and lines of reasoning in documents • ask others when you are unclear about what you have read. 	<p>Main points You must be able to read critically when you are following a sequence of information or ideas in documents, and know how to identify points of view when reading an argument.</p> <p>Writer's purpose and intentions You must be able to identify the purpose of a text (e.g. to inform, to persuade) by its use of vocabulary and structure, in order to make judgements about its relevance.</p> <p>Infer meaning which is not explicit You must be able to understand what a writer means, even when this is not made clear in the document.</p> <p>Select and explore You must know how to select a range of types of document that are relevant to your purpose (e.g. reference books, textbooks, instruction manuals, magazines, newspapers and dictionaries, pages from the internet), and how to obtain relevant information from them.</p>

Skills may be implicit in the documents

While this is not required, you could ensure that the purpose of your reading is to help you prepare for your talk/presentation or for one of your written documents. Your ability to synthesise would then be implicit in the content of your talk/presentation or one of your written documents.

C3.3 Writing

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>C3.3.1 Write two documents of different types, each one giving different information to different audiences about complex subjects in appropriate formats, using language that is appropriate to your purpose and audience.</p> <p>One document must be at least 1,000 words long.</p>	<p>Evidence of the required skills must be demonstrated in both documents.</p> <p>For each document, evidence must include notes of planning and at least one draft, with evidence of checking.</p> <p>In final work, sentences must be formed correctly, with correct punctuation, spelling and grammar.</p> <p>Paragraphing must be appropriate.</p> <p>Evidence may be produced electronically, provided that it is authenticated as the candidate's own work.</p>	<ul style="list-style-type: none"> • bring together information from your reading and from other sources to present your own interpretation to suit your purpose • plan and draft writing • select and use formats and styles of writing that are appropriate to your purpose, audience and the complexity of the subject matter • organise material coherently to suit the length, complexity and purpose of your document • use correct grammar • use punctuation correctly • spell words correctly • select and use an appropriate style and tone to suit your audience, the degree of formality required and the nature of the subject • present information and ideas in a logical or persuasive sequence • produce legible text • make your meaning clear • check and where necessary revise your documents. 	<p>Select and use formats You must be able to decide on the appropriate format for your writing. This might be a business letter, a report or essay, a set of instructions, a memo, an article for a newspaper or magazine, etc.</p> <p>Bring together information You must be able to take information from two or more sources and combine and present it in a way that suits your purpose. The information you bring together may be drawn from your reading for C3.2 but it may come from other sources.</p> <p>Appropriate style and tone You must be able to use formal and informal language (including, for example, persuasive techniques, technical vocabulary and evidence to support the points you are making) to suit different audiences, contexts and purposes.</p>

Correct punctuation, spelling and grammar

- You must use punctuation correctly, including capital letters, full stops, commas, apostrophes, inverted commas (quotation marks), question marks and exclamation marks.
- You must spell all words correctly.
- You must be able to write complex sentences (e.g. using 'because' or 'although') using tenses consistently, ensuring subject–verb agreement, etc.

Checking

You must check and (where necessary) correct your work in order to ensure that spelling, punctuation and grammar are correct, that it is properly organised into paragraphs, and that your meaning is clear.

Communication Level 4

Amplification of evidence requirements

This is about demonstrating your skills in:

- developing a strategy for using communication skills
- monitoring your progress and adapting your strategy as necessary
- presenting the outcomes of your work
- evaluating your overall strategy.

Notes

1. Each level of the skill incorporates and builds on the previous levels. You must therefore ensure that you are familiar with all the requirements of Communication Level 3 which, in turn, incorporates the requirements of the lower levels.
2. You must provide evidence of your Communication skills, as they are specified in the first column of this amplification section. Your evidence must be in the form described in the second column ('Evidence requirements'). In order to provide this evidence, you will need to have the skills that are listed in the third column.
3. The 'Guidance' in the fourth column supports the requirements of the first three columns and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the standards that may be useful when you are developing the skill of Communication at Level 4 and producing evidence of your work. It is not a mandatory part of the standards.
4. The Mandatory definitions give the exact meaning of certain words in this section. You must always refer to them when you are developing your skills, gathering your evidence and preparing for assessment.
5. Witness statements may be used to support written evidence (for example of a discussion) but must not be the only form of evidence that you provide.

Evidence

At Level 4, you will be assessed via a portfolio of evidence. The term 'evidence' is used in this section to refer to the work you produce for final assessment.

You must produce evidence of meeting the requirements of C4.1, C4.2 and C4.3 in the context of one activity.

Documents used in evidence may be handwritten, typed or word-processed.

There must be evidence that all your work has been assessed and authenticated – there must be records/notes, written by a competent assessor, confirming that your work is your own and that it has achieved the required standard.

Access statement

Candidates with particular disabilities may be unable to show that they are competent by providing all their evidence in the form specified.

For such candidates, reasonable adjustments to the evidence requirements may be allowed in appropriate circumstances. In some cases, exemptions may be permissible. For details, please see the introduction to the standards.

C4.1 Developing a strategy

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>C4.1.1 Develop a strategy for using communication skills over an extended period of time.</p>	<p>Evidence must be written and may be in various forms, including entries in a personal development plan or progress file, or a project proposal.</p> <p>Evidence must include:</p> <ul style="list-style-type: none"> • reasons for the choice of methods • annotated references of sources used for researching information. 	<ul style="list-style-type: none"> • clearly identify the outcomes you hope to achieve • plan your use of communication skills over an extended period of time • make a reasoned choice of methods for achieving the quality of outcomes required, including collating and recording information • identify relevant sources of information, including people and reference material, and research the information you need. 	<p>Identify the outcomes An intended outcome is a statement of what you want or need to achieve, e.g. better documentation for laboratory audit work. You may need to negotiate these outcomes with other people who are involved in the work. You must identify and write down outcomes that are specific, so you will be able to tell if they have been achieved. This will help later when you are monitoring and evaluating your work.</p> <p>Plan your use of communication skills You must plan your use of communication skills so you can make the most of your work activities. You will need to spend some time researching, finding out and exploring work activities in order to identify where and how you can use oral, written and visual communication skills over the coming months. You must allow time to read, draft and proofread documents, prepare presentations, and set up discussions.</p>

Make a reasoned choice of methods

You must be familiar with the strengths and weaknesses of different ways of presenting information, including recording methods that can be used to aid planning, monitoring and reviewing processes, e.g. a Gantt chart/timeline. You must choose which ones to use in your work.

Identify relevant sources of information

You must check a range of different sources, including people who may be able to support you in developing your skills and completing the work. You must know how to use appropriate referencing and filing systems, and keep records of the sources you use.

C4.2 Monitoring progress

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>C4.2.1 Monitor your progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least:</p> <ul style="list-style-type: none"> • one group discussion about a complex subject • one document of at least 1,000 words about a complex subject. 	<p>Evidence of monitoring progress and adapting strategy may be through:</p> <ul style="list-style-type: none"> • written records of the candidate's reflections on the progress of the work and of feedback obtained and/or • written notes of discussions with appropriate persons, supported by witness statements. <p>Evidence must describe choices made, reasons for these, and judgements of their effectiveness.</p> <p>Evidence of group discussion may include minutes of meetings, audio/visual clips, and witness statements.</p> <p>For the document, evidence must include:</p> <ul style="list-style-type: none"> • notes of planning • at least one draft, with evidence of checking • full references for all sources used. 	<ul style="list-style-type: none"> • evaluate information obtained from discussions with others and from reference material, identifying opinion, possible bias and distortion of information when making judgements • synthesise information by identifying the various arguments and presenting your own interpretation in a way that brings together information coherently • communicate relevant information about complex subjects accurately and in a form, structure and style that suits your purpose • take a lead role in group discussions, clearly structuring what you say and using appropriate vocabulary, intonation and emphasis to make your points • write extended documents, structuring the material and presenting arguments and information in a logical sequence, and ensure that spelling, punctuation and grammar are correct 	<p>Evaluate information You must develop a 'critical eye' for assessing the quality and reliability of information from different sources, taking into account commercial, political, academic or personal interests that may influence content and presentation. You must check facts, research other sources, and ask additional questions.</p> <p>Synthesise information You must know how to look for logical relationships in the materials you use, identify the important ideas, and take a critical attitude towards the material by relating it to your own views and experience. You must bring together and combine information from a range of sources in order to present it consistently and coherently.</p> <p>Monitor and critically reflect You must know how to track, record, reflect on and evaluate your progress (the use of ICT may be helpful). You must identify reliable sources of feedback and use feedback</p>

- respond perceptively to contributions from others
- monitor and critically reflect on your use of communication skills including:
 - obtaining feedback from others
 - noting choices made and judging their effectiveness
- adapt your strategy as necessary to overcome difficulties and produce the quality of outcomes required.

constructively to help you monitor your performance and make decisions, e.g. on whether to adapt your overall strategy.

C4.3 Presenting outcomes and evaluating strategy

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>C4.3.1 Present the outcomes of your work, using at least one formal oral presentation.</p>	<p>Evidence must include the candidate's preparatory notes for the presentation. There must be additional evidence which may be in the form of:</p> <ul style="list-style-type: none"> • audio/visual clips of the presentation and/or • witness statements. <p>In the presentation, brief notes may be used as a prompt, but the candidate must not read these out.</p> <p>Assessors must look for:</p> <ul style="list-style-type: none"> • clarity of expression • appropriate use of vocabulary • the use of a variety of verbal, visual and other techniques • evidence that the presentation is well structured, with examples that are relevant to the audience • evidence that the audience has responded appropriately. 	<ul style="list-style-type: none"> • organise and clearly present relevant information, including your outcomes, illustrating what you say by making comparisons, providing examples that relate to the interests of the audience • use a variety of verbal, visual and other techniques to illustrate complex points in ways that suit your purpose, subject and audience • vary your use of vocabulary and grammatical expression to convey particular effects, enable fine distinctions to be made, achieve emphasis and engage your audience 	<p>Organise and clearly present relevant information</p> <p>You must know how to present information in ways that best suit your purpose, subject and audience, e.g. how to structure what you say coherently so that sequences of ideas and information, including outcomes, can be followed easily. You must use a range of techniques, such as diagrams or models, to support your argument and know when it is appropriate to use technical vocabulary and conventions.</p>
<p>C4.3.2 Evaluate the effectiveness of your strategy, and identify ways to further develop your communication skills.</p>	<p>Evidence must be written, but may be supported by a recorded discussion with an appropriate person.</p>	<ul style="list-style-type: none"> • evaluate the effectiveness of your strategy, identifying factors that had an impact on the outcomes • identify ways to further develop your communication skills. 	<p>Evaluate the effectiveness of your strategy</p> <p>You must be able to identify how your decisions, and the resources and people involved in your work, have influenced how you have tackled the activity and its outcomes. You must</p>

take into account the effect of your own strengths and weaknesses in communication.

Identify ways to further develop your communication skills

You must reflect on your overall level of communication skills and suggest areas where you need to improve, based on the experience you have gained in this activity. You must be able to identify opportunities that are available to you (e.g. for training, for changing working practices, or for tackling new kinds of tasks). You must discuss with a line manager, colleague or mentor how you might improve working methods, take advantage of new opportunities, and further develop your skills.

Communication Mandatory definitions

Note: The focus of this Mandatory definitions section is on the terms that are particularly relevant to the Communication standards.

accessible

Accessible contexts are contexts that are easy for the candidate to understand and to work in.

account(s)

An account is a description of an event or sequence of events, sometimes with evaluative comment.

activity

An activity includes a number of related tasks where the results of one task affect the carrying out of another.

agree

- Of subject and verb
In most cases the form of a verb changes according to its subject, so the verb and subject 'agree', for example 'I am'/'he is'/'they are'; 'I was'/'you were'; 'I like'/'she likes', 'I don't'/'he doesn't'.
- A format
Consider a variety of formats and, with guidance and confirmation from a tutor, teacher or trainer, choose one that is appropriate to a task.

appropriate

An appropriate text, word, utterance or style is suitably phrased for its intended audience and form. The use of 'appropriate' in the standards accepts that different contexts require different treatments. In this respect, it differs from 'correct', which is concerned with accuracy of grammar, spelling or punctuation.

assessor

An assessor is the person who is competent/trained and responsible for judging a candidate's performance against the standards at the appropriate level.

audience

The audience are the people addressed by a text, document, image or speaker. The term includes readers, listeners, film/television audiences and users of information technology.

audio/visual clips

Clips may be selected from a longer recording but must not be edited in any other way.

authentic (evidence)

Evidence that has been produced by the candidate with no more help, support or guidance than is permitted at the relevant level.

authenticate

To confirm that a candidate's evidence is authentic.

body language

Facial expressions, gestures, etc., that communicate feelings and attitudes that are not articulated in words. Meaning may differ from what is being said. Sometimes referred to as 'non-verbal communication' or NVC.

chart

For the purpose of the Communication skill, it is not necessary to distinguish between 'chart' and 'graph'. Examples include pie chart, bar chart, histogram, pictogram, frequency polygon, frequency chart or diagram, single or multiple line graph, and scatter graph with or without line of best fit.

check

To go through work for a second time (or more) and correct mistakes.

chronological

Chronological writing is organised in terms of sequences of events over time.

common

Common words, patterns of spelling and grammatical constructions are those that occur frequently and in non-specialist contexts.

complex

- Complex subjects or materials deal with abstract or sensitive issues and lines of enquiry that depend on clear reasoning which may not be immediately clear. The subject matter must have several strands and must be challenging to the candidate in terms of the ideas it presents. Specialist vocabulary and complicated sentence structures may be used.
- A complex sentence is a sentence with an independent clause and at least one dependent clause (subordinate clause). The dependent clause is introduced either by a conjunction such as 'although' or 'because', or by a relative pronoun such as 'who' or 'which'.

compound sentence

A compound sentence is created when two simple sentences are joined by conjunctions such as 'and', 'or' and 'but'.

confirm

To confirm a shared understanding is to check with the other person that you have correctly understood what they are saying and vice versa.

continuous (document)

A document in which sentences and paragraphs follow from each other, in contrast to a document made up only of single words, phrases or bullet points.

correct

'Correctness' in written communication includes the ability to spell, punctuate and apply the rules of grammar without making mistakes and at increasing levels of sophistication.

However, assessors should take fitness for purpose and the level of the task into account. Where a document is for personal use or for limited informal circulation, occasional slips are acceptable. Where a document is intended for public consumption (including formal circulation to colleagues in a work setting), where mistakes might be seen to reflect badly on the writer or on the organisation, it should be without mistakes. As only one or two written documents are required in evidence, candidates who check their work and correct any mistakes should be able to achieve this standard.

- **Spelling**

At Entry Levels 1, 2 and 3, where only one short document is required, the standards allow some mistakes in spelling.

At Level 1, one or two spelling mistakes in a document are permitted, as long as these are not repeated in the second document. The same applies at Levels 2 and 3, providing that meaning is still clear. Untypical, one-off slips can therefore be overlooked. The same mistake occurring more than once in a single document counts as a single mistake. At Level 4, there must be no spelling mistakes.

- **Punctuation**

At Entry Levels 1, 2 and 3, the standards make specific and limited demands for correct punctuation. The requirements increase at each level until, at Levels 3 and 4, all punctuation that is used must be correct.

Where a candidate is using punctuation that is beyond the demands of the standards at the level at which they are working, mistakes should not be penalised.

- **Grammar**

At Entry Level 1, the standards require only that the candidate can construct simple sentences. The requirements increase at each level, including (from Entry Level 3 onwards) the correct use of conjunctions, paragraphs and grammar.

Where a candidate is using grammar or sentence structures that are beyond the demands of the standards at the level at which they are working, mistakes should not be penalised.

Note: At all levels, evidence must show that candidates have checked that their work is correct, whether it is handwritten or word-processed, and that they have made any necessary corrections.

decode

To translate the visual code of letters into a word.

description/descriptive

Provide information about an event, object, place, etc., without passing judgement on it or offering an explanation. Makes greater use of adjectives and figurative language than other forms of writing.

detailed reading

A form of reading at the opposite end of the spectrum from skimming or scanning. Detailed reading involves careful reading in order to extract specific information, but also to gain a complete understanding of the text's intentions and the way in which language choice and syntax combine to produce a particular message.

diagram

Any graphical method of representation, other than a chart or graph, where scale is or is not a factor. Examples include: scale drawing, plan or workshop drawing, circuit drawing, 3-D representation, flow chart, critical path or network diagram, and organisation chart. See also 'chart'.

discussion

At Entry Level 1, a discussion may be one-to-one. At higher levels, it must involve at least two other people. At all levels, the other person(s) must not be/include the assessor. Discussions must be purposeful in relation to the candidate's work, life, etc.

document

Any written, printed, or on-screen material that includes words is a document.

establish

To establish a shared understanding is to discuss until all parties are agreed. See also 'confirm'.

everyday

Describes text, language and situations that fall within the daily experience of most people in non-specialist contexts.

evidence

At Levels 1 to 4 only, candidates have to produce a portfolio of evidence to demonstrate that they have the skills required to satisfy the requirements of the standards. Evidence can include written material, computer printouts, artwork, photographs, artefacts, audio and/or video recordings, and witness statements/testimony. See also 'portfolio' and 'witness statement'.

At Entry level, candidates have to demonstrate that they have the skills to meet the requirements of the qualification by completing awarding body designed assessments. These are regarded as evidence and could also include written material, computer printouts, artefacts, audio and/or video recordings, and witness statements/testimony. See also 'portfolio' and 'witness statement'.

explanation

An explanation makes something (for example a piece of writing, or something that is said) more clear by giving more detail and, where appropriate, describing its causes and consequences. An explanation will often use words such as 'so', 'therefore' and 'because'.

extended

- Period of time
At Level 4, an extended period of time is likely to be at least three months.
- Documents
At Level 4, an extended document will be at least 1,000 words and is likely to include several parts or sections.

familiar

Describes contexts, situations, audiences, sources, topics or words of which the candidate has prior knowledge or experience.

fit/fitness for purpose

- Information must be evaluated and selected, taking into account the authority of sources, and the currency, relevance, bias, etc., of the information.
- Text and/or images and/or numbers must be presented in ways that will help the audience to understand the information that is being presented.
- Information must be laid out and presented in ways that meet the purpose of the task or activity and are appropriate to the nature of the audience. See also 'purposeful'.

formal

- Formal language is characterised by more elaborate grammatical structures and by more conservative vocabulary, for example 'obtain' rather than 'get', 'gratuity' rather than 'tip'.
- A formal discussion or situation is where there are rules of conduct, for example a meeting. A purposeful formal discussion might be:
 - a group/team meeting to discuss a project
 - a workplace discussion about a product or proposed procedure
 - a review of a recent event or assignment
 - a classroom or workplace discussion about a current topic or problem.

format

The way in which a text is arranged or presented (for example as a business letter, memo, leaflet, essay, report, video, audiotape) or the way in which it is structured (for example the use made of headings, subheadings, diagrams, photographs with captions).

gist

The main point or idea of a text or discussion. Reading or listening for gist is therefore reading or listening to identify only the main point or points.

given

Refers to a task, text or source that is provided to the candidate by the teacher, tutor or trainer, rather than the candidate having to find, identify or choose it for themselves.

graph

See 'chart'.

graphic knowledge

The ability to understand the key features of a language's writing system, including the basic shape of the letters, the plural form of nouns, spelling patterns in verb endings, the difference between upper and lower case, etc. The term may also be used to refer to understanding of the other features of a text (for example typographical or visual) that hold clues to its meaning.

group

A group is made up of three or more individuals. For assessment purposes, a group must not include the assessor.

image

In Communication, images include photographs, models, plans, sketches, diagrams, pictures, graphs and charts. Whichever form the image takes, it must be fit for purpose and must aid understanding of the written or spoken text.

A 'simple image' might be a picture, sketch or diagram that shows simple information and requires very little interpretation.

A table of text or numbers does not count as an image for Communication.

independence/independent/independently

Making choices or decisions without consulting a teacher, tutor or trainer in the first instance, though perhaps asking advice or seeking confirmation later. Includes being able to recognise when it is appropriate to ask for advice or seek confirmation.

informal

Informal language is more colloquial than formal language, uses simple grammatical structures and less technical or complex vocabulary.

instruction/instructional

Describes text written to help readers do something properly, for example recipes, vehicle repair manuals, self-assembly instructions. Instructional text tends to use imperative verbs and to provide step-by-step instruction.

interpret/interpretation

Explain the meaning of, for example, symbols, information, results.

key words

The words that carry the substance of a phrase or the meaning of a sentence. Identifying the key words of a text is therefore a means of understanding its gist. The term is also applied to those words in any subject that candidates have to understand if they are to progress.

language

Includes vocabulary and phrasing. May be formal or informal, as appropriate to context.

legible

For handwritten text, has its everyday meaning of 'readable'. For word-processed text it means avoiding fonts, layouts, etc., that make the text hard to read. Legible text is fit for purpose.

narrative

Describes text that recounts events, often in chronological order. Narrative text may be purely fictional, it may include some information, or it may be in prose or poetic form.

non-verbal communication

See 'body language'.

organisational features (of a document)

Refers to those aspects of the visual display of text that give a clue to its status and to its relation to other pieces of text. Such features include: contents pages, chapter headings and other subheadings, bulleted lists, captions to photographs and illustrations, text presented in display boxes, tables, footnotes, indexes, etc.

personal details/information

May include name(s), address, age, date of birth, postcode.

personal key words

Refers to those words that are important to candidates in terms of their daily lives. No two people's personal key words will be the same, since they will include the person's address, the names of family members, employer's name and address, and so on.

persuasive

To be persuasive is to try to influence or convince the reader. A continuous, persuasive text typically consists of a statement of the viewpoint, arguments and evidence for this thesis, possibly some arguments and evidence supporting a different view and a final summary or recommendation. Other types of persuasive texts (for example advertisements) use a combination of textual features including words, sounds and images, in order to persuade.

phonic

Relates to vocal, or speech, sounds.

portfolio

A portfolio is a file, folder or other means of storing and presenting the evidence that the candidate is submitting for final/summative assessment. It may include a variety of types of evidence (for example written, video, audio, artifact) and may be in hard copy, electronic (often referred to as an e-portfolio), or a combination of these.

present (verb)

Unless otherwise specified in the standards, candidates may present the results of their work in written or spoken form, or a combination of these.

presentation

See 'talk/presentation'.

purposeful

Related to the purpose of the task or activity. Evidence must be generated in the context of a task or activity that satisfies some purpose in the candidate's work or leisure. Evidence that is collected simply to satisfy the requirements of the candidate's portfolio is not purposeful and does not meet the assessment requirement. See also 'fit/fitness for purpose'.

range

Refers to three or more questions, topics, contexts, sources, etc.

regular

An adjective used to describe words, typically verbs and nouns, that conform to general rules, for example simply adding an 's' to make a plural, or 'ing' to make a present participle.

repeated language patterns

Describes the repetition of vocabulary and the recurrence of structural features in grammar and spelling that enable the learner to accurately predict the sound and sense of words and constructions, and therefore obtain meaning from text.

scan

To look over a text very quickly, trying to find information by locating key words.

short

Denotes words, sentences and texts of such a length as to be readily accessible to candidates and to enable them to experience a sense of achievement at having successfully decoded or written them.

sight vocabulary

Words that a learner recognises on sight without having to decode them or work them out.

sign

A notice that includes words and/or symbols to inform the 'reader', for example a road sign, a signpost. See also 'symbol'.

simple

Indicates a basic, uncomplicated meaning or structure. A simple sentence structure, for example, follows the standard pattern of subject, verb (and, optionally, object); a simple narrative will follow a chronological sequence and be told from one viewpoint only. See also 'straightforward'.

skim

To read to get an initial overview of the subject matter and main ideas of a passage.

sources

May be other people, printed material, electronic material (for example the internet), broadcasts, etc. The range and complexity of sources will increase as the demands of a problem or task increase through the levels.

speak clearly

Refers to volume, enunciation and vocabulary.

specialist (language/words)

Words that are specific to a particular context, for example skill, occupation, leisure interest.

straightforward

Describes subjects and materials that candidates often meet in their work, studies or other activities. Straightforward content is put across in a direct way so that the main points are easily identifiable; sentence structures are simple and candidates will be familiar with the vocabulary. See also 'simple'.

structure

The 'structure' of a talk/presentation or of a written document is the way it is organised to help the audience or reader follow and understand what is being said or what is written. For example, there will be an introduction, a middle section, and a conclusion, with information and arguments being presented in a logical order.

symbol

- Letter, numeral, figure or other mark that represents a number, an operation or another mathematical idea, for example V (Roman symbol for five), > (is greater than).
- A design or motif, for example on a notice or piece of equipment, that informs the 'reader' of content or meaning, for example the symbol for radioactivity, the symbol for high-voltage electricity.

See also 'signs'.

synthesise

To synthesise information is to go beyond simply summarising findings from reading. It involves assessing and sorting facts, opinions and ideas from a range of sources and bringing them together to present a consistent and coherent interpretation.

table

An orderly arrangement of information, numbers or letters, usually in rows and columns.

talk/presentation

Indicates an oral address to an audience of at least three people, involving some degree of formality for a specific purpose.

text

Words (and sometimes images) that are intended to communicate. Texts vary in form, purpose and length, as well as in presentation, for example on-screen or in print, etc.

types of document

Documents may be informative, instructional, persuasive, etc.

unfamiliar

This is the opposite of 'familiar'. See 'familiar'.

valid

Valid evidence is evidence that gives a true picture of the work of the candidate and is directly relevant to the required standard.

witness statement

A statement (sometimes called 'witness testimony') that confirms that the candidate has demonstrated the skill(s) in question (for example a discussion) at the required standard. The statement must be signed by a competent person, that is, a person who was present when the candidate demonstrated their competence and who is, in the opinion of the assessor, capable of making a reliable, fair and unbiased judgment in relation to the required standard.

Where used, a witness statement should include the date, the name, signature and contact details of the witness, and details of the context in which the observation took place. There must also be a very short note of the witness' role, for example workplace supervisor, geography teacher, youth group leader.

The assessor must confirm the authenticity and the validity of a witness statement; they may need both to confirm with the witness that the statement is genuine and to check that the witness understands the requirements of the standard.

A witness statement must not be the sole form of evidence that a candidate has achieved the standard.

Application of Number – progression

Introduction

The aim of the Application of Number standards is to encourage candidates to develop and demonstrate their skills in using number to tackle a task, activity or problem by collecting and interpreting information involving numbers, carrying out calculations, interpreting results and presenting findings. The standards are essentially concerned with developing and recognising candidates' ability to select and apply numerical, graphical and related mathematical skills in ways that are appropriate to their particular context. However, they can also be used to help individuals make connections with less-familiar contexts and develop their ability to progress to higher levels of competence.

Techniques such as being able to measure and read scales, carry out specific calculations, or draw a particular type of diagram, are essential, but so too are the skills of interpretation (for example of information from tables, graphs or charts), selecting appropriate methods to process data, describing what findings show, and taking account of purpose and audience when presenting results (whether on paper, on-screen, or to a live audience). The techniques and skills of application contribute both to understanding a task, activity or problem and to deciding on the best course of action. The standards are designed to recognise candidates' progression in terms both of underpinning techniques and of the skills of application.

Progression through the levels is demonstrated by increasing ability to manage the whole process:

Understand and tackle a problem → collect and interpret data
→ carry out calculations → check results →
interpret results → present findings → reflect/review.

Each level of the skill incorporates and builds on the previous levels.

It is important to note that, where the wording of a standard is identical at different levels, the progression is inherent in another aspect of the standard. For example, the requirement to 'check that your results make sense' appears at all levels from Entry Level 1 to Level 3. The progression is inherent in the fact that the complexity and detail of the results to be checked will be more demanding at each level.

At the three **Entry levels** candidates are required to use number skills in familiar and accessible contexts. The number skills demanded by the situation or problem are clear and straightforward. Guidance and direction are provided by a teacher, tutor or trainer.

At **Level 1** candidates are required to handle simple numerical and graphical information and apply techniques in the context of short activities. Calculations will usually involve only one or two steps. Much of the numerical content will be concerned with whole numbers and the use of decimals in everyday contexts (for example in using money or taking measurements), and the use of common units of measurement.

At this level, candidates must cover all three of N1.1, N1.2 and N1.3, but are not required to combine them in a single task or activity. Evidence for each of these components may be presented separately.

At **Level 2** candidates are required to demonstrate and evidence their use of number skills in the context of at least one activity that covers all three of N2.1, N2.2 and N2.3. Such an activity will give them more scope to make decisions on how to identify and find the information they need, what calculations to use, and how best to present their findings. Calculations will involve two or more steps and a more demanding range of techniques and understanding. Candidates must know how to work with numbers of any size, including addition and subtraction of fractions, calculations involving area and volume, ratio, unit conversions, percentages and scaling, as well as the use of formulae and graphs.

At **Level 3** there is an increase in the complexity of activities and techniques needed to tackle the problem or task, and in the independence required of the candidate. Candidates are required to be responsible for planning and carrying through their use of number in the context of one or more activities that cover all three of N3.1, N3.2 and N3.3, including handling data from a relatively large data set. Compared with Level 2, calculations will involve several steps and rearranging formulae. Candidates must justify their approaches and methods, in addition to presenting, justifying and evaluating their findings. As at Level 2, at least one piece of work must show evidence of the whole process described above.

At **Level 4** the focus of the standard is on candidates developing and applying their number skills to their work, study or other activities over an extended period of time (for example about three months) with substantial independence. The extended time frame is to ensure that there are sufficient opportunities for the work to develop, as well as to allow time for candidates to monitor and critically reflect on their progress and the effectiveness of their number skills. This will enable them to adapt their strategy in response to new demands and feedback from others.

Candidates need to show that they can:

- plan strategically their use of number skills
- apply these skills effectively and for a purpose over time
- monitor and review their work, including the development of their skills
- reflect critically on their progress.



Application of Number: progression: evidence

Important notes:

1. Each level of the skill incorporates and builds on the previous levels.
2. This section must be read in association with the 'Amplification of evidence requirements' and 'Application of Number Mandatory definitions' sections which provide mandatory detail about each component and are a constituent part of the standards.

Note 1

At Level 2 and at Level 3, you must carry out at least one activity that shows your skills in all three of 'Understand numerical data' (N2.1/N3.1), 'Carry out calculations' (N2.2/N3.2 (a, b, c or d)) and 'Interpret results and present findings' (N2.3/N3.3). If you need to carry out additional activities to meet all the requirements of N2.2/N3.2 (a, b, c, d), each activity must include tasks for N2.1/N3.1 and N2.2/N3.2, **or** N2.2/N3.2 and N2.3/N3.3.

You must provide evidence that you can:

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
Understand numerical data	<p>NE1.1.1 Confirm that you understand a given practical problem or task involving numbers and measures</p> <p>NE1.1.2 Confirm how you will tackle it</p>	<p>NE2.1.1 Confirm that you understand a given practical problem or task involving numbers, measures and simple shapes</p> <p>NE2.1.2 Confirm how you will tackle it</p>	<p>NE3.1.1 Confirm that you understand a given practical problem or task involving numbers, measures, simple shapes, and diagrams</p> <p>NE3.1.2 Confirm how you will tackle it</p>	<p>N1.1.1 Understand and describe at least one given practical problem or task that involves a range of numerical data and information</p> <p>N1.1.2 Agree with an appropriate person how you will tackle it</p>	<p>See Note 1 above</p> <p>N2.1.1 Help to identify and describe at least one practical problem or task that involves a range of numerical data and information</p> <p>N2.1.2 Confirm with an appropriate person how you plan to tackle it</p>	<p>See Note 1 above</p> <p>N3.1.1 Identify, analyse and accurately describe at least one practical problem or task that involves a range of numerical data and information</p> <p>N3.1.2 Plan how you will tackle it</p>

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
	<p>NE1.1.3 Read and understand given data from two sources to meet the purpose of your task</p>	<p>NE2.1.3 Read, understand and record data from two different sources to meet the purpose of your task</p> <p>Your sources must include a simple diagram</p>	<p>NE3.1.3 Obtain, read, understand and record data from at least two sources to meet the purpose of your task</p> <p>Your sources must include a simple diagram</p>	<p>N1.1.3 Obtain relevant numerical data and information from at least two sources to meet the purpose of your task</p> <p>Your sources must include at least one of a table, a chart, a graph, or a diagram</p>	<p>N2.1.3 Collect relevant numerical data and information from a range of sources to meet the purpose of your task</p> <p>Your sources must include at least two of a table, a chart, a graph or a diagram</p>	<p>N3.1.3 Collect relevant numerical data and information from a range of sources to meet the purpose of your task</p> <p>Your sources must include at least two of a table, a chart, a graph or a diagram, of which at least one must be complex, and a large data set</p>
Carry out calculations	<p>NE1.2.1 Use the data you have obtained to carry out calculations to do with amounts or sizes that are relevant to your task</p>	<p>NE2.2.1 Use the data you have obtained to carry out calculations to do with amounts or sizes that are relevant to your task</p>	<p>NE3.2.1 Use the data you have obtained to carry out calculations relevant to your task to do with:</p> <p>a) amounts or sizes b) proportion</p>	<p>N1.2.1 Use appropriate methods to get the results you need and describe the methods you have used</p> <p>N1.2.2 Use the data and information you have obtained to carry out calculations relevant to your task to do with:</p> <p>a) amounts or sizes b) scales or proportion c) handling statistics</p>	<p>N2.2.1 Use appropriate methods to get the results you need and explain the methods you have used</p> <p>N2.2.2 Use the data and information you have obtained to carry out calculations relevant to your task to do with:</p> <p>a) amounts or sizes b) scales or proportion c) handling statistics d) using formulae</p>	<p>N3.2.1 Choose and use appropriate methods to get the results you need and justify the methods you have used</p> <p>N3.2.2 Use the data and information you have obtained to carry out calculations relevant to your task to do with:</p> <p>a) amounts or sizes b) scales or proportion c) handling statistics d) using formulae</p>

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
Interpret results and present findings	NE1.3.1 Present your findings	NE2.3.1 Present your findings	NE3.3.1 Present your findings	N1.3.1 Present your findings using charts, graphs or diagrams	N2.3.1 Select two different ways to present your results, using charts or graphs, and tables or diagrams appropriate to your audience	N3.3.1 Select and justify two different ways to present your results, using charts or graphs, and tables or diagrams appropriate to your audience
	NE1.3.2 Show how your results meet the purpose of your task	NE2.3.2 Describe how your results meet the purpose of your task	NE3.3.2 Explain how your results meet the purpose of your task	N1.3.2 Describe what your results tell you and explain how they meet the purpose of your task	N2.3.2 Present and explain your methods and findings and explain how they meet the purpose of your task and are appropriate to your audience	N3.3.2 Present and explain your methods and findings and justify how they meet the purpose of your task and are appropriate to your audience

Access statement

Candidates with particular disabilities may be unable to show that they are competent by providing all their evidence in the form specified in these standards.

For such candidates, reasonable adjustments to the evidence requirements may be allowed in appropriate circumstances. In some cases, exemptions may be permissible. Further detail on reasonable adjustments and exemptions for candidates with particular disabilities can be found on pages 8 and 9.

Application of Number: progression: skills

Important notes:

1. Each level of the skill incorporates and builds on the previous levels.
2. This section must be read in association with the 'Amplification of evidence requirements' and 'Application of Number Mandatory definitions' sections which provide mandatory detail about each component and are a constituent part of the standards.

In order to show that you are competent, you need to know how to:

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
Understand numerical data	<ul style="list-style-type: none"> • check with an appropriate person that you understand the problem or task and how you will tackle it • read and understand information given by numbers and symbols in simple graphical, numerical and written material 	<ul style="list-style-type: none"> • check with an appropriate person that you understand the problem or task and how you will tackle it • read, understand and extract information given by numbers, symbols, lists, simple tables, simple diagrams, charts and block graphs in numerical and written material 	<ul style="list-style-type: none"> • check with an appropriate person that you understand the problem or task and how you will tackle it • read, understand and extract information given by numbers, symbols, lists, tables, simple diagrams, charts and block graphs used for different purposes and in different ways in numerical and written material 	<ul style="list-style-type: none"> • check with an appropriate person that you understand the problem or task and agree how you will tackle it • read, understand and extract information from tables, diagrams, charts, and simple graphs 	<ul style="list-style-type: none"> • work with an appropriate person to help you identify and describe the problem or task and confirm how you will tackle it • read, understand and extract information from tables, diagrams, charts, and simple graphs 	<ul style="list-style-type: none"> • identify, analyse and accurately describe the problem or task and its sub-problems • plan how you will tackle the problem by breaking it down into a series of tasks • plan how you will obtain the data and information you need • read, understand and extract information from tables, diagrams, charts and graphs

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
	<ul style="list-style-type: none"> relate familiar events to: <ul style="list-style-type: none"> times of day (using o'clock times or parts of the day) days of the week seasons of the year use whole numbers to measure and make observations 	<ul style="list-style-type: none"> read and record time in common date formats, and understand time displayed on analogue and 12-hour digital clocks in hours, half-hours and quarter-hours make numerical comparisons from block graphs use whole numbers and simple fractions to measure and make observations collect simple numerical information to help your understanding 	<ul style="list-style-type: none"> make numerical comparisons from bar charts and pictograms use whole numbers, fractions and decimals to measure and make observations make observations and record numerical information using a tally 	<ul style="list-style-type: none"> read and understand numbers presented in different ways, including large numbers in figures or words, simple fractions, decimals, percentages, ratios and negative numbers collect and record data from accurate observations 	<ul style="list-style-type: none"> read and understand numbers presented in different ways collect and record data from making accurate observations 	<ul style="list-style-type: none"> collect, obtain, read, understand, select and record relevant data and information from different sources, including at least one data set of a size appropriate to a planned activity, and use this to meet the purpose of the activity

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
	<ul style="list-style-type: none"> • use shape and space to help your understanding • use information from lists and simple diagrams to help your understanding • copy a given process or routine to increase your understanding. 	<ul style="list-style-type: none"> • read simple scales to the nearest labelled division • use shape and space to record simple information • use information from lists, tables, simple diagrams and block graphs to help your understanding • follow a given process or routine to increase your understanding. 	<ul style="list-style-type: none"> • read simple scales • use shape and space to record information • use numerical information from lists, tables, diagrams and simple charts to help your understanding. 	<ul style="list-style-type: none"> • read scales on familiar measuring equipment using everyday units • use scales on diagrams to find and interpret information • use shape and space to record measurements and make observations. 	<ul style="list-style-type: none"> • read scales on a range of equipment to given levels of accuracy • use shape and space to record relevant measurements and make accurate observations • estimate amounts and proportions • understand compound measures. 	<ul style="list-style-type: none"> • make accurate and reliable observations over time and use suitable equipment to measure in a variety of appropriate units • group data into classes of width appropriate to the data • use estimation to help you plan, multiplying and dividing numbers of any size • read and understand ways of writing very large and very small numbers • understand compound measures.

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
Carry out calculations	<ul style="list-style-type: none"> • use methods you have been given • work to the levels of accuracy you have been given • count reliably up to 10 items • read, write, order and compare whole numbers up to 10 including zero • add single-digit numbers with totals to 10, and subtract single-digit numbers from whole numbers up to 10 	<ul style="list-style-type: none"> • use methods you have been given • work to the levels of accuracy you have been given • count reliably up to 20 items • read, write, order and compare whole numbers up to 100 • add and subtract two-digit whole numbers • multiply using single-digit whole numbers 	<ul style="list-style-type: none"> • use methods and materials you have been given to get the results you need • work to the levels of accuracy you have been given • count, read, write, order and compare whole numbers up to 1000 • add and subtract using three-digit numbers • multiply two-digit whole numbers by single-digit whole numbers 	<ul style="list-style-type: none"> • identify and use methods and calculations that are suitable for your task • work to the levels of accuracy you have been given • add and subtract, with whole numbers and simple decimals, with and without calculator • multiply and divide a simple decimal by a whole number, with and without a calculator 	<ul style="list-style-type: none"> • identify and use methods and calculations that are appropriate for your task, including grouping data when this is appropriate • show clearly your methods of carrying out calculations and give the levels of accuracy of your results • carry out calculations involving two or more steps, with numbers of any size, with and without a calculator 	<ul style="list-style-type: none"> • identify and design methods that are appropriate for your task and justify your choice • carry out calculations clearly showing your methods • justify the levels of accuracy you have worked to • carry out multi-stage calculations with numbers of any size

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
	<ul style="list-style-type: none"> interpret +, – and = in practical situations for solving problems 	<ul style="list-style-type: none"> recall addition and subtraction facts to 10 approximate by rounding to the nearest 10 use and interpret +, –, x and = in practical situations for solving problems read, write and compare halves and quarters of quantities find halves and quarters of small numbers of items or shapes 	<ul style="list-style-type: none"> divide two-digit whole numbers by single-digit whole numbers and interpret remainders recall addition and subtraction facts to 20 recall simple multiplication facts approximate by rounding numbers less than 1000 to the nearest 10 or 100 estimate answers to calculations use and interpret +, –, x, ÷ and = in practical situations for solving problems read, write and understand common fractions recognise and use equivalent forms 	<ul style="list-style-type: none"> recall multiplication facts to 10 x 10 and make connections with division facts understand and find simple fractions and percentages recognise equivalencies between common fractions, percentages and decimals, and use these to find proportions of whole numbers 	<ul style="list-style-type: none"> use mental arithmetic involving whole numbers and simple fractions work with, and convert between, fractions, decimals and percentages 	<ul style="list-style-type: none"> use powers and roots use compound measures use mental arithmetic involving numbers, simple fractions, and percentages work out missing angles and sides in right-angled triangles from known sides and angles

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
	<ul style="list-style-type: none"> recognise and select coins and notes 	<ul style="list-style-type: none"> make amounts of money up to £1 in different ways using 1p, 2p, 5p, 10p, 20p and 50p coins calculate the cost in pence of more than one item, and the change from a transaction calculate the cost in whole pounds of more than one item, and the change from a transaction 	<ul style="list-style-type: none"> read, write and understand decimals up to two decimal places in practical contexts estimate, calculate and compare money by: <ul style="list-style-type: none"> adding and subtracting sums using decimal notation rounding sums to the nearest £1, 10p making approximate calculations read, measure and record time using: <ul style="list-style-type: none"> a.m. and p.m. common date formats digital clocks and analogue clocks to the nearest five-minute intervals 	<ul style="list-style-type: none"> add, subtract, multiply, divide and record sums of money read, measure and record time in common date and time formats 	<ul style="list-style-type: none"> calculate with sums of money and convert between currencies calculate, measure and record time in different formats 	<ul style="list-style-type: none"> calculate with sums of money in different currencies calculate, measure, record and compare time in different formats

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
	<ul style="list-style-type: none"> describe size, and use direct comparisons for the size of at least two items describe length, width and height, and use direct comparisons for length, width and height of items describe weight, and use direct comparisons for weight of items describe capacity, and use direct comparisons for capacity of items recognise and name common 2-D and 3-D shapes, including rectangle, square, circle and cube 	<ul style="list-style-type: none"> estimate, measure and compare length, weight and capacity using common standard and non-standard units read and compare positive temperatures in everyday situations recognise and name 2-D and 3-D shapes, including triangles, cylinders and pyramids describe the properties of common 2-D and 3-D shapes 	<ul style="list-style-type: none"> estimate, read, measure and compare length, capacity, weight and temperature using non-standard and standard units choose and use appropriate units and measuring instruments sort 2-D and 3-D shapes to solve practical problems using properties 	<ul style="list-style-type: none"> choose and use appropriate units and instruments to estimate, read, measure and compare length, weight, capacity, time and temperature calculate within a system by: <ul style="list-style-type: none"> adding and subtracting common units of measure converting units of measure in the system work out different properties of a variety of shapes, including perimeters, areas and volumes draw 2-D shapes in different orientations using grids 	<ul style="list-style-type: none"> estimate, measure and compare length, weight, capacity and temperature using metric and, where appropriate, imperial units calculate within a system and between systems using conversion tables and scales, and approximate conversion factors recognise and use common 2-D representations of 3-D objects solve problems involving 2-D shapes and parallel lines 	<ul style="list-style-type: none"> estimate, measure and compare dimensions and quantities using metric and, where appropriate, imperial units, and check the accuracy of estimates calculate within and between systems and make accurate comparisons draw 2-D representations of simple 3-D objects solve problems involving irregular 2-D shapes

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
	<ul style="list-style-type: none"> • sort and classify objects using a single criterion • understand everyday positional vocabulary • construct simple representations or diagrams using knowledge of numbers, measures or space and shape 	<ul style="list-style-type: none"> • sort and classify objects using two criteria • use positional vocabulary • represent information so that it makes sense to others 	<ul style="list-style-type: none"> • organise and represent information in different ways so that it makes sense to others 	<ul style="list-style-type: none"> • use ratios and proportion • use probability to show (using fractions, decimals and percentages) that some events are more likely to occur than others • find the average (mean) of up to 10 items • find the range for up to 10 items 	<ul style="list-style-type: none"> • work out actual dimensions from scale drawings • use proportion and calculate using ratios where appropriate • identify the range of possible outcomes of combined events through probability and record the information using diagrams or tables • compare sets of data of an appropriate size, using percentages, mean/median/mode • use range to describe the spread within sets of data • understand and use given formulae 	<ul style="list-style-type: none"> • work out actual dimensions from scale drawings and scale quantities up and down • work out proportional change • compare distributions, using measures of average and range, and estimate mean, median and range of grouped data • rearrange and use formulae, equations and expressions

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
	<ul style="list-style-type: none"> • use a calculator and methods you have been given to check your calculations • correct any errors • check that your results make sense. 	<ul style="list-style-type: none"> • use a calculator and methods you have been given to check your calculations • correct any errors • check that your results make sense. 	<ul style="list-style-type: none"> • calculate efficiently using whole numbers and decimals • use a calculator and methods you have been given to check your calculations • correct any errors • check that your results make sense. 	<ul style="list-style-type: none"> • calculate efficiently using whole numbers, fractions, and decimals • use different ways of checking your methods and calculations • identify and correct any errors • check that your results make sense. 	<ul style="list-style-type: none"> • calculate efficiently using whole numbers, fractions, decimals and percentages • check your methods and calculations • identify and correct any errors • check that your results make sense. 	<ul style="list-style-type: none"> • make multi-step calculations efficiently • use checking procedures to identify and correct errors in methods, calculations and results • check that your results make sense.

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
Interpret results and present findings	<ul style="list-style-type: none"> • use whole numbers, measures, objects or simple images as appropriate to present your results • use appropriate vocabulary to describe quantities and common measures 	<ul style="list-style-type: none"> • use whole numbers, common fractions, measures, lists, simple tables, simple charts, simple diagrams, and symbols as appropriate to present your results • use common units of measure to define quantities 	<ul style="list-style-type: none"> • use numbers, fractions, decimals, measures, tables, diagrams, charts or graphs, and symbols as appropriate to present your results • use common units of measure to define quantities 	<ul style="list-style-type: none"> • interpret the results of your calculations • show how your results relate to your problem or task • identify and describe more than one appropriate way to present your findings to a familiar given audience, including using charts or diagrams • using the correct units, use appropriate ways to present your findings, including a chart or graph, and a diagram • label your work correctly 	<ul style="list-style-type: none"> • understand what the results of your calculations mean in the context of your problem or task • identify and describe appropriate ways to present your findings to two different audiences, including numerical, graphical and written formats • construct tables, charts and graphs, and label with titles, scales, axes and keys appropriate to your purpose and audience • use more than one way to present your findings, including numerical, graphical and written formats 	<ul style="list-style-type: none"> • understand what the results of your calculations mean in the context of your problem or task • select and use appropriate methods to present and illustrate your findings, showing trends and making comparisons, including numerical, graphical and written formats • justify your choice of methods of presentation • construct and label tables, charts, graphs and diagrams using accepted conventions • describe and justify your choice of methods

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
	<ul style="list-style-type: none">• show how your results meet the purpose of your task.	<ul style="list-style-type: none">• describe how your results meet the purpose of your task.	<ul style="list-style-type: none">• explain how your results meet the purpose of your task.	<ul style="list-style-type: none">• describe what your results tell you and explain how they meet the purpose of your task.	<ul style="list-style-type: none">• describe your methods, highlight the main points of your findings, and explain how they meet your purpose.	<ul style="list-style-type: none">• describe what your results tell you• draw appropriate conclusions based on your findings, including how possible sources of error might have affected your results• explain how far your results meet your purpose• respond constructively to feedback.

Application of Number **Entry Level 1**

Amplification of evidence requirements

This is about demonstrating your skills in:

- understanding numerical data
- carrying out calculations
- interpreting results and presenting findings

in order to tackle problems or tasks that you meet in education, training, work and social roles.

Notes

1. You must provide evidence of your Application of Number skills, as they are specified in the first column of this amplification section. Your evidence must be in the form described in the second column ('Evidence requirements'). In order to provide this evidence, you will need to have the skills that are listed in the third column.
2. The subject matter and resources will be familiar to you (i.e. you have met them before) and accessible.
3. The 'Guidance' in the fourth column supports the requirements of the first three columns and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the standards that may be useful when you are developing the skill of Application of Number at Entry Level 1 and producing evidence of your work. It is not a mandatory part of the standards.
4. When producing evidence, many candidates have found that it is both more interesting and more effective to complete a task or activity that covers all three components (NE1.1, NE1.2 and NE1.3) as a continuous process. However, this is not a requirement.
5. The Mandatory definitions give the exact meaning of certain words in this section. You must always refer to them when you are developing your skills, gathering evidence, and preparing for assessment.
6. Witness statements must not be the only form of evidence that you provide. When you provide a witness statement, it must be supported by other evidence.

Evidence

At Entry level, the way in which you will be assessed for the qualification will be decided by your awarding body. The term 'evidence' is used in this section to refer to the work you produce for final assessment, in whatever form or context your awarding body requires it.

You must:

- Understand and tackle a problem or task → read and understand data → carry out calculations → check results → present findings.

All your calculations should ideally be set in a purposeful context, although stand-alone exercises are acceptable.

There must be evidence that all your work has been assessed and authenticated – there must be records/notes, written by a competent assessor, confirming that your work is your own and that it has achieved the required standard.

Access statement

Candidates with particular disabilities may be unable to show that they are competent by providing all their evidence in the form specified.

For such candidates, reasonable adjustments to the evidence requirements may be allowed in appropriate circumstances. In some cases, exemptions may be permissible. For details, please see the introduction to the standards.

NE1.1 Understand numerical data

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>NE1.1.1 Confirm that you understand a given practical problem or task involving numbers and measures.</p>	<p>Evidence must show that the candidate has understood the given problem or task.</p> <p>Evidence may be in the form of either:</p> <ul style="list-style-type: none"> • notes produced by the candidate (by hand or electronically) <p>or</p> <ul style="list-style-type: none"> • a witness statement. 	<ul style="list-style-type: none"> • check with an appropriate person that you understand the problem or task . . . 	<p>Confirm You must show that you understand the problem or task that you have been given (e.g. by repeating it in your own words and/or asking for more detail).</p>
<p>NE1.1.2 Confirm how you will tackle it.</p>	<p>Evidence must show that the candidate has understood how the task will be tackled.</p> <p>Evidence may be in the form of either:</p> <ul style="list-style-type: none"> • notes produced by the candidate (by hand or electronically) <p>or</p> <ul style="list-style-type: none"> • a witness statement. 	<p>. . . and how you will tackle it</p>	<p>Confirm You must show that you understand how you will tackle the task (e.g. by repeating instructions in your own words and/or asking for more detail).</p>

NE1.1.3

Read and understand given data from two sources to meet the purpose of your task.

Evidence must show that the candidate is clear about how the data meets their purpose.

Evidence must include data from at least two different sources.

At least one source must include a simple diagram.

Evidence must include:

- copies of source material
- details of the site(s) of observation/measurement
- records of data obtained.

- read and understand information given by numbers and symbols in simple graphical, numerical and written material
- relate familiar events to:
 - times of day (using o'clock times or parts of the day)
 - days of the week
 - seasons of the year
- use whole numbers to measure and make observations
- use shape and space to help your understanding
- use information from lists and simple diagrams to help your understanding
- copy a given process or routine to increase your understanding.

Simple graphical material You must know how to obtain information from simple diagrams, graphs or charts, such as a pie chart (e.g. to identify the number of people who went on holiday to England) or a block graph (e.g. to identify which TV programme is the most popular).

Measure and make observations

You must know how to use simple measuring instruments (e.g. a ruler or measuring jug) and how to make accurate observations (e.g. counting the number of people in a queue).

Copy a given process or routine

You must be able to carry out a process or routine after someone has shown you how to do it.

NE1.2 Carry out calculations

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>NE1.2.1 Use the data you have obtained to carry out calculations to do with amounts or sizes that are relevant to your task.</p>	<p>Evidence must show that the candidate can work with the methods and levels of accuracy that they have been given.</p> <p>Evidence must include notes of:</p> <ul style="list-style-type: none"> • how the candidate has checked their calculations • how the results make sense in relation to their task. <p>The latter may be in the form of a witness statement.</p>	<ul style="list-style-type: none"> • use methods you have been given • work to the levels of accuracy you have been given • count reliably up to 10 items • read, write, order and compare whole numbers up to 10 including zero • add single-digit numbers with totals to 10, and subtract single-digit numbers from whole numbers up to 10 • interpret +, – and = in practical situations for solving problems • recognise and select coins and notes • describe size, and use direct comparisons for the size of at least two items • describe length, width and height, and use direct comparisons for length, width and height of items • describe weight, and use direct comparisons for weight of items • describe capacity, and use direct comparisons for capacity of items • recognise and name common 2-D and 3-D shapes, including rectangle, square, circle and cube 	<p>Levels of accuracy You must know how to work to levels of accuracy given to you by your teacher, tutor or trainer, such as to the nearest pound.</p> <p>Check calculations You must always check for accuracy as the final step in your calculations. You must use a calculator and methods you have been given.</p> <p>Check that results make sense While your results may be based on accurate calculations, they may not ‘make sense’ or be fit for purpose in relation to the problem or task that you have tackled. You must check this.</p>

- sort and classify objects using a single criterion
- understand everyday positional vocabulary
- construct simple representations or diagrams using knowledge of numbers, measures or space and shape
- use a calculator and methods you have been given to check your calculations
- correct any errors
- check that your results make sense.

NE1.3 Interpret results and present findings

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>NE1.3.1 Present your findings.</p>	<p>Evidence must show that the candidate can, with guidance from a teacher, tutor or trainer, make appropriate choices of how to present their findings and results, with appropriate use of units.</p> <p>If ICT is used to produce graphics, evidence must show that the candidate has checked their accuracy and can explain them fully.</p> <p>While graphics must be produced on paper, evidence of understanding may be in the form of a witness statement.</p>	<ul style="list-style-type: none"> • use whole numbers, measures, objects or simple images as appropriate to present your results • use appropriate vocabulary to describe quantities and common measures 	<p>Present You must know how to present your findings and results effectively, using methods suggested by or agreed with your teacher, tutor or trainer.</p>
<p>NE1.3.2 Show how your results meet the purpose of your task.</p>	<p>Evidence must show that the candidate can:</p> <ul style="list-style-type: none"> • show the results of their calculations • show how they meet the purpose of their task. <p>Evidence may be in the form of either:</p> <ul style="list-style-type: none"> • notes produced by the candidate (by hand or electronically) <p>or</p> <ul style="list-style-type: none"> • a witness statement. 	<ul style="list-style-type: none"> • show how your results meet the purpose of your task. 	<p>Describe You must know how to show how your results relate to the problem or task you were given.</p>

Application of Number **Entry Level 2**

Amplification of evidence requirements

This is about demonstrating your skills in:

- understanding numerical data
- carrying out calculations
- interpreting results and presenting findings

in order to tackle problems or tasks that you meet in education, training, work and social roles.

Notes

1. Each level of the skill incorporates and builds on the previous level. For example, in NE2.2 the requirement to 'make amounts of money up to £1 in different ways using 1p, 2p, 5p, 10p, 20p and 50p coins' builds on 'recognise and select coins and notes' at Entry Level 1.
2. The subject matter and resources will be familiar to you (i.e. you have met them before) and accessible.
3. You must provide evidence of your Application of Number skills, as they are specified in the first column of this amplification section. Your evidence must be in the form described in the second column ('Evidence requirements'). In order to provide this evidence, you will need to have the skills that are listed in the third column.
4. The 'Guidance' in the fourth column supports the requirements of the first three columns and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the standards that may be useful when you are developing the skill of Application of Number at Entry Level 2 and producing evidence of your work. It is not a mandatory part of the standards.
5. When producing evidence, many candidates have found that it is both more interesting and more effective to complete a task or activity that covers all three components (NE2.1, NE2.2 and NE2.3) as a continuous process. However, this is not a requirement.
6. The Mandatory definitions give the exact meaning of certain words in this section. You must always refer to them when you are developing your skills, gathering evidence, and preparing for assessment.
7. Witness statements must not be the only form of evidence that you provide. When you provide a witness statement, it must be supported by other evidence.

Evidence

At Entry level, the way in which you will be assessed for the qualification will be decided by your awarding body. The term 'evidence' is used in this section to refer to the work you produce for final assessment, in whatever form or context your awarding body requires it.

You must:

- Understand and tackle a problem or task → read and understand data → carry out calculations → check results → present findings.

All your calculations should ideally be set in a purposeful context, although stand-alone exercises are acceptable.

There must be evidence that all your work has been assessed and authenticated – there must be records/notes, written by a competent assessor, confirming that your work is your own and that it has achieved the required standard.

Access statement

Candidates with particular disabilities may be unable to show that they are competent by providing all their evidence in the form specified.

For such candidates, reasonable adjustments to the evidence requirements may be allowed in appropriate circumstances. In some cases, exemptions may be permissible. For details, please see the introduction to the standards.

NE2.1 Understand numerical data

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>NE2.1.1 Confirm that you understand a given practical problem or task involving numbers, measures and simple shapes.</p>	<p>Evidence must show that the candidate has understood the given problem or task.</p> <p>Evidence may be in the form of either:</p> <ul style="list-style-type: none"> • notes produced by the candidate (by hand or electronically) <p>or</p> <ul style="list-style-type: none"> • a witness statement. 	<ul style="list-style-type: none"> • check with an appropriate person that you understand the problem or task . . . 	<p>Confirm You must show that you understand the problem or task that you have been given (e.g. by repeating it in your own words and/or asking for more detail).</p>
<p>NE2.1.2 Confirm how you will tackle it.</p>	<p>Evidence must show that the candidate has understood how the task will be tackled.</p> <p>Evidence may be in the form of either:</p> <ul style="list-style-type: none"> • notes produced by the candidate (by hand or electronically) <p>or</p> <ul style="list-style-type: none"> • a witness statement. 	<p>. . . and how you will tackle it</p>	<p>Confirm You must show that you understand how you will tackle the task (e.g. by repeating instructions in your own words and/or asking for more detail).</p>
<p>NE2.1.3 Read, understand and record data from two different sources to meet the purpose of your task.</p> <p>Your sources must include a simple diagram.</p>	<p>Evidence must show that the candidate is clear about how the data meets their purpose.</p> <p>Evidence must include data from at least two different sources.</p> <ul style="list-style-type: none"> • At least one source must include a simple diagram. • At least one source must require the candidate to read/collect and record data. 	<ul style="list-style-type: none"> • read, understand and extract information given by numbers, symbols, lists, simple tables, simple diagrams, charts and block graphs in numerical and written material • read and record time in common date formats, and understand time displayed on analogue and 12-hour digital clocks in hours, half-hours and quarter-hours 	<p>Read, understand, extract You must know how to obtain information from sources such as simple:</p> <ul style="list-style-type: none"> • diagrams (e.g. to understand the proposed location of a temporary building) • tables (e.g. a 2 x 3 cell matrix) • charts, such as a pie chart (e.g. to identify the number of people ordering each item on a menu)

Evidence must include:

- copies of source material
- details of the site(s) of observation/measurement
- records of data obtained.

- make numerical comparisons from block graphs
- use whole numbers and simple fractions to measure and make observations
- collect simple numerical information to help your understanding
- read simple scales to the nearest labelled division
- use shape and space to record simple information
- use information from lists, tables, simple diagrams and block graphs to help your understanding
- follow a given process or routine to increase your understanding.

- block graphs (e.g. to identify which salesperson had the most sales).

Measure and make observations

You must know how to use simple measuring instruments (e.g. a ruler or measuring jug) and how to make accurate observations (e.g. counting the number of people in a queue).

Record

You must record measurements and observations accurately and in a way that is fit for the purpose of your task (e.g. by filling in a simple form).

NE2.2 Carry out calculations

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>NE2.2.1 Use the data you have obtained to carry out calculations to do with amounts or sizes that are relevant to your task.</p>	<p>Evidence must show that the candidate can work with the methods and levels of accuracy that they have been given.</p> <p>Evidence must include notes of:</p> <ul style="list-style-type: none"> • how the candidate has checked their calculations • how the results make sense in relation to their task. <p>The latter may be in the form of a witness statement</p>	<ul style="list-style-type: none"> • use methods you have been given • work to the levels of accuracy you have been given • count reliably up to 20 items • read, write, order and compare whole numbers up to 100 • add and subtract two-digit whole numbers • multiply using single-digit whole numbers • recall addition and subtraction facts to 10 • approximate by rounding to the nearest 10 • use and interpret +, −, x and = in practical situations for solving problems • read, write and compare halves and quarters of quantities • find halves and quarters of small numbers of items or shapes • make amounts of money up to £1 in different ways using 1p, 2p, 5p, 10p, 20p and 50p coins • calculate the cost in pence of more than one item, and the change from a transaction 	<p>Levels of accuracy You must know how to work to levels of accuracy given to you by your teacher, tutor or trainer, such as to the nearest pound.</p> <p>Check calculations You must always check for accuracy as the final stage in your calculations. You must use a calculator and methods you have been given.</p> <p>Check that results make sense While your results may be based on accurate calculations, they may not 'make sense' or be fit for purpose in relation to the problem or task that you have tackled. You must check this.</p>

- calculate the cost in whole pounds of more than one item, and the change from a transaction
- estimate, measure and compare length, weight and capacity using common standard and non-standard units
- read and compare positive temperatures in everyday situations
- recognise and name 2-D and 3-D shapes, including triangles, cylinders and pyramids
- describe the properties of common 2-D and 3-D shapes
- sort and classify objects using two criteria
- use positional vocabulary
- represent information so that it makes sense to others
- use a calculator and methods you have been given to check your calculations
- correct any errors
- check that your results make sense.

NE2.3 Interpret results and present findings

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>NE2.3.1 Present your findings.</p>	<p>Evidence must show that the candidate can, with guidance from a teacher, tutor or trainer, make appropriate choices of how to present their findings and results, with appropriate use of units.</p> <p>If ICT is used to produce graphics, evidence must show that the candidate has checked their accuracy and can explain them fully.</p> <p>While graphics must be produced on paper, evidence of understanding may be in the form of a witness statement.</p>	<ul style="list-style-type: none"> • use whole numbers, common fractions, measures, lists, simple tables, simple charts, simple diagrams, and symbols as appropriate to present your results • use common units of measure to define quantities 	<p>Present You must know how to present your findings and results effectively, using methods suggested by or agreed with your teacher, tutor or trainer.</p>
<p>NE2.3.2 Describe how your results meet the purpose of your task.</p>	<p>Evidence must show that the candidate can:</p> <ul style="list-style-type: none"> • describe the results of their calculations • describe how they meet the purpose of their task. <p>Evidence may be in the form of either:</p> <ul style="list-style-type: none"> • notes produced by the candidate (by hand or electronically) <p>or</p> <ul style="list-style-type: none"> • a witness statement. 	<ul style="list-style-type: none"> • describe how your results meet the purpose of your task. 	<p>Describe You must know how to describe how your results relate to the problem or task you were given.</p>

Application of Number **Entry Level 3**

Amplification of evidence requirements

This is about demonstrating your skills in:

- understanding numerical data
- carrying out calculations
- interpreting results and presenting findings

in order to tackle problems or tasks that you meet in education, training, work and social roles.

Notes

1. Each level of the skill incorporates and builds on the previous levels. For example, while there is no mention of 'positional vocabulary' in the standards at Entry Level 3, you must know how to understand positional vocabulary because this is required at Entry Levels 1 and 2.
2. The subject matter and resources will be familiar to you (i.e. you have met them before) and accessible.
3. You must provide evidence of your Application of Number skills, as they are specified in the first column of this amplification section. Your evidence must be in the form described in the second column ('Evidence requirements'). In order to provide this evidence, you will need to have the skills that are listed in the third column.
4. The 'Guidance' in the fourth column supports the requirements of the first three columns and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the standards that may be useful when you are developing the skill of Application of Number at Entry Level 3 and producing evidence of your work. It is not a mandatory part of the standards.
5. When producing evidence, many candidates have found that it is both more interesting and more effective to complete a task or activity that covers all three components (NE3.1, NE3.2 and NE3.3) as a continuous process. However, this is not a requirement.
6. The Mandatory definitions give the exact meaning of certain words in this section. You must always refer to them when you are developing your skills, gathering evidence, and preparing for assessment.
7. Witness statements must not be the only form of evidence that you provide. When you provide a witness statement, it must be supported by other evidence.

Evidence

At Entry level, the way in which you will be assessed for the qualification will be decided by your awarding body. The term 'evidence' is used in this section to refer to the work you produce for final assessment, in whatever form or context your awarding body requires it.

You must:

- Understand and tackle a problem or task → read and understand data → carry out calculations → check results → present findings.

All your calculations should ideally be set in a purposeful context, although stand-alone exercises are acceptable.

There must be evidence that all your work has been assessed and authenticated – there must be records/notes, written by a competent assessor, confirming that your work is your own and that it has achieved the required standard.

Access statement

Candidates with particular disabilities may be unable to show that they are competent by providing all their evidence in the form specified.

For such candidates, reasonable adjustments to the evidence requirements may be allowed in appropriate circumstances. In some cases, exemptions may be permissible. For details, please see the introduction to the standards.

NE3.1 Understand numerical data

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>NE3.1.1 Confirm that you understand a given practical problem or task involving numbers, measures, simple shapes, and diagrams.</p>	<p>Evidence must show that the candidate has understood the given problem or task.</p> <p>Evidence may be in the form of either:</p> <ul style="list-style-type: none"> • notes produced by the candidate (by hand or electronically) <p>or</p> <ul style="list-style-type: none"> • a witness statement. 	<ul style="list-style-type: none"> • check with an appropriate person that you understand the problem or task . . . 	<p>Confirm You must show that you understand the problem or task that you have been given (e.g. by repeating it in your own words and/or asking for more detail).</p>
<p>NE3.1.2 Confirm how you will tackle it.</p>	<p>Evidence must show that the candidate has understood how the task will be tackled.</p> <p>Evidence may be in the form of either:</p> <ul style="list-style-type: none"> • notes produced by the candidate (by hand or electronically) <p>or</p> <ul style="list-style-type: none"> • a witness statement. 	<p>. . . and how you will tackle it</p>	<p>Confirm You must show that you understand how you will tackle the task (e.g. by repeating instructions in your own words and/or asking for more detail).</p>
<p>NE3.1.3 Obtain, read, understand and record data from at least two sources to meet the purpose of your task. Your sources must include a simple diagram.</p>	<p>At least one source must require the candidate to read/collect and record data.</p> <p>Evidence must include data that the candidate has obtained, read, understood and recorded from at least two sources.</p> <p>At least one source must include a simple diagram.</p>	<ul style="list-style-type: none"> • read, understand and extract information given by numbers, symbols, lists, tables, simple diagrams, charts and block graphs used for different purposes and in different ways in numerical and written material • make numerical comparisons from bar charts and pictograms 	<p>Obtain, read, understand, extract You must know how to obtain information from sources such as:</p> <ul style="list-style-type: none"> • tables (e.g. a table showing how many guests ordered each dish on a menu) • charts (e.g. a pie chart showing the proportion of businesses with each of a given range of employees)

Evidence must include:

- copies of source material
- details of the site(s) of observation/measurement
- records of data obtained.

- use whole numbers, fractions and decimals to measure and make observations
- make observations and record numerical information using a tally
- read simple scales
- use shape and space to record information
- use numerical information from lists, tables, diagrams and simple charts to help your understanding.

- block graph (e.g. that shows how many candidates achieved each grade in an examination)
- simple diagrams (e.g. an outline floor plan of a room).

Measure and make observations

You must know how to use simple measuring instruments (e.g. a thermometer or weighing machine) and how to make accurate observations (e.g. counting the number of cars in a car park at different times of the day).

Record

You must record measurements and observations accurately and in a way that is fit for the purpose of your task, using a tally where appropriate (e.g. when observing the number of passers-by a given point).

NE3.2 Carry out calculations

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>NE3.2.1 Use the data you have obtained to carry out calculations relevant to your task to do with:</p> <p>a) amounts or sizes b) proportion.</p>	<p>Evidence must show that the candidate can work with the methods, materials and levels of accuracy that they have been given.</p> <p>Evidence must include notes of:</p> <ul style="list-style-type: none"> • how the candidate has checked their calculations • how the results make sense in relation to their task. <p>The latter may be in the form of a witness statement.</p>	<ul style="list-style-type: none"> • use methods and materials you have been given to get the results you need • work to the levels of accuracy you have been given • count, read, write, order and compare whole numbers up to 1000 • add and subtract using three-digit numbers • multiply two-digit whole numbers by single-digit whole numbers • divide two-digit whole numbers by single-digit whole numbers and interpret remainders • recall addition and subtraction facts to 20 • recall simple multiplication facts • approximate by rounding numbers less than 1000 to the nearest 10 or 100 • estimate answers to calculations • use and interpret +, −, ×, ÷ and = in practical situations for solving problems • read, write and understand common fractions • recognise and use equivalent forms • read, write and understand decimals up to two decimal places in practical contexts 	<p>Carry out calculations Application of Number requires you to show that you can carry out a number of different types of calculations to do with ‘amounts or sizes’ and ‘proportion’. ‘Amounts or sizes’ is a single category. From each of these categories, you must present at least one example as evidence.</p> <p>a) Amounts or sizes You must know how to carry out calculations using:</p> <ul style="list-style-type: none"> • whole numbers • decimals up to two decimal places in practical contexts (e.g. to work with money). <p>b) Proportion You must know how to read, write and understand common fractions and decimals when expressing or comparing proportions.</p> <p>Levels of accuracy You must know how to work to levels of accuracy given to you by your teacher, tutor or trainer, such as to the nearest pound.</p>

- estimate, calculate and compare money by:
 - adding and subtracting sums using decimal notation
 - rounding sums to the nearest £1, 10p
 - making approximate calculations
- read, measure and record time using:
 - a.m. and p.m.
 - common date formats
 - digital clocks and analogue clocks to the nearest five-minute intervals
- estimate, read, measure and compare length, capacity, weight and temperature using non-standard and standard units
- choose and use appropriate units and measuring instruments
- sort 2-D and 3-D shapes to solve practical problems using properties
- organise and represent information in different ways so that it makes sense to others
- calculate efficiently using whole numbers and decimals
- use a calculator and methods you have been given to check your calculations
- correct any errors
- check that your results make sense.

Check calculations

You must always check for accuracy as the final stage in your calculations. You must use a calculator and methods you have been given.

Check that results make sense

While your results may be based on accurate calculations, they may not 'make sense' or be fit for purpose in relation to the problem or task that you have tackled. You must check this.

NE3.3 Interpret results and present findings

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>NE3.3.1 Present your findings.</p>	<p>Evidence must show that the candidate can, with guidance from a teacher, tutor or trainer, make appropriate choices of how to present their findings and results, with appropriate use of units.</p> <p>If ICT is used to produce graphics, evidence must show that the candidate has checked their accuracy and can explain them fully.</p> <p>While graphics must be produced on paper, evidence of understanding may be in the form of a witness statement.</p>	<ul style="list-style-type: none"> • use numbers, fractions, decimals, measures, tables, diagrams, charts or graphs, and symbols as appropriate to present your results • use common units of measure to define quantities 	<p>Present</p> <p>You must know how to present your findings and results effectively, using methods suggested by or agreed with your teacher, tutor or trainer.</p>
<p>NE3.3.2 Explain how your results meet the purpose of your task.</p>	<p>Evidence must show that the candidate can:</p> <ul style="list-style-type: none"> • describe the results of their calculations • describe how they meet the purpose of their task. <p>Evidence may be in the form of either:</p> <ul style="list-style-type: none"> • notes produced by the candidate (by hand or electronically) <p>or</p> <ul style="list-style-type: none"> • a witness statement. 	<ul style="list-style-type: none"> • explain how your results meet the purpose of your task. 	<p>Describe</p> <p>You must know how to explain how your results relate to the problem or task you were given.</p>

Application of Number **Level 1**

Amplification of evidence requirements

This is about demonstrating your skills in:

- understanding numerical data
- carrying out calculations
- interpreting results and presenting findings

in order to tackle problems or tasks that you meet in education, training, work and social roles.

Notes

1. Each level of the skill incorporates and builds on the previous levels. For example, in N1.2.2 the requirement to 'recall multiplication facts to 10 x 10 and make connections with division facts' builds on 'recall addition and subtraction facts to 20' (Entry Level 3).
2. The subject matter and resources will be straightforward (i.e. those that you often meet in the context in which you are working or studying). The content will be put across in a direct way so that you can easily identify the information you need to tackle problems or tasks.
3. You must provide evidence of your Application of Number skills, as they are specified in the first column of this amplification section. Your evidence must be in the form described in the second column ('Evidence requirements'). In order to provide this evidence, you will need to have the skills that are listed in the third column.
4. The 'Guidance' in the fourth column supports the requirements of the first three columns and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the standards that may be useful when you are developing the skill of Application of Number at Level 1 and producing evidence of your work. It is not a mandatory part of the standards.
5. When producing evidence, many candidates have found that it is both more interesting and more effective to complete a task or activity that covers all three components (N1.1, N1.2 and N1.3) as a continuous process. However, this is not a requirement.
6. The Mandatory definitions give the exact meaning of certain words in this section. You must always refer to them when you are developing your skills, gathering evidence, and preparing for assessment.
7. Witness statements must not be the only form of evidence that you provide. When you provide a witness statement, it must be supported by other evidence.

Evidence

At Level 1, you will be assessed via a portfolio of evidence. The term 'evidence' is used in this section to refer to the work you produce for final assessment.

You must:

- Understand and tackle a problem or task → obtain and interpret data → carry out calculations → check results → interpret results → present findings.

All your calculations should ideally be set in a purposeful context, although stand-alone exercises are acceptable.

There must be evidence that all your work has been assessed and authenticated – there must be records/notes, written by a competent assessor, confirming that your work is your own and that it has achieved the required standard.

Access statement

Candidates with particular disabilities may be unable to show that they are competent by providing all their evidence in the form specified.

For such candidates, reasonable adjustments to the evidence requirements may be allowed in appropriate circumstances. In some cases, exemptions may be permissible. For details, please see the introduction to the standards.

N1.1 Understand numerical data

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>N1.1.1 Understand and describe at least one given practical problem or task that involves a range of numerical data and information.</p>	<p>Evidence must show that the candidate has understood and described the given problem or task.</p> <p>Evidence must normally be in the form of notes produced by the candidate (by hand or electronically).</p>	<ul style="list-style-type: none"> • check with an appropriate person that you understand the problem or task . . . 	<p>Check You must be able to show that you understand the problem or task that you have been given (e.g. by repeating it in your own words and/or asking for more detail).</p>
<p>N1.1.2 Agree with an appropriate person how you will tackle it.</p>	<p>Evidence must show that the candidate has contributed to deciding how the task will be tackled.</p> <p>Evidence must normally be in the form of notes produced by the candidate (by hand or electronically).</p>	<p>. . . and agree how you will tackle it</p>	<p>Agree You must be able to discuss and agree with an appropriate person how to tackle a problem or task, i.e. you will make the decision jointly with a teacher, tutor or supervisor.</p>
<p>N1.1.3 Obtain relevant numerical data and information from at least two sources to meet the purpose of your task.</p> <p>Your sources must include at least one of a table, a chart, a graph, or a diagram.</p>	<p>Evidence must show that the candidate is clear about how the data/information they obtain meets their purpose.</p> <p>Evidence must include data/information obtained from at least two different sources. At least one source must include a table, chart, graph or diagram.</p> <p>Evidence must include:</p> <ul style="list-style-type: none"> • copies of source material • details of the site(s) of observation/measurement • records of data/information obtained. 	<ul style="list-style-type: none"> • read, understand and extract information from tables, diagrams, charts and simple graphs • read and understand numbers presented in different ways, including large numbers in figures or words, simple fractions, decimals, percentages, ratios and negative numbers • collect and record data from accurate observations • read scales on familiar measuring equipment using everyday units 	<p>Read, understand, extract You must know how to obtain information from:</p> <ul style="list-style-type: none"> • tables, such as a timetable or price list • charts, such as a pictogram, pie chart or bar chart (e.g. to identify the number of items sold on a given day, the sales for a week or the day with the most sales) • single line graphs (e.g. to identify the temperature at given times of day, or the time of day when the temperature was highest or lowest)

- use scales on diagrams to find and interpret information
- use shape and space to record measurements and make observations.

- diagrams, such as a simple map, workshop drawing or plan using a scale such as $10\text{mm} = 1\text{m}$.

Read and understand numbers You must know how to deal with numbers presented in different ways, e.g. write down spoken numbers such as 'one thousand and fifty', or 'three-fifths', recognise decimal fractions, know that one-third is a bit more than 30% or 0.3.

Collect, record

You must know how to read numbers from scales on familiar measuring equipment (e.g. from a thermometer, tape measure, or measuring jug), and how to make accurate observations (e.g. when carrying out stock checks) using everyday units such as minutes, millimetres, litres, grams, degrees.

You must record measurements and observations accurately and in a way that is fit for the purpose of your task.

N1.2 Carry out calculations

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>N1.2.1 Use appropriate methods to get the results you need and describe the methods you have used.</p>	<p>Evidence must show that the candidate can identify and describe the methods and calculations that are suitable for getting the results they need.</p> <p>Evidence of describing methods must normally be in the form of notes produced by the candidate (by hand or electronically).</p>	<ul style="list-style-type: none"> • identify and use methods and calculations that are suitable for your task 	<p>Identify methods and calculations You must know how to select the method and calculation you need for a task, e.g. 'I must multiply these numbers' or 'I must divide by 100'.</p> <p>Describe You must be able to make notes of or talk through your methods and what you did to achieve your purpose.</p>
<p>N1.2.2 Use the data and information you have obtained to carry out calculations relevant to your task to do with:</p> <p>a) amounts or sizes b) scales or proportion c) handling statistics.</p>	<p>Evidence must show that the candidate:</p> <ul style="list-style-type: none"> • has used data and information from N1.1 • is clear about the purpose and relevance of their calculations. <p>Evidence for the second bullet may be in the form of either:</p> <ul style="list-style-type: none"> • notes or • a witness statement. <p>Evidence must include calculations (at least one from each category) relating to:</p> <ul style="list-style-type: none"> • amounts or sizes • scales or proportion • handling statistics <p>and must show how the candidate has checked their methods and calculations.</p>	<ul style="list-style-type: none"> • work to the levels of accuracy you have been given • add and subtract, with whole numbers and simple decimals with and without a calculator • multiply and divide a simple decimal by a whole number, with and without a calculator • recall multiplication facts to 10 x 10 and make connections with division facts • understand and find simple fractions and percentages • recognise equivalencies between common fractions, percentages and decimals, and use these to find proportions of whole numbers 	<p>Carry out calculations Application of Number requires you to show that you can carry out a number of different types of calculations (amounts or sizes; scales or proportion; handling statistics). 'Amounts or sizes' is a single category. 'Scales or proportion' is another single category. From each of these categories, you must present at least one example as evidence.</p> <p>You must be able to carry out calculations both with and without a calculator.</p>

Evidence must show how the results make sense in relation to the purpose of the task. This evidence must normally be in the form of notes produced by the candidate (by hand or electronically).

- add, subtract, multiply, divide and record sums of money
- read, measure and record time in common date and time formats
- choose and use appropriate units and instruments to estimate, read, measure and compare length, weight, capacity, time and temperature
- calculate within a system by:
 - adding and subtracting common units of measure
 - converting units of measure in the system
- work out different properties of a variety of shapes, including perimeters, areas and volumes
- draw 2-D shapes in different orientations using grids
- use ratios and proportion
- use probability to show (using fractions, decimals and percentages) that some events are more likely to occur than others
- find the average (mean) of up to 10 items
- find the range for up to 10 items
- calculate efficiently using whole numbers, fractions, and decimals
- use different ways of checking your methods and calculations
- identify and correct any errors
- check that your results make sense.

a) Amounts or sizes

You must know how to:

- carry out calculations using:
 - simple decimals – in the context of everyday tasks such as dealing with money, or measuring using metric units, e.g. how to multiply and divide decimals by 10, 100 and 1000, with and without a calculator
 - simple fractions and percentages – how to find parts, such as two-thirds or three-quarters, of whole number amounts or measurements, and find percentages, including how to work out increases in amounts (e.g. a 10% rise in cost) and decreases in amounts (e.g. a 20% discount)
 - areas and volumes – e.g. how to find a rectangular area in m^2 or the volume of a box in cm^3
- convert within a system, e.g. convert 70 minutes to 1 hour 10 minutes, 0.36 metres to 360mm, 0.6 hours to 36 minutes.

b) Scales or proportion

- You must know how to use simple scales on diagrams to work out actual measurements.

N1.2 Carry out calculations (continued)

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
			<ul style="list-style-type: none"> When working with proportions, you must know how to increase and reduce whole-number amounts using ratio and direct proportion, e.g. scale up amounts of food for three times the number of people or put items in two piles, one with twice as many items as the other. <p>c) Handling statistics You must know how to calculate the range and the mean of a group of up to 10 numbers.</p> <p>Levels of accuracy You must know how to work to levels of accuracy given by a teacher, tutor or trainer, such as the nearest 10p or nearest hundredth, and to round results.</p> <p>Check calculations You must always check the accuracy of your calculations. This is often a mental process and you do not have to produce evidence every time you do it. Where there is a series of calculations of the same type, you must record evidence of how you have checked at least the first few of each type. For the remainder, accurate results must confirm that you have checked effectively.</p>

You must be aware of the importance of checking your results and be familiar with different methods of carrying out checks.

Check that results make sense
While a calculation may be accurate, it may not 'make sense' or be fit for purpose in relation to the problem or task that you have tackled. You must check this.

N1.3 Interpret results and present findings

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>N1.3.1 Present your findings using charts, graphs or diagrams.</p>	<p>Evidence must show that the candidate can:</p> <ul style="list-style-type: none"> choose how to present their findings using two appropriate ways (i.e. chart and diagram or graph and diagram) present their findings correctly. <p>Whether or not ICT is used to produce graphics, evidence must show that the candidate has checked their accuracy and can explain them fully. Evidence of this understanding may be in the form of a witness statement.</p>	<ul style="list-style-type: none"> interpret the results of your calculations show how your results relate to your problem or task identify and describe more than one appropriate way to present your findings to a familiar given audience, including using charts or diagrams using the correct units, use appropriate ways to present your findings, including a chart or graph, and a diagram label your work correctly 	<p>Choose, use, present You must be able to identify more than one way to present your findings, and to choose for yourself which is/are the most suitable for your purpose, e.g. as discrete data in a bar chart, or in a diagram such as a plan of a room or piece of equipment. This does not mean that you have to present the same finding in two different ways, but that, in your work as a whole, you must use two different ways of presenting your findings.</p>
<p>N1.3.2 Describe what your results tell you and explain how they meet the purpose of your task.</p>	<p>Evidence must show that the candidate can:</p> <ul style="list-style-type: none"> describe the results of their calculations explain how they relate to the purpose of the task. <p>Evidence must normally be in the form of written (by hand or electronically) notes produced by the candidate.</p>	<ul style="list-style-type: none"> describe what your results tell you and explain how they meet the purpose of your task. 	<p>Describe and explain You must know how to describe what the results of your calculations show in relation to the problem you have tackled, e.g. show that the results of your calculations suggest that a proposed solution will not work.</p>

Application of Number **Level 2**

Amplification of evidence requirements

This is about demonstrating your skills in:

- understanding numerical data
- carrying out calculations
- interpreting results and presenting findings

in order to tackle problems or tasks that you meet in education, training, work and social roles.

Notes

1. Each level of the skill incorporates and builds on the previous levels. For example, when carrying out calculations at Level 2, you need to know how to 'recognise equivalencies between common fractions, percentages and decimals, and use these to find proportions of whole numbers', which is a requirement at Level 1.
2. The subject matter and resources will be more complex than at Level 1 and you must show more independence in tackling problems and tasks. You must explain your methods and your findings and how they meet the purpose of your task and are appropriate for your audience.
3. You must provide evidence of your Application of Number skills, as they are specified in the first column of this amplification section. Your evidence must be in the form described in the second column ('Evidence requirements'). In order to provide this evidence, you will need to have the skills that are listed in the third column.
4. The 'Guidance' in the fourth column supports the requirements of the first three columns and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the standards that may be useful when you are developing the skill of Application of Number at Level 2 and producing evidence of your work. It is not a mandatory part of the standards.
5. The Mandatory definitions give the exact meaning of certain words in this section. You must always refer to them when you are developing your skills, gathering evidence, and preparing for assessment.
6. Witness statements must not be the only form of evidence that you provide. When you provide a witness statement, it must be supported by other evidence.

Evidence

At Level 2, you will be assessed via a portfolio of evidence. The term 'evidence' is used in this section to refer to the work you produce for final assessment.

You must demonstrate understanding of the whole process:

- Understand and tackle a problem → collect and interpret data → carry out calculations → check results/interpret results → present findings → reflect/review.

You must therefore carry out at least one activity that shows your skills in all three components (N2.1, N2.2, N2.3).

If you need to carry out additional activities to meet all the requirements of N2.2 (a, b, c, d), each activity must include tasks for either:

N2.1 and N2.2

or

N2.2 and N2.3

but you need to meet only the missing requirement(s).

There must be evidence that all your work has been assessed and authenticated – there must be records/notes, written by a competent assessor, confirming that your work is your own and that it has achieved the required standard.

Access statement

Candidates with particular disabilities may be unable to show that they are competent by providing all their evidence in the form specified.

For such candidates, reasonable adjustments to the evidence requirements may be allowed in appropriate circumstances. In some cases, exemptions may be permissible. For details, please see the introduction to the standards.

N2.1 Understand numerical data

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>N2.1.1 Help to identify and describe at least one practical problem or task that involves a range of numerical data and information.</p>	<p>Evidence must show that the candidate has played an active part in identifying and describing the problem or task about which they have been briefed or which they have chosen.</p> <p>Evidence must be in the form of notes produced by the candidate (by hand or electronically).</p>	<ul style="list-style-type: none"> • Work with an appropriate person to help you identify and describe the problem or task . . . 	<p>Help to identify While your teacher/tutor/trainer is likely to give you the outline of a problem or task, you must take part in discussions to help clarify and describe it in detail.</p> <p>If you choose to tackle a problem of your own, rather than one given by your teacher/tutor/trainer, you must take their advice about whether your chosen problem is appropriate.</p>
<p>N2.1.2 Confirm with an appropriate person how you plan to tackle it.</p>	<p>Evidence of planning must include:</p> <ul style="list-style-type: none"> • details of how the candidate intends to obtain relevant data and information • a clear sequence of tasks showing how they intend to use this information. <p>Evidence must be in the form of notes produced by the candidate (by hand or electronically).</p>	<p>. . . and confirm how you will tackle it</p>	<p>Confirm with an appropriate person It is your responsibility to think about how you will tackle the problem but you must check with your teacher/tutor/trainer that your plan is a good one.</p>
<p>N2.1.3 Collect relevant numerical data and information from a range of sources to meet the purpose of your task.</p>	<p>Evidence must show that the candidate is clear about how the data/information they obtain meets their purpose.</p> <p>Evidence must include data/information collected from at least three sources.</p>	<ul style="list-style-type: none"> • read, understand and extract information from tables, diagrams, charts, and simple graphs • read and understand numbers presented in different ways • collect and record data from making accurate observations 	<p>Collect, record You must know how to use suitable equipment for making accurate measurements and observations, as well as how to interpret a variety of numerical, written and graphical material, including tables and charts,</p>

Your sources must include at least **two** of a table, a chart, a graph or a diagram.

At least one source must require the candidate to collect and record data/information.

Evidence must include:

- copies of source material
- details of the site(s) of observation/measurement
- records of data and information obtained.

- read scales on a range of equipment to given levels of accuracy
- use shape and space to record relevant measurements and make accurate observations
- estimate amounts and proportions
- understand compound measures.

in order to decide about their relevance to the purpose of your activity. You must record measurements and observations accurately and in a way that is fit for the purpose of your task.

Sources

Sources can include graphical and/or written material (e.g. reference books and journals; organisations that collate their own statistical information; the internet; and newspapers) and/or direct measurements or observations, depending on the context in which you are working. This material must include at least two of: a table, a chart, a simple graph, or a diagram. You must be able to read scales, such as 1:2500 on a map.

Compound measures

You must know how to interpret compound measures (e.g. those presented as 'something per something' such as milligrams per 100 millilitres, pressure in psi, or miles per hour).

N2.2 Carry out calculations

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>N2.2.1 Use appropriate methods to get the results you need and explain the methods you have used.</p>	<p>Evidence must show that the candidate can identify, use and explain appropriate methods for getting the results they need.</p> <p>Evidence must be in the form of notes produced by the candidate (by hand or electronically).</p>	<ul style="list-style-type: none"> • identify and use methods and calculations that are appropriate for your task, including grouping data when this is appropriate 	<p>Identify and use methods You must consider a range of possible methods (e.g. look up formulae/ information relating to similar tasks or problems), weigh up the pros and cons of alternatives, and choose methods that are appropriate for your purpose and circumstances.</p>
<p>N2.2.2 Use the data and information you have obtained to carry out calculations relevant to your task to do with:</p> <p>a) amounts or sizes b) scales or proportion c) handling statistics d) using formulae.</p>	<p>Evidence must show that the candidate:</p> <ul style="list-style-type: none"> • has used data and information from N2.2.1 • is clear about the purpose and relevance of their calculations. <p>Overall, evidence of calculations must include at least one example from each category:</p> <p>a) amounts or sizes b) scales or proportion c) handling statistics d) using formulae</p> <p>and must show how the candidate has checked their methods and calculations.</p> <p>Category (c) must include a comparison of data sets.</p> <p>Evidence must show and explain methods and give levels of accuracy.</p>	<ul style="list-style-type: none"> • show clearly your methods of carrying out calculations and give the levels of accuracy of your results • carry out calculations involving two or more steps, with numbers of any size, with and without a calculator • use mental arithmetic involving whole numbers and simple fractions • work with, and convert between, fractions, decimals and percentages • calculate with sums of money and convert between currencies • calculate, measure and record time in different formats • estimate, measure and compare length, weight, capacity and temperature using metric and, where appropriate, imperial units 	<p>Carry out calculations Application of Number requires you to show that you can carry out a number of different types of calculations (amounts or sizes; scales or proportion; handling statistics; using formulae).</p> <p>‘Amounts or sizes’ is a single category. ‘Scales or proportion’ is another single category. From each of these categories, you must present at least one example as evidence.</p> <p>You must be able to carry out calculations both with and without a calculator.</p> <p>You must show that you can carry out calculations involving two or more steps when working with:</p>

Evidence must include records of how the candidate has checked:

- their methods and calculations
- that the results make sense in relation to the purpose of the task.

Evidence must be in the form of written notes produced by the candidate (by hand or electronically).

- calculate within a system and between systems using conversion tables and scales, and approximate conversion factors
- recognise and use common 2-D representations of 3-D objects
- solve problems involving 2-D shapes and parallel lines
- work out actual dimensions from scale drawings
- use proportions and calculate using ratios where appropriate
- identify the range of possible outcomes of combined events through probability and record the information using diagrams or tables
- compare sets of data of an appropriate size, using percentages, mean/median/mode
- use range to describe the spread within sets of data
- understand and use given formulae
- calculate efficiently using whole numbers, fractions, decimals and percentages
- check your methods and calculations
- identify and correct any errors
- check that your results make sense.

a) amounts or sizes, e.g. when solving problems that involve converting between fractions, decimals and percentages, different currencies or systems of measurement; evaluating one number as a fraction or percentage of another; working out volumes and areas of composite shapes

b) scales or proportion, e.g. when enlarging shapes by using a positive whole number scale factor, calculating ratios such as sharing £60 in the ratio 3:5

c) statistics, e.g. when finding the mean, median and mode (e.g. from charts showing two weeks' sales results), and using them to compare two sets of data; finding the range and using it to describe the spread within sets of data

d) formulae, e.g. when using given formulae expressed in words, as rules (e.g. 'length in cm \div 2.54 = length in inches'), as well as those using symbols (e.g. cm \div 2.54 = l).

Levels of accuracy

You must decide what levels of accuracy to work to (e.g. nearest whole number, nearest pound, one place of decimals, etc.) and state what they are.

N2.2 Carry out calculations (continued)

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
			<p>Sets of data The data sets you work with must be of a size that is appropriate to your task/activity and its purpose. They must be large enough to enable you to make meaningful calculations of mean and/or median and/or mode, and to make meaningful comparisons.</p> <p>Understand and use given formulae You must know how to use formulae that you are given by, for example, substituting values. You do not have to create or rearrange formulae.</p> <p>Check calculations You must always check the accuracy of your calculations. This is often a mental process and you do not have to produce evidence every time you do it. Where there is a series of calculations of the same type, you must record evidence of checking at least the first few of each type. For the remainder, accurate results must confirm that you have checked effectively. You must be aware of the importance of checking your results and your methods, and be familiar with different methods of carrying out checks.</p>

Check that results make sense

While your results may be based on accurate calculations, they may not 'make sense' or be fit for purpose in relation to the problem or task that you have tackled. You must check this.

N2.3 Interpret results and present findings

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>N2.3.1 Select two different ways to present your results, using charts or graphs, and tables or diagrams appropriate to your audience.</p>	<p>Evidence must show that the candidate can:</p> <ul style="list-style-type: none"> choose how to present their results, using two appropriate ways (i.e. charts and/or graphs, and tables and/or diagrams) explain why these ways are appropriate to their audience. <p>Evidence must be in the form of written notes produced by the candidate (by hand or electronically).</p>	<ul style="list-style-type: none"> understand what the results of your calculations mean in the context of your problem or task identify and describe appropriate ways to present your findings to two different audiences, including numerical, graphical and written formats 	<p>Select ways to present You must be able to identify, describe and consider different ways to present your results (e.g. graphs, charts, tables, diagrams) to at least two different audiences. You must choose and use the two ways (i.e. charts and/or graphs, and tables and/or diagrams) that are most appropriate to your actual audience, and explain your choice. Evidence that you have considered different ways and that explains your choice must be in the form of notes, written by hand or electronically.</p>
<p>N2.3.2 Present and explain your methods and findings and explain how they meet the purpose of your task and are appropriate to your audience.</p>	<p>Evidence must show that the candidate can:</p> <ul style="list-style-type: none"> present their methods and findings effectively explain the methods they have used describe and explain what the results of their calculations mean in relation to the problem/task they have tackled, emphasising the key points. 	<ul style="list-style-type: none"> construct tables, charts and graphs, and label with titles, scales, axes and keys appropriate to your purpose and audience use more than one way to present your findings, including numerical, graphical and written formats describe your methods, highlight the main points of your findings, and explain how they meet your purpose. 	<p>Present, describe and explain You must be able to describe your methods and explain how they meet your purpose.</p> <p>Highlight main points You must present your findings in ways that make it easy for your audience to identify the main points.</p>

Evidence must be in the form of written notes produced by the candidate (by hand or electronically).

Whether or not ICT is used to produce graphics, evidence must show that the candidate has checked their accuracy and can explain them fully. Evidence of this understanding may be in the form of a witness statement.

Application of Number **Level 3**

Amplification of evidence requirements

This is about demonstrating your skills in:

- understanding numerical data
- carrying out calculations
- interpreting results and presenting findings

in order to tackle problems or tasks that you meet in education, training, work and social roles.

Notes

1. Each level of the skill incorporates and builds on the previous levels. For example, in N3.2, the requirement to 'estimate, measure and compare dimensions and quantities' includes choosing and using appropriate units and instruments to measure length, weight, capacity, time and temperature, using standard and non-standard units, all of which are included at lower levels.
2. The subject matter and resources will be more complex than at Level 2 and you must show more independence in tackling problems and tasks. You must explain and justify your methods and your conclusions.
3. You must provide evidence of your Application of Number skills, as they are specified in the first column of this amplification section. Your evidence must be in the form described in the second column ('Evidence requirements'). In order to provide this evidence, you will need to have the skills that are listed in the third column.
4. The 'Guidance' in the fourth column supports the requirements of the first three columns and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the standards that may be useful when you are developing the skill of Application of Number at Level 3 and producing evidence of your work. It is not a mandatory part of the standards.
5. The Mandatory definitions give the exact meaning of certain words in this section. You must always refer to them when you are developing your skills, gathering evidence, and preparing for assessment.
6. Witness statements must not be the only form of evidence that you provide. When you provide a witness statement, it must be supported by other evidence.

Evidence

At Level 3, you will be assessed via a portfolio of evidence. The term 'evidence' is used in this section to refer to the work you produce for final assessment.

You must demonstrate understanding of the whole process:

- Understand and tackle a problem → collect and interpret data
→ carry out calculations → check results → interpret results
→ present findings → reflect/review.

You must therefore carry out at least one activity that shows your skills in all three components (N3.1, N3.2, N3.3).

If you need to carry out additional activities to meet all the requirements of N3.2 (a, b, c, d), each activity must include tasks for either:

N3.1 and N3.2

or

N3.2 and N3.3

but you need to meet only the missing requirement(s).

There must be evidence that all your work has been assessed and authenticated – there must be records/notes, written by a competent assessor, confirming that your work is your own and that it has achieved the required standard.

Access statement

Candidates with particular disabilities may be unable to show that they are competent by providing all their evidence in the form specified.

For such candidates, reasonable adjustments to the evidence requirements may be allowed in appropriate circumstances. In some cases, exemptions may be permissible. For details, please see the introduction to the standards.

N3.1 Understand numerical data

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>N3.1.1 Identify, analyse and accurately describe at least one practical problem or task that involves a range of numerical data and information.</p>	<p>Evidence must show that the candidate has independently identified, analysed and described the problem or task about which they have been briefed or which they have chosen.</p> <p>Evidence must be in the form of notes produced by the candidate (by hand or electronically).</p>	<ul style="list-style-type: none"> • identify, analyse and accurately describe the problem or task and its sub-problems 	<p>Problem At this level, problems must include sub-problems. The techniques you need to tackle the problem must be relatively sophisticated (e.g. interrelated multi-stage calculations rather than those that require two or more separate steps), and must require you to consider carefully the nature and sequence of tasks when you are planning how to obtain and use information to meet your purpose. Problems must offer different possible approaches which you must evaluate to decide how best to tackle the problem.</p> <p>If you choose to tackle a problem of your own, rather than one given by your teacher/tutor/trainer, you must take their advice about whether your chosen problem is appropriate.</p>
<p>N3.1.2 Plan how you will tackle it.</p>	<p>Evidence of planning must include:</p> <ul style="list-style-type: none"> • details of how the candidate intends to obtain relevant data and information • a clear sequence of tasks showing how they intend to use this information. 	<ul style="list-style-type: none"> • plan how you will tackle the problem by breaking it down into a series of tasks • plan how you will obtain the data and information you need 	<p>Plan You need to know to break down an activity into a series of interrelated tasks, and identify the problems to be tackled. It may not be immediately clear what these problems are, and you may need to extend your knowledge of methods and</p>

Evidence must be in the form of notes produced by the candidate (by hand or electronically).

approaches. You will need to take time to specify the problem, formulate questions in terms of the data you need, plan how you will obtain this information and what you are going to do (e.g. methods you will use for organising data, such as tabulating and grouping, types of calculations, how you will take account of variability or bias) to meet the purpose of your activity.

N3.1.3

Collect relevant numerical data and information from a range of sources to meet the purpose of your task.

Your sources must include at least **two** of a table, a chart, a graph or a diagram, of which at least one must be complex, and a large data set.

Evidence must include data/information collected from at least three sources, one of which must be an appropriate data set.

Evidence must show that the candidate can:

- collect relevant data and information
- group the data appropriately
- explain how the data and information meet their purpose
- explain how they used the data.

Evidence must include:

- copies of source material
- details of the site(s) of observation/measurement
- records of data and information obtained.

- read, understand and extract information from tables, diagrams, charts and graphs
- collect, obtain, read, understand, select and record relevant data and information from different sources, including at least one data set of a size appropriate to a planned activity, and use this to meet the purpose of the activity
- make accurate and reliable observations over time and use suitable equipment to measure in a variety of appropriate units
- group data into classes of width appropriate to the data
- use estimation to help you plan, multiplying and dividing numbers of any size
- read and understand ways of writing very large and very small numbers
- understand compound measures.

Collect, record

You must know how to select and use suitable equipment for making accurate measurements and observations, as well as how to interpret a variety of numerical, written and graphical material, including complex tables and charts (i.e. those that present very detailed information relating to a large data set), in order to decide about their relevance to the purpose of your activity. You must record measurements and observations accurately and in a way that is fit for the purpose of your task.

Sources

Sources can include graphical and/or written material (e.g. reference books and journals; organisations that collate their own statistical information; the internet; and newspapers) and/or direct measurements or observations,

N3.1 Understand numerical data (continued)

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
			<p>depending on the context in which you are working. This material must include at least two of: a table, a chart, a graph, or a diagram. You must be able to deal with scales, such as 1:1250 (as on large-scale maps), graphs with several graph lines on the same axes (e.g. power outputs compared with speed for different temperatures, weights against heights for a range of body mass indexes).</p> <p>Data set</p> <p>The 'large data set' must be of a size appropriate to your activity, sufficiently complex to be challenging to interpret, and large enough to enable you to carry out statistical calculations relating to grouped data. Where you compare two sets of data, one set must have been obtained by you, while the other set may have been given to you. A set of about 50 items is likely to be appropriate at this level, but if opportunities arise in your normal work to manipulate slightly smaller sets of data for a worthwhile purpose, you should not reject these in favour of larger data sets that are less relevant to your activity. It is essential that there is a relevant and realistic need to group the data.</p>

You may produce a large data set by sampling or drawing from a larger set of secondary data.

Compound measures

You must know how to interpret compound measures, i.e. those presented as ‘something per something’ such as milligrams per 100 millilitres, or pressure in pounds per square inch (psi), or miles per litre/gallon, etc.

N3.2 Carry out calculations

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>N3.2.1 Choose and use appropriate methods to get the results you need and justify the methods you have used.</p>	<p>Evidence must show that the candidate can:</p> <ul style="list-style-type: none"> independently choose and use appropriate methods for getting the results they need explain why these methods are appropriate. <p>Evidence must be in the form of notes produced by the candidate (by hand or electronically).</p>	<ul style="list-style-type: none"> identify and design methods that are appropriate for your task and justify your choice 	<p>Identify and design methods You must consider a range of possible methods (e.g. look up formulae/ information relating to similar tasks or problems), weigh up the pros and cons of alternatives, possibly adapt or originate new methods, and be able to justify your choice in relation to its suitability for your purpose and circumstances.</p>
<p>N3.2.2 Use the data and information you have obtained to carry out calculations relevant to your task to do with:</p> <ol style="list-style-type: none"> amounts or sizes scales or proportion handling statistics using formulae. 	<p>Evidence must show that the candidate:</p> <ul style="list-style-type: none"> has used data and information from N3.2.1 has used their grouped data is clear about the purpose and relevance of their calculations. <p>Overall, evidence of calculations must include at least one example from each category:</p> <ul style="list-style-type: none"> amounts or sizes scales or proportion handling statistics using formulae <p>and must show how the candidate has checked their methods and calculations.</p>	<ul style="list-style-type: none"> carry out calculations clearly showing your methods justify the levels of accuracy you have worked to carry out multi-stage calculations with numbers of any size use powers and roots use compound measures use mental arithmetic involving numbers, simple fractions, and percentages work out missing angles and sides in right-angled triangles from known sides and angles calculate with sums of money in different currencies 	<p>Carry out multi-stage calculations Application of Number requires you to show that you can carry out a number of different types of calculations (amounts or sizes; scales or proportion; handling statistics; using formulae). 'Amounts or sizes' is a single category. 'Scales or proportion' is another single category. From each of these categories, you must present at least one example as evidence.</p> <p>You must show that you can carry out multi-stage calculations, i.e. where the results from one stage are used to provide some of the data for the next</p>

Evidence must show methods and levels of accuracy, with justifications.

Evidence must include records of how the candidate has checked:

- their methods and calculations
- that the results make sense in relation to the purpose of the task.

Evidence must be in the form of written notes produced by the candidate (by hand or electronically).

- calculate, measure, record and compare time in different formats
- estimate, measure and compare dimensions and quantities using metric and, where appropriate, imperial units, and check the accuracy of estimates
- calculate within and between systems and make accurate comparisons
- draw 2-D representations of simple 3-D objects
- solve problems involving irregular 2-D shapes
- work out actual dimensions from scale drawings and scale quantities up and down
- work out proportional change
- compare distributions, using measures of average and range, and estimate mean, median and range of grouped data
- rearrange and use formulae, equations and expressions
- make multi-step calculations efficiently
- use checking procedures to identify and correct errors in methods, calculations and results
- check that your results make sense.

stage. For example, this could involve finding the mean time taken by shoppers at checkouts, and using the results, together with data about the number of shoppers in the supermarket, to calculate the number of checkout assistants required at different times of the day (this differs from Level 2 in that each stage might include calculations involving two or more steps, e.g. adding and dividing to find the mean).

You must be able to carry out calculations both with and without a calculator.

Examples of calculations in each category:

a) Amounts or sizes

Using powers and roots, such as 'square', 'cube' and 'square root', 10^6 , 10^{-3} ; finding missing angles and sides, such as when working out the space implications for ramps at different slopes, when it is quicker to use calculations than scale drawings.

b) Scales or proportion

Knowing that if land measurements on a plan are doubled, the area of land is four times as much, or, if three dimensions of an object are trebled, its volume or weight becomes 27 times as much.

N3.2 Carry out calculations (continued)

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
			<p>c) Handling statistics Using several methods (visual, such as frequency charts, histograms or cumulative frequency graphs; numerical, such as calculations of mean, median and interquartile range) to compare distributions of grouped data.</p> <p>d) Using formulae Solving simultaneous linear equations with two variables, using formulae with letters and rearranging them so as to change the subject (output) of a formula, such as making w or h the subject rather than b in $b = hW^2$ as well as finding the value of W given the values of h and b.</p> <p>Levels of accuracy You must decide what levels of accuracy to work to (e.g. nearest whole number, nearest pound, one place of decimals) and be able to justify your choice.</p> <p>Multi-stage Where you use the results from one stage to provide data for calculations at the next stage, the stages can involve calculations from any of the four categories.</p>

Use checking procedures

You must always check the accuracy of your calculations. This is often a mental process and you do not have to produce evidence every time you do it. Where there is a series of calculations of the same type, you must record evidence of checking at least the first few of each type. For the remainder, accurate results should confirm that you have checked effectively. You must be aware of the importance of checking your results and your methods and be familiar with different methods of carrying out checks.

Check that results make sense

While your results may be based on accurate calculations, they may not 'make sense' or be fit for purpose in relation to the problem or task that you have tackled. You must check this.

N3.3 Interpret results and present findings

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>N3.3.1 Select and justify two different ways to present your results, using charts or graphs, and tables or diagrams appropriate to your audience.</p>	<p>Evidence must show that the candidate can:</p> <ul style="list-style-type: none"> choose how to present their results using two appropriate ways (e.g. charts and/or graphs, and tables and/or diagrams) explain and justify why these ways are appropriate to their audience. <p>Evidence must be in the form of written notes produced by the candidate (by hand or electronically).</p>	<ul style="list-style-type: none"> understand what the results of your calculations mean in the context of your problem or task select and use appropriate methods to present and illustrate your findings, showing trends and making comparisons, including numerical, graphical and written formats justify your choice of methods of presentation 	<p>Select and justify You must be able to identify, describe and consider different ways to present your results (e.g. graphs, chart, tables, diagrams) to at least two different audiences. You must choose and use the two ways (i.e. charts and/or graphs, and tables and/or diagrams) that are most appropriate to your actual audience, to the nature of the data you want to present, and to the features you want to highlight. You must be able to give reasons that justify your choice.</p> <p>Evidence that you have considered different ways and that explains your choice must be in the form of notes, written by hand or electronically.</p>
<p>N3.3.2 Present and explain your methods and findings and justify how they meet the purpose of your task and are appropriate to your audience.</p>	<p>Evidence must show that the candidate can:</p> <ul style="list-style-type: none"> present their methods and findings effectively explain and justify the methods they have used describe and explain what the results of their calculations mean in relation to the problem/task they have tackled. 	<ul style="list-style-type: none"> construct and label tables, charts, graphs and diagrams using accepted conventions describe and justify your choice of methods describe what your results tell you draw appropriate conclusions based on your findings, including how possible sources of error might have affected your results 	<p>Describe and justify You must be able to describe your methods and justify them in relation to the problem you have tackled.</p> <p>Draw appropriate conclusions At this level, not only must you support your conclusions with evidence, but you must also assess the accuracy and dependability of the results, taking</p>

Evidence must be in the form of written notes produced by the candidate (by hand or electronically).

Whether or not ICT is used to produce graphics, evidence must show that the candidate has checked their accuracy and can explain them fully. Evidence of this understanding may be in the form of a witness statement.

Evidence must show that the candidate has received feedback and has responded constructively.

- explain how far your results meet your purpose
- respond constructively to feedback.

into account approximations in calculations and possible inaccuracies in the original information.

Respond constructively You must be able to respond constructively to feedback, whether it is positive or negative, e.g. by being assertive rather than aggressive or dismissive.

Application of Number **Level 4**

Amplification of evidence requirements

This is about demonstrating your skills in:

- developing a strategy for using number skills
- monitoring your progress and adapting your strategy as necessary
- presenting the outcomes of your work
- evaluating your overall strategy.

Notes

1. Each level of the skill incorporates and builds on the previous levels. You must therefore ensure that you are familiar with all the requirements of Application of Number Level 3 which, in turn, incorporates the requirements of the lower levels.
2. You must provide evidence of your Application of Number skills, as they are specified in the first column of this amplification section. Your evidence must be in the form described in the second column ('Evidence requirements'). In order to provide this evidence, you will need to have the skills that are listed in the third column.
3. The 'Guidance' in the fourth column supports the requirements of the first three columns and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the standards that may be useful when you are developing the skill of Application of Number at Level 4 and producing evidence of your work. It is not a mandatory part of the standards.
4. The Mandatory definitions give the exact meaning of certain words in this section. You must always refer to them when you are developing your skills, gathering evidence, and preparing for assessment.
5. Witness statements may be used to support written evidence (for example of a discussion) but must not be the only form of evidence that you provide.

Evidence

At Level 4, you will be assessed via a portfolio of evidence. The term 'evidence' is used in this section to refer to the work you produce for final assessment.

You must produce evidence of meeting the requirements of N4.1, N4.2 and N4.3 in the context of one activity.

Documents used in evidence may be handwritten, typed or word-processed.

There must be evidence that all your work has been assessed and authenticated – there must be records/notes, written by a competent assessor, confirming that your work is your own and that it has achieved the required standard.

Access statement

Candidates with particular disabilities may be unable to show that they are competent by providing all their evidence in the form specified.

For such candidates, reasonable adjustments to the evidence requirements may be allowed in appropriate circumstances. In some cases, exemptions may be permissible. For details, please see the introduction to the standards.

N4.1 Developing a strategy

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>N4.1.1 Develop a strategy for using number skills over an extended period of time.</p>	<p>Evidence may be presented in a variety of ways, both written and oral</p> <p>It may include entries in a personal development plan or progress file, or a project proposal.</p> <p>Evidence must include:</p> <ul style="list-style-type: none"> • reasons for the choice of methods • annotated references of sources used for researching information. 	<ul style="list-style-type: none"> • establish opportunities to use number skills • clearly identify the outcomes you hope to achieve • plan your use of number skills over an extended period of time • make a reasoned choice of methods for achieving the quality of outcomes required, including: <ul style="list-style-type: none"> – formulating hypotheses, using models and other techniques to explore them – establishing methods for testing hypotheses • identify relevant sources of information, including people and reference material, and research the information you need. 	<p>Establish opportunities to use number skills</p> <p>You must spend some time researching and exploring work activities in order to identify where and how you can use number skills. Your activities must involve obtaining numerical information from different sources and working on data (e.g. in measuring environmental changes or making financial forecasts).</p> <p>Identify the outcomes</p> <p>An intended outcome is a statement of what you want or need to achieve, e.g. a better financial management system. You may need to negotiate these outcomes with other people who are involved in the work. You must identify and write down outcomes that are specific, so you will be able to tell if they have been achieved. This will help later when you are monitoring and evaluating your work.</p>

Plan your use of number skills

You must take stock of the skills you will need to achieve your intended outcomes, and plan your use of number skills so you can make the most of your work activities. You need to be able to identify opportunities and constraints (e.g. your own expertise, resources, work patterns, health and safety issues, and social and ethical concerns). You must set realistic targets and deadlines over the coming months.

Make a reasoned choice of methods

You must know how to select methods that are valid and effective for exploring and testing hypotheses, e.g. to test whether or not the number of accidents at work indicates a breach of health and safety protocols. You must know how to use a mathematical model to represent an existing situation, select methods of collecting and recording data for the purpose of refining the model, and use statistical techniques for testing the possible consequences of changed circumstances.

N4.1 Developing a strategy (continued)

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
			<p>Identify relevant sources of information</p> <p>You must check a range of different sources, including people who may be able to support you in developing your skills and completing the work. You may need to arrange access to specialist training, online resources, a library, or specialist publications. You must know how to use appropriate referencing and filing systems, and keep records of the sources you use.</p>

N4.2 Monitoring progress

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>N4.2.1 Monitor your progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving:</p> <ul style="list-style-type: none"> deductive and inferential reasoning algebraic modelling. 	<p>Evidence of monitoring progress and adapting strategy may be through:</p> <ul style="list-style-type: none"> written records of the candidate's reflections on the progress of the work and of feedback obtained and/or written notes of discussions with appropriate persons, supported by witness statements. <p>Evidence must describe choices made, reasons for these, and judgements of their effectiveness.</p> <p>Evidence must include:</p> <ul style="list-style-type: none"> notes of planning at least one draft, with evidence of checking full references for all sources used. 	<ul style="list-style-type: none"> evaluate information from different sources, developing alternative lines of enquiry where appropriate carry out calculations to appropriate levels of accuracy, drawing on a range of numerical, graphical and other mathematical techniques involved in: <ul style="list-style-type: none"> making measurements or observations, including use of compound units reading and interpreting scale drawings, graphs, complex tables and charts organising and classifying data making inferences from sets of data using numerical, graphical and algebraic methods to develop models using ideas of proportion, variation and scaling, including inverse proportion and other non-linear variation working with expressions, formulae and equations, including powers and roots working with probability making deductions in algebraic and spatial reasoning and applying these to your work 	<p>Evaluate information You must develop a 'critical eye' for assessing the quality and reliability of information from different sources, taking into account commercial, political, academic or personal interests that may influence content and presentation. You must know how to check, for example, the sufficiency of sample size and how to detect possible bias in the selection of samples. You must check facts, research other sources, and ask additional questions.</p> <p>Carry out calculations You need to know how to choose levels of accuracy appropriate to the task. When working with approximate numbers, or rounding to significant figures, you must be able to evaluate the scale of any accumulating errors and their effect on the overall results of calculations.</p> <p>Monitor and critically reflect You must know how to track, record, reflect on and evaluate your progress (the use of ICT may be helpful). You must identify reliable sources of</p>

N4.2 Monitoring progress (continued)

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
		<ul style="list-style-type: none">• monitor and critically reflect on your use of number skills including:<ul style="list-style-type: none">– obtaining feedback from others– noting choices made and judging their effectiveness• adapt your strategy as necessary to overcome difficulties and produce the quality of outcomes required.	feedback and use feedback constructively to help you monitor your performance and make decisions, e.g. on whether to adapt your overall strategy.

N4.3 Presenting outcomes and evaluating strategy

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>N4.3.1 Present the outcomes of your work.</p>	<p>Evidence may be presented in written format, or in an oral presentation, or in a combination of these.</p> <p>If any part of the evidence is presented orally:</p> <ul style="list-style-type: none"> evidence must include the candidate's preparatory notes for the presentation there must be additional evidence which may be in the form of: <ul style="list-style-type: none"> audio/visual clips of the presentation and/or witness statements brief notes may be used as a prompt, but the candidate must not read these out. <p>Assessors must look for:</p> <ul style="list-style-type: none"> clarity of expression appropriate use of vocabulary the use of a variety of verbal, visual and other techniques evidence that the presentation is well structured, with examples that are relevant to the audience evidence that the audience has responded appropriately. 	<ul style="list-style-type: none"> interpret results and identify the main findings from your work, including evidence to support your conclusions present information effectively, selecting appropriate methods to illustrate findings, including charts, graphs and diagrams explain results in relation to your work and hypotheses. 	<p>Interpret results and identify the main findings You must interpret the results of your calculations, identify the key features of a set of data, and use the data as a basis for drawing appropriate conclusions.</p> <p>Present information effectively You must know how to express relationships, patterns, trends and possible consequences in words, graphs, diagrams, rates, tables and/or formulae so as to clarify complex situations, and use appropriate terms to describe relationships and trends (e.g. linear, exponential). You must know how to select appropriate levels of accuracy for presenting data and how to choose appropriate styles, scales and axes for statistical and other diagrams, and appropriate class intervals for grouped data. Charts, diagrams and graphs must be labelled correctly.</p> <p>Explain results You must show that you understand how the information or data relates to your original hypothesis and give reasons, supported by evidence, to justify your results.</p>

N4.3 Presenting outcomes and evaluating strategy (continued)

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>N4.3.2 Evaluate the effectiveness of your strategy, and identify ways to further develop your number skills.</p>	<p>Evidence must be written, but may be supported by a recorded discussion with an appropriate person.</p>	<ul style="list-style-type: none"> • evaluate the effectiveness of your strategy, identifying factors that had an impact on the outcomes • identify ways to further develop your number skills. 	<p>Evaluate the effectiveness of your strategy You must be able to identify how your decisions, level of precision, as well as the resources and people involved in your work, have influenced how you have tackled the activity and its outcomes. You must also take into account the effect of your own strengths and weaknesses in application of number.</p> <p>Identify ways to further develop your application of number skills You must reflect on your overall level of application of number skills and suggest areas where you need to improve, based on the experience you have gained in this activity. You must be able to identify opportunities that are available to you (e.g. for training, for changing working practices, or for tackling new kinds of tasks). You must discuss with a line manager, colleague or mentor how you might improve working methods, take advantage of new opportunities, and further develop your skills.</p>

Application of Number Mandatory definitions

Note: The focus of this Mandatory definitions section is on the terms and concepts that are particularly relevant to the Application of Number standards. It includes some, but not all, of the specialist mathematical terms that appear in the standards.

accuracy

- In relation to observation and measurement, it means 'exact and correct'.
- In relation to description, it means 'without mistakes'.
- In calculations, the requirements for level of accuracy vary between the levels and must be appropriate to context.

Evidence of checking for accuracy is required at all levels. Where there is a series of calculations of the same type, evidence of checking at least the first few of each type should be recorded for assessment purposes. For the remainder, accurate results should confirm that effective checking has taken place.

activity

An activity includes a number of related tasks where the results of one task affect the carrying out of another. See also 'task'.

agree

Discuss and agree with an appropriate person how to tackle a problem or task, i.e. the decision should be made jointly with a teacher, tutor or supervisor.

analyse

Break down into components or essential features; examine in detail.

appropriate

Suitable for intended task, context, audience, etc. The use of 'appropriate' in the standards recognises that different contexts require different treatments.

approximate/approximately/approximation

Refers to an estimate, result or check that is not exact but is close enough to be useful in a practical context.

assessor

The person who is competent/trained and responsible for judging a candidate's performance against the standards at the appropriate level.

audience

The audience is the people addressed by a text, document or speaker. The term includes readers, listeners, film/television audiences and users of information technology.

authentic (evidence)

Evidence that has been produced by the candidate with no more help, support or guidance than is permitted at the relevant level.

authenticate

To confirm that a candidate's evidence is authentic.

average

Sometimes used synonymously with 'arithmetic mean'. Measures of average include mean, median and mode.

bar chart/bar graph

A form of representation of discrete data. Frequencies are represented by bars of equal width where the lengths are proportional to the frequencies. The bars may be presented vertically or horizontally.

capacity

Volume (i.e. a measure in three-dimensional space) applied to liquids, materials that can be poured, or containers. Units include cubic centimetres (cm^3), cubic metres (m^3).

chart

For the purpose of the Application of Number skill, it is not necessary to distinguish between 'chart' and 'graph'. Both can be regarded as a representation of the relationship between variables such as categories and frequency data, or x and y coordinates. Examples include: pie chart, bar chart, histogram, pictogram, frequency polygon, frequency diagram, single or multiple line graph, scatter graph with or without line of best fit.

Where used as evidence, charts/graphs may be produced using ICT but must always be correctly drawn and labelled.

check

- With appropriate person: run through the problem or task for understanding, accuracy and sense, perhaps repeating in own words and/or asking questions to clarify.
- Calculations/results: use checking methods (for example inverse calculation, checking for sense, using alternative method) to identify and correct mistakes.

collect

The term 'collect' is used at Levels 2 and 3 to indicate that the candidate must show more initiative and independence than is required when obtaining data at previous levels. See also 'obtain'.

combined events

A set of independent events with a single outcome. An independent event does not influence a subsequent event, for example one throw of a die does not influence a second throw. Two throws of a die is a combined event with 36 possible outcomes (6 x 6). The probability of throwing two sixes is 1/36.

common

Used to describe units, instruments, measures, date formats, etc., that are widely used in everyday life in non-specialist contexts.

complex

A complex table/chart/graph/diagram must show a variety of interrelated data.

compound measures

Compound measures measure several different aspects of a complex concept, for example time and distance to calculate speed.

confirm

The task or problem is given by the tutor, teacher or trainer. It is the candidate's responsibility to ensure and demonstrate that they fully understand it.

continuous

See 'data'.

correct (verb)

Put right a mistake.

correct (adjective)

Of labels: appropriate and accurate.

data (singular: datum)

Quantitative information consisting of counts or measurements.

- **discrete data**

Data resulting from a count of separate items or events (for example number of people) where the variable can take only one of a finite set of values.

- **continuous data**

Data that can take any of an infinite number of values between whole numbers (for example length, capacity or temperature) and so cannot be measured completely accurately. Continuous data may be represented by a line graph or histogram.

data set

A data set may be collected by the candidate (i.e. primary data) or it may be sampled or drawn from a larger set of secondary data.

describe

Unless otherwise specified, candidates may describe their task, methods, data, results, etc., in written or spoken form, or a combination of these.

diagram

Any graphical method of representation other than a chart or graph. A diagram should include a scale where this is appropriate for purpose. Examples include: scale drawing, plan or workshop drawing, circuit drawing, 3-D representation, flow chart, critical path or network diagram, and organisation chart. See also 'chart'.

discrete

See 'data'.

distribution

In recording data, the way in which values in the set of observations are arranged.

effective/effectively

Carry out a task in a way that produces the desired result. It is possible to be effective but inefficient.

efficiently

Carry out a calculation using an appropriate number of steps or operations. For example, at Entry Level 3, this might mean multiplying rather than repeated addition. When using electronic aids, it is efficient to use available operations and functions (for example memory and constant functions on a calculator) or to use the 'sum' formula in a spreadsheet for a range of cells, rather than adding up individual cells.

electronic aid

A tool for calculating, for example a calculator, a spreadsheet.

estimate

To arrive at an approximate answer by calculating with suitable approximations for numbers or, in measurement, by drawing on previous experience.

evaluate (an expression)

To work out the value of an expression by substituting numbers for variables.

event

Used in probability to describe the outcome of an action or happening.

everyday

Describes numbers, measures, units, instruments, etc., that fall within the daily experience of most people in non-specialist contexts.

evidence

At Levels 1 to 4 only, candidates have to produce a portfolio of evidence to demonstrate that they have the skills required to satisfy the requirements of the standards. Evidence can include written material, computer printouts, artefacts, audio and/or video recordings, and witness statements/testimony. See also 'portfolio' and 'witness statement'.

At Entry level, candidates have to demonstrate that they have the skills to meet the requirements of the qualification by completing awarding body designed assessments. These are regarded as evidence and could also include written material, computer printouts, artefacts, audio and/or video recordings, and witness statements/testimony. See also 'portfolio' and 'witness statement'.

explain

Give a clear and detailed account or description, including cause and effect where appropriate. Use words such as 'so', 'therefore', 'as a result', 'because'. Unless otherwise specified, candidates may explain their problem/task, methods, data, results, etc., in written or spoken form, or a combination of these.

expression

A mathematical statement involving variables written in words or symbols and using operators, for example length \times width, $a \times b$ (or ab).

extended (period of time)

An extended period of time is likely to be at least three months.

familiar

Describes contexts, situations, numbers, measures, instruments, audiences, etc., of which the candidate has some prior knowledge or experience.

formula (plural: formulae)

Any identity, general rule or mathematical law.

frequency table

A table for a set of observations showing how frequently each event or quantity occurs.

given

Refers to a task, an activity, a problem or information that is provided to the candidate by the teacher, tutor or trainer, rather than the candidate having to find, identify or choose it themselves.

graph

See 'chart'.

graphics/graphical

Graphical material and graphical formats include graphs, charts, diagrams and other ways of visually representing quantitative information.

grouped data

Observed data arising from counts and grouped into non-overlapping intervals, for example number of people in different age groups with intervals 0–9, 10–19, 20–29, 30–39, 40–49, etc.

image

Includes models, plans, sketches, diagrams, pictures, graphs and charts. Whatever form the image takes, it must be fit for purpose and must aid understanding of the material being presented.

A 'simple image' might be a picture, sketch or diagram that shows simple information and requires very little if any mathematical interpretation.

independence/independent/independently

Making choices or decisions without consulting a teacher, tutor or trainer in the first instance, though perhaps asking advice or seeking confirmation later. Includes being able to recognise when it is appropriate to ask for advice or seek confirmation.

information

In the standards, this is used together with 'data' to indicate that relevant information may not be in the form of numbers, counts or measurements. See 'data'.

interpret

Explain the meaning of (for example) symbols, information, results.

inverse operations

Operations that, when they are combined, leave the entity on which they operate unchanged. For example, addition and subtraction are inverse operations (for example $5 + 6 - 6 = 5$); multiplication and division are inverse operations (for example $(6 \times 10) \div 10 = 6$).

justify

Explain why the methods used or choices made are appropriate to the task or activity.

level of accuracy

See 'accuracy'.

line graph

A diagram showing a relationship between two variables.

mean

A type of average. The arithmetic mean is the sum of quantities divided by the number of them, for example the arithmetic mean of 5, 6, 14, 15 and 45 is $(5 + 6 + 14 + 15 + 45) \div 5 = 17$.

median

A type of average. The median is the middle number or value when all are arranged in ascending order, for example the median of 5, 6, 14, 15 and 44 is 14. Where there is an even number of values, the arithmetic mean of the two middle values is calculated, for example the median of 5, 6, 7, 8, 14 and 44 is $(7 + 8) \div 2 = 7.5$.

mode

A measure of average – the most frequently occurring value in a set of data.

multi-stage/multi-step (calculation)

Where one calculation is used as the basis or starting-point for the next.

notes

Notes that are submitted as evidence need not be in continuous prose, and grammar, spelling and punctuation do not have to be perfect, but they must be legible and meaning must be clear. They include completion of a pro forma, where this is appropriate. Where appropriate, notes may be supplemented by a witness statement.

number bond

A pair of numbers with a particular total, for example number bonds to ten, all pairs of numbers with the total 10.

obtain

Indicates that only limited independence is required when the candidate is finding sources of data and information. See also 'collect'.

pictogram

A form of representation of data. Suitable pictures/symbols/icons are used to represent objects. For large numbers, one symbol may represent a number of objects and a part symbol may then represent a rough proportion of the number.

pie chart

A form of representation of data. A circle is divided into sectors. The frequency or amount of each quantity is proportional to the angle at the centre of the circle.

portfolio

A portfolio is a file, folder or other means of storing and presenting the evidence that the candidate is submitting for final/summative assessment. It may include a variety of types of evidence (for example written, video, audio, artifact) and may be in hard copy, electronic (often referred to as an e-portfolio), or a combination of these.

positional vocabulary

Words that indicate relative position, for example 'right', 'left', 'above', 'below'.

present (verb)

Unless otherwise specified in the standards, candidates may present the results of their work in written or spoken form, or a combination of these.

probability

The likelihood of an event happening. Probability is expressed on a scale from 0 to 1. Where an event cannot happen, its probability is 0; where it is certain, its probability is 1. The probability of scoring 1 with a fair die is $\frac{1}{6}$.

problem

A problem exists when there is a need to bridge a gap between a current situation and a desired situation. The problem may be a 'do-it' problem, which involves planning to achieve a desired result in the future, or a 'fix-it' problem, where the present situation is undesirable and needs to be put right.

- **sub-problem**

At Level 3 and Level 4, a problem must be sufficiently complex that the candidate has to identify its sub-problems and tackle each one as a separate task if the overall problem is to be solved.

property

Any attribute, for example one property of a square is that all its sides are equal.

proportion

Includes percentage, fraction, decimal, ratio.

purpose

Evidence must be generated in the context of a task or activity that satisfies some purpose in the candidate's work or leisure. Evidence that is collected simply to satisfy the requirements of the candidate's portfolio is not purposeful and does not meet the assessment requirement.

quadrilateral

A polygon with four sides and four interior angles.

range

- Refers to three or more methods, sources, options, etc.
- A measure of spread in statistics. The difference between the greatest and the least in a set of numerical data.

ratio

A comparison of quantities of the same kind, written a:b, for example a mixture made up of two ingredients in the ratio 3:1 is three parts of the first ingredient to one part of the second; the first ingredient makes up $\frac{3}{4}$ of the total mixture, the second makes up $\frac{1}{4}$ of the total.

read

In the context of Application of Number, the term 'read' refers to obtaining meaning from symbols, numbers, diagrams, graphs, etc. It may not require the ability to read continuous text, though this is more likely to be necessary at Level 2 and Level 3.

recording document

Any document, log, diary, etc., that is used to keep a record of the actions, steps or stages completed in carrying out a task or activity. The document may be a pro forma provided by a teacher, tutor or trainer, or may be created by the candidate, but it must be fit for purpose.

round (verb)

To express a number or measurement to a required degree of accuracy, for example 537 rounded to the nearest 10 is 540.

scale

The ratio between the size of something real and the size of a representation of it.

select

Choose, using criteria appropriate to task.

sequence

A succession of terms formed according to a rule. There is a definite relation between one term and the next and between each term and its position in the sequence, for example 1, 4, 9, 16, 25, etc.

simple

Describes data, information, diagrams, charts, graphs, images, etc., that make limited demands on the learner, for example small whole numbers, numbers that are easy to work with (such as multiples of 2, 5, 10, 100), uncomplicated representations of limited amounts of data.

sources

May be primary (i.e. created/collected by the candidate) or secondary, for example sourced from other people, printed material, electronic material, the internet, broadcasts, etc. The range and complexity of sources will increase as the level of demand of a problem or task increases through the levels.

standard unit

Units that are agreed throughout a community, for example metre is a standard unit of length. Non-standard units are, therefore, those that are not widely agreed, for example pace, cupful.

step

A purposeful action taken in the context of carrying out a task.

straightforward

Describes information, subjects and materials that candidates often meet in their work, studies or other activities. See also 'simple'.

sub-problem

See 'problem'.

substitute

To assign a value to a variable.

symbol

- Letter, numeral, figure or other mark that represents a number, an operation or another mathematical idea, for example V (Roman symbol for five), > (is greater than).
- A design or motif, for example on a notice or piece of equipment, that informs the 'reader' of content or meaning, for example the symbol for radioactivity, the symbol for high-voltage electricity.

system (of measure)

An agreed system of measure in which units are defined and in a fixed relationship to each other, for example metric, imperial.

table

An orderly arrangement of information, numbers or letters, usually in rows and columns.

tackle

Emphasises that, at this first stage, the candidate is confirming or planning their approach to the problem or task, and that this approach will not necessarily solve it.

tally

(Make) marks to represent objects counted.

task

A task is purposeful and complete in itself. It may involve more than one step. See also 'activity'.

tolerance

Variation in measurement that is acceptable in the context.

valid

Valid evidence is evidence that gives a true picture of the work of the candidate and is directly relevant to the required standard.

volume

A measure in three-dimensional space, measured in cubes, for example cubic centimetres (cm³), cubic metres (m³).

weight

The force with which a body is attracted towards the earth's centre. In non-scientific contexts, often used synonymously with mass (though technically different). Metric units of weight include kilograms (kg) and grams (g).

witness statement

A statement (sometimes called 'witness testimony') that confirms that the candidate has demonstrated the skill(s) in question (for example describing the methods they have used) at the required standard. The statement must be signed by a competent person, that is a person who was present when the candidate demonstrated their competence and who is, in the opinion of the assessor, capable of making a reliable, fair and unbiased judgement in relation to the required standard.

Where used, a witness statement should include the date, the name, signature and contact details of the witness, and details of the context in which the observation took place. There must also be a very short note of the witness' role, for example workplace supervisor, geography teacher, youth group leader.

The assessor must confirm the authenticity and the validity of a witness statement; they may need both to confirm with the witness that the statement is genuine and to check that the witness understands the requirements of the standard.

A witness statement must not be the sole form of evidence that a candidate has achieved the standard.

Information and communication technology – progression

Introduction

The aim of the ICT standards is to encourage candidates to develop and demonstrate their skills in using ICT to carry out a task or activity by finding, exploring, exchanging, developing and presenting information (text, images and numbers). The standards are essentially concerned with developing and recognising candidates' ability to select and apply ICT skills in ways that are appropriate to their particular context. However, they can also be used to help individuals make connections with less-familiar contexts and develop their ability to progress to higher levels of competence.

Techniques for using ICT systems and software are essential, but so too are the skills of application, such as making decisions about the relevance of information and the quality of work. Techniques and skills of application contribute to understanding a task or activity, deciding on how best to carry it out, and presenting results taking account of purpose and audience. The standards are designed to recognise candidates' progression in terms both of underpinning techniques and of the skills of application.

Progression through the levels is demonstrated by increasing ability to manage the whole process, using ICT:

Understand a task or activity → find and select information
→ develop information → present findings.

The standards do not stipulate particular hardware or software packages, but it is assumed that candidates will be working with equipment and software that are appropriate to their work, study or other activities.

Each level of the skill incorporates and builds on the previous levels.

It is important to note that, where the wording of a standard is identical at different levels, the progression is inherent in another aspect of the standard. For example, the requirement to 'recognise and use interface features' appears at all levels from Entry Level 1 to Level 3. The progression is inherent in the fact that the complexity and detail of the interface features will be more demanding at each level.

At the three **Entry levels** candidates are required to use ICT systems and skills in familiar and accessible contexts to carry out given tasks and present information. The ICT skills demanded by the situation or task are clear and straightforward. Guidance and direction are provided by a teacher, tutor or trainer.

At **Level 1** candidates are required to use ICT systems to find, develop and present simple numerical, textual and graphical information in the context of short, straightforward tasks, using basic techniques. Candidates should know how to use technology safely, care for equipment, and avoid losing data. They should also know how to send and receive e-mail, and to whom they should turn if things go wrong.

At **Level 2** candidates are required to use ICT systems independently to carry out a largely straightforward task, to make effective searches, to derive new information, and present it taking account of purpose and audience. They must combine information, such as text with images or numbers, in a consistent way. Activities require a greater range of techniques, and more steps, than at Level 1. Candidates should be able to enter formulae when using appropriate software to generate simple calculations such as totals. They must observe copyright and confidentiality laws and manage health, safety and security risks. They should be able to recognise errors and their causes and be aware of ways of minimising the risk of viruses. They should know how to send and receive e-mails with attachments.

At **Level 3** there is an increase in the complexity of activities and techniques required, such as the ability to create structures and procedures for developing text, images and numbers. Candidates are required to plan and carry through at least two activities, one of which must cover ICT3.1, ICT3.2 and ICT3.3. They must be able to manage their work independently, including the technology and software they are using. This includes observing laws of copyright and rules of confidentiality, safe working and avoiding loss of information, identifying errors, and minimising risks from viruses. Candidates need to be aware of the wider implications of using ICT.

The focus is on a critical approach, requiring candidates to make judgements on their work, in terms of speed, ease of use, effort and accuracy, and to compare their use of ICT with other systems and with manual methods.

At **Level 4** the focus of the standard is on candidates developing and applying their ICT skills, with substantial independence, to their work, study or other activities over an extended period of time, for example about three months. The extended time frame is to ensure that there are sufficient opportunities for the work to develop, as well as for candidates to monitor and critically reflect on their progress and the effectiveness of their ICT skills, so that they can adapt their strategy in response to new demands and feedback from others.

Candidates need to show that they can:

- plan strategically their use of ICT skills
- apply these skills effectively and for a purpose over time
- monitor and review their work, including the development of their skills
- critically reflect on their progress.



Information and communication technology: progression: evidence

Important notes:

1. Each level of the skill incorporates and builds on the previous levels.
2. This section must be read in association with the 'Amplification of evidence requirements' and 'ICT Mandatory definitions' sections which provide mandatory detail about each component and are a constituent part of the standards.
3. Where the standards refer to 'information', this can take the form of text and/or images and/or numbers.

You must provide evidence that you can:

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
Use ICT systems					<p>You must carry out at least two activities that, overall:</p> <ul style="list-style-type: none"> • include at least one ICT-based information source and at least one non-ICT-based information source • use different information sources for each activity 	<p>You must carry out at least two activities that, overall:</p> <ul style="list-style-type: none"> • show that you can plan and carry through a number of different activities, one of which must be a complex activity covering ICT3.1, ICT3.2 and ICT3.3 • include at least one ICT-based information source and at least one non-ICT-based information source • use different information sources for each activity

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
					<ul style="list-style-type: none"> • use at least one example of text, one example of image and one example of number • present evidence of purposeful use of e-mail 	<ul style="list-style-type: none"> • use at least one example of text, one example of image and one example of number • use at least one example of combined information • present evidence of purposeful use of e-mail; at least one e-mail that you send and at least one that you receive must have an attachment that is related to your task. <p>Each component (ICT3.1, ICT3.2 and ICT3.3) must be covered at least twice, and ICT3.3 must be covered for at least two different audiences. Smaller tasks may be used to ensure that each component is covered.</p>

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
	<p>ICTE1.1.1 Understand a simple given task that involves the use of ICT</p> <p>ICTE1.1.2 Use ICT to help you carry out the task</p> <p>ICTE1.1.3 Follow safe, healthy and secure working practices at all times</p>	<p>ICTE2.1.1 Understand a straightforward given task that involves the use of ICT</p> <p>ICTE2.1.2 Use ICT to help you carry out the task</p> <p>ICTE2.1.3 Follow safe, healthy and secure working practices at all times</p>	<p>ICTE3.1.1 Confirm your understanding of a straightforward given task that involves the use of ICT</p> <p>ICTE3.1.2 Use ICT to help you carry out the task</p> <p>ICTE3.1.3 Follow safe, healthy and secure working practices at all times</p>	<p>ICT1.1.1 Confirm your understanding of a given task that involves the use of ICT</p> <p>ICT1.1.2 Use ICT independently to carry out the task</p> <p>ICT1.1.3 Follow safe, healthy and secure working practices at all times</p>	<p>ICT2.1.1 Describe how you will approach an activity that involves the use of ICT</p> <p>ICT2.1.2 Use ICT independently to carry out the activity effectively</p> <p>ICT2.1.3 Follow safe, healthy and secure working practices at all times</p>	<p>ICT3.1.1 Analyse and accurately describe how you will approach at least one complex activity that involves the use of ICT</p> <p>ICT3.1.2 Use ICT independently to carry out the activity efficiently and effectively</p> <p>ICT3.1.3 Follow safe, healthy and secure working practices at all times</p>
Find, select and exchange information	<p>ICTE1.2.1 Recognise appropriate sources of ICT-based information</p> <p>ICTE1.2.2 Get information from an ICT-based source</p>	<p>ICTE2.2.1 Recognise and use appropriate sources of ICT-based information</p> <p>ICTE2.2.2 Find and get information from ICT-based sources</p>	<p>ICTE3.2.1 Identify and use appropriate sources of ICT-based information</p> <p>ICTE3.2.2 Search for and get ICT-based information that is relevant to each task</p>	<p>ICT1.2.1 Find, select and use appropriate sources of ICT-based information</p> <p>ICT1.2.2 Search for, select and get ICT-based information that is relevant to each task</p>	<p>For each of your activities: ICT2.2.1 Find, select and use different sources of appropriate ICT-based and non-ICT-based information</p> <p>ICT2.2.2 Search for, select and get relevant ICT-based and non-ICT-based information</p>	<p>For each of your activities: ICT3.2.1 Plan how to find the ICT-based and non-ICT-based information you require</p> <p>ICT3.2.2 Search for, evaluate, select and get, from a range of sources, relevant ICT-based and non-ICT-based information</p>

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
	<p>ICTE1.2.3 Receive simple ICT-based communications</p>	<p>ICTE2.2.3 Enter, save, send and receive ICT-based information</p>	<p>ICTE3.2.3 Enter, save, send and receive ICT-based information to suit your purpose</p>	<p>ICT1.2.3 Enter, save, send, receive and exchange ICT-based information to suit your purpose</p>	<p>ICT2.2.3 Enter, save, communicate and exchange ICT-based information to suit your purpose</p>	<p>ICT3.2.3 Enter, save, communicate and exchange ICT-based information to suit your purpose</p>
Develop and present information	<p>ICTE1.3.1 Enter simple ICT-based information for a purpose</p>	<p>ICTE2.3.1 Enter and edit ICT-based information for a purpose</p>	<p>ICTE3.3.1 Enter and develop ICT-based information to suit your purpose, in the form of: a) text b) images c) numbers</p>	<p>ICT1.3.1 Enter, develop, format and bring together ICT-based information to suit your purpose, in the form of: a) text b) tables c) images d) numbers</p>	<p>ICT2.3.1 Enter, organise, develop, format and combine ICT-based and non-ICT-based information to suit content and your purpose, in the form of: a) text b) tables c) images d) numbers e) records</p>	<p>ICT3.3.1 Organise, develop, format and combine ICT-based and non-ICT-based information from different sources to suit content and your purpose, in the form of: a) text b) tables c) images d) numbers e) records</p>
	<p>ICTE1.3.2 Present information for a purpose, using ICT</p>	<p>ICTE2.3.2 Present information for a purpose, using ICT</p>	<p>ICTE3.3.2 Present information in ways that are fit for purpose, using ICT</p>	<p>ICT1.3.2 Present information, using consistent layouts that are fit for purpose and audience, using ICT, and review your work</p>	<p>ICT2.3.2 Present combined information, using consistent formats and layouts that are appropriate to your purpose and audience, using ICT, and review your work</p>	<p>ICT3.3.2 Present your final output effectively, using a consistent style and formats and layouts that are appropriate to your purpose and audience, using ICT, and review your work</p>

Access statement

Candidates with particular disabilities may be unable to show that they are competent by providing all their evidence in the form specified in these standards.

For such candidates, reasonable adjustments to the evidence requirements may be allowed in appropriate circumstances. In some cases, exemptions may be permissible. Further detail on reasonable adjustments and exemptions for candidates with particular disabilities can be found on pages 8 and 9.

Information and communication technology: progression: skills

Important notes:

1. Each level of the skill incorporates and builds on the previous levels.
2. This section must be read in association with the 'Amplification of evidence requirements' and 'ICT Mandatory definitions sections which provide mandatory detail about each component and are a constituent part of the standards.
3. Where the standards refer to 'information', this can take the form of text and/or images and/or numbers.

In order to show that you are competent, you need to know how to:

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
Use ICT systems	<ul style="list-style-type: none"> • make sure that you understand the task you have been given • use hardware to help you carry out the task 	<ul style="list-style-type: none"> • make sure that you understand the task you have been given • use hardware and software to help you carry out the task 	<ul style="list-style-type: none"> • make sure that you understand the task you have been given • use correct procedures to start and shut down an ICT system 	<ul style="list-style-type: none"> • confirm that you understand the task you have been given • use correct procedures to start and shut down ICT systems • select software applications to achieve your purpose 	<ul style="list-style-type: none"> • work with an appropriate person to help you identify and describe your activity and its tasks and/or sub-tasks • describe and use correct procedures to start and shut down ICT systems • select software applications and system facilities to achieve your purpose 	<ul style="list-style-type: none"> • identify, analyse and accurately describe your activity and its sub-tasks • plan how you will carry out the activity by breaking it down into a series of tasks or sub-tasks • explain the need for and use correct procedures to start and shut down ICT systems • select a range of software applications and system facilities to achieve your purpose

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
	<ul style="list-style-type: none"> recognise and use interface features 	<ul style="list-style-type: none"> recognise and use interface features 	<ul style="list-style-type: none"> use correct procedures to open, use and close appropriate software use input and output devices recognise and use interface features ask for personal settings to be adjusted according to your needs work with files to enable storage and retrieval of information show that you understand the importance of making a back-up copy of your work 	<ul style="list-style-type: none"> use correct procedures to open, use and close appropriate software use input and output devices and communication services recognise and use interface features adjust personal settings according to your needs, without affecting the work of others, and restore them after use work with files and folders to store and retrieve information effectively show that you understand the importance of making a back-up copy of your work and know how this can be done 	<ul style="list-style-type: none"> describe and use correct procedures to open, use and close appropriate software use input and output devices and communication services recognise and use interface features adjust personal settings without affecting the work of others, and restore them after use manage files and folder structures so that you can store and retrieve information efficiently make a back-up copy of your work, or check that this has been done automatically 	<ul style="list-style-type: none"> explain the need for and use correct procedures to open, use and close appropriate software use a range of input and output devices and communication services recognise and use interface features adjust personal settings without affecting the work of others, and restore them after use manage files and folder structures to enable efficient storage and retrieval of information by you or by others (where appropriate), using version management make a back-up copy of your work and, where appropriate, check that this has been done automatically

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
	<ul style="list-style-type: none"> • use the 'help' facility when appropriate • ask for help when you need it • follow safe and healthy working practices that you are shown. 	<ul style="list-style-type: none"> • use the 'help' facility when appropriate • ask for help when an error occurs • follow safe and healthy working practices that are recommended to you • keep access information secure 	<ul style="list-style-type: none"> • insert and remove portable storage media safely and correctly • use the 'help' facility when appropriate • ask for help when an error occurs • follow safe and healthy working practices that are recommended to you • keep information secure 	<ul style="list-style-type: none"> • handle and use portable storage media safely and correctly • use the 'help' facility when appropriate • recognise errors and when to ask for help to resolve them • follow safe and healthy working practices that are recommended to you • follow recommended procedures to protect the security of data 	<ul style="list-style-type: none"> • handle and use portable storage media safely and correctly • use the 'help' facility when appropriate • recognise errors and identify their possible causes so that you can describe them to another person • show understanding of and follow safe and healthy working practices, including minimising health risks • describe the need for and follow recommended procedures to protect the security of data and of ICT systems 	<ul style="list-style-type: none"> • handle and use a range of portable storage media safely and correctly • use the 'help' facility when appropriate • recognise errors and identify their likely causes so that you can describe them accurately to another person • explain and take active steps to ensure and follow safe and healthy working practices, including minimising health risks • explain the need for and follow appropriate procedures to protect the security of data and of ICT systems, including the use of passwords

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
			<ul style="list-style-type: none"> show you are aware of the main threats to internet and network security use the internet safely. 	<ul style="list-style-type: none"> show you are aware of threats to internet and network security and recognise them if they occur use the internet safely. 	<ul style="list-style-type: none"> use the internet safely. 	<ul style="list-style-type: none"> implement 'housekeeping' procedures where appropriate use the internet safely.
Find, select and exchange information	<ul style="list-style-type: none"> recognise sources of information that are appropriate to your task get simple information from an appropriate ICT-based source 	<ul style="list-style-type: none"> recognise and use appropriate sources of ICT-based and other forms of information get information from appropriate ICT-based sources 	<ul style="list-style-type: none"> identify and use appropriate sources of ICT-based and other forms of information search for and get information from appropriate ICT-based and other sources search the internet for information 	<ul style="list-style-type: none"> identify, find, select and use appropriate sources of ICT-based and other forms of information search for and get different types of information from appropriate ICT-based and other sources navigate and search the internet for information 	<ul style="list-style-type: none"> identify, find, select and use ICT-based and other sources of information appropriate to your tasks search for and get ICT-based information using complex search techniques design queries to locate relevant information access, navigate and search the internet for information 	<ul style="list-style-type: none"> plan and organise your work find, evaluate, select and use ICT-based and other sources of information appropriate to your tasks design and use efficient search techniques to find ICT-based information design queries to locate relevant information using different sources and multiple search criteria access, navigate and efficiently search the internet for information

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
	<ul style="list-style-type: none"> enter and save simple information so that you can find it again 	<ul style="list-style-type: none"> enter and save information so that you can find it again easily 	<ul style="list-style-type: none"> check the reliability of the websites you find select and use information relevant to your task enter and save information relevant to your task so that you can retrieve it easily 	<ul style="list-style-type: none"> make sound judgements about the reliability of the websites you find select and use information relevant to your task establish the copyright status of the information you find enter information in appropriate formats 	<ul style="list-style-type: none"> compare the websites you find and make sound judgements about their accuracy and reliability interpret information and evaluate its fitness for your purpose select and use the information you need to meet your purpose establish the copyright status of the information you find, and note your sources enter information using formats that help development 	<ul style="list-style-type: none"> make sound judgements about the reliability of the websites you find, using explicit criteria and justifying your choices interpret information and evaluate its fitness for your purpose select and use the information you need to meet your purpose based on judgements of relevance and quality establish the copyright status of the information you find and record full details of your sources enter information in consistent formats convert information between formats as appropriate

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
	<ul style="list-style-type: none"> • receive simple ICT-based communication. 	<ul style="list-style-type: none"> • send and receive simple ICT-based communications. 	<ul style="list-style-type: none"> • send and receive ICT-based communications • open, read and respond appropriately to e-mail • create and send e-mail. 	<ul style="list-style-type: none"> • save information in appropriately named files and folders, on hard disks and on portable storage media, so it can be retrieved easily • use ICT to send, receive and exchange information • send, receive and respond appropriately to e-mail, including attachments, and using an e-mail address book. 	<ul style="list-style-type: none"> • save information in appropriately named files and folders, on hard disks and on portable storage media, and ensure that back-up copies are made • use ICT to send, receive, exchange and share information • send, receive and respond appropriately to e-mail, including attachments • copy e-mails to others only as appropriate, respecting confidentiality and, where appropriate, observing data protection requirements 	<ul style="list-style-type: none"> • enter and save your information in appropriately named files and folders, on hard disks and on portable storage media • explain the need for back-up copies and ensure that they are made, including by you if necessary • use ICT to send, receive, exchange and share information • send, receive and respond appropriately to e-mail, including attachments • copy e-mails to others only as required by your task, respecting confidentiality and the relevant requirements of the Data Protection Act

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
					<ul style="list-style-type: none"> manage efficient storage of e-mail, e-mail attachments, and e-mail addresses. 	<ul style="list-style-type: none"> manage efficient storage of e-mail, e-mail attachments, and e-mail addresses.
Develop and present information	<ul style="list-style-type: none"> enter and edit simple information 	<ul style="list-style-type: none"> enter and edit information 	<ul style="list-style-type: none"> enter and edit information to achieve the outcome you require enter, bring together and organise information in the form of text, images and numbers 	<ul style="list-style-type: none"> observe copyright constraints on how you use information enter, bring together and organise information in the form of text, tables, images and numbers format information in a consistent way 	<ul style="list-style-type: none"> observe copyright and other constraints on how you use information, and acknowledge your sources enter, bring together and organise information in the form of text, tables, images, numbers and records, using formats that help development bring together and develop information from different types of sources in the form of text, tables, images, numbers and records 	<ul style="list-style-type: none"> observe copyright and other constraints on how you use information, and acknowledge your sources in full enter, develop and organise information using the features of software applications to improve the accuracy and efficiency of your work create and use structures and procedures for developing information and bringing together text, tables, images, numbers and records

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
				<ul style="list-style-type: none"> enter, develop, format and organise numerical information that is fit for purpose use appropriate layouts and techniques to present information that is fit for your purpose and audience 	<ul style="list-style-type: none"> derive new information, including combined information evaluate different methods of organising and presenting information, taking into account fitness for purpose and audience enter, develop and organise numerical information so that it is fit for purpose using spreadsheet software develop the presentation of your work using layouts and techniques to suit your purpose, your audience and the types of information used 	<ul style="list-style-type: none"> derive new information, including combined information evaluate different methods of organising and presenting information, taking into account fitness for purpose and audience develop and refine the presentation of your work so it is accurate, clear and presented consistently to suit your purpose and audience, taking account of the views of others

	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2	Level 3
	<ul style="list-style-type: none"> • identify and correct any simple mistakes • present information. 	<ul style="list-style-type: none"> • check content and correct any mistakes • present information that is fit for purpose. 	<ul style="list-style-type: none"> • check meaning, accuracy and suitability of the information you present • present information that is fit for purpose. 	<ul style="list-style-type: none"> • make sure the information you present is accurate, clear and fit for purpose and audience • present information that is fit for purpose and audience • review the effectiveness of your work. 	<ul style="list-style-type: none"> • check that all your work is accurate, clear and fit for purpose • present information that is fit for purpose and audience, using accepted conventions and/or templates as appropriate • review the effectiveness of the development and presentation of your work. 	<ul style="list-style-type: none"> • check that all your work is accurate, clear and fit for purpose • present information so that it meets your purpose and the needs of the audience • ask for feedback from others and review the effectiveness of the development and presentation of your work.

ICT Entry Level 1

Amplification of evidence requirements

This is about showing that you can:

- use ICT systems
- find, select and exchange information, using ICT
- develop and present information, using ICT

in familiar situations connected with education, training, work or social roles.

Notes

1. At this level, the subject matter and the tasks will be familiar to you; they will be given by your teacher, tutor or trainer, who will also give you guidance and direction. The ICT skills you will need are clear and straightforward.
2. You must provide evidence of your ICT skills, as they are specified in the first column of this amplification section. Your evidence must be in the form described in the second column ('Evidence requirements'). In order to provide this evidence, you will need to have the skills that are listed in the third column.
3. The 'Guidance' in the fourth column supports the requirements of the first three columns and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the standards that may be useful when you are developing the skill of ICT at Entry Level 1 and producing evidence of your work. It is not a mandatory part of the standards.
4. The Mandatory definitions give the exact meaning of certain words in this section. You must always refer to them when you are developing your skills, gathering your evidence and preparing for assessment.
5. Witness statements must not be the only form of evidence that you provide. When you provide a witness statement, it must be supported by other evidence.
6. Much of the evidence required is in the form of recording documents, for example a log, diary or completed pro forma. Such documents must be completed while the work is being carried out. Recording documents that are completed in retrospect at the end of a task or activity are not acceptable as evidence.

General points

- You must spend time with your teacher, tutor or trainer discussing the advantages and disadvantages of using ICT-based equipment for different tasks, and discussing health, safety and security. Such equipment may include computers (desktop or laptop), personal digital assistants (PDAs), personal organisers, mobile phones, etc.
- When you are using hardware, you must know about and observe the safety requirements of the equipment you are working with. This includes safe periods working with monitors and using equipment for an appropriate purpose.
- You are not expected to deal with equipment failures or errors, but you must understand why it is important to report problems immediately and know where to turn for help.

Evidence

At Entry level, the way in which you will be assessed for the qualification will be decided by your awarding body. The term 'evidence' is used in this section to refer to the work you produce for final assessment, in whatever form or context your awarding body requires it.

You must demonstrate your ICT skills in the context of purposeful tasks set in relevant contexts – demonstrating your skills in isolation or as stand-alone exercises cannot be used as evidence. The evidence you submit must show what you set out to do, your purpose, and the outcome expected; this may be in the form of a task or assignment brief. You may be able to follow through the three components of the standard in a single task, but this is not a requirement.

Your evidence must show that you have understood the task you have been given, used ICT to carry it out, obtained, entered, edited and saved information, sent and received ICT-based communications, and presented your work. The work you hand in must include at least one complete draft, with notes of the changes you made as you worked on the task. Your final printouts, presentations, etc., are not, on their own, sufficient as evidence, though you must include them in what you hand in. The evidence may include a signed statement from the person who has witnessed your work. Where such a witness statement is used, there should normally be supporting evidence in the form of your notes, or evidence that the assessor has discussed your work with you. Evidence for ICTE1.1.3 (which concerns health, safety and security) should be integrated into your work rather than stand alone.

You may present your evidence in electronic format, in hard copy, or in a combination of these.

Access statement

Candidates with particular disabilities may be unable to show that they are competent by providing all their evidence in the form specified.

For such candidates, reasonable adjustments to the evidence requirements may be allowed in appropriate circumstances. In some cases, exemptions may be permissible. For details, please see the introduction to the standards.



ICTE1.1 Use ICT systems

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>ICTE1.1.1 Understand a simple given task that involves the use of ICT.</p>	<p>Evidence may be in a variety of forms, including handwritten, electronically produced, oral or visual. For example, it may be in the form of the candidate's notes, or the assessor's observation notes or a question-and-answer session.</p> <p>Evidence must include the brief or assignment that the candidate was given.</p>	<ul style="list-style-type: none"> • make sure that you understand the task you have been given 	<p>Understand a simple given task You will be given a task to carry out but you must make sure that you understand it before you start, e.g. by asking questions and/or by describing the task in your own words.</p>
<p>ICTE1.1.2 Use ICT to help you carry out the task.</p>	<p>Evidence must show how the candidate has used ICT to tackle the task.</p> <p>Evidence may take the form of:</p> <ul style="list-style-type: none"> • a log or similar recording document, completed by the candidate, with entries confirmed as accurate and valid by a supervisor or others with whom the candidate has worked • witness statements or observation records by the assessor or other appropriate person; these must be authenticated by the assessor 	<ul style="list-style-type: none"> • use hardware to help you carry out the task • recognise and use interface features • use the 'help' facility when appropriate • ask for help when you need it 	<p>Ask for help when you need it You must be able to recognise when you need help, rather than think that you have to deal with every problem by yourself.</p>

	<ul style="list-style-type: none"> • notes of questions asked by an assessor, with records of the candidate's answers • annotated screenshots • an audio/visual clip. 		
<p>ICTE1.1.3 Follow safe, healthy and secure working practices at all times.</p>	<p>Evidence may be included at relevant points in the candidate's work or may be provided in the form of witness statements or records of observation by the assessor or other appropriate person; these must be authenticated by the assessor.</p> <p>It may be supplemented by:</p> <ul style="list-style-type: none"> • a separate log, completed by the candidate, with entries confirmed as accurate and valid by a supervisor or others with whom the candidate has worked • notes of questions asked by an assessor, with records of the candidate's answers • annotated screenshots • an audio/visual clip. 	<ul style="list-style-type: none"> • follow safe and healthy working practices that you are shown. 	<p>Follow safe and healthy working practices You must be able to follow safe and healthy working practices that you have been shown. These might cover checking cables, asking for seating and lighting to be adjusted, and taking breaks.</p>

ICTE1.2 Find, select and exchange information

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>ICTE1.2.1 Recognise appropriate sources of ICT-based information.</p>	<p>Evidence may be in the form of:</p> <ul style="list-style-type: none"> • a log or similar recording document, completed by the candidate, with entries confirmed as accurate and valid by a supervisor or others with whom the candidate has worked • witness statements or observation records by the assessor or other appropriate person; these must be authenticated by the assessor • notes of questions asked by an assessor, with records of the candidate's answers • annotated screenshots • an audio/visual clip. 	<ul style="list-style-type: none"> • recognise sources of information that are appropriate to your task 	<p>Recognise appropriate sources You must be able to recognise whether a source of information (e.g. DVD, text message, map, route finder) will provide the information you need for your task.</p>
<p>ICTE1.2.2 Get information from an ICT-based source.</p>	<p>Evidence may be in the form of:</p> <ul style="list-style-type: none"> • a log or similar recording document, completed by the candidate, with entries confirmed as accurate and valid by a supervisor or others with whom the candidate has worked • witness statements or observation records by the assessor or other appropriate person; these must be authenticated by the assessor 	<ul style="list-style-type: none"> • get simple information from an appropriate ICT-based source 	<p>Get simple information Your teacher/tutor/trainer may suggest an ICT-based source but you must get the relevant information from it.</p>

	<ul style="list-style-type: none"> • notes of questions asked by an assessor, with records of the candidate's answers • annotated screenshots • printouts. 		
<p>ICTE1.2.3 Receive simple ICT-based communications.</p>	<p>Evidence must include printouts and/or screenshots, supported by notes made by the candidate and/or by a witness, and authenticated by an assessor.</p> <p>It may be supplemented by:</p> <ul style="list-style-type: none"> • a separate log, completed by the candidate, with entries confirmed as accurate by a supervisor, or others with whom the candidate has worked • notes of questions asked by an assessor, with records of the candidate's answers • an audio/visual clip. 	<ul style="list-style-type: none"> • enter and save simple information so that you can find it again • receive simple ICT-based communication. 	<p>Save simple information and find it again You must save information in ways that help you to find it again (e.g. by entering it in the right place in an online form, or by using appropriate filenames).</p> <p>Receive simple ICT-based communication You must be able to receive simple information using ICT, e.g. by e-mails.</p>

ICTE1.3 Develop and present information

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>ICTE1.3.1 Enter simple ICT-based information for a purpose.</p>	<p>Evidence must include annotated printouts or screenshots of at least one complete draft.</p> <p>Evidence must show that the candidate can enter and edit information accurately. Final versions must be correct.</p>	<ul style="list-style-type: none"> • enter and edit simple information • identify and correct any simple mistakes 	<p>Enter and edit information You must be able to enter simple information (e.g. your name in an online form) correctly, and delete or amend information when you need to.</p>
<p>ICTE1.3.2 Present information for a purpose, using ICT.</p>	<p>Evidence must include hard copy or screenshots of the work that is presented.</p>	<ul style="list-style-type: none"> • present information. 	<p>Present information The information you present must be ICT-based but you may present it with a spoken explanation.</p>

ICT Entry Level 2

Amplification of evidence requirements

This is about showing that you can:

- use ICT systems
- find, select and exchange information, using ICT
- develop and present information, using ICT

in familiar situations connected with education, training, work or social roles.

Notes

1. Each level of the skill incorporates and builds on the previous levels. For example, at Entry Level 2 you need also to be competent in the skills that are required at Entry Level 1.
2. At this level, the subject matter and the tasks will be familiar to you; they will be given by your teacher, tutor or trainer, who will also give you guidance and direction. The ICT skills you will need are clear and straightforward.
3. You must provide evidence of your ICT skills, as they are specified in the first column of this amplification section. Your evidence must be in the form described in the second column ('Evidence requirements'). In order to provide this evidence, you will need to have the skills that are listed in the third column.
4. The 'Guidance' in the fourth column supports the requirements of the first three columns and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the standards that may be useful when you are developing the skill of ICT at Entry Level 2 and producing evidence of your work. It is not a mandatory part of the standards.
5. The Mandatory definitions give the exact meaning of certain words in this section. You must always refer to them when you are developing your skills, gathering your evidence and preparing for assessment.
6. Witness statements must not be the only form of evidence that you provide. When you provide a witness statement, it must be supported by other evidence.
7. Much of the evidence required is in the form of recording documents, for example a log, diary or completed pro forma. Such documents must be completed while the work is being carried out. Recording documents that are completed in retrospect at the end of a task or activity are not acceptable as evidence.

General points

- You must spend time with your teacher, tutor or trainer discussing the advantages and disadvantages of using ICT-based equipment for different tasks, and discussing health, safety and security. Such equipment may include computers (desktop or laptop), personal digital assistants (PDAs), personal organisers, mobile phones, etc.
- When you are using hardware, you must know about and observe the safety requirements of the equipment you are working with. This includes safe periods working with monitors and using equipment for an appropriate purpose.
- You are not expected to deal with equipment failures or errors, but you must understand why it is important to report problems immediately and know where to turn for help.

Evidence

At Entry level, the way in which you will be assessed for the qualification will be decided by your awarding body. The term 'evidence' is used in this section to refer to the work you produce for final assessment, in whatever form or context your awarding body requires it.

You must demonstrate your ICT skills in the context of purposeful tasks set in relevant contexts – demonstrating your skills in isolation or as stand-alone exercises cannot be used as evidence. The evidence you submit must show what you set out to do, your purpose, and the outcome expected; this may be in the form of a task or assignment brief. You may be able to follow through the three components of the standard in a single task, but this is not a requirement.

Your evidence must show that you have understood the task you have been given, used ICT to carry it out, obtained, entered, edited and saved information, sent and received ICT-based communications, and presented your work. The work you hand in must include at least one complete draft, with notes of the changes you made as you worked on the task. Your final printouts, presentations, etc., are not, on their own, sufficient as evidence, though you must include them in what you hand in. The evidence may include a signed statement from the person who has witnessed your work. Where such a witness statement is used, there should normally be supporting evidence in the form of your notes, or evidence that the assessor has discussed your work with you. Evidence for ICTE2.1.3 (which concerns health, safety and security) should be integrated into your work rather than stand alone.

You may present your evidence in electronic format, in hard copy, or in a combination of these.

Access statement

Candidates with particular disabilities may be unable to show that they are competent by providing all their evidence in the form specified.

For such candidates, reasonable adjustments to the evidence requirements may be allowed in appropriate circumstances. In some cases, exemptions may be permissible. For details, please see the introduction to the standards.



ICTE2.1 Use ICT systems

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>ICTE2.1.1 Understand a straightforward given task that involves the use of ICT.</p>	<p>Evidence may be in a variety of forms, including handwritten, electronically produced, oral or visual. For example, it may be in the form of the candidate's notes, or the assessor's notes of observation or of a question-and-answer session.</p> <p>Evidence must include the brief or assignment that the candidate was given.</p>	<ul style="list-style-type: none"> • make sure that you understand the task you have been given 	<p>Understand a straightforward given task You will be given a task to carry out but you must make sure that you understand it before you start (e.g. by asking questions and/or by describing the task in your own words).</p>
<p>ICTE2.1.2 Use ICT to help you carry out the task.</p>	<p>Evidence must show how the candidate has used ICT to tackle the task.</p> <p>Evidence may take the form of:</p> <ul style="list-style-type: none"> • a log or similar recording document, completed by the candidate, with entries confirmed as accurate and valid by a supervisor or others with whom the candidate has worked • witness statements or observation records by the assessor or other appropriate person; these must be authenticated by the assessor • notes of questions asked by an assessor, with records of the candidate's answers • annotated screenshots • an audio/visual clip. 	<ul style="list-style-type: none"> • use hardware and software to help you carry out the task • recognise and use interface features • use the 'help' facility when appropriate • ask for help when an error occurs 	<p>Ask for help when an error occurs You must be able to recognise when an error occurs and know when to ask for help.</p>

ICTE2.1.3

Follow safe, healthy and secure working practices at all times.

Evidence may be included at relevant points in the candidate's work or may be provided in the form of witness statements or records of observation by the assessor or other appropriate person; these must be authenticated by the assessor.

It may be supplemented by:

- a separate log, completed by the candidate, with entries confirmed as accurate and valid by a supervisor or others with whom the candidate has worked
- notes of questions asked by an assessor, with records of the candidate's answers
- annotated screenshots
- an audio/visual clip.

- follow safe and healthy working practices that are recommended to you
- keep access information secure.

Follow safe and healthy working practices

You must be able to follow safe and healthy working practices that have been recommended to you (e.g. check hardware and cables, ask for seating and lighting to be adjusted, avoid hazards, take breaks, minimise physical stress).

Keep access information secure

You must maintain secrecy about passwords and PINs.

ICTE2.2 Find, select and exchange information

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>ICTE2.2.1 Recognise and use appropriate sources of ICT-based information.</p>	<p>Evidence may be in the form of:</p> <ul style="list-style-type: none"> • a log or similar recording document, completed by the candidate, with entries confirmed as accurate and valid by a supervisor or others with whom the candidate has worked • witness statements or observation records by the assessor or other appropriate person; these must be authenticated by the assessor • notes of questions asked by an assessor, with records of the candidate's answers • annotated screenshots • an audio/visual clip. 	<ul style="list-style-type: none"> • recognise and use appropriate sources of ICT-based and other forms of information 	<p>Recognise and use appropriate sources You must be able to decide whether a source of information (e.g. DVD, text message, map, route finder) is or is not appropriate to your needs.</p>
<p>ICTE2.2.2 Find and get information from ICT-based sources.</p>	<p>Evidence may be in the form of:</p> <ul style="list-style-type: none"> • a log or similar recording document, completed by the candidate, with entries confirmed as accurate and valid by a supervisor or others with whom the candidate has worked • witness statements or observation records by the assessor or other appropriate person; these must be authenticated by the assessor 	<ul style="list-style-type: none"> • get information from appropriate ICT-based sources 	<p>Find and get information Your teacher/tutor/trainer may suggest some ICT-based sources but you must find relevant information in them.</p>

	<ul style="list-style-type: none"> • notes of questions asked by an assessor, with records of the candidate's answers • annotated screenshots • printouts. 		
<p>ICTE2.2.3 Enter, save, send and receive ICT-based information.</p>	<p>Evidence must include printouts and/or screenshots, supported by notes made by the candidate and/or by a witness, and authenticated by an assessor.</p> <p>It may be supplemented by:</p> <ul style="list-style-type: none"> • a separate log, completed by the candidate, with entries confirmed as accurate by a supervisor or others with whom the candidate has worked • notes of questions asked by an assessor, with records of the candidate's answers • an audio/visual clip. 	<ul style="list-style-type: none"> • enter and save information so that you can find it again easily • send and receive simple ICT-based communications. 	<p>Save information and find it again easily You must save information in ways that help you to find it again easily, e.g. by using appropriate filenames.</p> <p>Send and receive simple ICT-based communications You must be able to use ICT to send and receive simple information, e.g. by e-mail.</p>

ICTE2.3 Develop and present information

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>ICTE2.3.1 Enter and edit ICT-based information for a purpose.</p>	<p>Evidence must include annotated printouts and/or screenshots of at least one complete draft.</p> <p>Evidence must show that the candidate can enter and edit information accurately. Final versions must be correct.</p>	<ul style="list-style-type: none"> • enter and edit information • check content and correct any mistakes 	<p>Enter and edit information You must be able to enter information (e.g. make a diary entry, complete a simple form) and change it if you need to.</p>
<p>ICTE2.3.2 Present information for a purpose, using ICT.</p>	<p>Evidence must include hard copy or screenshots of the work that is presented.</p>	<ul style="list-style-type: none"> • present information that is fit for purpose. 	<p>Present information The information you present must be ICT-based but you may present it with a spoken explanation.</p>

ICT Entry Level 3

Amplification of evidence requirements

This is about showing that you can:

- use ICT systems
- find, select and exchange information, using ICT
- develop and present information, using ICT

in familiar situations connected with education, training, work or social roles.

Notes

1. Each level of the skill incorporates and builds on the previous levels. For example, at Entry Level 3 you need also to be competent in the skills that are required at Entry Level 2.
2. At this level, the subject matter and the tasks will be familiar to you; they will be given by your teacher, tutor or trainer, who will also give you guidance and direction. The ICT skills you will need are clear and straightforward.
3. You must provide evidence of your ICT skills, as they are specified in the first column of this amplification section. Your evidence must be in the form described in the second column ('Evidence requirements'). In order to provide this evidence, you will need to have the skills that are listed in the third column.
4. The 'Guidance' in the fourth column supports the requirements of the first three columns and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the standards that may be useful when you are developing the skill of ICT at Entry Level 3 and producing evidence of your work. It is not a mandatory part of the standards.
5. The Mandatory definitions give the exact meaning of certain words in this section. You must always refer to them when you are developing your skills, gathering your evidence and preparing for assessment.
6. Witness statements must not be the only form of evidence that you provide. When you provide a witness statement, it must be supported by other evidence.
7. Much of the evidence required is in the form of recording documents, for example a log, diary or completed pro forma. Such documents must be completed while the work is being carried out. Recording documents that are completed in retrospect at the end of a task or activity are not acceptable as evidence.

General points

- You must spend time with your teacher, tutor or trainer discussing the advantages and disadvantages of using ICT-based equipment for different tasks, and discussing health, safety and security. Such equipment may include computers (desktop or laptop), personal digital assistants (PDAs), personal organisers, mobile phones, etc.
- When you are using hardware, you must know about and observe the safety requirements of the equipment you are working with. This includes safe periods working with monitors and using equipment for an appropriate purpose.
- You are not expected to deal with equipment failures or errors, but you must understand why it is important to report problems immediately and know where to turn for help.

Evidence

At Entry level, the way in which you will be assessed for the qualification will be decided by your awarding body. The term 'evidence' is used in this section to refer to the work you produce for final assessment, in whatever form or context your awarding body requires it.

You must demonstrate your ICT skills in the context of purposeful tasks set in relevant contexts – demonstrating your skills in isolation or as stand-alone exercises cannot be used as evidence. The evidence you submit must show what you set out to do, your purpose, and the outcome expected; this may be in the form of a task or assignment brief. You may be able to follow through the three components of the standard in a single task, but this is not a requirement.

Your evidence must show that you have understood the task you have been given, used ICT to carry it out, obtained, entered, edited and saved information, sent and received ICT-based communications, and presented your work. The work you hand in must include at least one complete draft, with notes of the changes you made as you worked on the task. Your final printouts, presentations, etc., are not, on their own, sufficient as evidence, though you must include them in what you hand in. The evidence may include a signed statement from the person who has witnessed your work. Where such a witness statement is used, there should normally be supporting evidence in the form of your notes, or evidence that the assessor has discussed your work with you. Evidence for ICTE3.1.3 (which concerns health, safety and security) should be integrated into your work rather than stand alone.

You may present your evidence in electronic format, in hard copy, or in a combination of these.

Access statement

Candidates with particular disabilities may be unable to show that they are competent by providing all their evidence in the form specified.

For such candidates, reasonable adjustments to the evidence requirements may be allowed in appropriate circumstances. In some cases, exemptions may be permissible. For details, please see the introduction to the standards.



ICTE3.1 Use ICT systems

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>ICTE3.1.1 Confirm your understanding of a straightforward given task that involves the use of ICT.</p>	<p>Evidence may be in a variety of forms, including handwritten, electronically produced, oral or visual. For example, it may be in the form of the candidate's notes, or the assessor's notes of observation or of a question-and-answer session.</p> <p>Evidence must include the brief or assignment that the candidate was given.</p>	<ul style="list-style-type: none"> • make sure that you understand the task you have been given 	<p>Confirm understanding of a straightforward given task You will be given a task to carry out but you must make sure that you understand it before you start (e.g. by asking questions and/or by describing the task in your own words).</p>
<p>ICTE3.1.2 Use ICT to help you carry out the task.</p>	<p>Evidence must show how the candidate has used ICT to tackle the task.</p> <p>Evidence may take the form of:</p> <ul style="list-style-type: none"> • a log or similar recording document, completed by the candidate, with entries confirmed as accurate and valid by a supervisor or others with whom the candidate has worked • witness statements or observation records by the assessor or other appropriate person; these must be authenticated by the assessor • notes of questions asked by an assessor, with records of the candidate's answers • annotated screenshots • an audio/visual clip. 	<ul style="list-style-type: none"> • use correct procedures to start and shut down an ICT system • use correct procedures to open, use and close appropriate software • use input and output devices • recognise and use interface features • ask for personal settings to be adjusted according to your needs • work with files to enable storage and retrieval of information • show that you understand the importance of making a back-up copy of your work • insert and remove portable storage media safely and correctly • use the 'help' facility when appropriate • ask for help when an error occurs 	<p>Use correct procedures You must go through the appropriate steps when opening and shutting down systems and software, rather than simply switching the power on and off.</p> <p>Ask for personal settings to be adjusted You must know that certain settings on ICT-based equipment can be adjusted (e.g. brightness, sound), and be able to ask for them to be adjusted.</p> <p>Insert and remove portable storage media safely and correctly You must know how to insert and remove portable storage media so as to avoid damage or loss of data.</p>

ICTE3.1.3

Follow safe, healthy and secure working practices at all times.

Evidence may be included at relevant points in the candidate's work or may be provided in the form of witness statements or records of observation by the assessor or other appropriate person; these must be authenticated by the assessor.

It may be supplemented by:

- a separate log, completed by the candidate, with entries confirmed as accurate and valid by a supervisor or others with whom the candidate has worked
- notes of questions asked by an assessor, with records of the candidate's answers
- annotated screenshots
- an audio/visual clip.

- follow safe and healthy working practices that are recommended to you
- keep information secure
- show you are aware of the main threats to internet and network security
- use the internet safely.

Ask for help when an error occurs

You must be able to recognise when an error occurs and know when to ask for help.

Follow safe and healthy working practices

You must be able to follow safe and healthy working practices that have been recommended to you (e.g. check hardware and cables, ask for seating and lighting to be adjusted, avoid hazards, take breaks, minimise physical stress).

Keep information secure

You must use passwords and PINs where this is recommended, and know why it is important to make back-up copies of your work. You must be aware of the risks posed by viruses and other threats to security.

Use the internet safely

You must be careful to protect your identity, particularly in the context of social networking sites and chatrooms, and to avoid giving details of bank accounts, etc., on sites that are not secure.

ICTE3.2 Find, select and exchange information

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>ICTE3.2.1 Identify and use appropriate sources of ICT-based information.</p>	<p>Evidence may be in the form of:</p> <ul style="list-style-type: none"> • a log or similar recording document, completed by the candidate, with entries confirmed as accurate and valid by a supervisor or others with whom the candidate has worked • witness statements or observation records by the assessor or other appropriate person; these must be authenticated by the assessor • notes of questions asked by an assessor, with records of the candidate's answers • annotated screenshots • an audio/visual clip. 	<ul style="list-style-type: none"> • identify and use appropriate sources of ICT-based and other forms of information 	<p>Identify and use appropriate sources You must be able to identify potential sources of information that are relevant to your task, and use them effectively.</p>
<p>ICTE3.2.2 Search for and get ICT-based information that is relevant to each task.</p>	<p>Evidence may be in the form of:</p> <ul style="list-style-type: none"> • a log or similar recording document, completed by the candidate, with entries confirmed as accurate and valid by a supervisor or others with whom the candidate has worked • witness statements or observation records by the assessor or other appropriate person; these must be authenticated by the assessor 	<ul style="list-style-type: none"> • search for and get information from appropriate ICT-based and other sources • search the internet for information • check the reliability of the websites you find • select and use information relevant to your task 	<p>Search the internet for information You must be able to identify the information you need for your purpose and carry out simple searches on the internet.</p> <p>Check the reliability of websites You must know that some websites provide more reliable information than others. You must know when to check a website's reliability with an appropriate person.</p>

	<ul style="list-style-type: none"> • notes of questions asked by an assessor, with records of the candidate's answers • annotated screenshots • printouts. 		
<p>ICTE3.2.3 Enter, save, send and receive ICT-based information to suit your purpose.</p>	<p>Evidence must include printouts and/or screenshots, supported by notes made by the candidate and/or by a witness, and authenticated by an assessor.</p> <p>It may be supplemented by:</p> <ul style="list-style-type: none"> • a separate log, completed by the candidate, with entries confirmed as accurate by a supervisor or others with whom the candidate has worked • notes of questions asked by an assessor, with records of the candidate's answers • an audio/visual clip. 	<ul style="list-style-type: none"> • enter and save information relevant to your task so that you can retrieve it easily • send and receive ICT-based communications • open, read and respond appropriately to e-mail • create and send e-mail. 	<p>Save information and retrieve it easily You must save information in ways that help you to get it back on-screen so that you can work with it again, e.g. by using appropriate filenames.</p> <p>Send and receive ICT-based communications You must be able to use ICT to send and receive information, e.g. by e-mail.</p> <p>Open, read and respond appropriately to e-mail You must be able to open your mailbox, read messages and reply appropriately (i.e. using a tone and language that are suitable for the reader and the circumstances).</p>

ICTE3.3 Develop and present information

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>ICTE3.3.1 Enter and develop ICT-based information to suit your purpose, in the form of:</p> <p>a) text b) images c) numbers.</p>	<p>Evidence must include annotated printouts and/or screenshots of at least one complete draft.</p> <p>Evidence must show that the candidate can enter and edit information accurately. Final versions must be correct.</p>	<ul style="list-style-type: none"> • enter and edit information to achieve the outcome you require • enter, bring together and organise information in the form of text, images and numbers • check meaning, accuracy and suitability of the information you present 	<p>Enter and develop information You must be able to enter information and change it if you need to.</p> <p>Enter, bring together and organise information You must be able to enter and/or import information in a form that suits the software. You must know how to bring together different forms of information such as text, images and numbers (e.g. insert, delete, select, copy, scan, cut, paste, drag and drop, find and replace, undo and redo) and organise it in a way that suits your purpose.</p>
<p>ICTE3.3.2 Present information in ways that are fit for purpose, using ICT.</p>	<p>Evidence must include hard copy or screenshots of the work that is presented.</p>	<ul style="list-style-type: none"> • present information that is fit for purpose. 	<p>Present information The information you present must be ICT-based but you may present it with a spoken explanation.</p> <p>Ways that are fit for purpose You must use text and/or images and/or numbers in ways that will help your audience to understand the information you are presenting.</p>

ICT Level 1

Amplification of evidence requirements

This is about showing that you can:

- use ICT systems
- find, select and exchange information, using ICT
- develop and present information, using ICT

in familiar situations connected with education, training, work or social roles.

Notes

1. Each level of the skill incorporates and builds on the previous levels. For example, at Level 1 you need also to be competent in all the skills that are required at the lower levels.
2. At this level, subject matter and materials will be those that you commonly meet in the context of your work or study, and tasks will be straightforward and given by your teacher, tutor or trainer.
3. You must provide evidence of your ICT skills, as they are specified in the first column of this amplification section. Your evidence must be in the form described in the second column ('Evidence requirements'). In order to provide this evidence, you will need to have the skills that are listed in the third column.
4. The 'Guidance' in the fourth column supports the requirements of the first three columns and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the standards that may be useful when you are developing the skill of ICT at Level 1 and producing evidence of your work. It is not a mandatory part of the standards.
5. The Mandatory definitions give the exact meaning of certain words in this section. You must always refer to them when you are developing your skills, gathering your evidence and preparing for assessment.
6. Witness statements must not be the only form of evidence that you provide. When you provide a witness statement, it must be supported by other evidence.
7. Much of the evidence required is in the form of recording documents, for example a log, diary or completed pro forma. Such documents must be completed while the work is being carried out. Recording documents that are completed in retrospect at the end of a task or activity are not acceptable as evidence.

General points

- You must spend time with your teacher, tutor or trainer discussing the advantages and disadvantages of using ICT-based equipment for different tasks, and discussing health, safety and security. Such equipment may include computers (desktop or laptop), personal digital assistants (PDAs), personal organisers, mobile phones, etc.
- When you are using software applications, you must try out various techniques and different ways of doing things. When using hardware, you must know about and observe safety requirements of the equipment you are working with. This includes safe periods working with monitors, using equipment for an appropriate purpose, and correct procedures when closing down programs and systems.
- You must know how to use help facilities such as help screens and wizards, to learn new techniques and overcome difficulties.
- You are not expected to deal with equipment failures or significant software or hardware errors, but you must understand the importance of reporting problems immediately and know where to turn for help.

Evidence

At Level 1, you will be assessed via a portfolio of evidence. The term 'evidence' is used in this section to refer to the work you produce for final assessment.

You must demonstrate your ICT skills in the context of purposeful tasks set in relevant contexts; demonstrating your skills in isolation or as stand-alone exercises cannot be used as evidence. The task or assignment brief, or other form of evidence, must indicate what you set out to do, your purpose, and the outcome expected. While following through the three components of the standard in a single task or activity is often more meaningful, this is not a requirement.

Your evidence must show the processes you have used to confirm your understanding of your task, to select, enter and develop information, and to present your work. The development process will normally involve drafting, revising, correcting, redrafting or reformatting your work, so the evidence you submit for assessment must include at least one complete draft with notes, annotations, highlighting, alterations, etc. Your final printouts, presentations, etc., are not, on their own, sufficient as evidence, though you must include them in your portfolio.

Evidence of some parts of the process might include a signed statement providing enough detail from the person (for example tutor, teacher, trainer) who has witnessed your work. Where such a witness statement is used, there should normally be supporting evidence in the form of your notes or plans, or evidence that your assessor has discussed the detail of the process with you. Evidence for ICT1.1.3 (which concerns health, safety and security) should be integrated with evidence of process and outcomes rather than stand alone.

You may present your evidence in electronic format, in hard copy or in a combination of these.

Access statement

Candidates with particular disabilities may be unable to show that they are competent by providing all their evidence in the form specified.

For such candidates, reasonable adjustments to the evidence requirements may be allowed in appropriate circumstances. In some cases, exemptions may be permissible. For details, please see the introduction to the standards.



ICT1.1 Use ICT systems

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>ICT1.1.1 Confirm your understanding of a given task that involves the use of ICT.</p>	<p>Evidence may be in a variety of forms, including handwritten, electronically produced, oral or visual. For example, it may be in the form of the candidate's notes, or the assessor's notes of observation or of a question-and-answer session.</p> <p>Evidence must include the brief or assignment that the candidate was given.</p>	<ul style="list-style-type: none"> confirm that you understand the task you have been given 	<p>Confirm your understanding You will be given a task to carry out but you must show that you understand it before you start.</p>
<p>ICT1.1.2 Use ICT independently to carry out the task.</p>	<p>Evidence must show how the candidate has carried out the task independently, asking for help or advice when appropriate.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> a log or similar recording document, completed by the candidate, with entries confirmed as accurate and valid by a supervisor or others with whom the candidate has worked witness statements or observation records by the assessor or other appropriate person; these must be authenticated by the assessor 	<ul style="list-style-type: none"> use correct procedures to start and shut down ICT systems select software applications to achieve your purpose use correct procedures to open, use and close appropriate software use input and output devices and communication services recognise and use interface features adjust personal settings according to your needs, without affecting the work of others, and restore them after use work with files and folders to store and retrieve information effectively 	<p>Use correct procedures You must go through the appropriate steps when opening and shutting down systems and software, rather than simply switching the power on and off.</p> <p>Adjust personal settings You must know how to adjust, for example, aspects of your screen display without affecting the work of other users of the machine or the network, and be able to restore the original settings when you have finished your work.</p>

- notes of questions asked by an assessor, with records of observations or answers
- annotated screenshots
- an audio/visual clip.

- show that you understand the importance of making a back-up copy of your work and know how this can be done
- handle and use portable storage media safely and correctly
- use the 'help' facility when appropriate
- recognise errors and when to ask for help to resolve them

Work with files and folders effectively

You must understand the structure of files, folders and directories and be able to create, name and save files and folders, using names that make it easy to retrieve data later, e.g. names must give an idea of content, ownership, date and sequence. You must be able to open, save, save as, print, close and delete files.

Handle and use portable storage media safely and correctly

You must know how to:

- handle, insert and remove portable storage media so as to avoid damage or loss of data
- label media appropriately
- run virus checks before use
- store media safely.

ICT1.1.3

Follow safe, healthy and secure working practices at all times.

Evidence must be included at relevant points in the candidate's work.

It may be supplemented by any of the following:

- a separate log, completed by the candidate, with entries confirmed as accurate and valid by a supervisor or others with whom the candidate has worked

- follow safe and healthy working practices that are recommended to you
- follow recommended procedures to protect the security of data
- show you are aware of threats to internet and network security and recognise them if they occur
- use the internet safely.

Follow safe and healthy working practices

You must be able to follow safe and healthy working practices (e.g. check hardware and cables, adjust seating and lighting, avoid hazards, take breaks, minimise physical stress) that have been recommended to you.

ICT1.1 Use ICT systems (continued)

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
	<ul style="list-style-type: none"> • witness statements or observation records by the assessor or other appropriate person; these must be authenticated by the assessor • notes of questions asked by an assessor, with records of observations or answers • annotated screenshots • an audio/visual clip. 		<p>Follow recommended procedures to protect the security of data You must use passwords and PINs where this is recommended, and make backups (or check that these have been made automatically). You must be able to check that virus protection is up to date.</p> <p>Use the internet safely You must be careful to protect your identity, particularly in the context of social networking sites and chatrooms, and to avoid giving details of bank accounts, etc., on sites that are not secure.</p> <p>Note: It is important that your evidence shows that you have followed safe, healthy and secure working practices as you carried out your activities. It is not enough to be able to describe such practices out of context.</p>

ICT1.2 Find, select and exchange information

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>ICT1.2.1 Find, select and use appropriate sources of ICT-based information.</p>	<p>Evidence must be recorded in an appropriate document or documents, and must show how the candidate found, selected and used sources, with an explanation of why the sources selected were appropriate to the task.</p>	<ul style="list-style-type: none"> • identify, find, select and use appropriate sources of ICT-based and other forms of information 	
<p>ICT1.2.2 Search for, select and get ICT-based information that is relevant to each task.</p>	<p>Evidence must be recorded in an appropriate document, completed by the candidate, with entries confirmed as accurate and valid by a supervisor or others with whom the candidate has worked. The sources used must be noted, along with the scope and nature of the searches and their outcomes.</p> <p>It may be supplemented by any of the following:</p> <ul style="list-style-type: none"> • witness statements or observation records by the assessor or other appropriate person; these must be authenticated by the assessor • notes of questions asked by an assessor, with records of observations or answers • annotated screenshots. 	<ul style="list-style-type: none"> • search for and get different types of information from appropriate ICT-based and other sources • navigate and search the internet for information • make sound judgements about the reliability of the websites you find • select and use information relevant to your task • establish the copyright status of the information you find 	<p>Navigate and search the internet for information You must be able to identify the information you need for your purpose (e.g. to respond to an enquiry or carry out a task) and identify where you might obtain this information (e.g. use a search engine effectively, enter web addresses, browse, follow links, use forward and back, save and use bookmarks).</p> <p>Make sound judgements You must consider how far the websites you find provide accurate and reliable information. For example, sites with the suffix '.gov.uk' provide official statistical information, whereas facts and figures on many other sites are not independently verified.</p>

ICT1.2 Find, select and exchange information (continued)

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
			<p>Select and use information relevant to your task For example, you must be able to copy and paste, save, capture images, download files, and play streamed media files.</p> <p>Establish copyright status You must know that all information, printed or ICT-based, is copyright. You must note the source of all information and know when to check whether you can reproduce it without permission, e.g. by asking advice from an appropriate person.</p>
<p>ICT1.2.3 Enter, save, send, receive and exchange ICT-based information to suit your purpose.</p>	<p>Evidence, including for use of e-mail, must be in the form of a recording document together with annotated printouts and/or screenshots, supported by notes made by the candidate and/or by a witness, and authenticated by an assessor.</p>	<ul style="list-style-type: none"> • enter information in appropriate formats • save information in appropriately named files and folders, on hard disks and on portable storage media, so it can be retrieved easily • use ICT to send, receive and exchange information • send, receive and respond appropriately to e-mail, including attachments, and using an e-mail address book. 	<p>Appropriately named files and folders The names that you use for your files and folders must give an idea of their content, ownership, date, sequence.</p> <p>Send, receive and respond appropriately to e-mail You must be able to open your mailbox, read, reply appropriately, delete, create, send, copy, open and add attachments, use an address book, adapt your style to suit your audience, use appropriate language.</p>

ICT1.3 Develop and present information

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>ICT1.3.1 Enter, develop, format and bring together ICT-based information to suit your purpose, in the form of:</p> <ul style="list-style-type: none"> a) text b) tables c) images d) numbers. 	<p>Evidence must show the process whereby the candidate has entered and developed information to suit their purpose. This evidence must be in the form of at least one complete draft annotated by the candidate or supplemented by assessor's notes of the candidate's answers to questions.</p> <p>The final work must be accurate, clear and saved appropriately. Graphs and charts must be fit for purpose and correctly labelled.</p>	<ul style="list-style-type: none"> • observe copyright constraints on how you use information • enter, bring together and organise information in the form of text, tables, images and numbers • format information in a consistent way • enter, develop, format and organise numerical information that is fit for purpose • use appropriate layouts and techniques to present information that is fit for your purpose and audience • make sure the information you present is accurate, clear and fit for purpose and audience 	<p>Enter, bring together and organise information</p> <p>You must be able to enter and/or import information in a form that suits the software, and format it consistently. You must know how to bring together different forms of information such as text, images and numbers (e.g. insert, delete, select, copy, scan, cut, paste, drag and drop, find and replace, undo and redo) so as to make the processing and presentation of information as straightforward as possible.</p> <p>Evidence must show the process</p> <p>Evidence must show that you have considered different ways and layouts for presenting your information and can explain your choices (e.g. in annotated drafts, notes, or witness statements).</p>

ICT1.3 Develop and present information (continued)

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>ICT1.3.2 Present information, using consistent layouts that are fit for purpose and audience, using ICT, and review your work.</p>	<p>Evidence must include the completed work, together with evidence that the candidate has reviewed the effectiveness of their work.</p> <p>Evidence must include hard copy and/or screenshots of the work that is presented.</p> <p>Evidence of reviewing could be notes written by the candidate, or notes of the candidate's response to questions asked by an assessor.</p>	<ul style="list-style-type: none"> • present information that is fit for purpose and audience • review the effectiveness of your work. 	<p>Use appropriate layouts and techniques You must know how to select from and use layouts that you are given (e.g. business letter, invoice, menu, etc).</p> <p>You must know how to format and lay out text using justification, spacing and styles that you are given (e.g. margins, alignment, line spacing, portrait, landscape, bullets, numbering, page breaks and page numbering).</p> <p>When using images, you must be able to crop, resize, use text wraps, frame, etc.</p> <p>When using charts and graphs, you must label them correctly.</p> <p>Review the effectiveness You must reflect on and evaluate the whole process of your work, from confirming that you understood the task through to presenting the finished work.</p>

ICT Level 2

Amplification of evidence requirements

This is about showing that you can:

- use ICT systems
- find, select and exchange information, using ICT
- develop and present information, using ICT

in familiar and less-familiar situations connected with education, training, work or social roles.

You must carry out at least two activities that, overall:

- include at least one ICT-based information source and at least one non-ICT-based information source
- use different information sources for each activity
- use at least one example of text, one example of image and one example of number
- present evidence of purposeful use of e-mail.

Notes

1. Each level of the skill incorporates and builds on the previous levels. For example, at Level 2 you need also to be competent in all the skills that are required at the lower levels.
2. At this level, your subject matter and materials will be those that you commonly meet in the context of your work or study, and tasks and activities will be straightforward. Your tasks or activities may be given to you by a teacher, tutor or trainer but you must show some independence in deciding how you will carry them out, including knowing when to ask for advice and support. In the first instance, you must use help facilities such as help screens and wizards to refine your techniques and overcome any difficulties as you work.
3. You must provide evidence of your ICT skills, as they are specified in the first column of this amplification section. Your evidence must be in the form described in the second column ('Evidence requirements'). In order to provide this evidence, you will need to have the skills that are listed in the third column.
4. The 'Guidance' in the fourth column supports the requirements of the first three columns and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the standards that may be useful when you are developing the skill of ICT at Level 2 and producing evidence of your work. It is not a mandatory part of the standards.

5. The Mandatory definitions give the exact meaning of certain words in this section. You must always refer to them when you are developing your skills, gathering your evidence and preparing for assessment.
6. Witness statements must not be the only form of evidence that you provide. When you provide a witness statement, it must be supported by other evidence.
7. Much of the evidence required is in the form of recording documents, for example a log, diary or completed pro forma. Such documents must be completed while the work is being carried out. Recording documents that are completed in retrospect at the end of a task or activity are not acceptable as evidence.

General points

- You must spend time with your teacher, tutor or trainer discussing the advantages and disadvantages of using ICT-based equipment for different tasks, and discussing health, safety and security. Such equipment may include computers (desktop or laptop), personal digital assistants (PDAs), personal organisers, mobile phones, etc.
- When you are using software applications, you must try out various techniques and different ways of doing things. When using hardware, you must know about and observe safety requirements of the equipment you are working with. This includes safe periods working with monitors, using equipment for an appropriate purpose, and correct procedures when closing down programs and systems.
- You are not expected to deal with equipment failures or significant software or hardware errors, but you must understand the importance of reporting problems immediately and know when and where to turn for help.

Evidence

At Level 2, you will be assessed via a portfolio of evidence. The term 'evidence' is used in this section to refer to the work you produce for final assessment.

You must use ICT for **at least two different purposeful activities** set in relevant contexts. You must demonstrate your ICT skills in the context of these activities; demonstrating your skills in isolation or as stand-alone exercises cannot be used as evidence. For each component, the two activities must differ in significant respects. The assignment briefs, or other form of evidence, must indicate what you set out to do, your purpose in doing it, and the outcome expected.

While following through the three components of the standard in a single activity is often more meaningful, this is not a requirement.

Your evidence must show the processes you have used to identify and describe an activity, select, enter and develop information, and develop the presentation of your work. The development process will normally involve drafting, revising, correcting, redrafting or reformatting your work, so the evidence you submit for assessment must include at least one complete draft with notes, annotations, highlighting, alterations, etc. Your final printouts, presentations, etc., are not, on their own, sufficient as evidence, though you must include them in your portfolio.

Evidence of some parts of the process might include a signed statement providing enough detail from the person (for example teacher, tutor or trainer) who has witnessed your work. Where such a witness statement is used, there should normally be supporting evidence in the form of your notes or plans, or evidence that your assessor has discussed the detail of the process with you. Evidence for ICT2.1.3 (which concerns health, safety and security) should be integrated with evidence of process and outcomes rather than standing alone.

You may present your evidence in electronic format, or in hard copy, or in a combination of these.

Access statement

Candidates with particular disabilities may be unable to show that they are competent by providing all their evidence in the form specified.

For such candidates, reasonable adjustments to the evidence requirements may be allowed in appropriate circumstances. In some cases, exemptions may be permissible. For details, please see the introduction to the standards.



ICT2.1 Use ICT systems

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>ICT2.1.1 Describe how you will approach an activity that involves the use of ICT.</p>	<p>For each activity, evidence must show that the candidate has played an active role in describing how they will approach the activity, albeit with support from an appropriate person.</p> <p>Evidence may be in a variety of forms, including handwritten, electronically produced, oral or visual. For example, it may be in the form of the candidate's notes, or the assessor's notes of observation, or of a question-and-answer session.</p> <p>Evidence must include the brief for, or a description of, the activity.</p>	<ul style="list-style-type: none"> work with an appropriate person to help you identify and describe your activity and its tasks and/or sub-tasks 	<p>Describe how you will approach/work with an appropriate person While your task or activity may be given to you by a teacher, tutor or trainer, you must show some independence in describing how you will approach it and carry it out. You must know when to ask for and accept advice from an appropriate person to develop the detail and identify tasks and sub-tasks.</p> <p>The brief for or a description of the activity Your teacher/tutor/trainer may provide you with a brief for the activity. However, if you choose to carry out an activity of your own that has been approved by your tutor, you must provide a short description of it, including its context and purpose.</p>
<p>ICT2.1.2 Use ICT independently to carry out the activity effectively.</p>	<p>Evidence must show how the candidate has carried out the activity independently and effectively, asking for help or advice when appropriate.</p>	<ul style="list-style-type: none"> describe and use correct procedures to start and shut down ICT systems select software applications and system facilities to achieve your purpose 	<p>Describe and use correct procedures You must be able to describe the appropriate steps when opening and shutting down systems and software, and be able to follow them correctly.</p>

Evidence may include:

- a log or similar recording document, completed by the candidate, with entries confirmed as accurate and valid by a supervisor or others with whom the candidate has worked
- witness statements or observation records by the assessor or other appropriate person; these must be authenticated by the assessor
- notes of questions asked by an assessor, with records of observations or answers
- annotated screenshots
- an audio/visual clip.

- describe and use correct procedures to open, use and close appropriate software
- use input and output devices and communication services
- recognise and use interface features
- adjust personal settings without affecting the work of others, and restore them after use
- manage files and folder structures so that you can store and retrieve information efficiently
- make a back-up copy of your work, or check that this has been done automatically
- handle and use portable storage media safely and correctly
- use the 'help' facility when appropriate
- recognise errors and identify their possible causes so that you can describe them to another person

Adjust personal settings

You must know how to adjust, for example, aspects of your screen display without affecting the work of other users of the machine or the network, and be able to restore the original settings when you have finished your work.

Manage files and folder structures

You must create and name files and folders, using names that make it easy to retrieve data later (e.g. names must give an idea of content, ownership, date, sequence). You must know how to open, save, save as, print, close, delete, view, rename, move and copy files in appropriate folders.

Handle and use portable storage media safely and correctly

You must know how to:

- handle, insert and remove portable storage media so as to avoid damage or loss of data
- label media appropriately
- run virus checks before using media
- store media safely.

ICT2.1 Use ICT systems (continued)

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>ICT2.1.3 Follow safe, healthy and secure working practices at all times.</p>	<p>Evidence must be included at relevant points in the candidate's work.</p> <p>Evidence may be supplemented by any of the following:</p> <ul style="list-style-type: none"> • a separate log, completed by the candidate, with entries confirmed as accurate and valid by a supervisor, or others with whom the candidate has worked • witness statements or observation records by the assessor or other appropriate person; these must be authenticated by the assessor • notes of questions asked by an assessor, with records of observations or answers • annotated screenshots • an audio/visual clip. 	<ul style="list-style-type: none"> • show understanding of and follow safe and healthy working practices, including minimising health risks • describe the need for and follow recommended procedures to protect the security of data and of ICT systems • use the internet safely. 	<p>Show understanding of and follow safe and healthy working practices You must check and, if necessary, rearrange hardware and cables safely, adjust seating and lighting (or ask for these to be done by an appropriate person), avoid hazards, take breaks, minimise physical stress, and be able to explain why these precautions are necessary.</p> <p>Describe the need for and follow recommended procedures to protect the security of data and of ICT systems You must use passwords and PINs where necessary, and make backups (or check that these have been made automatically). You must know how to check that virus protection is up to date. You must be able to describe why these precautions are necessary.</p> <p>Use the internet safely You must be careful to protect your identity, particularly in the context of social networking sites and chatrooms, and to avoid giving details of bank accounts, etc., on sites that are not secure.</p>

Note: It is important that your evidence shows that you have followed safe, healthy and secure working practices as you carried out your activities. It is not enough to be able to describe such practices out of context.

ICT2.2 Find, select and exchange information

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>For each of your activities:</p> <p>ICT2.2.1 Find, select and use different sources of appropriate ICT-based and non-ICT-based information.</p>	<p>Evidence must be recorded in an appropriate document or documents, and must show how the candidate found, selected and used sources, together with an explanation of why the sources selected were appropriate to the task.</p>	<ul style="list-style-type: none"> • identify, find, select and use ICT-based and other sources of information appropriate to your tasks 	
<p>ICT2.2.2 Search for, select and get relevant ICT-based and non-ICT-based information.</p>	<p>Evidence must be recorded in an appropriate document, completed by the candidate, with entries confirmed as accurate and valid by a supervisor or others with whom the candidate has worked. The sources used must be noted, along with the scope and nature of the searches, and their outcomes.</p> <p>It may be supplemented by any of the following:</p> <ul style="list-style-type: none"> • witness statements or observation records by the assessor or other appropriate person; these must be authenticated by the assessor • notes of questions asked by an assessor, with records of observations or answers • annotated screenshots. 	<ul style="list-style-type: none"> • search for and get ICT-based information using complex search techniques • design queries to locate relevant information • access, navigate and search the internet for information • compare the websites you find and make sound judgements about their accuracy and reliability • interpret information and evaluate its fitness for your purpose • select and use the information you need to meet your purpose • establish the copyright status of the information you find, and note your sources 	<p>Access, navigate and search the internet for information You must be able to think ahead about:</p> <ul style="list-style-type: none"> • the information you need for a specific purpose (e.g. to respond to an enquiry, carry out a task or get ideas for a design) • identifying where and how you might obtain this information, e.g. connecting to the internet, using a search engine efficiently and effectively (i.e. using wildcards, multiple search criteria, quotation marks, relational operators, logical operators, and searching within results) • entering web addresses accurately

- browsing, following links, using forward and back, saving and using bookmarks.

Make sound judgements

You must consider how far the websites you find provide accurate and reliable information. For example, sites with the suffix '.gov.uk' provide official statistical information, whereas facts and figures on many other sites are not independently verified.

Evaluate fitness for purpose

You must know how to read and understand information so you can check facts and spot possible error or bias when you are making judgements on whether the information suits your purpose. You might take into account the intention and authority of the provider, the currency of the information, and its relevance.

Select and use the information you need to meet your purpose

You must be able to copy and paste, save, capture images, download files, and play streamed media files.

ICT2.2 Find, select and exchange information (continued)

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
			<p>Establish copyright status You must know that all information, printed or ICT-based, is copyright. You must note the source of all the information you use and be able to establish whether the information you need can be reproduced without permission.</p>
<p>ICT2.2.3 Enter, save, communicate and exchange ICT-based information to suit your purpose.</p>	<p>Evidence, including for use of e-mail, must be in the form of a recording document together with annotated printouts and/or screenshots, supported by notes made by the candidate and/or by a witness, and authenticated by an assessor.</p>	<ul style="list-style-type: none"> • enter information using formats that help development • save information in appropriately named files and folders, on hard disks and on portable storage media, and ensure that back-up copies are made • use ICT to send, receive, exchange and share information • send, receive and respond appropriately to e-mail, including attachments • copy e-mails to others only as appropriate, respecting confidentiality and, where appropriate, observing data protection requirements • manage efficient storage of e-mail, e-mail attachments, and e-mail addresses. 	<p>Appropriately named files and folders The names that you use for your files and folders must give information about their content, ownership, date, sequence.</p> <p>Send, receive and respond appropriately to e-mail You must be able to open your mailbox, read, reply, delete, forward, create, send, copy, open and add attachments, use an address book, adapt your style to suit your audience, use appropriate language, respect confidentiality.</p> <p>Copy e-mail to others only as appropriate You must copy e-mail to others only on a 'need-to-know' basis.</p>

Data protection requirements

You must be aware of and observe data protection requirements, e.g. not to provide someone's personal information to third parties without their consent.

Manage efficient storage of e-mail, e-mail attachments and e-mail addresses

For example, you must use folders to store important e-mails and/or attachments, and maintain an address book.

ICT2.3 Develop and present information

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>ICT2.3.1 Enter, organise, develop, format and combine ICT-based and non-ICT-based information to suit content and your purpose, in the form of:</p> <ul style="list-style-type: none"> a) text b) tables c) images d) numbers e) records. 	<p>Evidence must show the process whereby the candidate has entered and developed information to suit their purpose. This evidence must be in the form of drafts annotated by the candidate or supplemented by assessor's notes of the candidate's answers to questions.</p> <p>Evidence must show that the candidate has developed the presentation of their work and can show that it is fit for purpose, audience and the types of information used.</p> <p>The final work must be accurate, clear and saved appropriately. Graphs and charts must be fit for purpose and correctly labelled.</p>	<ul style="list-style-type: none"> • observe copyright and other constraints on how you use information, and acknowledge your sources • enter, bring together and organise information in the form of text, tables, images, numbers and records, using formats that help development • bring together and develop information from different types of sources in the form of text, tables, images, numbers and records • derive new information, including combined information • evaluate different methods of organising and presenting information, taking into account fitness for purpose and audience • enter, develop and organise numerical information so that it is fit for purpose using spreadsheet software • develop the presentation of your work using layouts and techniques to suit your purpose, your audience and the types of information used • check that all your work is accurate, clear and fit for purpose 	<p>Enter, bring together and organise information You must be able to enter and/or import information in a form that suits the software and future development of the information, and use formats that are helpful in handling information that you have entered or imported. You must know how to bring together different forms of information such as text, images and numbers (e.g. insert, delete, select, copy, scan, cut, paste, drag and drop, find and replace, undo and redo, incorporate images into frames, put data into tables or columns) so as to make the processing and presentation of information as straightforward as possible.</p> <p>Evidence must show the process Evidence must show that you have considered different ways and layouts for presenting your information and can explain your choices (e.g. through annotated drafts, notes or witness statements).</p>

Derive new information

The processing of information (including quantitative data, text, and images) will generate new information, such as totals, page references, indexes, or revised diagrams or graphs. In processing information, you must be able to further your purpose and to draw your own conclusions.

Develop presentation using layouts and techniques

You must know how to:

- select and use layouts that are suitable for presenting combined information, including the conventions applied to commonly used documents such as letters, spreadsheets, tables, menus, reports, posters, web pages
- format and lay out text using tabulation, justification, spacing and supplied styles (e.g. margins, alignment, tabs, indents, font, line spacing, header and footer, portrait, landscape, columns, bullets, numbering, page breaks and page numbering)
- (when you are laying out tables) arrange rows and columns appropriately, align horizontal and vertical text, merge and split cells, insert borders, insert shading, etc.

ICT2.3 Develop and present information (continued)

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
			<ul style="list-style-type: none"> • (when you are laying out a spreadsheet) adjust row height and column width, insert/remove gridlines, merge cells, add cell borders, set cell data type and format (e.g. text, currency, percentage, decimal places, date, time, wrap text) • (when you are formatting images) resize, crop, align, use borders, use text wraps. <p>Presenting your work does not necessarily involve the use of PowerPoint.</p>
<p>ICT2.3.2 Present combined information, using consistent formats and layouts that are appropriate to your purpose and audience, using ICT, and review your work.</p>	<p>Evidence must include the completed work, together with evidence that the candidate has reviewed both the process of development and the finished product.</p> <p>Evidence of reviewing could be notes written by the candidate, or notes of the candidate's response to questions asked by an assessor.</p>	<ul style="list-style-type: none"> • present information that is fit for purpose and audience, using accepted conventions and/or templates as appropriate • review the effectiveness of the development and presentation of your work. 	<p>Accepted conventions and templates You must know whether, in the context in which you are working, there are any accepted ways of presenting work (e.g. formats, styles, logos), and be able to use these when appropriate.</p> <p>Review the effectiveness You must reflect on and evaluate both the process whereby you developed and presented your work, and the quality and fitness for purpose of the final product.</p>

ICT Level 3

Amplification of evidence requirements

This is about showing that you can:

- use ICT systems
- find, select and exchange information, using ICT
- develop and present information, using ICT

in familiar and less-familiar situations connected with education, training, work or social roles.

You must carry out at least two activities that, overall:

- show that you can plan and carry through a number of different activities, **one of which must be a complex activity covering ICT3.1, ICT3.2 and ICT3.3**
- include at least one ICT-based information source and at least one non-ICT-based information source
- use different information sources for each activity
- use at least one example of text, one example of image and one example of number
- use at least one example of combined information
- present evidence of purposeful use of e-mail; at least one e-mail that you send and at least one that you receive must have an attachment that is related to your task.

Each component, ICT3.1, ICT3.2 and ICT3.3, must be covered at least twice, and ICT3.3 must be covered for at least two different audiences. Smaller tasks may be used to ensure that each component is covered.

Notes

1. Each level of the skill incorporates and builds on the previous levels. For example, at Level 3 you need also to be competent in all the skills that are required at the lower levels.
2. At this level, your subject matter and materials will be those that you meet in the context of your work or study, and at least one of your activities must be complex (i.e. it must involve tasks and sub-tasks). Your tasks or activities may be given to you by a teacher, tutor or trainer but you must show independence in deciding how you will carry them out, including knowing when it is appropriate to ask for advice and support. In the first instance, you must use help facilities such as help screens and wizards to refine your techniques and overcome any difficulties as you work.

3. You must provide evidence of your ICT skills, as they are specified in the first column of this amplification section. Your evidence must be in the form described in the second column ('Evidence requirements'). In order to provide this evidence, you will need to have the skills that are listed in the third column.
4. The 'Guidance' in the fourth column supports the requirements of the first three columns and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the standards that may be useful when you are developing the skill of ICT at Level 3 and producing evidence of your work. It is not a mandatory part of the standards.
5. The Mandatory definitions give the exact meaning of certain words in this section. You must always refer to them when you are developing your skills, gathering your evidence and preparing for assessment.
6. Witness statements must not be the only form of evidence that you provide. When you provide a witness statement, it must be supported by other evidence.
7. Much of the evidence required is in the form of recording documents, for example a log, diary or completed pro forma. Such documents must be completed while the work is being carried out. Recording documents that are completed in retrospect at the end of a task or activity are not acceptable as evidence.

General points

- You must spend time with your teacher, tutor or trainer discussing the advantages and disadvantages of using ICT-based equipment for different tasks, and discussing health, safety and security. Such equipment may include computers (desktop or laptop), personal digital assistants (PDAs), personal organisers, mobile phones, etc.
- When you are using software applications, you must try out various techniques and different ways of doing things. When using hardware, you must know about and take active steps to ensure that the safety requirements of ICT equipment are observed. This includes safe periods working with monitors, using equipment for an appropriate purpose, and correct procedures when closing down programs and systems.
- You are not expected to deal with equipment failures or significant software or hardware errors, but you must understand the importance of reporting problems immediately and be able to describe them and identify their likely causes.

Evidence

At Level 3, you will be assessed via a portfolio of evidence. The term 'evidence' is used in this section to refer to the work you produce for final assessment.

You must use ICT for **at least two different purposeful activities** set in relevant contexts. You must demonstrate your ICT skills in the context of these activities; demonstrating your skills in isolation cannot be used as evidence. The assignment briefs, or other form of evidence, must indicate what you set out to do, your purpose in doing it, and the outcome expected.

Your activities must differ in significant respects. While following through the three components of the standard in a single activity is more meaningful, this is not a requirement in your second or other activities.

Your evidence must show the processes you have used to identify and describe an activity, select, enter and develop information, and develop the presentation of your work. The development process will normally involve drafting, revising, correcting, redrafting or reformatting your work, so the evidence you submit for assessment must include at least one complete draft with notes, annotations, highlighting, alterations, etc. Your final printouts, presentations, etc., are not, on their own, sufficient as evidence, though they must be included in your portfolio.

Evidence of some parts of the process might include a signed statement providing enough detail from the person (for example teacher, tutor or trainer) who has witnessed your work. Where such a witness statement is used, there should normally be supporting evidence in the form of your notes or plans, or evidence that your assessor has discussed the detail of the process with you. Evidence for ICT3.1.3 (which concerns health, safety and security) should be integrated with evidence of process and outcomes rather than standing alone.

You may present your evidence in electronic format, or in hard copy, or in a combination of these.

Access statement

Candidates with particular disabilities may be unable to show that they are competent by providing all their evidence in the form specified.

For such candidates, reasonable adjustments to the evidence requirements may be allowed in appropriate circumstances. In some cases, exemptions may be permissible. For details, please see the introduction to the standards.

ICT3.1 Use ICT systems

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>ICT3.1.1 Analyse and accurately describe how you will approach at least one complex activity that involves the use of ICT.</p>	<p>For each activity, evidence must show that the candidate has independently analysed and described the activity and how they have planned to approach it.</p> <p>Evidence must normally be in the form of handwritten or electronically produced notes.</p> <p>Evidence must include the brief for, or a description of, the activity.</p>	<ul style="list-style-type: none"> • identify, analyse and accurately describe your activity and its sub-tasks • plan how you will carry out the activity by breaking it down into a series of tasks or sub-tasks 	<p>Analyse and accurately describe While your tutor, teacher or trainer may give you an activity outlined in broad terms, you must analyse, describe, and plan your approach to it independently. If you choose to carry out an activity of your own that has been approved by your teacher/tutor/trainer, you must provide a description of it, including its context and purpose. You must know when to ask for and accept advice from an appropriate person to develop the detail and identify tasks and sub-tasks.</p>
<p>ICT3.1.2 Use ICT independently to carry out the activity efficiently and effectively.</p>	<p>Evidence must show how the candidate has carried out the activity independently, efficiently and effectively, including judging when it is appropriate to ask for help or advice.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> • a log or similar recording document, completed by the candidate, with entries confirmed as accurate and valid by a supervisor or others with whom the candidate has worked 	<ul style="list-style-type: none"> • explain the need for and use correct procedures to start and shut down ICT systems • select a range of software applications and system facilities to achieve your purpose • explain the need for and use correct procedures to open, use and close appropriate software • use a range of input and output devices and communication services • recognise and use interface features 	<p>Efficiently and effectively You must carry out the activity in ways that are efficient in terms of time and use of resources, and effective in terms of achieving your purpose.</p> <p>Explain the need for and use correct procedures You must be able to describe the appropriate steps when opening and shutting down systems and software, to explain why they are necessary, and to follow them correctly.</p>

- witness statements or observation records by the assessor or other appropriate person; these must be authenticated by the assessor
- notes of questions asked by an assessor, with records of observations or answers
- annotated screenshots
- an audio/visual clip.

- adjust personal settings without affecting the work of others, and restore them after use
- manage files and folder structures to enable efficient storage and retrieval of information by you or by others (where appropriate), using version management
- make a back-up copy of your work and, where appropriate, check that this has been done automatically
- handle and use a range of portable storage media safely and correctly
- use the 'help' facility when appropriate
- recognise errors and identify their likely causes so that you can describe them accurately to another person

Adjust personal settings

You must know how to adjust, for example, aspects of your screen display without affecting the work of other users of the machine or the network, and be able to restore the original settings when you have finished your work.

Manage files and folder structures

You must create and name files and folders, using names that make it easy to retrieve data later (e.g. names must give an idea of content, ownership, date, sequence). You must know how to open, save, save as, print, close, delete, view, rename, move and copy files in appropriate folders.

Handle and use portable storage media safely and correctly

You must know how to:

- handle, insert and remove a range of portable storage media so as to avoid damage or loss of data
- label media appropriately
- run virus checks before using media
- store media safely.

ICT3.1 Use ICT systems (continued)

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>ICT3.1.3 Follow safe, healthy and secure working practices at all times.</p>	<p>Evidence must be included at relevant points in the candidate's work. Evidence may be supplemented by any of the following:</p> <ul style="list-style-type: none">• a separate log, completed by the candidate, with entries confirmed as accurate and valid by a supervisor, or others with whom the candidate has worked• witness statements or observation records by the assessor or other appropriate person; these must be authenticated by the assessor• notes of questions asked by an assessor, with records of observations or answers• annotated screenshots• an audio/visual clip.	<ul style="list-style-type: none">• explain and take active steps to ensure and follow safe and healthy working practices, including minimising health risks• explain the need for and follow appropriate procedures to protect the security of data and of ICT systems, including the use of passwords• implement 'housekeeping' procedures where appropriate• use the internet safely.	<p>Explain and take active steps to ensure and follow safe and healthy working practices You must check and, if necessary, rearrange hardware and cables safely, adjust seating and lighting as required (or ask for these to be done by an appropriate person), avoid hazards, take breaks, minimise physical stress, and be able to explain why these precautions are necessary. Where necessary, you must accept some responsibility for and take the initiative in matters of health and safety.</p> <p>Explain the need for and follow appropriate procedures to protect the security of data and of ICT systems You must use passwords and PINs where necessary, and make backups (or check that these have been made automatically). You must know how to check that virus protection is up to date. You must be able to explain why these precautions are necessary.</p> <p>Use the internet safely You must be careful to protect your identity, particularly in the context of social networking sites and chatrooms, and to avoid giving details of bank accounts, etc., on sites that are not secure.</p>

Note: It is important that your evidence shows that you have followed safe, healthy and secure working practices as you carried out your activities. It is not enough to be able to describe such practices out of context.

ICT3.2 Find, select and exchange information

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>For each of your activities:</p> <p>ICT3.2.1 Plan how to find the ICT-based and non-ICT-based information you require.</p>	<p>Evidence must be recorded in an appropriate document or documents, and must show how the candidate planned their work, found, evaluated, selected and used sources, together with an explanation of why the sources selected were appropriate to the task.</p>	<ul style="list-style-type: none"> • plan and organise your work • find, evaluate, select and use ICT-based and other sources of information appropriate to your tasks 	<p>Plan and organise your work You must know how to think ahead about the information you need for a specific purpose (e.g. to respond to an enquiry, carry out a task or get ideas for a design), and plan where and how you will obtain this information. You must plan in advance of doing the work; retrospective planning is not acceptable.</p>
<p>ICT3.2.2 Search for, evaluate, select and get, from a range of sources, relevant ICT-based and non-ICT-based information.</p>	<p>Evidence must be recorded in an appropriate document, completed by the candidate, with entries confirmed as accurate and valid by a supervisor or others with whom the candidate has worked. Full details of the sources used must be recorded, along with the scope and nature of the searches, and their outcomes. Choice of sources must be explicitly justified.</p> <p>It may be supplemented by any of the following:</p> <ul style="list-style-type: none"> • witness statements or observation records by the assessor or other appropriate person; these must be authenticated by the assessor 	<ul style="list-style-type: none"> • design and use efficient search techniques to find ICT-based information • design queries to locate relevant information using different sources and multiple search criteria • access, navigate and efficiently search the internet for information • make sound judgements about the reliability of the websites you find, using explicit criteria and justifying your choices • interpret information and evaluate its fitness for your purpose 	<p>Access, navigate and efficiently search the internet for information</p> <p>You must be able to:</p> <ul style="list-style-type: none"> • connect to the internet • use a search engine efficiently and effectively (e.g. using wildcards, multiple search criteria, quotation marks, relational operators, logical operators, and searching within results) • enter web addresses accurately • browse, follow links, use forward and back, save and use bookmarks.

- notes of questions asked by an assessor, with records of observations or answers
- annotated screenshots.

- select and use the information you need to meet your purpose based on judgements of relevance and quality
- establish the copyright status of the information you find and record full details of your sources

Make sound judgments

You must consider how far the websites you find provide accurate and reliable information. For example, sites with the suffix '.gov.uk' provide official statistical information, whereas facts and figures on many other sites are not independently verified. You must be able to explain why you accepted information from some websites but not others.

Evaluate fitness for purpose

You must know how to read and understand information so you can check facts and spot possible error or bias when you are making judgements on whether the information suits your purpose. You might take into account the intention and authority of the provider, the currency of the information, and its relevance.

Establish copyright status

You must know that all information, printed or ICT-based, is copyright. You must note full details of the sources of all the information you use and be able to establish whether the information you need can be reproduced without permission.

ICT3.2 Find, select and exchange information (continued)

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>ICT3.2.3 Enter, save, communicate and exchange ICT-based information to suit your purpose.</p>	<p>Evidence, including for the use of e-mail, must be in the form of a recording document together with annotated printouts and/or screenshots, supported by notes made by the candidate and/or by a witness, and authenticated by an assessor.</p>	<ul style="list-style-type: none"> • enter information in consistent formats • convert information between formats as appropriate • enter and save your information in appropriately named files and folders, on hard disks and on portable storage media • explain the need for back-up copies and ensure that they are made, including by you if necessary • use ICT to send, receive, exchange and share information • send, receive and respond appropriately to e-mail, including attachments • copy e-mails to others only as required by your task, respecting confidentiality and the relevant requirements of the Data Protection Act • manage efficient storage of e-mail, e-mail attachments, and e-mail addresses. 	<p>Appropriately named files and folders The names that you use for your files and folders must give clear information about their content, ownership, date, sequence.</p> <p>Send, receive and respond appropriately to e-mail You must be able to open your mailbox, read, reply, delete, forward, create, send, copy, open and add attachments, use an address book, adapt your style to suit your audience, use appropriate language, respect confidentiality.</p> <p>Copy e-mail to others only as required by your task You must copy e-mail to others only on a 'need-to-know' basis.</p> <p>Data protection You must be aware of and observe the law concerning data protection, e.g. that you must not provide someone's personal information to third parties without their consent.</p> <p>Manage efficient storage of e-mail, e-mail attachments and e-mail addresses For example, you must use folders to store important e-mails and/or attachments, and maintain an address book.</p>

ICT3.3 Develop and present information

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>ICT3.3.1 Organise, develop, format and combine ICT-based and non-ICT-based information from different sources to suit content and your purpose, in the form of:</p> <p>a) text b) tables c) images d) numbers e) records.</p>	<p>Evidence must show the process whereby the candidate has entered, organised and developed information to suit their purpose. This evidence must be in the form of drafts annotated by the candidate or supplemented by assessor's notes of the candidate's answers to questions.</p> <p>Evidence must show that the candidate has taken account of the views of others as they developed the presentation of their work to ensure that it is fit for purpose and audience.</p> <p>The final work must be accurate, clear and saved appropriately. Graphs and charts must be fit for purpose and correctly labelled.</p>	<ul style="list-style-type: none"> • observe copyright and other constraints on how you use information, and acknowledge your sources in full • enter, develop and organise information using the features of software applications to improve the accuracy and efficiency of your work • create and use structures and procedures for developing information and bringing together text, tables, images, numbers and records • derive new information, including combined information • evaluate different methods of organising and presenting information, taking into account fitness for purpose and audience • develop and refine the presentation of your work so it is accurate, clear and presented consistently to suit your purpose and audience, taking account of the views of others • check that all your work is accurate, clear and fit for purpose 	<p>Enter, develop and organise information You must be able to enter and/or import information into software applications and use features of the software efficiently to bring together and develop the information in ways that are suitable for presenting your work. You must, for example, know how to insert, delete, select, copy, scan, cut, paste, drag and drop, find and replace, undo and redo, incorporate images into frames, put data into tables or columns, so as to make the processing and presentation of information as straightforward as possible.</p> <p>Evidence must show the process Evidence must show that you have considered different ways and layouts for presenting your information and can explain your choices (e.g. in annotated drafts, notes, or witness statements).</p> <p>Derive new information The processing of information (including quantitative data, text, and images) will generate new</p>

ICT3.3 Develop and present information (continued)

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
			<p>information, such as totals, page references, indexes, or revised diagrams or graphs. In processing information, you must be able to further your purpose and to draw your own conclusions.</p> <p>Develop and refine presentation You must know how to:</p> <ul style="list-style-type: none"> • select and use layouts that are suitable for presenting combined information, including the conventions applied to commonly used documents (e.g. letters, spreadsheets, tables, menus, reports, posters and web pages) • format and lay out text using tabulation, justification, spacing and supplied styles (e.g. margins, alignment, tabs, indents, font, line spacing, header and footer, portrait, landscape, columns, bullets, numbering, page breaks and page numbering) • (when you are laying out tables) arrange rows and columns appropriately, align horizontal and vertical text, merge and split cells, insert borders, insert shading, etc.

ICT3.3.2

Present your final output effectively, using a consistent style and formats and layouts that are appropriate to your purpose and audience using ICT and review your work.

Evidence must include the completed work, together with evidence that the candidate has reviewed both the process of development and the finished product in the light of feedback from others.

Evidence of reviewing must be in the form of notes written by the candidate, either by hand or electronically.

- present information so that it meets your purpose and the needs of the audience
- ask for feedback from others and review the effectiveness of the development and presentation of your work.

- (when you are laying out a spreadsheet) adjust row height and column width, insert/remove gridlines, merge cells, add cell borders, set cell data type and format (e.g. text, currency, percentage, decimal places, date, time, wrap text)
- (when you are formatting images) resize, crop, align, use borders, use text wraps.

Presenting your work does not necessarily involve the use of PowerPoint.

Taking account of the views of others

As you work on the presentation of your work, you must ask for other people's opinions, and act on them where you think they are helpful.

Ask for feedback from others and review the effectiveness

You must ask your audience to comment on the effectiveness of how you presented your work and take their opinions into account when you are reflecting on and evaluating both the process whereby you developed and presented your work, and the quality and fitness for purpose of the final product.

ICT Level 4

Amplification of evidence requirements

This is about demonstrating your skills in:

- developing a strategy for using ICT skills
- monitoring your progress and adapting your strategy as necessary
- presenting the outcomes of your work
- evaluating your overall strategy.

Notes

1. Each level of the skill incorporates and builds on the previous levels. You must therefore ensure that you are familiar with all the requirements of ICT Level 3 which, in turn, incorporates the requirements of the lower levels.
2. You must provide evidence of your ICT skills, as they are specified in the first column of this amplification section. Your evidence must be in the form described in the second column ('Evidence requirements'). In order to provide this evidence, you will need to have the skills that are listed in the third column.
3. The 'Guidance' in the fourth column supports the requirements of the first three columns and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the standards that may be useful when you are developing the skill of ICT at Level 4 and producing evidence of your work. It is not a mandatory part of the standards.
4. The Mandatory definitions give the exact meaning of certain words in this section. You must always refer to them when you are developing your skills, gathering your evidence and preparing for assessment.
5. Witness statements may be used to support written evidence (for example of a discussion) but must not be the only form of evidence that you provide.

Evidence

At Level 4, you will be assessed via a portfolio of evidence. The term 'evidence' is used in this section to refer to the work you produce for final assessment.

Your evidence must show the processes you have used to identify and describe the task you have undertaken, to select, enter and develop information, and to develop the presentation of your work. The development process will normally involve drafting, revising,

correcting, redrafting or reformatting your work, so the evidence you submit for assessment must include at least one complete draft with notes, annotations, highlighting, alterations, etc. Your final printouts, presentations, etc., are not, on their own, sufficient as evidence, though they must of course be included in your portfolio.

Evidence of some parts of the process might include a signed statement providing enough detail from the person (for example manager, teacher, tutor or trainer) who has witnessed your work. Where such a witness statement is used, there should normally be supporting evidence in the form of your notes or plans, or evidence that your assessor has discussed the detail of the process with you.

You must produce evidence of meeting the requirements of ICT4.1, ICT4.2 and ICT4.3 in the context of one activity.

You may present your evidence in electronic format, or in hard copy, or in a combination of these.

There must be evidence that all your work has been assessed and authenticated – there must be records/notes, written by a competent assessor, confirming that your work is your own and that it has achieved the required standard.

Where the standards refer to ‘information’, this can take the form of text and/or images and/or numbers.

Access statement

Candidates with particular disabilities may be unable to show that they are competent by providing all their evidence in the form specified.

For such candidates, reasonable adjustments to the evidence requirements may be allowed in appropriate circumstances. In some cases, exemptions may be permissible. For details, please see the introduction to the standards.

ICT4.1 Developing a strategy

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>ICT4.1.1 Develop a strategy for using ICT skills over an extended period of time.</p>	<p>Evidence must be written and may be in various forms, including entries in a personal development plan or progress file, or a project proposal.</p> <p>Evidence must include:</p> <ul style="list-style-type: none"> • reasons for the choice of methods • annotated references of sources used for researching information. 	<ul style="list-style-type: none"> • establish opportunities to use ICT skills • clearly identify the outcomes you hope to achieve • plan your use of ICT skills over an extended period of time taking into account factors that may affect your plans • make a reasoned choice of methods for achieving the quality of outcomes required • identify relevant sources of information, including people and reference material, and research the information you need. 	<p>Establish opportunities to use ICT skills You must spend some time researching and exploring work activities in order to identify where and how you can use ICT to aid efficient searching, development, exchange and presentation of information, including text, images and numbers.</p> <p>Identify the outcomes An intended outcome is a statement of what you want or need to achieve, e.g. a computer-based conferencing system to support team working. You may need to negotiate these outcomes with other people who are involved in the work. You must identify and write down outcomes that are specific, so you will be able to tell if they have been achieved. This will help later when you are monitoring and evaluating your work.</p> <p>Plan your use of ICT skills You must take stock of the skills you will need to achieve your intended outcomes, and plan your use of ICT skills so you can make the most of</p>

your work activities. You must be able to identify opportunities and constraints (e.g. your own expertise, resources, work patterns, health and safety issues, and social and ethical concerns). You must set realistic targets and deadlines over the coming months.

Make a reasoned choice of methods

You must be familiar with the strengths and weaknesses of ICT methods for handling, processing and presenting different types of information, e.g. specific software facilities.

Identify relevant sources of information

You must check a range of different sources, including people who may be able to support you in developing your skills and completing the work. You must know how to access help and gain access to the internet, databases on CD-ROM or online, a library, or specialist publications. In using a web browser, you must know how to bookmark relevant web pages, and how to download and save information. You must know how to use appropriate referencing and filing systems, and keep records of the sources you use.

ICT4.2 Monitoring progress

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>ICT4.2.1 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving the use of ICT for two different, complex purposes.</p>	<p>Evidence of monitoring progress and adapting strategy may be through:</p> <ul style="list-style-type: none"> written records of the candidate's reflections on the progress of the work and of feedback obtained and/or written notes of discussions with appropriate persons, supported by witness statements. <p>Evidence must describe choices made, reasons for these, and judgements of their effectiveness.</p> <p>Evidence must include:</p> <ul style="list-style-type: none"> notes of planning at least one draft, with evidence of checking full references for all sources used. 	<ul style="list-style-type: none"> prepare and use ICT to aid: <ul style="list-style-type: none"> efficient searching, evaluation and selection of information exploration of alternative lines of enquiry develop and exchange relevant information to meet your purpose derive new information, including integration of text, image and number monitor and critically reflect on your use of ICT skills, including: <ul style="list-style-type: none"> obtaining feedback from others noting choices made and judging their effectiveness adapt your strategy as necessary to overcome difficulties and produce the quality of outcomes required. 	<p>Prepare and use ICT You must be able to set up and use:</p> <ul style="list-style-type: none"> style sheets, templates, and macros to handle repeated operations database structures queries using search engines, and be able to refine your search. <p>You must be able to:</p> <ul style="list-style-type: none"> establish criteria (e.g. by date, author, subject, organisation, type and format) to help select the information you require set up different search strategies and criteria to explore alternative lines of enquiry, e.g. use a financial model on a spreadsheet to explore and predict possible consequences of cost and pricing changes on sales and profits. <p>Evaluation and selection of information You must develop a 'critical eye' for assessing the quality and reliability of information from different sources, taking into account commercial, political, academic or personal interests that may influence content and presentation. You must check</p>

facts, research other sources, and ask additional questions.

Develop and exchange relevant information

You must be able to identify methods of exchanging information (e.g. e-mail, computer conferencing, video conferencing, web pages, sharing documents) and understand how they affect the development of information and ways of working. You must be able to take into account organisational factors such as version control, document retrieval, transaction monitoring, security, archiving and back-up.

Derive new information You must identify and, where appropriate, make use of information that is generated as your work progresses (e.g. different ideas, interpretations, improvisations, plans).

Monitor and critically reflect

You must know how to track, record, reflect on and evaluate your progress, including any ICT problems and what you did about them. You must identify reliable sources of feedback and use feedback constructively to help you monitor your performance and make decisions, e.g. on whether to adapt your overall strategy.

ICT4.3 Presenting outcomes and evaluating strategy

You must provide evidence that you can:	Evidence requirements	In order to show that you are competent, you need to know how to:	Guidance
<p>ICT4.3.1 Present the outcomes of your work.</p>	<p>Evidence may be presented electronically, in hard copy, in an oral presentation, or in a combination of these.</p> <p>If any part of the evidence is presented orally:</p> <ul style="list-style-type: none"> evidence must include the candidate's preparatory notes for the presentation there must be additional evidence which may be in the form of: <ul style="list-style-type: none"> audio/visual clips of the presentation and/or witness statements brief notes may be used as a prompt, but the candidate must not read these out. <p>Assessors must look for:</p> <ul style="list-style-type: none"> clarity of expression appropriate use of vocabulary the use of a variety of verbal, visual and other techniques evidence that the presentation is well structured, with examples that are relevant to the audience evidence that the audience has responded appropriately. 	<ul style="list-style-type: none"> develop the structure for presenting your work, integrating different types of information to ensure consistency in the display of text, numbers and images use the views of others to guide refinements to content and design present information effectively, using a format and style to suit your purpose, subject and audience, and ensure that: <ul style="list-style-type: none"> it is accurate in terms of content and conventions it makes sense. 	<p>Present information effectively</p> <p>You must know how to develop appropriate structures for integrating different types of information, e.g. to ensure that fonts, layout, number formats, sizes and shapes of graphs, images and tables are consistent. You must ensure that conventions of format, language and style are used as agreed, and obtain feedback from others. You must check spelling, punctuation and grammar, and check that graphs, diagrams and charts are correctly labelled and that any specific requirements (e.g. word length, types of binding, paper size) have been met.</p>

ICT4.3.2

Evaluate the effectiveness of your strategy, and identify ways to further develop your ICT skills.

Evidence must be written, but may be supported by a recorded discussion with an appropriate person.

- evaluate the effectiveness of your strategy, identifying factors that had an impact on the outcomes
- identify ways to further develop your ICT skills.

Evaluate the effectiveness of your strategy

You must be able to identify how your decisions, and the resources and people involved in your work, have influenced how you have tackled the activity and its outcomes. You must also take into account the effect of your own strengths and weaknesses in ICT.

Identify ways to further develop your ICT skills

You must reflect on your overall level of ICT skills and suggest areas where you need to improve, based on the experience you have gained in this activity. You must be able to identify opportunities that are available to you (e.g. for training, for changing working practices, or for tackling new kinds of tasks). You must discuss with a line manager, colleague or mentor how you might improve working methods, take advantage of new opportunities, and further develop your skills.

ICT Mandatory definitions

Note: The focus of this Mandatory definitions section is on the terms and concepts that are particularly relevant to the ICT standards. It includes some but not all of the specialist ICT terms that appear in the standards.

accuracy/accurate/accurately

Has the everyday meaning of 'without mistakes'.

acknowledge (sources)

Include, at least, title or website address of source(s) of information.

- in full: use recognised referencing system, such as Harvard for printed materials.

active (steps)

At Level 3, show some degree of initiative or independence in ensuring safe and healthy working practices.

activity

An activity includes a number of related tasks where the results of one task affect the carrying out of another. See also 'task'.

align

Place pictures, text, or cell contents to the left, right, or centre of a given space, or to the left or right margin, or both.

analyse

Break down into components or essential features; examine in detail.

appropriate

Suitable for intended activity, task, context, audience, etc. The use of 'appropriate' in the standards recognises that different contexts require different treatments.

assessor

The person who is competent/trained and responsible for judging a candidate's performance against the standards at the appropriate level.

audience

The audience is the people addressed by a text, document or speaker. The term includes readers, listeners, film/television audiences and users of ICT.

authentic (evidence)

Evidence that has been produced by the candidate with no more help, support or guidance than is permitted at the relevant level.

authenticate

To confirm that a candidate's evidence is authentic.

bring together (information)

Combine text and/or numbers and/or images into a single piece of work.

check

To go through work for a second time (or more) to identify and correct mistakes.

combined (information)

Information that brings together text and/or numbers and/or images.

common

Used to describe units, instruments, measures, date formats, etc., that are widely used in everyday life in non-specialist contexts.

communicate

Includes send, receive, exchange and/or share (information).

communication services

Include, for example, ISP, broadband, dial-up, network, mobile phone.

complex

- At Level 3, a complex activity involves three or more tasks.
- At Level 2, complex search techniques involve two or more search criteria being used in combination.

confirm

The task or problem is given by the teacher, tutor or trainer; it is the candidate's responsibility to demonstrate that they fully understand it.

correct (procedure)

- Correct procedures ensure that ICT systems are started and shut down in accordance with manufacturers' and/or local guidelines.
- (of portable storage media) Insert, remove and handle in accordance with software and hardware requirements.

data (singular: datum)

Quantitative information consisting of counts or measurements.

describe

Unless otherwise specified in the standards or amplification, candidates may describe their task/activity, methods, data, results, etc., in written or spoken form, or a combination of these.

develop (information)

Work with data and information to improve fitness for purpose, presentation, ease of use, efficiency, etc.

device

Piece of electronic hardware, for example mouse, keyboard, screen, printer.

edit

Includes adding, deleting, and amending information.

effective/effectively

Carry out a task in a way that produces the desired result. It is possible to be effective but inefficient.

efficiently

- Carry out a task using an appropriate number of steps or operations and in a sequence that is fit for purpose. For example, when using electronic aids, it is efficient to use available operations and functions (for example memory and constant functions on a calculator) or to use the 'sum' formula in a spreadsheet for a range of cells, rather than adding up individual cells.
- Not waste time and resources by, for example, downloading and/or printing large amounts of information unselectively.

electronic aid

A tool for calculating, for example a calculator, spreadsheet.

error

- A problem resulting from a hardware, software or electrical failure.
- A message that results from inputting inappropriate data or information, or from inputting data or information incorrectly.

establish (copyright)

Find out whether it is necessary to get permission to reproduce the material in question.

evidence

At Levels 1 to 4 only, candidates have to produce a portfolio of evidence to demonstrate that they have the skills required to satisfy the requirements of the standards. Evidence can include computer printouts, written material, audio and/or video recordings, and witness statements/testimony. See also 'portfolio' and 'witness statement'.

At Entry level, candidates have to demonstrate that they have the skills to meet the requirements of the qualification by completing awarding body designed assessments. These are regarded as evidence and could also include written material, computer printouts, artefacts, audio and/or video recordings, and witness statements/testimony. See also 'portfolio' and 'witness statement'.

exchange (information)

To send information to and receive information back from the same person. See also 'share'.

explain

Give a clear and detailed account or description, including of cause and effect where appropriate. Tends to involve words such as 'so', 'therefore', 'as a result'. Unless otherwise specified in the standards or amplification, candidates may explain their task/activity, methods, data, results, etc., in written or spoken form, or a combination of these.

extended (period of time)

An extended period of time is likely to be at least three months.

fit/fitness for purpose

- Information must be evaluated and selected, taking into account the authority of sources, and the currency, relevance, bias, etc., of the information.
- Text and/or images and/or numbers must be presented in ways that will help the audience to understand the information that is being presented.
- Information must be laid out and presented in ways that meet the purpose of the task or activity and are appropriate to the nature of the audience. See also 'purposeful'.

format

- Text: for example margins, portrait/landscape, bold/italic/underline, borders, shading, colour.
- Tables/spreadsheets: for example column width, row height, cell merge.
- Images: for example crop, size/resize.

given

Refers to a task, activity, or information that is provided to the candidate by the teacher, tutor or trainer, rather than the candidate having to find, identify or choose it for themselves.

graphics

Collective term for any kind of image.

healthy

In the context of ICT, refers to issues such as seating arrangements, screen height/glare, taking breaks, using wrist rests, etc.

housekeeping

Local arrangements for ensuring the orderliness and maintenance of ICT systems.

identify

Understand meaning or purpose, after consideration (but see also 'recognise').

image

Includes photographs, objects, artefacts, scanned images, clip art, plans, sketches, diagrams, pictures, graphs and charts. Whichever form the image takes, it must be fit for purpose and must help understanding of the material being presented.

A 'simple image' might be a picture, sketch or diagram that shows simple information and requires very little interpretation.

A table of text or numbers does not count as an image for ICT.

independence/independent/independently

Making choices or decisions without consulting a teacher, tutor or trainer in the first instance, though perhaps asking advice or seeking confirmation later. Includes being able to recognise when it is appropriate to ask for advice or seek confirmation.

information

Information can take the form of text and/or images and/or numbers.

information source

- **ICT-based:** Obtained from an electronic source, for example CD, DVD, intranet, internet, database.
- **non-ICT-based:** Obtained from a non-electronic source, for example print, broadcast, discussion.

interface feature

Includes icons, option buttons, sliders/scrolling, menus and sub-menus, etc.

interpret

Explain the meaning of, for example, symbols, information, results.

justify

- Explain why the methods used or choices made are appropriate to the task or activity.
- Align text to the left or right margin, or both.

layout

Arrangement of text, images, etc., on the page or screen. See also 'format'.

mistake

Has its everyday meaning; this is different from 'error' which has a specialist meaning in ICT. See also 'error'.

notes

Notes that are submitted as evidence need not be in continuous prose, and grammar, spelling and punctuation do not have to be perfect, but they must be legible and meaning must be clear. They include completion of a pro forma, where this is appropriate. Where appropriate, notes may be supplemented by a witness statement.

output

The result of a computer process, for example information on the screen or on paper.

personal settings

For example, mouse speed, icon size, font size, screen resolution, desktop contrast, volume.

portable storage media

For example, floppy disc, CD, DVD, memory stick, flash drive, external hard disk.

portfolio

A portfolio is a file, folder or other means of storing and presenting the evidence that the candidate is submitting for final/summative assessment. It may include a variety of types of evidence (for example written, video, audio, artefact) and may be in hard copy, electronic (often referred to as an e-portfolio), or a combination of these.

present/presentation

Unless otherwise specified in the standards (for example 'using ICT'), candidates may present the results of their work in written or spoken form, or a combination of these. Presenting work does not necessarily involve the use of PowerPoint.

purposeful

Evidence must be generated in the context of a task or activity that satisfies some purpose in the candidate's work or leisure. Evidence that is collected simply to satisfy the requirements of the portfolio is not purposeful and does not meet the assessment requirement. See also 'fitness for purpose'.

range

Refers to three or more methods, sources, options, etc.

read

In the context of ICT, the term 'read' refers to obtaining meaning from symbols, numbers, diagrams, graphs, etc. It may not require the ability to read continuous text, though this is more likely to be necessary at Level 2 and Level 3.

recognise

Understand meaning or purpose on sight.

recommended

Recommendations may be by a person, in print, or on-screen.

recording documents

These may include logs, diaries, completed pro formas, or any other means of recording work as it is being carried out. Recording documents that are completed in retrospect at the end of a task or activity are not acceptable as evidence.

reliable/reliability

Of a website: the extent to which information on the site can be assumed to be correct, trustworthy, etc. For example, statistical information from government websites can be assumed to be reliable.

review (effectiveness)

Look back over completed work and consider lessons learned and whether there are ways in which similar work might be improved in the future. Candidates may review the effectiveness of their work in written or spoken form, or a combination of these.

safe

- Physically safe, for example electrics, cabling.
- Socially safe, for example not disclosing inappropriate personal data when using social networking sites.

search for (information)

Applies when purposeful information is not immediately available or forthcoming.

secure/security

Refers to protecting data and information by use of passwords, PINs, padlock symbol, making backups, etc.

select

Choose, using criteria appropriate to task.

share

Implies exchanging data with two or more others. See also 'exchange'.

simple

Describes information that makes limited demands on the candidate, for example straightforward text, whole numbers, numbers that are easy to work with (for example multiples of 2, 5, 10, 100), uncomplicated representations of limited amounts of data or information. See also 'straightforward'.

software (application)

Includes word processor, spreadsheet, database, graphics, browser, e-mail.

sources

May be other people, printed material, electronic material (for example the internet), broadcasts, etc. The range and complexity of sources will increase as the demands of a task or activity increase through the levels.

step

A purposeful action taken in the context of carrying out a task.

straightforward

Describes information, subjects and materials that candidates often meet in their work, studies or other activities. See also 'simple'.

style

Used when formatting text, for example use of font, bold, italic, underline.

system

Set-up of hardware, software, data and people, possibly including internet access. May be stand-alone or networked.

table

An orderly arrangement of information, numbers or letters, usually in rows and columns.

task

A task is purposeful and complete in itself. It may involve more than one step. See also 'activity'.

valid

Valid evidence is evidence that gives a true picture of the work of the candidate and is directly relevant to the required standard.

version management

Keeping track of amendments and revisions to files by means of suitable filenames that give an idea of content and ownership, and include version number, date, etc.

witness statement

A statement (sometimes called 'witness testimony') that confirms that the candidate has demonstrated the skill(s) in question (for example followed safe, healthy and secure working practices) at the required standard. The statement must be signed by a competent person, that is a person who was present when the candidate demonstrated their competence and who is, in the opinion of the assessor, capable of making a reliable, fair and unbiased judgement in relation to the required standard.

Where used, a witness statement should include the date, the name, signature and contact details of the witness, and details of the context in which the observation took place. There must also be a very short note of the witness' role, for example workplace supervisor, geography teacher, youth group leader.

The assessor must confirm the authenticity and the validity of a witness statement; they may need to confirm with the witness that the statement is genuine and to check that the witness understands the requirements of the standard.

A witness statement must not be the sole form of evidence that a candidate has achieved the standard.

Much of the evidence required is in the form of recording documents (for example a log, diary, or completed pro forma). Such documents must be completed while the work is being carried out. Recording documents that are completed in retrospect at the end of a task or activity are not acceptable as evidence.