



ATHERTON
COMMUNITY SCHOOL

ECDL

COURSE HANDBOOK

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Overview

The purpose of this handbook is to inform you, the learner, of what your programme offers, as well as giving guidance as to the way in which the course will be run. We have responsibilities to you, and you also have responsibilities to us. This course handbook outlines what everyone should expect from each other.

What is ECDL?

The European Computer Driving Licence

The European Computer Driving Licence (ECDL)¹ certifies that the holder has knowledge of the basic concepts of Information Technology (IT) and is able to use a personal computer² and common computer applications at a basic level of competence. In practice the ECDL certificate indicates that the holder has passed one theoretical test that assesses his or her knowledge of the basic concepts of Information Technology (IT), and six practice-based tests which assess the holder's basic competence in using a personal computer and working with common computer applications.

The European Computer Driving Licence is an internationally accepted certificate. It can simplify employment procedures and assure the employer that applicants and staff have the necessary level of knowledge and competence to use common computer applications. The ECDL is a certificate of knowledge and proven competence and is based on a single agreed Syllabus.

The overall objective of the ECDL programme is an improvement in the level of basic knowledge about Information Technology (IT) and a higher level of basic competence in using personal computers and common computer applications throughout Europe and internationally.

Deadlines

Assessments have to be in by the pre-set deadline and a referral procedure operates for students who fail to do this. Approval for late submission is at the discretion of the course team, and will only be approved for genuine reasons.

Marking and moderation

Manually assessed unit assignments

Units 1, 2, 3 and 4 and the optional unit(s) are each assessed through assignments which are set by ECDL and marked by your Centre.

The assignment task and grading criteria for units are shown in the Syllabus section. Your Centre will set the date when you are to submit the assignment to them. If you are not going to be able to meet the deadline you must discuss this as soon as you can with your tutor, who will inform you of the Centre's policy on handing in assignments after the submission date. It is recommended that you keep a digital copy of your assignment before handing it to your tutor.

The tutor will mark your assignments against the grading criteria written by ECDL. These can be found with each assignment. Then another tutor, who is called an internal moderator, will take a sample to ensure the correct standard has been achieved. The marker will return the assignment to you if you need to resubmit or intend to upgrade.

ECDL will also request a sample of candidates' assignments to ensure your Centre is marking consistently and accurately to the agreed ECDL standard.

Referral of internally assessed unit assignments

If your assignment does not meet the criteria for a D grade it will be graded as a Referral.

You may resubmit your work with improvements. Your tutor will negotiate a resubmission date with you. Any additional work must be presented on a separate page and retained with your original work for marking and moderation.

If your assignment still does not achieve a D grade your tutor will discuss an action plan, which may involve some extra study, before you submit your assignment again.

External assessment: Multiple choice question paper

Terminal assessment is assessed using a multiple choice question paper (MCQ), which is prepared by ECDL. You will not see the paper in advance, so make sure you are confident about everything that you have learned. Your Centre and tutor will give you plenty of notice, so that you have time to prepare. Your paper will be graded as either Pass or Refer. For test dates, sitting times and final date of entry for the test please refer to the ECDL External Assessment Timetable which is available from your Centre.

Re-mark request for multiple choice question paper

Your Centre may request a re-mark if they, and you, do not think the result is a true reflection of your performance. This must be done within 20 working days of the result reaching your Centre. You should be aware that the mark sheets are marked internally and then moderated by ECDL and the result is unlikely to change. If the result remains unchanged, ECDL will charge a fee for the re-mark. A fees list can be found on the BCS website.

Referral on multiple choice question paper

Results that do not achieve a Pass mark will be graded as a Referral. If you are referred on your multiple choice question paper, your Centre may re-enter you to take the question paper again until you get enough marks.

You should discuss the arrangements for being re-entered for the test with your tutor and Centre. You can retake the multiple choice question paper on any of the test dates offered by your Centre. You must achieve a Pass grade in the test to gain the ECDL Extra Level 2 Award.

Certification

Certificates are issued by ECDL to reflect your achievements. Candidates under 16 years of age can complete the full Award or Certificate and receive certification for these qualifications. However, candidates must be 16 years or over to complete the Diploma and receive certification. You will need to keep your certificates safe as evidence for future employment.

ECDL Candidate Malpractice Procedures

Teachers are responsible for checking the validity of the learner's internally assessed units.

Examples of Candidate Malpractice:

- Impersonation by pretending to be someone else in order to produce the work for another.
- Fabrication of results and/or evidence.
- Failing to abide by the instructions or advice of an assessor in relation to the assessment rules, regulations and security.
- The alteration of any results document, including certificates.
- Cheating to gain an unfair advantage.
- Plagiarism by copying and passing off, the whole or part(s) of another person's work, without appropriately acknowledging the source.
- Collusion by working collaboratively with others to produce work that is submitted as their own individual work.

Avoiding Plagiarism

When you complete assignments it is VERY important that the work is your own. If it is not, then it is called PLAGIARISM. Not all plagiarism is deliberate cheating, so read the following very carefully.

To ensure the work is your own you must **reference** properly, you will be taught how to do this in your lessons.

Ways to avoid plagiarism

- Do not copy other students' work – ever!
- Do not use information from the internet, books, magazines or other media without referencing. If you try to pass it off as your own you will be disqualified – this could be for the whole unit, course or even ALL exams with that exam board, so it is potentially very serious.
- When you reference, you must still show you understand the tasks by explaining any quotes. Cutting and pasting, then putting quotation marks and where the quote is from may not be enough. If you are unsure – **ASK**.
- Complete a bibliography at the end of tasks. You will be shown how to do this during lessons.
- Never let anyone copy your work, the outcome will be the same for both of you – disqualification.

Procedure in dealing with plagiarism and malpractice

Stage One

- Programme leader is informed of the malpractice.
- Learner is given the opportunity to remove the plagiarised material from the assignment and produce their own work.

Stage Two

- If the learner fails to remove plagiarised material, parents will be contacted and a meeting will be arranged between the student, parents, assessor and programme leader to discuss the situation.
- A learner can only be assessed and graded for the assignment if the assessor is confident that the work is entirely that of the learner.

Stage Three

- Candidate removed from the course and JCQ advised.

The Standards and Referral System

Standards

Below is a list of standards that are expected from all students on the ECDL course. Please also find below the referral system and sanctions if standards are not followed:

- 1) Students should be motivated and have high standards and expectations. Targets are expected to be reached with an aspiration for them to be exceeded.
- 2) Students must aim to attend all lessons and arrive at each one on time.
- 3) Students must have their subject resources available every lesson. This may be in the form of paper based work in a file or electronic resources.
- 4) Students are expected to take an active role in all lessons, including individual work, detailed written work, verbal discussion and presentation, asking for help as required.
- 5) Students are expected to manage their time effectively, applying commitment to all lessons and supporting this with their own independent study outside of lessons (details in this handbook).
- 6) Students must hand in all coursework / homework on time and be prepared to draft / redraft work where appropriate.

Referral system

If students fail to adhere to the above standards, if the level of work is not sufficient or if students show a poor attitude, the following will happen:

- | | |
|---------------------------|---|
| 1 st offence – | A verbal warning from the subject teacher |
| 2 nd offence – | Letter home from subject teacher |
| 3 rd offence – | Referral to the Head of Sixth Form and a letter home. |

Independent Work

Guidelines for independent work:

- 1) You should aim to spend 30 minutes supporting the work completed in every lesson. This may be reading through and adding to class notes to ensure you understand the area covered in lessons, but you should also aim to use at least two different sources; texts such as books, articles, the internet, etc., to research and support the areas covered in lessons. You should make notes from your research and list the sources you have used. These should be filed with your notes (on paper or electronically) and used to support your CACHE assignments. Independent study work may be logged on an independent study sheet in your paper / electronic file.
- 2) If independent work is not being completed and assignments are not produced on time and working towards the ultimate expected level or beyond, the referral system will be followed as explained earlier in this guide.
- 3) Notes made should be concise; short sentences and bullet points. Long paragraphs and large amounts of text are difficult to use for detailed assignments. Highlighting is also recommended to emphasise key points within your notes.

Learning Walks

Atherton Community School has a policy of undertaking regular learning walks by SLT around the classes taking place across the school and Sixth Form. During such visits, your work may be discussed with you. Consequently, you should be prepared to discuss your current position on the ECDL course, detailing the assessment level at which you are working and the current status of your assignments (completed, being improved, etc). Any students not meeting the standards expected will be monitored via the referral system.

Assessed Work

Each half term you will complete a number of pieces of assessed work, per teacher. This assessed work may be in the form of assignments for ECDL assessment, or it may be an internal piece of work set by the teacher to evaluate understanding. Feedback will be given to you in line with ECDL assessment policies. You will also be issued with strengths and development areas. You should also add your own comment before acting upon the feedback to improve the assignment up to the expected and required level.

The grade you were awarded, the staff comment and your comment should then be added onto your assessment tracker sheet, which is also in this handbook. Any other homework will be marked with an effort grade and an attainment grade in line with ECDL standards.

Assessment Tracker

- Each half term you will complete assessed tasks for every teacher
- These tasks will be assignment based leading to your final grade in the ECDL course
- The feedback you receive from these tasks should be written into this table so that you can act upon the comments of the teacher to improve both that piece and your next piece of work
- The information listed below is provided to assist you with your planning and preparation for each module.

Name: _____ Teacher: _____

Predicted Grade: _____

Target Grade: _____

	Title	Date	Attainment	Strengths	Development Areas
Autumn 1					
Autumn 2					
Spring 1					
Spring 2					
Summer 1					
Summer 2					

ECDL Appeals

All candidates have the right to appeal against the decision of an assessor if they feel that:

- They have been discriminated against
- They feel the assessment procedures haven't been fairly carried out
- They feel the centre prevented completion of performance against competence by reason of its policies, procedures or practices

Appeals procedure

- The candidate must discuss with the assessor the reasons why they feel they want to appeal against the decision. The assessor will at this point log why the candidate wishes to appeal.
- The subject leader and internal verifier must then be notified and decision discussed with the assessor, a solution would then need to be found either through another assessment or moderation of any work.
- If the above procedures do not resolve the problem, the candidate must appeal in writing, stating the details of the complaint and the reasons for the appeal, within seven days of receiving an Assessment recommendation, to the Head of Sixth Form (or in the event of an appeal against the Head of Sixth Form, to the Principal), and within 30 days of a final examination result being issued.
- There will then be an opportunity for the teacher(s) concerned in making the assessment, which is the subject of the appeal, to see a copy of the appeal and to respond to this in writing, with a copy sent to the candidate. This should happen within 14 days of the appeal being made to a member of SLT.
- If the candidate is not happy with the written response they have received the next step in the procedure will be to offer the candidate a personal hearing. The candidate will be given 7 days notice of the hearing date; they should have sight of all relevant documents (e.g. the marks given, the assessment made) to the case in advance of the hearing. Where a candidate is presenting their own case they will have the opportunity to be accompanied by a single friend / carer. The teacher(s) and the candidate will have the opportunity to hear each other's submission to the panel at the hearing.
- The appeals panel should include a member of SLT and another independent person, whether another member of staff or an individual such as a governor.
- A written record of all appeals will be kept by the Examinations Officer and this record should include the outcome of an appeal and the reasons for that outcome. A copy will be sent to the candidate within 1 week.
- Any changes to an internally assessed mark as a result of an appeal will also be sent to the Awarding Body, also within one week.
- Candidates must be made aware that they would be responsible for any costs incurred during this process.

Equal Opportunities Policy

Throughout your time in Sixth Form, you have the right to expect a positive and welcoming environment in which to pursue your educational activities. You will be treated solely on the basis of your merits, abilities and potential regardless of race, gender, ethnic or national origin, religion, political beliefs and affiliations, socio-economic background, marital status or family circumstances, physical attributes, disability, sexual orientation and age (students are subject to age related admission criteria). You can expect the Sixth Form to acknowledge and make an appropriate response to any learning difficulties or disabilities that you may have within the context of the resources available to the Sixth Form.

Inclusive Learning Policy

The Sixth Form is an inclusive learning environment, which means that we seek to match our provision to your needs, goals and learning style. We aim to provide a learning experience that is not only relevant and enjoyable but which also treats you as an individual.

Promotion of Racial Equality

The Sixth Form is a diverse, international and multicultural community and, in accordance with the underlying ethos of Atherton Community School, the Sixth Form is committed to providing equality of opportunity for all its students and staff, and potential students and staff, regardless of race.

The Sixth Form has a responsibility to promote good race relations and to foster an environment in which all members of the Sixth Form community, and visitors to the Sixth Form, are treated with dignity and respect. The Sixth Form will seek to ensure in the operation of all its functions that racial discrimination does not occur. Disciplinary action may be therefore taken where the Promotion of Racial Equality Policy has been breached.

Child Protection

Atherton Community School Sixth Form has a duty of care under the Children Act 1989. This duty includes a need to be aware of any possible 'child abuse'. A child in this context is defined as any young person under the age of eighteen. Should you have worries or concerns, please mention these to your Tutor, Head of Sixth Form or the Child Protection Officer, Mrs Haddock.

Protection from Harassment and Bullying

The Sixth Form is committed to creating a productive and supportive teaching and learning environment that is free from bullying and harassment. Bullying and harassment violate a person's dignity and create an intimidating, hostile, degrading, humiliating or offensive atmosphere.

If you believe that you have been bullied or harassed you should inform a member of staff and the procedures detailed in the Anti-Bullying Policy will be followed, and may lead to disciplinary action.

Students with Additional Learning Support Needs or Disabilities

The Sixth Form welcomes all students including those with a disability or learning support need providing that you meet the normal admissions criteria and that we can offer an appropriate programme of study, for which you are qualified, together with the right facilities and support. If you do have a learning support need or physical disability the Sixth Form will endeavour to provide you with the resources and support appropriate to your needs. It is helpful if relevant information can be provided at the earliest possible stage to help us meet your needs.

Data Protection Act

Under current legislation covered in the 1998 Data Protection Act, students are given the right of access to personal information stored by the Sixth Form. In order to comply with the Act students may request a copy of all the personal information held on them by contacting Atherton Community School's Senior Administrator. In line with the Act, the Senior Administrator will arrange for the information to be collected, duplicated and delivered to the student within 28 days. The Sixth Form will charge a fee, as specified by the Act, of between £20 and £48, depending on the quantity of information produced.

Reaching the assessment criteria

In order to successfully complete each assignment in each unit, the criteria will require you to demonstrate your skills and understanding. In doing so, there are a range of "commands" that you will need to understand in order to meet the criteria. These are as follows;

Basic Commands:

create, describe, plan define, explain, select, identify, interpret, state, illustrate, list, outline, undertake

Create; Make, invent or construct.....

State; Write a clear and full account

Undertake; Carry out a specific activity

Define; Clearly explain what a term means and give an example, if appropriate

Identify; Distinguish and state the main features / basic facts

Describe; Give a clear description of all the main points and link together logically

Interpret; Define or explain the meaning of something

Explain; Set out in detail the meaning of something, with reasons / examples

Illustrate; Give examples to show what you mean

List; Provide the information needed in a list rather than continuous writing

Plan/devise; Work out and explain how to carry out a task

Outline; Give a description of the main points, but avoid too much detail

Select; Identify the information to support the argument and communicate it

Intermediate Commands;

analyse, classify, compare and contrast, explain in detail, demonstrate, discuss, implement, specify, interpret, justify, relate / report, research

Analyse; Identify separate factors, say how they are related and how each one relates to the topic

Demonstrate; Provide several relevant examples / evidence to support your arguments

Classify; Sort your information into groups before explaining it

Explain in detail; Provide details and give reasons / evidence to clearly support your argument

Compare and contrast; Identify the main factors in two or more situations and explain the similarities/differences, or advantages/disadvantages

Discuss; Give a thoughtful / logical argument to support a case

Interpret; Understand and explain an effect or result

Research; Carry out a full investigation

Relate / report; Give a full account of... with reasons

Justify; Give appropriate reasons to support your views and show how you got to these conclusions

Implement; Put into practice (may also need to interpret or justify an effect or results)

Specify; Provide full details and descriptions of selected items / activities

Higher Level Commands;

analyse, assess, comprehensively explain, comment critically, summarise, evaluate, evaluate critically

Analyse; Identify the key factors, show how they are linked and explain the importance/relevance of each

Assess; Give careful consideration to all factors that apply and identify the most important and relevant

Comprehensively explain; Give a very detailed explanation that covers all of the relevant points and gives reasons for your views

Comment critically; Give your view after you have considered all of the positive and negative evidence

Summarise; Identify and review the main factors or arguments in a clear, concise manner

Evaluate; Review the information and bring it together to form a conclusion

Evaluate critically; Review the information to decide how true, important or valuable it is. Then assess the strengths / weaknesses of alternatives and give a precise, detailed account to explain your opinion

ECDL Child Care Course Content

At ACS we complete 4 units in order to complete ECDL Extra; however, additional units may be delivered in order to achieve the Higher level ECDL qualifications. The course will be tailored to your needs.

Module 1

Concepts of Information Technology (IT), requires the candidate to have an understanding of some of the main concepts of IT at a general level. The candidate is required to understand the make-up of a personal computer in terms of hardware and software and to understand some of the concepts of Information Technology (IT) such as data storage and memory. The candidate shall also understand how information networks are used within computing and be aware of the uses of computer-based software applications in everyday life. The candidate shall appreciate health and safety issues as well as some environmental factors involved in using computers. The candidate shall be aware of some of the important security and legal issues associated with computers.

Module 2

Using the Computer and Managing Files, requires the candidate to demonstrate knowledge and competence in using the common functions of a personal computer and its operating system. The candidate shall be able to adjust main settings, use the built-in help features and deal with a non-responding application. He or she shall be able to operate effectively within the desktop environment and work with desktop icons and windows. The candidate shall be able to manage and organise files and directories/folders and know how to duplicate, move and delete files and directories/folders, and compress and extract files. The candidate shall also understand what a computer virus is and be able to use virus scanning software. The candidate shall demonstrate the ability to use simple editing tools and print management facilities available within the operating system.

Module 3

Word Processing, requires the candidate to demonstrate the ability to use a word processing application on a computer. The candidate shall be able to accomplish everyday tasks associated with creating, formatting and finishing small sized word processing document ready for distribution. He or she shall be able to duplicate and move text within and between documents. The candidate shall demonstrate competence in using some of the features associated with word processing applications such as creating standard tables, using pictures and images within a document, and using mail merge tools.

Module 4

Spreadsheets, requires the candidate to understand the concept of spreadsheets and to demonstrate the ability to use a spreadsheet application on a computer. The candidate shall understand and be able to accomplish basic operations associated with developing, formatting, modifying and using a spreadsheet of limited scope ready for distribution. He or she shall also be able to generate and apply standard mathematical and logical formulas using standard formulas and functions. The candidate shall demonstrate competence in creating and formatting graphs/charts.

Module 5

Database, requires the candidate to understand some of the main concepts of databases and demonstrate the ability to use a database on a computer. The candidate shall be able to create and modify tables, queries, forms and reports, and prepare outputs ready for distribution. The candidate shall be able to relate tables and to retrieve and manipulate information from a database by using query and sort tools available in the package.

Module 6

Presentation, requires the candidate to demonstrate competence in using presentation tools on a computer. The candidate shall be able to accomplish tasks such as creating, formatting, modifying and preparing presentations using different slide layouts for display and printed

distribution. He or she shall also be able to duplicate and move text, pictures, images and charts within the presentation and between presentations. The candidate shall demonstrate the ability to accomplish common operations with images, charts and drawn objects and to use various slide show effects.

Module 7

Information and Communication, is divided in two sections. The first section, *Information*, requires the candidate to understand some of the concepts and terms associated with using the Internet and to appreciate some of the security situations. The candidate shall also be able to accomplish common Web search tasks using a Web browsing application and available search engine tools. He or she shall be able to bookmark Web sites, and to print Web pages and search outputs. The candidate shall also be able to navigate within and use Web-based forms. In the second section, *Communication*, the candidate is required to understand some of the concepts of electronic mail (e-mail) together with having an appreciation of some of the security considerations associated with using e-mail. The candidate shall also demonstrate the ability to use e-mail software to send and receive messages, and to attach files to mail messages. The candidate shall also be able to organize and manage message folders/directories within e-mail software.

ECDL SAMPLE PART-TESTS FOR MODULES 1-4

Module 1 Sample Part-Tests

Concepts of Information Technology (IT)

The following are sample tests for ECDL Module 1, *Concepts of Information Technology (IT)*. Each sample test contains 18 Multiple Choice Questions (MCQ) questions giving a total of 18 marks. A standard ECDL test in Module 1 contains 36 Multiple Choice Questions (MCQ) and the entire test represents a total of 36 marks and the Candidate has passed the test if he/she scores 27 / 36. The pass mark in Module 1 is 75%. The duration of a standard ECDL test is 45 minutes.

ECDL sample tests give an indication about the scope and approach adopted within ECDL standard tests. All test items within ECDL tests are based on ECDL Syllabus Version 4.0. For further information about the coverage of Skill Sets and Knowledge Areas in ECDL tests please refer to ECDL Syllabus Version 4.0

Answer Guide

The number of marks available for each question in the following sample tests is indicated in brackets beside the question.

Minor errors, such as spelling and typing should not lead to failure.

An **answerfile** may be provided on the Candidate Disk in order for the candidate to undertake the test. An **answerfile** is a simple word processing document that allows candidates to answer Multiple Choice Questions (MCQ) in ECDL tests. The **answerfile** includes a numbered table for candidate answers and a section for the candidate to enter their Candidate Identification details. Alternatively candidates may provide their Module 1 question answers on test scripts.

Pass Marks for ECDL Tests

The following table shows the pass marks in the various modules for ECDL tests:

Module	Pass Mark	%
1	27 Marks from 36	75%
2	24 Marks from 32	75%
3	24 Marks from 32	75%
4	24 Marks from 32	75%
5	24 Marks from 32	75%
6	24 Marks from 32	75%
7	24 Marks from 32	75%

Module 1 Sample Part-Test 1.1

This is a sample test only

Test 1

1.1.1

Which type of computer is used to operate large corporate systems and databases

1. Desktop computer
2. Personal Digital Assistant (PDA)
3. Mainframe
4. Laptop

1.1.2

Which of the following describes the essential components of Information Technology?

1. Primary, secondary and cache memory
2. RAM and ROM
3. Hardware, software and communications technologies
4. Hardware and shareware

1.1.3

The speed of the CPU is measured in:

1. Megahertz (MHz)
2. Bits per second (Bps)
3. Gigabytes (GB)
4. Megabytes (MB)

1.1.4

Which of the following statements about formatting a floppy disk for the first time is true?

1. Formatting prepares a floppy disk to store data
2. Formatting backs up data onto a floppy disk
3. Formatting copies a floppy disk
4. Formatting unlocks a floppy disk

1.1.5

Which of the following tasks is a function of the operating system?

1. Adding data to a spreadsheet
2. Producing a database report
3. File management
4. Producing a presentation

1.1.6

Which software would you use to create a mailshot letter?

1. Web browsing software
2. Spreadsheet software
3. Accounting software
4. Word processing software

1.1.7

The computers in your office building are connected together so staff can share files and printers. What is this arrangement of computers called?

1. FTP
2. LAN
3. WWW
4. HTTP

1.1.8

An intranet is:

1. A network operating system
2. A network filing system
3. A private company network
4. A private company network that includes external specified users

1.1.9

Which of the following devices do you need to be able to communicate with other computers using the telephone network?

1. CD-ROM
2. Modem
3. Plotter
4. Speakers

1.1.10

Which of the following tasks would be more suited to a person rather than a computer?

1. Tasks that are repetitive
2. Tasks that require speed
3. Tasks that require complex mathematical processing
4. Tasks that require imagination

1.1.11

Which of the following is NOT a use of computer applications in a school?

1. Class timetabling
2. Student registration
3. Computer based training
4. Stock Control

1.1.12

Which of the following is NOT a feature of electronic commerce?

1. Goods can be advertised and prices compared
2. There is physical contact between buyer and seller
3. Transactions can be processed quickly
4. Services are available 24 hours a day

1.1.13

Computer use can cause repetitive strain injury (RSI). Which of the following is the best way to avoid this?

1. Ensure your computer is in a well-lit area
2. Use an operator chair without arms
3. Place your monitor at the correct height
4. Work with your wrists level with the keyboard

1.1.14

Which of the following statements describes a good approach to information security for an organisation?

1. No procedures for reporting security lapses
2. Staff passwords are not changed regularly
3. Sensitive data is available to everyone
4. Computer systems are backed up on a regular basis

1.1.15

Which of the following is a good password policy for an organisation?

1. All passwords are changed regularly
2. All passwords are never changed
3. All passwords are made up of less than four characters
4. All passwords are made up of less than four numbers

1.1.16

What is the best way of preventing your computer from being infected with a virus?

1. Only virus-check e-mail attachments
2. Have updateable anti-virus software running on your computer
3. Have anti-virus software running on your computer
4. Never open any e-mail attachments

1.1.17

Which of the following statements describes shareware?

1. Shareware is software without copyright protection
2. Shareware is free software
3. Shareware is software you may pay for after an initial time period of use
4. Shareware is software you can use in any way

1.1.18

There are rules governing the storage and supply of computer-based information. What are these rules called?

1. Data Privacy Policy
2. Data Management Act
3. Data Protection Act
4. Data Publicity Law

Module 1 Sample Part-Test 1.2

This is a sample test only

Test 1.2

1.2.1

Which of the following would be considered a portable computer?

1. Workstation
2. Mainframe
3. Laptop
4. Desktop computer

1.2.2

Which of the following would improve computer performance?

1. Using a larger monitor
2. Increasing the number of applications running
3. Using a faster printer
4. Increasing the RAM size

1.2.3

Which of the following is NOT a function of the Central Processing Unit?

1. Executing program instructions
2. Ensuring program instructions are executed in the correct sequence
3. Sending e-mail
4. Carrying out calculations

1.2.4

Which of the following is both an input and output device

1. Touch screen
2. Keyboard
3. Printer
4. Scanner

1.2.5

Disk formatting is used to:

1. Find files on a disk
2. Lock a disk
3. Unlock a disk
4. Prepare a disk to store files

1.2.6

Which of the following is an operating system?

1. Lotus 123
2. PowerPoint 2000
3. Windows XP
4. Netscape

1.2.7

Which of the following four activities is normally carried out last as part of a Systems Development process?

1. Design
2. Programming
3. Testing
4. Analysis

1.2.8

Which of the following statements about the Internet is TRUE?

1. The Internet is a global network that links many computer networks together
2. The Internet is a private company network
3. The Internet is a visual representation of linked documents
4. The Internet is a network operating system

1.2.9

What is ISDN?

1. Integrated Standard Digital Networks
2. Integrated Services Digital Network
3. Interactive Standard Dynamic Networks
4. Internet Services Data Network

1.2.10

What type of computer application would be used in a hospital to maintain patient medical details?

1. A desktop publishing application
2. A database application
3. An accounting application
4. A presentation application

1.2.11

Which of the following is a use of the Internet in the home?

1. Managing household accounts
2. Formatting a disk
3. Electronic mail (e-mail)
4. Creating a database

1.2.12

If you were working from home, what software application could be used to communicate directly with colleagues and customers?

1. Presentation
2. Electronic mail (e-mail)
3. Database
4. Spreadsheet

1.2.13

Which of the following practises helps create a good ergonomic working environment?

1. Protecting computer monitors from reflections and glare by correct positioning
2. Taking infrequent breaks away from the computer
3. Keeping the office cold and using low overhead lighting
4. Use of non-adjustable chairs when working with computers

1.2.14

Why is it necessary for an organisation to adopt a good password policy?

1. To allow easy sharing of files across the company network
2. To make it easier for the computer to connect to a network
3. To protect files against unauthorized use
4. To make it easier to find files on a computer

1.2.15

Which of the following can be an advantage of electronic documents?

1. They can never be lost
2. They can always be e-mailed regardless of size
3. They can reduce the usage of paper
4. They can never be copied

1.2.16

Which of the following devices is suitable for backing up data from a networked file server?

1. Modem
2. Tape cartridge
3. Plotter
4. Scanner

1.2.17

Which of the following activities could lead to the spread of a computer virus?

1. Using floppy disks from unknown sources to exchange data
2. Using a standalone computer to output a hard copy letter
3. Using retail software that has been checked for viruses
4. Using a Graphical User Interface (GUI)

1.2.18

An End User License Agreement:

1. Is a form of advertising between a software application author or publisher and the user
2. Gives the user the exclusive right to copy and sell the software to other potential users
3. Grants ownership of the software to the user of the software
4. Is a legal contract between a software application author or publisher and the user with regard to terms of distribution, resale, and restricted use

Module 2 Sample Part-Tests

Using the Computer and Managing Files

The following is a sample test for ECDL Module 2, *Using the Computer and Managing Files*. This sample test contains 12 questions giving a total of 16 marks. The actual ECDL test contains 24 questions giving a total of 32 marks. The duration of an ECDL test is 45 minutes.

ECDL sample tests give an indication about the scope and approach adopted within ECDL standard tests. All questions within ECDL tests are based on ECDL Syllabus Version 4.0. For further information about the coverage of Skill Sets and Knowledge Areas in ECDL tests, please refer to ECDL Syllabus Version 4.0

Set-up Instructions for Module 2 Tests

In order to prepare to take the sample test in Module 2 you must create an ***ecdlttest*** folder for the candidate on their Candidate Disk. The folders ***badminton*** and ***football*** should be created within the ***ecdlttest*** folder. A selection of up to 36 assorted files of different file types (txt, rtf, rtf, xls etc.) should also be added to the ***ecdlttest*** folder.

An ***answer*** folder containing an ***answerfile*** should also be provided on the Candidate Disk in order for the candidate to undertake the test. An ***answerfile*** is a simple word processing document that allows candidates to answer open style questions in ECDL tests. The ***answerfile*** also includes a numbered table for candidate answers and a section that is provided for the candidate to enter their Candidate Identification details.

Pass Marks for ECDL Tests

The following table shows the pass marks in the different modules for ECDL tests:

Module	Pass Mark	%
1	27 Marks from 36	75%
2	24 Marks from 32	75%
3	24 Marks from 32	75%
4	24 Marks from 32	75%
5	24 Marks from 32	75%
6	24 Marks from 32	75%
7	24 Marks from 32	75%

Module 2 Sample Part-Test 2.1

This is a sample test only

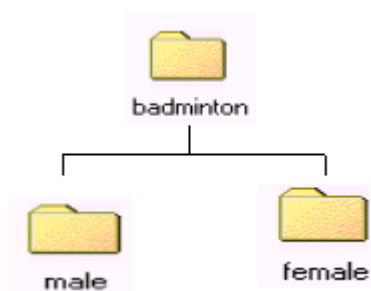
The following is a sample test for Module 2, *Using the Computer and Managing Files*. In the test you are required to answer questions associated with operating and using your computer. You are also asked to create a folder structure that will help organise a new folder system in your badminton club and to carry out various operations associated with manipulating files and folders within this folder structure.

1. Locate the **answer** folder on your Candidate Disk. Open the **answerfile** contained in the **answer** folder. **[2 Marks]**
2. Enter your Candidate Identification in the space provided on row 1 of the table on the **answerfile** and save the **answerfile** on your Candidate Disk. **[2 Marks]**
3. Which of the following is the correct name for the screen image shown below? Enter your answer (a, b, c, or d) in the **answerfile** (Q. 3 space provided). **[1 Mark]**



- (a) Title Bar (b) Scroll Bar (c) Status Bar (d) Menu Bar
4. Which file type below is often used for word processing documents? Enter your answer (a, b, c, or d) in the **answerfile** (Q. 4 space provided) and save. **[1 Mark]**
(a) .xls (b) .mp3 (c) .doc (d) .gif
 5. Which of the following is an advantage of a virus scanning application? Enter your answer (a, b, c, or d) in the **answerfile** (Q. 5 space provided). **[1 Mark]**
 - (a) It will help to spread viruses
 - (b) It makes the computer run faster
 - (c) It detects and removes viruses
 - (d) It prevents software from being copied

6. Locate the file **goods.doc** in the **ecdtest** folder and rename the file **stock.doc** **[1 Mark]**
7. Create a shortcut icon for the **ecdtest** folder on your Candidate Disk. **[1 Mark]**
8. Locate the folder **badminton** on your Candidate Disk and create the following subfolder structure as represented by the diagram below. **[2 Marks]**







9. Copy the files **fees.xls** and **female members.doc** from the **ecdlttest** folder to the **female** subfolder. [1 Mark]
10. Change the attribute of the **badminton report.doc** file in the **ecdlttest** folder to Read-only. [1 Mark]
11. Count the number of files (including any files in subfolders) contained in the **ecdlttest** folder. Enter your answer in the **answerfile** and save. (Q. 11 space provided). [2 Marks]
12. Print one copy of the **answerfile** to a printer if available or save as a print file in the **answer** folder. (Use the file name **printfile.prn** if you are adding a print file to your Candidate Disk.) Save and close the **answerfile.doc** document. [1 Mark]

Module 2 Sample Part-Test 2.2

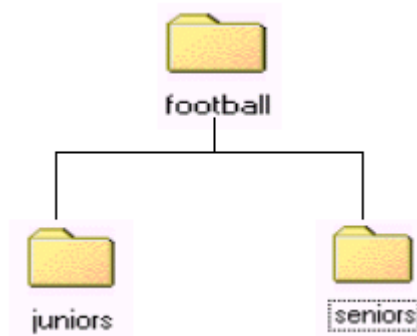
This is a sample test only

The following is a sample test for Module 2, *Using the Computer and Managing Files*. In the test you are required to answer questions associated with operating and using your computer. You are also asked to create a folder structure that will help organise files for an amateur football club and to carry out various operations associated with manipulating files and folders within this folder structure.

1. Locate the **answer** folder on your Candidate Disk. Open the **answerfile** contained in the **answer** folder. **[2 Marks]**
2. Enter your Candidate Identification in the space provided on row 1 of the table on the **answerfile** and save the **answerfile** on your Candidate Disk. **[2 Marks]**
3. Which of the following options will allow you to change from the current installed printer to another installed printer? Enter your answer (a, b, c, or d) in the **answerfile** (Q. 3 space provided) and save. **[1 Mark]**
 - (a) Set as Default
 - (b) Pause Printing
 - (c) Add Printer
 - (d) Capture Printer Port
4. Which of the following icons represents a folder? Enter your answer (a, b, c, or d) in the **answerfile** (Q. 4 space provided). **[1 Mark]**

(a)	(b)	(c)	(d)
			
5. Which of the following devices can be used by the operating system to store files and folders? Enter your answer (a, b, c, or d) in the **answerfile** (Q. 5 space provided). **[1 Mark]**
 - (a) Modem
 - (b) Video Card
 - (c) Hard Disk
 - (d) Plotter
6. Select the Recycle Bin icon on the desktop and move it to the upper right corner of the desktop screen. **[1 Mark]**
7. Capture the current **desktop** as a screen image and paste it into page 2 in the **answerfile** **[2 Marks]**

8. Locate the **football** folder on your Candidate Disk and create the following subfolder structure as represented by the diagram below. [2 Marks]



9. Move the two most recently modified files from the **ecdlttest** folder to the **Juniors** subfolder. [1 Mark]
10. Copy the file **panel.doc** from the **ecdlttest** folder to the **juniors** subfolder. [1 Mark]
11. Delete the files **issue.doc** and **sales.doc** from the **ecdlttest** folder. [1 Mark]
12. Print one copy of the **answerfile** to a printer if available or save as a print file in the **answer** folder. (Use the file name **printfile.prn** if you are adding a print file to your Candidate Disk.) Save and close the **answerfile.doc** document. [1 Mark]

Module 3 Sample Part-Tests

Word Processing

The following are sample tests for ECDL Module 3, *Word Processing*. Each sample test contains 16 test items giving a total of 16 marks. A standard test in Module 3 contains 32 test items giving a total of 32 marks. The duration of an ECDL test is 45 minutes.

ECDL sample tests give an indication about the scope and approach adopted within ECDL standard tests. All test items within ECDL tests are based on ECDL Syllabus Version 4.0. For further information about the coverage of Skill Sets and Knowledge Areas in ECDL tests, please refer to ECDL Syllabus Version 4.0

Pass Marks for ECDL Tests

The following table shows the pass marks required in the various modules for ECDL tests:

Module	Pass Mark	%
1	27 Marks from 36	75%
2	24 Marks from 32	75%
3	24 Marks from 32	75%
4	24 Marks from 32	75%
5	24 Marks from 32	75%
6	24 Marks from 32	75%
7	24 Marks from 32	75%

Module 3 Sample Part-Test 3.1

This is a sample test only

Your task is to prepare a circular letter giving notice about an upcoming annual general meeting of your local badminton club. In the test you are asked to modify the letter, to apply various formatting actions to it; and to carry out a mail merge operation so that the circular can be delivered to all the members of the badminton club.

1. Open the Word Processing application and open the file called **test31.doc** from your Candidate Disk. [1 Mark]
2. Save the document to your Candidate Disk using the file name **agm.doc** [1 Mark]
3. Create a new paragraph at the text beginning...**This is a call....** and create a new paragraph at the text beginning...**Election of the Treasurer...** [1 Mark]
4. Centre align the text **To the members of the Keepfit Badminton Association** and save. [1 Mark]
5. Apply the font colour blue to the text **To the members of the Keepfit Badminton Association** [1 Mark]
6. Make the title **To the members of the Keepfit Badminton Association** bold. [1 Mark]
7. Change the font size for the entire document to 12-point and save. [1 Mark]
8. Apply bullets to the agenda items from **Election of the treasurer...** down to **New badminton court...** [1 Mark]
9. Apply double line spacing to the agenda items from **Election of the treasurer...** down to **New badminton court...** [1 Mark]
10. Enter the text **Keepfit Badminton Association** in the header of the document. [1 Mark]
11. Print 1 copy of the document to an output printer if available, or as a print file to your Candidate Disk. (Use the file name **test31.prn** if you are adding a print file to your Candidate Disk.) [1 Mark]
12. **Mail Merge:** Use the current version of **agm.doc** as a form letter and save. [1 Mark]
13. Use the file **addrlst.doc** from your Candidate Disk as the data source to be merged with the **agm.doc** form letter. [1 Mark]
14. Replace the existing name and address lines with the merge fields.
<<First Name>> <<Last Name>>
<<Address>>
<<City>> <<Post Code>> [1 Mark]
15. Merge the address list data source file with the letter to create the mail-merged document. Save the mail merge document as **mergd31.doc** Save and close all open documents. [1 Mark]

16. Open the file called ***memorandum.doc*** from your Candidate Disk. Save the ***memorandum.doc*** document to your Candidate Disk in template format as ***memo.dot***. Close the ***memo.dot*** template and close the word processing application. **[1 Mark]**

Module 3 Sample Part-Test 3.2

This is a sample test only

Your task is to prepare an information sheet providing tips about hill walking. In the test you are asked to edit the information sheet, to apply various formatting actions to it, and to create a simple table.

1. Open the Word Processing application and open the file called **test32.doc** from your Candidate Disk. **[1 Mark]**
2. Save the document to your Candidate Disk using the file name **hill walking.doc** **[1 Mark]**
3. Zoom the **hill walking** document down to 100%. **[1 Mark]**
4. Select all the text in the document and change the font to Arial. **[1 Mark]**
5. Select all the text in the document and apply 6 point spacing above and below each paragraph and save. **[1 Mark]**
6. Underline the title text **Hill walking for amateurs** **[1 Mark]**
7. Change the text **Hill walking for amateurs** to upper case and save. **[1 Mark]**
8. Edit the text **sweating** in the paragraph beginning **Make sure that....** to read **dehydration** **[1 Mark]**
9. Apply the **italblue** style to the text **Hill Walking tips for summer:** **[1 Mark]**
10. Create a table with two columns and four rows below the paragraph beginning **Make sure that ...** **[1 Mark]**
11. Insert the following text into the table as below:

Warmest summer months for hill walking	Degrees Celsius
June	20
July	25
August	24

[1 Mark]

12. Set the line width for all the borders in the table to 1 point. **[1 Mark]**
13. Centre align all the text in **column 2** (Degrees Celsius column) in the table. **[1 Mark]**
14. Change the top and bottom margins in the documents to **3 cms** and save. **[1 Mark]**
15. Use a spell-check program and make changes if necessary. (Proper names are not included in this spell checking and may be ignored) and save. **[1 Mark]**
16. Print one copy of the **hill walking.doc** document to an output printer if available, or as a print file to your Candidate Disk. (Use the file name **walking.prn** if you are adding a print file to your Candidate Disk.) Save and close the document and the word processing application. **[1 Mark]**

Module 4 Sample Part-Tests

Spreadsheets

The following are sample tests for ECDL Module 4, *Spreadsheets*. Each sample test contains 16 test items giving a total of 16 marks. A standard test in Module 4 contains 32 test items giving a total of 32 marks. The duration of a standard ECDL test is 45 minutes.

ECDL sample tests give an indication about the scope and approach adopted within ECDL standard tests. All test items within ECDL tests are based on ECDL Syllabus Version 4.0. For further information about the coverage of Skill Sets and Knowledge Areas in ECDL tests please refer to ECDL Syllabus Version 4.0

Pass Marks for ECDL Tests

The following table shows the pass marks in the various modules for ECDL tests:

Module	Pass Mark	%
1	27 Marks from 36	75%
2	24 Marks from 32	75%
3	24 Marks from 32	75%
4	24 Marks from 32	75%
5	24 Marks from 32	75%
6	24 Marks from 32	75%
7	24 Marks from 32	75%

Module 4 Sample Part-Test 4.1

This is a sample test only

The following sample test for Module 4, *Spreadsheets*, is based on creating a spreadsheet for improvements to your house. In the test you are asked to develop a budget for improvements to your house, to carry out various formatting actions, and to make some calculations before presenting the spreadsheet to your bank manager.

1. Open the file called ***improvements.xls*** from your Candidate Disk. [1 Mark]
2. Save the ***improvements.xls*** spreadsheet as ***costings.xls*** to your Candidate Disk. [1 Mark]
3. On the ***projection*** worksheet zoom the display to **100%** [1 Mark]
4. Widen column A as appropriate so that entered data is fully visible. [1 Mark]
5. Enter **2,000** in **cell C7** [1 Mark]
6. Enter a formula in **cell B11** to calculate the sum of the **cell range B5 : B10** [1 Mark]
7. Copy the formula in **cell B11** to the **cell range C11 : F11** and save. [1 Mark]
8. Enter a formula in **cell B13** that subtracts **cell B11** from **cell B3** Copy the formula in **cell B11** to the **cell range C11 : E11** [1 Mark]
9. Enter a formula in **cell F5** with an absolute cell reference (for one cell only), that divides **cell E5** by **cell E11** Copy the formula in **cell F5** to the **cell range F6 : F10** [1 Mark]
10. Enter a formula in **cell B15** to calculate the minimum cost of the **cell range B5 : B10**. Copy the formula in **cell B15** to the **cell range C15 : D15** [1 Mark]
11. Enter a formula in **cell B17** to calculate the maximum cost of the **cell range B5 : B10**. Copy the formula in **cell B17** to the **cell range C17 : D17** [1 Mark]
12. Format the **cell range B3 : E17** to € currency with no decimal places. [1 Mark]
13. Format the **cell range F5 : F11** as a percentage with no decimal places and save. [1 Mark]
14. Rename the ***loan*** worksheet as ***bank loans*** and save. [1 Mark]
15. On the ***bank loans*** worksheet create a column chart, (accept default column chart) from the **cell range A3 : D5** [1 Mark]
16. Print 1 copy of the contents of the ***projection*** worksheet to an output printer if available, or as a print file to your Candidate Disk. (Use the file name ***costs.prn*** if you are adding a print file to your Candidate Disk.) Save all open spreadsheets and close the spreadsheet application. [1 Mark]

Module 4 Sample Part-Test 4.2

This is a sample test only

The following sample test for Module 4, *Spreadsheets*, is based on an analysis of revenues at the Jupiter ice-rink. In the test you are asked to create a small spreadsheet for the ice-rink management showing receipts over the four quarters of the trading period just passed, to carry out various formatting actions and to make some calculations.

1. Open the file called **arena.xls** from your Candidate Disk. [1 Mark]
2. Save the **arena.xls** spreadsheet as **rink.xls** to your Candidate Disk. [1 Mark]
3. On the **revenue** worksheet adjust the height of row 6 as appropriate so that entered data is fully visible. [1 Mark]
4. Enter **250** into **cell C5** and **275** into **cell D5** [1 Mark]
5. Change the number in **cell D7** from **155** to **160** and save. [1 Mark]
6. Enter a formula in **cell B8** to calculate the sum of the **cell range B4 : B7** [1 Mark]
7. Copy the sum formula in **cell B8** to the **cell range C8 : G8** [1 Mark]
8. Enter a formula in **cell B10** to calculate the average of the **cell range B4 : B7** Copy the average formula to the **cell range C10 : E10** [1 Mark]
9. Enter a formula in **cell G4** with an absolute cell reference that divides **cell F4** by **cell F8** Copy the formula in **cell G4** to the **cell range G5 : G7** [1 Mark]
10. Format the **cell range G4 : G8** to percentage with no decimal places and save. [1 Mark]
11. Enter a formula in **cell B12** that displays the text **Above Budget** if the number in **cell F8** is greater than 2500 and otherwise displays the text **Below Budget** [1 Mark]
12. On the **sales details** worksheet, create a pie chart (accept default pie chart) from the data contained within the **cell range A4 : B8** [1 Mark]
13. Delete the **2002** worksheet. [1 Mark]
14. On the **names** worksheet sort the **cell range A4 : C135** by **Surname** in ascending order and save. [1 Mark]
15. Print the contents of the **revenue** worksheet to an output printer if available, or as a print file to your Candidate Disk. (Use the file name **rev.prn** if you are adding a print file to your Candidate Disk.) Save and close the **rink.xls** spreadsheet. [1 Mark]
16. Open the file called **yearly.xls** from your Candidate Disk. Save the **yearly.xls** spreadsheet as a template called **yearly results.xlt** to your Candidate Disk. Close the **yearly results.xlt** template and close the spreadsheet application. [1 Mark]