

Model Assignment

Specimen Internal Assessment Material

OCR Level 1/2 Cambridge National Award in ICT
OCR Level 1/2 Cambridge National Certificate in ICT
OCR Level 1/2 Cambridge National Diploma in ICT
Unit R002: Using ICT to create business solutions

SPECIMEN INTERNAL ASSESSMENT MATERIAL – THIS VERSION SHOULD NOT BE USED FOR LIVE ASSESSMENT

Please note:

This OCR model assignment may be used to provide evidence for the unit identified above. Alternatively, centres may ‘tailor’ or modify the assignment within permitted parameters (see Information for Teachers). It is the centre’s responsibility to ensure that any adaptations made to this assignment allow learners to show that they can meet all of the learning outcomes and provide sufficient opportunity for learners to demonstrate achievement across the full range of marks.

INSTRUCTIONS TO TEACHERS

The OCR administrative codes associated with this unit are:

- Unit entry code R002
- Certification code Award J800/Certificate J810/Diploma J820

The accreditation numbers associated with this unit are:

- Unit reference number M/503/6026
- Qualification reference Award 600/4774/4
 Certificate 600/4776/8
 Diploma 600/4778/1

Duration: Approximately 10 hours

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Model Assignment: Information for Learners

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Unit R002: Using ICT to create business solutions

Scenario for the Assignment

Setting the scene for assisting at The Little Theatre Company

You are helping the Manager of 'The Little Theatre Company' and he has given you tasks to complete.

The address, telephone number and email addresses for the theatre are:

The Little Theatre Company, Westwood Way, COVENTRY, CV8 8JQ

Telephone Number: 08081 570123

Email addresses:

manager@progress-media.co.uk – the Manager

office@progress-media.co.uk – for general enquires and front office staff

boxoffice@progress-media.co.uk – for ticket sales

membership@progress-media.co.uk – for membership enquiries

The theatre has trainees who come to work in the office for two or three hours every week. Their main role is to respond to enquiries, most of which are through email. Some of the trainees have little experience of using email in a business situation.

At present The Little Theatre Company's main method of advertising is through the use of posters placed in the local area. The Manager would like to consider using different advertising formats to try to reach a wider audience. The marketing department has found that 16 to 25 year olds are the least likely to attend performances and that the booking procedures are not seen as 'user-friendly' to this group.

The Manager has given you electronic files that contain the information you need to complete your tasks. Before you start you will need to familiarise yourself with the data contained in each of the following files:

- seatsales
- draftletter
- productions
- membership
- draftprod

During the assessment you will need to decide when and how to use this data appropriately to complete the tasks. As you work through the tasks you will create some new files of your own, these should also be used to complete tasks as necessary.

As you work through the tasks the Manager is happy for you to make your own choices when formatting your documents, but the formatting should be suitable for the target audience and used consistently within a document.

You have been given 6 tasks to do. To carry out the tasks successfully, you will need to:

- produce solutions that address the requirements of the tasks ensuring that the solution is suitable for the target audience
- extract data from a range of sources and present it in a user-friendly format
- calculate income and targets and model data

- clearly record and display your findings
- transfer data between applications
- produce integrated solutions incorporating a range of:
 - software applications
 - software features
 - automated actions
 - formatting techniques

You should ensure that all your files and folders have meaningful names and that you use appropriate version control where necessary.

(Note to Ofqual Reviewers - Files from OCR will be made available to centres via the OCR Website/Interchange for download by the centres. Full details will be available in time for first teaching. Centres will be required to give learners access to them and give them instructions as to how to access them.)

Read through all of the tasks carefully, so that you know what you will need to do to complete this assignment.

Your Tasks

Task 1 – Creating a file structure

Learning Outcome 1

Create a filing structure to store the files used in this assessment.

The structure you design should allow for easy access by other people and the files should be kept in a clear and logical manner.

When you have completed all the tasks you will need to zip your entire folder structure and email it to the Manager copying in your teacher.

Task 2 – Email and internet searches

Learning Outcome 1 and part of Learning Outcomes 3 and 4

The Manager thinks it would be a good idea to provide the trainees with some hints and tips about being efficient and effective when using the email system, sending emails and searching for information on the internet.

Produce a user guide on the use of email and internet searching.

Task 3 – Calculating predictions

Learning Outcome 2 and part of Learning Outcomes 1 and 4

- A. The Manager has provided some data on next month's production. The first performance will be on the first Monday of next month. Develop a solution to record:
 - performance dates
 - income from current ticket sales
 - whether or not seat sales targets have been met
 - the evening performance with the lowest overall seat sales.
- B. Analyse the trend of seat sales, for Monday to Thursday evening performances only. Explain your findings.
- C. Assuming that all ticket sales will reach their target figures, use the data to find the maximum percentage discount (to the nearest whole number) that could be given without the income falling below the target figure.

D. The Manager is considering offering a production in the future with seats only available in the Stalls. Modify your solution to include a way of modelling what would happen if:

- No seats were sold in the Circle and Upper Circle.
- What price the Stalls seats would need to be (to the nearest £) to reach the target income.

Present your solution and analysis:

- comparing sales against targets
- identifying patterns in ticket sales
- recommending models for % discounts against ticket prices
- recommending models for limited release of theatre seats for different shows
- in a format suitable for the Manager.

Task 4 – Advertising new productions

Learning Outcome 3 and part of Learning Outcomes 1 and 4

The new theatre productions need to be advertised. Tickets will go on sale from the first day of next month and will be available from the theatre box office or by making a booking either by phone or email. A discount of 15% will be given to under 25s. Tickets will be sent by post or may be collected from the box office on the day of the performance. Box office opening hours are from 10 am to 8 pm Monday to Saturday.

Use the Internet to source suitable images for use in the publicity materials for these productions. The images sourced must comply with Copyright, so the Manager has asked for the relevant information so that if he needs to, he can get Copyright permission.

You need to create an advertisement solution aimed at your target audience that includes images sourced and relevant information from above and from the files provided by the Manager, and from your own files as appropriate.

Task 5 – Membership data

Learning Outcome 2 and part of Learning Outcomes 1 and 4

Members have contacted the theatre asking for their records to be updated. The details that need to be changed are as follows:

- Ranjit Patel has moved away from the area and has asked to be taken off the membership list.
- Edward Dunn has moved to: 47 Crompton Street, WARWICK, Warwickshire, CV34 6HG.

A. Amend the **membership** data so that all records are up-to-date.

B. A purse belonging to Zara Ashcroft has been found in the ladies' cloakroom. Create an address label so the purse can be sent to her.

- C. The Manager is considering giving a backstage pass for the current productions to lifetime and family membership types who joined the theatre before January 2000.

Provide a list of the first and last names and full address of members who would qualify for this offer in alphabetical order of last name. You need to show your evidence of how you produced your outcome.

- D. Winston Brown, the Manager, would like to send a mailing to all the people listed in the **membership** file to offer them a 20% discount for all tickets for this season.

Using the draft letter the Manager has given you prepare the mail shot to be sent to all members.

Task 6 – Ticket sales update

Learning Outcomes 3 and 4 and part of Learning Outcome 2

The Manager has drafted some text (draftprod) to let the Theatre Management know how many tickets have been sold and about how future productions will be promoted.

Using the draft text provided combined with the data you have created (for Task 3), produce a report in an appropriate format for the Theatre Management.

Information for Teachers

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Unit R002: Using ICT to create business solutions

General guidance on using this assignment

1 General

- 1.1 OCR assignments are available to download free of charge from our website: www.ocr.org.uk.
- 1.2 OCR assignments are intended to be used for formal summative assessment of learners and assessment must be conducted under supervision. The OCR specification gives more information on the arrangements for assessing internally assessed units.
- 1.3 This assignment has been designed to meet the full assessment requirements of the unit. Learners will need to take part in a planned learning programme that covers the underpinning knowledge, understanding and skills of the unit.

2 Before carrying out the assignment

- 2.1 Learners should be provided with a copy of the *Information for Learners* section of this assignment.
- 2.2 Learners will not need to carry out any preparations prior to undertaking the assessment tasks, such as collating resources to use in the assessment.
- 2.3 **Learners must be provided with or have access to an appropriate range of software that fully meets the requirements of this unit, this includes access to an internet search engine and email facilities or equivalent.** This is required as learners will be required to make their own decisions as to the choice of software and the techniques to be used when carrying out activities to generate assessment evidence. For example, learners should have access to both word processing and desk top publishing software and must be free to choose for themselves the most appropriate software to use in order to create documents which meet a specified purpose. Candidates must also make their own decisions when formatting/creating content. For example candidates must start with blank documents and then choose an appropriate layout as well as the techniques they will use to import, create and edit content. **Using wizards will not be appropriate.** Similarly this will apply to their use of spreadsheets and databases.
- 2.4 **Learners will need access to email facilities or equivalent to complete task 1. Learners are instructed to cc an email containing a zipped file to the teacher so centres will need to provide learners with an email address for the teacher.**
- 2.5 **Learners will need access to an internet search engine or equivalent to complete task 4.**
- 2.6 **It is not appropriate for learners to use wizards to complete tasks unless it is specifically stated that they can do so.**

- 2.7 Learners will need to have access to **five files** which contain data to be used to complete the task. *(Note to Ofqual reviewer, the files will be available from OCR via OCR's secure area Interchange – once details are final the instructions here will be completed.)* Centres should load these into an area on the network that learners are able to access during the assessment. **You must make sure every learner is given clear instructions about where the files are.**
- 2.8 We have estimated that it will take approximately 10 hours to complete these tasks. This is the recommended time but centres can decide how the time can be allocated between each individual task in the assessment. Centres are also permitted to spread the overall assessment time across several sessions and therefore it is permissible for evidence to be produced over several sessions.

3 When completing the assignment and producing evidence

- 3.1 Each learner must produce individual and authentic evidence for each task within the assignment.
- 3.2 Centre staff may give support and guidance to learners. This support and guidance should focus on checking that learners understand what is expected of them and giving general feedback that enables the learner to take the initiative in making improvements, rather than detailing what amendments should be made. It is not acceptable for teachers/deliverers to provide answers, to work through answers in detail or to detail specifically what amendments should be made.
- 3.3 Learners may use information from any relevant source in addition to the files provided by us to help them with producing evidence for the tasks.
- 3.4 Learners must be guided on the use of information from other sources to ensure that confidentiality is maintained at all times.
- 3.5 Centres must advise learners as to the most appropriate format of evidence. Format must not be confused with the content or the type of data file to be produced. We have specified what evidence the learner is expected to produce, but it is important to note that it is possible to generate the evidence in a variety of formats. The nature of this assessment means that learners are free to use the format that they feel is most appropriate for the purpose and target audience for each individual task.
- 3.6 In the assessment learners are required to provide evidence of using appropriate ICT techniques to meet specified purposes. It is unlikely that evidence of the techniques used will, on their own, provide sufficient evidence to judge the extent to which they have been used appropriately. Annotations are permitted to help to provide this additional context.

4 Presentation of work for marking and moderation

- 4.1 Centres wishing to produce digital evidence in the form of an e-portfolio should refer to the appendix in the specification on guidance for the production of electronic assessment. *(Note to Ofqual reviewer, the arrangements for electronic evidence will be available in time for first teaching.)*
- 4.2 Centres may wish to discourage learners from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage learners to present their work so that it is easily accessible, e.g. spiral bound, stapled booklet, treasury tag.

5 On marking work

- 5.1 An holistic approach must be taken when assessing learners' work. Although evidence is required for each learning outcome, learners are expected to demonstrate their skills across a range of software packages. This demonstration of transferable skills to be used in a variety of contexts emphasises the vocational nature of the unit and supports the principles of synoptic assessment. For example, in Tasks 3 and 5 learners will cover the requirements of Learning Outcome 2, however, the formatting tools used when presenting the information for the target audience will contribute to the marks awarded in Learning Outcome 4.

6 Scope of permitted model assignment modification

The model assignment is very self-contained in its present form. The set of tasks form a coherent whole addressing all the learning outcomes and allowing access to the full range of marks.

You **must not** change the following:

- the learning outcomes
- the marking criteria
- the requirements for supervision and authentication as described in the specification (section *The internally assessed units*).
- the tasks, scenario or datafiles, apart from the names of people, places, productions, organisations or companies that we have stated under permitted changes
- the email addresses of theatre staff listed in the scenario.

Permitted changes:

The model assignment can be modified in terms of the areas described below at the permission of OCR 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. Some changes will have a direct effect on the datafiles we provide for the assessment and you must make sure any permitted changes to the scenario are carried through to the datafiles:
 - The name, address and telephone number of the theatre stated in the scenario and in the datafiles 'Draftprod', 'draftletter' and 'seatsales'
 - The following names only in task 5D: The manager, Winston Brown

- The names of the new productions 'Blood Brothers', 'Pygmalion' and 'All's Well That Ends Well' used in the datafile 'Productions', but you must make the same change in the datafile 'draftprod'.
- The name of the production 'Chicago' used in the datafile 'draftprod' but you must make the same change in the datafile 'seatsales'.
- The names of the performances 'End of the Rainbow', 'South Pacific', 'Shrek the Musical', 'Billy Liar', 'Zigger Zagger', 'Twelfth Night' in the datafile 'draftprod'.
- the format the evidence takes, guidance is given in the section *Evidence summary*.

OCR has ensured that in the language used and the tasks and scenario provided we have avoided discrimination, bias and stereotyping and support equality and diversity. In the development of qualifications and assessments we use the guidance given in the Ofqual publication *Fair access by design*, notably this includes:

- using language and layout in assessment materials that does not present barriers to learners
- using stimulus and source materials in assessment materials (where appropriate) that do not present barriers to learners.

If centres wish to modify the model assignment we strongly advise that staff responsible for modifying the model assignment and the quality assurance of it refer to the publication *Fair access by design*.

If modifications are made to the model assignment, whether to just the scenario or to both the scenario and individual tasks, it is up to the centre to ensure that all learning outcomes can still be met and that learners can access the full range of marks.

Evidence summary

When completing this assignment it may be possible to generate evidence for completing a task in a variety of formats. This list provides examples of the format that can be used, it is not exhaustive. In some cases the task or assignment will require a specific format for the outcome and this will be clearly marked with an asterisk in the table.

Task number	What learners need to produce (evidence)	Format of evidence (this list is not exhaustive)
Task 1	<ul style="list-style-type: none"> A filing structure with stored files An email sent to the Manager, copied to the teacher with a zipped folder, containing all files used, as an attachment 	<ul style="list-style-type: none"> Electronic filing structure itself Screenshots Printouts
Task 2	<ul style="list-style-type: none"> A user guide on the use of email and internet searching 	<ul style="list-style-type: none"> Electronic file of the user guide or a printout
Task 3	Solution and analysis: <ul style="list-style-type: none"> comparing sales against targets identifying patterns in ticket sales recommending models for % discounts against ticket prices recommending models for limited release of theatre seats for different shows in a format suitable for the Manager 	<ul style="list-style-type: none"> Electronic data file(s) or printouts Printouts
Task 4	<ul style="list-style-type: none"> An advertisement aimed at the target audience which includes images, files provided by the Manager and any files you have produced if appropriate Relevant information on copyright for images used 	<ul style="list-style-type: none"> Electronic file(s) or printouts of advertisement Screenshots Handwritten or typed information
Task 5	<ul style="list-style-type: none"> Amended membership data Address label A mailing list of members who qualify for a back stage pass with evidence of how the members who qualify were identified A mail shot to members offering a discount 	<ul style="list-style-type: none"> Electronic file(s) Printouts An address label*
Task 6	<ul style="list-style-type: none"> A report on ticket sales and how future productions will be promoted Report in an appropriate format for the Theatre Management 	<ul style="list-style-type: none"> Electronic file Printout