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Bord Oideachais agus
Oiliúna Chorcaí
*Cork Education and
Training Board*

Cork Education and Training Board

**Programme Module for
Everyday Computer Tasks**

Leading to

**Level 4 FETAC Certificate in
Information Technology Skills 4N1125**

Introduction

This programme module may be delivered as a standalone module leading to certification in a FETAC minor award. It may also be delivered as part of an overall validated programme leading to a Level 4 FETAC Certificate.

The teacher/tutor should familiarise themselves with the information contained in Cork Education and Training Board's programme descriptor for the relevant validated programme prior to delivering this programme module.

The programme module is structured as follows:

1. Title of Programme Module
2. FETAC Component Title and Code
3. Duration in hours
4. Credit Value of FETAC Component
5. Status
6. Special Requirements
7. Aim of the Programme Module
8. Objectives of the Programme Module
9. Learning Outcomes
10. Indicative Content
11. Assessment <ul style="list-style-type: none">a. Assessment Technique(s)b. Mapping of Learning Outcomes to Assessment Technique(s)c. Guidelines for Assessment Activities
12. Grading
13. Learner Marking Sheet(s), including Assessment Criteria

Integrated Delivery and Assessment

The teacher/tutor is encouraged to integrate the delivery of content where an overlap between content of this programme module and one or more other programme modules is identified. This programme module will facilitate the learner to develop language, literacy and numeracy skills relevant to the themes and content of the module.

Likewise the teacher/tutor is encouraged to integrate assessment where there is an opportunity to facilitate a learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module. The integration of the delivery and assessment of level 4 Communications and level 4 Mathematics modules with that of other level 4 modules is specifically encouraged.

Structured communication and teamwork is encouraged between the teacher/tutor delivering this programme module and the language, literacy, numeracy and learning support teacher/tutor, as appropriate, to facilitate the learner in completing the programme module and achieving certification in the award.

1. Title of Programme Module Everyday Computer Tasks
2. Component Name and Code Information Technology Skills 4N1125
3. Duration in Hours 100 in total (Typical learner effort, to include both directed and self-directed learning)
4. Credit Value 10
5. Status This programme module may be compulsory or optional within the context of the validated programme. Please refer to the relevant programme descriptor, Section 9 Programme Structure
6. Special Requirements None
7. Aim of the Programme Module This programme module aims to provide the learner with the knowledge, skills and competence to operate a computer and become proficient in Information Technology skills.
8. Objectives of the Programme Module <ul style="list-style-type: none">▪ To create an awareness of I.T. concepts and technology and the impact of Information Technology on everyday life.▪ To facilitate the learner to organise their files, folders and computer workspace.▪ To enable the learner to develop skills in data entry.▪ To enable the learner to develop word processing skills to perform common tasks.▪ To facilitate the learner to develop the skills to use the Internet and email as an effective communication tool.▪ To assist the learner to develop the language, literacy and numeracy skills related to Information Technology Skills through the medium of the module themes and content▪ To enable the learner to take responsibility for his/her own learning.

9. Learning Outcomes of Level 4 Information Technology Skills 4N1125

Learners will be able to:

1. Explain a range of information technology concepts and terminology to include computer, computer hardware, components, system and application, software, input devices, output devices, data storage devices, bytes, files, folder/directory, drives, memory LAN, WAN, and the Internet
2. Describe the impact of information technology on personal life and working or community life
3. Manage files, folders or directories, using a range of common file management features to include create, rename, delete, copy, move, locate and save to range of drives
4. Use a data entry application to enter data using text, alpha, numeric and special characters to a minimum speed of 15 words per minute.
5. Access a word processing package to open a file, enter and edit text by inserting and deleting characters, words, sentences and paragraphs
6. Format text using a range of format tools to include joining and splitting, line spacing, indentation, justifying and alignment
7. Enhance text using a range of enhancement tools to include bold, underline, italicize, font and font size
8. Edit a block of text using a range of editing tools to include move, copy and delete
9. Navigate specific internet sites through a browser with specific links identified
10. Use a range of functions in a webmail application to create, reply, cc, bcc, and add attachments to email
11. Manage a personal email account to include inbox, read/unread, deleted items, trash, drafts, and contacts/address book
12. Produce an accurate hard copy of a 50—70 word document by proof reading, and using spell check, save and print features
13. Produce a hard copy of specific information located on the internet.

10. Indicative Content

This section provides suggestions for programme content but is not intended to be prescriptive. The programme module can be delivered through classroom based learning activities, group discussions, one-to-one tutorials, field trips, case studies, role play and other suitable activities, as appropriate.

Section 1 : Theory And Concepts/Impact on everyday life

Facilitate the learner to understand that:

Information Technology is a term commonly used to describe the use of computers and computer-related equipment to produce, store, manipulate, print, receive and transmit information in electronic form, whether it is text, pictures, sound, video or other data.

Facilitate the learner to achieve:

- An understanding of the make-up of a personal computer to include:
 - Hardware
 - Software
 - Some of the concepts of Information Technology such as data storage and memory
 - System and Application Software

For Example: Understanding the Make-up of a Personal Computer or Laptop:

- Assist the learner to access an online computer shop, locate a PC/laptop for sale and print the specification offered, assist them to examine the specifications being offered and to understand the most important features to be considered.

They will need to select from a host of options when choosing:

Hardware

- Processor- CPU – the heart of any computer – is responsible for running the operating system and every application you use.
- Explore with the learner why the hard drive is so important

Software – 2 types: Operating Systems Software and Application Software:

- **Operation system Software:** Without this your computer cannot work. Explore with the learner all the functions of the Operating system software such as:
 - Managing memory, looking after security, managing your files, and hardware
 - When buying a computer it normally comes with the Operating system software preloaded. Give examples of Operating System software.

Application Software:

- Designed to help the user perform specific tasks. Does the software include Microsoft Office? These packages allow you to have a word processor and a spread-sheet. For the most users this should be an important consideration. Explain why application software is so important.
- **RAM** – computer memory – Random Access Memory – Explain why RAM is so important and how it works.
- **Byte** – Abbreviation for Binary term. A unit of storage capable of holding a single character.
- **Storage Devices**- are the data storage devices that are used in the computers to store the data. The computer has many types of data storage devices. Some of them can be classified as the removable data Storage Devices and the others as the non-removable data Storage Devices. Give examples of such devices.
- **Input & Output Devices** – The computer is programmed to work on information (data) that is entered by the user. Various devices enable the learner to enter data and other devices allow the user to receive or view data.
- Explain **peripherals**.
- **Input devices:** Allows the user to input information to the computer such as:
 - Mouse – small hand held device
 - Keyboard – Qwerty layout – numeric pad on PCs
 - List and explain others to include, Joystick, Webcam, Digital camera, scanner etc.
- **Output devices:** The computer can output information in various ways
 - **Monitor or Screen** – As the user inputs the information it is visible on the monitor
 - **Printer** – Allows documents produced on the computer to be printed on paper – often referred to as hardcopy or printouts
 - List and explain others to include, Plotter, Speakers, Sound cards, Video cards, etc.

For example:

Facilitate the learner to understand the following terms in relation to Information Technology:

- LAN & WAN
 - Facilitate the learner to understand the difference between.
 - Give examples: Training rooms use LAN
 - Banks may use WAN

- **Internet**

- The Internet is a worldwide network of computers and computer networks that are linked by telecommunications networks. Explain how a user connects to the internet, what equipment is need, explain the difference between, dial-up, broadband and Wi-Fi connections:
- Introduce the learner to the vast amount of information that is available on the internet and how it expands the world around us, explore email, social networking and other areas where people can keep in touch from the comfort of their own homes.

- **Files** – A file on your computer is an organised collection of information. The word “file” is also used to describe information that is stored, used or accessed by someone using a computer. Computer files can be considered as the modern counterpart of the paper file. The instructions the computer needs in order to operate are also called files.

- **Folders** – A folder on the computer is an electronic container which may contain files. Folders on your computer are used to store files in an organised way. Consider the old fashioned filing cabinet. Normally this would be organised with folders – named and organised, perhaps in alphabetical order, with the paper files stored inside, so that files can located again easily. Think of your computer in the same way. Each computer has a large folder called “Documents”. Think of this folder as the filing cabinet- inside it contains the sub-folders named and organised for easy access and the files placed in these folders are the documents you create within the application.

- **Directory/Directories-Folders** on a computer’s hard disk are also referred to as directories. Folders can be stored and organised on the computer’s hard disk into different levels – somewhat like the levels of a family tree.

- Explain root directory and all the other levels.
- Explore with the learner the directory path, for example describing and showing them the location of a file or folder using the address bar accessed through “Computer”. And each level as they access it.

- **Data Protection Act** – Explain the main points of the original Data Protection Act 1988 and the amendments made to the Act more recently in 2003.

Explore with the learner how technology has touched all our lives:

For example:

- In our personal lives people can use the internet to buy goods and services on line without leaving their living room. **Ecommerce**, select examples of such sites and explore with the learner.
- People can also pay bills, use **Internet Banking** from their homes.
- Create accounts with local supermarkets, do their shopping online, delivered to their home.
- Stay in touch with family and friends all over the world for a lot less cost by using the Internet e.g. email and social network sites such as **Facebook**
- Students at all levels can benefit from the advantages of technology – **Elearning**
- Internet and other communication tools allow us to live and work anywhere we like.
- It gives us the opportunity to learn instantly about new jobs, training, volunteer opportunities and what's happening in your field.
- Companies can connect with employees, suppliers and partners around the world.
- It allows companies to employ knowledgeable workers regardless of where they are in the world
- Small companies can connect with customers anywhere.
- Modern computers allow us organise our home accounts and business accounts with ease, filing and storage is far easier in this age of technology
- Explain how the internet has become vital to our lifestyle and to go through life without it will become very difficult especially since we use it every day.

Section 2: Use a Data Entry Application

Assist the learner to practise entering data into a word processing package:

For Example:

- Explain in detail the layout and functions of the keyboard
 - Explaining the keys and their functions in detail
 - Explain the shift key and its function
 - Explain how to access the € sign
- Regular keyboarding practise within the classroom situation.
- Use typed examples containing various key functions for example: numeric data.
- Show and explain where symbols and special characters are accessed

- Explain how to space the document and use punctuation marks correctly
- Explain the show/hide symbol.
- Encourage the learner to access certain websites where their keyboarding skills can be assessed for example: www.learn2type.com
- Encourage the learner to keep a record of their progression and improvement on a regular basis when using such sites as www.learn2type.com

Section 3 Introduction to File Management

Facilitate the learner to:

Manage the files and folders on their computer:

For example:

- Explore the Control panel with the learner, showing them information contained here about the computer they are using, select some options e.g. Display, Date and Time, Printer and System and explain the contents .
- Explain the display options for a drive.
 - Explain the properties of a file and folder and facilitate the learner to access this feature, showing the contents of a folder.
 - Explain file extensions and their significance, and why it is important not to change the file extension
 - Explore with the learner the search options available to him on the computer he is using and how to retrieve/locate a file on a disk
 - Explore the Help and Support option available on your computer and the significance of it

The learner should be able to perform the following tasks:

- Create files and folders: the learner should be able to create and name a file/folder/ on different drives, explain the importance of proper naming and saving of files to allow easy retrieval. Explain sub-folders – folders contained within folders and files saved in the sub or main folders
- The learner should be able to rename a file or folder and explain why this might be necessary.

- The learner should be able to copy a file/folder to a new location
- The learner should be able to move a file/ folder within a folder/location and also to move a file/folder to another folder/location.
- The learner should be able to delete files, explain the recycle bin and how files can be restored from here.
- The learner should be able to save a file to a range of locations using Save and Save As.

Section 4 Using a Word Processing Package

Facilitate the learner to use a Word Processing Package, to include the following:

- Access a word processing package such as MS Word and open an existing file/files,
- **Enter Text:**
 - Open an existing file, make changes to the text (edit) by inserting words and paragraphs (containing at least 50 words) formatted correctly. The new text should contain characters and words.

The learner should be able to:

- **Edit Text:** Edit the text in the following ways:
 - Insert character
 - Insert words
 - Delete character
 - Delete words
 - Delete sentence
 - Delete paragraph
- **Format Text:**
 - Join paragraph
 - Split paragraph
 - Set line spacing
 - Indent first line or first paragraph
 - Align text using – left, centre, right and justification alignment buttons
- **Enhance Text:** Use the word tools to:
 - Make text bold
 - Underlined
 - Italicise

- Change the font type
- Increase or decrease font size
- Change the font colour
- **Edit** a block of text:
 - Move
 - Copy
 - Delete
- The learner must be able use a Spelling and Grammar check, proof reading the document, and save the changes to the document.
- Finally print or obtain a hard copy of the document.

Section 5 Using the Internet and Email

Facilitate the learner to:

Use a Web browser to access the Internet and use an email account:

For example:

Internet -

- Using an Web Browser such as Internet Explorer, log on to the Internet explain to the learner how to search using two options:
- Option **One**:
 - Using a search engine – such as Google – explain search box – how to use key words to locate specific information
 - How to refine your search using parenthesis “” or words like “and” or use signs such as + (plus) to reduce the search results.
- Option **Two**:
 - Access a site using the address bar – type the correct address into the address bar
 - When the site opens – use hyperlinks to redirect you to certain pages within this site or indeed to a new site.
 - For example: You need to obtain information about caring for a baby over six months old:
 - Open the HSE website, www.hse.ie, when the home page opens use the A – Z index link to bring you to the alphabetical list of services, click on the link

that brings you to the information about caring for your baby 6 months to 2 years old.

- All the information you need is displayed here.
- Printing or producing a hard copy of Information from the Internet
- When printing from the Internet to obtain a hard copy of information ensure that you learner are aware of the different print options available to them.
 - Explain –
 - Print All
 - Print Pages
 - Print Selection
 - Print Properties – Paper size, colour, etc.

For Example

Email –

- Explain the difference between a mail programme such as Outlook Express and a web-based email account.
- Facilitate the learner to open an email account with a web based facility such as Google, Hotmail, or Yahoo etc.
- Explain the structure and make-up of an email address and its significance.
 - For example:
 - Each email address must be unique.
 - The username cannot be duplicated
- Encourage the group to send and receive email around the class for practise. Explain cc and bcc to the learners and allow them to see practically how these features work.
- Encourage the learner to reply to received email. Identifying sender's email address, date and time of received email.
- Explore with the learners how saved files, text and pictures can be attached to email and sent.
- Explore with the learners how to manage their email accounts For Example:
 - Inbox – explain the folder – relate it to their post box at home
 - Unread mail – again explain – perhaps relate it to unopened letters from their post box
 - Read mail – like the opened letters from you post box

- Deleted Items – discarded letters – perhaps put into recycle bag – where they can be retrieved.
- Trash – deleted – again can be retrieved within a time frame
- Drafts – like the unsent letter that may not be complete – can be stored in drafts

Organising your contacts/address book – compare it to the address/telephone book at home

11. Assessment

11a. Assessment Techniques

All learning outcomes must be assessed

Examination – Theory 20%

Examination – Practical 80%

Description

Examination – Theory

An examination provides a means of assessing a learner’s ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions.

A theory – based examination assesses the ability to recall, apply and understand specific theory and knowledge.

Examination – Practical

An examination provides a means of assessing a learner’s ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions.

A practical examination assesses specified practical skills demonstrated in a set period of time under restricted conditions.

11b. Mapping of Learning Outcomes to Assessment Techniques

In order to ensure that the learner is facilitated to demonstrate the achievement of all learning outcomes from the component specification; each learning outcome is mapped to an assessment technique(s). This mapping should not restrict an assessor from taking an integrated approach to assessment.

Learning Outcomes	Assessment
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	Technique
1. Explain a range of information technology concepts and terminology to include computer, computer hardware components, system and application software, input devices, output devices, data storage devices, bytes, files, folder/directory, drives, memory, LAN, WAN and the internet	Examination-Theory
2. Describe the impact of information technology on personal life and working or community life	Examination-Theory
3. Manage files, folders or directories using a range of common file management features to include create, rename, delete, copy, move, locate and save to ranges of drives	Examination-Practical
4. Use a data entry application to enter data using text, alpha, numeric and special characters to a minimum of 15 words per minute	Examination-Practical
5. Access a word processing package to open a file, enter and edit text by inserting and deleting characters, words, sentences and paragraphs	Examination-Practical
6. Format text using a range of format tools to include joining and splitting, line spacing, indentation, justifying and alignment	Examination-Practical
7. Enhance a block of text using a range of editing tools to include bold, underline, italicize, font and font size	Examination-Practical
8. Edit a block of text using a range of editing tools to include move, copy and paste	Examination-Practical
9. Navigate specific internet sites through a browser with specific links identified	Examination-Practical
10. Use a range of functions in a webmail application to create, reply, cc, bcc, and add attachments to emails	Examination-Practical
11. Manage a personal email account to include inbox, read/unread, deleted items, trash, drafts, and contacts/address book	Examination-Practical
12. Produce an accurate hard copy of 50 – 70 word document by proof reading, and using spell check, save and print	Examination-Practical
13. Produce a hard copy of specific information located on the internet	Examination-Practical

11c. Guidelines for Assessment Activities

The assessor is required to devise assessment briefs, marking schemes and examination papers, marking schemes and outline solutions for the Examination- Theory and Examination – for Information Technology Skills N1125. In devising the assessment briefs and examination paper, care should be taken to ensure that the learner is given the opportunity to show evidence of achievement of ALL the learning outcomes.

Assessment briefs may be designed to allow the learner to make use of a wide range of media in presenting assessment evidence, as appropriate. Quality assured procedures must be in place to ensure the reliability of learner evidence.

Examination – Theory	20%
The learner should be allowed of 30 minutes to complete this exam.	
<p>The learner will show evidence that he understands and can describe:</p> <ul style="list-style-type: none"> • The basic concepts of Information Technology to include: <ul style="list-style-type: none"> ○ The make- up of a computer and its parts. ○ The two types of Software and the function of each. ○ The difference between hardware and software ○ Name some hardware devices and software devices ○ To understand Input and Output devices and to name some input devices and some output devices ○ To understand the drives on the computer and explain a hard drive and its function. ○ Explain files, folders and directories. ○ Understand memory, bytes, LAN & WAN. ○ Understand and name data storage devices. ○ Understand the Data Protection Act and the amendments made to the original act. • The impact of Information Technology on modern life to include personal, work and community. <ul style="list-style-type: none"> ○ List at least 5 differences where Information Technology has affected our lives. <p>Evidence for this assessment technique may take the form of written, oral, graphic, audio, visual or digital evidence, or any combination of these (select as appropriate). Any audio, video or digital evidence must be provided in a suitable format.</p> <p>All instructions for the learner must be clearly outlined in an examination paper</p>	
Practical Examination	80%
The learner should be allowed 1hour 40 minutes to complete the practical examination for the following:	
<p>Section 2 - Data Entry Section 3 - File Management Section 4 - Word Processing</p>	

Section 5- Internet & Email

Data Entry – Section 2

Input 150 words in 10 minutes – Text must include some numeric data, symbols and special characters. Tutors to supply the text to copy. Should be given to the learner in hard copy.

Calculate errors using the following procedures:

A Penalty of $\frac{1}{2}$ or 0.5 deducted for the following:

- Extra space between words
- 1 space after a full stop
- Incorrect case
- Incorrect punctuation

A penalty of 1 mark deducted for the following:

- Incorrect spelling of a word
- Word omitted
- Extra word inserted
- Word repeated
- Line repeated

A penalty of 2 marks deducted for the following:

- A line of text omitted.

File Management Section 3

Demonstrate an understanding of managing files and folders on a computer

- Demonstrate an understanding of common file management features, namely:
 - Create files/folders
 - Rename files and folders
 - Delete files and folders
 - Move and copy files and folders
 - Locate files and folders
 - Use and understand the properties option within files/folders, be able to state the number of files and folders
 - Use the view option, changing from one view to another, choosing details
 - Save files and folders to a range of drives on your computer

Word Processing – Section 4

Demonstrate an understanding of word processing to include:

- **Edit Text:**
 - **Insert:**
 - Characters

- Words
- Sentence
- Paragraph
-
- **Delete:**
 - Characters
 - Words
 - Sentence
 - Paragraph
- **Format Text:**
 - Join paragraph
 - Split paragraph
 - Set line spacing
 - Indent
 - Justify
 - Left/right align
 - Centre text
- **Enhance Text:**
 - Bold
 - Italicise
 - Underline
 - Font type
 - Font size
 - Font colour
- **Edit block of Text:**
 - Move
 - Copy
 - Delete

The learner must be able to access and use a spell and grammar checks, proof read the document, save to a named location and use the print options available within the training room to obtain a hard copy of the document/s.

It is recommended but not essential that the above tasks be split over several documents.

Internet & Email Section 5

- Demonstrate an understanding of using a search engine to search, refining search and use print selection
- Access a website with a web address
- Navigate around a site using at least 2 hyperlinks
- Locate specific information – Print selection
- Create web based email account
- Send and receive email
- Use cc and bcc correctly
- Send email with attachment
- Print email
- Manage email account – inbox, recognise read and unread mail, manage contacts, identify sender's email address, time and date of received email.
- Archive, delete, retrieve and print retrieved email

Evidence for this assessment technique may take the form of written, oral, graphic, audio, visual or digital evidence, or any combination of these. Any audio, video or digital evidence must be provided in a suitable format.

All instructions for the learner must be clearly outlined in an assessment brief or examination paper.

12. Grading

Distinction: 80% - 100%
Merit: 65% - 79%
Pass: 50% - 64%
Unsuccessful: 0% - 49%

At levels 4, 5 and 6 major and minor awards will be graded. The grade achieved for the major award will be determined by the grades achieved in the minor awards.

Information Technology Skills 4N1125	Learner Marking Sheet 20% Theory
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Learner's Name: _____

Learner's PPSN: _____

Assessment Criteria	Maximum Mark	Learner Mark
<p>Section 1- Information Technology Concepts –</p> <ul style="list-style-type: none"> ▪ Candidates answer a maximum of 20 questions based on Unit 1 & 2 of the Learning Outcomes. ▪ Each question carries a total of a minimum of 1 mark and a maximum of 2 marks for a correct answer ▪ Part of total marks can be allocated for incomplete answers or answers that are not totally correct - at Tutor's discretion. <p>As each question carries a percentage of the total marks- all questions should be attempted.</p> <p>The learner will show evidence that he understands and can describe:</p> <ul style="list-style-type: none"> • The basic concepts of Information Technology to include: <ol style="list-style-type: none"> 1. The make- up of a computer and its parts. 2. The two types of Software and the function of each. 3. The difference between hardware and software 4. Name at least 4 pieces of hardware and 4 pieces of software. 5. To understand Input and Output devices and to name 2 Input devices and 2 output devices. 6. To understand the drives on the computer and explain a hard drive and its function. 7. Explain files, folders and directories. 8. Understand memory, bytes, LAN & WAN. 9. Understand and name data storage devices. 10. Understanding the Data Protection Act and the amendments made to the original act. <p>15 marks allocated to the section above (either 1, or 2 marks for each question)</p> <ul style="list-style-type: none"> • The impact of Information Technology on modern life to include personal, work and community. <ul style="list-style-type: none"> ○ List at least 5 areas where Information Technology has changes our lives <p>5 marks allocated to the section above (1 mark each)</p>	15	
Total Mark	20	

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Assessor's Signature: _____

Date: _____

External Authenticator's Signature: _____

Date: _____

Information Technology Skills 4N1125	Learner Marking Sheet Practical Examination 80%
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Learner's Name: _____

Learner's PPSN: _____

Assessment Criteria	Maximum Mark	Learner Mark
<p>Data Entry – Section 2</p> <p><i>Input 150 words in 10 minutes – Tutor to supply the text to copy</i> <i>Note: Text must include: some numeric data, characters and special symbols.</i></p> <p>Calculate errors using the following procedures: Deduct marks for errors as shown below:</p> <p>A Penalty of $\frac{1}{2}$ or 0.5 is deducted for the following:</p> <ul style="list-style-type: none"> • Extra space between words • 1 space after a full stop • Incorrect case • Incorrect punctuation <p>A penalty of 1 mark deducted for the following:</p> <ul style="list-style-type: none"> • Incorrect spelling of a word • Word omitted • Extra word inserted • Word repeated • Line repeated <p>A penalty of 2 marks deducted for the following:</p> <ul style="list-style-type: none"> • A line of text omitted. <p style="text-align: right;">Total</p>	<u>20</u>	
<p>File Management Section 3</p> <ul style="list-style-type: none"> • Demonstrate an understanding of managing files and folders on a computer • Demonstrate an understanding of common file management features : <ul style="list-style-type: none"> • Create files/folders 2 • Create a folder directory to include at least 1 main folder and 2 sub-folders 2 • Rename files and folders 2 • Delete files and folders 2 • Move files and folders 2 • Copy files and folders 2 	2 2 2 2 2 2	

<ul style="list-style-type: none"> • Locate files and folders • Use and understand the properties option within files/folders, be able to state the number of files and folders • Use the view option, changing from one view to another, choosing details • Save files and folders to a range of drives on your computer <p style="text-align: right;">Total</p>	<p>2</p> <p>2</p> <p>2</p> <p>2</p> <p><u>20</u></p>	
<p>Word Processing – Section 4</p> <ul style="list-style-type: none"> • Demonstrate an understanding of Word Processing to include: <ul style="list-style-type: none"> ○ Open existing document ○ Key in Text – at least 50 words (deduct ½ mark per error – max 6 errors) ○ Edit Text: Insert and Delete: Characters, words, sentence and paragraph. (8 amendments – ½ mark each) ○ Format Text: Join and split paragraphs, set line spacing, Indents, and all 4 alignment options. (8 amendments ½ mark each) ○ Enhance Text: Use Bold, underline, italics, Font: size, type and colour options. (6 amendments ½ mark each) ○ Edit block of Text: Move, copy and delete. ○ Use Spell and Grammar, proof read to check if correct ○ Save and print <p style="text-align: right;">Total</p>	<p>1</p> <p>3</p> <p>4</p> <p>4</p> <p>3</p> <p>3</p> <p>1</p> <p>1</p> <p><u>20</u></p>	
<p>Internet & Email Section 5</p> <p>Internet 10 marks</p> <p>Email 10 marks</p> <p>Demonstrate an understanding of using the internet to search, refining search and make print selections.</p> <ul style="list-style-type: none"> • Use a Search engine to locate specific information- refining and using links • Access a website with a web address – • Navigate around a site using at least 2 hyperlinks • Locate specific information - • Print – Selection – page, etc. <p>Demonstrate an understanding of using a web based email facility previously created in class</p> <ul style="list-style-type: none"> • Send and receive email, using cc and bcc correctly • Send email with attachment 	<p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>	

<ul style="list-style-type: none"> • Print email • Manage email account – inbox, recognise read and unread mail, manage contacts, identify senders address, and date and time of received email. • Archive, delete, retrieve and print retrieved email 	2 2 2	
Subtotal	20	
Total Marks	80	

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Assessor's Signature: _____

Date: _____

External Authenticator's Signature: _____

Date: _____