



Qualifications and
Curriculum Authority

Functional skills guidance: amplification of the standards

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Introduction

Functional skills in English, mathematics and information and communication technology (ICT) help people to gain the most out of life, learning and work.

The skills are learning tools that enable people:

- to apply their knowledge and understanding to everyday life
- to engage competently and confidently with others
- to solve problems in both familiar and unfamiliar situations
- to develop personally and professionally as positive citizens who can actively contribute to society.

The functional skills standards are technical documents that define and differentiate the skill requirements for the functional skills pilot qualifications. These standards remain as draft versions for the duration of the pilot.

The format and presentation of the standards differs slightly across English, mathematics and ICT. These differences are necessary for various reasons, including the disparate nature of these bodies of knowledge.

By accessing and engaging with a wealth of experience and expertise throughout the development of the standards, QCA has carefully tailored the standards documents to their specific subject areas.

While the standards are intended for qualification experts within awarding bodies, a wider audience can interpret or 'map' them to predict what minimum requirements are likely to be at specific skill levels. For this reason, the standards are of interest to stakeholders beyond awarding bodies.

Functional skills standards: understanding the levels

The subject content set out in the coverage and range sections of the functional skills standards provides an indication of the type of subject matter that learners are expected to use when applying their functional skills. These sections are not lists that learners must confine themselves to, but are intended as a helpful guide to the type of content that will be expected in functional English, mathematics and ICT qualifications.

The standards explain the difference between levels for skills-based qualifications. They recognise that skills are demonstrated through their performance and that difficulty and level of demand are determined by many factors. The standards include level differentiation pages for each subject that explain the various factors affecting the level of demand when a learner is faced with a particular task. These are: **complexity**, **technical demand**, **familiarity** and **independence**. The level of a functional skills qualification is determined by:

- the complexity of situations and activities
- the technical demand associated with these activities
- a learner's level of familiarity with the task or activity
- the level of independence with which a learner can complete the activity.

It is important to understand that the **skill standards** and **performance statements** are key factors in determining a learner's level of functional skills proficiency or 'functionality'. The coverage and range are not prescriptive, but only indicative. A learner may understand the content within the coverage and range column at a given level – whether this relates to appreciating a particular point, knowing certain facts or calculations, or understanding various concepts or notions – but the functional skill level is determined by the learner's ability to use and apply this information for 'real life' and purposeful activities.

English

Introduction to English

The term 'functional' should be considered in the broad sense of providing learners with the skills and abilities they need to take an active and responsible role in their communities, everyday life, the workplace and educational settings. Functional English requires learners to communicate in ways that make them effective and involved as citizens, to operate confidently and to convey their ideas and opinions clearly.

The aim of the English standards is to encourage learners to demonstrate their speaking and listening, reading and writing skills in a range of contexts and for various purposes. They are essentially concerned with developing and recognising the ability of learners to apply and transfer skills in ways that are appropriate to their situation.

They are flexible enough to be interpreted in a variety of circumstances, for example in school and workplace settings, by a range of users. They provide the framework for assessment, rather than the detail.

It is important that users have a shared understanding of the language used – the explanations that preface the standards for speaking and listening, reading and writing clarify some of the key terms.

Functional English: level differentiation

Functional English provides the basis for effective communication and understanding across the three subject skill areas: speaking and listening; reading; and writing. Learners need to select and use these skills appropriately in order to function as effective citizens, and to benefit from them in their life, learning and work. It is important that these skills can be used in ways that are appropriate to their context, as this is what makes them 'functional' in real-life situations.

There are many factors that determine the level of difficulty posed by a situation that requires the use of functional skills. These factors include a learner's familiarity with a situation, its complexity and technical demand, as well as the ability to resolve an issue or complete a necessary activity independently. The level of demand may vary from a simple discussion or exchange about a familiar subject, through to an extended piece of writing that persuasively communicates information and ideas to a diverse audience. The level differentiation factors are outlined below:

- **Complexity.** Real-life situations, as they arise, are often quite complex. Identifying the various components within a situation, the steps needed to solve a problem or complete a task, and the accessibility of the activity itself, all contribute to the level of complexity.
- **Familiarity.** This reflects the extent to which a learner recognises elements of a problem or situation, utilising skills and understanding developed in other contexts, and relating this experience to make sense of a situation. In transferring or applying skills and understanding, the individual may need to adapt or reorganise their established approach in order to tackle the situation effectively.
- **Technical demand.** This reflects the range of knowledge, skills and techniques that an individual is required to draw upon in order to tackle a particular situation. These are defined in various ways, for example as national curriculum levels.
- **Independence.** This relates to the level of autonomy that learners demonstrate when tackling a problem or completing an activity. A learner's problem-solving skills are a key element of their independence, allowing them to make confident decisions and to demonstrate their skills, without requiring the full support of others.

Entry level

The context is familiar and accessible to the learner. The English skills demanded by the situation or problem are clear and straightforward. The learner demonstrates some awareness of audience and purpose, recognising formal and informal contexts and applying their knowledge and skills accordingly. The skills or techniques required may not be specific to the situation or problem. Guidance and direction are provided.

Level 1

The context may be less familiar than at Entry level but is accessible to the learner. The English skills demanded are more precise, requiring a greater level of accuracy and judgement when applied to a specific situation or problem. Each situation requires an organised approach and incorporates various options for selection. Learners evaluate the usefulness of a range of texts and/or information sources as well as making choices about the suitability of their responses and solutions, in terms of style, vocabulary, presentation and format. Guidance is provided but autonomous decisions are required to find solutions.

Level 2

At level 2, learners analyse multi-faceted tasks where the context may be unfamiliar and the situation or problem needs to be identified. The usefulness or validity of the tools available may not be immediately apparent in all situations and there may be more than one solution. An initial review and analysis of the task should provide some insight into the key objectives, audience and purpose that a learner will need to consider before determining an appropriate response or solution. Guidance may be provided, but choices are independently made and evaluated.

Speaking and listening

Within the standards, the term **discussion** is used in its widest sense to mean the spoken exchange of information, ideas or opinions between two or more people in a formal or informal context.

Contributions to discussion are used as indicators of progression in this area. So, for example, **active contributions** at Entry 2 are likely to be brief responses that are relevant to the topic. **More extended contributions** at Entry 3 might be characterised by the development of ideas in more depth, involving longer exchanges. Performance at level 2 is indicated by the **range of contributions**. This involves contributions from perspectives other than the speaker's own, about topics beyond their own immediate experience.

Understanding and selecting appropriate levels of formality is also an important indicator of progression. To develop their understanding learners need opportunities to use spoken language in contexts that stretch them. These contexts may include **those with which they are unfamiliar**, such as other groups of pupils, employers or new employees. Examples are face-to-face situations such as delivering presentations, or more remote contexts such as telephone exchanges with people unknown to the learner.

Functional English: progression tables

It is essential to remember that each level builds on and subsumes the requirements of all previous levels. Therefore, requirements are not necessarily repeated at each level. For example, it is clear that at entry 2 learners are expected to punctuate accurately using capital letters, full stops and question marks. Accuracy in these is still expected at entry 3, level 1 and level 2, although in addition, by level 2, learners are expected to also use commas, apostrophes and inverted commas accurately.

Speaking and listening

Entry 1	Entry 2	Entry 3	Level 1	Level 2
Speaking and listening	Speaking and listening	Speaking and listening	Speaking and listening	Speaking and listening
At this level, learners can:	At this level, learners can:	At this level, learners can:	At this level, learners can:	At this level, learners can:
Participate in and understand the main points of a simple discussion/exchange that is familiar with another person.	Participate in and understand the main points of simple discussions/exchanges that are familiar, making active contributions, with more than one person.	Participate in and understand the main points of formal discussions/exchanges that are familiar, and unfamiliar informal discussion/exchanges, making more extended	Take full part in formal and informal discussions/exchanges that may be unfamiliar. Prepare for formal discussion of opinions and ideas.	Make a range of contributions to discussions in a wide range of contexts, including unfamiliar audiences. Listen to complex information, giving

		<p>contributions that contain relevant points at appropriate times and in an appropriate manner.</p> <p>Respond appropriately to others and respect others' turn-taking rights.</p>	<p>Be flexible in discussion, making different kinds of contributions.</p> <p>Present information/points of view clearly and in appropriate language.</p>	<p>relevant, cogent responses.</p> <p>Make effective presentations in a wide range of contexts.</p> <p>Present information persuasively. Adapt contributions.</p> <p>Take a range of roles when moving discussion forward.</p>
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Reading

Entry 1	Entry 2	Entry 3	Level 1	Level 2
Reading	Reading	Reading	Reading	Reading
At this level, learners can:	At this level, learners can:	At this level, learners can:	At this level, learners can:	At this level, learners can:
Read and understand short, simple texts on familiar topics that explain, describe and narrate on paper and on screen.	Read and understand straightforward texts including chronological and instructional texts. Use alphabetical order to locate information.	Read and understand straightforward texts, independently and for a purpose in different formats. Understand main points made in texts, including diagrams and graphical representations. Written texts are more than one paragraph long. Use strategies to read including detailed reading and scanning texts.	Read and understand the main points and ideas within a range of texts and text types, including reports, instructional, explanatory and persuasive texts. Take appropriate action.	Compare, select, read and understand information, ideas, opinions, implicit meaning and/or bias within a wide range of texts and text types. Use them to gather information, ideas, arguments and opinions for different purposes. Read and summarise succinctly information/ideas from different sources. Read and actively respond to different texts.

Writing

Entry 1	Entry 2	Entry 3	Level 1	Level 2
Writing	Writing	Writing	Writing	Writing
At this level, learners can:	At this level, learners can:	At this level, learners can:	At this level, learners can:	At this level, learners can:
Write short, simple sentences. Use written words and phrases to present information.	Write short documents with some awareness of intended audience.	Write documents with some adaptation to the intended audience. Plan draft and organise writing. Sequence writing logically and clearly. Use basic grammar, including appropriate verb/tense and subject/verb agreement.	Write documents clearly and coherently to communicate information, ideas and opinions using language, formats and styles suitable for their purpose and audience. Use correct grammar including subject/verb agreement and correct and consistent use of tense.	Write documents on complex subjects, concisely and clearly, logically and persuasively, including extended writing pieces, communicating information, ideas and opinions effectively and persuasively.
Punctuate using capital letters and full stops.	Construct compound sentences using common conjunctions. Punctuate			Use a range of different styles and sentence structures, including

	using question marks.			complex sentences for different purposes. Punctuate accurately using commas, apostrophes and inverted commas.
Spell correctly some personal or very familiar words.	Spell correctly a range of common words.	Spell correctly and check work for accuracy.	Spell, punctuate and use grammar accurately so that meaning is clear.	Spell, punctuate and use grammar accurately so that meaning is clear.
Write documents such as forms, messages or notes on paper and on screen.	Write documents such as forms, messages or simple narratives on paper and on screen.	Write documents such as forms, e-mails, letters or simple instructions or short reports on paper and on screen.	Write a range of documents on paper and on screen.	Write a wide range of documents on paper and on screen.

Functional English standards: amplification

Entry level 1: Speaking and listening

Skill standard	Coverage and range	Amplification
Participate in and understand the main points of simple discussions/exchanges about familiar topics with another person in a familiar situation	<p>Understand the main points of short explanations and listen for specific information</p> <p>Follow instructions</p> <p>Respond appropriately to comments and requests</p> <p>Make contributions clearly, to be heard and understood</p> <p>Ask questions using appropriate terms to obtain specific information</p> <p>... when listening, talking and discussing in familiar situations.</p>	<p>Demonstrate understanding with positive signs of engagement and identification of some specific detail</p> <p>Interpret and respond in accordance with simple, single-step spoken instructions, asking for repetition if necessary</p> <p>Reply to simple comments, questions or requests with clear, related answers or basic information, for example a request for personal details</p> <p>Express yourself clearly in line with the exchange, registering the responses of others</p> <p>Frame simple questions to obtain specific information, or to clarify points made, confirming understanding of statements or dialogue</p> <p>...in exchanges connected with education, training, work and social roles.</p>

Entry level 1: Reading

Skill standard	Coverage and range	Amplification
Read and understand short, simple texts	<p>Understand short texts on familiar topics and experiences</p> <p>Read and understand simple regular words</p> <p>...in texts that explain, describe and narrate on paper and on screen.</p>	<p>Read and understand short texts, composed of simple sentences, containing familiar and simple regular words. Recognise key features, points and information in text of several lines. Simple texts are clearly presented and spaced. They are likely to be accompanied by visual stimuli</p> <p>Read and understand high-frequency words (for example most commonly used 100 words) and social sight vocabulary</p> <p>...recognising the differing purposes of simple texts, both on paper and on computer screen or mobile phone, such as: public signs and notices, lists, forms, records, simple narratives.</p>

Entry level 1: Writing

Skill standard	Coverage and range	Amplification
Write short simple sentences	<p>Use written words and phrases to record/present information</p> <p>Construct simple sentences and punctuate using capital letters and full stops</p> <p>Spell correctly some personal or very familiar words</p> <p>Use upper and lower case</p> <p>...in documents such as forms, messages, or notes, on paper and on screen.</p>	<p>Construct sentences, statements or lists, structured for a purpose, for example a shopping list, text message, or note for a workmate</p> <p>Write simple sentences about familiar situations or topics, using initial capitals and full stops to mark sentences</p> <p>Spell correctly high-frequency words (for example most commonly used 100 words) and other important personal words such as names and addresses</p> <p>Use upper and lower case, for example use of capital I for personal pronoun, capital letters for own name/address where appropriate</p> <p>...in simple document formats, templates or instructions, for example forms such as those for joining a library or requesting a brochure, both on paper and on computer screens or mobile phones.</p>

Entry level 2: Speaking and listening

Skill standard	Coverage and range	Amplification
<p>Participate in discussions/exchanges about familiar topics, making active contributions with one or more people in familiar situations</p>	<p>Listen for and identify the main points of short explanations and instructions</p> <p>Speak clearly to be heard and understood</p> <p>Express simply one's own feelings and opinions and understand those expressed by others</p> <p>Express clearly statements of fact, short accounts and descriptions</p> <p>Ask and respond to straightforward questions</p>	<p>Identifying the main points involves demonstrating judgement about which parts are important. This might be achieved by: recognising emphasis through signals such as volume or gesture; significant points reinforced through repetition; or identifying a summary or concluding statement that confirms the point(s)</p> <p>Speak clearly and at an appropriate volume, pacing delivery and registering responses</p> <p>Demonstrate understanding of somebody else's feelings and opinions, for example through positive responses, body language and tone, while making clear one's own views</p> <p>Communicate so that meaning is clear, including key information; state facts, and describe or report incidents, activities or known situations (the information will depend on context and purpose)</p> <p>Question or enquire to obtain information, recognising when further clarity or restatement is needed; provide basic</p>

	<p>Follow the gist of discussions and make appropriate contributions</p> <p>...when listening and talking and discussing in familiar situations.</p>	<p>information in response to questions about familiar things</p> <p>Appreciating the gist of discussions requires attention to the signals detailed in the first point in this column. Careful listening and appropriate contributions or queries will require some understanding of a discussion's tempo, participant's body language and tone, and where intervention is appropriate (for example not talking over a peer/colleague)</p> <p>...in exchanges connected with education, training, work and social roles.</p>
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Entry level 2: Reading

Skill standard	Coverage and range	Amplification
Read and understand straightforward texts	<p>Understand the main events of chronological and instructional texts</p> <p>Read and understand simple instructions and directions</p> <p>Read and understand high-frequency words and words with common spelling patterns</p> <p>Use knowledge of alphabetical order to locate information</p> <p>...in texts that inform, describe and narrate, on</p>	<p>Demonstrate understanding that a chronological text, for example a diary, travel itinerary, timetable or minutes, is related to a sequence of events in time, and that instructional texts, for example journey directions, equipment manuals or recipes, must be read and followed in sequence. Recognise overt structural, format-based or presentation-related clues that assist comprehension of events, arrangements or facts, for example, in relation to sequence or chronology</p> <p>Demonstrate understanding of how linking words – for example and, then, next, to – help readers to follow a sequence of written instructions or directions</p> <p>Demonstrate understanding of social sight vocabulary for written signs, for example No Entry, No Smoking, Fire Escape, and high-frequency words (for example the first 200 most commonly used words)</p> <p>Look up unknown words from one’s own reading in a simplified dictionary, or using a catalogue or directory to find specific items. Engage with the alphabet as a reference guide or sequential ordering system, similar to numbering</p> <p>...recognising differing purposes of texts encountered in daily life, both on paper and on computer screen or mobile phone (for example public</p>

	paper and on screen.	signs and notices, lists, forms, notes, records, text messages, e-mails, simple narratives, letters and diagrams).
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Entry level 2: Writing

Skill standard	Coverage and range	Amplification
Write short documents with some awareness of the intended audience	<p>Use written words and phrases to record/present information</p> <p>Construct compound sentences using common conjunctions and punctuate correctly using capital letters, full stops and question marks</p> <p>Spell correctly a range of common words</p> <p>Produce legible text</p> <p>...in documents such as forms, messages, or simple narratives, on paper and on screen.</p>	<p>Write short simple texts composed for an identifiable purpose and/or audience. Consider simple choices regarding information included, presentation, format or tone to demonstrate the concept of 'fitness for purpose' or appropriateness</p> <p>Use common conjunctions – for example so, and, but, or – to connect two clauses; use capital letters to denote the start of sentences, the personal pronoun I, and for proper nouns. Signify questions or queries with question marks.</p> <p>Include personal details, high-frequency words (for example most commonly used 200 words)</p> <p>Demonstrate basic understanding of 'fitness for purpose', for example handwritten material must be readable, computer text must be of an appropriate size to be noticed, read and understood (for example a public notice)</p> <p>...recognising different structures for different contexts of documents, both on paper and computer screen.</p>

Entry level 3: Speaking and listening

Skill standard	Coverage and range	Amplification
Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges	<p>Use techniques to clarify and confirm understanding</p> <p>Give own point of view and listen to and respond appropriately to others' points of view</p> <p>Use formal and informal language as appropriate</p> <p>Follow the main points of discussions and make relevant contributions, respecting others' turn-taking rights</p>	<p>Signal both understanding and uncertainty or a query at appropriate times, using words of agreement, confirming statements and rephrasing or questioning, and through non-verbal signs, gestures, nodding and so on</p> <p>Make a contribution which is clear, audible and appropriately paced; demonstrate some acknowledgement of other points of view, for example body language, eye contact and questions</p> <p>Demonstrate understanding of different registers depending on the formality of the situation; for example, recognising that what may be said to a friend might not be appropriate to say to an employer or customer</p> <p>Demonstrate appreciation or grasp of main points by making some relevant contributions, but not talking over others. Through the entry levels there is an increasing awareness of appropriate contributions, including the social expectation to value and respect each participant's contributions, to support fairness and to balance representation in group participation.</p>

	...in familiar formal and informal exchanges and discussions.	
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Entry level 3: Reading

Skill standard	Coverage and range	Amplification
Independently read and understand straightforward texts for a purpose	<p>Understand the main points of texts (including diagrams or graphical representations). Written texts are of more than one paragraph at this level</p> <p>Obtain specific information through detailed reading</p> <p>Scan texts and use organisational features to locate information (for example contents, index, menus, tickets)</p>	<p>Demonstrate understanding that images are part of a text and provide meaning (for example a map of Yorkshire used to show the extent of flooding during severe weather), and add to the meaning of the text (for example a simple table or graph to illustrate a rise in sales). Key points may be identified by the use of paragraphs, sub-headings or chapters, recognised in an introduction or confirmed by a conclusion. Learners identify key or substantial points with limited support or prompting.</p> <p>Demonstrate understanding that it is sometimes necessary to read a relevant section of a text closely to locate specific information (for example to identify what happened immediately before an accident). This might require accurate details (such as the person's name, the exact location and so on).</p> <p>Demonstrate understanding that it is not always necessary to read every word of a text to locate information (for example to find out when and where a particular event is on), and an understanding of the purpose of different organisational features (for example contents, headings, tables, text boxes and</p>

	<p>Use strategies to read and understand texts in different formats (for example web page, application form)</p> <p>...in texts that inform, instruct, describe and narrate on paper and on screen.</p>	<p>timelines).</p> <p>Demonstrate understanding that different texts have different purposes, and select appropriate text(s) to suit own purpose.</p>
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Entry level 3: Writing

Skill standard	Coverage and range	Amplification
Write documents with some adaptation to the intended audience	<p>Plan, draft and organise writing</p> <p>Sequence writing logically and clearly</p> <p>Use basic grammar, including appropriate verb–tense and subject–verb agreement</p> <p>Spell accurately and check work for accuracy</p> <p>...in documents such as forms, e-mails, letters, simple instructions or short reports, on paper and on screen.</p>	<p>Plan and draft in line with the key objective/s and write a continuous, coherent text divided into paragraphs</p> <p>Demonstrate understanding that writing should be structured logically or be sequential (for example events in time) in order to aid comprehension in most functional contexts. Learners should consider key content and structure in advance and identify reasons for approaches taken</p> <p>Write grammatically correct sentences using the past, present and future tenses as needed (for example the bus was, the buses were) with correct subject–verb agreement</p> <p>Spell correctly common words and relevant key words used at work, leisure and study. Reference uncertain spelling in written work, demonstrating a checking and review process</p> <p>...recognising the different structures for different contexts of document, both on paper and computer screen or mobile phone.</p>

Level 1: Speaking and listening

Skill standard	Coverage and range	Amplification
Take full part in formal and informal discussions/exchanges	Make relevant contributions to discussions, responding appropriately to others	Contributions are coherent, illustrating viewpoints with supporting detail or a degree of reasoning and justification for points expressed. The ability to identify and respond to most relevant information is expected along with being able to demonstrate thoughtful engagement. This might be through pertinent questions, points of clarification, body language, facial expressions, and so on. A learner should understand that certain behaviour (for example lack of any response) may be interpreted as disagreement or disinterest, and may not be appropriate.
	Prepare for and contribute to formal discussion of ideas and opinions	Preparation should involve being aware of the material to be covered and obtaining suitable information to support the purpose of the discussion. This should preferably be done in advance to allow information to be digested and then used in a coherent way. Preparation might include an awareness of an agenda, the proposed topic and/or support materials. Contributions should be fluent, meaningful and distinct, including statements of fact, reasoned opinions, explanations and instructions where appropriate.
	Be flexible in discussion, making different kinds of contributions	A heightened awareness of audience is needed at this level, so that suitable types of statements, questions and signals can be given to others participating. Awareness could be in terms of age, relationship to

	<p>Present information/points of view clearly and in appropriate language</p> <p>...in formal and informal</p>	<p>the candidate, the formality of the setting, and the nature of the topic being discussed, for example. The use of personal experience and anecdote might demonstrate shared understanding or empathy.</p> <p>Learners should be introduced to relevant roles and behaviours, such as 'chairs', 'leads', 'facilitators', 'mediators', 'passive', 'assertive', and so on. Different kinds of contributions should see learners recognising how changing their approach or style of engagement can influence proceedings. This can be through types of questions and answers, repetitions or rephrasing, body language, and using an appropriate pace and volume to achieve the desired effect, for example to emphasise a point of view. The right of everyone to contribute should be respected, with appropriate phrases used for interruption or intervention.</p> <p>The presentation of information should be clear, at an appropriate volume and accurate. An account or description of events should be in a logical sequence. Main points, ideas and opinions should be given in sufficient detail, developed or elaborated upon to ensure audience understanding. Suitable language should be used to suit the purpose and audience. Candidates should be encouraged to clarify names, technical terms, specific references or use of idiom and vernacular, for example. Learners should be encouraged to recognise a balance between sufficient detail, reasoning, description or justification, for example, and the effectiveness and benefits of concision/concise</p>
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	exchanges and discussions.	delivery. The effect on audience or participants' attention can be easily demonstrated.
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Level 1: Reading

Skill standard	Coverage and range	Amplification
Read and understand a range of texts	Identify the main points and ideas and how they are presented in different texts	<p>This requires learners to recognise main points, ideas and primary themes as well as demonstrate some discernment, judgement and selection when reviewing materials or texts. This will include an understanding of the main purposes of texts and the way in which information has been presented. A learner should be able to deal with a range of texts which inform, persuade, describe or instruct. The use of language, organisational features and presentation should be recognised as deliberate and meaningful, such as types of vocabulary, style, format, headings, paragraphs and references. 'Skimming' of a newspaper article, for example, to gain an overall impression and understanding the main purpose and central theme, and scanning for the location of more detailed information (for example identifying information about costs in a report) is necessary. As learners develop an understanding of their own audience and purpose in a given activity, they should be able to appreciate that most information is presented with consideration of these factors. Learners should understand how information is 'packaged' to cater to, or influence, different audiences. Texts and source materials might suggest formality</p>

	<p>Understand texts in detail</p> <p>Read and understand texts and take appropriate action</p>	<p>or financial prudence, or perhaps a youth-based or trend-conscious audience. Learners should explore how this is suggested. Use real examples, which are prolific in everyday commercial and advertising materials.</p> <p>Detailed reading is expected, to understand the specific information presented and to capture necessary but less apparent facts, particulars, dates and so on, as well as an awareness of the manner in which it is presented to suit audience, purpose and the nature of the topic. This might relate to important dates (such as final submission dates), to specific conditions (such as small print relating to a discounted holiday offer), or to more general but important details (such as exact opening times, locations and/or specific directions and access details for schools, offices or venues). It is necessary to know when detailed reading is required in order to fully understand meaning, to avoid missing vital components and to capture essential information for use elsewhere.</p> <p>Reading and responding in a variety of ways that are relevant to the source material, for example answering questions (orally or in writing), following instructions to complete a task, replying to a letter, completing an application form, or composing a</p>
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	<p>...in a range of texts including reports, instructional, explanatory and persuasive texts, on paper and on screen.</p>	<p>summary.</p>
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Level 1: Writing

Skill standard	Coverage and range	Amplification
<p>Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience</p>	<p>Write clearly and coherently, including an appropriate level of detail</p> <p>Present information in a logical sequence</p> <p>Use language, format and structure suitable for purpose and audience</p>	<p>Write information clearly, making judgements about the appropriate level of detail. Use suitable language, structure and format to assist reader comprehension and engagement (for example detailed instructions to a party, description of general location), including reasoning, rationale, evidence and supporting detail as appropriate to the context.</p> <p>Ensure that the sequence is clear, for example it includes an introduction, a main section and a conclusion. The points made should follow each other in a logical sequence, for example the structure of a CV, or a brief description of an accident for a health and safety incident book. This could be chronological or in order of importance, for example.</p> <p>The degree of formality, complexity and detail is determined by the audience, the purpose and the setting (for example how to format a formal letter when applying for a job, using headings and sub-headings when writing a short report). Learners should know when it is appropriate to use colloquialisms (for example in an e-mail to a friend or in a text message) and when more formal language is needed (for example when</p>

	<p>Use correct grammar, including subject–verb agreement and correct and consistent use of tense</p> <p>Ensure written work includes accurate grammar, punctuation and spelling and that meaning is clear</p> <p>...in a range of documents on paper</p>	<p>writing to a customer or e-mailing a tutor).</p> <p>The writing needs to be accurate with few errors expected at this level. Sentences should be complete and where necessary use appropriate conjunctions. Singular and plural subject–verb agreement should be used consistently. Consistent and accurate use of tense is required. Errors should not undermine the meaning or purpose of written documents, as the focus remains on the effectiveness of the outcome and the written material's usefulness, appropriateness and applicability to the situation or context.</p> <p>Spelling of regular, common words should be accurate, including those from work, study and daily life. A high level of accuracy is expected in certain applications and contexts. In a formal letter of application, there should ideally be no errors. In a long document such as a formal report, errors may be acceptable, but generally a high level of accuracy is required. Errors must not alter the intended meaning of the writing, and should not substantially diminish the impact, validity or seriousness of the document.</p>
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	and on screen.	
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Level 2: Speaking and listening

Skills standard	Coverage and range	Amplification
<p>Make a range of contributions to discussions and make effective presentations in a wide range of contexts</p>	<p>Present information and ideas clearly and persuasively to others</p> <p>Adapt contributions in discussions to suit audience, purpose and situation</p>	<p>Learners' contributions should be incisive, insightful and well reasoned. At this level, learners are expected to be able to take a lead role in some discussions, including the ability to deliver presentations. This could require varying degrees of formality, according to context (for example a formal presentation as part of a job selection procedure, an informal discussion with a group of colleagues about a client, explaining work carried out to date on a project, or a presentation of the results of a chemistry experiment).</p> <p>Persuasiveness can be the result of numerous factors but should be supported by the increased use of supporting statements and evidence, as well as the utilisation of different presentation techniques, styles and vocabulary, in order to gauge and increase impact and effect on audience/participants.</p> <p>Learners should demonstrate active, sustained and flexible engagement and show by their responses, verbal and non-verbal, that they have been listening to and considering specific points. Learners should be encouraged to explicitly</p>

	<p>Make significant contributions to discussions, taking a range of roles and helping to move discussion forward to reach decisions</p>	<p>acknowledge responses, views and arguments, and to develop or adapt their contributions accordingly, or to specifically address points raised.</p> <p>Learners should make sustained contributions that stimulate or support engaging discussions, influencing exchanges with relevant ideas and information. Learners need to develop an awareness of the needs and expectations of their audience (for example their age or background, prior knowledge of the subject being discussed, level of interest) and the formality/context of the situation (for example discussing a topic with peers would require a different type of contribution with a different level of formality from discussing progress on a project with tutors or supervisors). At this level, learners should be able to identify the fluency of discussions, evaluate mood or levels of participation, and change their register, tone and type of language, for example, to meet the differing needs of different audiences and contexts. This may include the ability to summarise key points for greater understanding or agreement, and to propose future steps or activities, if actual formal decisions are not required. Learners should be able to take on different roles within a discussion, for example listening, responding, encouraging, supporting and</p>
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reinforcing particular points.

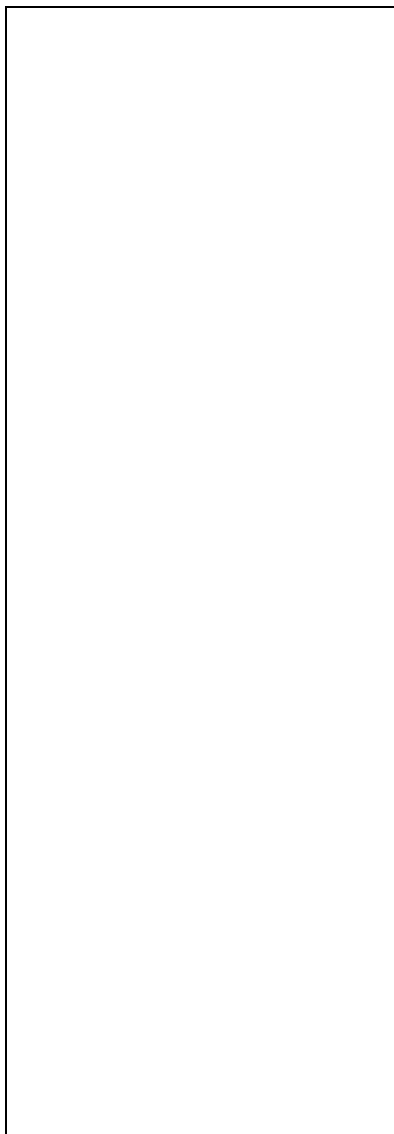
By this level, learners not only have to take responsibility for their own contributions but also have to take on some responsibility for the overall direction and effectiveness of the discussion. They may take discussion forward in many ways, for example questioning, summarising, challenging, introducing new aspects, or re-focusing energy and attention. Learners should be encouraged to understand how their input can affect the nature and effectiveness of discussions, taking active responsibility for the progress or 'buoyancy' of discussions.

Not every discussion will require an obvious, clear or formal decision, for example which supplier to use or which venue to visit. Decisions should be used in the wider sense to include establishing outcomes: general agreement, consensus or agreeing to differ and finding acceptable compromises. Whatever the discussion, the purpose of it should be achieved or advanced by the conclusion, for example to acquire a greater understanding of a particular submission, or to appreciate different concerns about an office move.

Level 2: Reading

Skills standard	Coverage and range	Amplification
<p>Compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions</p>	<p>Select and use different types of texts to obtain relevant information</p>	<p>Learners should be able to independently choose appropriate texts to meet their needs (for example from articles, reports, web pages, books). This might be from a given reading list, but will be sufficiently extensive to give real opportunity for judgement and selection. To do this learners must be aware of the purpose of their research or reading and must develop an understanding of effective decision-making processes, such as establishing quality, accuracy or relevant selection criteria. They should be able to identify what information is useful and why, making links between the relevance and quality of source materials and effective outcomes (for example based on knowledge of the subject, prior experience, and consideration of the purpose, audience and potential impact, rather than availability in the library or the first listing on an internet search).</p> <p>'Types of texts' refers to the type of document (for example report, article, letter, textbook, manual, advertisement) and not to where it has been located (for example the library or the internet).</p>

	<p>Read and summarise succinctly information/ideas from different sources</p> <p>Identify the purposes of texts and comment on how effectively meaning is conveyed</p>	<p>Learners should be able to locate texts which are both paper-based and on screen (for example internet, CD-ROM). Selection of texts should be determined by fitness for purpose.</p> <p>Learners should be able to summarise information to capture key details from more than one text on the same subject, or relevant contributing subjects, for a purpose (for example summarise information from two different newspaper accounts of the same event, summarise information about accidents at work from reports or safety journals, examine surveys/questionnaires, consultation responses or submitted results for primary themes, main concerns and so on).</p> <p>Learners should be able to identify whether a text is providing information, offering opinion(s) or instruction(s), and/or whether it is focused on influencing and persuading. Learners should know how to identify the difference between fact, opinion and contention, and to use this in order to inform their choices (for example knowing when something is written to persuade them to support or to buy something through marketing materials, for example).</p> <p>Learners should be encouraged to consider what makes writing effective, for example what the techniques employed to</p>
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Detect point of view, implicit meaning and/or bias

persuade, including why this is the likely reaction and how it is done. Learners should be encouraged initially to consider their own perspectives, behaviours and reactions when presented with different types of texts. What is it about the instructions that makes them easy/difficult to follow? How does the text attract or maintain attention?

Learners should be able to read 'between the lines' of texts (for example use of humour/irony, use or manipulation of statistics and facts for persuasion, use of style and language to influence and sway feelings). The detection of bias or opinion may be possible through clues in the language used (for example emotive terms or through the use of de-contextualised information). Learners are likely to have an awareness of these aspects through exposure to commercial agendas, publicity and advertising but should be encouraged to identify similar techniques in a range of contexts.

Learners should develop a clear understanding of the link between the purpose and the content of texts, understanding that texts are not always as they might appear at first. They are not necessarily objective, impartial, sincere or straightforward. It is important that learners appreciate that the legitimacy or

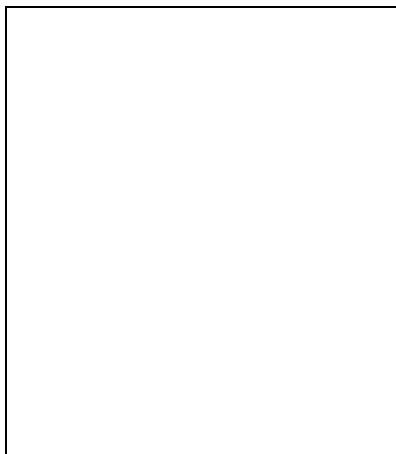
	<p>Read and actively respond to different texts</p>	<p>accuracy of information is not directly connected to the appearance, cost or material quality of sources or texts.</p> <p>Learners need to consider the source of a text to help them consider its susceptibility to bias and to understand its perspective (for example football reports in local papers, political pamphlets, newspapers' readership/demographic, target audiences).</p> <p>Having read texts, learners may actively respond in a variety of ways (for example by following instructions to build a wardrobe; giving an oral presentation on the opposing views on a contemporary issue; starting a fundraising campaign in their school, college or workplace having read an article about poverty or famine in a particular location; or, as stated in the standards, by replying to each point in a letter of complaint).</p> <p>It is important to note that in order to 'actively respond' the learner must do something more than read; they must respond appropriately to read materials. This might involve taking notes to inform a future task or altering a proposal or strategy for an activity based on information contained in read materials, sources/texts.</p>
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Level 2: Writing

Skills standard	Coverage and range	Amplification
Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	<p>Present information/ideas concisely, logically and persuasively</p> <p>Present information on complex subjects concisely and clearly</p>	<p>Learners should logically structure their writing so that there is a clear introduction and conclusion, or so that ideas are introduced and progress logically through written materials. Depending on the purpose, learners may need to give information (for example how they carried out an experiment), to explain their ideas about a subject (for example about reorganisation of an office) or to inform or influence a course of action (for example buying or selling services).</p> <p>Learners should learn to identify the strands or elements that comprise complex subjects, giving some consideration to their relative importance, in order to address the specific components and to articulate their interconnections.</p> <p>Learners should present information using an appropriate format (for example when writing a formal letter, report, article or essay), so that the written document is easily understood, follows accepted conventions, and is engaging to the reader.</p>

	<p>Use a range of styles of writing for different purposes</p>	<p>Learners should use format and structure appropriately for different types of documents, allowing readers to follow the main points communicated progressively or in a logical sequence. Features such as headings, sub-headings and paragraphs should be used effectively.</p> <p>Learners should be able to use written language effectively and in a way that suits the purpose of the task and audience. They should be able to write informatively and persuasively, as well as with different degrees of formality. Learners must recognise that writing styles and techniques should be adapted for their purpose. This will vary, for example, from clear and direct information/statements to highly descriptive, more compelling and creatively constructed writing. Effective writing for functional applications tends to be quite direct and lucid but this does not prevent the use of different styles, vocabulary or tone.</p>
	<p>Use a range of sentence structures, including complex sentences</p>	<p>Learners should be able to construct sentences which go beyond straightforward subject/verb/object structure, demonstrating grammatically correct articulation. The writing should form a coherent piece with linking features and a logical sequence of ideas, facts and/or opinions. Learners</p>

	<p>Punctuate accurately using commas, apostrophes and inverted commas</p> <p>Ensure written work has accurate grammar, punctuation and spelling and that meaning is clear</p>	<p>should include more than one clause, where appropriate, and be able to use conjunctions (for example but, and) and connectives (for example however, nevertheless) effectively.</p> <p>This builds on the requirement for accuracy in the use of full stops, capital letters and question marks at previous levels, including correct use of standard punctuation such as apostrophes and inverted commas.</p> <p>A high level of accuracy is essential if the writing is to be functional – not only to be understood but presented in the most effective way with no negative impact on the outcome or reader (for example a job applicant’s prospects could be damaged by errors in their CV, a company advertisement containing errors may not be taken seriously and would reflect badly on the professionalism of the company).</p> <p>Learners should understand how incorrect punctuation can alter the meaning and emphasis of written text and is likely to reduce both comprehension and interest.</p> <p>Learners should be able to spell accurately everyday and familiar technical words (those most commonly used in their work or studies) or be able to use reference materials to</p>
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check their accuracy.

Sentences should show correct use of tense and subject–verb agreement, including the correct use of agreements regarding pronouns and collective nouns.

It is important not only that meaning is clear, but that the writing demonstrates a high level of accuracy to be fit for purpose and to avoid ambiguity or miscommunication.

Mathematics

Introduction to mathematics

The term 'functional' should be considered in the broad sense of providing learners with the skills and abilities they need to take an active and responsible role in their communities, everyday life, the workplace and educational settings. Functional mathematics requires learners to use mathematics in ways that make them effective and involved as citizens, to operate confidently in life, and to work in a wide range of contexts.

The mathematics standards are essentially concerned with developing and recognising the ability of learners to apply and transfer skills in ways that are appropriate to their situation. They are flexible enough to be interpreted in a variety of circumstances, for example in school and workplace settings, by a range of users. They provide the framework for assessment, rather than the detail.

For mathematics to be useful, learners must have the skills and confidence to apply, combine and adapt their mathematical knowledge to new situations in their life and work. The capacity to identify and understand the role that mathematics plays in the world is crucial in enabling learners to function as effective citizens.

The standards are structured in two sections: process skills and levels (Entry 1 to level 2).

Fundamental to individuals being able to use mathematics effectively in life and work is their ability to understand and make sense of mathematical information, to use and process that information, to interpret and analyse the results of their activity, and to present this to others. These process skills form the basis of the functional skills standards for mathematics and apply at all levels.

Developing these skills will provide the tools that learners need in order to tackle situations involving mathematics in life and work. Process skills enable learners to:

- understand a situation
- choose an approach to tackle the problem
- formulate a model using mathematics
- use mathematics to provide answers
- interpret and check the results

- evaluate the model and approach
- explain the analysis and results
- apply and adapt this experience in other situations as they arise.

Any assessment activity should ensure that, as a minimum requirement, learners can demonstrate (at the appropriate level) the holistic requirements of the process skills.

The process skills can be consecutive stages that assist learners to progress through activities or tasks but they are as likely to be used simultaneously or in various combinations.

The key attributes of these process skills are presented below and should provide the framework for the delivery, development and assessment of functional mathematics.

Representing	Analysing	Interpreting
Making sense of situations and representing them	Processing and using the mathematics	Interpreting and communicating the results of the analysis
A learner can:	A learner can:	A learner can:
<ul style="list-style-type: none"> • recognise that a situation has aspects that can be represented using mathematics • make an initial model of a situation using suitable forms of representation • decide on the methods, operations and tools, including ICT, to use in a 	<ul style="list-style-type: none"> • use appropriate mathematical procedures • examine patterns and relationships • change values and assumptions or adjust relationships to see the effects on answers in the model • find results and solutions. 	<ul style="list-style-type: none"> • interpret results and solutions • draw conclusions in the light of the situation • consider the appropriateness and accuracy of the results and conclusions • choose appropriate language and forms of presentation to communicate results

situation

and conclusions.

- select the mathematical information to use.

Functional mathematics: level differentiation

This section identifies the level at which a learner applies the process skills and includes an indication of the performance, knowledge and scope required at each level. Levels relate to the complexity of a situation, the difficulty and range of mathematical techniques required to make sense of it, and the analysis and communication of findings. At each level, these build on and subsume the skills identified at the level(s) below. Levels are differentiated by the following:

- **Complexity.** Real-life situations, as they arise, are often quite complex. Identifying the separate areas of knowledge needed to tackle a situation, the steps needed to solve the problem and the accessibility of the problem itself (routine or non-routine) determines the level of complexity.
- **Familiarity.** This reflects the extent to which a problem or situation requires an individual to relate skills and understanding developed in other contexts to make sense of a new situation. In transferring skills and understanding, the individual may need to adapt or extend their knowledge in order to tackle the problem effectively.
- **Technical demand.** This reflects the range of knowledge, skills and techniques that an individual is required to draw on in order to tackle a problem. These are defined in various ways, for example in the national curriculum levels. Demand may vary from a simple calculation to a thorough analysis of a practical situation.
- **Independence.** This relates to the level of autonomy that learners apply to tackling a problem at each stage. It is closely related to the ability to apply problem-solving skills, so that at higher levels learners can demonstrate the ability to select and apply mathematical skills independently.

Entry level

The context is very familiar and accessible to the learner. The mathematics demanded by the situation or problem are simple, clear and routine. The techniques and procedures required are specific to the situation or problem. Guidance and direction are provided.

Level 1

The context may be less familiar than at Entry level but is accessible to the learner. The mathematics demanded are clear but with some non-routine aspects to the situation or problem. Methods and procedures may require selection and an organised approach. Models need to be selected and adapted.

The learner will receive some guidance, possibly on how to approach the situation, but will need to decide which mathematical techniques to apply, which models to select, or how to adapt these approaches. Checking procedures will be accurately and appropriately used. The solution will be accurate for the problem and will be effectively communicated.

Level 2

In some respects the context is unfamiliar to the learner, and the situation or problem needs to be identified. The mathematics demanded may not be obvious in all situations and there will be non-routine aspects to the situation or problem. Methods may involve several steps and require identification of underlying mathematical structures and ways of describing them.

The learner will make independent choices as to what mathematical techniques and models to use and evaluate these, although may receive some guidance, for example with regard to possible options or models. The response to the problem may involve several connected steps. The learner will try out different values or methods and evaluate the effect on their results. Appropriate checking strategies will be accurately and effectively used at each stage. The learner can justify the choices made and the accuracy and appropriateness of the solution given the context of the initial problem and the intended audience.

Functional mathematics: progression tables

Process	Performance Entry 1	Performance Entry 2	Performance Entry 3	Performance Level 1	Performance Level 2
Representing, analysing and interpreting	<p>Learners can:</p> <p>understand simple mathematical information in familiar and accessible contexts and situations</p> <p>use given methods and standard models to obtain answers to simple given practical problems that are clear and routine</p>	<p>Learners can:</p> <p>understand simple practical problems in familiar and accessible contexts and situations</p> <p>use basic mathematics to obtain answers to simple given practical problems that are clear and routine</p>	<p>Learners can:</p> <p>understand practical problems in familiar and accessible contexts and situations</p> <p>begin to develop own strategies for solving simple problems</p>	<p>Learners can:</p> <p>understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine</p> <p>identify, obtain and utilise necessary information to tackle problems</p>	<p>Learners can:</p> <p>understand routine and non-routine practical problems in a wide range of familiar and unfamiliar contexts and situations</p> <p>identify the situation or problem and the mathematical methods needed to tackle it</p>

Process	Performance Entry 1	Performance Entry 2	Performance Entry 3	Performance Level 1	Performance Level 2
Representing, analysing and interpreting	Learners can: generate results that make sense to a specified task	Learners can: generate results to a given level of accuracy use given checking procedures	Learners can: select and apply mathematics to obtain answers to simple given practical problems that are clear and routine use simple checking procedures	Learners can: select and apply mathematics in an organised way to find solutions to practical problems for different purposes use appropriate checking procedures at each stage	Learners can: select and apply a range of mathematics to find solutions use appropriate checking procedures and evaluate their effectiveness at each stage

Process	Performance Entry 1	Performance Entry 2	Performance Entry 3	Performance Level 1	Performance Level 2
Representing, analysing and interpreting	Learners can: communicate solutions to simple given practical problems in familiar contexts and situations	Learners can: communicate and explain solutions to simple given practical problems in familiar contexts and situations	Learners can: interpret results and communicate solutions to practical problems in familiar contexts and situations	Learners can: interpret results, consider the appropriateness of conclusions, and communicate solutions to practical problems, providing explanations	Learners can: interpret results, consider the accuracy and appropriateness of results and solutions, and communicate solutions to practical problems in familiar and unfamiliar routine and non-routine contexts and situations draw conclusions in light of situations and provide mathematical justifications

Coverage/range

The content and skills contained in the functional skills standards provide an indication of the types of skills and techniques that learners will be expected to apply in functional skills qualifications at the particular levels. As mentioned previously, these are a guide and should not be seen as a restricted or exhaustive list of mathematical content for use in functional skills activities. The functional skills standards provide equivalent levels for this content, reinforcing that mathematical content could helpfully be drawn from the national curriculum, the adult numeracy standards and the application of number key skills content to apply to functional skills activities.

	National curriculum	Adult numeracy	Application of number
Entry 3	Levels 1–3	Entry 3	
Level 1	Levels 1–4	Level 1	Level 1
Level 2	Levels 1–6	Level 2	Level 2

The level of demand of mathematical activities increases when it is contextualised in 'real-life' scenarios. For this reason, the mathematical skills and techniques that are expected to be utilised and applied in functional skills activities are slightly lower than the usual band equivalences in the national curriculum levels.

Functional mathematics standards: amplification

Entry level 1

Coverage and range	Amplification
Understand and use numbers up to 10	<p>Understand that a number is used to denote ‘how many’ and that numbers are ordered, for example 6 is greater than (or comes after) 5 and less than (or comes before) 7</p> <p>Count reliably up to 10 items</p> <p>For example, they might count the number of people present and set out the same number of chairs around a table.</p> <p>Read, write, order and compare numbers up to 10, including zero</p> <p>Learners might record the number of days in a week when it has rained and read the records of others who have recorded other weather types. In this example, they should be able to identify whether it rained on more days than it was sunny, or vice versa.</p> <p>Add single-digit numbers with totals to 10, and subtract single-digit numbers from numbers up to 10</p> <p>Learners might work out how many of their group (where the group size is less than 10) are present if two are missing. They might work out a total number of eggs required if one recipe requires 3 and another 4.</p> <p>Understand the mathematical signs +, – and = when they are used to present and solve simple, relevant mathematical problems</p> <p>In relation to the recipe example above, learners should understand that $3 + 4 = 7$ is a way of presenting the calculation that they have carried out to determine the total number of eggs that they need.</p>

<p>Use everyday language to describe the properties of size and measurements including length, width, height and weight, and make simple comparisons</p>	<p>Everyday language might include big/bigger/biggest, tall/taller/tallest, small/smaller/smallest, high/higher/highest, low/lower/lowest, long/longer/longest, short/shorter/shortest, wide/wider/widest, narrow/narrower/narrowest, heavy/heavier/heaviest, light/lighter/lightest. Also greater than, less than, more than, fewer than.</p> <p>Learners might explain that they have selected a particular box because it is <i>long</i> enough to accommodate the <i>longest</i> pencil they want to put in it.</p> <p>They might describe one ladder as <i>taller</i> than another or ask whether a table cloth is <i>big</i> enough to cover a particular table.</p>
<p>Use everyday language to describe position</p>	<p>Everyday language might include on, in, above, below, under, over, on top, near, beside, next to, top, bottom, left, right, after.</p> <p>Learners might describe which items are best kept on the <i>top</i> shelf of a fridge. They might differentiate between a button on the <i>right</i>-hand side of a radio and one on the <i>left</i> or identify a turning by explaining that it comes straight <i>after</i> the mosque.</p>
<p>Recognise and select coins and notes</p>	<p>Coins should include 1p, 2p, 5p, 10p, 20p, 50p, £1 and £2 and notes should be £5 and £10.</p> <p>Learners might produce the correct note or coin when asked for a particular coin, for example 'Does anyone have a £1 that I can swap for two 50 pence pieces?' They might select a 50p coin when advised that they need one for a locker. Or they might hand over a £2 coin when the newsagent tells them that a magazine they wish to buy costs £2.00.</p>
<p>Recognise and name</p>	<p>Common shapes should include a square, triangle, rectangle, circle, cube and sphere (which they may refer</p>

<p>common 2D and 3D shapes</p>	<p>to as a ball).</p> <p>They might accurately identify a square when constructing a puzzle (for example when told 'Next you need the square piece') or use the proper name to describe the shape they are looking for (for example 'I need a triangle now').</p>
<p>Sort and classify objects using a single criterion</p>	<p>The single criterion might be shape (where the shape is one of those identified above), colour, size, texture or any other easily differentiated factor.</p> <p>Learners might be asked to pick out all the black screws from a mixed pile of screws while sorting out a tool box. They might be asked to put tacks of three different sizes into separate jars, organising them by size. They should be able to answer straightforward questions such as 'Why have you put this screw into this pile?' and 'Which tacks are in this jar?'.</p>
<p>Show an awareness of uncertainty</p>	<p>Learners are expected to be able to distinguish between likely and unlikely events, including the impossible and the certain.</p>

Entry level 2

Coverage and range	Amplification
Understand and use whole numbers to 100 and count reliably up to 20 items	<p>Count reliably up to 20 items</p> <p>Learners might count the number of children in a nursery group and make sure the right number of painting aprons is available.</p> <p>Read, write, order and compare numbers up to 100, including zero.</p> <p>Learners might read temperatures in different cities from a given table and be able to identify which is the hottest. They might record numbers of people using a range of local shops and order them in terms of most or least used.</p>
Understand and use addition/subtraction in practical situations	<p>Understand the concept of adding one number to another to get a total.</p> <p>Understand how subtracting one number from another allows them to calculate difference or 'what is left over'.</p> <p>For example, they might explain that if they add the 20p they require for an apple to the 30p they need for a banana, they will know the total cost of their two purchases. They might then explain that they will be able to check their change from a £1 coin for this purchase by taking the 50p they are spending from the £1 that they are handing to the shop-keeper.</p> <p>Add and subtract two-digit whole numbers.</p> <p>They might carry out the transaction and change-checking described above. Or as part of a stock-take, they might calculate the total number of shampoo bottles by adding together two figures representing numbers of different brands. They might work out how</p>

	<p>many more bottles need to be displayed, if the salon requires 30 bottles on display and only 12 are currently on the shelf.</p> <p>Recall addition and subtraction facts to 10.</p> <p>Learners might remember number bonds to 10 (for example 0 and 10, 1 and 9, 2 and 8, and so on) or doubles (for example double 2 is 4 and double 3 is 6).</p>
<p>Understand and use multiplication in practical situations, where necessary using repeated addition to calculate</p>	<p>Understand that multiplying one number by another is a way of calculating a repeated addition (i.e. 5×4 is the same as $4+4+4+4+4$ and that 5×4 is the same as 4×5 or $5+5+5+5$).</p> <p>Multiply using single-digit whole numbers, either by applying a times-table type calculation or in some cases, perhaps with larger numbers, by repeated addition.</p> <p>Learners might calculate how many pots of paint are needed to decorate 4 identical rooms, once the first has been completed. They might work out how many days it will take to complete the whole job, if the first room has taken 8 hours. Some learners might prefer to use a repeated addition method ($8 + 8 + 8 + 8 = 32$) for this calculation. Learners should understand that 4×8 is a more efficient way of recording this calculation.</p>
<p>Complete calculations using whole numbers</p>	<p>Calculations might include addition, subtraction or multiplication or two-step combinations of these. They should be applied to practical situations.</p> <p>Learners might multiply by 2 the number of bottles of water needed by one office to calculate the number needed by two offices. They could then go on to check how many more water bottles they need to provide to service both offices if they already have 50 bottles.</p>

<p>Understand and use halves and quarters and find halves and quarters of small numbers of items</p>	<p>Understand that a half of a number or quantity is the result of dividing (or 'sharing out') the whole number by two and that a quarter is the result of dividing the whole number by 4 and that this can be achieved by halving twice.</p> <p>Read, write and compare halves and quarters of quantities.</p> <p>They might read prices given for a quarter or half a pound of vegetables or quantities given in a recipe for teaspoons of spices (for example $\frac{1}{2}$ tsp chilli and $\frac{1}{4}$ tsp of ginger). They might record amounts of spices used in their own spice mix and be able to say which was the greatest amount.</p> <p>Find halves and quarters of small numbers of items or shapes.</p> <p>They might calculate how many people should be placed into a group where a team needs dividing into two or four equal groups. Numbers to be divided should be divisible by 2 or 4 (as appropriate).</p>
<p>Recognise and use familiar measures including time and money</p>	<p>Recognise all coins and notes.</p> <p>Make amounts of money up to £1 in different ways using 1p, 2p, 5p, 10p, 20p and 50p coins.</p> <p>They might select the correct money from a given range of coins or their own wallet or purse to pay for an item up to £1. They could be asked to do this several times using different combinations of coins.</p> <p>Calculate the cost in pence of more than one item and the change from a transaction.</p> <p>See the example for understand and use addition/subtraction.</p>

	<p>Calculate the cost in whole £1 and £5 of more than one item, and the change from a transaction.</p> <p>They might work out the total cost of books priced at £4 and £5 and the change they would receive from a £10 note.</p> <p>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> <p>Learners might recognise return dates stamped in a library book or an expiry date on a credit or debit card. They might write their date of birth or today's date onto a form, applying a required format (for example 12.12.80, 12 December 1980 or 12/12/1980).</p> <p>They might be asked to carry out a task at a particular time, for example ring a lunch bell when the time is 12:30 (or half past twelve) or put up the closed sign in a shop at 5pm.</p> <p>Other familiar measures might relate to distance/length (for example cm and m), temperature (°C), capacity (ml and l) or weight (g and kg). They should be interpreted in familiar contexts similar to the examples given for money and time.</p>
<p>Recognise sequences of numbers, including odd and even numbers</p>	<p>Recognise linear sequences.</p> <p>Learners might recognise how house numbers are odd on one side of the street and even on the other or notice that envelopes are priced according to size, (for example each increasing envelope size being 10p more than the size below).</p>
<p>Read simple scales to the nearest labelled division</p>	<p>Simple scales might include kitchen or bathroom scales, a thermometer, a ruler.</p>

	<p>Learners might weigh to the nearest 10g on kitchen scales and kg on bathroom scales. They might read a thermometer to the nearest degree and use a ruler to measure to the nearest cm.</p>
<p>Use properties of simple 2D and 3D shapes</p>	<p>Use terms such as sides, corners and faces to describe the properties of common 3D shapes.</p> <p>Learners might be introduced to terms such as edges and vertices when using shapes.</p> <p>Learners might examine shapes such as pyramids, cylinders and prisms.</p> <p>Identify symmetric properties of shapes. Learners might create a symmetrical logo for an enterprise activity or public sign.</p>
<p>Extract information from simple lists</p>	<p>Identify key numerical information, such as quantity or frequency, from a clearly presented list.</p> <p>Learners might determine how many people require tea and how many want coffee from a completed tick list. They might identify which day is the busiest for a call-centre based on a print-out of calls received.</p>
<p>Record results</p>	<p>Use whole numbers and halves and quarters to present results.</p> <p>Learners might record how many hours were spent on a particular piece of work (to the nearest half or quarter).</p> <p>Use common measures and units of measure to define quantities.</p> <p>At an athletics event, learners might record the length of jumps in a long jump competition using metres and centimetres, times taken to travel to the event using hours and minutes, travel costs using pounds and</p>

	<p>pence.</p> <p>Use tables, simple charts and diagrams to present results.</p> <p>Learners might use a bar chart to record customer numbers across a week, a table to summarise the results of a survey or a register to record children's attendance at a play group.</p>
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Entry level 3

Understand and use whole numbers to 1000

- Count, read, write, order and compare numbers to 1000.
- Understand that the position of a digit signifies its value including the use of zero as a place holder, for example make the biggest even number, lowest odd number from the digits 5, 7 and 8.
- Count on or back in 10s, 100s starting from any two- or three-digit number up to 1000.

Complete written calculations with two digit numbers

- Standard column methods are not required.
- Use a calculator efficiently.

Add and subtract using three-digit numbers

- Understand there are different strategies for adding and subtracting, for example $26 + 19 = 26 + 20 - 1 = 45$.
- Know how to partition numbers, for example $32 + 127 + 6 = 100 + 30 + 20 + 2 + 7 + 6$.

Solve whole number problems involving multiplication and division

- Multiply or divide two-digit whole numbers by single-digit whole numbers.
- Understand division as repeated subtraction and the inverse of multiplication, for example use multiplication to check 125 divided by 5.

- Understand that division is not commutative, i.e. 8 divided by 4 is not the same as 4 divided by 8.
- Interpret situations where division does not give an exact answer remainder, for example 5 people per taxi, 17 people, how many taxis?

Use mental recall of multiplication facts for 2, 3, 4, 5 and 10

- Recognise two-digit and three-digit multiples of 2, 5 and 10 and three-digit multiples of 50 and 100, for example count coins.
- Understand how the distributive law can be used in multiplication, for example $3 \times 56 = 3(50 + 6) = 3 \times 50 + 3 \times 6$.
- Understand there are different strategies for multiplying, for example to multiply by four, double and double again, to multiply by five, multiply by 10 and halve.

Round to the nearest 10 or 100

- Understand place value for units, tens and hundreds. For example, a shop reports its sales to the nearest 10 items. One week the shop sells 167 magazines what number would this be reported as?
- Round numbers less than 1000 to the nearest 10 and 100.
- Estimate answers to calculations using rounding.
- Round sums of money, for example £1.99 to £2.

Understand and use simple fractions

- Read and write common fractions, for example halves, quarters, thirds, tenths.
- Understand what the top and bottom numbers represent.
- Understand that a unit fraction is one part of a whole divided into equal parts for example $\frac{1}{3}$, $\frac{1}{10}$.
- Understand that non-unit fractions are several equal parts of a whole, for example $\frac{3}{4}$ represents three parts of something that has been divided into four equal parts $(\frac{1}{4} + \frac{1}{4} + \frac{1}{4})$.

- Understand that equivalent fractions look different but have the same value.
- Recognise and use equivalence, for example $\frac{2}{4} = \frac{5}{10} = \frac{1}{2}$, $\frac{6}{6} = 1$.

Understand decimals to two decimal places in practical contexts

- Understand common measures to one decimal place (1.5 metres) and money to two decimal places (£2.37).
- Understand the decimal point separates pounds and pence, m and cm.
- Understand how zero as a place holder, £1.05 and as leading zero, £0.35 and 0.5 m.

Recognise number patterns

- Describe a number pattern, for example goes up by 3 each time; doubles.
- Identify multiples of 2, 5 and 10 in a number square.
- Recognise number patterns, for example extend sequences such as 50, 55, 60, 65 ...
- Recognise odd and even numbers up to 1000, for example 754, 247.

Understand, estimate, measure and compare length, capacity, weight and temperature

- Choose and use appropriate units and measuring instruments.
- Read scales to the nearest labelled and unlabelled division on measuring instruments.
- Distance – know the units miles and kilometres.
- Length – know that 10 mm = 1 cm, 100 cm = 1 m, 1000 m = 1 km.
- Capacity – know that 1000 ml = 1 l.
- Weight – know that 1000 g = 1 kg.
- Temperature – read a thermometer, understand that temperature can be measured celsius and fahrenheit.

Complete simple mental calculations involving money and measures

Recognise, name and draw simple 2D and 3D shapes

- 2D shapes, for example triangle, rectangle (including square), circle
- 3D shapes, for example cylinder (cans), cuboid (boxes), cube.
- Identify right angles in 2D shapes and in the environment.

Use metric and imperial units in everyday situations

- Length, weight, capacity.

Extract and use information from lists, tables, simple charts and simple graphs and make comparisons of this information

- Understand title, labels, axis, scale, key.
- Use a scale to extract numerical values.
- Use a bar chart to make comparisons.
- Understand that an icon in a pictogram may have a value of more than one.
- Make observations and record numerical information using a tally chart.
- Understand simple pie charts, for example two, three or four segments.

Check accuracy of calculations and results

- Add in a different order.
- Use inverses.
- Estimate answers by rounding, for example £1.99 to £2.

Present findings to make sense to others

- Know how to use a simple scale to represent data.
- Present results in a table or chart.
- Label diagrams and charts.

Level 1

Understand and use whole numbers and recognise negative numbers in practical contexts

- Read, write, order and compare numbers, including large numbers.

- Know what each digit represents in a number of up to seven digits, including the use of zero as a place holder.
- Understand the symbols for greater than and less than.
- Understand the words positive and negative.
- Recognise negative numbers in the context of temperature.
- Work to the given level of accuracy, for example nearest ten.
- Recognise and use numerical relationships, for example multiples and squares.
- Use a range of calculation strategies, including use of a calculator.

Add, subtract, multiply and divide whole numbers using a range of mental methods

Multiply and divide whole numbers by 10 and 100 using mental arithmetic

- Understand place value to two decimal places, for example 3 divided by 100.

Understand and use equivalencies between common fractions, decimals and percentages

- Read, write, order and compare common fractions, including mixed numbers, decimals with up to three decimal places and percentages.

Add and subtract decimals up to two decimal places

- In the context of money and measure, for example, £3.27 + £5.67, 3.56 m + 7.86 m.

Solve simple problems involving ratio, where one number is a multiple of the other

- Understand simple ratio as the number of parts, for example three parts to one part. A drink is made from juice and water in the ratio of 1:5. How many litres of drink can I make from 2 litres of juice?
- Understand direct proportion as the same rate of increase or decrease, for example double, half, scale up amounts of food for three times the number of people, put items in piles with twice as many items in one pile as in the other.
- Know how to use a simple scale to estimate distance on a road map.

Use simple formulae expressed in words for one- or two-step operations

- For example, to cook a chicken takes 40 minutes per kilogram plus 20 minutes. How long will it take to cook a 4kg chicken?

Solve problems requiring calculation, with common measures including money, time, length, weight, capacity and temperature

- Money – add, subtract, multiply, divide and record sums of money.
- Time – read, measure and record time in common date formats and in the 12-hour and 24-hour clock; know that midnight is 00:00 or 0000 and noon or midday is 12:00 or 1200; understand and use timetables; know the units of time – century, year, month, week, day, hour, minute, second; calculate using time by adding and subtracting times in hours and minutes.
- Read, estimate, measure, compare and calculate length, distance, weight, capacity, and temperature.
- Understand and use a mileage chart.

Convert units of measure in the same system

- For example, 70 minutes to 1 hour 10 minutes, 0.36 metres to 360 mm, 0.6 hours to 36 minutes.

Work out areas, perimeters and volumes

- Know that the perimeter is the boundary of a shape and is measured in units of length.
- Know that area is a measure of 2D space, measured in square units and that the area of a rectangle = length \times width.
- Know that volume is a measure of 3D space, measured in cubic units and the volume of a cuboid = length \times width \times height.
- Know that measurements must be in the same units before calculating.

Construct models and draw shapes measuring and drawing angles and identifying line symmetry

- Construct models, draw shapes, for example net of a cuboid.

- Know that angles are measured in degrees, a right angle is 90° (degrees) and four right angles fit around a point; an obtuse angle is greater than 90° , an acute angle less than 90° .
- Draw lines of symmetry on a shape.

Extract and interpret information from lists, tables, diagrams, charts and graphs

- Understand that title, labels, and key provide information.
- Know how to read a scale on an axis.
- Know how to use a simple scale such as 1cm to 1m, 20mm to 1m, for example to find distances on a map.
- Know how to obtain information, from tables such as a timetable or pricelist, charts such as a pictogram, simple pie chart or bar chart, single line graphs, diagrams such as a map, workshop drawing or plan.

Collect and record discrete data and organise and represent information in different ways

- Collect (including by making accurate observations) and record discrete data in a tally chart.
- Organise discrete data in a table.
- Represent discrete data in pictograms, bar charts and line graphs.
- Know how to choose a sensible scale and to label charts, graphs and diagrams.
- Represent the results of calculations to show the purpose of the task, for example more staff are needed to handle enquiries between 12:30 and 1:30pm because findings show this is the busiest time.

Find mean and range

- Know that the mean is a single value that represents the data.
- Know that the mean is one sort of average that can give a distorted view if one or two values are much higher or lower than the other values, for example salaries.

- Calculate the mean by summing all the values then dividing by the number of items, for example temperature, prices, time.
- Understand that the range measures the spread of a set of data, for example temperatures.
- Understand that the range is the difference between the minimum and maximum values in the set of data.

Use probability to show that some events are more likely to occur than others

- Understand that some events are impossible, some events are certain, some events are likely to occur.
- Understand the concept of possible outcomes, for example gender of a baby.
- Understand that some events can happen in more than one way, for example getting an odd number on the throw of a dice.
- Expressing a probability as a fraction, decimal or percentage is **not required**.

Understand outcomes, check calculations and explain results

- Estimate using rounding.
- Understand that knowledge of a context enables judgement of whether answers are sensible.

Level 2

Understand and use positive and negative numbers of any size in practical contexts

- Read, write, order and compare positive and negative numbers of any size.
- Understand the meaning of negative numbers in a practical context, for example temperature below zero, loss in trading.

Carry out calculations with numbers of any size in practical contexts

- Use efficient methods to carry out calculations involving two or more steps, including efficient use of a calculator.
- Understand multiple and factor, and relate them to multiplication and division facts.
- Understand primes and know prime numbers up to 20.
- Know and use strategies to check answers, for example approximate calculation, estimation.
- Give the level of accuracy of results, for example nearest pound, nearest hundredth, in the context of money 12.458 on the calculator means £12.46.

Understand, use and calculate ratio and proportion, including problems involving scale

- Understand ratio written in the form 3:2, sharing £60 in the ratio 3:2.
- Understand how to work out the number of parts in a given ratio, and the value of 1 part. For example, the total cost for a job is £200. If the ratio between labour and materials is 5:3, how much was the labour?
- Work out dimensions from scale drawings. For example, the scale of a plan is 1:20. If a room is 12m by 8m, what are the dimensions, in cm, on the plan?
- Estimate amounts using proportions, for example the length of the room is about three times its width, the stockroom is about two-thirds full.

Understand and use equivalencies between fractions, decimals and percentages

- Understand that fractions, decimals and percentages are different ways of expressing the same thing.

- Use fractions, decimals and percentages to order and compare amounts or quantities and to solve practical problems. For example, what decimal must I multiply by to find the cost after a reduction of 25%? Choose to use a fraction, decimal or percentage to work out VAT.
- Know how to change fractions to equivalent fractions with a common denominator.
- Identify equivalences between fractions, decimals and percentages.
- Evaluate one number as a fraction or percentage of another.
- Understand that quantities must be in the same units to evaluate and compare.

Add and subtract fractions; add, subtract, multiply and divide decimals and percentages

- Add and subtract using halves, thirds, quarters, fifths and tenths.
- Add, subtract, multiply and divide decimals up to three places and check answers in the context of measurements and money, for example a bill for £32.67 shared equally among three people.

Understand and use simple equations and simple formulae involving one- or two-step operations

- Understand that words and symbols in expressions and formulae represent variable quantities (numbers) **not** things, so $2a + 2b$ cannot be explained as 2 apples and 2 bananas.
- Understand that the contents of brackets must be worked out first.
- Understand that when there is no operator between a number and a variable, two variables, or a bracket, multiplication is implied.
- Make substitutions in given formulae in words and symbols.

Recognise and use 2D representations of 3D objects

- Recognise and use common 2D representations of 3D objects, for example in maps and plans.
- Solve problems involving 2D shapes and parallel lines, for example laying carpet tiles.

Find the area, perimeter and volume of common shapes

- Know what is meant by perimeter, circumference, diameter and radius.
- Understand and use given formulae for finding perimeters and areas of common and composite shapes, circumference and area of circular surfaces, for example rooms or plots of land.
- Understand the symbol for pi and know its approximate value.
- Understand and use given formulae for finding volumes of common shapes, for example cuboid or cylinder.
- Know that measurements must be in the same units when calculating perimeters, areas or volumes.

Use, convert and calculate using metric and, where appropriate, imperial measures

- Calculate with sums of money and convert between currencies, understanding buying and selling rates, and that exchange rates are not fixed.
- Calculate, measure and record dates and times in different formats and know the relationship between units of time, for example second, minute, hour, day, week, month and year.
- Estimate, measure and compare length, distance, weight, capacity and temperature, including reading celsius and fahrenheit scales and conversion tables.
- Know common imperial units, for example yard, foot, inch, mile, ton, pound, ounce, pint, gallon, and metric measures, for example mm, cm, m, km, mg, g, kg, tonne, ml, l.
- Use mixed units of measure within the same system, for example m and cm, giving answer in m.
- Calculate with units of measure between systems, using conversion tables and scales, and know how to use approximate conversion factors, for example a kilogram is a bit more than 2lb, 1 lb is approximately 450g, a litre is less than 2 pints, a gallon is about 4.5 litres, a metre is a bit more than a yard, an inch is about 2.5cm, a foot is about 30cm, 5 miles is about 8km.

Collect and represent discrete and continuous data, using ICT where appropriate

- Get relevant information from different sources, for example written and graphical material, first-hand by measuring or observing.
- Know how to extract discrete and continuous data from tables, spreadsheets, bar charts, pie charts and line graphs with more than one line.
- Draw conclusions from scatter diagrams, understanding that correlation does not imply causality.
- Understand how to use scales in diagrams, charts and graphs.
- Know how to choose a suitable format and scale to fit the data and ensure all charts, graphs and diagrams are labelled.

Use and interpret discrete and continuous data, using ICT where appropriate, statistical measures, tables and diagrams

Use statistical methods to investigate situations

- Find the mean, median and mode and understand that each average is useful for different purposes.
- Use the range to describe the spread within a set of data, for example sales results.
- Use the average and range to compare two sets of data.

Use a numerical scale from 0 to 1 to express and compare probabilities

- Understand that probability is an expression of likelihood and can be written as a fraction, decimal or percentage.
- Understand that probability is expressed as the number of ways an event can happen compared with the number of possible outcomes, for example the probability of choosing a red card from a pack of cards is $\frac{26}{52} = \frac{1}{2}$, a club $\frac{13}{52} = \frac{1}{4}$ and an ace $\frac{4}{52} = \frac{1}{13}$.
- Identify the range of possible outcomes of combined events and record the information in tree diagrams or tables. For example, one bag of 10 balls contains six red balls. A spinner divided into five equal sections has two red sections. In which situation is red most likely?

Information and communication technology

Introduction to ICT

The term 'functional' should be considered in the broad sense of providing learners with the skills and abilities they need to take an active and responsible role in their communities, everyday life, the workplace and educational settings. Functional information and communication technology (ICT) requires learners to use technology in ways that make them effective and involved as citizens, to operate confidently in life, and to work in a wide range of contexts.

The ICT standards are essentially concerned with developing and recognising the ability of learners to apply and transfer skills in ways that are appropriate to their situation. They are flexible enough to be interpreted in a variety of contexts, for example in school and workplace settings, by a range of users.

For ICT to be useful, learners must have the skills and confidence to apply, combine and adapt their ICT knowledge to new situations in their life and work. The capacity to identify and understand the role that ICT plays in the world is crucial in enabling learners to function as effective citizens.

Functional ICT: level differentiation

The standards indicate the skills requirements for learners to progress from Entry level to level 2 in terms of complexity, familiarity, technical demand and independence.

- **Complexity.** This reflects the ability to identify the knowledge and skills needed to tackle a situation, the steps needed to solve a problem or the need and accessibility of the problem itself (routine or non-routine).
- **Familiarity.** This reflects the extent to which a problem or situation requires an individual to transfer skills and understanding developed in other contexts, relating and applying them to make sense of a new situation. In 'transferring' skills and understanding, the individual may need to adapt or extend them in order to tackle the problem effectively.
- **Technical demand.** This reflects the range of knowledge, skills and techniques that an individual is required to draw on in order to tackle a problem.
- **Independence.** This relates to the level of autonomy that learners apply to tackling a problem at each stage. It is closely related to a learner's ability to apply problem-

solving skills so that at higher levels they can demonstrate the ability to select and apply ICT skills independently.

Entry level

Entry level learners are expected to apply their basic knowledge and understanding to produce an appropriate solution to a simple problem (complexity). Learners apply their understanding within a routine and familiar context (familiarity) and apply a limited range of techniques to simple activities (technical demand). Learners are expected to solve problems that are essentially instructor/tutor led (independence).

Level 1

At level 1, learners are expected to identify the ICT requirements to solve a straightforward task and to apply their knowledge and understanding to produce an appropriate solution (complexity). Learners apply their knowledge and skills within a non-routine but familiar context (familiarity) and apply a range of techniques in a number of applications to produce an appropriate outcome (technical demand). Learners are expected to solve problems that are essentially instructor/tutor guided, demonstrating the confidence to make informed choices and knowing when to seek guidance (independence).

Level 2

At level 2, learners are expected to analyse multi-step tasks and to separate the components, identifying the relevant ICT requirements in order to apply their knowledge and understanding to produce an appropriate solution (complexity). Learners apply their knowledge, skills and understanding within non-routine and non-familiar contexts (familiarity) and demonstrate the use of a wide range of techniques across several applications to produce an appropriate outcome (technical demand). Learners solve problems independently, completing activities effectively in order to overcome challenges and produce successful outcomes (independence).

It is important to remember that each level of the functional skills is built upon the previous level(s). Therefore a learner at level 2 would be expected to have the skills, knowledge and understanding that a learner at Entry 1 to 3 and level 1 would have.

Teaching and learning

The concept of the purposeful use of ICT underpins these standards. At levels 1 and 2 learners must show that they can choose how to use ICT to complete a particular task independently. To reach this standard those who support learners need to help them develop the ICT skills, knowledge and understanding outlined here and to help them develop independence in the use of these skills.

ICT is in a continual state of flux and new technologies are developed with increasing rapidity. Learners should be taught in a way that encourages them to understand how ICT systems and applications work so that they can transfer their skills to emerging systems and applications.

The functional skills standards require learners to use the internet to find and select information and to communicate electronically. Those involved in supporting learners should ensure they have access to the required resources.

The standards an individual learner should achieve and assessment of the functional skills will, generally, be on an individual basis. However, group work can be a useful way to develop many of the skills stated. Those supporting learners need to take care that individual learners are able to identify the skills required to carry out a task and can see how these skills could be transferred to another task.

Level progression table

This document also contains a level progression table that provides a comparison of the skills standards, coverage and examples/applications at all levels. It also provides an indication of progression by underlining those things that are new from the level below.

Functional ICT standards: amplification

Entry level 1: Use ICT systems	
Learners can:	
1. interact with ICT for a given purpose	
Coverage and range	Amplification
1.1. Use ICT for a given purpose	Make use of ICT to find basic information appropriate to the learner – this could include information regarding bus and train times, reading an SMS message or finding local tourist information.
1.2. Recognise and use interface features	Use an icon displayed on a screen to access a piece of software or be able to recognise and use a hyperlink to a website which uses a hotspot button or icon.

Learners can:	
2. follow recommended safe practices	
Coverage	Amplification
2.1. Minimise physical stress	Follow instructions to make suitable adjustments to the ICT work area in order to ensure their own safety and that of others.
2.2. Keep access information secure	Follow instructions to make use of a password or PIN to access an ICT system or unlock a

	mobile phone.
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Entry level 1: Find and select information	
Learners can:	
3. recognise sources of information	
Coverage	Amplification
3.1. Recognise sources of information	Explore the differences between types of information and begin to demonstrate an understanding as to why information is presented in different ways.

Learners can:	
4. find information from an ICT-based source	
Coverage	Amplification
4.1. Find appropriate information from an ICT-based source	In response to a given task be able to find the information requested, for example retrieving information from a text message or presented on screen.

Entry level 1: Develop, present and communicate information	
Learners can:	
5. enter and edit single items of information	
Coverage	Amplification
5.1. Enter and edit information	Enter a password, PIN or their own name in order to log on to an ICT system (including a mobile phone).

Learners can:	
6. submit information to achieve a purpose	
Coverage	Amplification
6.1. Identify and correct simple errors	Be able to identify when a basic mistake has been made (for example incorrectly entering a password or selecting an incorrect icon) and be able to rectify that mistake.
6.2. Submit information correctly	When entering a password or PIN be able to confirm that the correct entry has been made by pressing the enter key.

Learners can:	
7. use ICT-based communication	
Coverage	Amplification
7.1. Receive ICT-based communication	Respond to information or a simple instruction received by using digital communication (for example text message or e-mail).

Entry level 2: Use ICT systems	
Learners can:	
1. interact with ICT for a purpose	
Coverage	Amplification
1.1. Use computer hardware	Make use of computer hardware to enter or access information.
1.2. Use software applications for a purpose	Be able to use a range of software applications to process text, graphics, create e-mails or access the internet.
1.3. Recognise and use interface features	Be able to recognise and use icons, option buttons, menus, and so on.

Learners can:	
2. follow and understand recommended safe practices	
Coverage	Amplification
2.1. Minimise physical stress	Understand the need to ensure their own safety and that of others when using an ICT work area and take appropriate steps to ensure that potential hazards are avoided. (for example adjusting seating, lighting and taking appropriate breaks).
2.2. Keep access information secure	Make use of passwords and PINs to protect information and keep it secure.
2.3. Understand the need to stay safe	Be able to identify information that it is not appropriate to communicate when using digital communication (for example e-mails, text messages and web-based social networking sites).

Entry level 2: Find and select information	
Learners can:	
3. use appropriate sources of information	
Coverage	Amplification
3.1. Recognise and use appropriate sources of ICT-based and other forms of information	Be able to identify and select information from appropriate sources to complete a given task. (Sources could include information point, newspaper, book, picture, map, conversation, CD, DVD, text message, website, podcasts, web log).

Learners can:	
4. find information from ICT-based sources	
Coverage	Amplification
4.1. Find information from ICT-based sources using appropriate facilities	Be able to retrieve information in order to complete a given task using a range of ICT facilities (facilities could include menu, contents list, index, follow links, forward and back).

Entry level 2: Develop, present and communicate information	
Learners can:	
5. enter and edit information for a simple given purpose	
Coverage	Amplification
5.1. Enter information and edit it as necessary	Enter information into an ICT application (for example e-mail, text message, diary or blog), recognise errors and correct them.

Learners can:	
6. present information that is fit for a given purpose	
Coverage	Amplification
6.1. Check accuracy and correct errors	Check entered data for errors and correct accordingly.
6.2. Present information that is fit for a purpose	Recognise that information needs to be structured differently for different contexts. Enter the same information for different purposes, for example text message, e-mail or blogs/diary entry.

Entry level 2: Develop, present and communicate information (continued)	
Learners can:	
7. use ICT appropriately to communicate	
Coverage	Amplification
7.1. Use ICT to send and receive information	Communicate information to others and receive information from others, making use of different ICT methods (text message, e-mail or the internet).

Entry level 3: Use ICT systems	
Learners can:	
1a. interact with and use an ICT system to meet needs	
Coverage	Amplification
1.1. Use correct procedures to start and shut down an ICT system	Demonstrate how to start and shut down an ICT system (computer or mobile phone, making correct use of login procedures, including the use of a password or PIN and correctly exiting the same system), for example check log-out complete; computer monitor off; system hardware off etc rather than switching off the power supply.
1.2. Use input and output devices	Demonstrate the use of different input and output devices to access and create information

	(devices including keyboard, mouse, touch screen, microphone, printer, headphones).
1.3. Select and use software applications to meet needs and solve problems	Use the correct software application(s) to create or process information to solve given problems or produce effective outcomes. Explore the appropriateness of different software to produce effective results or outcomes (applications for word processing, graphics, internet browser, e-mail, audio and video player).
1.4. Recognise and use interface features	Recognise and use range of appropriate interface features when creating or accessing information (features including icon, option button, hotspot, window, dialogue box, menu, drag and drop).
1.5. Understand that settings can be adjusted according to individual needs	Demonstrate an understanding that settings can be adjusted to meet the needs of individuals, including the ability to adjust window size, mouse settings, icon size, screen resolution, desktop contrast and volume to meet their own, or colleagues' or peers', needs.
1.6. Work with files to enable storage and retrieval of information	Demonstrate the ability to create, open, save, print and close files, and name files appropriately.
1.7. Insert and remove media	In order to access information correctly, insert a range of media (media could include CDs, DVDs, memory sticks, hard drives).

Entry level 3: Use ICT systems (continued)	
Learners can:	
2. follow and understand the need for safety and security practices	
Coverage	Amplification
2.1. Minimise physical stress	Demonstrate an awareness of the need to minimise physical stress by, as appropriate, independently making adjustments to seating and lighting, avoiding hazards, taking breaks, ensuring the arrangement of hardware and cables is safe, use of wrist rests and other devices.
2.2. Keep information secure	Independently make use of passwords and PINs to keep information secure and demonstrate an understanding of the need to keep passwords and PINs secure.
2.3. Understand the need to stay safe and to respect others when using ICT-based communication	When using ICT to communicate ensure that personal information is not divulged and that language is used appropriately. Learners should appreciate that social norms and protocols should be observed in electronic communication and virtual environments.

Entry level 3: Find and select information	
Learners can:	
3. select and use appropriate sources of information	
Coverage	Amplification
3.1. Select and use appropriate sources of ICT-based and other forms of information	Be able to create or re-purpose information to meet a need and make use of a range of ICT-based sources and additional information (sources could include newspaper, book, image, map, conversation, CD, DVD, text message, website, podcasts, web log). Demonstrate judgement when choosing materials with reference to their deliverable rather than ease of access or first available, for example.

Learners can:	
4. use ICT to search for and select information that matches given requirements	
Coverage	Amplification
4.1. Use internet sources of information	Access information from the internet to meet given requirements demonstrating the ability to enter a web address, use a search engine, use bookmarks and follow links.

4.2. Use appropriate search techniques to find required information	Demonstrate the ability to access information for a given purpose by making use of internet search facilities, the find and search tools in software applications or the index of documents.
4.3. Select and use information that matches given requirements	Be able to identify and incorporate information that is appropriate for the given purpose or activity, demonstrating the ability to produce text, copy and paste, capture images and download audio or video files in line with given requirements.

Entry level 3: Develop, present and communicate information	
Learners can:	
5a. enter and develop information to meet needs, in the form of text, images and numbers	
Coverage	Amplification
5.1. Enter and edit information to achieve the required outcome	Obtain information from a range of sources, including e-mail messages, letters or on-line forms, and then edit and re-purpose this information to meet the needs of the intended audience using a range of tools (for example insert, delete, copy, cut, paste, drag and drop, undo, redo, spell check, find and so on).
5.2. Enter and format text to enhance its effect	Create information and format it appropriately in order to improve the effectiveness by using a range of tools (for example bullets and paragraph functions, alignment of text – left, centre, right, font style and size).

5.3. Insert and position images or other digital content to achieve a purpose	Demonstrate the ability to select and insert appropriate images that are suitable for the intended audience (content could include clip-art, photo, scanned image, audio file).
5.4. Enter and process numbers to meet needs	Demonstrate the ability to enter numerical data and generate appropriate totals using software to meet a given purpose.

Learners can:	
5b. bring together information to achieve a purpose	
Coverage	Amplification
5.5. Organise information of different forms to achieve a purpose	Demonstrate the ability to combine and structure information in a range of formats to meet the needs of different audiences (information could include image with text, in a poster or web page).

Learners can:	
6. present information and review its effectiveness	
Coverage	Amplification
6.1. Check meaning, accuracy and	Demonstrate the ability to ensure the meaning of communicated information is clear by responding to the views of others, tracking changes, checking spelling and grammar, utilising

suitability	editing functions and version controls
6.2. Present information that is fit for purpose	Demonstrate an understanding that information can be presented in different ways in order to meet the needs of a user or the intended audience. Information considered could include e-mail messages, letters, posters and web pages. Understand that all information provided needs to be fit for purpose.

Learners can:	
7. select and use ICT to communicate	
Coverage	Amplification
7.1. Create, access and respond appropriately to ICT-based communication	Demonstrate the ability to use a range of methods when responding to ICT-based communication received and the appropriate use of these methods, which could include read, reply, forward, create, delete.

Level 1: Use ICT systems	
Learners can:	
1a. interact with and use ICT systems independently to meet needs	
Coverage	Amplification
1.1. Use correct procedures to start and shut down an ICT system	Independently demonstrate how to start and shut down different ICT systems (computer or mobile phone, making correct use of login procedures, including the use of a password or PIN and correctly exiting the same system).
1.2. Use a communication service to access the internet	Independently demonstrate an understanding of the different methods of accessing the internet to gain information (for example broadband, wi-fi) and the ability to use and evaluate one or more of these methods to access the internet and retrieve information for a specific purpose.
1.3. Select and use software applications to meet needs and solve given problems	Use the correct software application(s) to create or process information to solve a specific problem identified by a user (applications for word processing, graphics, internet browser, e-mail, audio and video player). Demonstrate effective choice and selection in line with objectives.
1.4. Recognise and use interface features effectively to meet needs	Independently demonstrate the ability to select and use interface features efficiently and effectively in order to solve a problem or create a solution (features to include are desktop,

	windows, dialogue box, menu, submenu, toolbar, scrollbar, drag and drop, zoom, minimise, maximise).
1.5. Adjust system settings as appropriate to individual needs	Independently demonstrate the ability to adjust window size, mouse settings, icon size, screen resolution, desktop contrast and volume to meet their own needs.

Learners can:	
1b. use ICT to plan work and evaluate their use of IT systems	
Coverage	Amplification
1.6. Use ICT to plan and organise work	Demonstrate the ability to plan work making use of ICT systems and software, identify simple criteria to judge the success of their solution, consider the usefulness of a range of ICT tools and techniques, and provide informed explanations for their choices.

Level 1: Use ICT systems (continued)	
Learners can:	
1c. manage information storage	
Coverage	Amplification

1.7. Work with files and folders to organise, store and retrieve information	Demonstrate how to create, open, save, save as, print and close files, create folders and subfolders, name files and folders appropriately. Identify and access files efficiently, locating and reading data from storage.
1.8. Insert, remove, label and store media safely	In order to access information correctly insert and make use of a range of media labelling as appropriate (media could include CDs, DVDs, memory sticks, hard drives). Save information and data regularly and make copies to protect it.

Level 1: Use ICT systems (continued)	
Learners can:	
2. follow and understand the need for safety and security practices	
Coverage	Amplification
2.1. Minimise physical stress	Demonstrate an awareness of the need to minimise physical stress by, as appropriate, independently making adjustments to seating and lighting, avoiding hazards, taking breaks, considering the arrangement of hardware and cables, use of wrist rests and other devices and advising others how to do the same.
2.2. Keep information secure	Independently make use of passwords and PINs to keep information secure and demonstrate an understanding of the need to keep passwords and PINs secure and demonstrate to others how to do the same.

2.3. Understand the danger of computer viruses and how to minimise risk	Demonstrate an understanding of computer viruses and that they can damage an ICT system and destroy data. Be able to use virus checking software to scan an ICT system for potential threats.
2.4. Understand the need to stay safe and to respect others when using ICT-based communication	Demonstrate an understanding of the dangers associated with the disclosure of their own or others personal data and to be able to take appropriate steps to avoid inappropriate disclosure of personal information, avoid misuse of images, use appropriate language, respect confidentiality and use copy lists in e-mails with discrimination.

Level 1: Find and select information	
Learners can:	
3. select and use a variety of sources of information independently	
Coverage	Amplification
3.1. Select and use appropriate sources of ICT-based and other forms of information	Demonstrate the ability to make use of multiple sources of information (including newspapers, books, images, maps, conversations, CDs, DVDs, text messages, websites, podcasts, web logs, web-based reference sites) in order to gather and collate information to meet the needs of specific audiences.
3.2. Recognise copyright constraints on the use of information	Demonstrate an understanding of copyright and ownership of information and that information contained on the internet is not free of copyright. Be able to employ the appropriate method of

	music downloads, for example, know how to acknowledge sources and to avoid plagiarism.
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Level 1: Find and select information (continued)	
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Learners can:	
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4. access, search for, select and use ICT-based information and evaluate its fitness for purpose	
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Coverage	Amplification
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4.1. Access, navigate and search internet sources of information purposefully and effectively	Demonstrate the ability to efficiently access and search the internet for a specific purpose, making effective use of search engine technology, correctly entering web addresses, browsing the internet and saving and using bookmarks to enable efficient retrieval of information.
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4.2. Use appropriate search techniques to locate and select relevant information	Demonstrate the ability to efficiently access information for a given purpose by making use of internet search facilities, the find and search tools in software applications or the index of documents. When choosing ICT-based information for use consider the relative value and/or effectiveness of different sources in line with objectives
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4.3. Use information from a variety of sources and evaluate its match to requirements and fitness for purpose	Demonstrate an understanding that not all information is factual or accurate. Be able to evaluate information they obtain making appropriate selections and using the information to meet the needs of a user and/or specific audience.
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Level 1: Develop, present and communicate information	
Learners can:	
5a. enter, develop and format information to suit its meaning and purpose, including text and tables, images, numbers, graphs and records	
Coverage	Amplification
5.1. Enter, organise, develop, refine and format information, applying editing techniques to meet needs	Obtain information from a range of sources, including e-mail messages, letters or on-line forms and then edit and re-purpose this information to meet the needs of the intended audience using a range of formatting tools (for example insert, delete, copy, cut, paste, drag and drop, undo, redo, find, replace). Utilise spelling and grammar functions to review and develop information. Demonstrate that the solution achieved is fit for purpose and meets the needs of the intended audience.
5.2. Use appropriate page layout	Demonstrate an understanding that the complexity and format of a document will depend on the intended audience and the purpose. Different layouts of the same information may be used depending on the audience (for example a report). Demonstrate the ability to re-purpose a document working with margins, header, footer, portrait, landscape, page breaks and page numbering.
5.3. Format text to maximise clarity and	Demonstrate an understanding that the impact of information can be enhanced by the appropriate use of formatting tools. Be able to select and use bullets, numbering, alignment,

enhance presentation	tabs, line spacing, colour, font, style, size and simple tables appropriately and to meet the needs of the user/audience.
5.4. Obtain, insert, size, crop and position images that are fit for purpose	Demonstrate the ability to edit a range of images in a document or presentation in order to make them fit for purpose (for example decreasing the resolution of an image to be used as part of a web page in order to reduce download times).
5.5. Enter, develop and organise numerical information that is fit for purpose	Store, organise, check and analyse numerical data in order to solve a problem that has been provided and in a form that meets the needs of the user. Demonstrate the ability to make use of different cell data types, cell ranges, formulas with a single operator, SUM function and the structure/layout of worksheet as appropriate.
5.6. Format numerical information appropriately	Demonstrate the ability to present numerical information in the correct form by applying correctly currency, per cent, dates and the number of decimal places, in monetary values, for example.
5.7. Create and develop charts and graphs to suit requirements, using suitable labels	Demonstrate an understanding that numerical information may be presented more appropriately in graphical form. Be able to (where appropriate) produce a pie chart, bar chart, single line graph ensuring that the format is appropriate and that the correct title, axis titles, legend are included.
5.8. Enter, organise and sort structured information in ascending and descending order	Demonstrate an understanding of the filtering techniques of appropriate data-handling software and make use of field selection, data sort (alphanumeric) and filter to solve a given problem.

Level 1: Develop, present and communicate information (continued)	
Learners can:	
5b. bring together information to suit content and purpose	
Coverage	Amplification
5.9. Bring together and organise components of images and text	Demonstrate the ability to combine images and text effectively in order to meet the needs of specific audiences. This could include the combining images, graphs and tables with text, combining text, graphics, sound and video footage in, for example, a multi-media presentation or poster.

Level 1: Develop, present and communicate information (continued)	
Learners can:	
6a. present information in ways that are fit for purpose and audience	
Coverage	Amplification
6.1. Work accurately and proofread, using software facilities where appropriate for the task	Demonstrate the ability to ensure the meaning of communicated information is clear by responding to the views of others, checking spelling, layout and style of language, recognising that different styles are appropriate for different audiences. Make use of software tools to

	assist them in checking the accuracy of a document.
6.2. Produce information that is fit for purpose and audience using accepted layouts as appropriate	Demonstrate the ability to create, structure and refine information that is fit for purpose meeting the needs of the intended audiences (for example production of letter, memo, report, newsletter, poster, information sheet, webpage, multi-media presentation).

Learners can:	
6b. evaluate the selection and use of ICT tools and facilities used to present information	
Coverage	Amplification
6.1. Evaluate the effectiveness of ICT tools to meet presentation needs	Be able to demonstrate an understanding of a range of ICT presentation tools and make appropriate selections in order to meet the needs of a specific audience. Consider the effectiveness of tools in line with the setting for the presentation, for example, such as visual impact, availability of audio etc.
6.2. Review and modify work as it progresses to ensure the result is fit for purpose and audience	Demonstrate the ability to create, structure and refine information that is fit for purpose, meeting the needs of the intended audiences, re-purposing the information as required in order to meet the needs of a range of different audiences. Make informed choices about ICT tools with a rationale in line with deliverables or objectives.

Level 1: Develop, present and communicate information (continued)	
Learners can:	
7. select and use ICT to communicate and exchange information safely, independently, responsibly and effectively	
Coverage	Amplification
7.1 Create, access, read and respond appropriately to e-mail and other ICT-based communication, including attachments, and adapt style to suit audience	Independently demonstrate the ability to open mailbox, read, reply, forward, communicate using from, to, cc, bcc, subject and content fields, add and open attachments. Collaborate with others for a variety of purposes, for example by accessing and contributing to e-mail forums, blogs, on-line forums and wikis using appropriate protocols.
7.2. Use a contacts list	Demonstrate an understanding of the benefits of contact lists and the information that should be stored in them. Demonstrate the ability to add, amend and delete contact entries accurately. Use contacts lists effectively, ensuring that relevant information is disseminated to intended recipients, for example.

Level 2: Use ICT systems	
Learners can:	
1a. select, interact with and use ICT systems independently for a complex task to meet a variety of needs	
Coverage	Amplification
1.1. Use correct procedures to start and shut down an ICT system	Independently demonstrate how to start and shut down different ICT systems (computer or mobile phone, making correct use of login procedures, including the use of a password or PIN and correctly exiting the system and provide instruction to others to enable them to do the same). Learners should appreciate the need to change passwords periodically, to use password clues, and/or to establish new 'log-in' and password procedures.
1.2. Select and use a communication service to access the internet	Independently demonstrate an understanding of the different methods of accessing the internet to gain information (for example broadband, wi-fi) and the ability to use the various methods. Learners should be able to evaluate the advantages and disadvantages of different methods.
1.3. Select and use software applications to meet needs and solve problems	Independently identify and demonstrate the use of a wide range of software to solve a problem identified by a user and be able to justify the use of the solution(s) selected (applications for word processing, graphics, internet browser, e-mail, audio and video player). Learners can analyse complex or multi-step tasks and activities and make decisions about suitable software

	applications to use to meet their needs.
1.4. Select and use interface features effectively to meet needs	Independently demonstrate the ability to select and use interface features efficiently and effectively in order to solve a problem or create a solution for a user (features to include are desktop, windows, dialogue box, menu, submenu, toolbar, scrollbar, drag and drop, zoom, minimise, maximise).
1.5. Select and adjust system settings as appropriate to individual needs	Independently demonstrate the ability to adjust window size, mouse settings, icon size, screen resolution, desktop contrast and volume to meet their own needs and to assist others to do the same. Learners will be able to access, use or follow on-screen help to adjust settings through the 'control panel' or print settings, for example.

Learners can:	
1b. use ICT to effectively plan work and evaluate the effectiveness of the ICT system used	
Coverage	Amplification
1.6. Use ICT to effectively plan work and review the effectiveness of ICT tools to meet needs in order to inform future judgements	Independently demonstrate the ability to plan work making use of ICT systems and software, identifying effective criteria to judge the success of solutions, evaluating the usefulness of a wide range of ICT tools and techniques, adapting approaches to activities, and justifying the choices made.

Level 2: Use ICT systems (continued)	
Learners can:	
1c. manage information storage to enable efficient retrieval	
Coverage	Amplification
1.7. Manage files and folder structures to enable efficient information retrieval	Independently demonstrate the ability to efficiently manage files and folders in order to facilitate efficient retrieval of information. This will include the ability to create, open, save, save as, print, close, delete, view, rename, move, and copy files, create folders and subfolders, name files and folders appropriately. Learners should be aware of file types and their characteristics, and issues such as storage space, including implications for security, system speed etc.
1.8. Insert, remove, label and store media safely	In order to access information correctly insert and make use of a range of media labelling as appropriate (media could include CDs, DVDs, memory sticks, hard drives) and demonstrate their understanding of how to do this by instructing others.

Learners can:	
2a. follow and understand the need for safety and security practices	
Coverage	Amplification
2.1. Minimise physical stress	Independently demonstrate an awareness of the importance of health and safety in an ICT environment, which will include the ability to identify potential risks and to ensure the appropriate arrangement of hardware and cables, wrist rests and other devices.
2.2. Keep information secure	Independently make use of passwords and PINs to keep information secure and demonstrate an understanding of the need to keep passwords and PINs secure and demonstrate to others how to do the same in order to keep copies safe, take backups, keep password and PIN secret.
2.3. Understand the danger of computer viruses and how to minimise risk	Demonstrate an understanding of the risks posed to ICT systems by computer viruses and the dangers of opening files from an unknown source. Be able to use virus checking software to scan an ICT system for threats and how to remove any viruses identified. Demonstrate how to set up automatic virus checking on an ICT system.
2.4. Understand the need to stay safe and to respect others when using ICT-based communication	Demonstrate an understanding of the dangers associated with the disclosure of their own or others personal data and to be able to take appropriate steps to avoid inappropriate disclosure of personal information, avoid misuse of images, use appropriate language, respect

	confidentiality and use copy lists in e-mails with discrimination.
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Level 2: Use ICT systems (continued)	
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Learners can:	
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2b. troubleshoot	
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Coverage	Amplification
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2.5. Identify ICT problems and take appropriate action	Be able to independently recognise a range of problems that can arise when using an ICT system and be able to take the appropriate steps to rectify the problem by either following on-screen prompts or seeking help for an ICT technician if required. Problems may include recognising software freeze, responding appropriately to error dialogue, virus threat, storage full, paper jam, uninstall software, know when and whom to ask for help to fix the problem.
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Level 2: Find and select information	
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Learners can:	
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3. select and use a variety of sources of information independently for a complex task	
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Coverage	Amplification
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3.1. Select and use appropriate sources of ICT-based and other forms of information which match requirements	Demonstrate the ability to exercise discrimination when selecting and using suitable sources in order to independently solve a problem to meet the needs of a user or audience. Be able to evaluate these sources and justify their choices (sources may include newspapers, books, images, maps, conversations, CDs, DVDs, text messages, websites, podcasts, web logs and web-based reference sites).
3.2. Recognise copyright and other constraints on the use of information	Demonstrate an understanding of the requirements of the Data Protection Act and how this affects how personal data can be stored and used. Show an understanding of the need to attribute the sources of any information they have obtained in order to avoid plagiarism and demonstrate how to appropriately source music or video downloads.

Level 2: Find and select information (continued)	
Learners can: 4. access, search for, select and use ICT-based information and evaluate its fitness for purpose	
Coverage	Amplification
4.1. Access, navigate and search internet sources of information purposefully and effectively	Demonstrate the ability to efficiently access and search the internet independently for a specific purpose to meet the needs of an audience. Make effective use of search engine technology, correctly enter a web address, browsing the internet and the ability to save and use bookmarks to enable efficient retrieval of information.

4.2. Use appropriate search techniques and design queries to locate and select relevant information	Demonstrate the ability to independently and efficiently access information for a defined purpose by making use of internet search facilities, for example by making use of multiple search criteria, quotation marks, search within results, relational operators, logical operators, and find or search tool, including wildcards.
4.3. Use discrimination in selecting information that matches requirements from a variety of sources and evaluate fitness for purpose	Demonstrate the ability to exercise discrimination when selecting and using suitable information in order to independently solve a problem to meet the needs of a user or audience. Show the ability to recognise that information may be inaccurate, or contain bias, and be able to evaluate these sources, justifying their choices by demonstrating that they are fit for purpose. Learners should consider the validity, accuracy and authority of internet sources being utilised.

Level 2: Develop, present and communicate information	
Learners can: 5a. enter, develop and format information independently to suit its meaning and purpose, including text and tables, images, numbers, graphs and records	
Coverage	Amplification
5.1. Enter, organise, develop, refine and format information, applying editing	Independently obtain information from a range of sources, including e-mail messages letters or on-line forms, and then edit and re-purpose this information to meet the needs of the intended audience using a wide range of formatting tools (for example insert, delete, copy, cut, paste,

techniques to meet needs	drag and drop, undo, redo and templates). Demonstrate that the solution achieved is fit for purpose and meets the needs of the intended audience.
5.2. Use appropriate page layout	Demonstrate the ability to present information with clarity using an appropriate format and layout, including columns, margins, header, footer, portrait, landscape, page breaks, page numbering.
5.3. Enter and format text to maximise clarity and enhance presentation	Demonstrate an understanding that the impact of information can be enhanced by the appropriate use of formatting tools. Be able to independently select and use bullets, numbering, alignment, tabs, line spacing, colour, font, style, size and tables appropriately and to meet the needs of the user/audience.
5.4. Create and format tables to maximise clarity and enhance presentation	Demonstrate an understanding that information can, where appropriate, be clearly presented using tables. Be able to create a table that meets the needs of a user and that is fit for purpose, formatting the information to maximise clarity. (Tables could include timetable, components list and membership information. Formatting could take account of horizontal and vertical text alignment, merge and split cells, gridlines, borders and shading.)
5.5. Obtain, insert, size, crop and position images that are fit for purpose	In order to meet the needs of an audience independently identify and select a range of images, editing them in order to make them fit for purpose. Demonstrate the ability to use a range of editing techniques including crop, re-size, positioning and adjusting the file size as appropriate.

5.6. Enter, develop and organise numerical information that is fit for purpose	Demonstrate the ability to organise numerical information in a form that is suitable for processing using logical and appropriate structures, taking account of the needs of the user. This should include cell data types, cell ranges, absolute and relative referencing, formulas, functions, replication, structure and layout of worksheets.
5.7. Format numerical information appropriately	Demonstrate the ability to organise and format numerical information to facilitate ease of understanding and interpretation, for example currency, per cent, number of decimal places, date, time, text wrap, row height, column width, gridlines, merged cells, cell borders.

Level 2: Develop, present and communicate information (continued)	
Learners can: 5a. enter, develop and format information independently to suit its meaning and purpose, including text and tables, images, numbers, graphs and records	
Coverage	Amplification
5.8. Create and develop charts and graphs to suit the numerical information, using suitable labels	Demonstrate an understanding that numerical information can be presented using charts and graphs and be able to identify when such a representation of the data might be appropriate. In response to an identified problem demonstrate the ability to create a range of charts and graphs, ensuring that the information is presented effectively, accurately and is fit for purpose, for example demonstrate the appropriate use of pie chart, bar chart, single line graph, scatter

	gram, title, axis titles and legend.
5.9. Enter, organise, select and edit records using field names and headings, data types and unique record identifier when appropriate	Using data that they have created to solve a problem, demonstrate how this data can be interrogated effectively and accurately to find the answer to a series of questions. This can be done using spreadsheet or database software.
5.10. Sort records on one or more fields in ascending or descending order	Demonstrate an understanding of the filtering techniques of appropriate data-handling software and make use of field selection, data sort (alphanumeric) and filter to sort information into ascending or descending order according to the needs of the user.

Learners can:	
5b. bring together information to suit content and purpose	
Coverage	Amplification
5.11. Bring together and organise components of images and text	When creating a report, for example, it is necessary to combine and bring together images, text and data. Independently demonstrate the ability to create a document to meet the needs of a given audience accurately and efficiently, for example by combining image, chart, text alignment, captions, text wrap, use of text boxes and grouping of elements to aid editing.
5.12. Organise information of different	Demonstrate the ability to select information from various sources and to present it in different

forms or from different sources to achieve a purpose	ways to meet the needs of a range of audiences, re-purposing the information as necessary.
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Level 2: Develop, present and communicate information (continued)	
Learners can:	
6a. present information in ways that are fit for purpose and audience	
Coverage	Amplification
6.1. Work accurately and proofread, using software facilities where appropriate	Demonstrate an understanding that for communication to be effective it needs to be clear and, depending on the context, largely error-free. Show the ability to seek the view of others and respond to comments made by making appropriate adjustments, including the effective use of version control, for example. Additionally, carry out checks of spelling, calculations and consistency of layout, including the use of print preview.
6.2. Produce information that is fit for purpose and audience using accepted layouts and conventions as appropriate	Demonstrate an understanding that there are conventions that govern the production of material for specific audiences and that the formality, complexity and detail of the information are determined by the audience. Show an awareness of the different business conventions and the ability to produce information that conforms with them as appropriate to the needs of the audience, for example correctly formatted letter, memo, report newsletter, brochure, poster, web page, information sheet.

Level 2: Develop, present and communicate information (continued)	
Learners can:	
6b. evaluate the selection and use of ICT tools and facilities used to present information	
Coverage	Amplification
6.3. Evaluate the effectiveness of ICT tools to meet needs	Be able to demonstrate an understanding of a range of ICT tools and make appropriate selections in order to meet the needs of a specific audience, taking into consideration a range of factors, for example time taken, quality, range of facilities, versatility of information into other formats, speed of internet connection, time constraints of downloading large files).
6.4. Review and modify work as it progresses to ensure the result is fit for purpose and audience, and to inform future judgements	To ensure that a final product meets the needs of the audience and/or user it is important to review the work produced and to develop and adapt approaches and skills applied. Demonstrate the ability to draft and re-draft information as appropriate, to evaluate these against the initial plans/objectives and to check the outcome with the intended audience, making alterations as necessary. Be able to justify how the alterations need to enable the final product to be fit for purpose. Learners should be able to utilise a wide range of options across several applications to develop and improve their approaches and outcomes.

Level 2: Develop, present and communicate information (continued)	
Learners can:	
7. select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	
Coverage	Amplification
7.1. Create, access, read and respond appropriately to e-mail and other ICT-based communication, including attachments, and adapt style to suit audience	Independently demonstrate the ability to open mailbox, read, reply, forward, communicate using from, to, cc, bcc, subject and content fields, add and open attachments. Collaborate with others for a variety to purposes, for example by accessing and contributing to e-mail forums, blogs, on-line forums and wikis using given protocols. Demonstrate the ability to adapt the style and nature of the information presented to meet the needs of the audience. Learners should be able to tailor communications to meet the requirements of situations through informed choices.
7.2. Manage efficient storage of ICT-based communications, attachments and contact addresses	Demonstrate how to create, open, save, save as, print and close files, create folders and subfolders, name files and folders appropriately and how to manage these files, attachments and contact lists, for example create and maintain folders, delete redundant messages, add, amend and delete contact entries.

Functional ICT: progression tables

This table provides an indication of the type of content that learners are expected to use when applying their functional ICT skills. These examples and applications are not lists which learners should confine themselves to, but are intended as a guide to the type of content that will be expected in functional ICT qualifications and assessments.

Use ICT systems: Skill standard

Entry 1	Entry 2	Entry 3	Level 1	Level 2
1 Interact with ICT for a given purpose	1 Interact with ICT for a purpose	1a Interact with and use an ICT system to meet needs	1a Interact with and use ICT systems independently to meet needs	1a Select, interact with and use ICT systems independently for a complex task to meet a variety of needs
			1b Use ICT to plan work and evaluate their use of ICT systems	1b Use ICT to effectively plan work and evaluate the effectiveness of the ICT system used
		1b Store information	1c Manage information storage	1c Manage information storage to enable efficient retrieval
2 Follow recommended safe	2 Follow and understand recommended safe	2 Follow and understand the need for safety and	2 Follow and understand the need for safety and	2a Independently follow and understand the need for safety and security practices

practices	practices	security practices	security practices	2b Troubleshoot
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Use ICT systems: Coverage

Entry 1	Entry 2	Entry 3	Level 1	Level 2
1.1 Use ICT for a given purpose	1.1 Use computer hardware	1.1 Use correct procedures to start and shutdown an ICT system	1.1 Use correct procedures to start and shutdown an ICT system	1.1 Use correct procedures to start and shut down an ICT system
1.2 Recognise and use interface features	1.2 Use <i>software applications</i> for a purpose	1.2 Use input and output devices	1.2 Use a communication service to access the internet	1.2 <i>Select</i> and use a communication service to access the internet
		1.3 <i>Select</i> and use software applications to <i>meet needs and solve problems</i>	1.3 Select and use software applications to meet needs and solve given problems	1.3 Select and use software applications to meet needs and solve problems
	1.3 Recognise and use interface features	1.4 Recognise and use interface features	1.4 Recognise and use interface features <i>effectively to meet needs</i>	1.4 <i>Select</i> and use interface features and system facilities <i>effectively to meet needs</i>

		1.5 Understand that settings can be adjusted according to individual needs	1.5 <i>Adjust</i> system settings as appropriate to individual needs	1.5 <i>Select</i> and adjust system settings as appropriate to individual needs
			1.6 Utilise ICT to plan and organise work	1.6 Use ICT to effectively plan work and review the effectiveness of ICT tools to meet needs in order to inform future judgments
		1.6 Work with files to enable storage and retrieval of information	1.7 Work with files and folders to organise, store and retrieve information	1.7 Manage files and folder structures to enable efficient and secure information retrieval
		1.7 Insert and remove media	1.8 Insert, remove, label and store media safely	1.8 Insert, remove, label and store media safely

Use ICT systems: Coverage (continued)

Entry 1	Entry 2	Entry 3	Level 1	Level 2
2.1 Minimise physical stress	2.1 Minimise physical stress	2.1 Minimise physical stress	2.1 Minimise physical stress	2.1 Minimise physical stress
2.2 Keep access information secure	2.2 Keep access information secure	2.2 Keep information secure	2.2 Keep information secure	2.2 Keep information secure
			2.3 Understand the danger of computer viruses, and how to minimise risk	2.3 Understand the danger of computer viruses, and how to minimise risk
	2.3 Understand the need to stay safe	2.3 Understand the need to stay safe and to respect others when using ICT-based communication	2.4 Understand the need to stay safe and to respect others when using ICT-based communication	2.4 Understand the need to stay safe and to respect others when using ICT-based communication
				2.5 Independently identify ICT problems and take appropriate action

Use ICT systems: Examples/applications

Entry 1	Entry 2	Entry 3	Level 1	Level 2
		1.1 Log in, log out, use shut-down menu	1.1 Log in, log out, use shut-down menu	1.1 Log in, log out, use shut-down menu
1.1 ICT: computer, touch screen, cash point machine, mobile phone, multi-media devices, on-screen information Purpose: find local community information, use learning software	1.1 Keyboard, screen, printer, point and click device, headphones, microphone	1.2 Keyboard, mouse, touch screen, microphone, printer, headphones	1.2 Broadband, dial-up, network, mobile device	1.2 Broadband, dial-up, network, mobile device
	1.2 Text processing, graphics, web browser, e-mail	1.3 Word processing, graphics, internet browser, e-mail, audio or video player	1.3 Word processing, spreadsheet, graphics, internet browser, e-mail, audio and video software	1.3 Word processing, spreadsheet, graphics, browser, e-mail, audio and video software
1.2 Icon, option button, hotspot	1.3 Icon, option button, hotspot, window, menu	1.4 Icon, option button, hotspot, window, dialogue box, menu, drag and drop	1.4 Desktop, windows, dialogue box, menu, submenu, toolbar, scrollbar, drag and drop, zoom, minimise, maximise	1.4 Desktop, windows, dialogue box, menu, submenu, toolbar, scrollbar, drag and drop, zoom, template, wizard

		1.5 Window size, mouse settings, icon size, screen resolution, desktop contrast, volume	1.5 Window size, mouse settings, icon size, screen resolution, desktop contrast, volume	1.5 Window size, mouse settings, icon size, screen resolution, desktop contrast, volume, date and time
			1.6 Time, convenience, cost	1.6 Time, convenience, cost, quality, range of facilities, versatility
		1.6 Create, open, save, print and close files, name files appropriately	1.7 Create, open, save, save as, print and close files, create folders and subfolders, name files and folders appropriately	1.7 Create, open, save, save as, print, close, delete, view, rename, move and copy files, create folders and subfolders, name files and folders appropriately
			1.7 CD, DVD, memory stick, hard drives	1.8 CD, DVD, memory stick, hard drives

Use ICT systems: Examples/applications (continued)

Entry 1	Entry 2	Entry 3	Level 1	Level 2
2.1 Adjust seating and lighting, avoid hazards	2.1 Adjust seating and lighting, avoid hazards, take breaks	2.1 Adjust seating and lighting, avoid hazards, take breaks, arrangement of hardware and cables, wrist rests and other devices	2.1 Adjust seating and lighting, avoid hazards, take breaks, arrangement of hardware and cables, wrist rests	2.1 Arrangement of hardware and cables, wrist rests and other devices
2.2 Password, PIN	2.2 Password, PIN	2.2 Keep copies safe, keep password or PIN secret	2.2 Keep copies safe, take backups, keep password or PIN secret	2.2. Keep copies safe, take backups, keep password or PIN secret
			2.3 Use virus-checking software, treat files from unknown sources with caution	2.3 Use virus-checking software, treat files from unknown sources with caution
	2.3 Avoid inappropriate disclosure of personal information	2.3 Avoid inappropriate disclosure of personal information, use appropriate language	2.4 Avoid inappropriate disclosure of personal information, avoid misuse of images, use appropriate language, respect confidentiality, use copy lists with discrimination	2.4 Avoid inappropriate disclosure of personal information, avoid misuse of images, use appropriate language, respect confidentiality, use copy lists with discrimination

				2.5 Software freeze, respond appropriately to error dialogue, virus threat, storage full, paper jam, uninstall software, know when and whom to ask for help to fix the problem
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Find and select information: Skill standard

Entry 1	Entry 2	Entry 3	Level 1	Level 2
3 Recognise sources of information	3 Use appropriate sources of information	3 Select and use appropriate sources of information	3 Select and use a variety of sources of information independently to meet needs	3 Select and use a variety of sources of information independently for a complex task
4 Get information from an ICT-based source	4 Find information from ICT-based sources	4 Use ICT to search for and select information that matches given requirements	4 Access, search for, select and use ICT-based information and evaluate its fitness for purpose	4 Access, search for, select and use ICT-based information and evaluate its fitness for purpose

Find and select information: Coverage

Entry 1	Entry 2	Entry 3	Level 1	Level 2
3.1 Recognise sources of information	3.1 Recognise and use appropriate sources of ICT-based and other forms of information	3.1 Select and use appropriate sources of ICT-based and other forms of information	3.1 Select and use appropriate sources of ICT-based and other forms of information	3.1 Select and use appropriate sources of ICT-based and other forms of information which match requirements
			3.2 Recognise copyright constraints on the use of information	3.2 Recognise copyright and other constraints on the use of information
4.1 Get appropriate information from an ICT- based source	4.1 Find information from ICT-based sources using appropriate facilities	4.1 Use internet sources of information	4.1 Access, navigate and search internet sources of information purposefully and effectively	4.1 Access, navigate and search internet sources of information purposefully and effectively
		4.2 Use appropriate search techniques to find required information	4.2 Use appropriate search techniques to locate and select relevant information	4.2 Use appropriate search techniques and design queries to locate and select relevant information

		4.3 Select and use information that matches given requirements	4.3 Use information from a variety of sources and evaluate its match to requirements and fitness for purpose	4.3 Use discrimination in selecting information that matches requirements from a variety of sources and evaluate fitness for purpose
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Find and select information: Examples/applications

Entry 1	Entry 2	Entry 3	Level 1	Level 2
3.1 Information point, poster, newspaper, conversation, TV, web page, radio, text message	3.1 Information point, newspaper, book, picture, map, conversation, CD, DVD, text message, website, podcast, web log	3.1 Newspaper, book, image, map, conversation, CD, DVD, text message, website, podcast, web log	3.1 Newspapers, books, images, maps, conversations, CDs, DVDs, text messages, podcasts, web logs, web-based reference sites	3.1 Newspapers, books, images, maps, conversations, CDs, DVDs, text messages, podcasts, web logs, web based reference sites
			3.2 Music downloads, acknowledgement of sources, avoiding plagiarism	3.2 Music downloads, acknowledgement of sources, avoiding plagiarism, provisions of the Data Protection Act
4.1 Text message,	4.1 Menu, contents list,	4.1 Enter a web	4.1 Enter a web address,	4.1 Enter a web address,

voice mail, on-screen information	index, follow links, forward and back	address, use a search engine, use bookmarks, follow links	use a search engine, browse, save and use bookmarks	use a search engine, browse, save and use bookmarks
		4.2 Contents list, index, 'find' or search tool	4.2 Search criteria, quotation marks, search within results, relational operators, 'find' or search tool	4.2 Multiple search criteria, quotation marks, search within results, relational operators, logical operators, 'find' or search tool including wildcards
		4.3 Write down, copy and paste, capture images, download audio or video files	4.3 Recognise intention and authority of provider, currency of the information, relevance, bias	4.3 Recognise intention and authority of provider, currency of the information, relevance, bias

Develop, present and communicate information: Skill standard

Entry 1	Entry 2	Entry 3	Level 1	Level 2
5 Enter and edit single items of information	5 Enter and edit information for a simple given purpose	5a Enter and develop information to meet needs, in the form of: <ul style="list-style-type: none"> • text • images • numbers 	5a Enter, develop and format information to suit its meaning and purpose, including: <ul style="list-style-type: none"> • text and tables • images • numbers • graphs • records 	5a Enter, develop and format information independently to suit its meaning and purpose, including: <ul style="list-style-type: none"> • text and tables • images • numbers • graphs • records
		5b Bring together information to achieve a purpose	5b Bring together information to suit content and purpose	5b Bring together information to suit content and purpose
6 Submit information to	6 Present information that is fit	6 Present information and review its	6a Present information in ways that are fit for purpose and audience	6a Present information in ways that are fit for purpose and audience

achieve a purpose	for a given purpose	effectiveness	6b Evaluate the selection and use of ICT tools and facilities used to present information	6b Evaluate the selection and use of ICT tools and facilities used to present information
7 Use ICT-based communication	7 Use ICT appropriately to communicate	7 Select and use ICT to communicate	7 Select and use ICT to communicate and exchange information safely, independently, responsibly and effectively	7 Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists

Develop, present and communicate information: Coverage

Entry 1	Entry 2	Entry 3	Level 1	Level 2
5.1 Enter and edit information	5.1 Enter information and edit it as necessary	5.1 Enter and edit information to achieve the required outcome	5.1 Enter, organise, develop, refine and format information, applying editing techniques to meet needs	5.1 Enter, organise, develop, refine and format information, applying editing techniques to meet needs
		5.2 Enter and format text to enhance its effect	5.2 Use appropriate page layout	5.2 Use appropriate page layout

			5.3 Format text to maximise clarity and enhance presentation	5.3 Enter and format text to maximise clarity and enhance presentation
				5.4 Create and format tables to maximise clarity and enhance presentation
		5.3 Insert and position images or other digital content to achieve a purpose	5.4 Obtain, insert, size, crop and position images that are fit for purpose	5.5 Obtain, insert, size, crop and position images that are fit for purpose
		5.4 Enter and process numbers to meet needs	5.5 Enter, develop and organise numerical information that is fit for purpose	5.6 Enter, develop and organise numerical information that is fit for purpose
			5.6 Format numerical information appropriately	5.7 Format numerical information appropriately
			5.7 Create and develop charts and graphs to suit requirements, using suitable labels	5.8 Create and develop charts and graphs to suit the numerical information, using suitable labels

Develop, present and communicate information: Coverage (continued)

Entry 1	Entry 2	Entry 3	Level 1	Level 2
			5.8 Enter, organise and sort structured information in ascending or descending order	5.9 Enter, organise, select and edit records using field names and headings, data types and unique record identifier when appropriate
				5.10 Sort records on one or more fields in ascending or descending order
				5.11 Bring together and organise components of images and text
		5.5 Organise information of different forms to achieve a purpose	5.9 Organise information of different forms or from different sources to achieve a purpose	5.12 Organise information of different forms or from different sources to achieve a purpose
6.1 Identify and correct simple errors	6.1 Check accuracy and correct errors	6.1 Check meaning, accuracy and suitability	6.1 Work accurately and proof-read, using software facilities where appropriate for the task	6.1 Work accurately and proof-read, using software facilities where appropriate

6.2 Submit information correctly	6.2 Present information that is fit for a purpose	6.2 Present information that is fit for purpose	6.2 Produce information that is fit for purpose and audience using accepted layouts as appropriate	6.2 Produce information that is fit for purpose and audience using accepted layouts and conventions as appropriate
			6.3 Evaluate the effectiveness of ICT tools to meet presentation needs	6.3 Evaluate the effectiveness of ICT tools to meet needs
			6.4 Review and modify work as it progresses to ensure the result is fit for purpose and audience	6.4 Review and modify work as it progresses to ensure the result is fit for purpose and audience, and to inform future judgments

Develop, present and communicate information: Coverage (continued)

Entry 1	Entry 2	Entry 3	Level 1	Level 2
7.1 Receive ICT-based communication	7.1 Use ICT to send and receive information	7.1 Create, access and respond appropriately to ICT-based communication	7.1 Create, access, read and respond appropriately to e-mail and other ICT-based communication, including attachments, and adapt style to suit audience	7.1 Create, access, read and respond appropriately to e-mail and other ICT-based communication, including attachments, and adapt style to suit audience
			7.2 Use a contacts list	7.2 Manage efficient storage of ICT-based communications, attachments and contact addresses

Develop, present and communicate information: Examples/applications

Entry 1	Entry 2	Entry 3	Level 1	Level 2
5.1 Name, PIN	5.1 Information: name, reference number, diary entry, text message Edit: insert, delete	5.1 Information: e-mail message, letter, on-line form Edit: insert, delete, copy, cut, paste, drag and drop, undo, redo	5.1 Headings, lists, tables, use of templates highlight, drag and drop, find, replace, undo, redo, templates	5.1 Organise: structure of information, document layout, headings, subheadings, lists, tables, use of templates Edit: drag and drop, find, replace, undo, redo

		5.2 Left, centre, right, font, style, size	5.2 Margins, header, footer, portrait, landscape, page breaks, page numbering	5.2 Columns, margins, header, footer, portrait, landscape, page breaks, page numbering
			5.3 Bullets, numbering, alignment, tabs, line spacing, colour, font, style, size, simple tables	5.3 Bullets, numbering, sub-numbering, alignment, tabs, line spacing, colour, font, style, size
				5.4 Tables: timetable, components list, membership information
		5.3 Clip-art, photo, scanned image, audio file	5.4 Clip-art, photo, scanned image	5.5 Clip-art, photo, scanned image, borders
		5.4 Enter a list of prices and generate a total	5.5 Cell data types, cell ranges, formulas with a single operator, SUM function, structure/layout of worksheet	5.6 Cell data types, cell ranges, absolute and relative referencing, formulas, functions, replication, structure and layout of worksheet

			5.6 Currency, %, number of decimal places	5.7 Currency, %, number of decimal places, date, time, text wrap, row height, column width, gridlines, merged cells, cell borders
			5.7 Pie chart, bar chart, single line graph, appropriate format, title, axis titles, legend	5.8 Pie chart, bar chart, single line graph, scatter gram, title, axis titles, legend
			5.8 Field selection, data sort (alphanumeric), filter	5.9 Spreadsheet or database, use data filtering
				5.10 Table, spreadsheet, database

Develop, present and communicate information: Examples/applications (continued)

Entry 1	Entry 2	Entry 3	Level 1	Level 2
		5.5 Image with text, in a poster or web page	5.9 Organise: combine images, graphs and folders with text, combine texts, graphics, sound and video footage Purpose: for a poster, newsletter, web page, multimedia presentation	5.11 Image, chart, text alignment, captions, text wrap, use of text boxes, behind, in front, grouping 5.12 Poster, newsletter, web page, catalogue, brochure, multimedia presentation
6.1 Wrong button press, incorrect password or PIN	6.1 Check for missing words, correct typing errors	6.1 Ensure meaning is clear, seek views of others, check spelling, check calculations	6.1 Ensure meaning is clear, seek views of others, check spelling, check calculations, ensure consistent layout, print preview	6.1 Ensure meaning is clear, seek views of others, check spelling, check calculations, ensure consistent layout, print preview

6.2 Confirm choice, press enter key	6.2 List, diary entry, text message, e-mail reply	6.2 Information: e-mail message, letter, poster, web page Fitness for purpose: impact, clarity	6.2 Letter, memo, report, newsletter, poster, information sheet, webpage, multi-media presentation	6.2 Letter, memo, report, newsletter, brochure, poster, web page, information sheet
			6.3 Time taken, quality	6.3 Time taken, quality, range of facilities, versatility, transferability of information into other formats speed of internet connection, time constraints of downloading large files
			6.4 Produce drafts, review against initial plans, check with intended audience	6.4 Produce drafts, review against initial plans, check with intended audience

<p>7.1 Receive a text message, view an e-mail message</p>	<p>7.1 Text messaging, e-mail, internet</p>	<p>7.1 Read, reply, forward, create, delete</p>	<p>7.1 Open mailbox, read, reply, forward, communicate using from, to, cc, bcc, subject and content fields, add and open attachments, use instant messaging, contribute to forums, web logs or web-based reference sites</p>	<p>7.1 Open mailbox, read, reply, forward, communicate using from, to, cc, bcc, subject and content fields, add and open attachments, use instant messaging, contribute to forums, web logs or web-based reference sites</p>
			<p>7.2 Add, amend and delete entries</p>	<p>7.2 Create and maintain folders, delete redundant messages, add, amend and delete contact entries</p>

Glossary

Absolute cell reference: Absolute cell references in formulas are not altered when the formulas are moved or replicated to a different location in the spreadsheet. See *relative cell reference*.

Align (alignment): To position data (text, images) so that it lines up, either with other data (as in a column or a row), or relative to the margins of a page, or within a cell of a worksheet. Alignment can be horizontal (left, centre, right, full) or vertical (top, centre, bottom).

AND: Logical operator acting on two inputs: the outcome being TRUE if both inputs are TRUE.

Application software: A computer program or set of programs, for example word processing, spreadsheet, designed to carry out specific tasks, for example allowing the user to write letters, store

names and addresses, manage finances and draw pictures.

Attachment: A file (or files) attached to an e-mail by the sender, which can be read by the recipient. This could be a photo, or a document. The advantage of sending information as an attachment is that it can be prepared and saved before the e-mail is sent.

Audience: The person or people for whom the work is designed. This refers to the person (such as a tutor) or people who will see and/or hear information that is given to them. This information can take the form of any ICT output, for example a report, e-mail or slideshow.

AVERAGE: A spreadsheet function that calculates the arithmetic mean of a set of values; used in a formula in a cell.

bcc (blind carbon copy): In the context of email, blind carbon copy, abbreviated bcc, refers to the practice of sending a message to multiple recipients in such a way that what they receive does not contain the complete list of recipients.

Backup (or back-up) file: A backup copy is a duplicate of a file, program or disk made on a separate storage medium. This can be used for recovery when the original file is lost or damaged. Backup files should be stored on secure media in a separate place from the original files.

Bookmark: Link to a web page which the user wants to be able to return to quickly and easily. Bookmarks are stored on the user's computer so that they are readily available.

Borders: Lines that can be displayed around a page, paragraph, a table, an image, spreadsheet cells or a text box to create impact. The top, bottom, left and right border lines can be individually manipulated or removed.

Broadband: This term has come to be used for any kind of internet connection with a download speed of more than 56 kbps. Broadband can carry several channels at once, hence it is possible to watch TV or receive telephone calls while using the internet.

Browse: To search for files on a disk by moving up and down the directory structure until a particular folder or file is located. To follow links on the internet from one website to another; also called surfing.

Browser: An application which allows a person to read hypertext and to access, view and interact with web pages. The

browser gives some means of viewing the contents of nodes (or 'pages') and of navigating from one node to another.

Bullet: A dot or other mark used at the start of each line in a list to add emphasis.

cc: In email, the abbreviation cc refers to the practice of sending a message as a 'carbon copy', that is the receiver is not expected to reply or act.

Cell: The spreadsheet term for a single 'box' on a worksheet, identified by the cell reference, for example A4. The cell reference is where a row and a column intersect. A cell may contain data, such as a number, text or a formula; or it can be empty.

Cell range: A rectangular area of cells in a worksheet defined by the cell references of the 'corner' cells, for example A1:A5 or E4:G12.

Cell reference: In a spreadsheet, cells are arranged in rows (numbered 1, 2, 3, ...) and columns (lettered A, B, C, ...) and each cell has a unique cell reference, which identifies the cell in the spreadsheet. For example, C5 is the fifth cell down in column C. In a spreadsheet, when a formula in one cell is copied to other cells, it is replicated using either relative cell referencing or absolute cell referencing.

Chart: A graphical representation of numeric data, such as a pie chart or bar chart.

Chart labels: Text labels that enable a chart to be understood. Title: the name given to a chart. Legend: identifies what each bar or pie slice represents in a chart. Axis labels: identify the quantities represented by the x- and y-axes. Data labels: identify the value of points on the x and y-axes.

Clip art: Pictures, often cartoons which are provided with software or on the internet and can be used.

Close: To end an application, for example by using the File/Exit menu option or to shut part of an application, for example a window by clicking the close box.

Column/row: In a spreadsheet, a line of single cells from top to bottom (column) or from side to side (row).

Communication

services: A service provided for communication purposes, such as an Internet service provider, which supplies a broadband or dial-up connection to the internet or a computer network.

Communications:

Messages between two parties, such as text messages or e-mails.

Complex task: A task that contains multiple steps.

Contact list/address

book: Electronic list of e-mail addresses, usually held within the e-mail software; similar to a phone book on a mobile phone. This makes e-mail addresses much easier to access. Sometimes additional information such as postal addresses can be stored.

Copyright: Legal protection claimed by the owner of a design (document, graphical image, etc.) that prohibits others from copying and reproducing the protected material, or passing it off as their own work.

Crop: To reduce the size of a graphical image by cutting off parts from the edges, leaving only the required part.

Currency: Applied to information, whether information is up to date, current.

Currency (format):

Applied to numeric data in the format of, for example, £, \$.

Cut: To remove information (such as text, a table or a graphical image) from a document, or a range of cells from a spreadsheet. The deleted material is placed on the system clipboard and is therefore available to be inserted elsewhere.

Data type: In a spreadsheet or database, the type or kind of data contained in a cell or field.

Database: Large amount of information, normally structured in records.

Delete: To remove information, for example text from a document, cells in a worksheet or records in a database.

Dialogue box: An on-screen window which gives a message and requires a response from the user. Contains buttons and/or fields for

the user to make choices and to alter settings, for example to set the system time and date.

Dial-up connection: A method of temporarily connecting to the internet using a telephone line and modem in which the user connects to an Internet service provider.

Document layout: The relationship (size, position, style and so on) between the elements forming a document.

Download: To copy a file from a location from the internet on to a local machine (for example a computer or a mobile phone) or on to a network.

Drag and drop: A way of editing objects (for example text or graphical images within a document) or organising files within folders, which involves selecting an item (for example using the mouse) and pulling it to another location.

Edit: To change (amend or alter), update, delete or rearrange information that is stored on a computer.

Email: Short for electronic mail. A method of sending an electronic message to the mailbox of someone else who has suitable equipment and an e-mail address. E-mail messages are sent from one computer user to another over a network, for example the Internet, a mobile telephone network or digital TV.

Enter key: A key on the keyboard, sometimes referred to as the return key. In a document, pressing the Enter key puts a line break into the text at the position of the cursor. In a dialogue box, pressing the Enter key may operate a button, for example the OK or Cancel button.

Field: In a database, records are divided into separate areas called fields, each holding a single specified data

item, for example a person's forename, surname, date of birth or telephone number. Field names may appear in queries or as the titles of the columns in a database table.

File: A store for data, for example a document, a graphical image, a spreadsheet or a database.

Filename: The name used to identify a file. The filename has an extension, which may be created automatically by the application, for example Photo47.jpg, and may be shown or hidden. The path name includes the drive and all folders leading to the file, for example C:/Photos/France/2007.

Filter: In a database or spreadsheet: to remove rows of data which are not required.

Fit for purpose: Work which is appropriate for the context and purpose for which it was

produced. For example, a hand-written post-it note may be fit for the purpose of telling the milkman that no milk is required and may well be more appropriate than word processing a letter.

Folder: A filing structure allowing the user to organise information (files) in a discrete location for ease of retrieving them from a storage device at a later date; is likely to contain sub-folders.

Font: A particular design or typeface of characters used for printed and displayed text. There are two main typefaces: serif, such as Times New Roman (which has 'feet' on each character), and sans serif, such as Arial (which is a 'cleaner' font, without feet).

Font size: The size of font that is displayed on a computer screen or printed on printed copy, for example 10-point, 12-point. font style: the appearance of the font.

Bold text appears heavier and darker than regular text; italic text slants upwards from left to right and underlined text has a line below it. Text may have one or more of these font style attributes or be 'regular' and have none.

Footer: The area at the bottom of each page; information which appears in the area at the foot of each page of a printed document, for example page number, author, filename and date. This extra information may be included for labelling purposes. Information is only typed once but appears at the bottom of each page. Facilities such as page numbering in a header and footer can be an automatic function See also *header*.

Formula: An entry, often used in a cell in a spreadsheet, used to calculate results. In a spreadsheet, it is expressed using

mathematical symbols such as addition (+), subtraction (−), multiplication (×) and division (/), and functions such as AVERAGE and SUM showing how the contents of other cells are to be manipulated. A formula is recalculated whenever a value on which it depends changes.

Functions: A predefined calculation provided as a feature of the software application (for example within a spreadsheet) for particular operations on specified data, for example AVERAGE, SUM, MAX and MIN.

Grammar check: Tool provided in word processing software which can be set to check automatically for grammatical errors within the text of a document.

Graph/chart: An image created from a set of numbers to show a trend or relationship between two variables, for example a line graph.

Some graphs may be referred to as chart, for example a bar chart or a pie chart.

Graphic/image: A picture or image in electronic form, for example photographs, scanned images, pictures and graphs

Gridlines: Horizontal and/or vertical lines drawn from the axes to make reading the chart easier.

Grouping: A means of treating separate elements (objects), for example in a graphic, as a single object for the purpose of selecting, moving and sizing, etc. Grouped objects can be ungrouped.

Hardware: That part of a computer that can be touched/handled, for example a mouse, the keyboard and a printer.

Header: An area at the top of each page; information which appears in the area at the

top of each page of a printed document, for example title, page number or chapter number. This extra information may be included for labelling purposes. See also *footer*.

Help facilities: A feature of applications software, usually accessed via a 'Help' menu, that gives descriptions and examples of how to use the software, and has a search option to help the user to find information about the facilities and, sometimes, to solve user problems.

Hotspot: An icon, part of a graphic or text within a web page, that allows a jump from that web page to another linked web page, or to another website. When the cursor is on a hot link, a hand appears.

Icon: A small representative image, such as a picture or symbol, used to represent some object or

function, for example a pair of scissors for the Cut operation; a file folder for a directory; a magnifying glass for the zoom operation. Clicking on the icon is an event; this may result in an application being opened or some other action being carried out, depending on what the icon represents.

ICT-based sources: Any source of information which is stored and accessed electronically.

Information types: Different kinds of information for which the data are stored in particular formats, such as text, numbers, images and sound.

Input: Enter information into a computer system.

Input device: Hardware used to enter data into a computer, such as a mouse (and other point and click devices) or a keyboard.

Interact: Two-way communication through an ICT interface, for example the user entering a password and the system then giving the user access.

Interface: A boundary across which two systems communicate. An interface might be a hardware connector used to link other devices, or it might be a screen display used to allow communication between a device, a program, or a person to interact. User interface features allow communication between the user and the system, for example the WIMP (windows, icons, menu, pointer) environment seen on a screen, messages (such as those shown in dialogue boxes) and audio communication (such as a beep to show the arrival of e-mail).

Internet: World-wide network of computers reaching millions of people, allowing global communication and

information sharing on thousands of interconnected networks. Includes the hardware, the computers and the connections between them. The Internet is not controlled by any single group or organisation. The most commonly used parts of internet are e-mail and the World Wide Web.

Landscape: One of two orientations – landscape and portrait – used to describe how material (text and/or images) is printed on a page or appears on a screen. The default, or normal, orientation is portrait. Landscape orientation means that the lines of text are parallel to the longer side of the page.

Legend: The key on a graph or chart (American usage now prevalent in UK).

Link: a clickable point on screen which leads to another location, for example another web page. Links are shown as

hypertext (underlined or highlighted in some way) or as a hotlink icon.

When the user moves the cursor over the link, the arrow changes to a hand; double clicking then activates the link.

Log in: The process of signing on as a user to a computer system. Logging in may involve entering a user identification code and/or a PIN and, maybe, a password.

Logical operators: When searching a database, or the internet, to exclude or include words in a search using AND, OR, NOT. For example, 'King Charles NOT spaniels' to find information about a monarch not dogs. These mathematical terms can be used to create complex expressions from simple variables and values: AND, OR, NOT.

Mailbox: The directory or folder location where incoming e-mail messages are stored by

an Internet service provider.

Margin: White space at the edge of a document.

MAX: A spreadsheet function that returns the largest value in the specified cell range.

Maximise: To increase the size of a window to fill the computer screen, usually by clicking on the middle of three boxes located at the top right-hand corner of the computer screen.

Media: Material on which data can be stored, for example hard disk, floppy disk, CDROM, DVD or tape. The medium may be magnetic, paper or rely on optical technology.

MEDIAN: A spreadsheet function that returns the median value of a specified cell range.

Medium: Singular of media.

Menu: A list of options offering functions and

facilities such as File/Edit. On a computer screen, a menu bar may appear across the top of a window, listing all the menus available in that application. Menus can be 'pop-up' or 'pull-down' – and may offer sub-menus – any of which can be selected using a mouse click. On a mobile phone or digital camera, the menu may be accessed by a special button and then the options scrolled through and selected as required.

Merge cells: In a table or worksheet, to combine two or more adjacent cells into a single cell: in a spreadsheet, the information in all but one cell will be lost; in a table, the information is combined.

MIN: A spreadsheet function that returns the smallest value in the specified cell range.

Minimise: To reduce a window to an icon in the task bar (a way of 'closing' the window

without closing the application); usually by clicking on the leftmost of three boxes located at the top right-hand corner of the computer screen

MODE: A spreadsheet function that returns the modal value of a specified cell range.

Mouse: Small hand-held point-and-click device used to select on-screen information or locations. Clicking may have a number of actions, depending on the software being used.

Multiple search criteria: Used to narrow down the volume of matches; a search that involves a number of criteria.

Navigate: To move from one location in the internet to another using links. To find the way through a website, using menus and links.

Non-ICT-based sources: For example conversations with

people, newspapers, television, map.

NOT: Logical operator acting on one input, the outcome being TRUE if the input is FALSE, and vice versa. In a search statement, NOT can indicate the elimination of certain terms which may otherwise cause confusion, for example (cat OR feline) NOT tiger.

On-screen information point: Computer usually based on touch-screen technology, in a strong housing situated in a public place, for example a kiosk in a shop or a railway station, used to find out information, conduct transactions, etc.

Option button: In a dialogue box or on a web page, there may be option buttons offering a choice of 'back' and 'next' or 'yes' and 'no', for example. A small circular button that allows selection of one option in a set of options is known as a 'radio button'.

OR: Logical operator acting on two inputs, the outcome being TRUE if one or other or both of the inputs is TRUE.

Orientation: How text and/or images appear on a page or on a screen. See *landscape* and *portrait*.

PDA: short for personal digital assistant, a handheld electronic organiser. This portable pocket-sized device is capable of limited amounts of processing. Data entry can be via a pen-like stylus moving across a screen, and can be used for making notes and/or taking signatures.

PIN: Short for personal identification number, a secret number used like a password known only to the user, to gain access to private information such as a bank account, and to draw money from a cash machine.

Point-and-click device: A hardware device that controls a cursor to point

to and click or drag on-screen objects to select and act on them, for example a remote control or joy stick.

Portrait: One of two orientations – landscape and portrait – used to describe how material (text and/or images) is printed on a page or appears on a screen. Portrait orientation of images has the shorter edge across the top; with printed matter, the lines of text are parallel to the shorter side of the page.

Print: A command that tells a computer system to produce a paper copy of a document or graphical image.

Proof read: To read a document, looking for errors in punctuation, spelling and grammar as well as factual inaccuracies.

Query: In a database, a formalised search for information.

Record: In databases, this unit of data comprises a number of fields to form an identifiable collection of data, such as information about a single customer or a library book.

Relational operator: Mathematical operators which compare one piece of information to another, for example, > (greater than), < (less than); a mathematical symbol used to specify a criteria for a search by linking variables and/or values within an expression: = means equal to; < means less than; > means greater than; <= means less than or equal to; >= means greater than equal to.

Relative cell references: In a spreadsheet, when a formula in one cell is copied to other cells, it is replicated using either relative cell referencing or absolute cell referencing. Relative cell referencing automatically updates each item in the formula

relative to the cell into which it is copied. In this way, for example, the formula for the sum of the cells in one column can be copied to produce sums of the cells in other columns. Sometimes, a cell reference in a formula is to remain the same when it is copied, for example the VAT rate, because while that data may be variable, it is stored in a single cell. The dollar sign is used to indicate a cell reference that is not to be changed during replication; for example, \$A\$1 is an absolute reference to cell A1. See also *cell reference*.

Replication: In a spreadsheet, copying formulas to a different location in the worksheet, or to a different spreadsheet.

Row: See *column*

RSI: Short for repetitive strain injury, a condition of numbness, pain or general fatigue in the fingers, arms, wrists,

neck, back or shoulders. RSI is caused by a combination of factors, such as high stress, a poorly designed work area and repetitive movements such as typing.

Save: To store a file on a disk or other storage medium.

Save as: To save a file to disk at a different location and/or with a different filename. This can also be used to save a file for the first time, when it is being named.

Screen resolution: The number of pixels that can be displayed on a screen expressed as (number of horizontal pixels) × (number of vertical pixels), for example 1024 × 768. The ratio of horizontal to vertical resolution is usually 4:3, the same as that of conventional television sets.

Search: A facility that allows the user to find matches within the data,

for example in a document or on the web, to a given criteria. Criteria can be simple or complex, single or multiple, involving one or more logical expressions.

Search engine: On the Internet, a tool used to find web pages containing information on specified topics. The search may cover titles of documents, URLs, headers or the full text. The search engine, for example Yahoo or Google, accesses a database system that catalogues internet addresses.

Search within results: A refined search in the group of web pages returned by an initial search.

Shutdown: The process of closing down a computer during which program settings and files are saved.

Software: Programs that run on a computer system; often installed

separately, for example from a disk or CD. See *application software*.

Sort: A facility that allows the user to arrange data items in a pre-determined order, for example alphabetical or numerical, ascending (going up) or descending (going down).

Sources: Identified as being ICT-based or non-ICT-based sources of information.

Spam: Unsolicited e-mails.

Spell checker: A software tool used to query unfamiliar spellings and detect repeated words, giving the user the opportunity to correct or delete them.

Split cells: In a table, to break a single cell into two or more separate cells.

Spreadsheet: A software application that helps the user to manage, analyse and present numerical and string (i.e. textual) information. It is often

used to present information as graphs and charts. A spreadsheet may comprise one or more worksheets in which numerical and string data are stored in rows and columns of cells. A worksheet is often called a spreadsheet.

Style: In text formatting, for example bold, italic and underlined. In paragraph formatting: applying styles to paragraphs gives consistency of layout throughout a document, for example line spacing, alignment, font.

SUM: A spreadsheet function that returns the total of the values in the specified cell range.

System settings: Persistent settings that configure a system to suit the user(s), for example date and time on the system clock, words added to a spell check dictionary.

Tab: A series of points that are marked across the page, providing a method of formatting a document so that the cursor moves to specified distances along the width of the page. The key used to move the cursor to the next indicated tab stop. It is possible to indent and line up text using the tabs. A word processing program will automatically set the tabs across the page (the default setting) but the user can reset the tabs to the distances required.

Table: A rectangular array of cells. A table is used to display data in rows and columns to make it easier to understand information. Tables may be created using, for example, word processing, desktop publishing, spreadsheet and database programs.

Text box: A rectangular area into which text can be typed.

Text message:
Sometimes known as

SMS (short message service), available on digital GSM networks allowing text messages to be sent and received via the network operator's message centre to a phone, or from the Internet, using a so-called SMS gateway website. If the phone is powered off or out of range, messages are stored in the network and are delivered at the next opportunity.

Text wrap: Allowing text to flow around, for example, a graphic image.

Toolbar: An area of the screen, often at the top of a document, a row, column, or block of on-screen buttons or icons that, when clicked, activate certain functions in an application. For example, buttons for setting the font style of selected text to italic, bold, or underline.

Touch-sensitive screen:
A visual display unit that combines output on the

screen with an input option. The user makes choices by touching icons or graphical buttons on the screen; the act of touching is sensed by special receptors on the screen surface. See *on-screen information point*.

Undo: An option to reverse an action, such as the keying of text or inserting/deleting an image. Undo applied to typing has the effect of erasing characters previously typed.

Unique record identifier/primary key:
The key field, selected as being most important for identifying a body of information (an entity, object or record). The column or columns (fields) of a database table whose individual or combined values uniquely identify a row (record) in the table.

User id (identification):
A name or codename used during a log in process to identify the user. The user id may

then appear on screen as a salutation to the user.

Virus: A program designed to corrupt data stored on a computer; often transmitted via e-mail attachments.

Virus protection: Using anti-virus software to detect and remove computer viruses. The simplest virus protection software scans executable files and boot blocks for a list of known viruses. Others are constantly active, attempting to detect the actions of general classes of viruses and checking e-mails for viruses in attached files.

Web address: The name which identifies a web page, the URL of the home page within a website on the internet, for example
www.bbc.co.uk

Web browser: The software which allows the user to see web pages.

Website: A collection of linked web pages that can be accessed using a browser.

Web page: A unit of information from a website that can be addressed using its URL.

Wildcard: A symbol used in some commands or search instructions to replace a range of characters. * stands for any number of characters. ? stands for any single character. For example, searching for Jan* in a personal database would show Jane, Janet, and so on.

Window: A section of a computer screen through which the user views the display for a particular application. At any one time, only one window is active: the one the user is interacting with.

Word processing: A software application that allows the user to produce documents including letters, reports, manuals and newsletters.

Word processing includes text editing, text formatting and producing printed output.

Worksheet: A part of a spreadsheet, similar to large sheets of paper, used for 'number-crunching', for example for accounting and budgeting purposes. A spreadsheet may have only one worksheet, or a number of worksheets.