



## Sample Mark Scheme: P000267

### NCFE Functional Skills Qualification in ICT at Level 2 – (600/0139/2)

This mark scheme gives you:

- examples and criteria of the types of response expected from a learner
- an idea of how individual marks are to be awarded
- the total mark for each question
- examples of responses that shouldn't receive any marks.

#### Notes for marker

All learners should receive the same treatment, and should be fairly marked. Markers must mark the first learner in exactly the same way as they mark the last.

Mark schemes should be applied positively. Learners must be rewarded for what they've shown they can do rather than penalised for things they haven't done.

Markers should always award full marks if deserved (i.e. if the answer matches the mark scheme). Markers should also be prepared to award zero marks if the learner's response is not worthy of credit according to the mark scheme.

The award of each mark is clearly stated in the 'mark' column. Half marks must not be used. Where partial achievement of a question can be made, fewer marks should be awarded.

	Question	Task description	Marks	Suggested Time (minutes)	Total Time (minutes)
Part A	1	Activity A: Receive email	9	15	45
		Activity B: Find information from the Internet	9	25	
		Activity C: Organise files	3	5	
Part B	2	Create a poster	14	40	105
	3	Work with data	19	50	
	4	Answer written questions	6	15	
			<b>60</b>	<b>150</b>	<b>150</b>

Part A – Question 1 Activity A: Receive and send email	Max Mark Using	Max Mark Finding	Max Mark Dev.	*C & R	Total Marks
<b>Email application used: 1 mark</b>			1	d3.1(1)	<b>9</b>
<b>Email created: 3 marks</b> <i>Address is billy.jackson@premierwidgets.co.uk: 1 mark</i> <i>Subject line and message appropriate (must include close - name or thanks etc.): 1 mark</i> <i>File agenda.doc (or .rtf) attached: 1 mark</i>	1		2	u2.2(1) d3.2(1) d3.3(1)	
<b>Information added to agenda: 1 mark</b> <i>Date and location added: 1 mark</i> <i>(Check for this in the email attachment)</i>			1	d1.1(1)	
<b>New email contact added with correct details: 4 marks</b> <i>Email address field = 'jim.shearer@premierwidgets.co.uk': 1 mark</i> <i>Name field = 'Jim Shearer' (do not accept Mr Shearer as this is the default): 1 mark</i> <i>Telephone added: 1 mark</i> <i>Job or Company added: 1 mark</i>	1		3	u2.2(1) d3.1(2) d4.2(1)	
<b>Activity B: Find information from the Internet</b>					
<b>File created/edited to hold search results: 1 mark</b> <i>File created and contains search results: 1 mark</i>	1			u2.1(1)	<b>9</b>
<b>Required information found: 0 - 4 marks</b> <i>Found web address of Health and Safety Executive (or webpage - in bookmark or internet results) e.g. www.hse.gov.uk: 1 mark</i> <i>Found information on the "Health and safety law poster": 1 mark</i> <i>(Task doesn't ask for any info on HSE. Look for some description/title of what the prices show).</i> <i>Found A3 price (£9 inc. VAT): 1 mark</i> <i>Found A2 price (£13.20 inc. VAT): 1 mark</i>		4		f2.2(4)	
<b>Appropriate search queries: 2 marks</b> <i>Use of appropriate keyword(s), up to 2 marks:</i> <i>- [A2/A3] health and safety law poster: 2 marks</i> <i>- health [and] safety executive: 1 mark</i> <i>- health and safety poster: 1 mark</i> <i>look for detail in the search term to award 2 marks.</i> <i>No extra marks for additional search terms.</i>		2		f1.1(2)	

<p><b>Bookmark added for required site: 2 marks</b>  <i>Bookmark added: 1 mark</i>  <i>Bookmark is for home page www.hse.gov.uk:</i>  <i>1 mark</i></p>	2			u2.2(2)	
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**Activity C: Organise files**

<p><b>Suitable folders created and files held in suitable folders: 0-3 Marks</b>          Folders created to hold files, organisation is logical/intuitive, and folder names reflect file types (i.e. spreadsheets, documents, images or similar): 2 marks  <i>- folders created but non-intuitive structure or naming convention does not reflect file types: 1 mark</i>  <i>Files in appropriate folders (e.g. files correctly stored so they are easy to retrieve using folder name/structure. Expect all files in folders): 1 mark</i></p>	3			u3.1(3)	<b>3</b>
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Part B Question 2: Create a poster	Max Mark Using	Max Mark Finding	Max Mark Dev.	*C & R	Total Marks
<p><b>Poster content: 0-4 marks</b>  <i>All provided information present and no irrelevant extra information added: 1 mark</i>  <i>Has the title "Make Premier Widgets a defect-free zone": 1 mark</i>  <i>Includes contact details of Jim Shearer (see below): 0-2 marks</i>  <i>- all details provided: 1 mark</i>  <i>- no errors: 1 mark</i>  <i>Jim Shearer</i>  <i>Production Manager</i>  <i>Direct line: 01234 5549087</i></p>		1	3	f2.2(1) d4.1(2) d4.2(1)	
<p><b>Fit for purpose: 0-8 marks</b>            At level 2 the document is expected to be fit for purpose as a poster. It should be appropriately structured as a poster, make appropriate use of fonts/text sizes, and be consistent in its layout and style.  <i>Appropriate and consistent fonts/sizes used, e.g. within each list: 1 mark</i>  <i>Effective use of white space: 1 mark</i>  <i>Colour and/or other formatting used appropriately for a poster: 0-2 marks</i>  <i>Appropriate use of text boxes or shapes (specified in question): 0-2 mark</i>  <i>Logo is appropriately sized and positioned: 1 mark</i>  <i>A4, on one page and landscape orientation (specified in question): 1 mark</i></p>			8	d1.1(6) d5.1(2)	<b>14</b>
<p><b>Poster free of spelling errors: 0-2 marks</b>  <i>Spelling errors in poster.doc corrected (components, righ, beter): 1 mark</i>  <i>No other spelling mistakes: 1 mark</i></p>			2	d4.2(2)	

Question 3: Work with data	Max Mark Using	Max Mark Finding	Max Mark Dev.	*C & R	Total Marks
<b>Spreadsheet file edited and saved: 1 mark</b>	1			u2.1(1)	<b>19</b>
<b>Required formulae correctly implemented: 6 marks</b> This requires that formulae are used to calculate a) the total defect count for each component over the week, b) the total defect count for each day of the week. c) the average number of defects per day for each component. See below for exemplars of formulae  For sum formula expect =sum (range) for 2 marks, not =B3+B4+B5 etc.  <i>Correct formulae used to calculate the total defect count for each component over the week: 2 marks</i> - formula (=SUM(range)) used but error(s) in range or formula incorrectly replicated: 1 mark  <i>Correct formula used to calculate the total defect count for each day of the week: 2 marks</i> - formula used but error(s) in range or formula incorrectly replicated: 1 mark  <i>Correct formula used to calculate the average number of defects per day for each component: 2 marks</i> - formula used but error(s) in formula or formula incorrectly replicated: 1 mark (expect =AVERAGE(range) if used =SUM(range)/5: 1 mark)	1		5	u1.1(1) d2.1(5)	
<b>Data correctly highlighted: 2 marks</b> <i>All cells with data for <b>Friday</b> highlighted, no other cells highlighted: 2 marks</i> - accept either coloured text or coloured background <i>Cells highlighted, but not all correct cells highlighted: 1 mark</i>			2	d1.1(1) d2.4(1)	
<b>Data copied and calculation correctly carried out: 4 marks</b> <i>Cost per defect data (see screenshot below) correctly copied into spreadsheet (need to see components costs): 2 marks</i> - minor errors/omissions: 1 mark			4	d1.1(2) d2.1(2)	

<p>Correct formula (not including SUM) used to calculate all Defect cost for the Week values (will produce total cost £759.43, but this total is not required): 2 marks</p> <p>- formula used but error(s) in formula or formula incorrectly replicated, or used value rather than cell reference: 1 mark</p>					
<p><b>Chart correctly produced and formatted: 6 marks</b></p> <p>Line or column chart produced showing the total number of defects each day: 0-3 marks</p> <p>- chart plots correct totals for each day: 3 marks</p> <p>- wrong data plotted, data not plotted for all days, all data, inappropriate chart type, chart does not convey required information (incl. not showing day labels on axis): 1 mark max</p> <p>Titles clearly identify individual chart elements: 3 marks</p> <p>- X-axis title shows "day" or "day of week" or similar (allow FT to suit chart): 1 mark</p> <p>- Y-axis title shows "[total] [component] defects" or similar (allow FT to suit chart): 1 mark</p> <p>- chart has suitable title (i.e. 'Component defects' or similar) (allow FT to suit chart): 1 mark.</p> <p>Allow 1 mark for pie chart with legend <u>and</u> data labels</p>			6	d2.2(6)	

Question 4: Answer written questions	Max Mark Using	Max Mark Finding	Max Mark Dev.	*C & R	Total Marks
<p><b>Answer explaining suitability of database for holding customer orders: 2 marks</b></p> <p><i>Can [quickly] search for orders: 1 mark</i></p> <p><i>Can produce reports: 1 mark</i></p> <p><i>Can sort data: 1 mark</i></p> <p><i>Any of the above, or similar, up to a maximum of 2 marks</i></p>			2	d5.1(2)	
<p><b>Answer explaining the he should install anti-virus and explaining why: 2 marks</b></p> <p><i>To keep your computer safe/prevent viruses, malware etc.: 1 mark</i></p> <p><i>2 reasons, or one developed, to a maximum of 2 marks</i></p> <p><i>Answer suggesting the pop-up may be caused by malware but does not indicate that the user should install anti-virus, or only suggesting the message is checked for authenticity: 1 mark max</i></p> <p><i>No marks for just saying install anti-virus, must have an explanation</i></p>	2			u2.3(1) u2.4(1)	6
<p><b>Accept answer listing suitable ways of collaborating on the internet on a document: 2 marks</b></p> <p><i>- use online word processor like Microsoft Office web apps or Google docs (or equivalent): 1 mark</i></p> <p><i>- [exchange the document by] email: 1 mark</i></p> <p><i>- use online shared folder/workspace (accept SharePoint or other similar system): 1 mark</i></p> <p><i>- using a shared desktop or web conferencing tool: 1 mark</i></p> <p><i>- use a wiki: 1 mark</i></p> <p><i>or other reasonable answer</i></p> <p><i>Email - must mention attachment, or at least refer to sending documents of information/ideas to award 1 mark</i></p> <p><i>Any of the above up a maximum of 2 marks</i></p>	1		1	u1.1(1) d3.2(1)	

#### Key

Criteria for awarding full marks are in **bold** font.  
Criteria for awarding part marks are in *italic* font.  
Fixed tasks shown with \*\*

**Total marks available:**

**60**

**Pass mark:**

**39**

## Functional Skills Criteria for ICT – Level 2

Key: u= Using f= Finding d=Developing

<b>Skills standards</b>		
<b>Using ICT</b>	<b>Code</b>	<b>Assessment weighting</b>
Plan solutions to complex tasks by analysing necessary stages	u1	
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	u2	
manage information storage to enable efficient retrieval	u3	
<b>Coverage and range</b>		
use ICT to plan and analyse complex or multi-step tasks and activities and to make decisions about suitable approaches	u1.1	20-30%
select and use software applications to meet needs and solve complex problems	u2.1	
select and use a range of interface features and system facilities effectively to meet needs	u2.2	
select and adjust system settings as appropriate to individual needs	u2.3	
respond to ICT problems and take appropriate action	u2.4	
understand the danger of computer viruses and how to minimise risk	u2.5	
manage files, folders and other media storage to enable efficient information retrieval	u3.1	
<b>Finding and selecting information</b>	<b>Code</b>	<b>Assessment weighting</b>
use appropriate search techniques to locate and select relevant information	f1	10-20%
select information from a variety of sources to meet requirements of a complex task	f2	
<b>Coverage and range</b>		
search engines, queries and AND/NOT/OR, >,<,>=,<=, contains, begins with, use of wild cards	f1.1	10-20%
recognise and take account of copyright and other constraints on the use of information	f2.1	
evaluate fitness for purpose of information	f2.2	



<b>Developing, presenting and communicating information</b>	<b>Code</b>	<b>Assessment weighting</b>	
enter, develop and refine information using appropriate software to meet requirements of a complex task	<b>d1</b>	<b>50-70%</b>	
use appropriate software to meet the requirements of a complex data-handling task	<b>d2</b>		
use communications software to meet requirements of a complex task	<b>d3</b>		
combine and present information in ways that are fit for purpose and audience	<b>d4</b>		
evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	<b>d5</b>		
<b>Coverage and range</b>			
apply a range of editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numerical data, charts, graphs or other digital content	<b>d1.1</b>		
process and analyse numerical data	<b>d2.1</b>		
display numerical data in appropriate graphical format	<b>d2.2</b>		
use appropriate field names and data types to organise information	<b>d2.3</b>		
analyse and draw conclusions from a data set by searching, sorting and editing records	<b>d2.4</b>		
organise electronic messages, attachments and contacts	<b>d3.1</b>		
use collaborative tools appropriately	<b>d3.2</b>		
understand the need to stay safe and to respect others when using ICT-based communication	<b>d3.3</b>		
organise and integrate information of different types to achieve a purpose, using accepted layouts and conventions as appropriate	<b>d4.1</b>		
work accurately and check accuracy, using software facilities where appropriate	<b>d4.2</b>		
at each stage of a task and at the task's completion	<b>d5.1</b>		