Model Assignment

Issued January 2008

OCR Level 2 Nationals ICT

Unit 8: Technological innovation and e-commerce

Please note:

This OCR model assignment may be used to provide evidence for the unit above. Alternatively, centres may wish to adapt this assignment or devise their own assignment for the purposes of assessment. It is the centre's responsibility to ensure that any adaptations made to this assignment allow candidates to meet all the assessment objectives and provide sufficient opportunity for candidates to demonstrate achievement across the full range of grades.

The scheme codes for these qualifications are:

OCR Level 2 National First Award in ICT   06324

OCR Level 2 National Award in ICT   06325

OCR Level 2 National First Certificate in ICT   06299

OCR Level 2 National Certificate in ICT   06276

The QCA Accreditation Number for this unit is:

Unit 8: Technological innovation and e-commerce   H/500/2228

This OCR model assignment remains live for the life of these qualifications.

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Guidance For Centres

1 General

1.1 OCR model assignments are issued free to centres on approval and are available to download from our website: www.ocr.org.uk.

1.2 Centres may choose to:

- use OCR model assignments for formal summative assessment of candidates
- tailor OCR model assignments for formal summative assessment of candidates
- use OCR model assignments as a benchmark for devising their own assignment.

1.3 This assignment has been designed to meet the full assessment requirements of the unit. Candidates will need to take part in a planned learning programme that covers the underpinning knowledge and skills of the unit.

2 Before carrying out the assignment

2.1 Candidates should be provided with a copy of the *Candidate Information* section of this booklet.

2.2 Candidates may carry out preparations prior to undertaking the tasks; there is no time limit for this.

3 When completing the assignment

3.1 Candidates should be allowed sufficient time to complete all of the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual candidates. It is suggested that evidence is produced in several sessions.

3.2 Each candidate must produce individual and authentic evidence for each task within the assignment.

3.3 Centre staff may give support and guidance to candidates. This support and guidance should focus on checking that candidates understand what is expected of them. It is not acceptable for tutors to provide model answers or to work through answers in detail.

3.4 Candidates may use information from any relevant source to help them with producing evidence for the tasks.

3.5 It is acknowledged that candidates in their responses may refer to situations in the scenario but as the scenario is fictitious this does not break any rules of confidentiality.

However, candidates must be guided on the use of information from other sources to ensure that confidentiality is maintained at all times.

4 After completing the assignment

4.1 Candidates' evidence is assessed by the centre's assessor against the qualification specification contained in the Centre Handbook. When grading candidates' work centres **must** use the grading descriptors in the unit. For further information about assessment please refer to the section on Assessment and Moderation in the Centre Handbook.

4.2 Assessors' decisions should be quality assured across the centre through internal moderation. For further information about internal moderation please refer to the section on Assessment and Moderation in the Centre Handbook.

5   Presentation of work

5.1   Candidates may use the *Candidate Checklist* provided to ensure that they submit evidence for ALL tasks. They can do this by using the *Candidate Checklist* as a contents page inserting references/page numbers in the boxes provided.

5.2   Centres may wish to discourage candidates from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage candidates to present their work so that it is easily accessible, eg spiral bound, stapled booklet, treasury tag.

6   Acceptable evidence

6.1   For guidance on generation and collection of evidence please refer to the section on Assessment and Moderation in the Centre Handbook.

7   Reworking the assignment

7.1   If candidates do not meet the minimum PASS requirements for the assessment objectives, further work will be required.

7.2   Tutors may give feedback to candidates to support and guide them in producing evidence to the required standard.

Notes For Tutors

Introduction to the Tasks

The tasks have been designed to enable candidates to demonstrate their knowledge and understanding of technological innovation and e-commerce.

The tasks have been designed so that all of the assessment objectives in Unit 8 are addressed.

These guidance notes should be used in conjunction with the unit specification and Centre Handbook.

The Tasks

Candidates will not be penalised for their choice of software but must be able to carry out all the tasks required to meet the expectations of the grading grid.

Candidates should be encouraged to use the correct technical terminology in all the reports/descriptions produced for this unit. Whilst some errors will not prevent a candidate passing the unit, for higher levels correct terminology will be expected. In addition, higher level candidates will produce more considered reports rather than, for example, one example of a benefit and/or limitation as would be expected for pass candidates).

Task 1:   Identify the effects of ICT on the individual

Assessment Objective 1

Candidates must describe how technology from at least three of the categories listed in the Knowledge, Understanding and Skills of the unit specification is used by the individual, suggesting benefits and disadvantages. To achieve the Merit or Distinction levels for this assessment objective, candidates must consider four or five of the categories, respectively. 'The individual' may include the candidate's own experiences if appropriate.

It should be noted that covering three technologies within one category will not meet the requirements of the grading grid for a Pass level. Candidates may want to cover multiple items from one category but **must** ensure that the required range of categories is still covered.

Teachers may wish to advise candidates to complete parts A and B of this task together for each technology chosen.

Task 2:   Describe an innovation in ICT

Assessment Objective 2

Digi-Teen Magazine wants to run a feature on a specific innovation in ICT. The candidate, along with the other journalists, has been asked to prepare a presentation on a chosen innovation to deliver to the editorial group next week. This will allow them to decide which one to cover in the next edition of the magazine.

Candidates will identify one innovation in ICT and describe its purpose, consider whether the purpose is met, how it works and the benefits and limitations of the identified innovation. The innovation studied should be relatively new, easily researched and easily understood by the candidates. For example, the introduction of computers into an office environment is not a suitable topic of study.

Specific examples of suitable innovations are difficult to give as the nature of the unit means that there will always be new developments superseding any that are detailed in a printed document. However, in 2007 suitable examples might include:

- mobile phone technologies

- TV on demand

- GPS systems

- new broadband technologies/wi-fi.

Task 3: Investigate how e-commerce has affected the way people buy goods and services

Assessment Objective 3

Having looked at ICT in general and one specific innovation, candidates have now been asked to research and write an article about how e-commerce has affected the way people buy goods and services. This will form part of a glossy pullout section in the special Christmas edition of Digi-Teen Magazine.

Candidates must give a definition of e-commerce and for higher levels examples must be provided. Candidates must provide reports on how e-commerce has affected the way the consumer buys goods and services, and, as a minimum, the key points of choice, convenience and cost must be covered in their reports. Candidates may wish to give their own impressions, but higher levels may be secured where further research is carried out (eg consumer surveys). It may also be possible to gain an insight into the benefits of using such websites through contact with e-commerce businesses. In some cases, candidates may already have some experience of using such sites themselves. This may prove to be very useful in providing accurate and detailed descriptions of the websites' functionality.

Task 4: Investigate one e-commerce website

Assessment Objective 4

As part of the special pullout section, candidates have been asked to investigate one e-commerce website. The aim of doing this is to show people unfamiliar with using e-commerce what it is all about and how it works.

Candidates must identify one e-commerce website and its purpose and audience. Annotated screenshots describing the different e-commerce features must be provided. The accuracy of these descriptions acts as a grade differentiator and candidates should be encouraged to research their chosen e-commerce website thoroughly and record their observations accurately.

Centres may provide candidates with a list of appropriate website addresses, although there are advantages in allowing them to select their own site, as this will allow them to choose an e-commerce area that may be of more interest to them.

Task 5:   Understand legal and moral issues in the digital age

Assessment Objective 5

Candidates have been asked to produce a simple guide to help the teenage readers of the magazine better understand both legal and moral issues related to living in the digital age.

Candidates must demonstrate their understanding of computer legislation and moral issues in the digital age. At least one example must be provided to illustrate this; more examples allow candidates to access the higher levels.

Additional relevant computer legislation/moral issues can be covered – candidates are not limited to those listed in the Knowledge, Understanding and Skills section of the unit specification; these are just examples.

Model Assignment: Candidate Information

OCR Level 2 Nationals in ICT

Unit 8: Technological innovation and e-commerce

CANDIDATE NAME:

General Information for Candidates

Q   *Do I have to pass this assignment?*

A   Yes. You must pass this assignment to achieve the full qualification.

Q   *What help will I get?*

A   Your tutor will help you when completing the OCR model assignment and will make sure that you know what resources/facilities you need and are allowed to use.

Q   *What if I don't understand something?*

A   It is your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.

Q   *Can I copy other people's work?*

A   No. The work that you produce must be your own work and you may be asked to sign a declaration to say that the work is your own. You should never copy the work of other candidates or allow others to copy your work. Any information that you use from other sources, eg books, newspapers, professional journals, the Internet, must be clearly identified and not presented as your own work.

Q   *Can I work in a group?*

A   Yes. However, if you work in a group at any stage you must still produce work that shows your individual contribution.

Q   *How should I present my work?*

A   You can present your work in a variety of ways, eg hand-written, word-processed, on video. However, what you choose should be appropriate to the task(s). For some work, eg presentations, coaching sessions, role-play, work experience, you will need to provide proof that you completed the task(s). A witness statement or observation sheet could be used for this. If you are unsure, check with your tutor.

Q   *When I have finished, what do I need to hand in?*

A   You need to hand in the work that you have completed for each task. Do not include any draft work or handouts unless these are asked for. When you hand in your work make sure that it is labelled, titled and in the correct order for assessing.

Q   *How will my work be assessed?*

A   Your work will be marked by an assessor in your centre. The assessor will mark the work using the assessment objectives and the grade descriptors in the qualification specification.

Scenario

Digi-Teen Magazine

Digi-Teen Magazine is celebrating its fifth year of publication. Founded by two university students, it aims to bring technology to the masses. Complicated ideas and new developments in ICT are explained in simple language so that they are accessible to as many people as possible.

The main target audience for the magazine is teenagers, although many adults also read it due to its excellent reports into everyday ICT equipment. The magazine is made up of reviews, competitions, 'Best Buys' and articles looking at life in the 21st Century. The magazine regularly has pull-out sections focusing on one specific area – previous pull-outs have covered digital photography, the Internet, what the future holds for ICT and a comparison between life in 1906 and 2006.

As one of the journalists working for Digi-Teen Magazine, you have been asked to investigate and research hardware, software and concepts that some people find difficult to understand. You will then present them for this target audience.

The magazine recently won an industry award for helping teenagers better understand the digital world in which they live.

Tasks

Task 1: Identify the effects of ICT on the individual

Assessment Objective 1

In this task, you will look at different categories of technology and describe/explain the effects of ICT on individuals. You will identify how the specific technology is used, its benefits and disadvantages. Where possible, you should base this on your own use of the technologies listed.

A   Produce a report for the next edition of the magazine describing how technology is used by individuals. The editor has provided you with the following list of possible technologies to investigate to get you started. They have asked you to cover at least one item from at least **three** different categories:

- internet (eg. email, www, messenger, chat rooms)

- communication (eg mobile phone, video phone, video conferencing, information points)

- entertainment (eg games console, MP3 player, digital TV)

- mobile access (eg laptop, PDA, wi-fi, WAP)

- data capture (eg digital camera, voice recorder, scanner)

- financial transactions (eg ATM, EPOS, smart card).

To achieve Pass level you must cover at least three different categories.

To achieve Merit level you must cover at least four different categories, using the correct terminology most of the time.

To achieve Distinction level you must cover at least five different categories, explaining them in detail. You also need to use the correct terminology throughout.

(This could be evidenced by creating a word-processed document or a DTP document).

B   For each of the technologies covered, provide a range of benefits and disadvantages of using them for the individual.

To achieve Pass level you must suggest some benefits and disadvantages for each technology covered in part A.

To achieve Merit level you must give a range of benefits and disadvantages.

To achieve Distinction level you must give a wide range of benefits and disadvantages.

(This could be evidenced by creating a word-processed document or a DTP document.)

Task 2: Describe an innovation in ICT

Assessment Objective 2

Digi-Teen Magazine wants to run a feature on a specific innovation in ICT. You and the other journalists have been asked to prepare a presentation on a chosen innovation to deliver to the editorial group next week. This will allow them to decide which one to cover in the next edition of the magazine.

To achieve Pass or Merit levels you only need to complete part A .

A Identify a relatively new innovation in ICT and investigate it. Describe its purpose, how it works and its benefits and limitations.

To achieve Pass level you need to describe briefly its purpose, how it works and at least one benefit and one limitation.

To achieve Merit level you must describe its purpose, how it works and a range of benefits and limitations, using the correct terminology most of the time.

To achieve Distinction level you must give detailed descriptions of its purpose, how it works and a range of benefits and limitations, using the correct terminology throughout.

(This could be evidenced by creating a slide presentation or a word-processed document.)

B Give a detailed description of the extent to which the innovation achieves its purpose.

(This could be evidenced by creating a slide presentation or a word-processed document.)

Task 3: Investigate how e-commerce has affected the way people buy goods and services

Assessment Objective 3

Having looked at ICT in general and one specific innovation, you have been asked to research and write an article about how e-commerce has affected the way people buy goods and services. This will form part of a glossy pullout section in the special Christmas edition of Digi-Teen Magazine.

A Give a definition of e-commerce.

To achieve Pass level you need to give a brief definition of e-commerce.

To achieve Merit level you should give a definition using examples, with the correct terminology used most of the time.

To achieve Distinction level you must give a detailed definition using examples, with the correct terminology used throughout.

(This could be evidenced by creating a word-processed document or a DTP document)

B Explain how e-commerce has changed the way people buy goods and services, giving examples. Consider the following specific areas of interest for the article:

- choice
- convenience
- cost
- location
- flexibility.

To achieve Pass level you must cover choice, convenience and cost, giving at least one example.

To achieve Merit level you must cover choice, convenience, cost, location and flexibility. You must give relevant examples and use the correct terminology most of the time.

To achieve Distinction level you must also give detailed explanations and give a range of relevant examples. You must use the correct terminology throughout.

(This could be evidenced by creating a word-processed document or a DTP document, possibly containing screenshots.)

Task 4:   Investigate one e-commerce website

Assessment Objective 4

As part of the special pullout section, you have been asked to investigate one e-commerce website. The purpose of doing this is to show people unfamiliar with using e-commerce what it is all about and how it works.

To achieve Pass and Merit level you need only complete parts A and C.

A   Identify the e-commerce website (eg. booking system, auction site, commercial website selling products/services, digital download site) you are going to investigate. Identify the purpose and audience of the website.

   To achieve Pass level you must identify the website and its purpose and audience.

   To achieve higher levels you should also use the correct terminology.

   (This could be evidenced by creating a word-processed document, a DTP document or a slide presentation, possibly containing screenshots.)

B   Describe the extent to which the site you are investigating meets its aim. Give examples to illustrate this. (Distinction only)

   (This could be evidenced by creating a word-processed document, a DTP document or a slide presentation, possibly containing screenshots.)

C   Use annotated screenshots to describe the e-commerce features of the website you are investigating.

   To achieve Pass level you need to describe some of the e-commerce features.

   To achieve Merit level you must give an accurate description of a range of e-commerce features, using the correct terminology most of the time.

   To achieve Distinction level you must give detailed descriptions of a range of e-commerce features, using the correct terminology throughout.

   (This could be evidenced by creating a word-processed document, a DTP document or a slide presentation, containing annotated screenshots.)

Task 5:   Understand legal and moral issues in the digital age

Assessment Objective 5

To help the teenage readers of the Digi-Teen Magazine better understand both legal and moral issues related to living in the digital age, you have been asked to produce a simple guide for them to use.

A   Using at least one example, investigate current, relevant computer legislation and present this in an easy-to-understand way. It has been suggested by the editor that you might consider:

- Data Protection Act

- copyright

- Misuse of Computers Act

You may wish to include all of these or at least one in more detail.

To achieve Pass level you should show a basic understanding of computer legislation, using at least one example to illustrate this.

To achieve Merit level you must demonstrate your understanding of computer legislation, using at least two examples. Your descriptions will be mostly accurate.

To achieve Distinction level you must demonstrate a thorough understanding of computer legislation, using a range of examples. Your descriptions must be accurate.

(This could be evidenced by creating a word-processed document, a DTP document or a slide presentation.)

B Using at least one example, investigate moral issues related to the use of technology (such as civil liberties, and access to information) and present this in an easy-to-understand way.

To achieve Pass level you should show a basic understanding of these moral issues, using at least one example to illustrate them.

To achieve Merit level you must demonstrate your understanding of these moral issues, using at least two examples. Your descriptions will be mostly accurate.

To achieve Distinction level you must demonstrate a thorough understanding of these moral issues, using a range of examples. Your descriptions must be accurate.

(This could be evidenced by creating a word-processed document, a DTP document or a slide presentation.)

Model Assignment: Candidate Checklist

CANDIDATE NAME: _____

For task 1 (AO1) have you:	Completed (✔)
A produced a report covering **at least three** different categories of technology?	
Evidence provided (please ✔):	Ref/Page no(s)
❑ word-processed document	
❑ DTP document	
❑ other (please give details) _____	

For task 1 (AO1) have you:	Completed (✔)
B provided a range of benefits and disadvantages of using the technologies covered?	
Evidence provided (please ✔):	Ref/Page no(s)
❑ word-processed document	
❑ DTP document	
❑ other (please give details) _____	

For task 2 (AO2) have you:	Completed (✔)
A identified a relatively new innovation in ICT, describing its purpose, how it works and its benefits and limitations?	
Evidence provided (please ✓):	Ref/Page no(s)
❑ slide presentation	
❑ word-processed document	
❑ other (please give details) _____	

For task 2 (AO2) have you:	Completed (✔)
B given a detailed description of the extent to which the innovation achieves its purpose? (Distinction only)	
Evidence provided (please ✓):	Ref/Page no(s)
❑ slide presentation	
❑ word-processed document	
❑ other (please give details) _____	

For task 3 (AO 3) have you:	Completed (✔)
A given a definition of e-commerce?	
Evidence provided (please ✓):	Ref/Page no(s)
❑ word-processed document	
❑ DTP document	
❑ other (please give details) _____	

For task 3 (AO 3) have you:	Completed (✔)
B explained how e-commerce has changed the way people buy goods and services?	
Evidence provided (please ✔):	Ref/Page no(s)
❑ word-processed document	
❑ DTP document	
❑ other (please give details) _____	

For task 4 (AO4) have you:	Completed (✔)
A identified an e-commerce website, its purpose and audience?	
Evidence provided (please ✔):	Ref/Page no(s)
❑ word-processed document	
❑ DTP document	
❑ slide presentation	
❑ other (please give details) _____	

For task 4 (AO4) have you:	Completed (✔)
B described the extent to which the site meets its aim? (Distinction only)	
Evidence provided (please ✔):	Ref/Page no(s)
❑ word-processed document	
❑ DTP document	
❑ slide presentation	
❑ other (please give details) _____	

For task 4 (AO4) have you:	Completed (✔)
C used annotated screenshots to describe the e-commerce features of the website?	
Evidence provided (please ✓):	Ref/Page no(s)
❑ word-processed document	
❑ DTP document	
❑ slide presentation	
❑ or other (please give details) _____	

For task 5 (AO5) have you:	Completed (✔)
A investigated current, relevant computer legislation, using at least one example?	
Evidence provided (please ✓):	Ref/Page no(s)
❑ word-processed document	
❑ DTP document	
❑ slide presentation	
❑ other (please give details) _____	

For task 5 (AO5) have you:	Completed (✔)
B investigated moral issues, using at least one example?	
Evidence provided (please ✓):	Ref/Page no(s)
❑ word-processed document	
❑ DTP document	
❑ slide presentation	
❑ other (please give details) _____	