Entry 3 - Unit 7 - Producing Charts (3 credits)

Relevant LINKS

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Handbook home page **[2]**

Bronze 3 unit 4 **[3]**

Assessor's guide to interpreting the criteria

General Information

- Bronze 3 is the same as Entry Level 3 in the Qualification Credit Framework. It is mapped to the National curriculum at levels 3 and 4.
- The definition of an entry level qualification is to recognize basic knowledge and skills and the ability to apply learning in everyday situations under direct guidance or supervision. Learning at this level involves building basic knowledge and skills and is not geared towards specific occupations.
- The criteria are designed to provide opportunities to promote numeracy, literacy and social skills as well as ICT capability and are fully compatible with the UK National Curriculum programmes of study with some strengthening of important contemporary issues related to open systems providing support for PLTS and citizenship.
- Bronze 3 is designed to promote a wider range of participation by providing a progression pathway from Bronze 2 to Level 1 in the QCF and from national curriculum levels 3 and 4 to level 5.
- The specification for the Entry Level 3 certificate provides an outcome framework for assessment and is not intended to dictate any particular context for learning and so can be used with young children or adults.

Requirements

- Standards must be confirmed by a trained Bronze Assessor or higher
- Assessors must at a minimum record assessment judgements as entries in the on-line mark book on the INGOTs.org certification site
- It is expected that there will be routine evidence of work used for judging assessment outcomes in the candidates' records of their day to day work. Samples should be available at the annual visit and/or by video conference.
- Different approaches to learning will be required in order to match differing needs, for example, the needs of children will be different from the needs of adults with learning disabilities.
- Completing the criteria for this unit entitles the candidate to the Award of the Entry level 3 Unit . In general, the candidate should demonstrate that criteria related to co-operative behaviour can be sustained over time.

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- We expect at least 15 hours of guided study to be under-taken before this Unit Award is made to those new to computers but discretion can be used to take account of prior learning where this is sensible in individual cases. In terms of making the award, what matters is outcomes.

- Certificates must be printed on INGOT logo template paper for which there is a charge of 50p per template

Assessment Method

Assessors can use the criteria to determine levels of prior learning through dialog with the candidate, direct observation and any other appropriate and relevant evidence. They can score each of the criteria "L", "S", "H". An "N" indicates no evidence and this is the default setting. "L" indicates some capability but some help still required and the candidate is not secure with that particular criterion. "S" indicates secure mastery of the criterion. "H" indicates that the candidate is operating beyond the basic requirements of the criterion. If all criteria are matched with "S" or "H" the unit is passed. All criteria must be at least "S" for a pass.

Expansion of the assessment criteria

The Entry 3 learner will be becoming increasingly capable of making use of skills, knowledge and understanding to carry out simple structured tasks and activities with occasional guidance and intervention. Learners for this unit need to demonstrate a reasonable level of skills in basic creation and manipulation of charts. They should demonstrate how to use data to make charts and also what charts are best suited to different purposes. While support and guidance are still needed they will demonstrate increasing capability of working self-sufficiently with simple structured tasks.

A**n activity will typically be 'structured' when:**

* there are several steps that need to be sequential; and
* the learner has opportunities to practice the sequence or clear guidance is provided.

1. The learner will be able to follow recommended safe practices

1.1 I can use equipment safely, e.g. arrange hardware, cables, adjust seating, lighting, avoid hazards, take breaks

The candidate should show practical attention to basic ergonomics and safety.

Evidence: Assessor observations

Additional information and guidance

Working environments need to be safe and secure at all times and candidates need to demonstrate their awareness and understanding of the risks and how to minimise them as much as possible.

2. The learner will be able to start up computer systems

2.1 I can switch on a computer and monitor safely

The candidate should show practical skills in using their basic equipment.

Evidence: Assessor observations

Additional information and guidance

Candidates will know how to turn on both the computer and the monitor and check they are working as expected.

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2.2 I can open software applications e.g. word processing, data handling etc.
The candidate should be able to locate and open the main software packages.

Evidence: Assessor observations

Additional information and guidance

Candidates should be capable of finding the main applications for tasks such as word processing and be able to open them in the correct way.

3. The learner will be able to use a data handling package to create charts

3.1 I can use hardware e.g. keyboard, mouse
The candidate should show practical skills with the main input devices.

Evidence: Assessor observations

Additional information and guidance

Working comfortably and the correct way with the principle input devices.

3.2 I can use software
The candidate should be able to use the required software.

Evidence: Assessor observations

Additional information and guidance

In this case, it is likely to be spreadsheet software. Whatever the instance, the candidate should show that they know how to use the software.

3.3 I can show that I know that different software applications can produce charts e.g. spreadsheets and graphing packages
The candidate should show understanding of application purposes.

Evidence: Assessor observations

Additional information and guidance

Charts are very specific elements and are not achievable without specialised software.

4. The learner will be able to enter and select data

4.1 I can key in text and numbers
The candidate should show practical skill in data entry.

Evidence: Assessor observations

Additional information and guidance

Graphs will require numbers as the data entry, but also text abased entry to name them and identify the different coordinates.

4.2 I know the importance of accuracy
The candidate should demonstrate an appreciation of the importance of entering accurate data.

Evidence: Assessor observations

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Additional information and guidance

A graph or chart is just a representation of data and used for more visual interpretations, however, if the data is not entered accurately, then the chart will also be inaccurate and of little real value. Candidates should show that they appreciate this and are extra careful when entering the data.

4.3 I can select the required data
The candidate should show an appreciation of the data they need.

Evidence: Assessor observations

Additional information and guidance

Candidates will generally be guided in the data required, but they should demonstrate that they know what is the correct data, or at least understand where data does not seem to fit what is required as it is beyond the expected range or has inappropriate levels.

5. The learner will be able to create charts appropriate to the data set

5.1 I can create pie charts, bar/column charts and line charts
The candidate should be able to use the appropriate charts for the data.

Evidence: Assessor observations

Additional information and guidance

Different charts are used for different types of data or for different effects. Pie charts are useful for showing the percentage of use of different elements, in budgets for example. Bar and column charts are useful for looking at changes in data across a range, such as a chart showing the temperature difference across a year. Line charts are useful for showing patterns and changes, such as showing the spending of different countries on something like welfare.

5.2 I know that pie charts show the proportion of the individual items within the whole data set
The candidate should show the correct creation of a pie chart.

Evidence: Assessor observations

Additional information and guidance

This criterion would lend itself to a set task.

5.3 I know that bar/column charts compare individual data items
The candidate should show the correct creation of a bar/column chart.

Evidence: Assessor observations

Additional information and guidance

This criterion would lend itself to a set task.

5.4 I know that line charts show continuously changing data
The candidate should show the correct creation of a line chart.

Evidence: Assessor observations

Additional information and guidance

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This criterion would lend itself to a set task.

6. The learner will be able to attach headings and other labels to charts

6.1 I can add headings to identify chart content

The candidate should show the ability to add headers to their charts.

Evidence: Assessor observations

Additional information and guidance

The charts will be relatively clear in showing what they represent, but a clear and unambiguous heading will help in the overall understanding and impression created.

6.2 I can add labels and percentage values to identify pie chart sectors

The candidate should show skill in correct labeling.

Evidence: Assessor observations

Additional information and guidance

Pie charts may have data which is quite close in terms of numbers so hard to determine in size, particularly in the case of percentages. Candidates should be able to add labels to pie sections so that viewers can see the exact differences as this will be important.

6.3 I can add axis labels to bar/column and line charts

The candidate should show skill in correct labeling.

Evidence: Assessor observations

Additional information and guidance

With bar/column and line charts, it is important for the viewer to know what the different axes on the chart represent. The candidates should be able to label the *x* and *y* axes for this purpose.

7. The learner will be able to save, print and close documents

7.1 I can save documents

The candidate should show practical skills in saving charts or spreadsheets.

Evidence: Assessor observations

Additional information and guidance

Candidates need to be able to save their work for future use.

7.2 I can print documents

The candidate should show practical skills in printing charts or documents.

Evidence: Assessor observations

Additional information and guidance

Candidates needs to be able to print documents from a spreadsheet software, but also be able to select individual charts or sheets as well.

7.3 I can close documents

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The candidate should show practical skills in closing their work.

Evidence: Assessor observations

Additional information and guidance

Candidates need to be able to save their work when complete. They should, though not part of this criterion it is part of others, be able to name it appropriately so that they can find it at a later date.

Moderation/verification

The assessor should keep a record of assessment judgements made for each candidate and make notes of any significant issues for any candidate. They must be prepared to enter into dialog with their Account Manager and provide their assessment records to the Account Manager through the on-line mark book. They should be prepared to provide evidence as a basis for their judgements should it be required by the Principal Assessor or their Account Manager/external moderator. Before authorising certification, the Account Manager must be satisfied that the assessors judgements are sound.

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Links
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