

## Essential Skills Wales

### Information and Communication Technology: progression: evidence

**Important notes:**

1. Each level of the skill incorporates and builds on the previous levels.
2. This document must be read in association with the documents 'Amplification of evidence requirements' and 'ICT Mandatory Definitions' which provide mandatory detail about each component and are a constituent part of the standards.
3. Where the standards refer to 'information', this can take the form of text and/or images and/or numbers.

**You must provide evidence that you can:**

	Entry level 1	Entry level 2	Entry level 3	Level 1	Level 2	Level 3
Use ICT systems					<p><b>You must carry out at least two activities that, overall:</b></p> <ul style="list-style-type: none"> <li>• include at least one ICT-based information source and at least one non ICT-based information source</li> <li>• use different information sources for each</li> </ul>	<p><b>You must carry out at least two activities that, overall:</b></p> <ul style="list-style-type: none"> <li>• show that you can plan and carry through a number of different activities, <b>one of which must be a complex activity covering ICT3.1, ICT3.2 and ICT3.3</b></li> <li>• include at least one ICT-based information source and at least one non ICT-based information source</li> <li>• use different information sources for each</li> </ul>

ESW ICT progression grid evidence

	Entry level 1	Entry level 2	Entry level 3	Level 1	Level 2	Level 3
					activity <ul style="list-style-type: none"> <li>• use at least one example of text, one example of image and one example of number</li> <li>• present evidence of purposeful use of email</li> </ul>	activity <ul style="list-style-type: none"> <li>• use at least one example of text, one example of image and one example of number</li> <li>• use at least one example of combined information</li> <li>• present evidence of purposeful use of email; at least one email that you send and at least one that you receive must have an attachment that is related to your task.</li> </ul> <p>Each component, ICT3.1, ICT3.2 and ICT3.3, must be covered at least twice, and ICT3.3 must be covered for at least two different audiences. Smaller tasks may be used to ensure that each component is covered</p>
	<b>ICTE1.1.1</b> Understand a simple given task that	<b>ICTE2.1.1</b> Understand a straightforward given	<b>ICTE3.1.1</b> Confirm your understanding of a	<b>ICT1.1.1</b> Confirm your understanding of a	<b>ICT2.1.1</b> Describe how you will approach an	<b>ICT3.1.1</b> Analyse and accurately describe

ESW ICT progression grid evidence

	<b>Entry level 1</b>	<b>Entry level 2</b>	<b>Entry level 3</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
	involves the use of ICT	task that involves the use of ICT	straightforward given task that involves the use of ICT	given task that involves the use of ICT	activity that involves the use of ICT	how you will approach at least one complex activity that involves the use of ICT
	<b>ICTE1.1.2</b> Use ICT to help you carry out the task	<b>ICTE2.1.2</b> Use ICT to help you carry out the task	<b>ICTE3.1.2</b> Use ICT to help you carry out the task	<b>ICT1.1.2</b> Use ICT independently to carry out the task	<b>ICT2.1.2</b> Use ICT independently to carry out the activity effectively	<b>ICT3.1.2</b> Use ICT independently to carry out the activity efficiently and effectively
	<b>ICTE1.1.3</b> Follow safe, healthy and secure working practices at all times	<b>ICTE2.1.3</b> Follow safe, healthy and secure working practices at all times	<b>ICTE3.1.3</b> Follow safe, healthy and secure working practices at all times	<b>ICT1.1.3</b> Follow safe, healthy and secure working practices at all times	<b>ICT2.1.3</b> Follow safe, healthy and secure working practices at all times	<b>ICT3.1.3</b> Follow safe, healthy and secure working practices at all times

ESW ICT progression grid evidence

	Entry level 1	Entry level 2	Entry level 3	Level 1	Level 2	Level 3
<b>Find, select and exchange information</b>	<p><b>ICTE1.2.1</b> Recognise appropriate sources of ICT-based information</p> <p><b>ICTE1.2.2</b> Get information from an ICT-based source</p> <p><b>ICTE1.2.3</b> Receive simple ICT-based communications</p>	<p><b>ICTE2.2.1</b> Recognise and use appropriate sources of ICT-based information</p> <p><b>ICTE2.2.2</b> Find and get information from ICT-based sources</p> <p><b>ICTE2.2.3</b> Enter, save, send and receive ICT-based information</p>	<p><b>ICTE3.2.1</b> Identify and use appropriate sources of ICT-based information</p> <p><b>ICTE3.2.2</b> Search for and get ICT-based information that is relevant to each task</p> <p><b>ICTE3.2.3</b> Enter, save, send and receive ICT-based information to suit your purpose</p>	<p><b>ICT1.2.1</b> Find, select and use appropriate sources of ICT-based information</p> <p><b>ICT1.2.2</b> Search for, select and get ICT-based information that is relevant to each task</p> <p><b>ICT1.2.3</b> Enter, save, send, receive and exchange ICT-based information to suit your purpose</p>	<p><b>For each of your activities:</b></p> <p><b>ICT2.2.1</b> Find, select and use different sources of appropriate ICT-based and non ICT-based information</p> <p><b>ICT2.2.2</b> Search for, select and get relevant ICT-based and non ICT-based information</p> <p><b>ICT2.2.3</b> Enter, save, communicate and exchange ICT-based information to suit your purpose</p>	<p><b>For each of your activities:</b></p> <p><b>ICT3.2.1</b> Plan how to find the ICT-based and non ICT-based information you require</p> <p><b>ICT3.2.2</b> Search for, evaluate, select and get, from a range of sources, relevant ICT-based and non ICT-based information</p> <p><b>ICT3.2.3</b> Enter, save, communicate and exchange ICT-based information to suit your purpose</p>

	Entry level 1	Entry level 2	Entry level 3	Level 1	Level 2	Level 3
<b>Develop and present information</b>	<b>ICTE1.3.1</b> Enter simple ICT-based information for a purpose	<b>ICTE2.3.1</b> Enter and edit ICT-based information for a purpose	<b>ICTE3.3.1</b> Enter and develop ICT-based information to suit your purpose, in the form of: a) text b) images c) numbers	<b>ICT1.3.1</b> Enter, develop, format and bring together ICT-based information to suit your purpose, in the form of: a) text b) tables c) images d) numbers	<b>ICT2.3.1</b> Enter, organise, develop, format and combine ICT-based and non ICT-based information to suit content and your purpose, in the form of: a) text b) tables c) images d) numbers e) records	<b>ICT3.3.1</b> Organise, develop, format and combine ICT-based and non ICT-based information from different sources to suit content and your purpose, in the form of: a) text b) tables c) images d) numbers e) records
	<b>ICTE1.3.2</b> Present information for a purpose, using ICT	<b>ICTE2.3.2</b> Present information for a purpose, using ICT	<b>ICTE3.3.2</b> Present information in ways that are fit for purpose, using ICT	<b>ICT1.3.2</b> Present information, using consistent layouts that are fit for purpose and audience, using ICT, and review your work	<b>ICT2.3.2</b> Present combined information, using consistent formats and layouts that are appropriate to your purpose and audience, using ICT, and review your work	<b>ICT3.3.2</b> Present your final output effectively, using a consistent style and formats and layouts that are appropriate to your purpose and audience, using ICT, and review your work

**Access statement**

Candidates with particular disabilities may be unable to show that they are competent by providing all their evidence in the form specified in these standards.

For such candidates, reasonable adjustments to the evidence requirements may be allowed in appropriate circumstances. In some cases, exemptions may be permissible. Further detail on reasonable adjustments and exemptions for candidates with particular disabilities can be found in a separate amplification document.