

**COMHAIRLE NÁISIÚNTA NA
gCÁILÍOCHTAÍ GAIRMOIDEACHAIS**

**NATIONAL COUNCIL FOR
VOCATIONAL AWARDS**



Consultative Draft Module Descriptor

The Internet

Level 2 C20168

September 1999

Introduction

A module is a statement of the standards to be achieved to gain an NCVA award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed in terms of learning outcomes i.e. what the learner will be able to do on successful completion of the module.

While the NCVA is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners' needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners' **core skills** is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one's own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.

| | | |
|----------|------------------------------|--|
| 1 | Title | The Internet |
| 2 | Code | C20168 |
| 3 | Level | 2 |
| 4 | Value | 1 |
| 5 | Purpose | <p>This module is a statement of the standards to be achieved to gain an NCVA credit in <i>The Internet</i> at Level 2.</p> <p>Course providers are responsible for designing learning programmes which are consistent with the learning outcomes and appropriate to the learners interests and needs.</p> <p>This module is designed to give the learner the relevant knowledge and skills to use the Internet as a communication and research tool effectively and to develop the technical and authoring skills necessary to produce a simple HTML (Hypertext Markup Language) page for the World Wide Web. The module also gives the learner an appreciation of the importance of ensuring security and confidentiality when using the internet.</p> |
| 6 | Preferred Entry Level | Leaving Certificate or National Vocational Certificate, Level 1, or equivalent. |
| 7 | Special Requirements | None. |
| 8 | General Aims | <p><i>This module aims to enable the learner to:</i></p> <p>8.1 understand the general facilities provided by the Internet</p> <p>8.2 develop the technical competence to use the Internet to compose, send, receive and store electronic mail</p> <p>8.3 develop the technical competence to access information stored on the Internet</p> |

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| 8.4 | be familiar with the issues relating to security and confidentiality while using the Internet |
| 8.5 | understand the use made of the Internet in various environments |
| 8.6 | develop the skills necessary to author page for the World Wide Web. |

9 Units

- | | |
|--------|--|
| Unit 1 | History and Structure of the Internet |
| Unit 2 | Internet Connection |
| Unit 3 | World Wide Web and Search Engines |
| Unit 4 | Security and Confidentiality |
| Unit 5 | Electronic Mail |
| Unit 6 | Introduction to Web Publishing |

10 Specific Learning Outcomes

Unit 1 History and Structure of the Internet

The learner should be able to:

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| 10.1.1 | outline the historical development of the Internet from its inception in the 1960's (Arpanet) up to the present time, to include the development of the World Wide Web |
| 10.1.2 | define the nature of ownership, administration and funding of the Internet |
| 10.1.3 | describe the Internet as a global network of computers operating in a non-centralised, dynamic structure |
| 10.1.4 | evaluate the Internet as a new communications medium |
| 10.1.5 | identify the various uses of the facilities available on the Internet in terms of: <ul style="list-style-type: none"> • personal relations and communications • personal and professional training and development • research • commercial public relations and marketing. |

Unit 2 Internet Connection

The learner should be able to:

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| 10.2.1 | list the features of an Internet Service Provider to include: |
|--------|---|

- connection methods
- cost comparison
- obtaining IP addresses and domain names

10.2.2 list the minimum hardware and software requirements for connection to the internet

10.2.3 explain the major factors that affect speed of access

10.2.4 establish connection to an internet service provider.

Unit 3 World Wide Web and Search Engines

The learner should be able to:

10.3.1 demonstrate the use of a software “browser” package to navigate the World Wide Web to include:

- use of hyperlinks
- navigation between Web pages
- accessing document source and document information
- the efficient use of bookmarks to store and locate Universal Resource Locators (URL’s)

10.3.2 explain *URL’s* in terms of their component parts

10.3.3 outline the different criteria used by search engines during a search

10.3.4 outline the different techniques for conducting and refining a search

10.3.5 use different search engines for research purposes

10.3.6 download, save and print files locally

10.3.7 describe other current Internet facilities available such as chat channels and real audio and video

10.3.8 use file transfer protocol.

Unit 4 Security and Confidentiality

The learner should be able to:

10.4.1 explain how a computer system can be protected from viruses transmitted via the Net

10.4.2 explain how filtering software can be used to control access

- 10.4.3** outline the use of firewalls to protect against unauthorised access
- 10.4.4** recognise the need to preserve personal privacy when using the Internet
- 10.4.5** describe the use of encryption to maintain confidentiality on the Internet
- 10.4.6** describe the use of digital signatures to verify identity on the Internet
- 10.4.7** explain the purpose and potential risk associated with cookies.

Unit 5 Electronic Mail

The learner should be able to:

- 10.5.1** demonstrate the use of at least one current email software package to include: compose, send, receive, reply, forward, print, store electronic messages and open file attachments
- 10.5.2** attach a file to an email message
- 10.5.3** create and manage mailboxes and transfer messages to and from relevant mailboxes
- 10.5.4** explain the composition of email addresses in terms of their component parts
- 10.5.5** demonstrate an appreciation of email etiquette as regards: content, length, style and tone of composed messages and use of acronyms and emoticons (eg GAL, ☺)
- 10.5.6** set up a web based email account
- 10.5.7** describe other email facilities available to include:
- usenet news groups
 - mailing lists.

Unit 6 Introduction to Web Publishing

The learner should be able to:

- 10.6.1** evaluate Web pages and sites in terms of their layout, relative technical, graphic and linguistic merits and deficiencies
- 10.6.2** produce a page for publication on the World Wide Web using appropriate software or HTML tags

| | | |
|-------------|-------------------|--|
| | 10.6.3 | recognise the most common file formats suitable for use in Web Publishing with regard to text, graphics, audio and video files. |
| 11 | Assessment | See the note on Assessment Principles inside the back page. |
| | Summary | Portfolio of Coursework 100% |
| | Components | Practical Skills Test 30% Research Assignment 40% Web Page 30% |
| 11.1 | Technique | Practical Skills Test |
| | Mode | Centre-based with external moderation by the NCVA. |
| | Weighting | 30% |
| | Components | The practical skill test will be as follows: The tutor should design a skill test based on the specific learning outcomes in Unit 5. |
| 11.2 | Technique | Research Assignment |
| | Mode | Centre-based with external moderation by the NCVA. |
| | Weighting | 40% |
| | Components | Candidates must demonstrate the use of a software browser package. The research assignment which can be completed over an extended period requires the candidate to use search engines to research issues of security and confidentiality (Unit 4) on the Internet. The candidates must produce a report of their findings which includes details of their methodology, URLs of relevant sites and a complete bibliography. The report must be completed in the candidate's own words. |
| 11.3 | Technique | Web Page |
| | Mode | Centre-based with external moderation by the NCVA. |
| | Weighting | 30% |
| | Components | The candidate must produce a simple page for publication on the WWW using an appropriate software package or HTML tags. The content of the page should be based on the candidate's understanding of the History and Structure of the Internet. |

12 Performance Criteria

12.1 Assessment Criteria

Performance criteria for each component of the assessment are detailed in the accompanying Individual Candidate Marking Sheet.

13 Grading

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|-------------|------------|
| Pass | 50 - 64 % |
| Merit | 65 - 79 % |
| Distinction | 80 - 100 % |

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|---|---|---|
| Individual Candidate Marking Sheet 1 |  | The Internet C20168 Portfolio of Coursework Weighting 100% |
|---|---|---|

Candidate Name: _____ **NCVA Exam. No.:** _____

School/Centre: _____ **Roll No:** _____

| Performance Criteria | Maximum Mark | Candidate Mark |
|--|---------------------|-----------------------|
| Practical Skills Test | | |
| E mail Address | 10 | |
| Compose mail message with regard to E mail etiquette | 10 | |
| Attach a file | 10 | |
| Send E mail with file attachment | 10 | |
| Create personal mailbox/folder and transfer message to mail box | 10 | |
| Print message | 10 | |
| Sub-total | 60 | |
| Research Assignment | | |
| Introduction /relevance | 10 | |
| Methodology | 20 | |
| Range of content/development of theme (<i>viruses, filtering software, firewalling, personal privacy, encryption, digital signatures, cookies</i>) | 30 | |
| Conclusions and comments | 10 | |
| Structure of report/presentation (to include URL and Bibliography) | 10 | |
| Sub-total | 80 | |
| Web Page | | |
| <ul style="list-style-type: none"> Accuracy and relevance of content Correct and appropriate use of HTML tags | 20 | |
| Or | | |
| <ul style="list-style-type: none"> Correct and appropriate use of HTML – authoring software | 40 | |
| Sub-total | 60 | |
| MAXIMUM TOTAL | 200 | |
| WEIGHTED TOTAL = TOTAL ÷ 2 | 100% | |
| CANDIDATE TOTAL % (Transfer mark to module summary results sheet) | | |

Tutor's Signature: _____ **Date:** _____

External Examiner's Signature: _____ **Date:** _____

| NCVA Module Results Summary Sheet | | | | | | | | | |
|-----------------------------------|--|--|--|--|--|--|--|--|--|
|-----------------------------------|--|--|--|--|--|--|--|--|--|

Module: The Internet
Module Code: C20168

[illegible]

Signed:

Teacher/Tutor: _____ **Date:** _____

This sheet is for teachers/tutors to record the overall marks of individual candidates. It should be retained in the centre. The marks awarded should be transferred to the official NCVA Module Results Sheet issued to centres before the visit of the external examiner.

Grade*

D: 80 - 100%

M: 65 - 79%

P: 50 - 64%

U: 0 - 49%

W: candidates entered who did not present for assessment

NCVA Assessment Principles

- 1 Assessment is regarded as an integral part of the learning process.
- 2 All NCVA assessment is criterion referenced. Each assessment technique has **performance criteria** which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.
- 3 The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by assessors (teachers/tutors/trainers) in centres.
- 4 Assessment techniques in NCVA modules are valid in that they test a range of appropriate learning outcomes.
- 5 The reliability of assessment techniques is facilitated by providing support for assessors.
- 6 Each NCVA module describes one approach to assessment. It is possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.
- 7 To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.
- 8 Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.
- 9 Group or team work may form part of the assessment of a module, provided each candidate's achievement is separately assessed.