

# **International Diploma IT Skills Foundation for Young Learners**

Syllabus 2009

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## SECTION 1: INTRODUCTION

### 1.0 International Diploma in Information Technology

Information Technology (IT) influences the lives of everyone, wherever we live or work in the world. Almost every aspect of our daily lives now involves using IT skills. In the increasingly dynamic world of work, people need to be able to work effectively with IT, to develop transferable IT skills and to apply those skills across different contexts and software packages. With advances in technology, people are also keen to ensure that their IT skills are kept up to date to make themselves competent, capable and competitive in today's employment markets.

The International Diplomas in IT recognise achievement in a range of skills, which are required to use effectively a number of IT applications. These skills are assessed on the computer in the context of practical tasks.

Assessments for the International Diploma in IT are available on demand throughout the year to complement flexible training patterns and learning needs. The assessments use the latest developments in computer-based technology to assess a candidate's ability to use software-specific applications and to develop IT skills. All assessment is carried out on-screen and the immediate feedback of results to candidates is a central feature of these diplomas. The Foundation Level Diploma provides a framework at an introductory level for developing practical IT skills and knowledge in a range of IT applications and functions. This Diploma has been developed specifically for the international market, recognising the growing importance of employees working across geographic and cultural borders.

There are no formal candidate entry requirements for the Foundation Level Diploma. It is, however, expected that Centres will have the appropriate range of equipment and software needed to train and assess candidates.

### 1.1 The International Dimension

International Diplomas in IT embody performance standards valued in countries around the world. The use of IT is a transferable skill and can be demonstrated regardless of place, system or culture. The syllabus and assessments provide a framework through which candidates, wherever they might be, can be assessed reliably and validly against the performance standards set in a software-specific context. However, candidates should be aware that, with the use of an appropriate manual and sufficient practice, the IT skills acquired can be used across a variety of manufacturers' software.

The syllabus and assessments are available in English and Greek. The assessments do not, however, directly assess language skills, but are designed to give candidates the opportunity to show they can apply the skills specified in the syllabus.

## SECTION 2: OVERVIEW OF THE DIPLOMA

### 2.0 Aim

The aim of the *International Diploma in IT Foundation for Young Learners* is to assess a candidate's ability to use Information Technology effectively when using specific software applications.

Within each application area, candidates will be required to enter and manipulate data, work closely to given specifications and successfully complete a range of tasks as specified. During the assessments, they will be required to edit, copy, save and/or print the data on which they are working as appropriate.

### 2.1 Target Group

The *International Diploma in IT Foundation for Young Learners* is designed for children aged 6-10 years who wish to develop basic competence in specific IT applications and to gain a broad introduction to practical, work-related IT skills and receive recognition for basic IT competence.

Basic competence in keyboarding skills, the use of a mouse and the ability to load an application are assumed. Knowledge of general principles and procedures in the use of IT hardware and software is encouraged to be taught alongside the practical IT skills. Further guidance on these principles and procedures is given in Section 3.1.

### 2.2 Diploma structure

The structure of the *International Diploma in IT Foundation for Young Learners* has been based on the spiral model of growth the knowledge and there are 4 levels available as shown below:

Level	Modules for Assessment	Type of Assessment
<b>Level 1</b>	<ul style="list-style-type: none"> <li>Using Computer -1</li> <li>Word Processing -1</li> <li>Electronic Communication -1</li> </ul>	45 minute practical, circular task (once per year)
<b>Level 2</b>	<ul style="list-style-type: none"> <li>Using Computer -2</li> <li>Word Processing -2</li> <li>Electronic Communication -2</li> </ul>	45 minute practical circular task (once per year)
<b>Level 3</b>	<ul style="list-style-type: none"> <li>Using Computer -3</li> <li>Word Processing -3</li> <li>Electronic Communication -3</li> <li>Presentations -1</li> <li>Spreadsheets -1</li> <li>Databases -1</li> </ul>	45 minute practical circular task (once per year)
<b>Level 4</b>	<ul style="list-style-type: none"> <li>Using Computer and Managing Files</li> <li>Word Processing -4</li> <li>Electronic Communication</li> <li>Presentations -2</li> <li>Spreadsheets -2</li> <li>Databases -2</li> </ul>	45 minute practical task for each module (twice per year)

Each level can be tested as and when a candidate is ready and when the centre is able to schedule and accommodate the assessment process. All candidates will receive at the end of assessment feedback of results indicating how well they have performed and whether or not they have passed the level assessment. Successful candidates can receive a Statement of Results that is issued locally by the Registered Centre (see Section 2.8 below).

## 2.3 Learning Hours and Course Structures

There is no fixed guide to the learning hours required for each level. It is, however, expected that about 28 hours per year, will be sufficient for most students who start with little or no background knowledge of, or competence in, IT skills. This figure is a guideline only as different students will often progress at different rates and will generally start the course with a range of prior knowledge and experience. Centres should plan the duration and delivery of courses based on an understanding of candidates' prior qualifications and experience.

Vellum considers that there are various effective methods of developing IT skills, including tutorials spread over a period of weeks or months, intensive training programmes, on-the-job training or other supervised work experience, and distance learning. There is, therefore, no single prescribed course structure leading to the ***International Diploma in IT Foundation for Young Learners***.

Centres and students may wish to start with Level 1 although it is possible for students because of the spiral structure to start with any level. For example, a student who is not attended Level A may choose to begin with the next one. Centres may identify demand for courses linked to levels and this is just an example of the flexibility that the diploma structure supports.

Generally, whatever the method of skills development, students are first taught the skills required by particular processes (e.g. Word Processing) through the medium of appropriate application packages. Centres should note, however, that the IT assessment software is application software-specific. Attention should be given to familiarise candidates who have developed IT skills using other software packages with those used in the assessment. Centres are free to decide when to assess in terms of their own and the candidates' readiness.

## 2.4 Learning Support Materials

Vellum provides a range of support materials that will aid both tutors in preparing for the delivery of their courses and candidates in their learning. These materials contain exercises to be completed on the PC using data files provided as well as information to be read, learned and understood. The aim in providing these materials is not simply to provide a pre-packaged course but to help provide a suitable learning environment for candidates.

Details of these materials, which consist of Candidate and Tutor Support Guides, are available from Vellum Customer Services.

## 2.5 Resources

Students will require frequent access to appropriate IT facilities to develop their skills. Centres will therefore need to have sufficient, appropriate facilities available to allow students access as necessary. The scale of this provision will clearly depend on the number of candidates likely to enter for the assessments over a given period and the nature of the course and its method of delivery.

The International Diplomas are software specific and **only** suitable for use on PCs that operate using **Windows 95, Windows 98 or Windows NT version 4.0** or later, **Windows 2000** or **Windows XP** or **Windows Vista**.

The minimum specification for the PC running the Administrator software is:

Pentium P166, 32 Mb RAM (64 Mb RAM highly recommended), 256 Colours, 640x480 resolution, 50 Mb Hard Disk space available, multimedia enabled (i.e. including a CD-ROM drive), and with a Printer Driver installed. At this specification, the screen will not show all of the graphics properly and a display set to 800x600 with 65576 colours is highly recommended.

The minimum specification for a PC running the Testing software is:

Pentium P166, 16 Mb RAM (64 Mb RAM highly recommended), 256 colours, 640x480 resolution, mouse, keyboard, VGA colour monitor and a NetWork card. The same recommendations as above apply with regard to the display.

The PC user will also need to be able to have access to Microsoft Office Professional 97, Office 2000 Professional or Office XP Professional or Office 2003 products. PCs also need to fulfil the minimum specification required to run the respective MS Office Professional applications.

Assessment is built on Microsoft products and students will be assessed using the particular software packages. Students should, however, be encouraged to realise that, with the aid of a manual, they can learn the necessary skills and easily transfer their skills to a variety of products and other packages, should they need to do so.

## 2.6 Method of Assessment

At the end of a period of study, or when they are ready, candidates take a Vellum-set assessment. These assessments are computer-based and are available for levels 1-3 at the end of the school year. Candidates attended level 4 take assessment for each module separately twice per year. Centres enter candidates for the assessments using the software supplied by Vellum Global Educational Services on a CD-ROM. The Centre Administrator (using the software supplied) generates the test exercises following the guidelines issued by Vellum and CIE. Candidates then take the assessment on a computer, using the on-screen exercise instructions to navigate through the actual assessment.

Candidate Instructions for taking the IT assessments are available on the CD-ROM. These are printed and distributed by the Centre to candidates prior to the test.

Each Level in the Diploma is assessed separately and distinctly, with assessments comprising a number of tasks being taken under controlled conditions at the Registered Centre. The assessment is divided into 'separate' exercises. Each exercise has a set of on-screen instructions.

The assessments for all modules of each level focus on the candidate's ability to carry out practical tasks rather than to explain the theory of how the tasks are completed. Candidates are assessed on their performance of these tasks.

Each assessment is designed to be completed in 45 minutes or less. Candidates are shown the time remaining for the assessment by an on-screen clock. At the end of 45 minutes the test will automatically end and begin to mark the tasks carried out by the candidate.

## 2.7 Availability

Assessments for the International Diplomas in IT Skills Foundation for Young Learners are available for levels 1-3 once a year, and for level 4 twice a year. Centres must be registered with, and approved by, Vellum before the Administration and Assessment software is issued. A Registered Centre is then issued with a CD-ROM containing the software that is licensed to the Centre for use as intended. This software allows Centres to offer assessments as required to fit in with the delivery of training.

Assessments may be taken at the end of the course of study. Although Centres can decide when the assessment takes place, there is also a fixed timetable.

The Administrator software system allows assessments to be selected for candidates and a number of reports on an individual's performance can be generated. Centres purchase in advance, and are assigned blocks of tests covering all the Level Modules, on obtaining the security codes from Vellum (see Section 4).

## 2.8 Quality Control and Assurance - Protecting International Diploma Standards

Vellum and CIE have to ensure the integrity of their assessment procedures, so that everyone can have full confidence in the standards issued by Vellum and CIE. In applying for Registered Centre status, Centre staff acknowledges that they will follow the requirements of the award, to the standards described in the syllabus and guidelines.

Vellum will assess the suitability of staff, premises, resources, and procedures, before allowing Centres to operate the IT Diplomas, or other, Diplomas. As this may involve a visit by Vellum personnel to a Centre, Centres are advised to apply for the status of 'Registered Centre' well before the intended start of the course in order to allow time to arrange such an inspection. Vellum reserves the right to inspect a Centre and its facilities at any time.

As a further guarantee that standards are upheld, Centre Registration is granted for one year only from the date of approval of an application. Centres must apply for re-Registration each year and be prepared to undergo inspection if necessary. If Vellum has reason to doubt the quality assurance procedures within a Centre, a Vellum representative will be sent to review the practice of the Centre.

These procedures are vital to protect the value of the Vellum and CIE qualifications.

## SECTION 3: SYLLABUS STRUCTURE AND CONTENT

### 3.0 Assessment Objectives and Performance Criteria

There follow details for each Level and applications for a candidate to gain the *International Diploma in IT Foundation for Young Learners*.

For each Level, the relevant **Assessment Objectives** are specified, the **Performance Criteria** that are assessed are given and the **Skills to be tested** are listed.

*Assessment Objectives* define the specific skills that must be demonstrated for the award of the Level. Each *Assessment Objective* is sub-divided into Performance Criteria.

*Performance Criteria* define the tasks or knowledge requirements which candidates are actually required to demonstrate to achieve the Assessment Objective.

*Skills to be tested* detail the performance criteria further and specify exactly what candidates will need to be able to do in the test.

To be prepared fully for the assessments provided, candidates must be able to meet all Assessment Objectives. In any given level assessment, however, not all Performance Criteria may be directly assessed.

Candidates are expected to possess basic computer keyboard and mouse skills. These skills are not assessed specifically as part of the diplomas as they are fundamental to all operations using a Personal Computer. It is also expected that candidates trained on word processing, database, spreadsheet and presentation applications other than those from Microsoft will have had some opportunity to try these products before being assessed.

### 3.1 General Principles and Procedures

The *International Diploma in IT Foundation for Young Learners* focuses on the acquisition of software and application-specific knowledge and skills. It is assumed that, during a course of study leading to the Diploma, candidates will be introduced to and given opportunity to learn general principles and procedures for using the computer safely and effectively. An awareness of best practice in the management of IT and its appropriate use should be encouraged.

The fundamental principles and procedures which underpin this qualification, and of which candidates should be aware, are:

#### General Principles

- Health and safety aspects
- Good working conditions
- Taking care of equipment



## Basic Functions

- Turning the computer on and off
- Opening and exiting the operating system
- Opening and closing application
- Handling passwords (adding/changing the password, logging in etc.)
- Switching between applications
- Mouse operations (i.e. how the mouse can be used to accomplish operations such as opening menus, moving, selecting, use of the right mouse button for shortcut menus etc.)
- Menus (what the different menus and sub-menus contain, available and unavailable commands, use of help function)
- Knowledge of dialogue box functions and contents
- Using keyboard combinations
- Sizing windows (maximizing, minimizing, restoring, stretching)
- Moving windows
- Scrolling windows
- Use of toolbars

## Adjusting the Program

- Setting the date/time
- Changing the settings
- Changing the desktop or a window
- Formatting a disk
- Working on a disk or hard drive

## File Management

- Changing the name of files
- Making back-up copies

## Printing

- Starting a printout
- Cancelling a printout
- Choosing a printer
- Changing the page set-up
- The print queue (access and function)

### 3.2 Syllabus Content

**3.2.1 Level 1** (modules to be assessed: Using Computers, Using a text processor, Electronic Communication).

This level is designed to:

1. Familiarize students with a personal computer and how basic functions should be used to ensure the efficient use of a computer.
2. Teach students the skills and knowledge required to understand and perform everyday uses of a word processing package to display information in both electronic and paper form.
3. Familiarize students with the uses of Information Technology in communicating information electronically and teach them the basic rules of safety.

<b>1. Using Computers (Level 1)</b>		
<b>Assessment Objectives</b>	<b>Performance Criteria</b>	<b>Skills to be tested</b>
1.1 General Procedures and settings	1.1.1 Basic functions and settings	1.1.1.1 Start, Shut down, restart of the computer, following the proper procedures 1.1.1.2 Date and Time settings 1.1.1.3 Use of the screen saver 1.1.1.4 Switch the system language 1.1.1.5 Use of Help
1.2 Desktop and Windows	1.2.1 Desktop	1.2.1.1 Understanding of the functionality of the desktop elements: Start menu, Task bar, desktop, icons 1.2.1.2 Use of start menu, to open and close an application 1.2.1.3 Open a file, a folder or an application directly from desktop.
<b>2. Word Processing (Level 1)</b>		
<b>Assessment Objectives</b>	<b>Performance Criteria</b>	<b>Skills to be tested</b>
2.1 Basic functions and Word processing application Environment	2.1.1 Working with documents	2.1.1.1 Create, Open, Close, Save document
	2.1.2 Word Processing application environment	2.1.2.1 Show/Hide toolbars 2.1.2.2 Set zoom state 2.1.2.3 Use of help
2.2. Word Processing	2.2.1 Working with text	2.2.1.1 Add text 2.2.1.2 Edit, delete text
	2.2.2 Text manipulation	2.2.2.1 Select characters, words, lines, paragraphs, all document
	2.2.3 Help tools	2.2.3.1 Use of Undo and Redo
2.3 Format	2.3.1 Format fonts	2.3.1.1 Select font and font size 2.3.1.2 Bold, italic, underlined font 2.3.1.3 Change font color
	2.3.2 Format paragraphs	2.3.2.1 Alignment options of paragraph 2.3.2.2 Set line spacing of paragraphs
<b>3. Electronic Communications (Level 1)</b>		
<b>Assessment Objectives</b>	<b>Performance Criteria</b>	<b>Skills to be tested</b>
3.1 Networks and Internet	3.1.1 Terms	3.1.1.1 Understand the term Internet, WWW and distinguish them
	3.1.2 Internet Security	3.1.2.1 Know the danger of being infected with a computer virus during download files from the internet

### 3.2.2 Level 2 (Modules to be tested: Using Computers, Using a text processor, Electronic Communication).

This level is designed to expand knowledge of the previews' level 1 about:

1. The efficient use of a personal computer and how basic functions should be used.
2. To teach students skills required to understand and perform everyday uses of a word processing package to manipulate text in order to display information in both electronic and paper form.
3. Familiarize students with the uses of Information Technology in communicating information electronically and teach them the basic rules of safety as well the basic elements of a browser.

<b>1. Using Computers (Level 2)</b>		
<b>Assessment Objectives</b>	<b>Performance Criteria</b>	<b>Skills to be tested</b>
1.1 General Procedures and settings	1.1.1 Basic functions and settings	1.1.1.1 Start, Shut down, restart of the computer, following the proper procedures 1.1.1.2 Date and Time settings 1.1.1.3 Use of the screen saver 1.1.1.4 Switch the system language 1.1.1.5 Use of Help
1.2 Desktop and Windows	1.2.1 Desktop	1.2.1.1 Understanding of the functionality of the desktop elements: Start menu, Task bar, desktop, icons 1.2.1.2 Use of start menu, to open and close an application 1.2.1.3 Open a file, a folder or an application directly from desktop.
	1.2.2 Windows	1.2.2.1 Understanding basic window elements: Title bar, Menus, Scroll bars, toolbars, status bar 1.2.2.2 Minimize, Maximize, Restore, close, move resize of a window 1.2.2.3 Switch between open windows
<b>2. Word Processing (Level 2)</b>		
<b>Assessment Objectives</b>	<b>Performance Criteria</b>	<b>Skills to be tested</b>
2.1 Basic functions and Word processing application Environment	2.1.1 Working with documents	2.1.1.1 Create, Open, Close, Save document
	2.1.2 Word Processing application environment	2.1.2.1 Show/Hide toolbars 2.1.2.2 Set zoom state 2.1.2.3 Use of help
2.2. Word Processing	2.2.1 Working with text	2.2.1.1 Add text 2.2.1.2 Edit, delete text
	2.2.2 Text manipulation	2.2.2.1 Select characters, words, lines, paragraphs, all document 2.2.2.2 Copy, cut and paste text in the same document or in other document
	2.2.3 Help tools	2.2.3.1 Use of Undo and Redo
2.3 Format	2.3.1 Format fonts	2.3.1.1 Select font and font size 2.3.1.2 Bold, italic, underlined font 2.3.1.3 Change font color
	2.3.2 Format paragraphs	2.3.2.1 Alignment options of paragraph 2.3.2.2 Set line spacing of paragraphs

<b>3. Electronic Communications (Level 2)</b>		
<b>Assessment Objectives</b>	<b>Performance Criteria</b>	<b>Skills to be tested</b>
3.1 Networks and Internet	3.1.1 Terms	3.1.1.1 Understand the tem Internet, WWW and distinguish them
	3.1.2 Internet Security	3.1.2.1 Know the danger of being infected with a computer virus during download files from the internet
3.2 Navigation in the internet	3.2.1 Browser Environment	3.2.1.1 Open, Close Browser 2.1.2 Change the home page of the browser 3.2.1.2 Stop loading a web page 3.2.1.3 Refresh the contents of a web-page 3.2.1.4 Show/Hide toolbars
	3.2.2 Navigation in the Internet and display information in the browser	3.2.2.1 Navigate to a web page using its URL 3.2.2.2 Navigate to web pages using hyperlinks 3.2.2.3 Navigate Back or Forward to pages that have already been visited

**3.2.3 Level 3** (Modules: Using Computers, Using a text processor, Electronic Communication, Presentations, Spreadsheets and Databases).

This level is designed to expand knowledge of the previous levels 1 and 2 about:

- The efficient use of a personal computer and how basic functions should be used.
- To teach students skills required to understand and perform everyday uses of a word processing package to manipulate text in order to display information in both electronic and paper form.
- Familiarize students with the uses of Information Technology in communicating information electronically and teach them the basic rules of safety as well the basic elements of a browser.

Students also have opportunity to use new applications as Presentations, Spreadsheets and Databases:

**Presentations**

This application is designed to familiarize students with a presentation application. The candidates should possess the skills and knowledge required to understand and perform everyday uses of a presentation package to display information in electronic form for presentation and in paper form for handouts.

**Spreadsheets**

This application is designed to familiarize students with the spreadsheet application. The candidate should possess the skills and knowledge required to understand and perform everyday uses of a spreadsheet package to create a spreadsheet, arrange data and make simple calculations.

**Databases**

This application is designed to familiarise students with the database application. The candidate should possess the skills and knowledge required to understand and perform everyday uses of a database package to build a simple database and create simple queries and reports from an existing database.

<b>1. Using Computers (Level 3)</b>		
<b>Assessment Objectives</b>	<b>Performance Criteria</b>	<b>Skills to be tested</b>
1.1 General Procedures and settings	1.1.1 Basic functions and settings	1.1.1.1 Start, Shut down, restart of the computer, following the proper procedures 1.1.1.2 Date and Time settings 1.1.1.3 Use of the screen saver 1.1.1.4 Switch the system language 1.1.1.5 Use of Help
1.2 Desktop and Windows	1.2.1 Desktop	1.2.1.1 Understanding of the functionality of the desktop elements: Start menu, Task bar, desktop, icons 1.2.1.2 Use of start menu, to open and close an application 1.2.1.3 Open a file, a folder or an application directly from desktop.
	1.2.2 Windows	1.2.2.1 Understanding basic window elements: Title bar, Menus, Scroll bars, toolbars, status bar 1.2.2.2 Minimize, Maximize, Restore, close, move resize of a window 1.2.2.3 Switch between open windows
1.3 Work with text	1.3.1 Text	1.3.1.1 Create a file in notepad 1.3.1.2 Save file 1.3.1.3 Type text up to 20 words 1.3.1.4 Copy paste text 1.3.1.4 Delete text
	1.3.2 Printouts	1.3.2.1 Set the default printer 1.3.2.2 Print file

<b>2. Word Processing (Level 3)</b>		
<b>Assessment Objectives</b>	<b>Performance Criteria</b>	<b>Skills to be tested</b>
2.1 Basic functions and Word processing application Environment	2.1.1 Working with documents	2.1.1.1 Create, Open, Close, Save document
	2.1.2 Word Processing application environment	2.1.2.1 Show/Hide toolbars 2.1.2.2 Set zoom state 2.1.2.3 Use of help
2.2. Word Processing	2.2.1 Working with text	2.2.1.1 Add text 2.2.1.2 Edit, delete text
	2.2.2 Text manipulation	2.2.2.1 Select characters, words, lines, paragraphs, all document 2.2.2.2 Copy, cut and paste text in the same document or in other document
	2.2.3 Help tools	2.2.3.1 Use of Undo and Redo 2.2.3.2 Use of Find and Replace 2.2.3.3 Spell check the document
2.3 Format	2.3.1 Format fonts	2.3.1.1 Select font and font size 2.3.1.2 Bold, italic, underlined font 2.3.1.3 Change font color
	2.3.2 Format paragraphs	2.3.2.1 Alignment options of paragraph 2.3.2.2 Set line spacing of paragraphs
<b>3. Electronic Communications (Level 3)</b>		
<b>Assessment Objectives</b>	<b>Performance Criteria</b>	<b>Skills to be tested</b>
3.1 Networks and Internet	3.1.1 Terms	3.1.1.1 Understand the term Internet, WWW and distinguish them
	3.1.2 Internet Security	3.1.2.1 Know the danger of being infected with a computer virus during download files from the internet
3.2 Navigation in the internet	3.2.1 Browser Environment	3.2.1.1 Open, Close Browser 3.2.1.2 Change the home page of the browser 3.2.1.3 Stop loading a web page 3.2.1.4 Refresh the contents of a webpage 3.2.1.5 Show/Hide toolbars
	3.2.2 Navigation in the Internet and display information in the browser	2.2.1 Navigate to a web page using its URL 2.2.2 Navigate to web pages using hyperlinks 2.2.3 Navigate Back or Forward to pages that have already been visited
3.3 Information Search	3.3.1 Search in WebPages and manipulate their contents	3.3.1.1 What is a search engine and how is it used? 3.3.1.2 Search information using words or phrases 3.3.1.3 Saving a webpage with different type and name.
3.4 Page setup and Print-outs	3.4.1. Page setup	3.4.1.1 Change header and footer 3.4.1.2 Set the orientation of the page
	3.4.2 Print	3.4.2.1 Print preview 3.4.2.2 Set printing parameters

<b>4. Presentations (Level 3)</b>		
<b>Assessment Objectives</b>	<b>Performance Criteria</b>	<b>Skills to be tested</b>
4.1 Basic Functions & Presentations Application Environment	4.1.1 Handling presentations	4.1.1.1 Create, open, close, save presentation 4.1.1.2 Switch between open presentations
	4.1.2 Presentation Application Environment	4.1.2.1 Show/Hide toolbars 4.1.2.2 Switch between available views of presentation 4.1.2.3 Set zoom percentage
4.2 Designing presentation	4.2.1 Design templates & slide master	4.2.1.1 Apply design template to a presentation 4.2.1.2 Add text, numbering, date, footer to slides

<b>5. Spreadsheets (Level 3)</b>		
<b>Assessment Objectives</b>	<b>Performance Criteria</b>	<b>Skills to be tested</b>
5.1 Basic Functions & Application Environment of Spreadsheets	5.1.1 Working with workbooks	5.1.1.1 Create, Open, Close, Save workbooks
	5.1.2 The Application Environment	5.1.2.1 Show/Hide toolbars 5.1.2.2 Go to specific cell or cell area 5.1.2.3 Set the zoom state 5.1.2.4 Use of help
5.2 Data processing	5.2.1 Add and edit data in the spreadsheet	5.2.1.1 Add text, numbers, dates to cells 5.2.1.2 Add more data to a cell, edit cell contents 5.2.1.3 Delete cell contents 5.2.1.4 Ascending/Descending Sorting to cell areas 5.2.1.5 Use of Undo and Redo
	5.2.2 Working with cells	5.2.2.1 Move, copy cell contents to the same to different worksheet 5.2.2.2 Add, delete cells, cell area, rows, columns
5.3 Format Data	5.3.1 Format Worksheet	5.3.1.1 Select cell, cell area, rows, columns, all cells of a worksheet 5.3.1.2 Change row height, column width, auto size to the data



### 6. Databases (Level 3)

Assessment Objectives	Performance Criteria	Skills to be tested
6.1 Basic Functions & Application Environment of Database	6.1.1 Basic Functions	6.1.1.1 Open, Close Database Application 6.1.1.2 Open, Close a Database 6.1.1.3 Create, Save a Database. 6.1.1.4 Show, Hide available toolbars 6.1.1.5 Switch between different views, tables, forms, reports 6.1.1.6 Use of help
6.2 Tables	6.2.1 Table Functions	6.2.1.1 Create table, name fields and set the correct data type 6.2.1.2 Change the field size property 6.2.1.3 Add, delete field from a table 6.2.1.4 Term and set primary key 6.2.1.5 Save, close, delete table 6.2.1.6 Add, edit, delete records from a table 6.2.1.7 Navigate to records, fields of a table

### 3.2.4 Level 4 (Modules: Using Computer and Managing files, using a text processor, Electronic Communication, Presentations, Spreadsheets and Databases).

This level is designed to expand knowledge of previous levels 1,2 and 3 about all modules. Students at this final level learn to operate sufficiently a computer, to manage files and folders, to navigate through WebPages collecting and presenting information, and use applications such as text processors, spreadsheets, presentations and data bases.

<b>1. Using Computers (Level 4)</b>		
<b>Assessment Objectives</b>	<b>Performance Criteria</b>	<b>Skills to be tested</b>
1.1 General Procedures and settings	1.1.1 Basic functions and settings	1.1.1.1 Start, Shut down, restart of the computer, following the proper procedures 1.1.1.2 Date and Time settings 1.1.1.3 Use of the screen saver 1.1.1.4 Switch the system language 1.1.1.5 Use of Help
1.2 Desktop and Windows	1.2.1 Desktop	1.2.1.1 Understanding of the functionality of the desktop elements: Start menu, Task bar, desktop, icons 1.2.1.2 Use of start menu, to open and close an application
	1.2.2 Windows	1.2.2.1 Understanding basic window elements: Title bar, Menus, Scroll bars, toolbars, status bar 1.2.2.2 Minimize, Maximize, Restore, close, move resize of a window 1.2.2.3 Switch between open windows
1.3 Work with text	1.3.1 Text	1.3.1.1 Create a file in notepad 1.3.1.2 Save file 1.3.1.3 Type text up to 20 words 1.3.1.4 Copy paste text 1.3.1.4 Delete text
	1.3.2 Printouts	1.3.2.1 Set the default printer 1.3.2.2 Print file
1.4 Data Storage, files and folders	1.4.1 File and folder structure	1.4.1.1 Understanding of the data store devices for files, folders and file hierarchy 1.4.1.2 Navigate between folders and data store devices 1.4.1.3 Understanding of the file name structure and recognition of common file types
	1.4.2 Managing Files and folders	1.4.2.1 Create folder, subfolder 1.4.2.2 Rename folder, subfolder 1.4.2.3 Move files or folders 1.4.2.4 Copy files or folders 1.4.2.5 Delete files or folders
1.5 Help tools	1.5.1 Help tools	1.5.1.1 Use of search

<b>2. Word Processing (Level 4)</b>		
<b>Assessment Objectives</b>	<b>Performance Criteria</b>	<b>Skills to be tested</b>
2.1 Basic functions and Word processing application Environment	2.1.1 Working with documents	2.1.1.1 Create, Open, Close, Save document
	2.1.2 Word Processing application environment	2.1.2.1 Show/Hide toolbars 2.1.2.2 Set zoom state 2.1.2.3 Use of help
2.2. Word Processing	2.2.1 Working with text	2.2.1.1 Add text 2.2.1.2 Edit, delete text
	2.2.2 Text manipulation	2.2.2.1 Select characters, words, lines, paragraphs, all document 2.2.2.2 Copy, cut and paste text in the same document or in other document
	2.2.3 Help tools	2.2.3.1 Use of Undo and Redo 2.2.3.2 Use of Find and Replace 2.2.3.3 Spell check the document
2.3 Format	2.3.1 Format fonts	2.3.1.1 Select font and font size 2.3.1.2 Bold, italic, underlined font 2.3.1.3 Change font color
	2.3.2 Format paragraphs	2.3.2.1 Alignment options of paragraph 2.3.2.2 Set line spacing of paragraphs
2.4 Printouts	2.4.1 Preparation and printing	2.4.1.1 Print preview document 2.4.1.2 Printing options: copies, specific pages, select specific printer 2.4.1.3 Print document to specific printer

<b>3. Electronic Communications (Level 4)</b>		
<b>Assessment Objectives</b>	<b>Performance Criteria</b>	<b>Skills to be tested</b>
3.1 Networks and Internet	3.1.1 Terms	3.1.1.1 Understand the terms Internet and WWW and distinguish them
	3.1.2 Internet Security	3.1.2.1 Know the danger of being infected with a computer virus during download files from the internet
3.2 Navigation in the internet	3.2.1 Browser Environment	3.2.1.1 Open, Close Browser 3.2.1.2 Change the home page of the browser 3.2.1.3 Stop loading a web page 3.2.1.4 Refresh the contents of a web-page 3.2.1.4 Show/Hide toolbars
	3.2.2 Navigation in the Internet and display information in the browser	2.2.1 Navigate to a web page using its URL 2.2.2 Navigate to web pages using hyperlinks 2.2.3 Navigate Back or Forward to pages that have already been visited
3.3 Information Search	3.3.1 Search in WebPages and manipulate their contents	3.3.1.1 What is a search engine and how is it used? 3.1.2 Search information using words or phrases
3.4 Page setup and Print-outs	3.4.1. Page setup	3.4.1.1 Change header and footer 3.4.1.2 Set the orientation of the page
	3.4.2 Print	3.4.2.1 Print preview 3.4.2.2 Set printing parameters
3.5. Electronic mail	3.5.1 Basic terms of electronic mail	3.5.1.1 Understand the structure and the limits of an email address 3.5.1.2 Understand the danger of being infected by computer virus in attached file of an email
	3.5.2 Email Application Environment	3.5.2.1 Open, Close email application 3.5.2.2 Understand and open basic folders: Inbox, Outbox, Sent, Draft, Deleted
	3.5.3 Work with mails	3.5.3.1 Open, read and close a mail 3.5.3.2 Create new mail 3.5.3.3 Add email addresses in To, CC, BCC fields 3.5.3.4 Add subject 3.5.3.5 Add text in mail body 3.5.3.6 Forward a mail 3.5.3.7 Reply to sender
	3.5.4 Management of messages	3.5.4.1 Create, name and manage folders in order to organize messages 3.5.4.2 Deleting messages 3.5.4.3 Transfer messages between folders
	3.6.1 Print	3.6.1.1 Set printing parameters 3.6.1.2 Print a message

<b>4. Presentations (Level 4)</b>		
<b>Assessment Objectives</b>	<b>Performance Criteria</b>	<b>Skills to be tested</b>
4.1 Basic Functions & Presentations Application Environment	4.1.1 Handling presentations	4.1.1.1 Create, open, close, save presentation 4.1.1.2 Switch between open presentations
	4.1.2 Presentation Application Environment	4.1.2.1 Show/Hide toolbars 4.1.2.2 Switch between available views of presentation 4.1.2.3 Set zoom percentage
4.2 Designing presentation	4.2.1 Design templates & slide master	4.2.1.1 Apply design template to a presentation 4.2.1.2 Add text, numbering, date, footer to slides
	4.2.2 Working with slides	4.2.2.1 Add, delete slides to a presentation 4.2.2.2 Apply, change slide layout 4.2.2.3 Copy, move slides in the presentation or between open presentations 4.2.2.4 Change orientation of a slide 4.2.2.5 Spell check of the presentation
4.3 Manipulate text and images	4.3.1 Working with text	4.3.1.1 Add text to a slide, narrator notes 4.3.1.2 Edit, delete text 4.3.1.3 Select font and font size 4.3.1.4 Bold, italic, underline font 4.3.1.5 Change font color 4.3.1.6 Apply shadow to text 4.3.1.7 Text alignment (left, right, center)
	4.3.2 Manipulate texts	4.3.2.1 Copy text 4.3.2.2 Move text 4.3.2.3 Delete text
4.4 Printouts	4.4.1 Print	4.4.1.1 Printing parameters: paper size, orientation, copies

<b>5. Spreadsheets (Level 4)</b>		
<b>Assessment Objectives</b>	<b>Performance Criteria</b>	<b>Skills to be tested</b>
5.1 Basic Functions & Application Environment of Spreadsheets	5.1.1 Working with workbooks	5.1.1.1 Create, Open, Close, Save workbooks
	5.1.2 The Application Environment	5.1.2.1 Show/Hide toolbars 5.1.2.2 Go to specific cell or cell area 5.1.2.3 Set the zoom state 5.1.2.4 Use of help
5.2 Data processing	5.2.1 Add and edit data in the spreadsheet	5.2.1.1 Add text, numbers, dates to cells 5.2.1.2 Add more data to a cell, edit cell contents 5.2.1.3 Delete cell contents 5.2.1.4 Ascending/Descending Sorting to cell areas 5.2.1.5 Use of Undo and Redo
	5.2.2 Working with cells	5.2.2.1 Move, copy cell contents to the same to different worksheet 5.2.2.2 Add, delete cells, cell area, rows, columns
5.3 Format Data	5.3.1 Format Worksheet	5.3.1.1 Select cell, cell area, rows, columns, all cells of a worksheet 5.3.1.2 Change row height, column width, auto size to the data
	5.3.2 Format cells	5.3.2.1 Format cells with numeric contents: percentage, decimals, currency, thousand separator 5.3.2.2 Format cells with date contents 5.3.2.3 Select font and font size 5.3.2.4 Set bold, italic and underline font 5.3.2.5 Change font color 5.3.2.6 Wrap contents of a cell 5.3.2.7 Merge and center align a title across a cell area
5.4 Mathematical types & Functions	5.4.1 Apply mathematic types without formulas	5.4.1.1 Create mathematical type for adding, subtraction, multiplying and dividing
	5.4.2 Functions	5.4.2.1 Use of of Functions: SUM, AVERAGE
5.5. Printouts	5.5.1 Print	5.5.1.1 Print to a specific printer

## 6. Databases (Level 4)

Assessment Objectives	Performance Criteria	Skills to be tested
6.1 Basic Functions & Application Environment of Database	6.1.1 Basic Functions	6.1.1.1 Open. Close Database Application 6.1.1.2 Open, Close a Database 6.1.1.3 Create, Save a Database. 6.1.1.4 Show, Hide available toolbars 6.1.1.5 Switch between different views, tables, forms, reports 6.1.1.6 Use of help
6.2 Tables	6.2.1 Table Functions	6.2.1.1 Create table, name fields and set the correct data type 6.2.1.2 Change the field size property 6.2.1.3 Add, delete field from a table 6.2.1.4 Term and set primary key 6.2.1.5 Save, close, delete table 6.2.1.6 Add, edit, delete records from a table 6.2.1.7 Navigate to records, fields of a table
6.3 Working with data	6.3.1 Basic functions	6.3.1.1 Use of Search command in the fields of a table
	6.3.2 Queries	6.3.2.1 Create, Save select query with one table 6.3.2.2 Add fields in the query 6.3.2.3 Add search criteria (OR, AND, >, <, >=, <=) 6.3.2.4 Show query results 6.3.2.5 Close, delete a query
6.4. Printout	6.4.1 Prepare & Print	6.4.1.1 Print a table

## 4.0 Administration

Centres must be registered with Vellum in order to enter candidates for International Diplomas in IT. Application Forms for Centre Registration are available from Vellum Customer Services.

On registration as a Centre for the International Diploma in IT, Centres will receive a CD-ROM, together with the Administration and Installation Guide. This guide details how to install the software and how to use it to register candidates for the individual Application Module assessments. It also contains instructions for the administration of the assessments and instructions and guidance for candidates.

Centres will be required to nominate a Centre Administrator who will be responsible for the administration of the diplomas and for the generation and conduct of the assessments to the criteria laid down by Vellum and CIE in this Syllabus and the Administration and Installation Guide.

On installation of the software from the CD-ROM, into either an individual PC or a network, the use of the software will prompt the centre to contact Vellum for the necessary Trigger and Test Allocation (security) Codes. These codes are required for entry into the Administrator software and, subsequently, for allocating blocks of tests for use at the Registered Centre. The Administration and Installation Guide contains detailed explanations on these procedures.

### 4.1 Results and Certification

A candidate sitting a Level assessment will receive feedback on performance after the end of the examination day. This information will be presented on screen in terms of a percentage score on the module and the percentage required to achieve a pass. Candidates who pass the level will be eligible for a 'Statement of Results' for that module. These Statements are printed locally, by the candidate's centre, at the centre's convenience and indicate the level in which the candidate was successful together with candidate and centre details and the date of the assessment.

The CD-ROM provided to Registered Centres contains software specifically designed to allow the feedback of results for each candidate and level tested at the centre following the assessments. The Centre Administrator will receive the necessary details from Vellum to enable them to produce reports on test results from individual candidates or groups of candidates. These Reports provide evidence of those areas where candidates may need further training or practice.

Centres will be required to send two sets of information to Vellum for verification purposes. First, a copy of all test results is sent in the form of a spreadsheet (produced by the Administrator software). This report is sent to Vellum once each month. Then, once each quarter, the whole testing database is sent through for formal verification. In addition to data verification, the information received is used by Vellum and CIE to produce certificates for candidates who are eligible for a full Cambridge IT International Diploma.

Further information and guidance on the International Diplomas in IT are in the Administration and Installation Guide which is issued to Registered Centres with the CD-ROM. On receipt of the CD-ROM centres will also be able to print out a User Manual, Candidate Instructions and other relevant documentation.



## 4.2 Software Installation Queries and Other Enquiries

In the case of difficulties in installing the software from the CD-ROM, or in the case of any other queries in connection with running the International Diplomas in IT, please contact Vellum Customer Services who will be able to deal promptly with your enquiry.

## 4.3 Fees

For current fees for Registration as a Centre for Vellum and CIE Qualifications, including International Diplomas, and entry fees for each level for the International Diploma in IT Skills Foundation for Young Learners, please contact Vellum Customer Services.