

EUROPEAN COMPUTER DRIVING LICENCE / INTERNATIONAL COMPUTER DRIVING LICENCE SYLLABUS VERSION 4.0 to 5.0 – ITEM COMPARISON



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Syllabus Version 4.0 to Syllabus Version 5.0 Item Comparison

The following document illustrates the content changes from ECDL / ICDL Syllabus Version 4.0 to Syllabus Version 5.0. The document is for Courseware and ATES Provider use only and should not be made publicly available under any circumstances.

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Introduction

The following document provides an overview of the new ECDL / ICDL Syllabus Version 5.0 for Courseware and ATES partners.

In general, Syllabus Version 5.0 has taken an evolutionary approach to Syllabus version upgrade including:

- improving **clarity** through the reorganisation of categories and skill sets as well as by the use of plain English throughout (e.g. by using copy instead of duplicate)
- improving **consistency** across modules in handling common elements (e.g. Check and Print)
- ensuring **currency** by replacing outdated items (e.g. Zip disk) and introducing new concepts (e.g. VOIP, podcast, phishing, online virtual communities).

It is important to note that while many of the items in the syllabus are indicated as “Changed”, these changes are often minor changes to delimit the content (e.g. Display, hide non-printing formatting marks like: spaces, paragraph marks, manual line break marks, tab characters.) or to adopt a clearer item definition style. Some of the adopted changes also occur across many items (using “like” instead of “such as”, using “e-mail” instead of “message”) and result in the item being marked as “Changed” even though the item focus remains the same.

Module 1 – Concepts of Information and Communication Technology (ICT)

The following is the Syllabus for Module 1, *Concepts of Information and Communication Technology (ICT)*, which provides the basis for the theory-based test in this module.

Module Goals

Module 1 *Concepts of Information and Communication Technology (ICT)* requires the candidate to understand the main concepts of ICT at a general level, and to know about the different parts of a computer.

The candidate shall be able to:

- Understand what hardware is, know about factors that affect computer performance and know about peripheral devices.
- Understand what software is and give examples of common applications software and operating system software.
- Understand how information networks are used within computing, and be aware of the different options to connect to the Internet.
- Understand what Information and Communication Technology (ICT) is and give examples of its practical applications in everyday life.
- Understand health and safety and environmental issues in relation to using computers.
- Recognize important security issues associated with using computers.
- Recognize important legal issues in relation to copyright and data protection associated with using computers.

General Comments

Technology developments since the release of Syllabus version 4.0 have been introduced into Module 1, *Concepts of Information and Communication Technology*. These developments begin with the enhanced Module title to reflect the added importance of “Communication” as an Information Technology concept. New technology like handheld portable devices, as well as podcasts and RSS are introduced.

The area of publishing and sharing content online is included to reflect developments in user-created content (blogs, photos, video and audio clips). In addition, concepts on security are expanded to include precautions when using online communities and increased risk of intruder attacks with broadband.

Finally, currency has been maintained in the Module with items referring to USB flash drives and DVD instead of Zip disks and diskettes.

CATEGORY	KNOWLEDGE AREA	REF.	Knowledge Item	Status to V4.0	Original V4.0 Ref.	Rationale
1.1 Hardware	1.1.1 Concepts	1.1.1.1	Understand the term hardware.	Split Out	1.1.1.1	Clarity, split out Hardware, Software...
		1.1.1.2	Understand what a personal computer is. Distinguish between desktop, laptop (notebook), tablet PC in terms of typical users.	Changed	1.1.2.1	Clarity. Simplified.
		1.1.1.3	Identify common handheld portable digital devices like: personal digital assistant (PDA), mobile phone, smartphone, multimedia player and know their main features.	New		Currency
		1.1.1.4	Know the main parts of a computer like: central processing unit (CPU), types of memory, hard disk, common input and output devices.	Changed	1.1.3.1	Simplified. Removed reference to peripheral device.
		1.1.1.5	Identify common input/output ports like: USB, serial, parallel, network port, FireWire.	New		Currency
	1.1.2 Computer Performance	1.1.2.1	Know some of the factors that impact on a computer's performance like: CPU speed, RAM size, graphics card processor and memory, the number of applications running.	Changed	1.1.4.1	Currency. Added graphics card processor and memory
		1.1.2.2	Know that the speed (operating frequency) of the CPU is measured in megahertz (MHz) or gigahertz (GHz).	Changed	1.2.1.1	Clarity. Removed 'Understand some of the functions of the CPU in terms of calculations, logic control, immediate access memory.'
	1.1.3 Memory and Storage	1.1.3.1	Know what computer memory is: RAM (random-access memory), ROM (read-only memory) and distinguish between them.	Changed	1.2.2.1	Clarity.

CATEGORY	KNOWLEDGE AREA	REF.	Knowledge Item	Status to V4.0	Original V4.0 Ref.	Rationale
		1.1.3.2	Know storage capacity measurements: bit, byte, KB, MB, GB, TB.	Changed	1.2.2.2	Clarity. Removed "Relate computer memory measurements to characters, files and directories/folders."
		1.1.3.3	Know the main types of storage media like: CD, DVD, USB flash drive, memory card, internal hard disk, external hard disk, network drive, online file storage.	Changed	1.2.6.1	Clarity / Currency Removed "Compare the main types of memory storage devices in terms of speed, cost and capacity." Zip disk and data cartridge replaced with more current devices (USB flash drive, online file storage).
	1.1.4 <i>Input, Output Devices</i>	1.1.4.1	Identify some of the main input devices like: mouse, keyboard, trackball, scanner, touchpad, stylus, joystick, web camera (webcam), digital camera, microphone.	Changed	1.2.3.1	Currency. Added webcam. Removed light pen.
		1.1.4.2	Know some of the main output devices like: screens/monitors, printers, speakers, headphones.	Changed	1.2.4.1	Currency. Added headphones, removed plotters. Simplified item.
		1.1.4.3	Understand some devices are both input and output devices like: touchscreens.	Changed	1.2.5.1	Clarity. Rewording input and output rather than input/output
1.2 Software	1.2.1 <i>Concepts</i>	1.2.1.1	Understand the term software.	Changed	1.1.1.1	Split out for clarity.

CATEGORY	KNOWLEDGE AREA	REF.	Knowledge Item	Status to V4.0	Original V4.0 Ref.	Rationale
		1.2.1.2	Understand what an operating system is and name some common operating systems.	Changed	1.3.2.1	Clarity.
		1.2.1.3	Identify and know the uses of some common software applications: word processing, spreadsheet, database, presentation, e-mail, web browsing, photo editing, computer games.	Changed	1.3.3.1	Currency. Added photo editing, presentation, e-mail, computer games. Removed desktop publishing, accounting.
		1.2.1.4	Distinguish between operating systems software and applications software.	Changed	1.3.1.1	Clarity. Removed 'Understand the reason for software versions'.
		1.2.1.5	Know some options available for enhancing accessibility like: voice recognition software, screen reader, screen magnifier, on-screen keyboard.	New		Quality / Accessibility
1.3 Networks	<i>1.3.1 Network Types</i>	1.3.1.1	Understand the terms local area network (LAN), wireless local area network (WLAN), wide area network (WAN).	Changed	1.4.1.1	Clarity / Split out. Include WLAN.
		1.3.1.2	Understand the term client/server.	Changed	1.4.1.1	Clarity / Split out.
		1.3.1.3	Understand what the Internet is and know some of its main uses.	Changed	1.4.2.1	Clarity. Removed understand the distinction between the Internet and an intranet. Added and know some of its main uses.
		1.3.1.4	Understand what an intranet, extranet is.	Changed	1.4.2.2	Clarity. Merged intranet, extranet. Removed asking for distinction.

CATEGORY	KNOWLEDGE AREA	REF.	Knowledge Item	Status to V4.0	Original V4.0 Ref.	Rationale
1.4 ICT in Everyday Life	1.3.2 Data Transfer	1.3.2.1	Understand the concepts of downloading from, uploading to a network.	New		Clarity.
		1.3.2.2	Understand what transfer rate means. Understand how it is measured: bits per second (bps), kilobits per second (kbps), megabits per second (mbps).	Changed	1.4.4.2	Clarity. Currency. Removed reference to analogue, modem, digital.
		1.3.2.3	Know about different Internet connection services: dial-up, broadband.	Changed	1.4.4.1	Clarity. Simplified
		1.3.2.4	Know about different options for connecting to the Internet like: phone line, mobile phone, cable, wireless, satellite.	Changed	1.4.4.1	Clarity / Currency. Simplified
		1.3.2.5	Understand some of the characteristics of broadband: always on, typically a flat fee, high speed, higher risk of intruder attack.	New		Currency
	1.4.1 Electronic World	1.4.1.1	Understand the term Information and Communication Technology (ICT).	Changed	1.1.1.1	Clarity / Currency. Split out.
		1.4.1.2	Know about different Internet services for consumers like: e-commerce, e-banking, e-government.	Changed	1.5.1.3 1.5.2.2	Clarity / Currency.
		1.4.1.3	Understand the term e-learning. Know some of its features like: flexible learning time, flexible learning location, multimedia learning experience, cost effectiveness.	Changed	1.5.1.5	Clarity. Clearer delimiting
		1.4.1.4	Understand the term teleworking. Know some of the advantages of teleworking like: reduced or no commuting time, greater ability to focus on one task, flexible schedules, reduced company space requirements. Know some disadvantages of teleworking like: lack of human contact, less emphasis on teamwork.	Changed	1.5.1.6	Clarity

CATEGORY	KNOWLEDGE AREA	REF.	Knowledge Item	Status to V4.0	Original V4.0 Ref.	Rationale
	<i>1.4.2 Communication</i>	1.4.2.1	Understand the term electronic mail (e-mail).	Changed	1.5.2.1	Clarity. Removed know its main uses.
		1.4.2.2	Understand the term instant messaging (IM).	New		Currency
		1.4.2.3	Understand the term Voice over Internet Protocol (VoIP).	New		Currency
		1.4.2.4	Understand the term Really Simple Syndication (RSS) feed.	New		Currency
		1.4.2.5	Understand the term web log (blog).	New		Currency
		1.4.2.6	Understand the term podcast.	New		Currency
	<i>1.4.3 Virtual Communities</i>	1.4.3.1	Understand the concept of an online (virtual) community. Recognize examples like: social networking websites, Internet forums, chat rooms, online computer games.	New		Currency
		1.4.3.2	Know ways that users can publish and share content online: web log (blog), podcast, photos, video and audio clips.	New		Currency
		1.4.3.3	Know the importance of taking precautions when using online communities: make your profile private, limit the amount of personal information you post, be aware that posted information is publicly available, be wary of strangers.	New		Currency / Security
	<i>1.4.4 Health</i>	1.4.4.1	Understand the term ergonomics.	New	1.6.1.1	Broken out for Clarity.
		1.4.4.2	Recognize that lighting is a health factor in computer use. Be aware that use of artificial light, amount of light, direction of light are all important considerations.	Changed	1.6.1.1	Broken out for Clarity. Reworded
		1.4.4.3	Understand that correct positioning of the computer,	Changed	1.6.1.1	Broken out for

CATEGORY	KNOWLEDGE AREA	REF.	Knowledge Item	Status to V4.0	Original V4.0 Ref.	Rationale
			desk and seat can help maintain a good posture.			Clarity. Reworded
		1.4.4.4	Recognize ways to help ensure a user's wellbeing while using a computer like: take regular stretches, have breaks, use eye relaxation techniques.	Changed	1.6.1.1	Broken out for Clarity. Reworded
	1.4.5 Environment	1.4.5.1	Know about the option of recycling computer components, printer cartridges and paper.	Changed	1.6.4.1	Broken out for Clarity. Reworded
		1.4.5.2	Know about computer energy saving options: applying settings to automatically turn off the screen/monitor, to automatically put the computer to sleep, switching off the computer.	Changed	1.6.4.1	Broken out for Clarity. Reworded.
1.5 Security	1.5.1 Identity/Authentication	1.5.1.1	Understand that for security reasons a user name (ID) and password are needed for users to identify themselves when logging on to a computer.	Split	1.7.1.2	Broken out for Clarity. Reworded.
		1.5.1.2	Know about good password policies like: not sharing passwords, changing them regularly, adequate password length, adequate letter and number mix.	Split	1.7.1.2	Broken out for Clarity. Reworded.
	1.5.2 Data Security	1.5.2.1	Understand the importance of having an off-site backup copy of files.	Changed	1.7.1.3	Clarity. Reworded.
		1.5.2.2	Understand what a firewall is.	New		Quality.
		1.5.2.3	Know ways to prevent data theft like: using a user name and password, locking computer and hardware using a security cable.	Changed	1.7.1.4	Clarity. Reworded.
	1.5.3 Viruses	1.5.3.1	Understand the term computer virus.	Split	1.7.2.1	Split for quality.
		1.5.3.2	Be aware how viruses can enter a computer system.	Split	1.7.2.1	Split for quality.
		1.5.3.3	Know how to protect against viruses and the importance of updating anti-virus software regularly.	Changed	1.7.2.2	Clarity. Reworded.
1.6 Law	1.6.1 Copyright	1.6.1.1	Understand the term copyright.	Changed	1.8.1.1	Clarity. Reworded.

CATEGORY	KNOWLEDGE AREA	REF.	Knowledge Item	Status to V4.0	Original V4.0 Ref.	Rationale
		1.6.1.2	Know how to recognize licensed software: by checking product ID, product registration, by viewing the software licence.	Changed	1.8.1.3	Clarity Reworded
		1.6.1.3	Understand the term end-user license agreement.	Split	1.8.1.3	Clarity. Split out.
		1.6.1.4	Understand the terms shareware, freeware, open source.	Split	1.8.1.3	Clarity. Split out.
	<i>1.6.2 Data Protection</i>	1.6.2.1	Identify the main purposes of data protection legislation or conventions: to protect the rights of the data subject, to set out the responsibilities of the data controller.	Split	1.8.2.1	Clarity. Split out.
		1.6.2.2	Identify the main data protection rights for a data subject in your country.	Split	1.8.2.1	Clarity. Split out.
		1.6.2.3	Identify the main data protection responsibilities for a data controller in your country.	Split	1.8.2.1	Clarity. Split out.

Module 2 – Using the Computer and Managing Files

The following is the Syllabus for Module 2, *Using the Computer and Managing Files*, which provides the basis for the theory and practice-based test in this module.

Module Goals

Module 2 *Using the Computer and Managing Files* requires the candidate to demonstrate competence in running and managing a personal computer.

The candidate shall be able to:

- Use the main features of the operating system including adjusting the main computer settings and using built-in help features.
- Operate effectively around the computer desktop and work effectively in a graphical user environment.
- Know about the main concepts of file management and be able to efficiently organize files and folders so that they are easy to identify and find.
- Use utility software to compress and extract large files and use anti-virus software to protect against computer viruses.
- Demonstrate the ability to use simple text editing and print tools available within the operating system.

General Comments

The theme of good practice is introduced for the first time in Module 2 by promoting the use of meaningful naming for folders and files to help with recall and organization. The benefits of online file storage are introduced to the File Management category and DVD-RW is introduced as a storage option.

To maintain currency in Module 2, “format removable disk media: diskette, Zip disk” has been removed.

CATEGORY	SKILL SET	REF.	Task Item	Status to V4.0	Original V4.0 Ref.	Rationale
2.1 Operating System	2.1.1 First Steps	2.1.1.1	Start the computer and log on securely using a user name and password.	Changed	2.1.1.1	Clarity.
		2.1.1.2	Restart the computer using an appropriate routine.	Same	2.1.1.3	
		2.1.1.3	Shut down a non-responding application.	Same	2.1.1.4	
		2.1.1.4	Shut down the computer using an appropriate routine.	Same	2.1.1.2	
		2.1.1.5	Use available Help functions.	Same	2.1.2.7	Moved to First Steps
	2.1.2 Setup	2.1.2.1	View the computer's basic system information: operating system name and version number, installed RAM (random-access memory).	Same	2.1.2.1	
		2.1.2.2	Change the computer's desktop configuration: date & time, volume settings, desktop display options (colour settings, desktop background, screen pixel resolution, screen saver options).	Same	2.1.2.2	
		2.1.2.3	Set, add keyboard language.	Changed	2.1.2.3	Reworded for Quality
		2.1.2.4	Install, uninstall a software application.	Same	2.1.2.5	
		2.1.2.5	Use keyboard print screen facility to capture a full screen, active window.	Changed	2.1.2.6	Reworded for Quality. Added 'active window'
2.1.3 Working with Icons	2.1.3.1	Identify common icons like those representing: files, folders, applications, printers, drives, recycle bin/wastebasket/trash.	Changed	2.2.1.1	Clarity. Removed word 'Desktop'.	

CATEGORY	SKILL SET	REF.	Task Item	Status to V4.0	Original V4.0 Ref.	Rationale
		2.1.3.2	Select and move icons.	Changed	2.2.1.2	Reworded for Quality. Removed word 'Desktop'
		2.1.3.3	Create, remove a desktop shortcut icon, make an alias.	Changed	2.2.1.4	Quality. Add 'remove'
		2.1.3.4	Use an icon to open a file, folder, application.	Changed	2.2.1.3	Clarity. Took out word 'desktop', directory. Added 'Use an icon to...
	<i>2.1.4 Using Windows</i>	2.1.4.1	Identify the different parts of a window: title bar, menu bar, toolbar or ribbon, status bar, scroll bar.	Changed	2.2.2.1	Currency. Added 'Ribbon'
		2.1.4.2	Collapse, expand, restore, resize, move, close a window.	Same	2.2.2.2	
		2.1.4.3	Switch between open windows.	Same	2.2.2.3	
2.2 File Management	<i>2.2.1 Main Concepts</i>	2.2.1.1	Understand how an operating system organizes drives, folders, files in a hierarchical structure.	Changed	2.3.1.1	Reworded for Quality.
		2.2.1.2	Know devices used by an operating system to store files and folders like: hard disk, USB flash drive, CD-RW, DVD-RW, network drives.	Changed	2.3.1.2	Currency. Added CD-RW, DVD-RW, USB flash drive, network drives. Removed CD-ROM, diskette.

CATEGORY	SKILL SET	REF.	Task Item	Status to V4.0	Original V4.0 Ref.	Rationale
		2.2.1.3	Know how files, folders are measured: KB, MB, GB.	New		Relevance. Quality.
		2.2.1.4	Understand the purpose of regularly backing up data to a removable storage device for off-site storage.	Changed	2.3.4.4	Reworded for Quality.
		2.2.1.5	Understand the benefits of online file storage: convenient access, ability to share files.	New		Currency / Quality
	<i>2.2.2 Files and Folders</i>	2.2.2.1	Open a window to display folder name, size, location on a drive.	Changed	2.3.2.3	Reworded for Quality. Removed references to directories.
		2.2.2.2	Expand, collapse views of drives, folders.	New		Currency / Quality
		2.2.2.3	Navigate to a folder, file on a drive.	Changed	2.3.2.1	Quality. Switched sequence folder, file.
		2.2.2.4	Create a folder and a further sub-folder.	Changed	2.3.2.2	Reworded for Quality. Removed references to directories.
	<i>2.2.3 Working with Files</i>	2.2.3.1	Identify common file types: word processing files, spreadsheet files, database files, presentation files, portable document format files, image files, audio files, video files, compressed files, temporary files, executable files.	Changed	2.3.3.1	Currency / Clarity. Use of "Identify". Added executable files

CATEGORY	SKILL SET	REF.	Task Item	Status to V4.0	Original V4.0 Ref.	Rationale
		2.2.3.2	Open a text editing application. Enter text into a file, name and save the file to a location on a drive.	Changed	2.1.3.1 / 2.1.3.2	Reworded for Quality. Compressed to 1 task item.
		2.2.3.3	Change file status: read-only/locked, read-write.	Same	2.3.3.3	
		2.2.3.4	Sort files in ascending, descending order by name, size, type, date modified.	Changed	2.3.3.4	Clarity. Added ascending, descending order
		2.2.3.5	Recognize good practice in folder, file naming: use meaningful names for folders and files to help with recall and organization.	New		Quality. Added good practice item.
		2.2.3.6	Rename files, folders.	Changed	2.3.3.6	Clarity. Removed "directories"
	2.2.4 Copy, Move	2.2.4.1	Select a file, folder individually or as a group of adjacent, non-adjacent files, folders.	Changed	2.3.4.1	Clarity. Removed reference to directories.
		2.2.4.2	Copy files, folders between folders and between drives.	Changed	2.3.4.2	Clarity. Changed word 'Duplicate' to 'Copy'. Removed "directories".
		2.2.4.3	Move files, folders between folders and between drives.	Changed	2.3.4.3	Clarity. Removed "directories".

CATEGORY	SKILL SET	REF.	Task Item	Status to V4.0	Original V4.0 Ref.	Rationale
	2.2.5 <i>Delete, Restore</i>	2.2.5.1	Delete files, folders to the recycle bin/wastebasket/trash.	Changed	2.3.5.1	Currency. Added trash, removed directories.
		2.2.5.2	Restore files, folders from the recycle bin/wastebasket/trash.	Changed	2.3.5.2	Currency. Added trash, removed directories.
		2.2.5.3	Empty the recycle bin/wastebasket/trash.	Changed	2.3.5.3	Currency. Added trash, removed directories.
	2.2.6 <i>Searching</i>	2.2.6.1	Use the Find tool to locate a file, folder.	Changed	2.3.6.1	Clarity. Removed "directory".
		2.2.6.2	Search for files by all or part of file name, by content.	Changed	2.3.6.2	Reworded, Split out for Quality.
		2.2.6.3	Search for files by date modified, by date created, by size.	Changed	2.3.6.2	Reworded, Split out for Quality.
		2.2.6.4	Search for files by using wildcards: file type, first letter of file name.	Changed	2.3.6.2	Reworded, Split out for Quality.
		2.2.6.5	View list of recently used files.	Same	2.3.6.3	
2.3 Utilities	2.3.1 <i>File Compression</i>	2.3.1.1	Understand what file compression means.	Same	2.3.7.1	
		2.3.1.2	Compress files in a folder on a drive.	Same	2.3.7.2	
		2.3.1.3	Extract compressed files from a location on a drive.	Same	2.3.7.3	

CATEGORY	SKILL SET	REF.	Task Item	Status to V4.0	Original V4.0 Ref.	Rationale
	2.3.2 <i>Anti-Virus</i>	2.3.2.1	Understand what a virus is and the ways a virus can be transmitted onto a computer.	Changed	2.4.1.1 / 2.4.1.2	Clarity, Items combined and refined.
		2.3.2.2	Use anti-virus software to scan specific drives, folders, files.	Changed	2.4.2.1	Clarity. Changed virus scanning to anti-virus.
		2.3.2.3	Understand why anti-virus software needs to be updated regularly.	Changed	2.4.2.2	Clarity. Changed virus scanning to anti-virus.
2.4 Print Management	2.4.1 <i>Printer Options</i>	2.4.1.1	Change the default printer from an installed printer list.	Same	2.5.1.1	
		2.4.1.2	Install a new printer on the computer.	Same	2.5.1.2	
	2.4.2 <i>Print</i>	2.4.2.1	Print a document from a text editing application.	Same	2.5.2.1	
		2.4.2.2	View a print job's progress in a queue using a desktop print manager.	Changed	2.5.2.2	Reworded for Clarity
		2.4.2.3	Pause, re-start, delete a print job using a desktop print manager.	Same	2.5.2.3	

Module 3 – Word Processing

The following is the Syllabus for Module 3, *Word Processing*, which provides the basis for the practice-based test in this module.

Module Goals

Module 3 *Word Processing* requires the candidate to demonstrate the ability to use a word processing application to create everyday letters and documents.

The candidate shall be able to:

- Work with documents and save them in different file formats.
- Choose built-in options such as the Help function to enhance productivity.
- Create and edit small-sized word processing documents that will be ready to share and distribute.
- Apply different formats to documents to enhance them before distribution and recognize good practice in choosing the appropriate formatting options.
- Insert tables, images and drawn objects into documents.
- Prepare documents for mail merge operations.
- Adjust document page settings and check and correct spelling before finally printing documents.

General Comments

Module 3 has focused on improving the clarity of the existing content. Examples of this approach include the introduction of an Enhancing Productivity skill set to include setting basic application option/preferences, using help and zoom and displaying toolbars/ribbons. In addition, the Objects category has been refined to contain skills sets on “Table Creation”, “Table Formatting” and “Graphical Objects”.

Module 3 also develops the good practice theme with items that address good practice in aligning text, in applying paragraph spacing and in adding new pages.

CATEGORY	SKILL SET	REF.	Task Item	Status to V4.0	Original V4.0 Ref.	Rationale
3.1 Using the Application	3.1.1 Working with Documents	3.1.1.1	Open, close a word processing application. Open, close documents.	Changed	3.1.1.1 / 3.1.1.2 / 3.1.1.9	Quality. Merged.
		3.1.1.2	Create a new document based on default template, other available template like: memo, fax, agenda.	Changed	3.1.1.3	Quality. Delimited types of other available template.
		3.1.1.3	Save a document to a location on a drive. Save a document under another name to a location on a drive.	Changed	3.1.1.4 / 3.1.1.5	Quality. Merged, Same knowledge area.
		3.1.1.4	Save a document as another file type like: text file, Rich Text Format, template, software specific file extension, version number.	Changed	3.1.1.6	Clarity. Removed 'HTML'
		3.1.1.5	Switch between open documents.	Same	3.1.1.7	
	3.1.2 Enhancing Productivity	3.1.2.1	Set basic options/preferences in the application: user name, default folder to open, save documents.	Changed	3.1.2.5	Clarity. Changed Modify to Set.
		3.1.2.2	Use available Help functions.	Same	3.1.1.8	
		3.1.2.3	Use magnification/zoom tools.	Same	3.1.2.2	
		3.1.2.4	Display, hide built-in toolbars. Restore, minimize the ribbon.	Changed	3.1.2.3	Currency. Includes ribbon alternative.
		3.2.1.1	Switch between page view modes.	Changed	3.1.2.1	Reworded, Quality. Changed 'Change' to 'Switch'
3.2 Document Creation	3.2.1 Enter Text	3.2.1.2	Enter text into a document.	Changed	3.2.1.1	Clarity. 'into a document.' Changed 'Insert' to 'Enter'
		3.2.1.3	Insert symbols or special characters like: ©, ®, ™.	Changed	3.2.1.2	Clarity. Delimited types of special characters

CATEGORY	SKILL SET	REF.	Task Item	Status to V4.0	Original V4.0 Ref.	Rationale
	3.2.2 <i>Select, Edit</i>	3.2.2.1	Display, hide non-printing formatting marks like: spaces, paragraph marks, manual line break marks, tab characters.	Changed	3.1.2.4	Quality and Clarity. Delimited types of non-printing formatting marks
		3.2.2.2	Select character, word, line, sentence, paragraph, entire body text.	Same	3.2.2.1	
		3.2.2.3	Edit content by entering, removing characters, words within existing text, by over-typing to replace existing text.	Changed	3.2.3.1	Reworded for Clarity
		3.2.2.4	Use a simple search command for a specific word, phrase.	Changed	3.2.5.1	Reworded for Clarity to match 3.2.2.5
		3.2.2.5	Use a simple replace command for a specific word, phrase.	Same	3.2.5.2	
		3.2.2.6	Copy, move text within a document, between open documents.	Changed	3.2.4.1 / 3.2.4.2	Clarity. Combined Copy and Move. Use Copy instead of Duplicate.
		3.2.2.7	Delete text.	Same	3.2.4.3	
		3.2.2.8	Use the undo, redo command.	Same	3.2.3.2	
3.3 Formatting	3.3.1 <i>Text</i>	3.3.1.1	Change text formatting: font sizes, font types.	Changed	3.3.1.1	Reworded for Clarity
		3.3.1.2	Apply text formatting: bold, italic, underline.	Changed	3.3.1.2	Quality. Delimited.
		3.3.1.3	Apply text formatting: subscript, superscript.	Changed	3.3.1.3	Reworded for Clarity and consistency.
		3.3.1.4	Apply different colours to text.	Same	3.3.1.5	
		3.3.1.5	Apply case changes to text.	Same	3.3.1.4	
		3.3.1.6	Apply automatic hyphenation.	Changed	3.3.1.8	Reworded for Clarity.

CATEGORY	SKILL SET	REF.	Task Item	Status to V4.0	Original V4.0 Ref.	Rationale
	<i>3.3.2 Paragraphs</i>	3.3.2.1	Create, merge paragraph(s).	Changed	3.3.2.1	Reworded for Clarity
		3.3.2.2	Insert, remove soft carriage return (line break).	Changed	3.3.2.2	Reworded for Clarity
		3.3.2.3	Recognize good practice in aligning text: use align, indent, tab tools rather than inserting spaces.	New		Quality. Good practice item.
		3.3.2.4	Align text left, centre, right, justified.	Same	3.3.2.3	
		3.3.2.5	Indent paragraphs: left, right, first line.	Changed	3.3.2.4	Quality. Removed 'hanging indent'.
		3.3.2.6	Set, remove and use tabs: left, centre, right, decimal.	Same	3.3.2.7	
		3.3.2.7	Recognize good practice in paragraph spacing: apply spacing between paragraphs rather than use the Return key.	New		Quality. Good practice item.
		3.3.2.8	Apply spacing above, below paragraphs. Apply single, 1.5 lines, double line spacing within paragraphs.	Merged	3.3.2.5 / 3.3.2.6	Quality. Merged task items.
		3.3.2.9	Add, remove bullets, numbers in a single level list. Switch between different standard bullet, number styles in a single level list.	Merged	3.3.2.8 / 3.3.2.9	Quality. Merged task items.
		3.3.2.10	Add a box border and shading/background colour to a paragraph.	Changed	3.3.2.10	Quality.
	<i>3.3.3 Styles</i>	3.3.3.1	Apply an existing character style to selected text.	Split	3.3.1.7	Quality and Clarity.
		3.3.3.2	Apply an existing paragraph style to one or more paragraphs.	Split	3.3.1.7	Quality and Clarity.
		3.3.3.3	Use copy format tool.	Changed	3.3.1.6	Clarity. Simplified wording.
3.4 Objects	<i>3.4.1 Table Creation</i>	3.4.1.1	Create a table ready for data insertion.	Changed	3.4.1.1	Reworded for Clarity and consistency with

CATEGORY	SKILL SET	REF.	Task Item	Status to V4.0	Original V4.0 Ref.	Rationale
						3.4.1.2
		3.4.1.2	Insert, edit data in a table.	Same	3.4.1.2	
		3.4.1.3	Select rows, columns, cells, entire table.	Same	3.4.1.3	
		3.4.1.4	Insert, delete, rows and columns.	Same	3.4.1.4	
	3.4.2 <i>Table Formatting</i>	3.4.2.1	Modify column width, row height.	Same	3.4.1.5	
		3.4.2.2	Modify cell border line style, width, colour.	Changed	3.4.1.6	Clarity.
		3.4.2.3	Add shading/background colour to cells.	Changed	3.4.1.7	Reworded for Clarity
	3.4.3 <i>Graphical Objects</i>	3.4.3.1	Insert an object (picture, image, chart, drawn object) to a specified location in a document.	Changed	3.4.2.1	Clarity. Effort to streamline inserting picture, image, chart, drawn object.
		3.4.3.2	Select an object.	Changed	3.4.2.2	Quality and Clarity.
		3.4.3.3	Copy, move an object within a document, between open documents.	Changed	3.4.2.3 / 3.4.2.4	Quality and Clarity. Merging items.
		3.4.3.4	Resize, delete an object.	Changed	3.4.2.5 / 3.4.2.6	Quality and Clarity. Merged items.
3.5 Mail Merge	3.5.1 <i>Preparation</i>	3.5.1.1	Open, prepare a document, as a main document for a mail merge.	Changed	3.5.1.1	Reworded for practical treatment.
		3.5.1.2	Select a mailing list, other data file, for use in a mail merge.	Changed	3.5.1.3	Clarity Improvement.
		3.5.1.3	Insert data fields in a mail merge main document (letter, address labels).	Changed	3.5.1.2	Clarity Improvement. Split out 'prepare a main document' from original 3.5.1.2
	3.5.2 <i>Outputs</i>	3.5.2.1	Merge a mailing list with a letter, label document as a	Changed	3.5.1.4	Reworded for Clarity.

CATEGORY	SKILL SET	REF.	Task Item	Status to V4.0	Original V4.0 Ref.	Rationale	
			new file or printed output.				
3.6 Prepare Outputs	3.6.1 Setup	3.5.2.2	Print mail merge outputs: letters, labels.	New		Quality	
		3.6.1.1	Change document orientation: portrait, landscape. Change paper size.	Changed	3.3.3.1	Clarity	
		3.6.1.2	Change margins of entire document, top, bottom, left, right.	Same	3.3.3.2		
		3.6.1.3	Recognize good practice in adding new pages: insert a page break rather than using the Return key.	New		Quality. Good Practice Item.	
		3.6.1.4	Insert, delete a page break in a document.	Same	3.3.3.3		
		3.6.1.5	Add, edit text in headers, footers.	Changed	3.3.3.4	Clarity	
		3.6.1.6	Add fields in headers, footers: date, page number information, file name.	Change	3.3.3.5	Quality. Removed file location. Added file name.	
		3.6.2 Check and Print	3.6.1.7	Apply automatic page numbering to a document.	Same	3.3.3.6	
	3.6.2.1		Spell check a document and make changes like: correcting spelling errors, deleting repeated words.	Changed	3.6.1.2	Clarity.	
	3.6.2.2		Add words to a built-in custom dictionary using a spell checker.	Change	3.6.1.3	Reworded for Clarity	
	3.6.2.3		Preview a document.	Same	3.6.1.4		
	3.6.2.4		Print a document from an installed printer using output options like: entire document, specific pages, number of copies.	Changed	3.6.2.1 / 3.6.2.2	Quality. Merged and slight rewording.	

Module 4 – Spreadsheets

The following is the Syllabus for Module 4, *Spreadsheets*, which provides the basis for the practice-based test in this module.

Module Goals

Module 4 *Spreadsheets* requires the candidate to understand the concept of spreadsheets and to demonstrate an ability to use a spreadsheet to produce accurate work outputs.

The candidate shall be able to:

- Work with spreadsheets and save them in different file formats.
- Choose built-in options such as the Help function within the application to enhance productivity.
- Enter data into cells and use good practice in creating lists. Select, sort and copy, move and delete data.
- Edit rows and columns in a worksheet. Copy, move, delete and appropriately rename worksheets.
- Create mathematical and logical formulas using standard spreadsheet functions. Use good practice in formula creation and will be able to recognize error values in formulas.
- Format numbers and text content in a spreadsheet.
- Choose, create and format charts to communicate information meaningfully.
- Adjust spreadsheet page settings and check and correct spreadsheet content before finally printing spreadsheets.

General Comments

The changes in Module 4 largely focused on the reorganisation of existing syllabus items as well as enhancing the content for candidates, trainers and courseware providers by delimiting syllabus items to improve clarity.

Reorganisation can be seen throughout the modules including the reorganisation of Managing Worksheets into “Rows and Columns” and “Worksheets” and Charts into “Create” and “Edit”. Improved clarity has been introduced by delimiting items e.g “Generate formulas using sum, average, minimum, maximum, count, functions” has been refined to “use sum, average, minimum, maximum, count, counta, round functions”.

The good practice theme in Module 4 addresses creating lists, using meaningful worksheet names and referring to cell references in formula creation.

CATEGORY	SKILL SET	REF.	Task Item	Status to V4.0	Original V4.0 Ref.	Rationale
4.1 Using the Application	4.1.1 Working with Spreadsheets	4.1.1.1	Open, close a spreadsheet application. Open, close spreadsheets.	Changed	4.1.1.1 / 4.1.1.2 / 4.1.1.9	Quality. Merged.
		4.1.1.2	Create a new spreadsheet based on default template.	Changed	4.1.1.3	Clarity.
		4.1.1.3	Save a spreadsheet to a location on a drive. Save a spreadsheet under another name to a location on a drive.	Changed	4.1.1.4 / 4.1.1.5	Quality. Merged.
		4.1.1.4	Save a spreadsheet as another file type like: template, text file, software specific file extension, version number.	Changed	4.1.1.6	Quality. Removed HTML
		4.1.1.5	Switch between open spreadsheets.	Split	4.1.1.7	Clarity. Splitting switching between worksheets and between spreadsheets.
	4.1.2 Enhancing Productivity	4.1.2.1	Set basic options/preferences in the application: user name, default folder to open, save spreadsheets.	Changed	4.1.2.4	Clarity. Removed references to directory.
		4.1.2.2	Use available Help functions.	Same	4.1.1.8	
		4.1.2.3	Use magnification/zoom tools.	Same	4.1.2.1	
		4.1.2.4	Display, hide built-in toolbars. Restore, minimize the ribbon.	Changed	4.1.2.2	Currency. Includes ribbon alternative.
		4.2 Cells	4.2.1 Insert, Select	4.2.1.1	Understand that a cell in a worksheet should contain only one element of data, (for example, first name detail in one cell, surname detail in adjacent cell).	New
4.2.1.2	Recognize good practice in creating lists: avoid blank rows and columns in the main body of list, insert blank row before Total row, ensure cells bordering list are blank.			New		Quality. Good Practice Item.
4.2.1.3	Enter a number, date, text in a cell.			Same	4.2.1.1	

CATEGORY	SKILL SET	REF.	Task Item	Status to V4.0	Original V4.0 Ref.	Rationale
		4.2.1.4	Select a cell, range of adjacent cells, range of non-adjacent cells, entire worksheet.	Same	4.2.2.1	
	4.2.2 <i>Edit, Sort</i>	4.2.2.1	Edit cell content, modify existing cell content.	Changed	4.2.4.1	Reworded for Clarity
		4.2.2.2	Use the undo, redo command.	Same	4.2.4.2	
		4.2.2.3	Use the search command for specific content in a worksheet.	Same	4.2.6.1	
		4.2.2.4	Use the replace command for specific content in a worksheet.	Same	4.2.6.2	
		4.2.2.5	Sort a cell range by one criterion in ascending, descending numeric order, ascending, descending alphabetic order.	Same	4.2.7.1	
	4.2.3 <i>Copy, Move, Delete</i>	4.2.3.1	Copy the content of a cell, cell range within a worksheet, between worksheets, between open spreadsheets.	Changed	4.2.5.1	Reworded for Clarity. Replaced Duplicate with Copy.
		4.2.3.2	Use the autofill tool/copy handle tool to copy, increment data entries.	Same	4.2.5.2	
		4.2.3.3	Move the content of a cell, cell range within a worksheet, between worksheets, between open spreadsheets.	Changed	4.2.5.3	Clarity. Removed footnote.
		4.2.3.4	Delete cell contents.	Same	4.2.5.4	
4.3 Managing Worksheets	4.3.1 <i>Rows and Columns</i>	4.3.1.1	Select a row, range of adjacent rows, range of non-adjacent rows.	Same	4.2.2.2	
		4.3.1.2	Select a column, range of adjacent columns, range of non-adjacent columns.	Same	4.2.2.3	
		4.3.1.3	Insert, delete rows and columns.	Changed	4.2.3.1/ 4.2.3.2	Quality. Merged similar task items.

CATEGORY	SKILL SET	REF.	Task Item	Status to V4.0	Original V4.0 Ref.	Rationale
4.4 Formulas and Functions	4.3.2 Worksheets	4.3.1.4	Modify column widths, row heights to a specified value, to optimal width or height.	Changed	4.2.3.3	Quality. Delimited. Added 'to optimal width or height.
		4.3.1.5	Freeze, unfreeze row and/or column titles.	Same	4.1.2.3	
		4.3.2.1	Switch between worksheets.	Changed	4.1.1.7	Quality. Split out.
		4.3.2.2	Insert a new worksheet, delete a worksheet.	Changed	4.3.1.1 / 4.3.1.3	Quality. Merged similar items.
		4.3.2.3	Recognize good practice in naming worksheets: use meaningful worksheet names rather than accept default names.	New		Quality. Good Practice Item.
	4.3.2.4	Copy, move, rename a worksheet within a spreadsheet.	Changed	4.3.1.2 / 4.3.1.4 / 4.3.1.5	Quality. Merged similar items.	
	4.4.1 Arithmetic Formulas	4.4.1.1	Recognize good practice in formula creation: refer to cell references rather than type numbers into formulas.	New		Quality. Good Practice Item.
		4.4.1.2	Create formulas using cell references and arithmetic operators (addition, subtraction, multiplication, division).	Changed	4.4.1.1	Clarity. Changed word 'Generate' to 'Create'
		4.4.1.3	Identify and understand standard error values associated with using formulas: #NAME?, #DIV/0!, #REF!.	Changed	4.4.1.2	Quality. Delimited error types.
		4.4.1.4	Understand and use relative, absolute cell referencing in formulas.	Changed	4.4.2.1	Clarity. Removed 'mixed'
	4.4.2 Functions	4.4.2.1	Use sum, average, minimum, maximum, count, counta, countblank functions.	Changed	4.4.3.1	Clarity. Added counta, countblank functions. Changed 'Generate' to 'Use'

CATEGORY	SKILL SET	REF.	Task Item	Status to V4.0	Original V4.0 Ref.	Rationale
		4.4.2.2	Use the logical function if (yielding one of two specific values) with comparison operator: =, >, <.	Changed	4.4.3.2	Quality. Delimited Added comparison operators to use.
4.5 Formatting	4.5.1 Numbers/Dates	4.5.1.1	Format cells to display numbers to a specific number of decimal places, to display numbers with, without a separator to indicate thousands.	Changed	4.5.1.1	Quality. Changed part of text to with, without a separator to indicate thousands.
		4.5.1.2	Format cells to display a date style, to display a currency symbol.	Changed	4.5.1.2 / 4.5.1.3	Quality. Merged similar task items.
		4.5.1.3	Format cells to display numbers as percentages.	Same	4.5.1.4	
	4.5.2 Contents	4.5.2.1	Change cell content appearance: font sizes, font types.	Same	4.5.2.1	
		4.5.2.2	Apply formatting to cell contents: bold, italic, underline, double underline.	Changed	4.5.2.2	Clarity. Delimited, "such as" removed
		4.5.2.3	Apply different colours to cell content, cell background.	Same	4.5.2.3	
		4.5.2.4	Copy the formatting from a cell, cell range to another cell, cell range.	Same	4.5.2.4	
	4.5.3 Alignment, Border Effects	4.5.3.1	Apply text wrapping to contents within a cell, cell range.	Changed	4.5.2.5	Quality. Added cell range.
		4.5.3.2	Align cell contents: horizontally, vertically. Adjust cell content orientation.	Changed	4.5.3.1 / 4.5.3.3	Merged and reworded for Clarity.
		4.5.3.3	Merge cells and centre a title in a merged cell.	Changed	4.5.3.2	Reworded for Clarity
4.5.3.4		Add border effects to a cell, cell range: lines, colours.	Changed	4.5.3.4	Clarity. Delimited.	
4.6 Charts	4.6.1 Create	4.6.1.1	Create different types of charts from spreadsheet data: column chart, bar chart, line chart, pie chart.	Changed	4.5.1.1	Quality. Removed ref to graphs.

CATEGORY	SKILL SET	REF.	Task Item	Status to V4.0	Original V4.0 Ref.	Rationale
		4.6.1.2	Select a chart.	New		Quality
		4.6.1.3	Change the chart type.	Changed	4.6.1.5	Quality. Removed ref to graphs
		4.6.1.4	Move, resize, delete a chart.	Changed	4.6.1.6 / 4.6.1.7	Clarity and Quality. Merged and refined similar items.
	4.6.2 Edit	4.6.2.1	Add, remove, edit a chart title.	Changed	4.6.1.2	Quality and Clarity. Added 'edit' removed "graph" references
		4.6.2.2	Add data labels to a chart: values/numbers, percentages.	Changed	4.6.1.2	Clarity. Split out data labels.
		4.6.2.3	Change chart area background colour, legend fill colour.	Changed	4.6.1.3	Clarity. Added 'legend fill colour'.
		4.6.2.4	Change the column, bar, line, pie slice colours in the chart.	Changed	4.6.1.4	Clarity. Removed "graph"
		4.6.2.5	Change font size and colour of chart title, chart axes, chart legend text.	New		Quality.
4.7 Prepare Outputs	4.7.1 Setup	4.7.1.1	Change worksheet margins: top, bottom, left, right.	Same	4.7.1.1	
		4.7.1.2	Change worksheet orientation: portrait, landscape. Change paper size.	Same	4.7.1.2	
		4.7.1.3	Adjust page setup to fit worksheet contents on a specified number of pages.	Changed	4.7.1.3	Quality and Clarity.
		4.7.1.4	Add, edit, delete text in headers, footers in a worksheet.	Changed	4.7.1.4	Quality. Delimited.

CATEGORY	SKILL SET	REF.	Task Item	Status to V4.0	Original V4.0 Ref.	Rationale
		4.7.1.5	Insert and delete fields: page numbering information, date, time, file name, worksheet name into headers, footers.	Changed	4.7.1.5	Quality. Added 'delete'
	4.7.2 <i>Check and Print</i>	4.7.2.1	Check and correct spreadsheet calculations and text.	Changed	4.7.2.1	Quality. Changed to practical focus. Reworded.
		4.7.2.2	Turn on, off display of gridlines, display of row and column headings for printing purposes.	Same	4.7.2.3	
		4.7.2.3	Apply automatic title row(s) printing on every page of a printed worksheet.	Same	4.7.2.4	
		4.7.2.4	Preview a worksheet.	Same	4.7.2.2	
		4.7.2.5	Print a selected cell range from a worksheet, an entire worksheet, number of copies of a worksheet, the entire spreadsheet, a selected chart.	Changed	4.7.3.1	Quality. Added word 'selected'. To 'cell range'.

Module 5 – Using Databases

The following is the Syllabus for Module 5, *Using Databases*, which is the basis for the theory and practice-based test in this module.

Module Goals

Module 5 *Using Databases* requires the candidate to understand the concept of a database and demonstrate competence in using a database.

The candidate shall be able to:

- Understand what a database is and how it is organized and operated.
- Create a simple database and view the database content in various modes.
- Create a table, define and modify fields and their properties; enter and edit data in a table.
- Sort and filter a table or form; create, modify and run queries to retrieve specific information from a database.
- Understand what a form is and create a form to enter, modify and delete records and data in records.
- Create routine reports and prepare outputs ready for distribution.

General Comments

The focus of the database module (now called Using Databases) has been updated to include database concepts. In this regard there has been an increase in items which focus on database use, as well as understanding the various people involved in operating databases in organisation.

In keeping with this change of focus, the practical emphasis of the Module now contains more content related to retrieving information and creating outputs, which are more relevant to an ECDL / ICDL candidate who wishes to apply these competences in a workplace environment. These changes include additional items on queries like using wildcards.

Practical items on table relationships are no longer treated in the Module. However, the successful candidate will still have an appreciation of the theoretical importance of relationships in database creation.

CATEGORY	SKILL SET	REF.	Task Item	Status to V4.0	Original V4.0 Ref.	Rationale
5.1 Understanding Databases	5.1.1 Key Concepts	5.1.1.1	Understand what a database is.	Changed	5.1.1.1	Clarity. Added 'and what it is used for'.
		5.1.1.2	Understand the difference between data and information.	New		Quality
		5.1.1.3	Understand how a database is organized in terms of tables, records and fields.	Changed	5.1.1.2	Clarity. Split out field data types, field properties.
		5.1.1.4	Know some of the common uses of large-scale databases like: airline booking systems, government records, bank account records, hospital patient details.	New		Quality
	5.1.2 Database Organization	5.1.2.1	Understand that each table in a database should contain data related to a single subject.	New		Quality
		5.1.2.2	Understand that each field in a table should contain only one element of data.	New		Quality. Good practice item.
		5.1.2.3	Understand that field content is associated with an appropriate data type like: text, number, date/time, yes/no.	Changed	5.1.1.2	Clarity. Split out. Original 5.1.1.2 split out.
		5.1.2.4	Understand that fields have associated field properties like: field size, format, default value.	Changed	5.1.1.2	Clarity. Split Original 5.1.1.2.
		5.1.2.5	Understand what a primary key is.	Same	5.1.1.3	
		5.1.2.6	Understand what an index is. Understand how it allows for faster data access.	Changed	5.1.1.4	Quality. Expanded to add clarity.
	5.1.3 Relationships	5.1.3.1	Understand that the main purpose of relating tables in a database is to minimize duplication of data.	Changed	5.1.1.5	Clarity.
		5.1.3.2	Understand that a relationship is built by matching a unique field in one table with a field in another table.	New		Quality. Enhancing understanding of relationships.

CATEGORY	SKILL SET	REF.	Task Item	Status to V4.0	Original V4.0 Ref.	Rationale
5.2 Using the Application	5.1.4 Operation	5.1.3.3	Understand the importance of maintaining the integrity of relationships between tables.	Changed	5.1.1.6	Clarity.
		5.1.4.1	Know that professional databases are designed and created by database specialists.	New		Quality.
		5.1.4.2	Know that data entry, data maintenance and information retrieval are carried out by users.	New		Quality.
		5.1.4.3	Know that a database administrator provides access to specific data for appropriate users.	New		Quality.
		5.1.4.4	Know that the database administrator is responsible for recovery of a database after a crash or major errors.	New		Quality.
	5.2.1 Working with Databases	5.2.1.1	Open, close a database application.	Changed	5.1.2.1	Clarity. Reworded 'Open, close' rather than Open (and close)...
		5.2.1.2	Open, close a database.	Changed	5.1.2.2	Clarity. Removed 'log onto...
		5.2.1.3	Create a new database and save to a location on a drive.	Changed	5.1.2.3 / 5.1.2.4	Clarity. Merged and Improved wording.
		5.2.1.4	Display, hide built-in toolbars. Restore, minimize the ribbon.	Changed	5.1.3.2	Currency. Included references to ribbon.
5.2.2 Common Tasks	5.2.1.5	Use available Help functions.	Same	5.1.2.5		
	5.2.2.1	Open, save and close a table, query, form, report.	Changed	5.3.1.1	Clarity, restructuring. Adding Open, save and close where not on V4.0.	
	5.2.2.2	Switch between view modes in a table, query, form, report.	Changed	5.1.3.1	Clarity, Added 'query'	

CATEGORY	SKILL SET	REF.	Task Item	Status to V4.0	Original V4.0 Ref.	Rationale
5.3 Tables	<i>5.3.1 Records</i>	5.2.2.3	Delete a table, query, form, report.	Changed	5.2.1.8 / 5.3.1.6 / 5.4.2.6 / 5.5.1.6	Quality, restructuring.
		5.2.2.4	Navigate between records in a table, query, form.	Changed	5.2.1.7 / 5.3.1.4	Clarity, Merged items.
		5.2.2.5	Sort records in a table, form, query output in ascending, descending numeric, alphabetic order.	Changed	5.4.3.1	Clarity, Changed 'data' to records.
	<i>5.3.2 Design</i>	5.3.1.1	Add, delete records in a table.	Same	5.2.1.2	
		5.3.1.2	Add, modify, delete data in a record.	Changed	5.2.1.4 / 5.2.1.5	Quality. Merged items.
		5.3.2.1	Create and name a table and specify fields with their data types like: text, number, date/time, yes/no.	Changed	5.2.1.1	Reworded, delimited for clarity.
		5.3.2.2	Apply field property settings: field size, number format, date/time format, default value.	Changed	5.2.3.1	Reworded for clarity.
		5.3.2.3	Create a validation rule for number, date/time, currency.	Changed	5.2.3.3	Clarity. Removed word 'simple'
		5.3.2.4	Understand consequences of changing data types, field properties in a table.	Changed	5.2.3.2	Clarity.
		5.3.2.5	Set a field as a primary key.	Changed	5.2.2.1	Clarity.
5.4 Retrieving Information	<i>5.4.1 Main Operations</i>	5.3.2.6	Index a field (with, without duplicates allowed).	Changed	5.2.2.2	Clarity. Brackets inserted.
		5.3.2.7	Add a field to an existing table.	Same	5.2.1.3	
		5.3.2.8	Change width of columns in a table.	Same	5.2.3.4	
		5.4.1.1	Use the search command for a specific word, number, date in a field.	Same	5.4.1.1	

CATEGORY	SKILL SET	REF.	Task Item	Status to V4.0	Original V4.0 Ref.	Rationale
		5.4.1.2	Apply a filter to a table, form.	Same	5.4.1.2	
		5.4.1.3	Remove the application of a filter from a table, form.	Changed	5.4.1.3	Reworded for Clarity
	5.4.2 Queries	5.4.2.1	Understand that a query is used to extract and analyse data.	New		Quality.
		5.4.2.2	Create a named single table query using specific search criteria.	Changed	5.4.2.1	Clarity. Split out.
		5.4.2.3	Create a named two-table query using specific search criteria.	Changed	5.4.2.1	Clarity. Split out.
		5.4.2.4	Add criteria to a query using one or more of the following operators: = (Equal), <> (Not equal to), < (Less than), <= (Less than or equal to), > (Greater than), >= (Greater than or equal to).	Changed	5.4.2.2	Quality. Resequenced, reworded.
		5.4.2.5	Add criteria to a query using one or more of the following logical operators: AND, OR, NOT.	Changed	5.4.2.2	Clarity. Split out. Included NOT.
		5.4.2.6	Use a wildcard in a query, * or %, ? or ___.	New		Quality.
		5.4.2.7	Edit a query: add, modify, remove criteria.	Changed	5.4.2.3	Clarity. Reworded and modify included.
		5.4.2.8	Edit a query: add, remove, move, hide, unhide fields.	Same	5.4.2.4	
		5.4.2.9	Run a query.	Same	5.4.2.5	
5.5 Objects	5.5.1 Forms	5.5.1.1	Understand that a form is used to display and maintain records.	New		Quality.
		5.5.1.2	Create and name a form.	Changed	5.3.1.2	Quality, reworded.
		5.5.1.3	Use a form to insert new records.	Changed	5.3.1.3	Clarity. Split out.
		5.5.1.4	Use a form to delete records.	Changed	5.3.1.3	Clarity. Split out.

CATEGORY	SKILL SET	REF.	Task Item	Status to V4.0	Original V4.0 Ref.	Rationale
5.6 Outputs	5.6.1 Reports, Data Export	5.5.1.5	Use a form to add, modify, delete data in a record.	Changed	5.3.1.3	Clarity. Split out.
		5.5.1.6	Add, modify text in headers, footers in a form.	Same	5.3.1.5	
		5.6.1.1	Understand that a report is used to print selected information from a table or query.	New		Quality.
		5.6.1.2	Create and name a report based on a table, query.	Changed	5.5.1.1	Clarity. Reworded.
		5.6.1.3	Change arrangement of data fields and headings within a report layout.	Same	5.5.1.2	
		5.6.1.4	Present specific fields in a grouped report by sum, minimum, maximum, average, count, at appropriate break points.	Same	5.5.1.4	
	5.6.2 Printing	5.6.1.5	Add, modify text in headers, footers in a report.	Same	5.5.1.5	
		5.6.1.6	Export a table, query output in spreadsheet, text (.txt, .csv), XML format to a location on a drive.	New		Quality
		5.6.2.1	Change the orientation (portrait, landscape) of a table, form, query output, report. Change paper size.	Changed	5.6.1.2	Clarity. Reworded to include tables, forms and queries.
		5.6.2.2	Print a page, selected record(s), complete table.	Same	5.6.2.1	
		5.6.2.3	Print all records using form layout, specific pages using form layout.	Same	5.6.2.2	
		5.6.2.4	Print the result of a query.	Same	5.6.2.3	
		5.6.2.5	Print specific page(s) in a report, print complete report.	Changed	5.6.2.4	Clarity.

Module 6 – Presentation

The following is the Syllabus for Module 6, *Presentation*, which is the basis for the practice-based test in this module.

Module Goals

Module 6 *Presentation* requires the candidate to demonstrate competence in using presentation software.

The candidate shall be able to:

- Work with presentations and save them in different file formats.
- Choose built-in options such as the Help function within the application to enhance productivity.
- Understand different presentation views and when to use them, choose different slide layouts and designs and edit slides.
- Enter, edit and format text in presentations. Recognize good practise in applying unique titles to slides.
- Choose, create and format charts to communicate information meaningfully.
- Insert and edit pictures, images and drawn objects.
- Apply animation and transition effects to presentations and check and correct presentation content before finally printing and giving presentations.

General Comments

In Module 6 the syllabus changes have also focused on enhancing the organisation of the content. The syllabus now contains categories devoted to handling text in presentations, as well as a category for charts and for graphical objects.

Module 6 also maintains the good practice theme with items that address adding slide titles (using a different title for each slides) as well as good practice in creating slide content (using short concise phrases, bullet points, numbered lists).

CATEGORY	SKILL SET	REF.	Task Item	Status to V4.0	Original V4.0 Ref.	Rationale
6.1 Using the Application	6.1.1 Working with Presentations	6.1.1.1	Open, close a presentation application. Open, close presentations.	Changed	6.1.1.1 / 6.1.1.2 / 6.1.1.9	Quality. Merged task items.
		6.1.1.2	Create a new presentation based on default template.	Changed	6.1.1.3	Clarity
		6.1.1.3	Save a presentation to a location on a drive. Save a presentation under another name.	Changed	6.1.1.4 / 6.1.1.5	Quality. Merged items.
		6.1.1.4	Save a presentation as another file type: Rich Text Format, template, show, image file format, version number.	Changed	6.1.1.6	Quality. Added 'show'
		6.1.1.5	Switch between open presentations.	Same	6.1.1.7	
	6.1.2 Enhancing Productivity	6.1.2.1	Set user preferences in the application: user name, default folder to open and save files.	Changed	6.1.2.3	Reworded for Clarity Changed 'Modify' to ' Set'
		6.1.2.2	Use available Help functions.	Same	6.1.1.8	
		6.1.2.3	Use magnification/zoom tools.	Same	6.1.2.1	
		6.1.2.4	Display, hide built-in toolbars. Restore, minimize the ribbon.	Changed	6.1.2.2	Currency. Included ribbon.
6.2 Developing a Presentation	6.2.1 Presentation Views	6.2.1.1	Understand the uses of different presentation view modes: normal view, slide sorter view, outline view, slide show view.	Changed	6.2.1.1	Quality. Delimited definition.
		6.2.1.2	Recognize good practice in adding slide titles: use a different title for each slide to distinguish it in outline view, when navigating in slide show view.	New		Quality. Good Practice Item.
		6.2.1.3	Change between presentation view modes: normal view, slide sorter view, slide show view.	Changed	6.2.1.2	Quality. Delimited.
	6.2.2 Slides	6.2.2.1	Choose a different built-in slide layout for a slide.	Changed	6.2.2.2	Reworded for Clarity.

CATEGORY	SKILL SET	REF.	Task Item	Status to V4.0	Original V4.0 Ref.	Rationale
		6.2.2.2	Apply an available design template to a presentation.	Same	6.2.3.1	
		6.2.2.3	Change background colour on specific slide(s), all slides.	Same	6.2.2.3	
		6.2.2.4	Add a new slide with a specific slide layout like: title slide, chart and text, bulleted list, table/spreadsheet.	Changed	6.2.2.1	Quality. Changed 'Such as' to 'like'. Added /spreadsheet (to incorporate Open Source applications)
		6.2.2.5	Copy, move slides within the presentation, between open presentations.	Changed	6.6.1.5	Clarity. Changed word 'duplicate' to 'copy'.
		6.2.2.6	Delete slide(s).	Changed	6.6.1.6	Reworded for Clarity
	6.2.3 Master Slide	6.2.3.1	Insert a graphical object (picture, image, drawn object) into a master slide. Remove a graphical object from a master slide.	Changed	6.2.4.1	Reworded for Clarity
		6.2.3.2	Enter text into footer of specific slides, all slides in a presentation.	Changed	6.2.4.2	Reworded for Clarity
		6.2.3.3	Apply automatic slide numbering, automatically updated date, non-updating date into footer of specific slides, all slides in a presentation.	Same	6.2.4.3	
6.3 Text	6.3.1 Handling Text	6.3.1.1	Recognize good practice in creating slide content: use short concise phrases, bullet points, numbered lists.	New		Quality. Good Practice Item.
		6.3.1.2	Enter text into a placeholder in standard, outline view.	Changed	6.3.1.1	Reworded for Clarity.
		6.3.1.3	Edit text in a presentation.	Changed	6.3.1.2	Reworded for Clarity.
		6.3.1.4	Copy, move text within, between presentations.	Changed	6.3.3.1	Clarity. Split out. Simplified wording. Refers to text only.
		6.3.1.5	Delete text.	Changed	6.3.3.4	Clarity. Split out text.

CATEGORY	SKILL SET	REF.	Task Item	Status to V4.0	Original V4.0 Ref.	Rationale
		6.3.1.6	Use the undo, redo command.	Same	6.3.1.11	
	<i>6.3.2 Formatting</i>	6.3.2.1	Change text formatting: font sizes, font types.	Changed	6.3.1.3	Reworded for Clarity.
		6.3.2.2	Apply text formatting: bold, italic, underline, shadow.	Changed	6.3.1.4	Clarity. Delimited.
		6.3.2.3	Apply different colours to text.	Same	6.3.1.6	
		6.3.2.4	Apply case changes to text.	Same	6.3.1.5	
		6.3.2.5	Align text: left, centre, right in a text frame.	Changed	6.3.1.8	Quality. Changed 'in a slide' to 'in a text frame'.
	<i>6.3.3 Lists</i>	6.3.3.1	Indent bulleted text. Remove indent from bulleted text.	New		Quality.
		6.3.3.2	Adjust line spacing before and after bulleted, numbered lists.	Changed	6.3.1.9	Clarity. Changed 'points' to 'list'
		6.3.3.3	Switch between the different standard bullet, number styles in a list.	Changed	6.3.1.10	Reworded for Clarity.
	<i>6.3.4 Tables</i>	6.3.4.1	Enter, edit text in a table slide.	New		Quality. Item was only implied in Version 4.0 Ref 6.2.2.1
		6.3.4.2	Select rows, columns, entire table.	New		Quality. Item was only implied in Version 4.0
		6.3.4.3	Insert, delete rows and columns.	New		Quality. Item was only implied in Version 4.0
		6.3.4.4	Modify column width, row height.	New		Quality. Item was only implied in Version 4.0
6.4 Charts	<i>6.4.1 Using Charts</i>	6.4.1.1	Input data to create built-in charts in a presentation: column, bar, line, pie.	Changed	6.4.1.1	Reworded for clarity. Removed word 'graphs'.
		6.4.1.2	Select a chart.	New		Quality.

CATEGORY	SKILL SET	REF.	Task Item	Status to V4.0	Original V4.0 Ref.	Rationale
		6.4.1.3	Change the chart type.	Changed	6.4.1.4	Clarity. Removed word 'graphs'.
		6.4.1.4	Add, remove, edit a chart title.	New		Quality.
		6.4.1.5	Add data labels to a chart: values/numbers, percentages.	New		Quality.
		6.4.1.6	Change the background colour of a chart.	Changed	6.4.1.2	Clarity. Removed word 'graph'.
		6.4.1.7	Change the column, bar, line, pie slice colours in a chart.	Changed	6.4.1.3	Clarity. Removed word 'graphs'.
	6.4.2 Organization Charts	6.4.2.1	Create an organization chart with a labelled hierarchy by using a built-in organization chart feature.	Changed	6.4.2.1	Clarity.
		6.4.2.2	Change the hierarchical structure of an organization chart.	Same	6.4.2.2	
		6.4.2.3	Add, remove co-workers, subordinates in an organization chart.	Changed	6.4.2.3	Clarity.
6.5 Graphical Objects	6.5.1 Insert, Manipulate	6.5.1.1	Insert a graphical object (picture, image, drawn object) into a slide.	Changed	6.3.2.1 / 6.3.2.2	Quality. Merged.
		6.5.1.2	Select a graphical object.			
		6.5.1.3	Copy, move graphical objects, charts within the presentation, between open presentations.	Changed	6.3.3.1 / 6.3.3.2	Clarity. Combined Copy and move. Split out text.
		6.5.1.4	Resize, delete graphical objects, charts in a presentation.	Changed	6.3.3.3 / 6.3.3.4 / 6.4.3.7	Quality. Merged similar task items.
		6.5.1.5	Rotate, flip a graphical object.	Changed	6.4.3.5	Quality.

CATEGORY	SKILL SET	REF.	Task Item	Status to V4.0	Original V4.0 Ref.	Rationale
		6.5.1.6	Align a graphical object relative to a slide: left, centre, right, top, bottom.	Changed	6.4.3.6	Quality. Graphical object can be picture, image, drawn object.
	<i>6.5.2 Drawing</i>	6.5.2.1	Add different types of drawn object to a slide: line, arrow, block arrow, rectangle, square, oval, circle, text box.	Changed	6.4.3.1	Quality. Removed 'free drawn line'.
		6.5.2.2	Enter text into a text box, block arrow, rectangle, square, oval, circle.	New		Quality. Implied in V4.0 6.3.1.1
		6.5.2.3	Change drawn object background colour, line colour, line weight, line style.	Same	6.4.3.2	
		6.5.2.4	Change arrow start style, arrow finish style.	Same	6.4.3.3	
		6.5.2.5	Apply a shadow to a drawn object.	Same	6.4.3.4	
		6.5.2.6	Group, ungroup drawn objects in a slide.	New		Quality.
		6.5.2.7	Bring a drawn object one level forward, one level backward, to the front, to the back of other drawn objects.	Changed	6.4.3.8	Quality. Added 'one level forward, 'one level backward',
6.6 Prepare Outputs	<i>6.6.1 Preparation</i>	6.6.1.1	Add, remove transition effects between slides.	Changed	6.5.2.1	Reworded for Clarity. Dropped 'Change slide transition effects....
		6.6.1.2	Add, remove preset animation effects for different slide elements.	Changed	6.5.1.1	Reworded for Clarity. Dropped 'Change preset transition effects....
		6.6.1.3	Add presenter notes to slides.	Changed	6.6.1.3	Clarity.
		6.6.1.4	Select appropriate output format for slide presentation like: overhead, handout, on-screen show.	Changed	6.6.1.1	Currency. Removed 35MM.

CATEGORY	SKILL SET	REF.	Task Item	Status to V4.0	Original V4.0 Ref.	Rationale
		6.6.1.5	Hide, show slides.	Same	6.6.3.1	
	6.6.2 <i>Check and Deliver</i>	6.6.2.1	Spell check a presentation and make changes like: correcting spelling errors, deleting repeated words.	Changed	6.6.1.2	Clarity. Use of "like" instead of "such as"
		6.6.2.2	Change slide setup, slide orientation to portrait, landscape. Change paper size.	Same	6.6.1.4	
		6.6.2.3	Print entire presentation, specific slides, handouts, notes pages, outline view of slides, number of copies of a presentation.	Same	6.6.2.1	
		6.6.2.4	Start a slide show from first slide, from current slide.	Changed	6.6.3.2	Clarity.
		6.6.2.5	Navigate to next slide, previous slide, specified slide during a slide show.	New		Quality.

Module 7 – Web Browsing and Communication

The following is the Syllabus for Module 7, *Web Browsing and Communication*, which provides the basis for the theory and practice-based test in this module.

Module Goals

Module 7 ***Web Browsing and Communication*** is divided into two sections.

The first section, *Web Browsing*, requires the candidate to know about the Internet and to use a web browsing application.

The candidate shall be able to:

- Understand what the Internet is and common terms associated with it. Be aware of some security considerations when using the Internet.
- Accomplish everyday web browsing tasks including changing browser settings.
- Complete and submit web-based forms and search for information.
- Save web pages and download files from the web. Copy web content into a document.

The second section, *Communication*, requires the candidate to understand some of the concepts of electronic mail (e-mail), to know about other communication options, and to appreciate some security considerations involved in using e-mail.

The candidate shall be able to:

- Understand what e-mail is and know some advantages and disadvantages of its use. Be aware of other communication options.
- Be aware of network etiquette and security considerations when using e-mail.
- Create, spell check and send e-mail. Reply to and forward e-mail, handle file attachments and print an e-mail.
- Be aware of ways to enhance productivity when working with e-mail software. Organize and manage e-mail.

General Comments

The new version of ECDL / ICDL incorporates new communication terms like SMS, VOIP, IM along with the concept of an online (virtual) community.

Growing security threats are expanded and include viruses, worms, Trojan horse, spyware as well as malware. New threats like phishing are also introduced. Risks of online activity are introduced and parental control options are identified to promote safe computer use in the home.

Web Search has been expanded to include refining a search (by exact phrase, by excluding words, by date, by file format) and including searching a web based encyclopaedia, dictionary.

Features of new browser versions have also been included, like opening a webpage in a new tab and allow, block pop-ups.

Within the “Using e-mail” category, an Enhancing Productivity skillset is introduced to include add/remove message inbox headings, flag an e-mail and apply setting to reply with, without original message insertion.

Section 1 Web Browsing

CATEGORY	SKILL SET	REF.	Task Item	Status to V4.0	Original V4.0 Ref.	Rationale
7.1 The Internet	7.1.1 Concepts/Terms	7.1.1.1	Understand what the Internet is.	Changed	7.1.1.1	Clarity. Split out Internet from WWW
		7.1.1.2	Understand what the World Wide Web (WWW) is.	Changed	7.1.1.1	Clarity. Split out WWW from Internet
		7.1.1.3	Define and understand the terms: Internet Service Provider (ISP), Uniform Resource Locator (URL), hyperlink.	Changed	7.1.1.2	Rationalized for clarity. Removed HTTP, FTP
		7.1.1.4	Understand the make-up and structure of a web address.	Same	7.1.1.3	
		7.1.1.5	Understand what a web browser is and name different web browsers.	Changed	7.1.1.4	Reworded for clarity
		7.1.1.6	Know what a search engine is.	Changed	7.1.1.5	Reworded for clarity
		7.1.1.7	Understand the term Really Simple Syndication (RSS) feed. Understand the purpose of subscribing to an RSS feed.	New		Quality. Currency.
		7.1.1.8	Understand the term podcast. Understand the purpose of subscribing to a podcast.	New		Quality. Currency.
	7.1.2 Security Considerations	7.1.2.1	Know how to identify a secure web site: https, lock symbol.	New		Quality.
		7.1.2.2	Know what a digital certificate for a web site is.	Changed	7.1.2.2	Reworded for clarity.
		7.1.2.3	Understand the term encryption.	Changed	7.1.2.3	Reworded for clarity.
		7.1.2.4	Know about security threats from web sites like: viruses, worms, trojan horses, spyware. Understand the term malware.	New		Quality. Currency.

CATEGORY	SKILL SET	REF.	Task Item	Status to V4.0	Original V4.0 Ref.	Rationale
		7.1.2.5	Understand that regularly updated anti-virus software helps to protect the computer against security threats.	New		Quality.
		7.1.2.6	Understand that a firewall helps to protect the computer against intrusion.	Changed	7.1.2.6	Reworded for clarity.
		7.1.2.7	Know that networks should be secured by user names and passwords.	Changed	7.1.2.1	Clarity.
		7.1.2.8	Identify some risks associated with online activity like: unintentional disclosure of personal information, bullying or harassment, targeting of users by predators.	New		Quality. Currency. Security.
		7.1.2.9	Identify parental control options like: supervision, web browsing restrictions, computer games restrictions, computer usage time limits.	New		Quality. Currency. Security.
7.2 Using the Browser	7.2.1 Basic Browsing	7.2.1.1	Open, close a web browsing application.	Changed	7.1.3.1	Reworded for clarity
		7.2.1.2	Enter a URL in the address bar and go to the URL.	Changed	7.2.1.1	Reworded for clarity
		7.2.1.3	Display a web page in a new window, tab.	Changed	7.1.3.3	Currency. To reflect tab option.
		7.2.1.4	Stop a web page from downloading.	Same	7.1.3.4	
		7.2.1.5	Refresh a web page.	Same	7.1.3.5	
		7.2.1.6	Use available Help functions.	Same	7.1.3.6	
	7.2.2 Settings	7.2.2.1	Set the web browser Home Page/Startpage.	Changed	7.1.3.2	Reworded for clarity
		7.2.2.2	Delete part, all browsing history.	Changed	7.1.4.4	Reworded for clarity

CATEGORY	SKILL SET	REF.	Task Item	Status to V4.0	Original V4.0 Ref.	Rationale
		7.2.2.3	Allow, block pop-ups.	New		Quality. Currency.
		7.2.2.4	Allow, block cookies.	Changed	7.1.1.6	Quality. Practical treatment.
		7.2.2.5	Delete cache/temporary Internet files.	New		Quality.
		7.2.2.6	Display, hide built-in toolbars.	Same	7.1.4.1	
	<i>7.2.3 Navigation</i>	7.2.3.1	Activate a hyperlink.	Changed	7.2.1.2	Reworded for clarity
		7.2.3.2	Navigate backwards and forwards between previously visited web pages.	Same	7.2.1.3	
		7.2.3.3	Navigate to the Home page.	New		Quality.
		7.2.3.4	Display previously visited URLs using the browser address bar, history.	Changed	7.1.4.3	Reworded for clarity.
	<i>7.2.4 Bookmarks</i>	7.2.4.1	Bookmark a web page. Delete a bookmark.	Changed	7.2.2.1	Quality. Added delete a bookmark.
		7.2.4.2	Display a bookmarked web page.	Same	7.2.2.2	
		7.2.4.3	Create, delete a bookmark folder.	Changed	7.2.3.1	Quality Added delete.
		7.2.4.4	Add web pages to a bookmark folder.	Same	7.2.3.2	
7.3 Using the Web	<i>7.3.1 Forms</i>	7.3.1.1	Complete a web-based form using: text boxes, drop-down menus, list boxes, check boxes, radio buttons.	Same	7.2.1.4	Reworded for clarity
		7.3.1.2	Submit, reset a web-based form.	Changed	7.2.1.4	Split out for clarity
	<i>7.3.2 Searching</i>	7.3.2.1	Select a specific search engine.	Same	7.3.1.1	

CATEGORY	SKILL SET	REF.	Task Item	Status to V4.0	Original V4.0 Ref.	Rationale
		7.3.2.2	Carry out a search for specific information using a keyword, phrase.	Same	7.3.1.2	
		7.3.2.3	Use advanced search features to refine a search: by exact phrase, by excluding words, by date, by file format.	Changed	7.3.1.3	Reworded for clarity. Delimited by type of search.
		7.3.2.4	Search a web based encyclopaedia, dictionary.	New		Quality.
7.4 Web Outputs	<i>7.4.1 Saving Files</i>	7.4.1.1	Save a web page to a location on a drive.	Changed	7.3.1.5	Reworded for clarity. Removed txt, html reference.
		7.4.1.2	Download files from a web page to a location on a drive.	Changed	7.3.1.6	Reworded for clarity. Specific file references removed.
		7.4.1.3	Copy text, image, URL from a web page to a document.	Changed	7.3.1.4	Clarity. "Copy" instead of "Duplicate".
	<i>7.4.2 Prepare and Print</i>	7.4.2.1	Prepare a web page for printing: change printed page orientation, paper size, printed page margins.	Changed	7.3.2.2 / 7.3.2.3	Quality. Merged.
		7.4.2.2	Preview a web page.	Same	7.3.2.1	
		7.4.2.3	Choose web page print output options like: entire web page, specific page(s), selected text, number of copies and print.	Changed	7.3.3.1	Reworded for clarity. Removed 'specific frame'.

Section 2 Communication

CATEGORY	SKILL SET	REF.	Task Item	Status to V4.0	Original V4.0 Ref.	Rationale
7.5 Electronic Communication	7.5.1 Concepts/Terms	7.5.1.1	Understand the term e-mail and know its main uses.	Same	1.5.2.1	Quality. Used in Module 7 to build understanding.
		7.5.1.2	Understand the make-up and structure of an e-mail address.	Same	7.4.1.1	
		7.5.1.3	Understand the term short message service (SMS).	New		Quality. Currency.
		7.5.1.4	Understand the term Voice over Internet Protocol (VoIP) and know its main benefits.	New		Quality. Currency.
		7.5.1.5	Understand the main benefits of instant messaging (IM) like: real-time communication, knowing whether contacts are online, low cost, ability to transfer files.	New		Quality. Currency.
		7.5.1.6	Understand the concept of an online (virtual) community. Recognize examples like: social networking websites, Internet forums, chat rooms, online computer games.	New		Quality. Currency.
	7.5.2 Security Considerations	7.5.2.1	Be aware of the possibility of receiving fraudulent and unsolicited e-mail.	Changed	7.4.2.1	Quality
		7.5.2.2	Understand the term phishing. Recognize attempted phishing.	New		Quality. Currency
		7.5.2.3	Be aware of the danger of infecting the computer with a virus by opening an unrecognized e-mail message, by opening an attachment.	Changed	7.4.2.2	Quality
		7.5.2.4	Understand what a digital signature is.	Same	7.4.2.3	
7.5.3 e-mail Theory	7.5.3.1	Understand the advantages of e-mail systems like:	Changed	7.4.1.2	Clarity.	

CATEGORY	SKILL SET	REF.	Task Item	Status to V4.0	Original V4.0 Ref.	Rationale
			speed of delivery, low cost, flexibility of using a web-based e-mail account in different locations.			
		7.5.3.2	Understand the importance of network etiquette (netiquette) like: using accurate and brief descriptions in e-mail message subject fields, brevity in e-mail responses, spell checking outgoing e-mail.	Changed	7.4.1.3	Reworded for Clarity
		7.5.3.3	Be aware of possible problems when sending file attachments like: file size limits, file type restrictions (for example, executable files).	New		Quality.
		7.5.3.4	Understand the difference between the To, Copy (Cc), Blind copy (Bcc) fields.	New		Quality.
7.6 Using e-mail	<i>7.6.1 Send an e-mail</i>	7.6.1.1	Open, close an e-mail application. Open, close an e-mail.	Changed	7.4.3.1 / 7.4.3.3	Quality. Merged.
		7.6.1.2	Create a new e-mail.	Changed	7.5.3.1	Reworded for Clarity 'message' to 'e-mail'.
		7.6.1.3	Enter an e-mail address in the To, Copy (Cc), Blind copy (Bcc) fields.	Changed	7.5.3.2 / 7.5.3.3	Clarity. Combined.
		7.6.1.4	Enter a title in the Subject field.	Changed	7.5.3.4	Clarity.
		7.6.1.5	Copy text from another source into an e-mail.	Changed	7.5.4.2	Reworded for Clarity Changed 'Duplicate' to 'Copy'.
		7.6.1.6	Insert, remove a file attachment.	Changed	7.5.3.6	Quality. Added 'remove'.
		7.6.1.7	Save a draft of an e-mail.	New		Quality.
		7.6.1.8	Use a spell checking tool and correct spelling errors.	Changed	7.5.3.5	Clarity. Removed 'Delete repeated words'.

CATEGORY	SKILL SET	REF.	Task Item	Status to V4.0	Original V4.0 Ref.	Rationale
		7.6.1.9	Send an e-mail, send an e-mail with a low, high priority.	Changed	7.5.3.7	Clarity. Split out different options.
	7.6.2 <i>Receiving e-mail</i>	7.6.2.1	Use the reply, reply to all function.	Same	7.5.2.2	
		7.6.2.2	Forward an e-mail.	Changed	7.5.3.9	Clarity. Changed 'message' to 'e-mail'.
		7.6.2.3	Save a file attachment to a location on a drive and open the file.	Changed	7.5.1.3	Reworded for Clarity
		7.6.2.4	Preview, print a message using available printing options.	Changed	7.6.4.1 / 7.6.4.2	Clarity.
	7.6.3 <i>Enhancing Productivity</i>	7.6.3.1	Add, remove message inbox headings like: sender, subject, date received.	Changed	7.4.4.1	Clarity. Changed "such as" to "like".
		7.6.3.2	Apply a setting to reply with, without original message insertion.	Changed	7.5.2.2	Reworded for Clarity
		7.6.3.3	Flag an e-mail. Remove a flag mark from an e-mail.	Changed	7.5.1.1	Clarity. Changed 'message' to 'e-mail'.
		7.6.3.4	Identify an e-mail as read, unread. Mark an e-mail as unread, read.	Changed	7.5.1.2	Quality. Added 'Identify an e-mail as read, unread.
		7.6.3.5	Display, hide built-in toolbars. Restore, minimize the ribbon.	Changed	7.4.4.2	Currency. Include reference to ribbon.
		7.6.3.6	Use available Help functions.	Same	7.4.3.6	
7.7 e-mail Management	7.7.1 <i>Organize</i>	7.7.1.1	Search for an e-mail by sender, subject, e-mail content.	Changed	7.6.3.1	Reworded for Clarity 'message' to 'e-mail'.
		7.7.1.2	Sort e-mails by name, by date, by size.	Changed	7.6.3.4	Quality. Added by size.
		7.7.1.3	Create, delete an e-mail folder.	Changed	7.6.3.2	Quality. Added delete

CATEGORY	SKILL SET	REF.	Task Item	Status to V4.0	Original V4.0 Ref.	Rationale
		7.7.1.4	Move e-mails to an e-mail folder.	Changed	7.6.3.3	Reworded for Clarity
		7.7.1.5	Delete an e-mail.	Changed	7.6.3.5	Clarity. Changed 'message' to 'e-mail'.
		7.7.1.6	Restore a deleted e-mail.	Changed	7.6.3.6	Clarity. Changed 'message' to 'e-mail'.
		7.7.1.7	Empty the e-mail bin/deleted items/trash folder.	Changed	7.6.3.7	Clarity. Changed 'message' to 'e-mail'. Added trash folder.
	7.7.2 Address Book	7.7.2.1	Add contact details to an address book. Delete contact details from an address book.	Changed	7.6.2.2 / 7.6.2.3	Clarity. Merged and refined.
		7.7.2.2	Update an address book from incoming e-mail.	Same	7.6.2.4	
		7.7.2.3	Create, update a distribution list/ mailing list.	Changed	7.6.2.1	Quality. Included "update".