CAMBRIDGE NATIONALS
EFFECTIVE ASSESSMENT PRACTICES

ocr.org.uk/cambridgenationals

INTRODUCTION

This resource is for teachers who deliver and assess the Cambridge Nationals suite of qualifications. It gives further help and support on generating and submitting learner work for moderation. It also explains malpractice and how you can avoid this. Support for the examined units can be found in other documents on our website. Following this guidance will help us to moderate your work quickly and minimise the risk of incorrect results being issued.

Learners and teachers must follow the arrangements for assessing candidate's work covered in section 4 of the specification when creating and assessing moderated evidence for Cambridge Nationals. These arrangements adhere to the same good practice guidelines given in the JCQ Instructions for Conducting Coursework so if you are in any doubt about what's required for Cambridge Nationals and are more familiar with the JCQ coursework guidelines please click this link to see them in full:

www.jcq.org.uk/exams-office/coursework

We have provided examples of how to apply the OCR arrangements for internally assessed units from different subjects from the suite. However, the guidance provided is suitable for every Cambridge Nationals subject.

Download the relevant document wherever you see this icon.

BEFORE YOU START DELIVERY

1.
Download the OCR set-assignment before you start delivery of the preparational teaching. Each assignment has been designed to cover all the marking criteria requirements for each learning outcome. There is no need to produce additional evidence.

2.
Look at the Information for Teachers section. This will confirm whether you can contextualise any part of the assignment and explain what to be aware of if you decide to do this. We restrict what can be changed because some changes may mean learners cannot access all the marks; some changes may constitute over-direction and therefore malpractice. If you have contextualised the assignment please make sure you provide a copy of the assignment for your moderator to see (at the visit or with your postal/ electronic submission of work).

EXAMPLE
Cambridge Nationals in ICT
Unit R007 ICT creating dynamic products using sound and vision

Permitted changes:

The set assignment can be modified in terms of the areas described below but centres must be sure that learners still have the opportunity to cover all of the learning outcomes and to access the full range of marks:

- the learner's assignment, which can be contextualised or amended to suit local needs. This could involve more specific detail on the local context (eg the name of the area and any current or recent tourism-related promotional activity). It could also substitute the tourism-related dynamic product for something else (for example a school requiring a dynamic product to inform new students). However, it must be ensured that all learners have adequate time and opportunity to produce all evidence required by the assignment tasks.

Our centre is in Cornwall – could I change this to the Eden Centre?

Absolutely – this is also likely to make this assignment more accessible to your learners.

EXAMPLE
Cambridge Nationals in Creative iMedia
A DVD cover for 'Energy Matters'

Scenario

Your client is producing a new film and needs to begin the development of the **DVD cover**. **The title of the film is 'Energy Matters'** and it is about the World's demand for energy in the year 2020. The film is expected to be given a Certificate 12 rating when released. The DVD cover produced must be a single piece of digital graphic artwork that includes front cover, back cover and the spine.

A high quality file for print purposes must be created together with a low resolution version suitable for use on a website. The website version will be used for promotion and will be 400 pixels wide to fit the web page layout.

> **Could I change the title and theme of the film?**

> *Yes, because this does not affect learners achievement of the assessment criteria.*

> **Could I ask them to produce a poster instead of a DVD cover?**

> *This change needs care as learners need to show that they can produce items that fulfil a client brief. The original OCR-set assignment details requirements about the resolution and size – if the amended assignment does not give the same level of detail then learners will not be able to access all the marks available.*

EXAMPLE
Cambridge Nationals in ICT
Unit R005

Produce a design specification for your interactive multimedia product. This specification should include the following:

*The **software** you intend to use to create the product, the software needed by the client to run your final product, and the reasons for your choices.*

> **Could I give a list of software for my learners to choose from?**

> *No, because this will give too much assistance to the learners. The marking criteria for R005 require the learner to select the software they want to use to create a product. We would consider a list of software as re-teaching as it does not provide candidates with the opportunity to select the software.*

3.

Make sure you are familiar with the requirements of the marking criteria. There are many sources of help for teachers including sample portfolios, videos, Lead Moderator's reports and FAQs. We also offer live online training events and webinars which provide the opportunity to get replies to your questions (for further details click here), or you can email specific questions into us: vocational.qualifications@ocr.org.uk. We suggest you do this well before you start the assignment with your learners. But please remember that sample portfolios are to help teachers assess accurately. Learners should not be given access to them as we have seen examples of learners copying the work for their assessment which is classed as plagiarism.

┌─ **TOP TIP** ─────────────────────────┐

The use of eg *in specifications means that it is illustrative and learners do not necessarily need to include all of these in their work for the final assignment. So, though learners are asked to source assets 'eg graphics, sound, video, animation, navigation, buttons/icons' (Unit R087 IMedia), they don't need to include all of these assets, even to achieve the highest mark band because the product they choose to produce will determine the assets they use.*

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4.

Check carefully before providing forms or templates for learners to complete – in general this is to be avoided. Often, the marking criteria require learners to decide how they should approach a task themselves. A pre-populated template may mean a teacher over-directs the learner. Here are some examples of this:

EXAMPLE
Cambridge Nationals in ICT
Unit R006

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1 b Source and store components for inclusion in your digital image solution, taking account of any relevant legislation.

Make a **list** of all the components you have stored.

Explain why you have chosen each component and explain the legal implications of using each of them in your solution.

Could I provide a template that looks like this for learners to complete?

Component (What the component shows, include a screenshot of the image)
Source (Where I got this image from)
Date accessed (When I found it)
Reasons for selection (Why I have chosen this)
Success criteria (Give the success criteria number)
Legislative constraints (What should I consider relating to copyright etc)

No, because the text highlighted informs the candidate what an example of a legislative constraint might be (which is what the candidate must demonstrate).

Marks cannot be awarded to a learner unless work has been completed independently.

EXAMPLE
Cambridge Nationals in ICT
Unit R008

'The Evidence that you need to produce for this task is:

• an analysis of the problem with the inputs, processing and outputs required

• an algorithm and success criteria for the program that meet the user requirements

• your recommendation of programming language and justification of your choice.

TOP TIP

Where it is normal for industry standard documents to be used eg story boards or test tables, learners may use these provided they have found the template for themselves (this may include templates provided during delivery of teaching). If learners use their own templates, then teachers must note this on the URS or on the evidence itself eg "template found by learner, not provided by teacher".

Make sure that learners are aware that a template created by someone else may not completely meet all the marking criteria requirements.

Can I break this task down further for my learners?

Yes- you could do this – for example

You must produce:

Analysis of the problem showing inputs, processing and outputs required

• the algorithm

• success criteria

• recommendation of programming language with justification.

Could I provide a table with some headings and descriptions in order for them to create success criteria?

No – this would be too much assistance because the unit requires learners are taught how to identify success criteria and your suggestion would be re-teaching them how to do it.

For example, ICT R003

The OCR task states

"Create a spreadsheet model that will allow you to store details of the products and customers and to create invoices…."

• Open Excel

• Create a new spreadsheet

• Create the column headings using the headers from the Customer List

This is too much assistance as it is translating the tasks into sequential instructions.

WHILST LEARNERS ARE COMPLETING THEIR ASSIGNMENT

1.
Preparational teaching should be just that. This should cover the skills, knowledge and understanding learners will need to draw on to complete their individual assignments. It should not take learners through the assignment step-by-step as this does not show they are able to complete the task by themselves. OCR set-assignments should not be used for formative assessment.

2.
Give learners a copy of the set assignment, the specification and marking criteria for the unit. This will enable them to check that their work contains all the required contents.

3.
Learners must be supervised when writing up evidence. Remember, every learner and teacher will be asked to complete a declaration confirming it is the learner's own work. Effective supervision will help you to be more confident that the work is the learner's own.

> **TOP TIP**
>
> *This supervision doesn't just relate to research or written work but other products learner's produce such as video or photographs. Sufficient supervision means that as a teacher you are confident that a learner has produced the evidence by themselves. It means that photographs taken by a learner whilst on holiday to illustrate a specific skill in taking photographs, for example, cannot be accepted because this would not be done in supervised conditions.*

4.
Make sure that feedback given to learners is generic rather than providing specific guidance to an individual about how to improve the evidence. Learners can redraft and resubmit evidence but this must be done without overdirection. Your feedback should inform the learner of what you've noticed, not what you think (for example if you have observed the learner completing a task you can describe what happened, what was produced and what was demonstrated). Your feedback can:

- identify that the learner has not met the command verb. For example, 'This is only a description, not an evaluation'

- identify what area of work could be improved but not detail how to improve it. You can remind learners about what they were taught but not how to apply it to improve the work.

Your feedback cannot give an unfair advantage to one or some learners over others who are taking the same qualification whether they are in your school/college or not. It must not:

• be so detailed that it provides a step-by-step guide on what to do and how to do it

• coach the learner on how to achieve or complete the task

• provide detail on where to find information/evidence.

EXAMPLE

Cambridge Nationals in ICT

Unit R006 – Learners are asked to create a digital image to promote their local area

It is important that, before you start to create your entry, you have thought about the competition requirements.

1 **Produce a specification for your competition entry to include: …**
   – success criteria

LEARNER:

My success criteria are:

• *To promote Barrow-in-Furness*

• *To source a range of images I can use in my final image*

• *The final image must be A4 size*

• *To be creative.*

FEEDBACK:

The success criteria should be measurable, how are you going to measure that you have met these criteria? You need to consider the title of the competition, and make all the criteria specific to the image you are going to create for the competition. Please add some more measurable success criteria before handing in the final work.

Could I give feedback like this?

No, this gives to much assistance to the learner with guidance about specific edits. Feedback could be expressed like this: "Consider whether these criteria are detailed enough for you to later measure whether you have been successful."

5.

Look at our guidance on completing witness statements. These need to describe what the individual candidate did and how this meets the assessment requirements. Some units have witness statements specifically designed for that unit – you should use these where they are available as they will help you to capture the right evidence.

EXAMPLE

Cambridge Nationals in Business and Enterprise

Unit R063 – Setting up and running an enterprise

Model Assignment 1, Task 3. Some tasks are required to be completed by the individual and some as a group. **As a team**, the learners are required to produce a business plan for the enterprise activity, and for this task most learners will complete a section of the business plan. There are no additional marks for a learner who completes a full business plan. Also, each learner is required to show evidence of using project planning tools and also to provide evidence of using written, verbal and remote communication.

> *As learners have worked as a team can I write the same witness statement for everyone?*

> *No, it's not appropriate because a witness statement has to describe what the individual did and/or what you noticed they did.*

6.

If group activities are required, make sure you can identify what each individual did rather than the whole group otherwise each individual cannot have marks awarded to them.

EXAMPLE

Cambridge Nationals in Business and Enterprise

Unit R063 – Setting up and running an enterprise

Model Assignment 1, Task 3. Some tasks are required to be completed by the individual and some as a group. **As a team**, the learners are required to produce a business plan for the enterprise activity, and for this task most learners will complete a section of the business plan. There are no additional marks for a learner who completes a full business plan. Also, each learner is required to show evidence of using project planning tools and also to provide evidence of using written, verbal and remote communication.

> *The team has written minutes of their planning meetings – can I use this as evidence of written communication for everyone in the team?*

7.

Ensure that your learners don't plagiarise from others (inadvertently or otherwise). Frequently this is because text has been directly copied (eg from a web page or text book) and no source is attributed. A direct quote is often not required and learners would be better putting the content in their own words.

> *No, because it is not clear how much contribution each individual has made. However, it would be good evidence of written communication skills for the individual who created the minutes. A better way to evidence this would be to ensure that each team member has a chance to individually create a written document.*

TOP TIP

If a learner's work contains these features it often indicates that work has been plagiarised from an external source (most frequently a web page):

- *Americanised spelling of words e.g. organized.*
- *Changes in style of language*
- *Hyperlinks and footnote indicators*
- *Screen shots containing organisation names*
- *Changes in font type and/or formatting.*

Learners may also plagiarise work from other learners (copying and collusion). Make sure every learner is aware of your institution's policy and the difference between group work and individual evidence. If a learner's work contains these features it often indicates work has been plagiarised from another learner's work:

- *Screen shots containing other learners' names*
- *Pages in evidence which show other learners' names*
- *Names of other learners removed by correction fluid or blacked out in an attempt to conceal the work's origin*
- *Paragraphs of identical text including where identical grammatical or spelling errors are present.*

Here are some examples of plagiarism:

User experience design and interactive design

User understanding of the content of a website often depends on user understanding of how the website works. This is part of the user experience design. User experience is related to layout, clear instructions and labeling on a website. How well a user understands how they can interact on a site may also depend on the interactive design of the site. If a user perceives the usefulness of the website, they are more likely to continue using it. Users who are skilled and well versed with website use may find a more distinctive, yet less intuitive or less user-friendly website interface useful nonetheless.

This text has been taken from a Wikipedia article. The only changes to the text have been to remove some words. There is no attribution of the source and it is not in quote marks. This text stands out as it has hyperlinks and an americanized spelling.

User experience design and interactive design

User understanding of a website often depends on a user understanding of how the website works. This is called the user experience design.

User experience is related to
- layout
- clear instructions
- labelling on a website.

How well a user can interact on a site may also depend on the interactive design of the site. If a user think a website is easy, they are more likely to continue using it. Users who are skilled and well versed with website may find a more distinctive, yet less meaning or less user-friendly website interface useful nonetheless.

This text looks slightly different from the original but has had only very minor changes and the addition of bullet points. The text does not read properly.

User experience design and interactive design

"User understanding of the content of a website often depends on user understanding of how the website works. This is part of the user experience design."

This text has been put in quote marks but no reference has been provided.

User experience design and interactive design

User design includes lots of factors. These include layout, clear instructions and how parts of a website are labelled.

The information needed to write this paragraph has been taken from this source but this is clearly expressed in the learner's own words (even though some words are the same).

8.
Learners must complete their work individually without teacher assistance. There are a very limited number of occasions where limited teacher assistance is allowed to in order to allow candidates to progress onto later tasks – this is clearly specified in marking criteria. Where assistance is provided, credit can only be given for tasks that a candidate has completed indivudally. All assistance must be recorded on the URS, otherwise it will be reported as suspected malpractice.

ASSESSING EVIDENCE

1.
Moderators need to understand the justification for your assessment decisions. Effective completion of the URS form will help to do this and reduce the amount of annotation you will need to do on the learner's evidence.

2.
Read the Marking Criteria Glossary of Terms at the back of each specification. Use this information to support your assessment judgements.

3.
If there are two or more teachers assessing a unit, internal standardisation must take place. Full guidance is given in each specification. If an individual piece of evidence is internally standardised, make sure you tick the appropriate box on the URS form.

MAKING SURE EVIDENCE IS READY FOR MODERATION

1.
Make sure evidence is complete and can be viewed by the Moderator.

- treasury tag multiple sheets together with the URS at the front

- Provide electronic files where this is the best form of evidence (for example spreadsheets). If submitting postally save this to a memory stick or CD

- Check electronic files can be opened and presented as the learner intended. Common issues include missing sound and video in Powerpoint presentations, or links to files on the centre's network that a moderator cannot access

- Ensure every sheet has the learner's name on and is page numbered

- Ensure screenshots etc are legible and no evidence has been truncated.

TOP TIP

A list of file types Moderators will be able to review is included in Appendix C of the Specification.

TOP TIP

If exporting a Powerpoint file which has sound and video, select the 'CD export' option to ensure they are included in the final file.

TOP TIP

1 *As a rough guide restrict screen shots to 2 per page.*

2 *On a PC screenshots can be enlarged by:*
- *clicking the mouse on the screenshot – small squares will appear on the outside of the image*
- *hovering the mouse over the square at the bottom right hand corner of the screenshot – a two headed arrow will appear*
- *holding the left hand mouse button down, making the screenshot bigger.*

2

Complete a URS in full for each learner (see example). It should include demographic details, referencing of the evidence and comments about the assessment which show why the mark was awarded.

TOP TIP

It helps our Moderators if centres also provide the version of the software as it is important for Access, and in some cases Excel, where the functionality of the product can change.

OCR
RECOGNISING ACHIEVEMENT

ICT

OCR J800/J810/J820 Unit R002 Level 1/Level 2
Cambridge Nationals Award/Certificate/Diploma in ICT
Unit Recording Sheet

Please read the instructions printed at the end of this form. **One** of these sheets, suitably completed, should be attached to the assessed work of **each** candidate.

Unit Title	Using ICT to create business solutions		Unit Code	R002	Session	January	Year	2017
Centre Name	A Centre				Centre Number		11111	
Candidate Name	Candidate JB				Candidate Number		1111	

Criteria			Teacher Comments	Mark	Page No.
LO1: Be able to use techniques to search for, store and share information					
MB1: 1 - 6 marks	**MB2: 7 - 11 marks**	**MB3: 12 - 15 marks**	There are screenshots in Task 6 but best to look at the folders electronically. All files are in relevant folders apart from the search document, which is in Task 1 rather than Task 2. Folder and file names allow J to access his files easily but they would not always be obvious to another person. There is no backup although he has written about it. There are no versions. MB2.		
Produces **a basic** system to store electronic files, in which ○ **some** folders have meaningful names ○ **some** files are saved in an appropriate file type with meaningful names ○ **some** files are stored logically within the folder structure.	Produces **a sound** system to store electronic information, in which ○ **most** folders have meaningful names ○ **most** files are saved in an appropriate file type with meaningful names ○ **most** files are stored logically within the folder structure.	Produces a well structured, logical system to store electronic information, in which ○ **all** folders have meaningful names ○ **all** files are saved in an appropriate file type with meaningful names and, where appropriate, versions of file(s) are clearly identified ○ **all** files are stored logically within the folder structure.	'Task 1/email document' - Email coverage is good - send, receive, reply, forward, CC/BCC, attachments, priority, signature, auto-response, folders - just missing groups. Some awareness of basic etiquette shown but this is very brief. Nothing is thorough - MB2.	10	4- 9
Demonstrates a **limited** understanding of the most common tools and features of email software.	Demonstrates a **sound** understanding of the most common tools and features of email and some understanding of the more advanced features of email software. Demonstrates **some** awareness of email etiquette.	Demonstrates a **thorough** understanding of the common and advanced tools and features of email software. Demonstrates a **thorough** understanding of email etiquette.	'Task 1/Advanced searches' and 'Task 2/sources sheets' - need to enlarge the screenshots. Two searches using AND, but these are not good enough for MB3. Reasonable key words chosen though plurals are used - just MB2. URLs are provided in the sources files and some copyright holders but also some confusion - thinks there is no copyright on Transformers cover and is confused by 3rd party (IMDb) - this is not MB2.		
Enters **basic** search criteria into a search engine to find appropriate information which partly meets the specified requirements, and records **limited** information on the Copyright holder(s) of the information found.	Enters **sound** search criteria into a search engine to find appropriate information which largely meets the specified requirements, and records the Copyright holder(s) of the information found with **some** accuracy but not **all** the required details.	Enters **effective** search criteria into a search engine to find appropriate information, which fully meets the specified requirements, and records the Copyright holder(s) of the information found accurately and **thoroughly**.	With the first two sections good MB2 and the last one just failing on copyright I think the top end of MB2 is appropriate.		
[1 2 3 4 5 6]	[7 8 9 10 11]	[12 13 14 15]			

URS132i Devised September 2012   **R002/URS**

Oxford Cambridge and RSA Examinations

Use the Glossary of Terms which is in each specification to help you with intepreting key words such as 'sound' (this means 'valid, logical, shows the learner has secured relevant knowledge/understanding').

If the evidence is in electronic format then the correct file name(s) should be detailed in the column headed 'Teacher Comments'.

The work has been referenced accurately which will help the Moderator to confirm the assessment decisions made by the teacher.

The comments clearly show the reason for awarding the marks given. Teachers could also highlight the relevant statement in the grading criteria. If there is any work in the portfolio for which no credit has been given, the reason why should also be in the 'Teacher Comments' section.

TOP TIP

If you are using the Visiting Moderation option, please ensure that an additional copy of the completed URS for the selected sample is available to the moderator on the day of the visit.

3.

Check the totalling of the marks awarded for each LO on the URS and that the total mark awarded for each unit is correctly transferred to the MIS system for submission via A2C or entered onto OCR's Interchange.

TOP TIP

If the electronic version of the URS form is used, remember to press the Enter key when the final LO mark(s) have been entered to ensure the recorded marks are calculated accurately.

4.

Complete candidate and centre authentication forms. One is for the teachers/assessors to sign, located at: ocr.org.uk/Images/104242-centre-authentication-form-ccs160-interactive-.pdf

• One is the Candidate Authentication Statement. This can be found at: ocr.org.uk/Images/15535-candidate-authentication-statement.pdf

These should not be sent to the Moderator or OCR unless requested.

TOP TIP

Please don't send all of the work that a learner has produced whilst studying for this qualification. Only send the evidence required by the set assignments. This saves our Moderators time and will save you postage.

SUBMISSION OF EVIDENCE

1.
Meet the deadline dates for submission of marks – they are the same every year. For Postal Moderation (Entry Code 2) and Repository (Entry Code 1) are:

• 10 January for the January series;

• 15 May for the Summer series;

• 5 November for the November series.

2.
For visiting moderation the dates are

• 10 December for the January series;

• 31 March for the Summer series.

3.
If using the repository each file name should begin with the learner number. Find more detailed guidance at: ocr.org.uk/ocr-for/teachers/ocr-repository/

4.
Files submitted to the repository must be under 20MB. If file sizes exceed this please speak to our Customer Contact Centre for guidance.

5.
Send work promptly (within 3 days) to your Moderator once you've received the sample request. (Clearly there is a different process if you have opted for visiting moderation.) If you are not using the repository we advise you to use trackable post. If a requested piece of work has been lost you must submit a Special Consideration form.

DEALING WITH AND REPORTING MALPRACTICE

Before the Candidate Authentication Statement is signed:

If you have identified that a learner has committed malpractice, you should follow your own internal centre procedures. You should reduce the mark awarded for the relevant marking criteria. The action taken and the reasons why the mark was reduced should be explained on the learner's URS. The marks should then be submitted to OCR.

After the Candidate Authentication Statement and Centre Authentication Forms are signed:

The head of centre must follow the procedures set down in section 2.5 of the JCQ instructions for Malpractice, this can be found here: jcq.org.uk/exams-office/malpractice

How OCR will deal with suspected malpractice:

If the malpractice is not identified and dealt with at the centre then our Risk and Compliance team will follow OCR's malpractice procedure. The most common reasons for cases are reported are:

• Overdirection by a teacher

• Plagiarism or copying and collusion

• Not using an OCR-set assignment

Some cases may involve the Malpractice Committee at OCR. The role and responsibility of this committee can be found in section 8 of the JCQ instructions for Malpractice. This can be found here at: jcq.org.uk/exams-office/malpractice

The sanctions which can be applied if the malpractice report is agreed with can be found in Section 9 and Appendices 4 and 5 of the JCQ instructions for Malpractice. This can be found here at: jcq.org.uk/exams-office/malpractice

For more information visit
ocr.org.uk/cambridgenationals
or call our Customer Contact Centre on
02476 851509

Alternatively, you can email us on
vocational.qualifications@ocr.org.uk

Cambridge Assessment

OCR

Oxford Cambridge and RSA