

# Functional skills standards

Speaking and listening: Entry 1–2

Level	Skill standard	Coverage and range	
Entry 1	Participate in and understand the main points of simple discussions/ exchanges about familiar topics with another person in a familiar situation.	<ul style="list-style-type: none"> <li>• understand the main points of short explanations and listen for specific information</li> <li>• follow instructions</li> <li>• respond appropriately to comments and requests</li> <li>• make contributions clearly, to be heard and understood</li> <li>• ask questions using appropriate terms to obtain specific information</li> </ul> <p><b>when listening, talking and discussing in familiar situations.</b></p>	
Entry 2	Participate in discussions/ exchanges about familiar topics, making active contributions with one or more people in familiar situations.	<ul style="list-style-type: none"> <li>• listen for and identify the main points of short explanations and instructions</li> <li>• speak clearly to be heard and understood</li> <li>• express simply one's own feelings and opinions and understand those expressed by others</li> <li>• express clearly statements of fact, short accounts and descriptions</li> <li>• ask and respond to straightforward questions</li> <li>• follow the gist of discussions and make appropriate contributions</li> </ul> <p><b>when listening and talking and discussing in familiar situations.</b></p>	

Speaking and listening: Entry 3 – level 1

Level	Skill standard	Coverage and range	
<p><b>Entry 3</b></p>	<p>Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges.</p>	<ul style="list-style-type: none"> <li>• use techniques to clarify and confirm understanding</li> <li>• give own point of view and listen to and respond appropriately to others' points of view</li> <li>• use formal and informal language as appropriate</li> <li>• follow the main points of discussions and make relevant contributions, respecting others' turn-taking rights</li> </ul> <p><b>in familiar formal and informal exchanges and discussions.</b></p>	
<p><b>Level 1</b></p>	<p>Take full part in formal and informal discussions/exchanges.</p>	<ul style="list-style-type: none"> <li>• make relevant contributions to discussions, responding appropriately to others</li> <li>• prepare for and contribute to formal discussion of ideas and opinions</li> <li>• be flexible in discussion, making different kinds of contributions</li> <li>• present information/points of view clearly and in appropriate language</li> </ul> <p><b>in formal and informal exchanges and discussions.</b></p>	

## Speaking and listening: level 2

Level	Skill standard	Coverage and range	
Level 2	Make a range of contributions to discussions and make effective presentations in a wide range of contexts.	<ul style="list-style-type: none"><li>• listen to complex information and give a relevant, cogent response in appropriate language</li><li>• present information and ideas clearly and persuasively to others</li><li>• adapt contributions in discussions to suit audience, purpose and situation</li><li>• make significant contributions to discussions, taking a range of roles and helping to move discussion forward to reach decisions</li></ul> <b>in a wide range of contexts, including those that involve others who are unfamiliar.</b>	

## Reading: Entry 1–3

Level	Skill standard	Coverage and range	
Entry 1	Read and understand short, simple texts.	<ul style="list-style-type: none"> <li>• understand short texts on familiar topics and experiences</li> <li>• read and understand simple, regular words <b>in texts that explain, describe and narrate, on paper and on screen.</b></li> </ul>	
Entry 2	Read and understand straightforward texts.	<ul style="list-style-type: none"> <li>• understand the main events of chronological and instructional texts</li> <li>• read and understand simple instructions and directions</li> <li>• read and understand high frequency words and words with common spelling patterns</li> <li>• use knowledge of alphabetical order to locate information</li> </ul> <b>in texts that inform, describe and narrate, on paper and on screen.</b>	
Entry 3	Independently read and understand straightforward texts for a purpose.	<ul style="list-style-type: none"> <li>• understand the main points of texts (including diagrams or graphical representations). Written texts are of more than one paragraph at this level</li> <li>• obtain specific information through detailed reading</li> <li>• scan texts and use organisational features to locate information (for example contents, index, menus)</li> <li>• use strategies to read and understand texts in different formats (for example web page, application form)</li> </ul> <b>in texts that inform, instruct, describe and narrate, on paper and on screen.</b>	

Reading: level 1–2

Level	Skill standard	Coverage and range	
Level 1	Read and understand a range of texts.	<ul style="list-style-type: none"> <li>• identify the main points and ideas and how they are presented in different texts</li> <li>• understand texts in detail</li> <li>• read and understand texts and take appropriate action</li> </ul> <p><b>in a range of texts including reports, instructional, explanatory and persuasive texts, on paper and on screen.</b></p>	
Level 2	Compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions.	<ul style="list-style-type: none"> <li>• select and use different types of texts to obtain relevant information</li> <li>• read and summarise succinctly information/ideas from different sources</li> <li>• identify the purposes of texts and comment on how effectively meaning is conveyed</li> <li>• detect point of view, implicit meaning and/or bias</li> <li>• read and actively respond to different texts (for example, reply to each point in a letter of complaint)</li> </ul> <p><b>in a wide range of texts for different purposes, on paper and on screen.</b></p>	

Writing: Entry 1–3

Level	Skill standard	Coverage and range	
Entry 1	Write short, simple sentences.	<ul style="list-style-type: none"> <li>• use written words and phrases to present information</li> <li>• construct simple sentences and punctuate using capital letters and full stops</li> <li>• spell correctly some personal or very familiar words</li> <li>• use upper and lower case</li> </ul> <p><b>in documents such as forms, messages or notes, on paper and on screen.</b></p>	
Entry 2	Write short documents with some awareness of the intended audience.	<ul style="list-style-type: none"> <li>• use written words and phrases to record/present information</li> <li>• construct compound sentences using common conjunctions and punctuate correctly using capital letters, full stops and question marks</li> <li>• spell correctly a range of common words</li> <li>• produce legible text</li> </ul> <p><b>in documents such as forms, messages or simple narratives, on paper and on screen.</b></p>	
Entry 3	Write documents with some adaptation to the intended audience.	<ul style="list-style-type: none"> <li>• plan, draft and organise writing</li> <li>• sequence writing logically and clearly</li> <li>• use basic grammar including appropriate verb tense and subject/verb agreement</li> <li>• spell correctly and check work for accuracy</li> </ul> <p><b>in documents such as forms, emails, letters, simple instructions or short reports, on paper and on screen.</b></p>	

Writing: level 1–2

Level	Skill standard	Coverage and range	
Level 1	Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience.	<ul style="list-style-type: none"> <li>• write clearly and coherently including an appropriate level of detail</li> <li>• present information in a logical sequence</li> <li>• use language, format and structure suitable for purpose and audience</li> <li>• use correct grammar including subject/verb agreement and correct and consistent use of tense</li> <li>• ensure written work includes accurate grammar, punctuation and spelling and that meaning is clear</li> </ul> <p><b>in a range of documents on paper and on screen.</b></p>	
Level 2	Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.	<ul style="list-style-type: none"> <li>• present information/ideas concisely, logically and persuasively</li> <li>• present information on complex subjects concisely and clearly</li> <li>• use a range of different styles of writing for different purposes</li> <li>• use a range of sentence structures, including complex sentences</li> <li>• punctuate accurately using commas, apostrophes and inverted commas</li> <li>• ensure written work has accurate grammar, punctuation and spelling and that meaning is clear</li> </ul> <p><b>in a wide range of documents on paper and on screen.</b></p>	

# Mathematics

Level	Performance	Coverage and range	
Entry 1	<p>Learners can:</p> <ul style="list-style-type: none"> <li>• understand simple mathematical information in familiar and accessible contexts and situations</li> <li>• use given methods and standard models to obtain answers to simple given practical problems that are clear and routine</li> <li>• generate results that make sense in relation to a specified task</li> <li>• describe solutions to simple given practical problems in familiar contexts and situations.</li> </ul>	<p>Content and skills are equivalent to national curriculum mathematics level 1 and the adult numeracy standards at Entry 1</p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>• understand and use numbers up to 10</li> <li>• use everyday language to describe the properties of size and measurements including length, width, height and weight, and make simple comparisons</li> <li>• use everyday language to describe position</li> <li>• recognise and select coins and notes</li> <li>• recognise and name common 2D and 3D shapes</li> <li>• sort and classify objects using a single criterion</li> <li>• show an awareness of uncertainty.</li> </ul>	

Level	Performance	Coverage and range	
Entry 2		Content and skills are equivalent to national curriculum mathematics levels 1–2 and the adult numeracy standards at Entry 2	
	<p>Learners can:</p> <ul style="list-style-type: none"> <li>• understand simple practical problems in familiar and accessible contexts and situations</li> <li>• use basic mathematics to obtain answers to simple given practical problems that are clear and routine</li> <li>• generate results to a given level of accuracy</li> <li>• use given checking procedures</li> <li>• describe and explain solutions to simple given practical problems in familiar contexts and situations.</li> </ul>	<p>Learners can:</p> <ul style="list-style-type: none"> <li>• understand and use whole numbers to 100 and count reliably up to 20 items</li> <li>• understand and use addition/subtraction in practical situations</li> <li>• understand and use multiplication in practical situations, where necessary using repeated addition to calculate</li> <li>• complete calculations using whole numbers</li> <li>• understand and use halves and quarters and find halves and quarters of small numbers of items</li> <li>• recognise and use familiar measures including time and money</li> <li>• recognise sequences of numbers including odd and even numbers</li> <li>• read simple scales to the nearest labelled division</li> <li>• use properties of simple 2D and 3D shapes</li> <li>• extract information from simple lists</li> <li>• record results.</li> </ul>	

Level	Performance	Coverage and range	
Entry 3	<p>Learners can:</p> <ul style="list-style-type: none"> <li>• understand practical problems in familiar and accessible contexts and situations</li> <li>• begin to develop own strategies for solving simple problems</li> <li>• select and apply mathematics to obtain answers to simple given practical problems that are clear and routine</li> <li>• interpret and communicate solutions to practical problems in familiar contexts and situations</li> <li>• use simple checking procedures.</li> </ul>	<p>Content and skills are equivalent to national curriculum mathematics levels 1–3 and the adult numeracy standards at Entry 3</p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>• understand and use whole numbers to 1,000</li> <li>• complete written calculations with two-digit numbers</li> <li>• add and subtract using three-digit numbers</li> <li>• solve whole number problems involving multiplication and division</li> <li>• use mental recall of multiplication tables 2, 3, 4, 5 and 10</li> <li>• round to the nearest 10 or 100</li> <li>• understand and use simple fractions</li> <li>• understand decimals to two decimal places in practical contexts</li> <li>• recognise and describe number patterns</li> <li>• understand, estimate, measure and compare length, capacity, weight and temperature</li> <li>• complete simple mental calculations involving money and measures</li> <li>• recognise, name and draw simple 2D and 3D shapes</li> <li>• use metric and imperial units in everyday situations</li> <li>• extract and use information from lists, tables, simple charts and graphs, and make comparisons of this information</li> <li>• check accuracy of calculations and results</li> <li>• present findings to make sense to others.</li> </ul>	

Level	Performance	Coverage and range	
Level 1		Content and skills are equivalent to national curriculum mathematics levels 1–4, the adult numeracy standards and the application of number key skill, level 1	
	Learners can: <ul style="list-style-type: none"> <li>• understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine</li> <li>• identify and obtain necessary information to tackle the problem</li> <li>• select and apply mathematics in an organised way to find solutions to practical problems for different purposes</li> <li>• use appropriate checking procedures at each stage</li> <li>• interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations.</li> </ul>	Learners can: <ul style="list-style-type: none"> <li>• understand and use whole numbers and recognise negative numbers in practical contexts</li> <li>• add, subtract, multiply and divide whole numbers using a range of mental methods</li> <li>• multiply and divide whole numbers by 10 and 100 using mental arithmetic</li> <li>• understand and use equivalences between common fractions, decimals and percentages</li> <li>• add and subtract decimals up to two decimal places</li> <li>• solve simple problems involving ratio, where one number is a multiple of the other</li> <li>• use simple formulae expressed in words for one- or two-step operations</li> <li>• solve problems requiring calculation, with common measures including money, time, length, weight, capacity and temperature</li> <li>• convert units of measure in the same system</li> <li>• work out areas, perimeters and volumes in practical situations</li> <li>• construct models and draw shapes, measuring and drawing angles and identifying line symmetry</li> <li>• extract and interpret information from tables, diagrams, charts and graphs</li> </ul>	

Level	Performance	Coverage and range	
		<ul style="list-style-type: none"><li>• collect and record discrete data and organise and represent information in different ways</li><li>• find mean and range</li><li>• use probability to show that some events are more likely to occur than others</li><li>• understand outcomes, check calculations and explain results.</li></ul>	

Level	Performance	Coverage and range	
Level 2		Content and skills are equivalent to national curriculum mathematics levels 1–6, the adult numeracy standards and application of number key skill, level 2	
	<p>Learners can:</p> <ul style="list-style-type: none"> <li>• understand routine and nonroutine problems in a wide range of familiar and unfamiliar contexts and situations</li> <li>• identify the situation or problem and the mathematical methods needed to tackle it</li> <li>• select and apply a range of mathematics to find solutions</li> <li>• use appropriate checking procedures and evaluate their effectiveness at each stage</li> <li>• interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations</li> <li>• draw conclusions and provide mathematical justifications.</li> </ul>	<p>Learners can:</p> <ul style="list-style-type: none"> <li>• understand and use positive and negative numbers of any size in practical contexts</li> <li>• carry out calculations with numbers of any size in practical contexts</li> <li>• understand, use and calculate ratio and proportion, including problems involving scale</li> <li>• understand and use equivalences between fractions, decimals and percentages</li> <li>• add and subtract fractions; add, subtract, multiply and divide decimals to a given number of decimal places</li> <li>• understand and use simple equations and simple formulae involving one- or two-step operations</li> <li>• recognise and use 2D representations of 3D objects</li> <li>• find area, perimeter and volume of common shapes</li> <li>• use, convert and calculate using metric and, where appropriate, imperial measures</li> <li>• collect and represent discrete and continuous data, using ICT where appropriate</li> <li>• use and interpret statistical measures, tables and diagrams, for discrete and continuous data, using ICT where appropriate</li> <li>• use statistical methods to investigate situations</li> </ul>	

Level	Performance	Coverage and range	
		<ul style="list-style-type: none"><li>• use a numerical scale from 0 to 1 to express and compare probabilities.</li></ul>	

# Information and communication technology

Level	Skill standard	Coverage and range	Examples/applications	
Entry 1	<b>Learners can:</b> 1. interact with ICT for a given purpose	1.1. use ICT for a given purpose	ICT: computer, touch screen, cash machine, mobile phone, multimedia devices, on-screen Information purpose: find local community information, use learning software	
		1.2. recognise and use interface features	icon, option button, hotspot	
	2. follow recommended safe practices	2.1. minimise physical stress	adjust seating and lighting, avoid hazards	
		2.2. keep access information secure	password, PIN	

Level	Skill standard	Coverage and range	Examples/applications	
Entry 2	<b>Learners can:</b>			
	1. interact with ICT for a purpose	1.1. use computer hardware	keyboard, screen, printer, point and click device, headphones, microphone	
		1.2. use software applications for a purpose	text processing, graphics, web browser, email	
		1.3. recognise and use interface features	icon, option button, hotspot, window, menu	
	2. follow and understand Recommended safe practices	2.1. minimise physical stress	adjust seating and lighting, avoid hazards, take breaks	
		2.2. keep access information secure	password, PIN	
2.3. understand the need to stay safe		avoid inappropriate disclosure of personal information		

Level	Skill standard	Coverage and range	Examples/applications	
Entry 3	<b>Learners can:</b>			
	1. interact with and use an ICT system to meet needs	1.1. use correct procedures to start and shut down an ICT system	log in, log out, use shutdown menu	
		1.2. use input and output devices	keyboard, mouse, touch screen, microphone, printer, headphones	
		1.3. select and use software applications to meet needs and solve problems	word processing, graphics, internet browser, email, audio or video player	
		1.4. recognise and use interface features	icon, option button, hotspot, window, dialogue box, menu, drag and drop	
		1.5. understand that settings can be adjusted according to individual needs	window size, mouse settings, icon size, screen resolution, desktop contrast, volume	
	2. store information	2.1. work with files to enable storage and retrieval of information	create, open, save, print and close files, name files appropriately	
		2.2. insert and remove media	CD, DVD, memory stick, hard drives	

Level	Skill standard	Coverage and range	Examples/applications	
Entry 3	<b>Learners can:</b>			
	3. follow and understand the need for safety and security practices	3.1. minimise physical stress	adjust seating and lighting, avoid hazards, take breaks, arrangement of hardware and cables, wrist rests and other devices	
		3.2. keep information secure	keep copies safe, keep password or PIN secret	
		3.3. understand the need to stay safe and to respect others when using ICT-based communication	avoid inappropriate disclosure of personal information, use appropriate language	

Level	Skill standard	Coverage and range	Examples/applications	
Level 1	<b>Learners can:</b>			
	1. interact with and use ICT Systems independently to meet needs	1.1. use correct procedures to start and shut down an ICT system	log in, log out, use shutdown menu	
		1.2. use a communication service to access the internet	broadband, dial-up, network, mobile device	
		1.3. select and use software applications to meet needs and solve given problems	word processing, spreadsheets, graphics, internet browser, email, audio and video software	
		1.4. recognise and use interface features effectively to meet needs	desktop, windows, dialogue box, menu, submenu, toolbar, scrollbar, drag and drop, zoom, minimise, maximise	
		1.5. adjust system settings as appropriate to individual needs	window size, mouse settings, icon size, screen resolution, desktop contrast, volume	
	2. use ICT to plan work and evaluate their use of ICT systems	2.1. use ICT to plan and organise work	time, convenience, cost	

Level	Skill standard	Coverage and range	Examples/applications	
Level 1	<b>Learners can:</b>			
	3. manage information storage	3.1. work with files and folders to organise, store and retrieve information	create, open, save, save as, print and close files, create folders and subfolders, name files and folders appropriately	
		3.2. insert, remove, label and store media safely	CD, DVD, memory stick, hard drives	
	4. follow and understand the need for safety and security practices	4.1. minimise physical stress	adjust seating and lighting, avoid hazards, take breaks, arrangement of hardware and cables, wrist rests	
		4.2. keep information secure	keep copies safe, take backups, keep password or PIN secret	
		4.3. understand the danger of computer viruses, and how to minimise risk	use virus-checking software, treat files from unknown sources with caution	
		4.4. understand the need to stay safe and to respect others when using ICT-based communication	avoid inappropriate disclosure of personal information, avoid misuse of images, use appropriate language, respect confidentiality, use copy lists with discrimination	

Level	Skill standard	Coverage and range	Examples/applications	
Level 2	Learners can: 1. select, interact with and use ICT systems independently for a complex task to meet a variety of needs	1.1. use correct procedures to start and shut down an ICT system	log in, log out, use shutdown menu	
		1.2. select and use a Communication service to access the internet	broadband, dial-up, network, mobile device	
		1.3. select and use software applications to meet needs and solve problems	word processing, spreadsheet, graphics, browser, email, audio and video software	
		1.4. select and use interface features and system facilities effectively to meet needs	desktop, windows, dialogue box, menu, submenu, toolbar, scrollbar, drag and drop, zoom, template, wizard	
		1.5. select and adjust system settings as appropriate to individual needs	window size, mouse settings, icon size, screen resolution, desktop contrast, volume, date and time	
	2. use ICT to effectively plan work and evaluate the effectiveness of the ICT system used	2.1. use ICT to effectively plan work; review the effectiveness of ICT tools to meet needs in order to inform future judgments	time, convenience, cost, quality, range of facilities, versatility	

Level	Skill standard	Coverage and range	Examples/applications	
Level 2	Learners can: 3. manage information storage to enable efficient retrieval	3.1. manage files and folder structures to enable efficient information retrieval	create, open, save, save as, print, close, delete, view, rename, move and copy files, create folders and subfolders, name files and folders appropriately	
		3.2. insert, remove, label and store media safely	CD, DVD, memory stick, hard drives	
	4. follow and understand the need for safety and security practices	4.1. minimise physical stress	arrangement of hardware and cables, wrist rests and other devices	
		4.2. keep information secure	keep copies safe, take backups, keep password or PIN secret	
		4.3. understand the danger of computer viruses and how to minimise risk	use virus-checking software, treat files from unknown sources with caution	
		4.4. understand the need to stay safe and to respect others when using ICT-based communication	avoid inappropriate disclosure of personal information, avoid misuse of images, use appropriate language, respect confidentiality, use copy lists with discrimination	

Level	Skill standard	Coverage and range	Examples/applications	
Level 2	<b>Learners can:</b>			
	5. troubleshoot	5.1. identify ICT problems and take appropriate action	software freeze, respond appropriately to error dialogue, virus threat, storage full, paper jam, uninstall software, know when and whom to ask for help to fix the problem	

### Find and select information: Entry 1

Level	Skill standard	Coverage and range	Examples/applications	
Entry 1	<b>Learners can:</b>			
	1. recognise sources of information	1.1. recognise sources of information	information point, poster, newspaper, conversation, TV, web page, radio, text message	
	2. find information from an ICT based source	2.1. find appropriate information from an ICT-based source	text message, voicemail, on-screen information	

### Find and select information: Entry 2

Level	Skill standard	Coverage and range	Examples/applications	
Entry 2	<b>Learners can:</b>			
	1. use appropriate sources of information	1.1. recognise and use appropriate sources of ICT-based and other forms of information	information point, newspaper, book, picture, map, conversation, CD, DVD, text message, website, podcast, web log	
	2. find information from ICT-based sources	2.1. find information from ICT-based sources using appropriate facilities	menu, contents list, index, follow links, forward and back	

### Find and select information: Entry 3

Level	Skill standard	Coverage and range	Examples/applications	
Entry 3	<b>Learners can:</b>			
	1. select and use appropriate sources of information	1.1. select and use appropriate sources of ICT-based and other forms of information	newspaper, book, image, map, conversation, CD, DVD, text message, website, podcast, web log	
	2. use ICT to search for and Select information that matches given requirements	2.1. use internet sources of information	enter a web address, use a search engine, use bookmarks, follow links	
		2.2. use appropriate search techniques to find required information	contents list, index, find or search tool	
2.3. select and use information that matches given requirements		write down, copy and paste, capture images, download audio or video files		

## Find and select information: Level 1

Level	Skill standard	Coverage and range	Examples/applications	
Level 1	<b>Learners can:</b> 1. select and use a variety of sources of information Independently to meet needs	1.1. select and use appropriate sources of ICT-based and other forms of information	newspapers, books, images, maps, conversations, CDs, DVDs, text messages, podcasts, web logs, web-based reference sites	
		1.2. recognise copyright constraints on the use of information	music downloads, acknowledgement of sources, avoiding plagiarism	
	2. access, search for, select and use ICT-based information and evaluate its fitness for purpose	2.1. access, navigate and search internet sources of information purposefully and effectively	enter a web address, use a search engine, browse, save and use bookmarks	
		2.2. use appropriate search techniques to locate and select relevant information	search criteria, quotation marks, search within results, relational operators, find or search tool	
		2.3. use information from a variety of sources and evaluate its match to requirements and fitness for purpose	recognise intention and authority of provider, currency of the information, relevance, bias	

## Find and select information: Level 2

Level	Skill standard	Coverage and range	Examples/applications	
Level 2	<b>Learners can:</b> 1. select and use a variety of sources of information Independently for a complex task	1.1. select and use appropriate sources of ICT-based and other forms of information which match requirements	newspapers, books, images, maps, conversations, CDs, DVDs, text messages, podcasts, web logs, web-based reference sites	
		1.2. recognise copyright and other constraints on the use of information	music downloads, acknowledgement of sources, avoiding plagiarism, provisions of the Data Protection Act	
	2. access, search for, select and use ICT-based information and evaluate its fitness for purpose	2.1. access, navigate and search internet sources of information purposefully and effectively	enter a web address, use a search engine, browse, save and use bookmarks	
		2.2. use appropriate search techniques and design queries to locate and select relevant information	multiple search criteria, quotation marks, search within results, relational operators, logical operators, find or search tool including wildcards	
		2.3. use discrimination in selecting information that matches requirements from a variety of sources and evaluate fitness for purpose	recognise intention and authority of provider, currency of the information, relevance, bias	

Develop, present and communicate information: Entry 1

Level	Skill standard	Coverage and range	Examples/applications	
Entry 1	<b>Learners can:</b>			
	1. enter and edit single items of information	1.1. enter and edit information	name, PIN	
	2. submit information to achieve a purpose	2.1. identify and correct simple errors	wrong button press, incorrect password or PIN	
		2.2. submit information correctly	confirm choice, press enter key	
3. use ICT based communication	3.1. receive ICT-based communication	receive a text message, view an email message		

Develop, present and communicate information: Entry 2

Level	Skill standard	Coverage and range	Examples/applications	
Entry 2	<b>Learners can:</b>			
	1. enter and edit information for a simple given purpose	1.1. enter information and edit it as necessary	information: name, reference number, diary entry, text message edit: insert, delete	
	2. present information that is fit for a given purpose	2.1. check accuracy and correct errors	check for missing words, correct typing errors	
		2.2. present information that is fit for a purpose	list, diary entry, text message, email reply	
3. use ICT appropriately to communicate	3.1. use ICT to send and receive information	text messaging, email, internet		

### Develop, present and communicate information: Entry 3

Level	Skill standard	Coverage and range	Examples/applications	
Entry 3	<b>Learners can:</b>			
	1. enter and develop information to meet needs, in the form of:  text  images  numbers	1.1. enter and edit information to achieve the required outcome	information: email message, letter, online form edit: insert, delete, copy, cut, paste, drag and drop, undo, redo	
		1.2. enter and format text to enhance its effect	left, centre, right, font, style, size	
		1.3. insert and position images or other digital content to achieve a purpose	clip-art, photo, scanned image, audio file	
		1.4. enter and process numbers to meet needs	enter a list of prices and generate a total	
	2. bring together information to achieve a purpose	2.1. organise information of different forms to achieve a purpose	image with text, in a poster or web page	
	3. present information and review its effectiveness	3.1. check meaning, accuracy and suitability	ensure meaning is clear, seek views of others, check spelling, check calculations	
		3.2. present information that is fit for purpose	information: email message, letter, poster, web page fitness for purpose: impact, clarity	

Develop, present and communicate information: Entry 3

Level	Skill standard	Coverage and range	Examples/applications	
Entry 3	4. select and use ICT to communicate	4.1. create, access and respond appropriately to ICT-based communication	read, reply, forward, create, delete	

## Develop, present and communicate information: Level 1

Level	Skill standard	Coverage and range	Examples/applications	
Level 1	<b>Learners can:</b>			
	1. enter, develop and format information to suit its meaning and purpose, including:  text and tables	1.1. enter, organise, develop, refine and format information, applying editing techniques to meet needs	headings, lists, tables, use of templates highlight, drag and drop, find, replace, undo, redo, templates	
		1.2. use appropriate page layout	margins, header, footer, portrait, landscape, page breaks, page numbering	
		1.3. format text to maximise clarity and enhance presentation	bullets, numbering, alignment, tabs, line pacing, colour, font, style, size, simple tables	
	images	1.4. obtain, insert, size, crop and position images that are fit for purpose	clip-art, photo, scanned image	
	numbers	1.5. enter, develop and organise numerical information that is fit for purpose	cell data types, cell ranges, formulas with a single operator, SUM function, structure/layout of worksheet	
		1.6. format numerical Information appropriately	currency, per cent, number of decimal places	
graphs	1.7. create and develop charts and graphs to suit requirements, using suitable labels	pie chart, bar chart, single line graph, appropriate format, title, axis titles, legend		

## Develop, present and communicate information: Level 1

Level	Skill standard	Coverage and range	Examples/applications	
Level 1	<b>Learners can:</b>			
	records	1.8. enter, organise and sort structured information in ascending or descending order	field selection, data sort (alphanumeric), filter	
	2. bring together information to suit content and purpose	2.1. organise information of different forms or from different sources to achieve a purpose	organise: combine images, graphs and tables with text, combine texts, graphics, sound and video footage purpose: for a poster, newsletter, web page, multimedia presentation	
	3. present information in ways that are fit for purpose and audience	3.1. work accurately and proofread, using software facilities where appropriate for the task	ensure meaning is clear, seek views of others, check spelling, check calculations, ensure consistent layout, print preview	
3.2. produce information that is fit for purpose and audience using accepted layouts as appropriate		letter, memo, report, newsletter, poster, information sheet, web page, multimedia presentation		

## Develop, present and communicate information: Level 1

Level	Skill standard	Coverage and range	Examples/applications	
Level 1	<b>Learners can:</b>			
	4. evaluate the selection and use of ICT tools and facilities used to present information	4.1. evaluate the effectiveness of ICT tools to meet presentation needs	time taken, quality	
		4.2. review and modify work as it progresses to ensure the result is fit for purpose and audience	produce drafts, review against initial plans, check with intended audience	
	5. select and use ICT to communicate and exchange information safely, independently, responsibly and effectively	5.1. create, access, read and respond appropriately to email and other ICT-based communication, including attachments, and adapt style to suit audience	open mailbox, read, reply, forward, communicate using from, to, cc, bcc, subject and content fields, add and open attachments, use instant messaging, contribute to forums, web logs or web-based reference sites	
		5.2. use a contacts list	add, amend and delete entries	

## Develop, present and communicate information: Level 2

Level	Skill standard	Coverage and range	Examples/applications	
Level 2	<b>Learners can:</b>			
	1. enter, develop and format information Independently to suit its meaning and purpose, including:  text and tables	1.1. enter, organise, develop, refine and format information, applying editing techniques to meet needs	organise: structure of information, document layout, headings, subheadings, lists, tables, use of templates edit: drag and drop, find, replace, undo, redo	
		1.2. use appropriate page layout	columns, margins, header, footer, portrait, landscape, page breaks, page numbering	
		1.3. enter and format text to maximise clarity and enhance presentation	bullets, numbering, subnumbering, alignment, tabs, line spacing, colour, font, style, size	
		1.4. create and format tables to maximise clarity and enhance presentation	tables: timetable, components list, membership information format: horizontal and vertical text alignment, merge and split cells, gridlines, borders, shading	
images	1.5. obtain, insert, size, crop and position images that are fit for purpose	clip-art, photos, scanned images, borders		

## Develop, present and communicate information: Level 2

Level	Skill standard	Coverage and range	Examples/applications	
Level 2	<b>Learners can:</b>			
	numbers	1.6. enter, develop and organise numerical information that is fit for purpose	cell data types, cell ranges, absolute and relative referencing, formulas, functions, replication, structure and layout of worksheet	
		1.7. format numerical Information appropriately	currency, per cent, number of decimal places, date, time, text wrap, row height, column width, gridlines, merged cells, cell borders	
		1.8. create and develop charts and graphs to suit the numerical information, using suitable labels	pie chart, bar chart, single line graph, scattergram, title, axis titles, legend	
	records	1.9. enter, organise, select and edit records using field names and headings, data types and unique record identifier when appropriate	spreadsheet or database, use data filtering	
1.10. sort records on one or more fields in ascending or descending order		table, spreadsheet, database		

## Develop, present and communicate information: Level 2

Level	Skill standard	Coverage and range	Examples/applications	
Level 2	<b>Learners can:</b>			
	2. bring together information to suit content and purpose	2.1. bring together and organise components of images and text	image, chart, text alignment, captions, text wrap, use of text boxes, behind, in front, grouping	
		2.2. organise information of different forms or from different sources to achieve a purpose	poster, newsletter, web page, catalogue, brochure, multimedia presentation	
	3. present information in ways that are fit for purpose and audience	3.1. work accurately and proofread, using software facilities where appropriate	ensure meaning is clear, seek views of others, check spelling, check calculations, ensure consistent layout, print preview	
		3.2. produce information that is fit for purpose and audience, using accepted layouts and conventions as appropriate	letter, memo, report, newsletter, brochure, poster, web page, information sheet	

## Develop, present and communicate information: Level 2

Level	Skill standard	Coverage and range	Examples/applications	
<b>Level 2</b>	<b>Learners can:</b>			
	4. evaluate the selection and application of ICT tools and facilities used to present information	4.1. evaluate the effectiveness of ICT tools to meet needs	time taken, quality, range of facilities, versatility, transferability of information into other formats, speed of internet connection, time constraints of downloading large files	
		4.2. review and modify work as it progresses to ensure the result is fit for purpose and audience, and to inform future judgments	produce drafts, review against initial plans, check with intended audience	
	5. select and use ICT to communicate and exchange information safely, responsibly and effectively, including storage of messages and contact lists	5.1. create, access, read and respond appropriately to email and other ICT-based communication, including attachments, and adapt style to suit audience	open mailbox, read, reply, forward, communicate using from, to, cc, bcc, subject and content fields, add and open attachments, use instant messaging, contribute to forums, web logs or web-based reference sites	
		5.2. manage efficient storage of ICT-based communications, attachments and contact addresses	create and maintain folders, delete redundant messages, add, amend and delete contact entries	