

Common Issues with Unit 6

See also the **FAQ** on

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

Assessment Objective 1:

- The user requirements must be made clear, either in the task or by the candidates.
- There are two main aspects to be assessed – the detail of the design and the complexity of the solution.
- Even at Pass level the *design* must show some details of formulas and formatting.
- Candidates are being assessed on their ability to design a spreadsheet solution to a problem. This should not be over-directed by the centre.

Assessment Objective 2

- Although testing is not specifically assessed in this unit, if the spreadsheet doesn't work it cannot be considered *functional* and therefore cannot pass this AO.
- Most evidence can be provided electronically, but it would be helpful if candidates could provide some signposting to help moderators find the location of specific items, eg conditional formatting, validation etc.
- Hiding/showing rows/columns should ideally be functional. Candidates might, perhaps, hide a column containing a list for validation purposes.
- At Distinction level, assessment must be more than a checklist of skills – there must be *sufficient help to enable a beginner to use it with ease* and *worksheet protection must be used to prevent users deleting formulas* – ie the sheet must be suitably protected so that it can be used, whilst formula cells are locked.

Assessment Objective 3

- Screenprints probably provide the best evidence for this AO.
- Tasks should be *functional*: 'produce a list of all orders taken in 2007' rather than 'do a filter for order date >=01/01/2006 AND order date <=31/12/2006'.
- Multiple criteria sorts and searches should be functional. For example, sorting a stock list on item code and then item name would not be appropriate.

Assessment Objective 4

- This is about modelling – changing data in the spreadsheet to see the changed results. Some printouts/screenshots/pdf files are needed to show the different data entered.
- There is no need for candidates to ‘guess’ the results – they should be using their spreadsheet solutions to predict the effect of changing elements. For example ‘what would happen to overall profit if the price of x was increased by £y but sales reduced by z?’
- Decision making is essentially goal-seeking. The automatic goal seek facility can be used, or candidates can find solutions by trial and error. For example, ‘What amounts would I need to sell in order to make a profit of at least £x?’

Assessment Objective 5

- Evidence for this AO can be provided electronically.
- The only differentiator between Merit and Distinction is the word ‘Good’. This means that the charts produced must be appropriate at Distinction level, showing the data well. For example, line graphs will be used for continuous data, pie charts to show how amounts are broken down and bar charts will be used to compare discrete values. Axes will be appropriately scaled and labelled and the charts will enhance the meaning of the data by displaying it in an informative manner.
- Since the appropriateness of the charts is assessed, centres should not direct candidates to the type of chart to use for particular purposes.
- A comparative chart/graph is one that charts two sets of data on the same axes.

Assessment Objective 6

- Evidence for the shortcuts/buttons can be provided electronically but if this is done candidates must document these to enable them to be found.
- All candidates must *print* the macro code. This might be a pdf file but should not be a screenshot.
- Descriptions of what the macro does and how it can be run might be provided as a single sentence of annotation on the code. For example ‘this macro moves to the invoice sheet. You can run it with ctrl&i or by using the button I have put on the toolbar’.
- Annotation of items of code at Distinction level must be of *functional* code. This does not include the name of the macro, the ‘End macro’ line, any comments or keyboard short cuts.