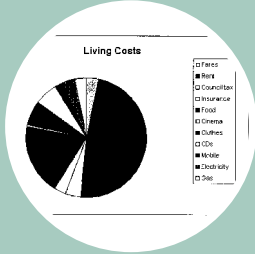


# Example portfolio

## Information technology



Purpose Two  
**TASK:** You a after tax is £1/ property for r



orks dis  
royal qu  
of Oxfar

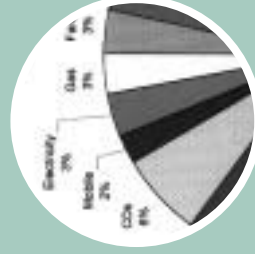
A Candidate  
A N Assessor



Firewor  
In aid of C  
at 7.30pm



Fireworks  
In aid of OXFA  
7.30pm at the  
in North



First published in 2004

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# Foreword

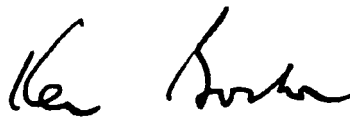
Key skills are for everyone, from learners in the workplace to chief executives in large companies. They are the skills most commonly needed for success in education, training, work and life in general. The six key skills are:

- application of number
- communication
- improving own learning and performance
- information technology
- problem solving
- working with others.

In developing key skills, people improve the quality of their learning as well as their performance in the world of work.

When QCA completed its review of the key skills qualifications and units, it was clear that there was a need for examples of key skills portfolios. We have now produced example portfolios in application of number, communication and information technology. Example portfolios for improving own learning and performance, working with others and problem solving are being developed.

The example portfolios provide practical guidance on organising and referencing portfolio evidence, and on the kind and amount of evidence required. They are intended, along with the publication *The key skills qualifications specifications and guidance*, to help assessors interpret the key skills. They are based on the September 2000 key skills and show real work from real candidates. Their production is supported by the key skills awarding bodies.



Ken Boston AO  
Chief Executive



# Overview

The key skills awarding bodies and the regulatory authorities (QCA, ACCAC and CCEA) have produced this example portfolio as a result of a collaborative project. The purpose of the project was to produce a set of portfolios that would give practitioners a clear understanding of the requirements for key skills portfolios. There are portfolios for the following key skills and levels:

- application of number, levels 1 to 3
- communication, levels 1 to 3
- information technology (IT), levels 1 to 3.

The project group selected a range of learning and vocational contexts to show application of the skills across the nine portfolios. While a specific context may not be directly relevant to all sectors, the principles of approach, recording and assessment apply, and should prove useful to all.

Key skills chief moderators for the awarding bodies have met and scrutinised the portfolios. They agree that the portfolios meet the specifications for the key skills qualifications. QCA chaired and facilitated the meetings.

These portfolios went through an internal assessment by a centre and then an external verification/moderation process by the centre's awarding body. Each of them met the standard and received a pass. They should be viewed as such, not as perfect examples of work.

You will see that improvements could be made to the portfolios. For example, evidence could be more effectively or logically presented. However, room for improvement is to be expected: candidates develop skills over time, reflecting and progressing as they do so. Key skills are free-standing qualifications open to everyone at any age. This means that portfolios of evidence are created in a range of academic, occupational and vocational contexts.

Also included in the portfolios are:

- record sheets that make the feedback and assessment decisions clear;
- commentaries that outline some of the issues and describe the context in which the candidate gathered the evidence. The commentaries were written by chief moderators involved in the project group.

Some of these portfolios have been created from more than one portfolio. Some have been reworked to avoid 'benefit of the doubt' situations. The record sheets have been rewritten to make decisions clearer to the reader. During the copying process, some loss of clarity may have occurred, especially in images that were originally in colour.

These example portfolios should be read with reference to *The key skills qualifications specifications and guidance* (QCA, 2002), which provides advice and guidance on the assessment of key skills.

QCA and the key skills moderators and external verifiers would like to acknowledge the valuable contribution of centres and students in the production of these materials.

# Commentary

The portfolio is well organised. It has been assessed and some feedback has been provided by the assessor to the candidate. The assessor has also authenticated final documents as the candidate's own.

The candidate has produced evidence for two clearly stated, different purposes, and there is a sense of ownership of the evidence by the candidate in the annotations she provides. Both the scenarios are relevant and interesting for demonstrating the effective use of IT at this level.

The presentation is clear and straightforward.

## ***Purpose 1 – fireworks display***

### ***IT1.1***

Information has been taken from a memorandum, a telephone call and the internet, evidence of which is included in the portfolio.

### ***IT1.2***

Annotated drafts explain development.

The product – a poster – contains text and images, although there is no requirement to combine these at this level.

The candidate has provided a screen shot as evidence of saving.

## ***Purpose 2 – costings***

### ***IT1.1***

The candidate has used information provided, including a spreadsheet, to carry out calculations.

### ***IT1.2***

The calculations are developed into a pie chart.

The final version of the pie chart is presented.

The candidate has provided a screen shot as evidence of saving.



## INFORMATION TECHNOLOGY LEVEL 1 ASSESSMENT CHECKLIST

<p><b>You must:</b> IT1.1 Find, explore and develop information for <b>two</b> different purposes.</p>	<p><b>IT1.2</b> Present information for <b>two</b> different purposes.</p> <p>Your work must include at least <b>one</b> example of text, <b>one</b> example of images and <b>one</b> example of numbers.</p>
<p><b>Your evidence must show you can:</b> 1.1.1 Find and select relevant information; and</p> <p>1.1.2 enter and bring in information, using formats that help development; and</p> <p>1.1.3 explore and develop information to meet your purpose.</p>	<p>1.2.1 Use appropriate layouts for presenting information in a consistent way; and</p> <p>1.2.2 develop the presentation so it is accurate, clear and meets your purpose; and</p> <p>1.2.3 save information so it can be found easily.</p>

### LOCATION OF EVIDENCE

Page	List items of evidence and where they are located in the portfolio	IT1.1			IT1.2		
		1	2	3	1	2	3
3	Assessment record for IT1.1	x	x	x			
4	Assessment record for IT1.2				x	x	x
5-6	Purpose 1 task sheet – own notes	x					
6	Information entered for poster		x	x			
9	Word Art screen dump			x			
10	Word-processed information with changes and drafts		x	x			
10	Draft design			x	x		
11	Internet picture	x					
12	Draft poster			x	x	x	
13	Final poster					x	
14	Screen dump with file names						x

**Assessor Declaration:** *I confirm that the details above are correct and that the evidence submitted is the candidate's own work and the candidate meets all the requirements for certification of this key skill.*

Assessor Name: An Assessor

Candidate Name: A Candidate

Assessor Signature: ANA

Candidate Signature: ACandidate

Date: 03/03/02

Date: 3 mar '2002

**INFORMATION TECHNOLOGY LEVEL 1  
LOCATION OF ADDITIONAL EVIDENCE**

Page	List items of evidence and where they are located in the portfolio	IT1.1			IT1.2		
		1	2	3	1	2	3
15	Purpose 2 task sheet – investigate costs of leaving home	x					
16	Table and pie chart of weekly living costs – draft		x	x	x	x	
17	Final pie chart				x	x	
18–19	Adverts with cost of housing	x					
20	Screen dump with file names						x

Indicate the location of evidence of the following:

Purpose	Text	Image	Number
Purpose 1	7, 10, 12	12	–
Purpose 2	16	16	16

**Assessor Declaration:** I confirm that the details above are correct and that the evidence submitted is the candidate's own work and the candidate meets all the requirements for certification of this key skill.

Assessor Name: An Assessor

Candidate Name: A Candidate

Assessor Signature: ANA

Candidate Signature: ACandidate

Date: 03/03/02

Date: 3 mar '2002

**INFORMATION TECHNOLOGY LEVEL 1  
ASSESSMENT RECORD**

IT1.1 Find, explore and develop information for two different purposes.

<p><b>What was the subject and purpose of the task?</b></p> <p>Purpose 1: Design a poster for a firework display with the proceeds going to Oxfam</p> <p>Purpose 2: Investigate the costs of leaving home and feed back to your group</p>	<p><b>Supplementary evidence (if included):</b></p>
---	---

Did the candidate...	(tick)	Comments and examples
Find and select relevant information?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>You found a useful image on the internet and used the information given to you by Oxfam.</i>
Enter and bring in information, using formats that help development?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>You keyed in the text for the poster, formatted the image and information and then successfully combined the two, although you did not need to at this level.</i>
Explore and develop information to meet their purpose?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>You organised the text information so that it would be easily understood by the reader. You resized the image. You provided two or three drafts with notes explaining what changes you made and why you made them.</i>
Find and select relevant information?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>You have found additional, helpful information for the spreadsheet. It would have been useful if you had included a note of how you found this. You have also selected possible rented properties from the pages provided.</i>
Enter and bring in information, using formats that help development?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>You have entered the additional information into the pre-prepared spreadsheet. You then entered the relevant information onto a new sheet so that you could produce a chart.</i>
Explore and develop information to meet their purpose?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>The weekly total in your spreadsheet and the chart you have produced show how you have explored and developed the number. The chart also provides an appropriate image.</i>

Assessor Name: <u>An Assessor</u>	Candidate Name: <u>A Candidate</u>
Assessor Signature: <u>ANA</u>	Candidate Signature: <u>ACandidate</u>
Date: <u>03/03/02</u>	Date: <u>3 mar '2002</u>

**INFORMATION TECHNOLOGY LEVEL 1  
ASSESSMENT RECORD**

IT1.2 Present information for two different purposes. Your work must include at least one example of text, one example of images and one example of numbers.

<p><b>What was the subject and purpose of the task?</b></p> <p>Purpose 1: Design a poster for a firework display with the proceeds going to Oxfam</p> <p>Purpose 2: Investigate the costs of leaving home and feed back to your group</p>	<p><b>Supplementary evidence (if included):</b></p>
---	---

Did the candidate...	(tick)	Comments and examples
Use appropriate layouts for presenting information in a consistent way?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>The screen print from Word Art shows that you looked for appropriate ways to present your information. The final poster shows consistency of presentation.</i>
Develop the presentation so it is accurate, clear and meets their purpose?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>The annotated drafts show the changes you made to the way your poster looked. You have corrected spelling errors made in your earlier drafts.</i>
Save information so it can be found easily?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>A screen print of file names used is included.</i>

Did the candidate...	(tick)	Comments and examples
Use appropriate layouts for presenting information in a consistent way?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>You have used the spreadsheet template to enter all your information. The presentation of the new sheet that you set also shows consistency.</i>
Develop the presentation so it is accurate, clear and meets their purpose?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>You have revised your chart so that it is clear and accurate. Your notes also show that you have checked your figures for accuracy.</i>
Save information so it can be found easily?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>A screen print of file names used is included.</i>

Assessor Name: <u>An Assessor</u>	Candidate Name: <u>A Candidate</u>
Assessor Signature: <u>ANA</u>	Candidate Signature: <u>ACandidate</u>
Date: <u>03/03/02</u>	Date: <u>3 mar '2002</u>

Level 1

**You must:**

IT1.1 Find, explore and develop information for **two** different purposes.

**Your evidence must show you can:**

1.1.1 Find and select relevant information.

PURPOSE 1

**MEMO**

To: A Candidate

Date: 15 October

From: A N Assessor

CC:

**Re: Oxfam Fireworks display**

Please telephone Anne Edwards at Oxfam. You will find their number in Yellow Pages. Ask Anne for the details which need to be included on the publicity poster, and then produce a first draft.

Please let me see your draft before you make any changes.

Thank you.

Level 1

**You must:**

IT1.1 Find, explore and develop information for two different purposes.

**Your evidence must show you can:**

1.1.2 Enter and bring in information, using formats that help development; and

1.1.3 explore and develop information to meet your purpose.

A Candidate

INFORMATION FROM OXFAM FOR POSTER

Fireworks display

In aid of oxfam November the 6th  
at 7.30pm

At the royal quay in North shields  
gd fod and drinks all night long.

( I called Anne Edwards and these  
are the details she asked me  
to include on the poster)

Level 1

**You must:**

IT1.1 Find, explore and develop information for **two** different purposes.

**Your evidence must show you can:**

1.1.2 Enter and bring in information, using formats that help development; and

1.1.3 explore and develop information to meet your purpose.

A Candidate

**Fireworks display**  
**At the royal quay in north Shields**  
**in aid of Oxfam November the 5<sup>th</sup> at 7.30pm**  
**£5.00 for adults and £3.00 for children and o.a.p**  
**god food and drinks all night log.**

Please proof read  
KA  
Oct. 2001

Level 1

**You must:**

IT1.1 Find, explore and develop information for **two** different purposes.

**Your evidence must show you can:**

1.1.2 Enter and bring in information, using formats that help development; and

1.1.3 explore and develop information to meet your purpose.

A Candidate

**Fireworks display  
in aid of OXFAM November the 5<sup>th</sup> at 7.30pm  
At the Royal Quay in North Shields  
£5.00 for adults and £3.00 for children and o.a.p  
good food and drinks all night long.**



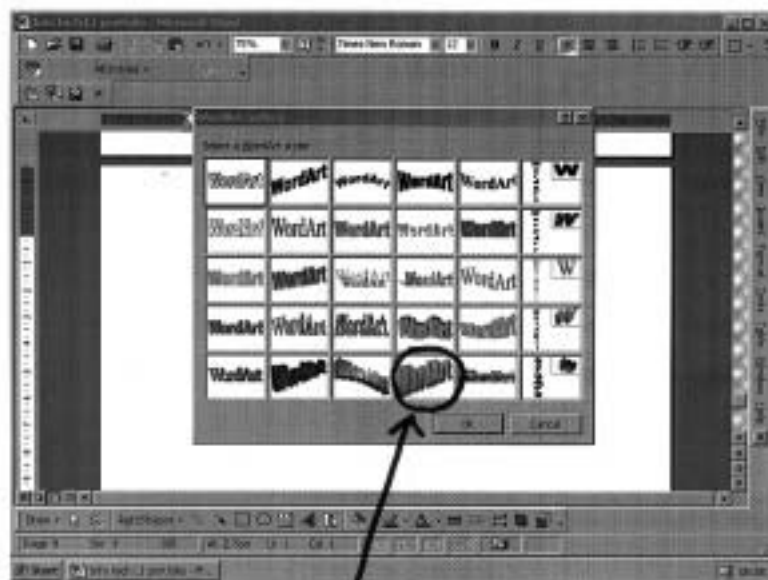
Level 1

You must:

IT1.1 Find, explore and develop information for **two** different purposes.

Your evidence must show you can:

1.1.3 Explore and develop information to meet your purpose.



I looked at wordart so this is the one I chose for my poster.

A. Candidate

Level 1

You must:

IT1.1 Find, explore and develop information for **two** different purposes.

IT1.2 Present information for **two** different purposes.

Your work must include at least **one** example of text, **one** example of images and **one** example of numbers.

Your evidence must show you can:

1.1.3 Explore and develop information to meet your purpose; and

1.2.1 use appropriate layouts for presenting information in a consistent way.

A Candidate

**Fireworks display**  
**in aid of OXFAM Nov 5th at 7.30pm**  
**At the Royal Quay in North Shields**  
**£5.00 for adults & £3.00 for children & cap.**  
**Good food & drinks all night**

Too cluttered, hard to read. Keep it simple.  
AA Oct '01

Ⓢ

Page 10

Level 1

You must:

IT1.1 Find, explore and develop information for **two** different purposes.

Your evidence must show you can:

1.1.1 Find and select relevant information.

A Candidate



I found this information and decided to use it.

Level 1

**You must:**

IT1.1 Find, explore and develop information for **two** different purposes.

IT1.2 Present information for **two** different purposes.

Your work must include at least **one** example of text, **one** example of images and **one** example of numbers.

**Your evidence must show you can:**

1.1.3 Explore and develop information to meet your purpose; and

1.2.1 use appropriate layouts for presenting information in a consistent way; and

1.2.2 develop the presentation so it is accurate, clear and meets your purpose.

DeAFF A candidate

**Fireworks display**  
In aid of OXFAM Nov 5<sup>th</sup>  
at 7.30pm at the Royal Quay  
in North Shields



**£5.00 for adults & £3.00 for children & o.a.p.**  
**Good food & drinks all night**

Page 12

Level 1

**You must:**

IT1.2 Present information for **two** different purposes.

Your work must include at least **one** example of text, **one** example of images and **one** example of numbers.

**Your evidence must show you can:**

1.2.2 Develop the presentation so it is accurate, clear and meets your purpose.

FINAL COPY

# Fireworks display

In aid of OXFAM Nov 5<sup>th</sup>  
at 7.30pm at the Royal Quay  
in North Shields



**£5.00 for adults & £3.00 for  
children & o.a.p.  
Good food & drinks all night**



**You must:**

IT1.1 Find, explore and develop information for **two** different purposes.

**Your evidence must show you can:**

1.1.1 Find and select relevant information.

*A Candidate*

**CAN YOU AFFORD TO LEAVE HOME?**

**Purpose Two**

**TASK:** You are hoping to move out of home and rent a flat. Your income after tax is £160 per week. Using the property pages provided, select a property for rental to find out whether you can afford to leave home.

You will also need to look at your own spending and decide how much you could spend per month or per week on CDs, clothes, cinema, food and mobile phone costs.

Use the spreadsheet provided to enter your costs. The spreadsheet will work out the weekly costs. Use this information to create a new spreadsheet to include the 2 columns with the heading Living Cost and Weekly Cost.

When you have put your information into the spreadsheet, produce a chart to show your living costs.

This is a copy of the spreadsheet below.

Living Cost	Cost per month	Cost per quarter	Weekly Cost
Fares			£5.00
Rent			£70.00
Council tax/rates			£6.75
Insurance			£4.50
Food			
Cinema			
Clothes			
CDs			
Mobile			
Electricity			£5.17
Gas			£4.67
		<b>Total:</b>	<b>£96.09</b>

Level 1

You must:

IT1.1 Find, explore and develop information for two different purposes.

IT1.2 Present information for two different purposes.

Your work must include at least **one** example of text, **one** example of images and **one** example of numbers.

Your evidence must show you can:

1.1.2 Enter and bring in information, using formats that help development; and

1.1.3 explore and develop information to meet your purpose; and

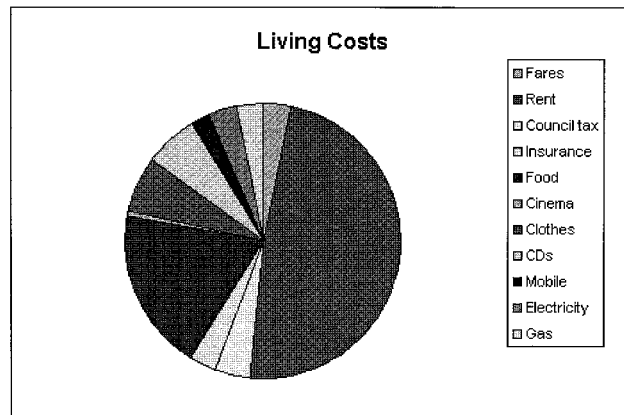
1.2.1 use appropriate layouts for presenting information in a consistent way; and

1.2.2 develop the presentation so it is accurate, clear and meets your purpose.

Draft

A candidate

Living Cost	Weekly cost
Fares	5.00
Rent	75.00
Council tax	6.75
Insurance	4.50
Food	30.00
Cinema	1.13
Clothes	10.00
CDs	10.00
Mobile	3.75
Electricity	5.17
Gas	4.67
<b>Total</b>	<b>£155.97</b>



Please make the pie chart larger and include %s.  
What is your conclusion?

AA  
10/2001



Level 1

You must:

IT1.2 Present information for two different purposes.

Your work must include at least one example of text, one example of images and one example of numbers.

Your evidence must show you can:

1.2.1 Use appropriate layouts for presenting information in a consistent way; and

1.2.2 develop the presentation so it is accurate, clear and meets your purpose.

*A Candidate*

Category	Percentage
Rent	41%
Food	20%
Gas	3%
Electricity	2%
Mobile	2%
CDs	1%
Clothes	0%
Cinema	1%
Insurance	3%
Council Tax	4%

Having looked at this piechart I couldnt believe rent was taking up so much money, so I checked the figures again. I can see that I cant afford to move out yet.

*July out '01*





Level 1

You must:

IT1.2 Present information for **two** different purposes.

Your work must include at least **one** example of text, **one** example of images and **one** example of numbers.

Your evidence must show you can:

1.2.3 Save information so it can be found easily.

*A Candidate*

3 1/2 Floppy (A:)

File Edit View Favorites Tools Help

Back Forward Stop Search Folders

Address A:\

**File and Folder Tasks**

- Make a new folder
- Publish this folder to the Web
- Share this Folder

Leaving home.xls  
Microsoft Excel Worksheet  
14 KB

*A Assessment  
Oct 101*

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## Curriculum and Standards

<b>Audience</b>	Key skills candidates, practitioners, assessors and moderators, external verifiers and others involved in the delivery of key skills
<b>Circulation lists</b>	Key skills awarding bodies and the Key Skills Support Programme
<b>Type</b>	Exemplification
<b>Description</b>	Exemplification of the requirements for key skills portfolios
<b>Cross ref</b>	<i>The key skills qualifications specifications and guidance (QCA/02/896)</i> <i>Example portfolio: information technology level 2 (QCA/04/1217)</i> <i>Example portfolio: information technology level 3 (QCA/04/1218)</i>
<b>Contact</b>	The Key Skills Team (020 7509 5611; key-skills@qca.org.uk)

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