



Independent Schools  
Examinations Board

## NOTES FROM ICT MEETING AT HABERDASHERS' ASKE'S SCHOOL

14 OCTOBER 2008

Course Director: Dr Andrew Storey, Head of ICT Dulwich College

### Summary

Andrew Storey emphasised that the Certificate of Achievement was vocational, rather than academic, in nature. He highlighted the importance of coursework as a fundamental part of the certificate. It allowed for teacher involvement and a cross-curricular approach. The coursework he had moderated so far had been well assessed by teachers.

The new specification for the 2008-2009 tests was outlined. For candidates taking the standard test there were four modules, with an additional programming module for extension candidates. (Please refer to the Certificate of Achievement in ICT specification on the ISEB website.) For each module, pupils would need to demonstrate the use of the skills, complete online tests, where applicable, and produce coursework.

Andrew Storey talked about the completion of the skills assessment sheet (Appendix I of the specification) and the coursework sheet (Appendix IV). He advised maximum pupil involvement and, where applicable, peer review. He clarified the requirements for the online tests and coursework.

### Online tests

There are two types of test:

*simulation*: for graphics and web design

*in-application*: for word processing and spreadsheets

The tests are marked on a pass/fail basis and feedback is given with the results for the in-application tests.

## Coursework

When preparing coursework, it is necessary to:

- identify the work to be submitted (this could be decided by the pupil)
- place all the work in one folder with sub-folders for each module
- record and check the skills demonstrated
- decide which coursework is a pass and which distinction

### *Requirements for a pass in coursework*

- All assessed skills need to have been used correctly.
- The work has to be fit for purpose.

### *Requirements for a distinction in coursework*

- Each file submitted needs to have **all** the specified skills correctly applied, not just the particular skill(s) which the file is demonstrating.
- Files need to demonstrate the candidate's ability to combine skills (e.g. formulae in a spreadsheet).
- The work has to show that the candidate has taken his/her target audience into account.
- The candidate should have required little teacher help or guidance.

The use of higher-order skills outside the specification should not lead to a distinction.

Andrew Storey showed examples of work which he had moderated and thought worthy of a distinction. [www.iseb.co.uk/ZIP/CPD\\_ICT\\_Coursework.zip](http://www.iseb.co.uk/ZIP/CPD_ICT_Coursework.zip)

## Points arising from coursework moderation

### Word processing

- Paragraph spacing should be used properly.
- Pictures should be aligned correctly.
- Work should be done in *Word*, not *Publisher*.
- Care should be taken with the use of fonts – there should not be too many.
- Bold, italic, and underline should be used appropriately.

Andrew Storey advised schools to establish a house style for the presentation of word-processed work; candidates should then apply it to all their coursework.

### Spreadsheets

- Graphs should be properly labelled and have titles etc.
- Formulae should be used correctly; values should not just be inserted.
- Candidates should consider the readability of the layout.

### Graphics

- No specific problems were noted.

## **Powerpoint**

- Candidates should avoid using too much text.
- The colours chosen should be easy to read.

## **Points raised by delegates**

There was some concern amongst delegates that the 80% pass mark was daunting for candidates. It was generally agreed, however, that the perception was probably more daunting than the tests themselves. Andrew Storey said that about 75% of candidates were passing the tests, some with distinction, and candidates could re-sit modules if they failed.

Some delegates asked about the possibility of an html training course. Andrew Storey is looking into this.

Andrew Storey agreed to publish a list of tags which he expected to be used each year.

Schools felt that the cost of the practice tests was too high. The Board has revised these charges and a letter has been sent to schools advising them that the new rate is £7.50 per candidate for each practice test.

A small number of delegates expressed concern about the new coursework deadline of 15 March. The majority, however, felt that they could meet that date which remains unchanged.

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