

# Essential Skills Wales

## Essential Digital Literacy Skills (EDLS)

### Level 2 Controlled Task

#### Assessment pack

Talent Show
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Version **3.0**  
Valid for use until *(not applicable)*

Candidate name:
Candidate number:
Date registered for EDLS:
Unique Learner Number (ULN) <i>(if applicable)</i> :
Centre name <i>or</i> number:
Supervisor name:
Assessor name:
Internal Quality Assurer name:

#### Instructions

The candidate has up to **5 hours in total** to complete this controlled task, although that time can be split over a number of sessions. Details of when each session started and ended **must** be recorded on the candidate pack and a summary recorded below:

Date controlled task <b>started</b> :
Date controlled task <b>completed</b> <i>(no more than eight weeks later)</i> :
<b>Total</b> time spent:

# 1. Assessment requirements

The following is a summary of the Essential Skills Wales (ESW) Controlled Task Conditions. These requirements should be read in conjunction with the relevant **Controlled Task Candidate Pack**. General assessment guidelines applicable to all ESW assessments can be found in the **Essential Skills Wales Suite *Qualification Handbook***.

## Controlled task assessment

Controlled tasks are **summative assessments** measuring subject-specific skills. Candidates will need to show they can utilise these skills in a holistic manner, relevant to real-life circumstances. The assessment outcome is **pass/fail**.

Controlled tasks must be:

- internally assessed, by appropriately qualified staff, using the Marking Schemes provided. Please see section 2.2 of the ***Qualification Handbook*** for details of staff qualification.
- internally quality assured, by appropriately qualified staff.
- external quality assured/moderated by WJEC
- compliant with **Controlled Task Conditions**.

## Controlled task conditions

This controlled task must be completed under the conditions set out below. 'Controlled' relates to all aspects of how the task is administered and assessed.

Candidates should only attempt this controlled task when they have been registered for this qualification and have developed the necessary skills at the required level. Learning development input should be completed before the candidate attempts this controlled task.

### Working period

The candidate must complete this controlled task within an 8 week 'working period'. The working period commences on the date the candidate starts working on the task. The working period may be extended only in specific extenuating circumstances. Please see section 4.3 of the ***Qualification Handbook*** for further information.

### Working time

The candidate has up to **5 hours in total** to complete this controlled task. This task 'working time' allowance will formally start at the point when a task is first provided to the candidate. The task working time may be extended only in specific extenuating circumstances. Please see section 4.3 of the ***Qualification Handbook*** for further information.

The candidate is allowed research time when working on Part 1 of the Controlled Task and must be carried out under controlled conditions. This must only be used for this part of the Controlled Task. The research time must be recorded on the front of the Candidate Pack.

## Supervised conditions

This controlled task must be completed under the following supervised conditions:

- This task is an 'open book' assessment. Candidates may have access to routine resources that might be available in a 'real life' situation, for example: PCs/laptops, tablets, dictionaries, calculators, reference books, relevant class notes and source material approved by their tutor so long as they are not designed *specifically* to assist with this assessment and do not compromise independent achievement of the standard. The candidate can access the Internet using supervised facilities.
- The environment within which tasks are completed must be supervised. This supervision must be **continuous** and ensure no interruption and/or undue influence is possible whilst candidates are working on the task. Suitable locations might include a classroom, a library or a workplace as long as an appropriate environment and supervision is maintained. For the avoidance of doubt, this environment does not require formal 'examination' conditions.
- The supervisor must be a reliable, responsible person who is accountable for ensuring adequate supervision and control of the environment is maintained. The supervisor must be present throughout the working time and be able to confirm that each candidate produced all work independently. The supervisor can be the candidate's tutor and/or assessor or another suitable person.
- This controlled task may be completed in one session or split over several sessions, as long as no learning or preparation is provided in between. If not completed in one sitting, the candidate's papers and all materials produced by the candidate must be collected in and stored securely until the next working time session begins. On no account may candidates take any of their work away with them between sessions, for example to work on a task at home.
- The working period and working time taken to complete this controlled task must be monitored and recorded as indicated on the front page of the **Candidate Pack**. The candidate, supervisor, assessor and centre details must be completed and the declarations must be signed and dated before completed tasks are submitted for assessment.

## Assistance and access arrangements

Assessors may provide candidates with the opportunity to clarify task requirements during the working period however this must not extend to any form of formative feedback. For example, recommending that a candidate should review their calculations would be inappropriate, whereas recommending the candidate re-read a particular section of the task requirements would be acceptable. Please see section 4.6 of the **Qualification Handbook** for further information on access arrangements.

## Second and subsequent attempts

A specific controlled task can be attempted only once. However, a candidate may undertake a different controlled task, (either another title from the WJEC pre-approved bank or a centre devised assessment that has been approved by WJEC) at another time if they do not pass. Wherever the candidate is unsuccessful, they **must** undergo further development in the relevant skill(s) before re-attempting at a later date.

## Collaboration

This controlled task requires the candidate to work as part of a group for some activities.

## Essential Digital Literacy Skills Controlled Task

Level 2

DURATION: 5 HOURS

### ASSESSOR INSTRUCTIONS AND GUIDANCE

The candidate must be provided with the local cause, date and time of the talent show.

Before the candidate starts Part 2 of the assessment, he/she should be provided with electronic contacts of those they are to collaborate with during the task.

## 2. Assessment records

Essential Digital Literacy Skills at Level 2

Controlled Task Assessment Criteria

Task title/topic: Talent Show

Criteria	Evidence	CT Ref	Marks available CT	Control Task Marks
<b>DLL2.2 Digital Productivity</b>				
<p><b>Be able to organise, store, share and protect digital information (CT)</b></p> <ul style="list-style-type: none"> <li>• <i>Construct appropriate folder structures to manage projects and store information (2)</i></li> <li>• <i>Identify and evaluate appropriate methods of securing digital information (4)</i></li> <li>• <i>Store digital information in a systematic way to support easy access (2)</i></li> </ul>	<p>At least 1 folder (1)</p> <p>At least 1 subfolder (1)</p> <p>At least 1 associated file within a folder (1)</p> <p>At least two methods of securing digital information:</p> <p>- identified (2) and reviewed (2)</p> <p>Meaningful names applied consistently to all folders and files to support access (1)</p>	<p>1.1</p> <p>4.1</p> <p>evidenced throughout task</p>	<p>8</p>	

Criteria	Evidence	CT Ref	Marks available CT	Control Task Marks
<p><b>Be able to assess, select and use appropriate digital technologies and tools to complete a task or solve a problem (CT)</b></p> <ul style="list-style-type: none"> <li>• <i>Assess and select the most appropriate digital technologies and tools to complete a task or solve a problem (2)</i></li>   <li>• <i>Review and evaluate choices (3)</i></li> </ul>	<p>Appropriate technologies selected throughout the task e.g. tablet or phone used to create photo/video or laptop used to access full functionality of software (1)</p> <p>Appropriate tools used throughout the task (e.g. presentation software used to advertise or search engine used for advanced search) (1)</p> <p>At least:</p> <p>1 technology reviewed (1),</p> <p>1 tool reviewed (1)</p> <p>1 technique reviewed (1)</p>	<p>Evidenced throughout the task</p> <p>4.1</p>	<p>5</p>	
<p>Total Marks Available (minimum required for a pass)</p>			<p>13 (10)</p>	

Criteria	Evidence	CT Ref	Marks available CT	Control Task Marks
<b>DLL2.3 Digital Information Literacy</b>				
<p><b>Be able to efficiently search for, refine, assess and organise digital information (CT)</b></p> <ul style="list-style-type: none"> <li>• <i>Carry out a refined search using appropriate keywords or phrases (3)</i></li> <li>• <i>Assess the digital information for currency, relevance, authority, accuracy and purpose (2)</i></li> <li>• <i>Organise and classify digital information into a structured format to complete a task or solve a problem (1)</i></li> </ul> <p><b>Be able to retrieve and use digital information to complete a task or solve a problem (CT)</b></p> <ul style="list-style-type: none"> <li>• <i>Retrieve and use digital information which is in a suitable format for a specified target audience to complete a task or solve a problem. (4)</i></li> </ul>	<p>Refined search criteria used with evidence produced either digitally with bookmarks, screen prints or other means (3) [A complex search which lacks efficiency - 2 marks only. For a single search -1 mark only.]</p> <p>A statement, or evidence in other form, to show that the information has been assessed for any 2 of:- currency, relevance, authority, accuracy or purpose (2)</p> <p>Information found and stored in a structured format within the folder structure created in Part 1 (1)</p> <p>The research information is structured so that team members can make judgements and choices (1)</p> <p>The final resource includes at least 3 pieces of information from research conducted in 1.2 (Award 1 mark for each piece of information included, maximum 3 marks)</p>	<p>1.3</p> <p>1.3</p> <p>1.5</p> <p>1.4</p> <p>3.2</p>	<p>6</p> <p>4</p>	
<p>Total Marks Available (minimum required for a pass)</p>			<p>10 (7)</p>	

Criteria	Evidence	CT Ref	Marks available CT	Control Task Marks
<b>DLL2.4 Digital Collaboration</b>				
<p><b>Be able to collaborate online effectively and efficiently (CT)</b></p> <ul style="list-style-type: none"> <li>• <i>Collaborate online using a range of synchronous and asynchronous digital tools to complete the task or solve the problem (4)</i></li> <li>• <i>Select a combination of digital methods of communicating with a team to complete a task or solve a problem (2)</i></li> <li>• <i>Reflect on the collaborative process (2)</i></li> </ul>	<p>Evidence for efficient and effective asynchronous collaboration to share research (2)</p> <p>Evidence for efficient and effective synchronous collaboration to share research (2)</p> <p>Identified at least 1 different method of asynchronous and 1 different method of synchronous collaboration that could be used in the future (2)</p> <p>Evidence shows a reflection of how the team worked together (1), how collaboration influenced decisions made about the common elements to be included in the resource (see 2.2) (1),</p>	<p>2.1</p> <p>2.2</p> <p>4.2</p> <p>4.2</p>	<p>8</p>	
<p>Total Marks Available (minimum required for a pass)</p>			<p>8 (5)</p>	



Criteria	Evidence	CT Ref	Marks available CT	Control Task Marks
<b>DLL2.5 Digital Creativity</b>				
<p><b>Be able to use a range of creative tools and techniques to complete a task (CT)</b>  <i>Select and use a range of digital creative tools and techniques to produce a multimedia solution for a given task (11)</i></p>	<p>Multimedia resource created using at least 3 media. (1)</p> <p>At least 2 images/videos relevant to the task (1)</p> <p>Appropriate use of at least 5 techniques:  e.g. sound, images, videos, animation, text, hyperlinks, timing, structure, template, formatting, colour schemes, accessibility (5)</p> <p>Multimedia resource is effective and suitable for stated audience (4)  e.g. all hyperlinks, sound work, images are clear and appropriately sized and positioned.</p>	3.2/3.1	11	
<p>Total Marks Available  (minimum required for a pass)</p>			11 (8)	
<p>Total</p>			42 (30)	

<b>Assessment Summary: Controlled Task</b>	Marks Available	Marks required for a Pass	Marks Awarded	Pass
Digital Productivity	13	10		
Digital Information Literacy	10	7		
Digital Collaboration	8	5		
Digital Creativity	11	8		
<b>Total Mark - Control Task</b>	42	30		

<b>Quality Assurance: Controlled Task</b>		
<b>Assessor:</b>		
Name:		
Signature:		Date:
<b>Internal quality assurer (IQA):</b>		
<b>Feedback:</b>		
Name:		
Signature:		Date:

## Level 2 Structured Discussion Record: Talent Show

### Guidance:

- Preparatory notes (verbal or written) should be submitted as supporting evidence
- All elements should be attempted by the candidate
- Assessors should ensure that each candidate has the opportunity to demonstrate the required knowledge.

Date of discussion \_\_\_\_\_ Length of discussion \_\_\_\_\_

<p><b>Group members if applicable (max of 4)</b></p>   
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Candidates must pass all elements in Table 1

Table 1:

Confirm that the candidate:	Pass	Comments and examples to show how the candidate met the criteria:
<p>Stated ways of staying safe in a wide range of digital communities and environments.</p> <p><i>e.g. Usage rights – knowing where to look for copyright free images – having an awareness of Creative Commons licensing • Using appropriate screen names online • Using appropriate e-payment methods • Encrypting sensitive data</i></p> <p>At least 2 ways stated.</p>		
<p>Compared a range of digital tools which extend personal learning with reference to how these meet personal learning requirements and preferences.</p> <p><i>A minimum of 2 tools compared. Reference to how these meet personal learning requirements and preferences.</i></p> <p>At least 2 tools compared with at least 1 reference to how personal learning requirements or preferences have been met.</p>		

**Candidates must pass 2 out of 3 elements in Table 2:**

**Table 2:**

<b>Confirm that the candidate:</b>	<b>Pass</b>	<b>Comments and examples to show how the candidate met the criteria:</b>
<p>Stated the basic configuration of common digital devices.</p> <p><i>e.g.to: Internet connection - wifi enabled or cellular; operating system - how to update the version; compatible software for device, for example App Store, Google Play or Windows Store; user account areas – different access rights; accessibility features</i></p> <p>At least 1 appropriate element of configuration stated.</p>		
<p>Stated the potential benefits and risks of three digital collaborative tools and their use.</p> <p><i>Benefits and risks of a minimum of 3 collaborative tools described</i></p> <p>At least 1 benefit and 1 risk for each of the 3 tools stated required.</p>		
<p>Stated the creative decisions you have made and their impact upon the final product.</p> <p><i>Points made which could relate to purpose, accuracy, quality, design and accessibility.</i></p> <p>At least 2 decisions stated and their impact described.</p>		

<b>Quality Assurance: Structured Discussion</b>		
<b>Assessor:</b>		
Name:		
Signature:		Date:
<b>Internal quality assurer (IQA):</b>		
<b>Feedback:</b>		
Name:		
Signature:		Date: