



Sample Mark Scheme: P000289

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 and send email	8	15	45
		Activity B: Find information from the Internet	8	25	
		Activity C: Organise files	2	5	
Part B	2	Work on survey data	23	60	105
	3	Create a poster	13	30	
	4	Answer written questions	6	15	
			60	150	150

Part A – Question 1 Activity A: Receive and send email	Max Mark Using	Max Mark Finding	Max Mark Dev.	*C & R	Total Marks
Email application used: 1 mark			1	d3.1(1)	8
Attachment saved: 1 mark <i>"welcome letter.doc" saved to computer: 1 mark</i>			1	d3.1(1)	
Email created: 2 marks <i>Address is peter.smith@gardenbirdcharity.org.uk (no mark for default Mr Smith): 1 mark</i> <i>Subject line and message appropriate, (must have a close - name or 'thanks' etc.): 1 mark</i>			2	d3.1(1) d3.3(1)	
New email contact added with correct details: 4 marks <i>Created contact: 1 mark</i> <i>Name (Peter Smith amended/added (not Mr Smith): 1 mark</i> <i>Email address added: 1 mark</i> <i>Job added - Charity Manager: 1 mark</i>	1		3	u2.2(1) d3.2(2) d5.1(1)	
Activity B: Find information from the Internet					
File created/edited to hold search results: 1 mark <i>File created with appropriate name and contains search results: 1 mark**</i>	1			u2.1(1)	8
Required information found: 0-4 marks <i>Reasons why the song thrush is in decline: 0-3 marks</i> <i>change(s) in environment: 1 mark</i> <i>change(s) in farming: 1 mark</i> <i>[more] pesticides: 1 mark</i> <i>[more] predators: 1 mark</i> <i>less/lack of food : 1 mark</i> <i>fewer/lack of nesting sites/habitat : 1 mark</i> <i>intensive farming methods/agricultural intensification: 1 mark</i> <i>loss of hedgerows/ditches/soft or damp ground: 1 mark</i> <i>increased land drainage/tillage: 1 mark</i> <i>less pasture/woodlands: 1 mark</i> <i>few/fewer fledglings surviving: 1 mark</i> <i>less cover for nest sites: 1 mark</i> <i>harder ground (difficult to get food): 1 mark</i> <i>Also credit answers which state that numbers have levelled off/stabilised: 0-2 marks</i>		4	f2.2(4)		

<p>Any of the above to a maximum of 3 marks</p> <p>Website address of their source given: 1 mark (this could be the rspb http://www.rspb.org.uk, but must be clear that this was their source)</p>					
<p>Appropriate search queries: 0-3 marks Search terms must be identified as such, or clear that it is not a title to their work.</p> <p><i>Reasons why song thrushes are in decline in the UK: 0-2 marks</i></p> <ul style="list-style-type: none"> - [reasons for] decline [of] song thrush[es]: 2 marks - song thrush[es]: 1 mark only - RSPB (or full name): 1 mark <p>Website address Website address of the Royal Society for the Protection of Birds (RSPB): 1 mark</p>		3		f1.1(3)	
Activity C: Organise files					
<p>Suitable folders created: 0-2 marks Folders created to hold files, organisation is logical/intuitive, and folder names reflect file types (i.e. images, data files, documents or similar): 2 marks</p> <ul style="list-style-type: none"> - folders created but non-intuitive structure or naming convention does not reflect file types: 1 mark <p>(Do not award a mark if created one folder for their work only - the task was to create folders to allow organisation)</p>	2			u3.1(2)	2

Part B Question 2: Work on survey data	Max Mark Using	Max Mark Finding	Max Mark Dev.	*C & R	Total Marks
<p>Required formulae correctly implemented: 8 marks</p> <p>Average count for each bird over the 6 year period: 0-4 marks</p> <p><i>Formula (=AVERAGE) correctly used to calculate average for at least one bird over the 6 year period: 2 marks</i></p> <p><i>- AVERAGE formula used but error(s) in range, or used =sum(range)/x: 1 mark</i></p> <p><i>Formula correctly replicated (allow FT) for all birds (do not allow if in wrong place/wrong direction): 2 marks</i></p> <p><i>- some correct replication but some errors: 1 mark</i></p> <p><i>Max 1 mark if averaged each year rather than each bird.</i></p> <p>Total count for all birds each year: 0-4 marks</p> <p><i>Formula (SUM function) correctly used to calculate total for at least one year: 2 marks</i></p> <p><i>- formula used but error(s) in formula: 1 mark</i></p> <p><i>Used =sum(B2+C2+D2 etc.): 0 marks</i></p> <p><i>Formula correctly replicated for all years (do not allow if in wrong place/wrong direction): 2 marks</i></p> <p><i>- some correct replication but some errors: 1 mark</i></p> <p><i>Max 1 mark if totalled each bird rather than year</i></p>	2		6	u1.1(1) d2.2(1) d2.1(5) d5.1(1)	23
<p>Appropriate formatting: 0-3 marks</p> <p><i>All main title/column headings (e.g. larger, bold, shaded): 1 mark</i></p> <p><i>All titles and data values shown fully, e.g. by increasing column width: 1 mark</i></p> <p><i>All data formatted as 0 decimal places: 1 mark</i></p> <p>See "Task 4 Exemplar" in this mark scheme</p>			3	d1.1(3)	
<p>Line or column chart produced showing the data for house sparrow, starling, blackbird and song thrush: 0-12 marks</p> <p>Evidence that data has been sorted descending by 2013 bird count: 0-3 marks</p>	1		11	u2.2(1) d1.1(3) d2.2(5) d2.4(3)	

<p>All data sorted by the 2013 count (column G), and all columns correctly sorted: 3 marks</p> <p>Ascending order by 2013 column: 2 marks</p> <p>Sorted all data but by incorrect column, ascending or descending: 1 mark</p> <p>Some data sorted, not all columns correct: 0 marks</p> <p>Line or column chart correctly produced: 0-4 marks</p> <p>Chart plots data for house sparrow, starling, blackbird and song thrush ONLY across 6 years: 4 marks (allow FT)</p> <p>Chart plots data for house sparrow, starling, blackbird BUT OMITTS song thrush: 2 marks max</p> <p>Chart plots data for all birds across 5 years: 2 marks max</p> <p>Wrong data plotted, or data not plotted for all years, or chart does not convey required information: 1 mark max</p> <p>Axes labels in a text box, but chart otherwise correct: 3 marks max</p> <p>Titles and legend clearly identify chart elements: 0-3 marks</p> <p>Main title appropriate: 1 mark</p> <p>X-axis AND Y-axis titles: 1 mark</p> <p>Legend: 1 mark</p> <p>(Allow FT for titles/legend if suitable for data but incorrect data plotted)</p> <p>Data labels shown on song thrush series, clearly readable: 0-2 marks</p> <p>Data labels on all points on song thrush series and all clear (i.e. shown above the data points, see exemplar): 2 marks</p> <p>Some data labels and/or not all not clear: 1 mark max</p> <p>Labels on all data series: 1 mark max</p> <p>See "Task 4 Exemplar Tab" in this mark scheme</p>					
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Question 3: Create a poster	Max Mark Using	Max Mark Finding	Max Mark Dev.	*C & R	Total Marks
One A4 page, landscape orientation: 1 mark <i>2 or more pages, or portrait - 0 marks</i>			1	d1.1(1)	13
Poster content: 0-3 marks <i>Information provided in poster.doc retained (see "Task 5 exemplar" in this mark scheme to view information provided): 1 mark</i> <i>Includes chart from Activity 4, suitably positioned: 1 mark</i> <i>Includes explanation of chart, with reference to trend: 1 mark</i>	1		2	u1.1(1) d4.1(2)	
Fit for purpose: 0-5 marks <i>Appropriate fonts and text sizes used for easy reading: 0-2 marks</i> <i>Layout and white space used effectively, making use of the whole page: 1 mark</i> <i>Colour and/or other formatting used appropriately: 1 mark</i> <i>Image appropriately positioned and sized (to be awarded this mark candidates must have resized the image supplied in poster.doc): 1 mark</i>			5	d1.1(3) d4.1(2)	
Information presented in logical sequence with key information highlighted: 0-2 marks <i>Key information highlighted: 1 mark</i> <i>Information presented in a logical sequence: 1 mark</i>			2	d4.2(1) d5.1(1)	
Information presented in logical sequence with key information highlighted: 0-2 marks <i>Key information highlighted: 1 mark</i> <i>Information presented in a logical sequence: 1 mark</i>			2	d4.2(1) d5.1(1)	
Correct footer text entered: 0-2 marks <i>Document has footer: 1 mark</i> <i>Footer contains name and candidate number: 1 mark</i>	1		1	u2.3(1) d5.1(1)	

Question 4: Answer written questions	Max Mark Using	Max Mark Finding	Max Mark Dev.	*C & R	Total Marks
<p>Answer explaining it allows you to change the system time, date, and time zone: 3 marks</p> <ul style="list-style-type: none"> - <i>set/control/change system/computer time: 1 mark</i> - <i>set/control/change date: 1 mark</i> - <i>set/control/change time zone: 1 mark</i> <p><i>Expect reference to change/set. For view date/time/time zone: 1 mark only for all three</i></p>	3			u2.2(1) u2.3(2)	
<p>Accept answer listing collaborative tools/ collaborative working practices: 3 marks</p> <ul style="list-style-type: none"> - <i>email (only if mentions attachments or sending ideas/info): 1 mark</i> - <i>wiki: 1 mark</i> - <i>Google docs (or equivalent): 1 mark</i> - <i>blogs (with some detail, private or restricted, commenting on or contributing to): 1 mark</i> - <i>shared workspace/filespace/SharePoint/repository/etc.: 1 mark</i> - <i>calendar tools: 1 mark</i> - <i>collaborative project management tools: 1 mark</i> - <i>shared desktop: 1 mark</i> - <i>web/video conferencing: 1 mark</i> <p><i>or other reasonable answer</i></p> <p><i>Any of the above up a maximum of 3 marks</i></p> <p><i>Do not accept social media, unless explained as using private groups/forum</i></p>			3	u3.2(3)	6

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

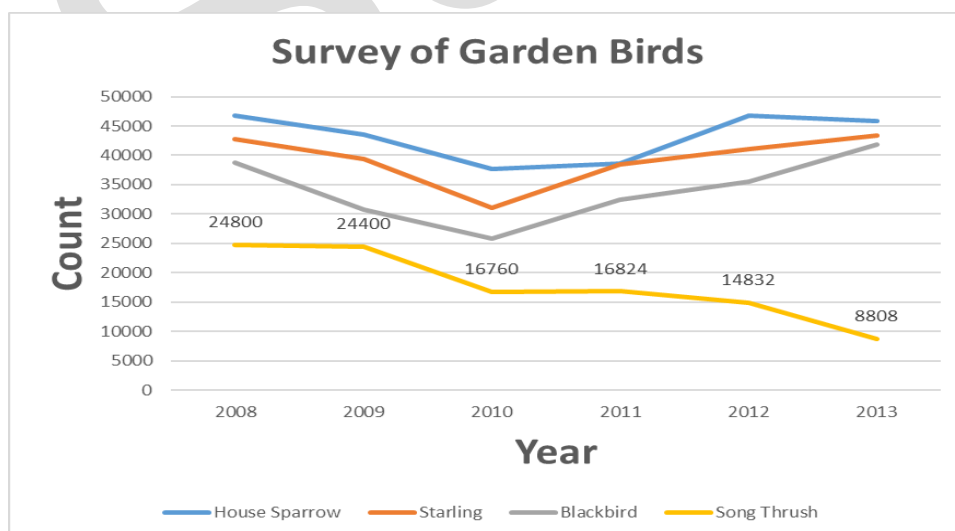
Key: u= Using f= Finding d=Developing

Skills standards		
Using ICT	Code	Assessment weighting
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	
Coverage and range		
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	
Finding and selecting information	Code	Assessment weighting
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	
Coverage and range		
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	

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

Exemplar

Survey of Garden Birds							
	2008	2009	2010	2011	2012	2013	Average
House Sparrow	46,792	43,575	37,729	38,579	46,760	45,857	43,215
Starling	42,780	39,375	31,008	38,394	41,012	43,309	39,313
Blackbird	38,692	30,723	25,824	32,402	35,558	41,810	34,168
Blue Tit	34,252	32,703	26,720	31,402	32,965	39,339	32,897
Chaffinch	27,964	24,577	18,785	23,392	26,751	28,591	25,010
Woodpigeon	21,398	20,397	16,182	18,265	20,443	22,033	19,786
Goldfinch	17,129	16,277	12,067	15,647	16,099	19,479	16,116
Great Tit	16,917	14,655	13,534	14,404	15,719	17,705	15,489
Robin	16,272	15,591	11,518	12,826	15,229	17,564	14,833
Long tailed tit	15,216	13,236	10,198	13,058	13,443	15,015	13,361
Collared Dove	15,850	12,752	10,791	11,806	14,694	14,553	13,408
Dunnock	12,405	10,045	9,136	10,049	12,675	12,733	11,174
Magpie	8,968	7,958	7,063	9,271	8,773	11,393	8,904
Greenfinch	8,156	8,104	6,211	8,066	7,799	9,500	7,973
Song Thrush	24,800	24,400	16,760	16,824	14,832	8,808	17,737
Coal Tit	7,613	7,930	6,485	7,288	8,032	8,592	7,657
Jackdaw	6,366	6,097	5,050	5,382	6,621	6,443	5,993
Wren	3,215	2,624	2,560	2,556	2,978	3,362	2,883
Siskin	1,633	1,405	1,341	1,600	1,558	1,957	1,582
Great spotted woodpecker	1,938	1,835	1,431	1,667	1,941	1,926	1,790
Nuthatch	1,607	1,332	1,120	1,311	1,424	1,856	1,442
Tree sparrow	1,779	1,648	1,426	1,604	1,575	1,783	1,636
Bullfinch	1,513	1,580	1,186	1,400	1,694	1,725	1,516
Pied wagtail	1,535	1,435	1,168	1,206	1,585	1,658	1,431
Fieldfare	1,495	1,282	1,082	1,260	1,541	1,466	1,354
Blackcap	1,343	1,252	943	1,157	1,203	1,350	1,208
Jay	1,178	1,121	923	1,019	1,032	1,315	1,098
Redwing	1,029	875	758	802	1,020	1,026	918
Redpoll	540	476	436	466	546	644	518
Total	380,375	345,260	279,435	323,103	355,502	382,792	



Note for markers

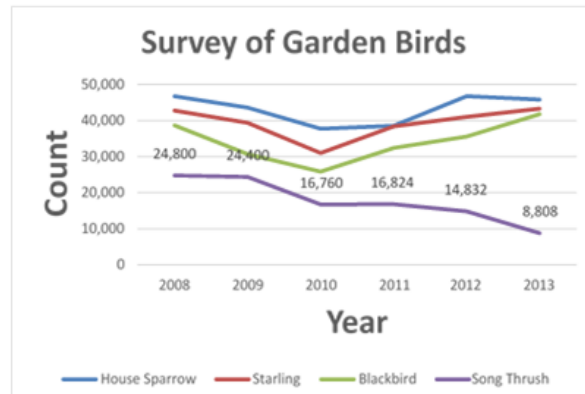
Exemplar work is given only for guidance. It should not be viewed as indicating the only correct solution. A learner's work may differ significantly from the example, particularly where judgement is required, e.g. appropriate formatting and layout, but be worthy of full marks.

Exemplar

GardenBirdCount

For the last 5 years, we've been asking people to count the birds in their garden or local park, and every year, you spot around 400,000 birds. If you like birds, then take part in GardenBirdCount. It is your chance to do something that really counts. All you need is a pencil, a notepad, and an hour to spend watching the birds in your garden. Simply count the number of each bird species seen in your garden in one hour, note it down on your notepad, and come to our website to tell us what you saw.

Decline of the Song Thrush



Our survey shows that song thrushes are in decline in the UK, as shown in the graph above. This may be caused by a lack of food and lack of nesting sites. Modern intensive farming methods maybe to blame for this.

www.gardenbirdcount.org.uk

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