

The following should be used as a guide as to how you can produce evidence that will fulfil the criteria of Key Skills IT Level 3.

Ref	Component	Assessment criteria	Assessment evidence	Student activity
IT3.1 i	Plan and use different sources to search for, and select, information required for two different purposes	Plan how to obtain and use the information required to meet the purpose of your activity	<ul style="list-style-type: none"> <li>▪ Clear planning process</li> <li>▪ Effective searches for finding and selecting relevant information from IT and other sources</li> <li>▪ Relationship between the information and the purpose should be clear</li> </ul>	<p>Compare the advantages and limitations of different sources of information, eg</p> <p><i>Databases</i></p> <p><i>Internet</i></p> <p><i>Material to be scanned</i></p> <p><i>Files on Disk</i></p> <p><i>CD-ROMs</i></p> <p>Select those suitable for your purpose, eg</p> <p><i>Obtain views of others</i></p> <p><i>To produce financial data</i></p> <p><i>Product information</i></p> <p><i>Multi-media presentation</i></p>
ii		Choose appropriate sources and techniques for finding information and carry out effective searches	<ul style="list-style-type: none"> <li>▪ Evidence of at least one example of using IT to carry out effective searches</li> <li>▪ Sources must be named and records made of the scope and nature of the searches</li> </ul>	<p>Appropriate sources, eg</p> <p><i>Database query techniques</i></p> <p><i>Internet search engines</i></p> <p>Effective searches, eg</p> <p><i>Multiple criteria including relational operators such as less than/greater than, and logical criteria such as AND/OR/NOT conditions</i></p>
iii		Make selections based on judgements of relevance and quality	<ul style="list-style-type: none"> <li>▪ Assessment of the relevance and quality of the information gained, eg</li> </ul> <p><i>Annotated print outs</i></p> <p><i>Copies of source material</i></p> <p><i>Recorded answers to questionnaire</i></p>	<p>Eg</p> <p><i>Your own and others views on accuracy and reliability of content</i></p>
IT3.2 i	Explore, develop and exchange information, and derive new information, to meet two different purposes	Enter and bring together information in a consistent form, using automated routines where appropriate	<ul style="list-style-type: none"> <li>▪ Students should demonstrate some control of automated routines, which assist the process of developing information, when bringing together items from different sources (which may include text, images and/or numbers)</li> </ul>	<p>Enter and bring together information in a consistent form, eg</p> <p><i>Lists</i></p> <p><i>Tables</i></p> <p><i>Frames</i></p> <p><i>Types of images</i></p> <p><i>Automated routines, eg</i></p> <p><i>Macros</i></p> <p><i>Icons</i></p> <p><i>Database query and report routines</i></p> <p><i>Validation for database entries</i></p>
ii		Create and use appropriate structures and procedures to explore and develop information and derive new information	<ul style="list-style-type: none"> <li>▪ Evidence that the student can create appropriate structures and procedures for:</li> </ul> <p>Exploring information;</p> <p>Developing information;</p> <p>Deriving new information;</p> <p>In any one activity the relative emphasis given to the three aspects of information handling may vary</p>	<p>Create and use structures and procedures, eg</p> <p><i>Sort and group information</i></p> <p><i>Use mail-merge</i></p> <p><i>Analyse and interpret numerical data using spreadsheet software</i></p> <p><i>Generate graphs and charts</i></p> <p>Explore information, eg</p> <p><i>Design and develop lines of inquiry</i></p> <p><i>Change values and rules in a model to make predictions and test hypothesis</i></p> <p>Derive new information, eg</p> <p><i>Evaluate information from different sources to reach and justify a</i></p>

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				<i>conclusion</i> Use facilities to calculate or deduce results
iii		Use effective methods of exchanging information to support your purpose	<ul style="list-style-type: none"> <li>▪ Evidence of at least one example of IT to exchange information must be provided</li> <li>▪ Different forms of exchange are acceptable in undertaking other activities, where candidates have limited opportunities for using IT for this purpose</li> <li>▪ Records of the exchange should be available</li> </ul>	<i>Eg</i> <i>Email</i> <i>Shared access documents</i> <i>Collaborate development of information</i>
IT3.3	Present information from two different sources for two different purposes and audiences	Develop the structure and content of your presentation using the views of others, to guide refinements	<ul style="list-style-type: none"> <li>▪ Students should show that they can develop the structure and content of the presentation in consultation with others (eg provide copies of working drafts or records of screen displays, with notes showing where the work was refined in response to advice from others)</li> </ul>	Develop the structure of your presentation, eg <i>Modify templates and paragraph styles</i> <i>Apply automatic referencing facilities such as page numbers, dates and file names</i> Use the views of others, eg <i>Obtain feedback on content, layout, format, style</i> Develop and refine presentation, eg <i>Improve impact by changing format or layout</i> <i>Combine information</i> <i>Overlay images on text</i>
ii		Present information effectively, using a format and style that suits your purpose and audience	<ul style="list-style-type: none"> <li>▪ Present information that is appropriate to its purpose and audience. The audience could be a peer group, line manager or a tutor. At least one example of text, graphics and numbers must be presented. Text styles should be applied systematically.</li> </ul>	<i>Eg</i> <i>Compare paper based, single form, mixed form, and multi-media presentations and choose the most suitable one available</i>
iii		Ensure your work is accurate and makes sense	<ul style="list-style-type: none"> <li>▪ Evidence that you have checked the work for both accuracy and sense.</li> </ul>	<i>Eg</i> <i>Proof read</i> <i>Use a spell checker</i> <i>See the views of others</i>