



Education and Training

# **Certificate I**

**in**

# **Information Technology (ICAI0105)**

**A course for ACT Public High  
Schools**

## **CONTENTS**

<b>CHECKLIST / SIGN OFF FORM FOR HIGH SCHOOL VET COURSES.....</b>	<b>4</b>
<b>RATIONALE.....</b>	<b>6</b>
<b>PRE-REQUISITE REQUIREMENTS .....</b>	<b>6</b>
<b>JOB ROLES .....</b>	<b>6</b>
<b>AQF GUIDELINES AND LEARNING OUTCOMES .....</b>	<b>10</b>
<b>CHARACTERISTICS OF CERTIFICATE I LEARNING OUTCOMES.....</b>	<b>10</b>
<b>DISTINGUISHING FEATURES OF LEARNING OUTCOMES.....</b>	<b>10</b>
<b>CERTIFICATE I COMPETENCIES.....</b>	<b>11</b>
<b>COURSE LENGTH AND COMPOSITION.....</b>	<b>11</b>
<b>EMBEDDING THE COURSE IN A YEAR 9/10 UNIT OF WORK.....</b>	<b>13</b>
<b>ESSENTIAL LEARNING ACHIEVEMENTS.....</b>	<b>13</b>
<b>TEACHER QUALIFICATIONS .....</b>	<b>15</b>
<b>REGISTERED TRAINING ORGANISATION (RTO).....</b>	<b>15</b>
<b>ASSESSMENT .....</b>	<b>15</b>
<b>RECOGNITION OF PRIOR LEARNING (RPL).....</b>	<b>16</b>
<b>PEDAGOGY AND ASSESSMENT TASKS.....</b>	<b>16</b>
<b>PHYSICAL RESOURCES .....</b>	<b>17</b>
<b>EVALUATION.....</b>	<b>18</b>
<b>RESOURCES .....</b>	<b>19</b>
<b>UNITS: COMPETENCIES, ELEMENTS AND PERFORMANCE CRITERIA</b>	<b>20</b>

ICAU1128B Operate a personal computer .....	20
ICAU1129B Operate a word processing application.....	22
ICAU1130B Operate a spreadsheet application .....	24
ICAU1131B Operate a database application.....	26
ICAU1132B Operate a presentation package .....	27
ICAU1133B Send and retrieve information over the Internet using browsers and email .....	29
<b>PERFORMANCE CRITERIA TASK SHEETS .....</b>	<b>31</b>
ICAU1128B Operate a personal computer .....	31
ICAU1129B Operate a word processing application .....	34
ICAU1130B Operate a spreadsheet application.....	37
ICAU1131B Operate a database application .....	40
ICAU1132B Operate a presentation package.....	44
ICAU1133B Send and retrieve information over the Internet using browsers and email .....	47
<b>ASSESSMENT SUMMARY SHEETS .....</b>	<b>50</b>
Operate a personal computer.....	50
Operate a word processing application .....	52
Operate a spreadsheet application.....	54
Operate a database application .....	56
Operate a presentation package.....	58
Send and retrieve information over the internet using browsers and email.....	60

## CHECKLIST / SIGN OFF FORM FOR HIGH SCHOOL VET COURSES

<b>Course Title:</b>
<b>Training Package Title/s:</b>

### Checklist

	YES	NO
Training Package competency standards identified		
Industry requirements reviewed with industry representative		
Requirements to receive vocational qualification outlined, including on-the-job hours (if applicable)		
Content clearly identified		
Essential Learning Achievements embedded in the course clearly identified		
Assessment processes outlined		
Resources listed		
Certificates to be awarded clearly identified including units of competence		

This course is recommended for delivery in ACT high schools.

<b>Panel chair name:</b>	<b>Panel chair signature:</b>  / /
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## **COURSE DEVELOPERS**

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## **Rationale**

### **Description**

This qualification provides the skills and knowledge for an individual to function at a basic level of ICT competency in the contemporary information society. It will enable a person to undertake basic ICT functions using a personal computer and to engage in fundamental online activities. It could be described as 'the community standard in ICT literacy' and may be wholly or partially used as an access and equity program. Its objective is to enable people to acquire basic ICT knowledge and skills at a fundamental or foundation level.

This is a relatively 'small' qualification with 6 units required to be completed, 3 of which are core. The 3 core units form a 'natural cluster' which could be used for particular ICT literacy purposes including government ICT engagement programs, as a supplement to school curricula in middle to senior years or for adult and community education clients. In this form it may result in the issue of Statements of Attainment. It could also potentially form a relationship with base vendor certifications such as the International Computer Drivers Licence (ICDL).

### **Pre-requisite Requirements**

There are no specific entry requirements for this qualification.

### **Job Roles**

The qualification provides for basic computer skills in the workplace and as such small to medium enterprises (SMEs) will find the contents of this qualification useful at a basic ICT user level. The contents of this qualification may also supplement existing roles in other industries where basic ICT skills have become necessary; for example in retailing where basic shop front computer usage is prevalent, in warehousing where automation of stock and inventory control has occurred or in manufacturing at shop floor level for monitoring metrics of team performance and processes.

This course has been written such that the competencies covered are mapped to the Information Technology Training Package ICA05 Version 2. This allows students to gain accreditation for Certificate I Information Technology ICA10105 for competencies achieved. Should students wish to continue further study, this qualification is nationally recognised by all Registered Training Organisations (RTO).

More than the competencies will be covered in the course. Codes of practice within the school and ICT environments, adherence to intellectual property and copyright laws and select and use ICT practices to minimise health and safety problems will also be embedded in the delivery of the course. Ethics and the ICT workforce should also be an integral part of this course. Information from the training package on Ethics and the ICT workforce can be found later in this document.

The aims of the course are:

- to provide students with a nationally recognised qualification in Information Technology
- approach new information technology environments confidently and constructively
- acquire and apply information technology skills, techniques, tools and strategies to solve problems requiring hardware or software solutions and/or system change
- communicate effectively about information technology using correct and appropriate terminology
- use effective time management techniques to complete tasks
- to provide students at high school with an understanding of VET, Training Packages and competency based assessment
- to provide students with the opportunity to consolidate and develop their practical Information Technology skills
- to assist students in preparing for college, career or study pathways and
- to provide an option for students in line with their Student Pathways Planning.

This course provides students with industry standard education and training.

### **Ethics and the ICT Workforce**

The issue of ethical behaviour in the workplace has taken on new meanings in recent times with corporate governance under close scrutiny and a significant increase in ‘consultancy’ businesses and outsourced supplier arrangements.

In ICT industries, individuals and small businesses have traditionally plied their services and offered business solutions in this manner at all levels and across all industry sectors. Factors such as the increasing globalisation of both the sector and its workforce make the issues of ethical behaviour and professional practice become very relevant.

During the development process for the ICAI0105 Training Package, the IT Skills Hub sought permission from the Australian Computer Society (ACS) for the publication of extracts from its National Regulations (NR), in the form of the Code of Conduct and related information. The Code of Ethics is reprinted here as part of Innovation and Business Skills Australia’s (IBSA’s) service to users of ICA05 units which make reference to the ACS document.

*The Australian Computer Society (ACS) was founded in 1966 and is the recognised association for Information & Communication Technology (ICT) professionals, attracting a large and active membership of over 16,000 from all levels of the ICT industry. A member of the Australian Council of Professions, the ACS provides a public voice for the ICT profession and has assumed guardianship of professional ethics and standards in the ICT industry, with a commitment to the wider community to ensure the beneficial use of ICT.*

#### *ACS Objectives*

- *Further the study, science and application of Information Technology;*

- *Promote, develop and monitor competence in the practice of ICT by people and organisations;*
- *Maintain and promote a Code of Ethics for members of the Society;*
- *Define and promote standards of knowledge of ICT for members;*
- *Promote the formulation of effective policies on ICT and related matters;*
- *Extend the knowledge and understanding of ICT in the community;*
- *Promote the benefits of membership of the Society; and*
- *Promote the benefits of employing members of the Society*

*ACS members work in all areas of business and industry, government and academia, and are qualified and experienced ICT professionals committed to the Society's Code of Ethics and Code of Professional Conduct and Professional Practice. ACS membership denotes a commitment to professionalism. The Society requires its members to subscribe to a set of values and ideals that uphold and advance the honour, dignity and effectiveness of the profession of information technology.*

*The Society's Code of Ethics is reprinted below, with permission and can be found online at the following URL, <http://www.acs.org.au/static/national/pospaper/acs131.htm>. Users should ensure that they access any updates to the following version from the above link if there is an intention to rely on particular details of the document.*

*Note: The following Code of Ethics is part of the Society's National Regulations (NR) and the numbering sequence has been maintained.*

#### *ACS Code of Ethics*

#### *4. Code of Ethics*

*4.1 To uphold and advance the honour, dignity and effectiveness of the profession of information technology and in keeping with high standards of competence and ethical conduct, a member must:*

- a. be honest, forthright and impartial, and*
- b. loyally serve the community, and*
- c. strive to increase the competence and prestige of the profession, and*
- d. use special knowledge and skill for the advancement of human welfare.*

*4.2 The personal commitments set out in NR4.3 and NR4.4 bind each member with regard to that member's professional conduct.*

#### *4.3 Values and Ideals:*

*I must act with professional responsibility and integrity in my dealings with the community and clients, employers, employees and students. I acknowledge:*

*4.3.1 Priorities: I must place the interests of the community above those of personal or sectional interests.*

*4.3.2 Competence: I must work competently and diligently for my clients and employers.*

*4.3.3 Honesty: I must be honest in my representations of skills, knowledge, services and products.*

*4.3.4 Social Implications: I must strive to enhance the quality of life of those affected by my work.*

*4.3.5 Professional Development: I must enhance my own professional development, and that of my colleagues, employees and students.*

*4.3.6 Information Technology Profession: I must enhance the integrity of the information technology profession and the respect of its members for each other.*

#### 4.4 Standards of Conduct

The standards of conduct set out in these National Regulations explain how the Code of Ethics applies to a member's professional work. The list of standards is not necessarily exhaustive and should not be read as definitively demarcating the acceptable from the unacceptable in professional conduct in all practical situations faced by a member. The intention of the standards of conduct is to illustrate, and to explain in more detail, the meaning of the Code of Ethics in terms of specific behaviour. The fact that a member engages in, or does not engage in, these standards does not of itself guarantee that a member is acting ethically, or unethically, as applicable. A member is expected to take into account the spirit of the Code of Ethics in order to resolve ambiguous or contentious issues concerning ethical conduct.

#### 4.5 Priorities In accordance with NR4.3.1:

4.5.1 I must endeavour to preserve continuity of information technology services and information flow in my care.

4.5.2 I must endeavour to preserve the integrity and security of the information of others.

4.5.3 I must respect the proprietary nature of the information of others.

4.5.4 I must endeavour to preserve the confidentiality of the information of others.

4.5.5 I must advise my client or employer of any potential conflicts of interest between my assignment and legal or other accepted community requirements.

4.5.6 I must advise my clients and employers as soon as possible of any conflicts of interest or conscientious objections which face me in connection with my work.

#### 4.6 Competence

In accordance with NR4.3.2:

4.6.1 I must endeavour to provide products and services which match the operational and financial needs of my clients and employers.

4.6.2 I must give value for money in the services and products I supply.

4.6.3 I must make myself aware of relevant standards, and act accordingly.

4.6.4 I must respect and protect my clients' and employers' proprietary interests.

4.6.5 I must accept responsibility for my work.

4.6.6 I must advise my clients and employers when I believe a proposed project is not in their best interest.

4.6.7 I must go beyond my brief, if necessary, in order to act professionally.

#### 4.7 Honesty

In accordance with NR4.3.3:

4.7.1 I must not knowingly mislead a client or potential client as to the suitability of a product or service.

4.7.2 I must not misrepresent my skills or knowledge.

4.7.3 I must give opinions which are as far as possible unbiased and objective.

4.7.4 I must give realistic estimates for projects under my control.

4.7.5 I must qualify professional opinions which I know are based on limited knowledge or experience.

4.7.6 I must give credit for work done by others where credit is due.

#### 4.8 Social Implications

In accordance with NR4.3.4:

4.8.1 I must protect and promote the health and safety of those affected by my work.

4.8.2 I must consider and respect people's privacy which might be affected by my work.

4.8.3 I must respect my employees and refrain from treating them unfairly.

4.8.4 I must endeavour to understand, and give due regard to, the perceptions of those affected by my work.

4.8.5 I must attempt to increase the feelings of personal satisfaction, competence, and control of those affected by my work.

4.8.6 I must not require, or attempt to influence, any person to take any action which would involve a breach of the Code of Ethics.

#### 4.9 Professional Development

In accordance with NR4.3.5:

4.9.1 I must continue to upgrade my knowledge and skills.

4.9.2 I must increase my awareness of issues affecting the information technology profession and its relationship with the community.

4.9.3 I must encourage my colleagues, employees and students to continue their own professional development.

*4.10 Information Technology Profession In accordance with NR4.3.6:*

*4.10.1 I must respect, and seek when necessary, the professional opinions of colleagues in their areas of competence.*

*4.10.2 I must not knowingly engage in, or be associated with, dishonest or fraudulent practices.*

*4.10.3 I must not attempt to enhance my own reputation at the expense of another's reputation.*

*4.10.4 I must cooperate in advancing information processing by communication with other professionals, students and the public, and by contributing to the efforts of professional and scientific societies and schools.*

*4.10.5 I must distance myself professionally from someone whose membership of the Society has been terminated because of unethical behaviour or unsatisfactory conduct.*

*4.10.6 I must take appropriate action if I discover a member, or a person who could potentially be a member, of the Society engaging in unethical behaviour.*

*4.10.7 I must seek advice from the Society when faced with an ethical dilemma I am unable to resolve by myself.*

*4.10.8 I must do what I can to ensure that the corporate actions of the Society are in accordance with this Code of Ethics.*

*4.10.9 I acknowledge my debt to the computing profession and in return must protect and promote professionalism in information technology.*

### **AQF Guidelines and Learning Outcomes**

The AQF Implementation Handbook provides a comprehensive guideline for each AQF qualification. A summary of the learning outcome characteristics and their distinguishing features for the Certificate I AQF qualification is as follows.

#### **Characteristics of Certificate I Learning Outcomes**

Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable. Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

#### **Distinguishing Features of Learning Outcomes**

Do the competencies enable an individual with this qualification to:

- demonstrate knowledge by recall in a narrow range of areas;
- demonstrate basic practical skills, such as the use of relevant tools;
- perform a sequence of routine tasks given clear direction
- receive and pass on messages/information.

At the completion of the course students will receive a Certificate I in Information Technology, if they have successfully completed all competencies. Students who successfully completed some competencies will receive a Statement of Attainment. A Statement of Attainment is also nationally recognised, and allows the student to complete their certificate at any RTO offering the Certificate I course.

The Certificate I will be formally recognised on the Year 10 Certificate. To receive the Certificate I in Information Technology ICA10105 the following table applies:

## Certificate I Competencies

CODE	COMPETENCY TITLE	CORE or ELECTIVE
ICAU1128B	Operate a personal computer	Core
ICAU1129B	Operate a word processing application	Core
ICAU1130B	Operate a spreadsheet application	Elective
ICAU1131B	Operate a database application	Elective
ICAU1132B	Operate a presentation package	Elective
ICAU1133B	Send and receive information using web browsers and email	Core

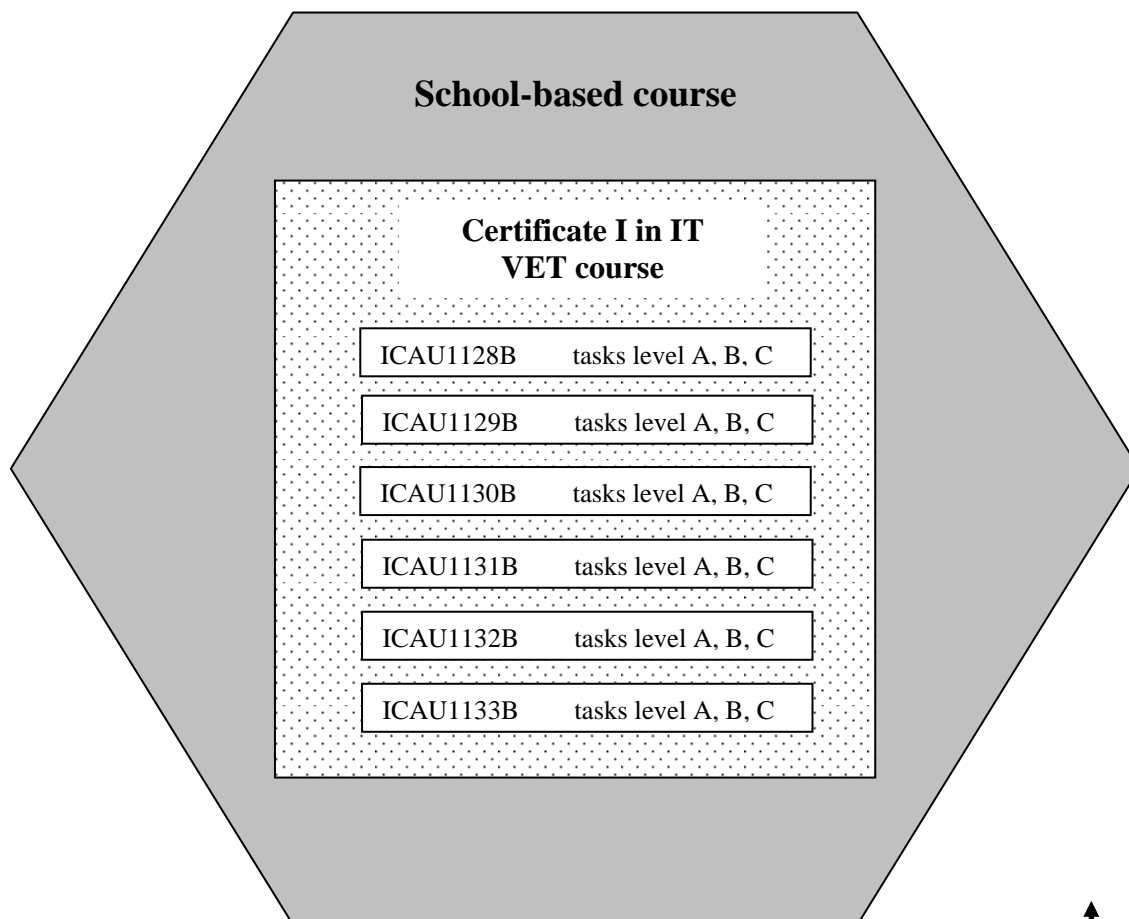
**For this course for ACT public high schools, all of the above six competencies must be successfully completed in order to achieve Certificate I in Information Technology.**

### Course length and composition

A VET course is the unit or units of work in which the competencies of a VET training package are taught. VET training packages cannot be broken up, and the competencies taught across several courses. VET competencies must be incorporated into a single program of study.

It is up to the school to determine whether the Certificate I in Information Technology is delivered as a stand alone course or embedded within a broader unit of work. For example, it could be delivered within a semester long Information Technology unit of work. The course in which these competencies are embedded will cover a wide range of other material and a variety of assessment strategies.

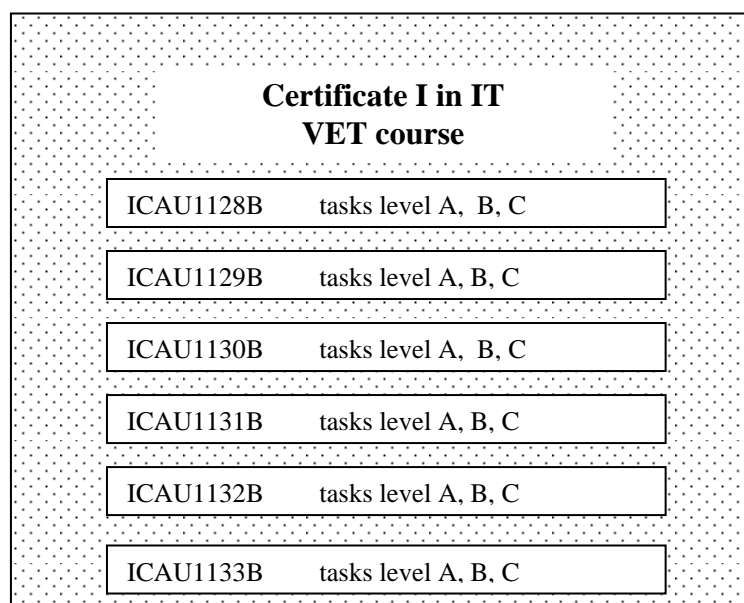
**Please Note:** The school-based unit of work cannot be called Certificate I in Information Technology. This is because when the unit appears on the Year 10 Certificate it may cause confusion. Therefore it must be given another name. This means that on the Year 10 Certificate students will have an outcomes based grade for the school-based unit of work, in which Certificate I in IT has been embedded. If a student completes the Certificate I in IT, this will be separately recorded on the Year 10 Certificate.



A school may choose to offer Certificate I in Information Technology as school-based units embedded in a school-based course

**OR**

as stand alone enrichment units.



There are six competencies to be covered in the Certificate 1 in IT. These need to be taught in a single course. They cannot be taught across several subject areas, as is common practice with ICT competencies.

To complete the Certificate I in one semester, students will need approximately four hours a week class time.

### **Embedding the course in a year 9/10 unit of work**

- Certificate I or Statement of Attainment can only be awarded to students in Year 10.
- Year 9 students can undertake the course and develop a portfolio of work that demonstrates their competency. In order to be awarded the Certificate, in Year 10 they may be given an opportunity to demonstrate their current level of competency to a teacher qualified in Training and Assessment.
- If competency is demonstrated in Year 10, the student can receive the appropriate Certificate I or Statement of Attainment.

### **Essential Learning Achievements**

This course will cover the following essential content from the ACT curriculum framework P-10 *Every chance to learn* later adolescence band of development:

**ELA 6** The student uses Information and Communication Technology effectively

*Inquire and create with ICT*

- 6.LA.1** routinely use ICT to enhance their ability to research and learn through inquiry, with an understanding that using ICT can enable broader inquiry and access to a wide variety of information, opinions and perspectives (ICAU113B – Send and receive information using web browsers and email).
- 6.LA.2** perform advanced ICT searches, selecting appropriate sources of digital information in response to identified needs and research questions (ICAU113B – send and receive information using web browsers and email).
- 6.LA.3** select and use ICT to classify, organise, analyse and interpret information or data to respond to inquiry requirements or identify new paths of inquiry (ICAU1130B – operate a spreadsheet application, ICAU1131B – operate a database application, ICAU1133B – send and receive information using web browsers and email).
- 6.LA.4** become critical and creative users of ICT to develop and demonstrate their understandings of concepts and perspectives on issues, topics and ideas (ICAU1129B – operate a word processing application, ICAU1130B – operate a spreadsheet application, ICAU1131B – operate a database application, ICAU1132B – operate

a presentation package, ICAU1133B – send and receive information using web browsers and email).

- 6.LA.5** assess ICT for its potential to produce creative solutions, plans and simple systems (ICAU1132B – operate a presentation package, ICAU1133B – send and receive information using web browsers and email).

*Communicate and collaborate with ICT*

- 6.LA.6** use ICT to distribute information, collaborate, exchange ideas, present critical opinions and problem-solve with others (ICAU1133B – send and receive information using web browsers and email).
- 6.LA.8** use ICT to accurately present an identity and communicate relevant ideas or information (ICAU1129B – operate a word processing package, ICAU1133B – send and receive information using web browsers and email).
- 6.LA.9** consistently apply presentation and communication conventions or protocols (ICAU1129B – operate a word processing application, ICAU1132B – operate a presentation package, ICAU1133B – send and receive information using web browsers and email).
- 6.LA.10** reflect on feedback to analyse and describe how their use of a particular ICT could be more effective in future communications (ICAU1133B – send and receive information using web browsers and email).

*Operate ICT*

- 6.LA.11** operate ICT purposefully and apply efficient operational sequences (ICAU1128B – operate a personal computer, ICAU1129B – operate a word processing application, ICAU1130B – operate a spreadsheet application, ICAU1131B – operate a database application, ICAU1132B – operate a presentation package, ICAU1133B – send and receive information using web browsers and email).
- 6.LA.12** use appropriate support when updating or learning new operational skills (ICAU1129B – operate a word processing application, ICAU1130B – operate a spreadsheet application, ICAU1131B – operate a database application, ICAU1132B – operate a presentation package, ICAU1133B – send and receive information using web browsers and email).
- 6.LA.13** consistently apply formats and conventions when undertaking individual and collaborative tasks (ICAU1129B – operate a word processing application, ICAU1130B – operate a spreadsheet application, ICAU1131B – operate a database application, ICAU1132B – operate a presentation package, ICAU1133B – send and receive information using web browsers and email).
- 6.LA.14** consistently use agreed processes for accessing and working with personal information and content, and understand the advantages of

cooperating in the management of ICT resources (ICAU1133B – send and receive information using web browsers and email).

**6.LA.15** understand and explain the main functions of ICT systems (e.g. processing, input, output and storage functions) and use correct terminology to describe devices and processes for performing complex operations (ICAU112B – operate a personal computer).

*Use ICT ethically and safely*

**6.LA.17** adhere to codes of practice and conform to intellectual property and copyright laws, particularly in relation to online access (ICAU1133B – send and receive information using web browsers and email).

**6.LA.20** select and use ICT practices to minimise health and safety problems

### **Teacher qualifications**

In order to deliver a VET course, the teacher must be qualified in the area being taught to at least the level they are delivering to their students. To teach Certificate I in IT, a teacher must be qualified to at least Certificate I in IT.

Certificate IV in Training and Assessment is a pre-requisite for assessing VET competencies. (This was previously called Workplace Training and Assessment). The assessment process must be overseen by a qualified Trainer and Assessor. The Trainer and Assessor need not be the teacher of the course, but it is easier if this is the case.

### **Registered Training Organisation (RTO)**

To deliver VET programs, an organisation must be a Registered Training Organisation (RTO), or affiliated with one. High schools must partner with a RTO (usually an ACT college). The role of the RTO is to assist the high school in managing compliance including the completion of required documentation, quality assure the high school's assessment system and assessment materials (eg. adherence to principles of validity, reliability, fairness and flexibility), plus specific resources or facilities set out in the industry training package and to validate the qualifications of the teachers delivering VET training against the requirements stated in the relevant Training Package.

A Memorandum of Understanding must be completed with the partnering RTO, on an annual basis prior to course commencement.

### **Assessment**

#### **Competency Based Assessment**

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the *Standards for Registered Training Organisations*.

Assessors need to develop an assessment strategy where the different assessment items will enable them to obtain sufficient evidence to judge that the students have attained the competency. Usually, learning and assessment are integrated, with assessment evidence being collected and feedback provided to the candidate throughout the learning and assessment process.

Learning and assessment should be carried out in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be; group-based, work-based, project-based, self-paced, action learning-based; conducted by distance or e-learning; and/or involve practice and experience in the workplace. Evidence must be gathered over a number of assessment items. Competence does not mean being able to demonstrate once or twice.

The integrated assessment activity will require the learner to:

- use the appropriate key competencies
- apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace
- integrate the most critical aspects of the competencies for which workplace competency must be demonstrated
- it will also provide evidence for grades and or scores for school-based assessment.

### **Recognition of Prior Learning (RPL)**

Recognition of Prior Learning (RPL) is the acknowledgement of skills and knowledge obtained through:

- formal training or study including courses at school, college, TAFE and training programs at work
- work experience including paid and volunteer work and
- life experience including skills attained through leisure pursuits such as musical, mechanical or linguistic abilities.

RPL recognises this prior knowledge and experience and measures it against the course in which the student is enrolled. The student may not need to complete the entire training program if he or she already possesses some of the skills and/or knowledge taught in the program.

Students who want their knowledge and skills recognised under RPL must provide the training provider with evidence of their prior learning. The RTO is required under the AQTF 2007 to take previous experience and study into account.

More information regarding RPL is available from the RTO or the Vocational Education and Training Guidelines for ACT Public High Schools.

### **Pedagogy and assessment tasks**

It is suggested that tasks should be included at 3 levels of complexity commencing with Level A and proceeding to Level C. Students must demonstrate competence at Level C tasks to be deemed competent.

Level A – Learning skills - lock step, basic instruction

Level B – Applying skills without prompts

Level C – Application of knowledge to industry related task.

Level C tasks are appropriate to be used to assess competency and may also assist in assessing the class component of the course.

It is expected that teachers will introduce each new competency using level A tasks. These tasks provide for a high level of scaffolding and direct teaching, to allow students to gain the necessary skills for this competence. Once confident in performing level A tasks, students can move to those with a level B rating. These tasks allow students to demonstrate their understanding of the skills and knowledge being taught. Students may need additional time or specific teaching to develop competence.

Once students are deemed by the teacher to have a sound understanding of topics covered, they can be set a level C task. These tasks provide limited scaffolding or prompts. They are opportunities for students to demonstrate their understanding and hence their competence in a particular area. These tasks also allow room for assessment relating to the school based unit in which the competency is being taught.

Students whom the teacher believes have a sound knowledge of the material being taught, may move directly to level C tasks, where they can demonstrate their competency.

### **Physical resources**

The following physical resources are required to effectively deliver the course. Individual competencies have specific resources outlined in the ICA05 training package. This training package is available at the NTIS website.

Please note that although it is not a requirement that each student have access to an individual computer at all times, for assessment purposes arrangements must be made to allow students to work independently.

Resources include:

- local Area Network with shared disk drives and multiple printers or peripheral in/out devices
- disks may include but are not limited to CDs, DVDs, USB mass storage devices
- peripherals may include printers, scanners, speakers and multimedia kits, digital cameras
- keyboard equipment may include mouse, touch pad, keyboard and pens
- if possible a personal computer for each student
- appropriate on-line help, manuals and training booklets
- technical instructions for use of specific computer hardware
- an environment conducive to learning incorporating Occupational Health and Safety principles

- two different browsers / platforms
- depending on units studied software including: text editors, word processor, spreadsheet, database, graphics package, communication packages and presentation package and
- appropriate up-to-date audiovisual materials.

Additional information for each unit can be found in the training package. This information includes current reference lists of appropriate software and texts to adequately support instruction and assessment.

### **Evaluation**

It is an AQTF 2007 requirement that all VET courses implement an end of unit evaluation. More information is available from your partnering RTO. A summary report of this evaluation needs to be given to the RTO for AQTF 2007 audit procedures.

## Resources

### Course materials

[www.basford.com.au](http://www.basford.com.au) This site has a range of training booklets available. A sample manual can be downloaded at [http://www.basford.com.au/cert\\_1\\_in\\_IT\\_sample\\_book.pdf](http://www.basford.com.au/cert_1_in_IT_sample_book.pdf)

[www.datadiscovery.com.au](http://www.datadiscovery.com.au) A range of self-paced computer courseware options for schools (and other training providers) is available.

[www.orbeducation.com.au](http://www.orbeducation.com.au) Resources offering differentiated tasks are available in a range of areas including IT. They also offer editable versions of all their products so that they can be further adapted to meet the exact needs of the students.

### Other resources

[www.govet.nsw.edu.au](http://www.govet.nsw.edu.au) This site is the New South Wales education site for VET in Schools. It includes sample units of work, and a wide range of links and information both general to VET and specific to IT.

[www.ntis.gov.au](http://www.ntis.gov.au) National Training Information Service. This site provides up to date information regarding training packages, competencies, courses, RTOs.

[www.flexiblelearning.net.au](http://www.flexiblelearning.net.au) This is an e-learning site, providing news, products and resources. Includes toolboxes.

### Additional support for teachers

Vocational Education and Training Guidelines for ACT Public High Schools (these are available from your school's VET coordinator or at [http://www.det.act.gov.au/school\\_education/vocational\\_learning\\_in\\_schools](http://www.det.act.gov.au/school_education/vocational_learning_in_schools)

High School VET Coordinator

Partnering College VET Coordinator/teachers

Transitions, Careers and Vocational Learning – this the section the ACT Department of Education and Training with responsibility for providing support to schools regarding VET and Careers. Contact: 6205 7920

Board of Senior Secondary Studies (BSSS) The board is responsible for printing certificates and statements of attainments for college RTOs (including schools that have a MOU). For further information contact: 6205 7178

Members of the writing team

## UNITS: Competencies, elements and performance criteria

UNIT	ICAU1128B Operate a personal computer
DESCRIPTION	This unit defines the competency required to start up, identify and select icons, correctly navigate and organise the desktop environment and use a range of functions.
ELEMENT	PERFORMANCE CRITERIA
1. Start the computer	1.1. Check <i>peripheral device</i> connections for correct position 1.2. Switch on power at both the power point and <i>computer</i>
2. Access basic system information	2.1. Insert user name and password as prompted and note access, privacy, security and related conditions of use displayed on introductory screens 2.2. Navigate through the <i>operating system</i> to access <i>system information</i> to identify system configuration and application versions in operation 2.3. Use on-line help functions as required
3. Navigate and manipulate desktop environment	3.1. Create and customise desktop icons 3.2. Select, open and close desktop icons to access <i>application programs</i> 3.3. Manipulate application windows and return desktop to original condition
4. Organise basic directory/folder structure and files	4.1. Create and name directories and subdirectories 4.2. Identify <i>attributes</i> of directories 4.3. Move subdirectories between directories 4.4. Rename directories as required 4.5. Access directories and subdirectories via different paths
5. Organise files for user and/or organisation requirements	5.1. Use <i>system browser</i> to search drives for specific files 5.2. Access the most commonly used types of files in the <i>directories</i> 5.3. Select, open and rename groups of files as required 5.4. Move files between directories 5.5. Copy files to <i>disk</i> 5.6. Restore deleted files as necessary 5.7. Erase and format <i>disks</i> as necessary
6. Print information	6.1. Add a printer if required and ensure correct <i>printer settings</i>

	6.2. Change the default printer if appropriate 6.3. Print information from an installed printer 6.4. View and delete progress of print jobs as required
<b>7. Shut down computer</b>	7.1. Save any work to be retained and close all open application programs correctly 7.2. Shut down computer correctly

The Australian Computer Society (ACS) recommends that this unit also incorporate how to backup and restore data. They also suggest that the following topics regarding security could be included and would add value to the course:

- What's the threat?
- Why worry about security?
- What virus protection do you need and also not need?
- How do you keep anti-virus software up-to-date?
- What are the myths and facts about security?
- Identity theft – how might it happen? Why is this important? What are the ethical matters arising?

UNIT	ICAU1129B Operate a word processing application
DESCRIPTION	This unit defines the competency required to correctly operate word processing applications and perform basic operations.
ELEMENT	PERFORMANCE CRITERIA
1. Create documents	1.1. Open word processing application and create/open document and add data according to <i>information requirements</i> 1.2. Use document templates as required 1.3. Use simple <i>formatting tools</i> when creating the document 1.4. Save document to correct directory
2. Customise basic settings to meet page layout conventions	2.1. Adjust page layout to meet information requirements 2.2. Open and view different <i>toolbars</i> 2.3. Change <i>font format</i> to suit the purpose of the document 2.4. Change <i>alignment</i> and line spacing according to document <i>information requirements</i> 2.5. Modify margins to suit the purpose of the document 2.6. Open and switch between several documents
3. Format document	3.1. Use <i>formatting features</i> and styles as required 3.2. Highlight and copy text from another area in the document or from another active document 3.3. Insert headers and footers to incorporate all necessary data 3.4. Save document in another <i>file format</i> 3.5. Save and close document to <i>disk</i>
4. Create tables	4.1. Insert a standard table into a document 4.2. Change cells to meet information requirements 4.3. Insert and delete columns and rows as necessary 4.4. Use <i>formatting tools</i> according to style requirements
5. Add images	5.1. Insert appropriate <i>images</i> in a document and customise as necessary 5.2. Position and resize images to meet the document formatting needs

<b>6. Use mail merge</b>	6.1. Create simple mailing list in layout suitable for merging 6.2. Create or select another document for merging 6.3. Mail merge list with other document
<b>7. Print documents</b>	7.1. Preview document in print preview mode 7.2. Select basic print settings 7.3. Print document or part of the document from printer

UNIT	ICAU1130B Operate a spreadsheet application
DESCRIPTION	This unit defines the competency required to correctly operate spreadsheet applications and perform basic operations.
ELEMENT	PERFORMANCE CRITERIA
<b>1. Create spreadsheets</b>	1.1. Open spreadsheet application and create/open spreadsheet file and enter numbers, text and symbols into cells according to information requirements 1.2. Enter simple formulas using cell referencing where required 1.3. Correct formulas when error messages occur 1.4. Use a range of common <i>tools</i> during spreadsheet development 1.5. <i>Edit</i> columns and rows within the spreadsheet 1.6. Use the autofill function to increment <i>data</i> where required 1.7. Save spreadsheet to correct directory or folder
<b>2. Customise basic settings</b>	2.1. Adjust page <i>layout</i> to meet user requirements or special needs 2.2. Open and view different <i>toolbars</i> 2.3. Change <i>font settings</i> so they are appropriate for the purpose of the document 2.4. Change <i>alignment</i> options and line spacing according to spreadsheet <i>formatting features</i> 2.5. Format cell to display different styles as required 2.6. Modify margin sizes to suit the purpose of the spreadsheets 2.7. View multiple spreadsheets concurrently
<b>3. Format spreadsheets</b>	3.1. Use formatting features as required 3.2. Copy selected <i>formatting features</i> from another cell in the spreadsheet or from another active spreadsheet 3.3. Use <i>formatting tools</i> as required within the spreadsheet 3.4. Align information in a selected cell as required 3.5. Insert headers and footers using <i>formatting features</i>

	<p>3.6. Save spreadsheet in another <i>format</i></p> <p>3.7. Save and close spreadsheet to <i>disk</i></p>
<p><b>4. Incorporate object and chart in spreadsheets</b></p>	<p>4.1. Import an <i>object</i> into an active spreadsheet</p> <p>4.2. Manipulate imported <i>object</i> by using <i>formatting features</i></p> <p>4.3. Create a chart using selected data in the spreadsheet</p> <p>4.4. Display selected data in a different chart</p> <p>4.5. Modify chart using formatting features</p>
<p><b>5. Print spreadsheets</b></p>	<p>5.1. Preview spreadsheet in print preview mode</p> <p>5.2. Select basic printer options</p> <p>5.3. Print spreadsheet or selected part of spreadsheet</p> <p>5.4. Submit the spreadsheet to the <i>appropriate person</i> for approval or feedback</p>

UNIT	ICAU1131B Operate a database application
DESCRIPTION	This unit defines the competency required to operate database applications and perform basic operations.
ELEMENT	PERFORMANCE CRITERIA
1. Create a database	1.1. Open a database application and design a two-table simple relational database incorporating basic <i>design principles</i> 1.2. Develop a table with fields and <i>attributes</i> according to database usage, as well as user requirements 1.3. Create a primary key and establish an index for each table 1.4. Modify table layout and field <i>attributes</i> as required 1.5. Create a <i>relationship</i> between the two tables 1.6. Add and modify data in a table according to information requirements 1.7. Add and delete records as required 1.8. Save and close down database to <i>disk</i>
2. Customise basic settings	2.1. Adjust page layout to meet user requirements 2.2. Open and view different <i>toolbars</i> 2.3. Format <i>font</i> as appropriate for the purpose of the database entries
3. Create reports	3.1. Design reports to present data in a logical sequence 3.2. Modify reports to include/exclude additional requirements 3.3. Distribute reports to <i>appropriate person</i> in a suitable format
4. Create forms	4.1. Use a wizard to create a simple form 4.2. Open existing database and modify records through a simple form 4.3. Rearrange <i>objects</i> within the form to accommodate information requirements
5. Retrieve information	5.1. Access existing database and locate required records 5.2. Create simple query and retrieve required information 5.3. Develop query with multiple criteria and retrieve required information 5.4. Select data and display appropriately

UNIT	ICAU1132B Operate a presentation package
DESCRIPTION	This unit defines the competency required to operate presentation applications and perform basic operations.
ELEMENT	PERFORMANCE CRITERIA
1. <b>Create presentations</b>	1.1. Open a presentation package application and create a simple design for a presentation according to organisational requirements 1.2. Open a blank presentation and add text and graphics 1.3. Apply existing styles within a presentation 1.4. Use presentation template and slides to create a presentation 1.5. Use various <i>tools</i> to improve the look of the presentation 1.6. Save presentation to correct directory
2. <b>Customise basic settings</b>	2.1. Adjust display to meet user requirements 2.2. Open and view different <i>toolbars</i> to view options 2.3. Ensure <i>font settings</i> are appropriate for the purpose of the presentation 2.4. View multiple slides at once
3. <b>Format presentation</b>	3.1. Use and incorporate organisational charts, bulleted lists and modify as required 3.2. Add <i>objects</i> and manipulate to meet presentation purposes 3.3. Import <i>objects</i> and modify for presentation purposes 3.4. Modify slide layout, including text and colours to meet presentation requirements 3.5. Use <i>formatting tools</i> as required within the presentation 3.6. Duplicate slides within and/or across a presentation 3.7. Reorder the sequence of slides and/or delete slides for presentation purposes 3.8. Save presentation in another <i>format</i> 3.9. Save and close presentation to <i>disk</i>
4. <b>Add slide show effects</b>	4.1. Incorporate preset animation and multimedia effects into presentation as required to enhance the presentation 4.2. Add slide transition effects to presentation to ensure smooth progression though the presentation 4.3. Test presentation for overall impact

	4.4. Use onscreen navigation tools to start and stop slide show or move between different slides as required
<b>5. Print presentation and notes</b>	5.1. Select appropriate print format for presentation 5.2. Select preferred slide orientation 5.3. Add notes and slide numbers 5.4. Preview slides and spell check before presentation 5.5. Print the selected slides and submit presentation to <i>appropriate person</i> for feedback

UNIT	ICAU1133B Send and retrieve information over the Internet using browsers and email
DESCRIPTION	This unit defines the competency required to complete basic web search tasks and send and retrieve emails with attachments.
ELEMENT	PERFORMANCE CRITERIA
1. Access the internet	1.1. Open an <i>internet browser</i> and set a home page of personal choice by setting <i>internet options</i> 1.2. Adjust the display of the <i>internet browser</i> to suit personal requirements 1.3. Modify <i>toolbar</i> to meet user and <i>internet browser</i> needs 1.4. Access a particular website, note privacy and other conditions of use and retrieve data 1.5. Enter a uniform resource locator (URL), in the address line of the <i>internet browser</i>
2. Search internet	2.1. Locate and select appropriate <i>search engine</i> and define search expressions based on the data required 2.2. Save search expression results and present them in a report according to the information requirements 2.3. Create a bookmark within the <i>internet browser</i> or a link for the required web page and save it in a bookmark folder 2.4. Modify the <i>internet browser</i> options for printing and print a web page 2.5. Close the internet browser
3. Research and apply 'netiquette' principles	3.1. Select <i>search engine</i> and using key word search research the concept of <i>netiquette</i> (or web etiquette) 3.2. Review rules of good online manners from at least two <i>netiquette</i> sites 3.3. Develop a personal list of <i>netiquette</i> principles to be applied to email and newsgroup discussions 3.4. Check that these are consistent with organisational policies
4. Send and organise messages	4.1. Open an email application package and create a new email message 4.2. Add addressee to the email message 4.3. Compose the text of an email message according to organisational guidelines 4.4. Create and add an automatic signature for the user, so that it appears automatically in

	<p>every new email message that the user creates</p> <ol style="list-style-type: none"> <li>4.5. Attach <i>files</i> to the email message, using the attachment feature</li> <li>4.6. Determine and set a priority for an email message and spell check and edit text as required</li> <li>4.7. Send the email message</li> <li>4.8. Reply to received messages and forward as appropriate, using the carbon copy and forward features</li> <li>4.9. Open and save an attachment to the relevant folder</li> <li>4.10. Search for an email message and set a priority setting or delete as necessary</li> <li>4.11. Sort inbox according to sender's name and date received</li> <li>4.12. Save email messages in a folder</li> <li>4.13. Compact folder to save space</li> <li>4.14. Print an email message</li> </ol>
<p><b>5. Create an address book</b></p>	<ol style="list-style-type: none"> <li>5.1. Manually add an email address to the email package address book</li> <li>5.2. Update the address book by transferring the email address from a received message</li> <li>5.3. Create a distribution list and send out email message</li> </ol>

## Performance criteria task sheets

The following sheets are examples of sheets that may assist teachers in mapping their class exercises to the competencies and ELAS.

### ICAU1128B Operate a personal computer

Element	Performance Criteria Task Sheet																			
1. Start the computer	1.1. Check <i>peripheral device</i> connections for correct position																			
	1.2. Switch on power at both the power point and <i>computer</i>																			
2. Access basic system information	2.1. Insert user name and password as prompted and note access, privacy, security and related conditions of use displayed on introductory screens																			
	2.2. Navigate through the <i>operating system</i> to access <i>system information</i> to identify system configuration and application versions in operation																			
	2.3. Use on-line help functions as required																			
3. Organise basic directory and folder structures	3.1. Create and customise desktop icons																			
	3.2. Select, open and close desktop icons to access <i>application programs</i>																			

	3.3. Manipulate application windows and return desktop to original condition																			
4. Organise basic directory/folder structure and files	4.1. Create and name directories and subdirectories																			
	4.2. Identify <i>attributes</i> of directories																			
	4.3. Move subdirectories between directories																			
	4.4. Rename directories as required																			
	4.5. Access directories and subdirectories via different paths																			
5. Organise files for user and/or organisation requirements	5.1. Use <i>system browser</i> to search drives for specific files																			
	5.2. Access the most commonly used types of files in the <i>directories</i>																			
	5.3. Select, open and rename groups of files as required																			
	5.4. Move files between directories																			
	5.5. Copy files to <i>disk</i>																			

	5.6. Restore deleted files as necessary																		
	5.7. Erase and format <i>disks</i> as necessary																		
6. Print information	6.1. Add a printer if required and ensure correct <i>printer settings</i>																		
	6.2. Change the default printer if appropriate																		
	6.3. Print information from an installed printer																		
	6.4. View and delete progress of print jobs as required																		
7. Shut down computer	7.1. Save any work to be retained and close all open application programs correctly																		
	7.2. Shut down computer correctly																		
ELA Numbers	Insert ELA numbers																		
	Insert ELA numbers																		

Element	Performance Criteria Task Sheet										
1. Create documents	1.1. Open word processing application and create/open document and add data according to <i>information requirements</i>										
	1.2. Use document templates as required										
	1.3. Use simple <i>formatting tools</i> when creating the document										
	1.4. Save document to correct directory										
2. Customise basic settings to meet page layout conventions	2.1. Adjust page layout to meet information requirements										
	2.2. Open and view different <i>toolbars</i>										
	2.3. Change <i>font format</i> to suit the purpose of the document										
	2.4. Change <i>alignment</i> and line spacing according to document <i>information requirements</i>										
	2.5. Modify margins to suit the purpose of the document										
	2.6. Open and switch between several documents										
For mat docume	3.1. Use <i>formatting features</i> and styles as required										

	3.2. Highlight and copy text from another area in the document or from another active document										
	3.3. Insert headers and footers to incorporate all necessary data										
	3.4. Save document in another <i>file format</i>										
	3.5. Save and close document to <i>disk</i>										
5. Create tables	4.1. Insert a standard table into a document										
	4.2. Change cells to meet information requirements										
	4.3. Insert and delete columns and rows as necessary										
	4.4. Use <i>formatting tools</i> according to style requirements										
6. Add images	5.1. Insert appropriate <i>images</i> in a document and customise as necessary										
	5.2. Position and resize images to meet the document formatting needs										
6. Use mail merge	6.1. Create simple mailing list in layout suitable for merging										
	6.2. Create or select another document for merging										
	6.3. Mail merge list with other document										
7. Print documents	7.1. Preview document in print preview mode										
	7.2. Select basic print settings										

	7.3. Print document or part of the document from printer										
ELA Numbers	Insert ELA numbers										
	Insert ELA numbers										

Element	Performance Criteria Task Sheet																			
1. Create spreadsheets	1.1. Open spreadsheet application and create/open spreadsheet file and enter numbers, text and symbols into cells according to information requirements																			
	1.2. Enter simple formulas using cell referencing where required																			
	1.3. Correct formulas when error messages occur																			
	1.4. Use a range of common <i>tools</i> during spreadsheet development																			
	1.5. <i>Edit</i> columns and rows within the spreadsheet																			
	1.6. Use the autofill function to increment <i>data</i> where required																			
	1.7. Save spreadsheet to correct directory or folder																			
2. Customise basic settings	2.1. Adjust page <i>layout</i> to meet user requirements or special needs																			
	2.2. Open and view different <i>toolbars</i>																			
	2.3. Change <i>font settings</i> so they are appropriate for the purpose of the document																			

	2.4. Change <i>alignment</i> options and line spacing according to spreadsheet <i>formatting features</i>																			
	2.5. Format cell to display different styles as required																			
	2.6. Modify margin sizes to suit the purpose of the spreadsheets																			
	2.7. View multiple spreadsheets concurrently																			
3. Format spreadsheet	3.1. Use formatting features as required																			
	3.2. Copy selected <i>formatting features</i> from another cell in the spreadsheet or from another active spreadsheet																			
	3.3. Use <i>formatting tools</i> as required within the spreadsheet																			
	3.4. Align information in a selected cell as required																			
	3.5. Insert headers and footers using <i>formatting features</i>																			
	3.6. Save spreadsheet in another <i>format</i>																			
	3.7. Save and close spreadsheet to <i>disk</i>																			
4. Incorporate object and chart in spreadsheets	4.1. Import an <i>object</i> into an active spreadsheet																			
	4.2. Manipulate imported <i>object</i> by using <i>formatting features</i>																			
	4.3. Create a chart using selected data in the spreadsheet																			

	4.4. Display selected data in a different chart																		
	4.5. Modify chart using formatting features																		
5.	Print spreadsheets																		
	5.1. Preview spreadsheet in print preview mode																		
	5.2. Select basic printer options																		
	5.3. Print spreadsheet or selected part of spreadsheet																		
	5.4. Submit the spreadsheet to the <i>appropriate person</i> for approval or feedback																		
ELA Numbers	Insert ELA numbers																		
	Insert ELA numbers																		

**ICAU1131B**

**Operate a database application**

Element	Performance Criteria Task Sheet																			
1. Create a database	1.1. Open a database application and design a two-table simple relational database incorporating basic <i>design principles</i>																			
	1.2. Develop a table with fields and <i>attributes</i> according to database usage, as well as user requirements																			
	1.3. Create a primary key and establish an index for each table																			
	1.4. Modify table layout and field <i>attributes</i> as required																			
	1.5. Create a <i>relationship</i> between the two tables																			
	1.6. Add and modify data in a table according to information requirements																			
	1.7. Add and delete records as required																			
	1.8. Save and close down database to <i>disk</i>																			
2. Customise basic settings	2.1. Adjust page layout to meet user requirements																			
	2.2. Open and view different <i>toolbars</i>																			
	2.3. Format <i>font</i> as appropriate for the purpose of the database entries																			

3. Create reports	3.1. Design reports to present data in a logical sequence																		
	3.2. Modify reports to include/exclude additional requirements																		
	3.3. Distribute reports to <i>appropriate person</i> in a suitable format																		
4. Create forms	4.1. Use a wizard to create a simple form																		
	4.2. Open existing database and modify records through a simple form																		
	4.3. Rearrange <i>objects</i> within the form to accommodate information requirements																		
5. Retrieve information	5.1. Access existing database and locate required records																		
	5.2. Create simple query and retrieve required information																		
	5.3. Develop query with multiple criteria and retrieve required information																		
	5.4. Select data and display appropriately																		
ELA Numbers	Insert ELA numbers																		
	Insert ELA numbers																		



Element	Performance Criteria Task Sheet										
1. Create presentations	1.1. Open a presentation package application and create a simple design for a presentation according to organisational requirements										
	1.2. Open a blank presentation and add text and graphics										
	1.3. Apply existing styles within a presentation										
	1.4. Use presentation template and slides to create a presentation										
	1.5. Use various <i>tools</i> to improve the look of the presentation										
	1.6. Save presentation to correct directory										
2. Customise basic settings	2.1. Adjust display to meet user requirements										
	2.2. Open and view different <i>toolbars</i> to view options										
	2.3. Ensure <i>font settings</i> are appropriate for the purpose of the presentation										
	2.4. View multiple slides at once										
Formative assessment	3.1. Use and incorporate organisational charts, bulleted lists and modify as required										

	3.2. Add <i>objects</i> and manipulate to meet presentation purposes										
	3.3. Import <i>objects</i> and modify for presentation purposes										
	3.4. Modify slide layout, including text and colours to meet presentation requirements										
	3.5. Use <i>formatting tools</i> as required within the presentation										
	3.6. Duplicate slides within and/or across a presentation										
	3.7. Reorder the sequence of slides and/or delete slides for presentation purposes										
	3.8. Save presentation in another <i>format</i>										
	3.9. Save and close presentation to <i>disk</i>										
4. Add slide show effects	4.1. Incorporate preset animation and multimedia effects into presentation as required to enhance the presentation										
	4.2. Add slide transition effects to presentation to ensure smooth progression though the presentation										
	4.3. Test presentation for overall impact										
	4.4. Use onscreen navigation tools to start and stop slide show or move between different slides as required										
5. Print presentation and notes	5.1. Select appropriate print format for presentation										
	5.2. Select preferred slide orientation										
	5.3. Add notes and slide numbers										

	5.4. Preview slides and spell check before presentation										
	5.5. Print the selected slides and submit presentation to <i>appropriate person</i> for feedback										
ELA Numbers	Insert ELA numbers										
	Insert ELA numbers										

Element	Performance Criteria Task Sheet	Netiquette	Googling								
1. Access the internet	1.1. Open an <i>internet browser</i> and set a home page of personal choice by setting <i>internet options</i>										
	1.2. Adjust the display of the <i>internet browser</i> to suit personal requirements										
	1.3. Modify <i>toolbar</i> to meet user and <i>internet browser</i> needs										
	1.4. Access a particular website, note privacy and other conditions of use and retrieve data										
	1.5. Enter a uniform resource locator (URL), in the address line of the <i>internet browser</i>										
2. Search internet	2.1. Locate and select appropriate <i>search engine</i> and define search expressions based on the data required										
	2.2. Save search expression results and present them in a report according to the information requirements										
	2.3. Create a bookmark within the <i>internet browser</i> or a link for the required web page and save it in a bookmark folder										
	2.4. Modify the <i>internet browser</i> options for printing and print a web page										
	2.5. Close the internet browser										

3. Research and apply 'netiquette' principles	3.1. Select <i>search engine</i> and using key word search research the concept of <i>netiquette</i> (or web etiquette)										
	3.2. Review rules of good online manners from at least two <i>netiquette</i> sites										
	3.3. Develop a personal list of <i>netiquette</i> principles to be applied to email and newsgroup discussions										
	3.4. Check that these are consistent with organisational policies										
	4.1. Open an email application package and create a new email message										
	4.2. Add addressee to the email message										
	4.3. Compose the text of an email message according to organisational guidelines										
	4.4. Create and add an automatic signature for the user, so that it appears automatically in every new email message that the user creates										
	4.5. Attach <i>files</i> to the email message, using the attachment feature										
	4.6. Determine and set a priority for an email message and spell check and edit text as required										
	4.7. Send the email message										

	4.8. Reply to received messages and forward as appropriate, using the carbon copy and forward features										
	4.9. Open and save an attachment to the relevant folder										
	4.10. Search for an email message and set a priority setting or delete as necessary										
	4.11. Sort inbox according to sender's name and date received										
	4.12. Save email messages in a folder										
	4.13. Compact folder to save space										
	4.14. Print an email message										
5. Create an address book	5.1. Manually add an email address to the email package address book										
	5.2. Update the address book by transferring the email address from a received message										
	5.3. Create a distribution list and send out email message										
ELA Numbers	Insert ELA numbers										
	Insert ELA numbers										

## Assessment summary sheets

The following sheets are examples of sheets that may assist teachers with assessment.

### Operate a personal computer

Student's Name \_\_\_\_\_

Element	Performance criteria	C	NYC	SIG	DATE
1. Start the computer.	1.1. Check <i>peripheral device</i> connections for correct position				
	1.2. Switch on power at both the power point and <i>computer</i>				
<input type="checkbox"/> Observation <input type="checkbox"/> Demonstration <input type="checkbox"/> Work Samples <input type="checkbox"/> Portfolio <input type="checkbox"/> Third Party <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Other:					
2. Access basic system information	2.1. Insert user name and password as prompted and note access, privacy, security and related conditions of use displayed on introductory screens				
	2.2. Navigate through the <i>operating system</i> to access <i>system information</i> to identify system configuration and application versions in operation				
	2.3. Use on-line help functions as required				
<input type="checkbox"/> Observation <input type="checkbox"/> Demonstration <input type="checkbox"/> Work Samples <input type="checkbox"/> Portfolio <input type="checkbox"/> Third Party <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Other:					
3. Navigate and manipulate desktop environment	3.1. Create and customise desktop icons				
	3.2. Select, open and close desktop icons to access <i>application programs</i>				
	3.3. Manipulate application windows and return desktop to original condition				
	3.1. Create and customise desktop icons				
	3.2. Select, open and close desktop icons to access <i>application programs</i>				
<input type="checkbox"/> Observation <input type="checkbox"/> Demonstration <input type="checkbox"/> Work Samples <input type="checkbox"/> Portfolio <input type="checkbox"/> Third Party <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Other:					
4. Organise basic directory / folder structure and files	4.1. Create and name directories and subdirectories				
	4.2. Identify <i>attributes</i> of directories				
	4.3. Move subdirectories between directories				

	4.4. Rename directories as required				
	4.5. Access directories and subdirectories via different paths				
	<input type="checkbox"/> Observation <input type="checkbox"/> Demonstration <input type="checkbox"/> Work Samples <input type="checkbox"/> Portfolio <input type="checkbox"/> Third Party <input type="checkbox"/> Oral Presentation				<input type="checkbox"/> Other:
5. Organise files for user and/or organisation requirements	5.1. Use <i>system browser</i> to search drives for specific files				
	5.2. Access the most commonly used types of files in the <i>directories</i>				
	5.3. Select, open and rename groups of files as required				
	5.4. Move files between directories				
	5.5. Copy files to <i>disk</i>				
	5.6. Restore deleted files as necessary				
	5.7. Erase and format <i>disks</i> as necessary				
	<input type="checkbox"/> Observation <input type="checkbox"/> Demonstration <input type="checkbox"/> Work Samples <input type="checkbox"/> Portfolio <input type="checkbox"/> Third Party <input type="checkbox"/> Oral Presentation				<input type="checkbox"/> Other:
6. Print information	6.1. Add a printer if required and ensure correct <i>printer settings</i>				
	6.2. Change the default printer if appropriate				
	6.3. Print information from an installed printer				
	6.4. View and delete progress of print jobs as required				
	<input type="checkbox"/> Observation <input type="checkbox"/> Demonstration <input type="checkbox"/> Work Samples <input type="checkbox"/> Portfolio <input type="checkbox"/> Third Party <input type="checkbox"/> Oral Presentation				<input type="checkbox"/> Other:
7. Shut down computer	7.1. Save any work to be retained and close all open application programs correctly				
	7.2. Shut down computer correctly				
	<input type="checkbox"/> Observation <input type="checkbox"/> Demonstration <input type="checkbox"/> Work Samples <input type="checkbox"/> Portfolio <input type="checkbox"/> Third Party <input type="checkbox"/> Oral Presentation				<input type="checkbox"/> Other:

## Operate a word processing application

Student's Name \_\_\_\_\_

Element	Performance criteria	C	NYC	SIG	DATE
1. Create documents	1.1. Open word processing application and create/open document and add data according to <i>information requirements</i>				
	1.2. Use document templates as required				
	1.3. Use simple <i>formatting tools</i> when creating the document				
	1.4. Save document to correct directory				
	<input type="checkbox"/> Observation <input type="checkbox"/> Demonstration <input type="checkbox"/> Work Samples <input type="checkbox"/> Portfolio <input type="checkbox"/> Third Party <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Other:				
2. Customise basic settings to meet page layout conventions	2.1. Adjust page layout to meet information requirements				
	2.2. Open and view different <i>toolbars</i>				
	2.3. Change <i>font format</i> to suit the purpose of the document				
	2.4. Change <i>alignment</i> and line spacing according to document <i>information requirements</i>				
	2.5. Modify margins to suit the purpose of the document				
	2.6. Open and switch between several documents				
	<input type="checkbox"/> Observation <input type="checkbox"/> Demonstration <input type="checkbox"/> Work Samples <input type="checkbox"/> Portfolio <input type="checkbox"/> Third Party <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Other:				
3. Format document	3.1. Use <i>formatting features</i> and styles as required				
	3.2. Highlight and copy text from another area in the document or from another active document				
	3.3. Insert headers and footers to incorporate all necessary data				
	3.4. Save document in another <i>file format</i>				
	3.5. Save and close document to <i>disk</i>				

	<input type="checkbox"/> Observation	<input type="checkbox"/> Demonstration	<input type="checkbox"/> Work Samples	<input type="checkbox"/> Portfolio	<input type="checkbox"/> Third Party	<input type="checkbox"/> Oral Presentation	<input type="checkbox"/> Other:
4. Create tables	4.1. Insert a standard table into a document						
	4.2. Change cells to meet information requirements						
	4.3. Insert and delete columns and rows as necessary						
	4.4. Use <i>formatting tools</i> according to style requirements						
	<input type="checkbox"/> Observation	<input type="checkbox"/> Demonstration	<input type="checkbox"/> Work Samples	<input type="checkbox"/> Portfolio	<input type="checkbox"/> Third Party	<input type="checkbox"/> Oral Presentation	<input type="checkbox"/> Other:
5. Add images	5.1. Insert appropriate <i>images</i> in a document and customise as necessary						
	5.2. Position and resize images to meet the document formatting needs						
	<input type="checkbox"/> Observation	<input type="checkbox"/> Demonstration	<input type="checkbox"/> Work Samples	<input type="checkbox"/> Portfolio	<input type="checkbox"/> Third Party	<input type="checkbox"/> Oral Presentation	<input type="checkbox"/> Other:
6. Use mail merge	6.1. Create simple mailing list in layout suitable for merging						
	6.2. Create or select another document for merging						
	6.3. Mail merge list with other document						
	<input type="checkbox"/> Observation	<input type="checkbox"/> Demonstration	<input type="checkbox"/> Work Samples	<input type="checkbox"/> Portfolio	<input type="checkbox"/> Third Party	<input type="checkbox"/> Oral Presentation	<input type="checkbox"/> Other:
7. Print documents	7.1. Preview document in print preview mode						
	7.2. Select basic print settings						
	7.3. Print document or part of the document from printer						
	<input type="checkbox"/> Observation	<input type="checkbox"/> Demonstration	<input type="checkbox"/> Work Samples	<input type="checkbox"/> Portfolio	<input type="checkbox"/> Third Party	<input type="checkbox"/> Oral Presentation	<input type="checkbox"/> Other:

## Operate a spreadsheet application

Name: \_\_\_\_\_

	Performance criteria	C	NYC	SIG	DATE
1. Create spreadsheets	1.1. Open spreadsheet application and create/open spreadsheet file and enter numbers, text and symbols into cells according to information requirements				
	1.2. Enter simple formulas using cell referencing where required				
	1.3. Correct formulas when error messages occur				
	1.4. Use a range of common <i>tools</i> during spreadsheet development				
	1.5. <i>Edit</i> columns and rows within the spreadsheet				
	1.6. Use the autofill function to increment <i>data</i> where required				
	1.7. Save spreadsheet to correct directory or folder				
<input type="checkbox"/> Observation <input type="checkbox"/> Demonstration <input type="checkbox"/> Work Samples <input type="checkbox"/> Portfolio <input type="checkbox"/> Third Party <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Other:					
2. Customise basic settings	2.1. Adjust page <i>layout</i> to meet user requirements or special needs				
	2.2. Open and view different <i>toolbars</i>				
	2.3. Change <i>font settings</i> so they are appropriate for the purpose of the document				
	2.4. Change <i>alignment</i> options and line spacing according to spreadsheet <i>formatting features</i>				
	2.5. Format cell to display different styles as required				
	2.6. Modify margin sizes to suit the purpose of the spreadsheets				
	2.7. View multiple spreadsheets concurrently				
<input type="checkbox"/> Observation <input type="checkbox"/> Demonstration <input type="checkbox"/> Work Samples <input type="checkbox"/> Portfolio <input type="checkbox"/> Third Party <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Other:					
3. Format spreadsheets	3.1. Use formatting features as required				
	3.2. Copy selected <i>formatting features</i> from another cell in the spreadsheet or from another active spreadsheet				
	3.3. Use <i>formatting tools</i> as required within the spreadsheet				

	3.4. Align information in a selected cell as required				
	3.5. Insert headers and footers using <i>formatting features</i>				
	3.6. Save spreadsheet in another <i>format</i>				
	3.7. Save and close spreadsheet to <i>disk</i>				
	<input type="checkbox"/> Observation <input type="checkbox"/> Demonstration <input type="checkbox"/> Work Samples <input type="checkbox"/> Portfolio <input type="checkbox"/> Third Party <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Other:				
4. Incorporate object and chart in spreadsheets	4.1. Import an <i>object</i> into an active spreadsheet				
	4.2. Manipulate imported <i>object</i> by using <i>formatting features</i>				
	4.3. Create a chart using selected data in the spreadsheet				
	4.4. Display selected data in a different chart				
	4.5. Modify chart using formatting features				
	<input type="checkbox"/> Observation <input type="checkbox"/> Demonstration <input type="checkbox"/> Work Samples <input type="checkbox"/> Portfolio <input type="checkbox"/> Third Party <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Other:				
5. Print spreadsheets	5.1. Preview spreadsheet in print preview mode				
	5.2. Select basic printer options				
	5.3. Print spreadsheet or selected part of spreadsheet				
	5.4. Submit the spreadsheet to the <i>appropriate person</i> for approval or feedback				
	<input type="checkbox"/> Observation <input type="checkbox"/> Demonstration <input type="checkbox"/> Work Samples <input type="checkbox"/> Portfolio <input type="checkbox"/> Third Party <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Other:				

## Operate a database application

Name \_\_\_\_\_

Element	Performance criteria	C	NYC	SIG	DATE
1. Create a database	1.1. Open a database application and design a two-table simple relational database incorporating basic <i>design principles</i>				
	1.2. Develop a table with fields and <i>attributes</i> according to database usage, as well as user requirements				
	1.3. Create a primary key and establish an index for each table				
	1.4. Modify table layout and field <i>attributes</i> as required				
	1.5. Create a <i>relationship</i> between the two tables				
	1.6. Add and modify data in a table according to information requirements				
	1.7. Add and delete records as required				
	1.8. Save and close down database to <i>disk</i>				
<input type="checkbox"/> Observation <input type="checkbox"/> Demonstration <input type="checkbox"/> Work Samples <input type="checkbox"/> Portfolio <input type="checkbox"/> Third Party <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Other:					
2. Customise basic settings	2.1. Adjust page layout to meet user requirements				
	2.2. Open and view different <i>toolbars</i>				
	2.3. Format <i>font</i> as appropriate for the purpose of the database entries				
<input type="checkbox"/> Observation <input type="checkbox"/> Demonstration <input type="checkbox"/> Work Samples <input type="checkbox"/> Portfolio <input type="checkbox"/> Third Party <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Other:					
3. Create reports	3.1. Design reports to present data in a logical sequence				
	3.2. Modify reports to include/exclude additional requirements				
	3.3. Distribute reports to <i>appropriate person</i> in a suitable format				
<input type="checkbox"/> Observation <input type="checkbox"/> Demonstration <input type="checkbox"/> Work Samples <input type="checkbox"/> Portfolio <input type="checkbox"/> Third Party <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Other:					
4. Create forms	4.1. Use a wizard to create a simple form				

	4.2. Open existing database and modify records through a simple form				
	4.3. Rearrange <i>objects</i> within the form to accommodate information requirements				
	<input type="checkbox"/> Observation <input type="checkbox"/> Demonstration <input type="checkbox"/> Work Samples <input type="checkbox"/> Portfolio <input type="checkbox"/> Third Party <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Other:				
5. Retrieve information	5.1. Access existing database and locate required records				
	5.2. Create simple query and retrieve required information				
	5.3. Develop query with multiple criteria and retrieve required information				
	5.4. Select data and display appropriately				
	<input type="checkbox"/> Observation <input type="checkbox"/> Demonstration <input type="checkbox"/> Work Samples <input type="checkbox"/> Portfolio <input type="checkbox"/> Third Party <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Other:				

## Operate a presentation package

Student's Name \_\_\_\_\_

Element	Performance criteria	C	NYC	SIG	DATE
1. Create presentations	1.1. Open a presentation package application and create a simple design for a presentation according to organisational requirements				
	1.2. Open a blank presentation and add text and graphics				
	1.3. Apply existing styles within a presentation				
	1.4. Use presentation template and slides to create a presentation				
	1.5. Use various <i>tools</i> to improve the look of the presentation				
	1.6. Save presentation to correct directory				
	<input type="checkbox"/> Observation <input type="checkbox"/> Demonstration <input type="checkbox"/> Work Samples <input type="checkbox"/> Portfolio <input type="checkbox"/> Third Party <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Other:				
2. Customise basic settings	2.1. Adjust display to meet user requirements				
	2.2. Open and view different <i>toolbars</i> to view options				
	2.3. Ensure <i>font settings</i> are appropriate for the purpose of the presentation				
	2.4. View multiple slides at once				
	<input type="checkbox"/> Observation <input type="checkbox"/> Demonstration <input type="checkbox"/> Work Samples <input type="checkbox"/> Portfolio <input type="checkbox"/> Third Party <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Other:				
3. Format presentations	3.1. Use and incorporate organisational charts, bulleted lists and modify as required				
	3.2. Add <i>objects</i> and manipulate to meet presentation purposes				
	3.3. Import <i>objects</i> and modify for presentation purposes				
	3.4. Modify slide layout, including text and colours to meet presentation requirements				
	3.5. Use <i>formatting tools</i> as required within the presentation				
	3.6. Duplicate slides within and/or across a presentation				

	3.7. Reorder the sequence of slides and/or delete slides for presentation purposes				
	3.8. Save presentation in another <i>format</i>				
	3.9. Save and close presentation to <i>disk</i>				
	<input type="checkbox"/> Observation <input type="checkbox"/> Demonstration <input type="checkbox"/> Work Samples <input type="checkbox"/> Portfolio <input type="checkbox"/> Third Party <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Other:				
4. Add slide show effects	4.1. Incorporate preset animation and multimedia effects into presentation as required to enhance the presentation				
	4.2. Add slide transition effects to presentation to ensure smooth progression though the presentation				
	4.3. Test presentation for overall impact				
	4.4. Use onscreen navigation tools to start and stop slide show or move between different slides as required				
	<input type="checkbox"/> Observation <input type="checkbox"/> Demonstration <input type="checkbox"/> Work Samples <input type="checkbox"/> Portfolio <input type="checkbox"/> Third Party <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Other:				
5. Print presentation and notes	5.1. Select appropriate print format for presentation				
	5.2. Select preferred slide orientation				
	5.3. Add notes and slide numbers				
	5.4. Preview slides and spell check before presentation				
	5.5. Print the selected slides and submit presentation to <i>appropriate person</i> for feedback				
	<input type="checkbox"/> Observation <input type="checkbox"/> Demonstration <input type="checkbox"/> Work Samples <input type="checkbox"/> Portfolio <input type="checkbox"/> Third Party <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Other:				

Send and retrieve information over the internet using browsers and email

Student's Name \_\_\_\_\_

Element	Performance criteria	C	NYC	SIG	DATE
1. Access the internet	1.1. Open an <i>internet browser</i> and set a home page of personal choice by setting <i>internet options</i>				
	1.2. Adjust the display of the <i>internet browser</i> to suit personal requirements				
	1.3. Modify <i>toolbar</i> to meet user and <i>internet browser</i> needs				
	1.4. Access a particular website, note privacy and other conditions of use and retrieve data				
	1.5. Enter a uniform resource locator (URL), in the address line of the <i>internet browser</i>				
<input type="checkbox"/> Observation <input type="checkbox"/> Demonstration <input type="checkbox"/> Work Samples <input type="checkbox"/> Portfolio <input type="checkbox"/> Third Party <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Other:					
2. Search the internet	2.1. Locate and select appropriate <i>search engine</i> and define search expressions based on the data required				
	2.2. Save search expression results and present them in a report according to the information requirements				
	2.3. Create a bookmark within the <i>internet browser</i> or a link for the required web page and save it in a bookmark folder				
	2.4. Modify the <i>internet browser</i> options for printing and print a web page				
	2.5. Close the internet browser				
<input type="checkbox"/> Observation <input type="checkbox"/> Demonstration <input type="checkbox"/> Work Samples <input type="checkbox"/> Portfolio <input type="checkbox"/> Third Party <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Other:					
3. Send and organise messages	3.1. Select <i>search engine</i> and using key word search research the concept of <i>netiquette</i> (or web etiquette)				
	3.2. Review rules of good online manners from at least two <i>netiquette</i> sites				
	3.3. Develop a personal list of <i>netiquette</i> principles to be applied to email and newsgroup discussions				
	3.4. Check that these are consistent with organisational policies				

		<input type="checkbox"/> Observation	<input type="checkbox"/> Demonstration	<input type="checkbox"/> Work Samples	<input type="checkbox"/> Portfolio	<input type="checkbox"/> Third Party	<input type="checkbox"/> Oral Presentation	<input type="checkbox"/> Other:
4. Create an address book	4.1. Open an email application package and create a new email message							
	4.2. Add addressee to the email message							
	4.3. Compose the text of an email message according to organisational guidelines							
	4.4. Create and add an automatic signature for the user, so that it appears automatically in every new email message that the user creates							
	4.5. Attach <i>files</i> to the email message, using the attachment feature							
	4.6. Determine and set a priority for an email message and spell check and edit text as required							
	4.7. Send the email message							
	4.8. Reply to received messages and forward as appropriate, using the carbon copy and forward features							
	4.9. Open and save an attachment to the relevant folder							
	4.10. Search for an email message and set a priority setting or delete as necessary							
	4.11. Sort inbox according to sender's name and date received							
	4.12. Save email messages in a folder							
	4.13. Compact folder to save space							
	4.14. Print an email message							
		<input type="checkbox"/> Observation	<input type="checkbox"/> Demonstration	<input type="checkbox"/> Work Samples	<input type="checkbox"/> Portfolio	<input type="checkbox"/> Third Party	<input type="checkbox"/> Oral Presentation	<input type="checkbox"/> Other:
5. Create an address book	5.1. Manually add an email address to the email package address book							
	5.2. Update the address book by transferring the email address from a received message							
	5.3. Create a distribution list and send out email message							
		<input type="checkbox"/> Observation	<input type="checkbox"/> Demonstration	<input type="checkbox"/> Work Samples	<input type="checkbox"/> Portfolio	<input type="checkbox"/> Third Party	<input type="checkbox"/> Oral Presentation	<input type="checkbox"/> Other: