

Common Issues with Unit 1

See also the **FAQ** on

http://community.ocr.org.uk/community/ocr_nationals_in_ict/home

Assessment Objective 1:

- There is no requirement to produce detailed screenshot evidence of *how* the different techniques are applied, simply that they *have* been applied. A “before” and “after” screenshot will usually provide sufficient evidence.
- If candidates are to be assessed on the suitability of their folder structure and filing system they must be left to make their own decisions. Provided they maintain the good habits that should be promoted in this section, their final user areas can be used for assessment purposes – either presented electronically for the moderator or assessed by centre staff and evidenced through witness statements.
- Password protecting a file means preventing it from being opened without the use of a password. This can be achieved via the Save options within application software if centre restrictions prevent candidates doing this from the operating system. Password protecting the contents of cells on a spreadsheet does not meet this requirement.
- Candidates need to have a clear understanding of the difference between files and folders.
- Editing a shortcut should involve more than just renaming – candidates should open up the properties window and edit the shortcut from there
- There is no need to show deleting, moving, copying and renaming files, then repeat the exercise for folders, so long as all the skills are shown and both files and folders are covered.
- ‘Send to’ makes a copy of a file/folder, it doesn’t move it.
- Backup should ideally be to a medium that is independent of the main hardware used, ie removable or online.
- Evidence for backup should show the same files saved in two different places. Simply *saving* a file onto a memory stick, without showing that the file is also saved elsewhere is not evidence of backup.

Assessment Objective 2

- Advanced searching techniques are often best evidenced through **appropriate** use of advanced search pages of search engines. Google ignores Boolean operators. To be credited with the use of advanced search techniques these must be used correctly.
- Although there is an 's' on the end of the word 'search engines' there is no requirement to provide evidence of the use of more than one. What is important is the appropriateness of the use.
- Best evidence comes from candidates who have a clear purpose to their searches and emails. Linking searches with AO3/4 – searching for text and graphics to include – gives a good focus, also an opportunity to demonstrate compliance with copyright legislation.
- Higher levels require a consideration of the trustworthiness of **the sources used by the candidate** – this is not met by writing in general about the subject.
- Candidates must show *each* of receive, send, reply and forward. Sending means sending a new message.
- Even at Pass level candidates need to include a subject line (header) and body text in every email. This includes some text to accompany a forwarded email. The use of 'text speak' is not appropriate in business email messages.
- Use of cc and bcc should be appropriate, showing an understanding of their specific functions. Candidates should annotate their printouts to demonstrate their understanding as noted in the Guidance Notes.
- Address book and signature need to be *used*, so it would be sensible to have these skills addressed early on by higher level candidates.
- There is a requirement at Pass level to open and save an attached file. This is not repeated in Merit/Distinction criteria, but must be met by all candidates.
- The final requirement is about the risks of opening email attachments. Although the most obvious risk is of acquiring a virus, the requirement is not met by a piece of writing about viruses, without specific reference to email attachments.

Assessment Objective 3

- The presentation created should be to accompany a talk. This is not a multimedia objective.
- There is a specific requirement for Merit/Distinction candidates to print out their slides in various formats. This is not met by screenshots.
- Checking for errors can be evidenced by a screenshot showing the use of spellcheck, and/or by first and final drafts. There is no requirement to find errors if there are none.
- Centres must be careful to distinguish between slide transitions (required at Merit) and animation (required at Distinction).
- The requirement at Distinction is to **set** animation – this refers to animating elements, eg text, not to the inclusion of a piece of animated clip art.
- Distinction level requires a presentation that is suitable for use to accompany a talk. It is quite likely that this will not include timings, hyperlinks or sound. Transitions and animations should be suitable, with elements appearing in the correct order. Bullet points should be concise.
- Speaker notes should be appropriate and useful to the speaker. Explaining how the presentation was created is not an appropriate use of speaker notes.
- Candidates frequently copy entire paragraphs of text onto the slides. This does not meet the Distinction requirement for the presentation being of a near professional quality.

Assessment Objective 4

- Even at Pass level documents should be largely fit for purpose. Pass level candidates might produce very simple documents but they should be generally appropriately laid out.
- It is often difficult for a moderator to assess the range of sources of graphics, as candidates frequently fail to annotate this.
- If candidates include an acknowledgement of sources in their documents this will meet the requirement in Assessment Objective 2.
- The Distinction requirement to include fields is not about merge fields – it refers to the inclusion of automatically entered information such as page number, document path/name, date, author etc.
- Higher level candidates must give some consideration to house style which should be consistent across all documents (having a separate style for each document does not meet the requirement for consistency).
- Candidates do not need to write all of their own text on longer documents – this can be provided by the centre or (preferably) found by the candidate from other sources such as the internet. If centres provide text they should provide sufficient variety for candidates to make choices about what to include – this should not be merely a 'rearrange items on the page' activity.

- Although not one of the objectives it would be expected that documents would be printed. This might help prevent candidates making 3 and 5 page 'newsletters' that simply would not work.

Assessment Objective 5

- Candidates at Distinction level should be making *effective* use of functions. Incorrect use of SUM does not fall into this category.
- There is a specific requirement to print. This is not met by screenshots.
- There is no need to provide screenshot evidence of print preview – the fact that all printouts, including formula views, are printed appropriately, is sufficient.
- Other print layout features that Distinction level candidates might use include showing gridlines and/or column/row headings, adjusting margins, selecting to fit to one page and/or setting print area.
- The spreadsheet created might be very simple. What is important is that the candidates create it themselves, demonstrating the ability to take a set of data, organise it and apply appropriate formulas. They must not be given a spreadsheet to add formulas to, nor should they be given instructions detailing what to put where.
- All candidates need to show evidence that they have changed data and noted results. This is a requirement to show some simple modelling.
- At higher levels candidates are required to insert and delete rows. This should be for a meaningful purpose. Candidates should be discouraged from inserting a blank row and then deleting it simply to demonstrate their ability to do so.

Assessment Objective 6

- The requirement to delete data implies that a complete record should be deleted. Deleting part of a record is editing.
- Entering, editing and deleting should be done accurately.
- The requirement to include a sort should be met through a query.
- Screenshots of query design views as well as results are very helpful.
- Since the purpose of reports is to provide suitably formatted printed output, candidates would be expected to print their reports. This is not achieved through screenshots.