

Model Assignment

OCR Level 3 Cambridge Technicals in IT

Unit 6: e-commerce

Ofqual unit reference number A/601/7313

Please note:

This OCR Cambridge Technical 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 modifications made to this assignment allow learners to meet all the assessment criteria and provide sufficient opportunity for learners to demonstrate achievement across the full range of grades. The assessment criteria themselves must not be changed.

The OCR entry codes and Ofqual numbers associated with these qualifications are:

Qualification title	Entry code	Ofqual number
OCR Level 3 Cambridge Technical Certificate in IT	05347	600/4228/X
OCR Level 3 Cambridge Technical Introductory Diploma in IT	05349	600/4623/5
OCR Level 3 Cambridge Technical Subsidiary Diploma in IT	05352	600/4237/0
OCR Level 3 Cambridge Technical Diploma in IT	05355	600/4231/X
OCR Level 3 Cambridge Technical Extended Diploma in IT	05358	600/4234/5

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

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Model Assignment: Tutor Information

OCR Level 3 Cambridge Technicals in IT

Unit 6: e-Commerce

Guidance for centres

1 General

- 1.1 OCR Cambridge Technical 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 Cambridge Technical model assignments for formal summative assessment of learners
 - tailor OCR Cambridge Technical model assignments for formal summative assessment of learners
 - use OCR Cambridge Technical model assignments as a benchmark for devising their own assignment.
- 1.3 This assignment has been designed to allow learners access to all assessment criteria across the grades in this unit. Learners 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 Learners must be provided with a copy of the *Learner Information* section of this assignment.
- 2.2 If learners carry out any preparation prior to undertaking the tasks; there is no time limit.
- 2.3 The assignment is based on a scenario built around a local business. See paragraph 8 '*Scope of permitted model assignment modification*' for further guidance.

3 When completing the assignment

- 3.1 Learners must 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 learners. It is suggested that evidence is produced in several sessions.
- 3.2 Each learner must produce individual and authentic evidence for each task within the assignment.
- 3.3 Centre staff may give support and guidance to learners. This support and guidance must 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 tutors to provide model answers or to work through answers in detail or to detail specifically what amendments should be made.
- 3.4 Learners may use information from any relevant source to help them with producing evidence for the tasks. They must be aware of the need to cite and reference any sources and of the risk of plagiarism.
- 3.5 It is acknowledged that learners 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, learners must be guided on the use of information from other sources to ensure that confidentiality is maintained at all times.

- 3.6 We have specified what evidence the learner is expected to produce. Usually, the type of evidence provided may be modified, with the exception of certain types of evidence listed below under '*Permitted changes*'. It is important to note that it is possible to generate the evidence in a variety of formats. Centres must advise learners as to the most appropriate format of evidence. 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.

4 After completing the assignment

- 4.1 Learners' evidence is assessed by the centre's assessor against the qualification specification contained in the Centre Handbook. When grading learners' work centres **must** use the assessment and grading criteria in the unit. For further information about assessment please refer to the section on *Assessment* in the *Centre Handbook*.
- 4.2 Assessors' decisions must be quality assured across the centre through an internal moderation process. For further information about internal moderation please refer to the section on *Assessment and Centre assessor and quality assurance personnel requirements* in the *Centre Handbook*.

5 Presentation of work

- 5.1 Learners may use the *Learner checklist* provided to ensure that they submit evidence for **all** tasks. They can do this by using the *Learner checklist* as a contents page inserting references/page numbers in the boxes provided.
- 5.2 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, or digital media.

6 Acceptable evidence

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

7 Reworking the assignment

- 7.1 If learners do not meet all of the assessment criteria at the **pass** grade further work will be required.
- 7.2 Tutors may give feedback to learners to support and guide them in producing evidence to the required standard. This support and guidance must 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 tutors to provide model answers or to work through answers in detail or to detail specifically what amendments should be made.
- 7.3 If learners need to do further work they can continue to use the same model assignment.

8 Scope of permitted model assignment modification

8.1 The model assignment is self-contained in its present form. The set of tasks form a coherent whole addressing all the assessment criteria and allowing access to the full range of grades.

You must not change the following:

- the assessment criteria
- the grading
- the requirements for supervision and authentication as described in the *Centre Handbook (section 5 - Assessment)*.

8.2 The model assignment can be modified in terms of the areas described below with the permission of OCR but centres must be sure that learners still have the opportunity to cover all of the assessment criteria and to access the full range of grades:

- the learner's assignment, which can be contextualised or amended to suit local needs. The scenario in this model assignment is fictitious; it is based on what is thought to be a 'typical' scenario. This assignment could be used by learners working in a real business/organisation. Alternatively, the tasks within the assignment could be conducted as if learners were engaged in these roles
- the business, business name, job roles, personnel names may be changed.
- each specific task may be appropriately contextualised to match with any permitted changes you have made to the scenario.

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 assessment criteria can still be met and that learners can access the full range of grades.

Notes for tutors

Introduction to the tasks

The tasks have been designed to enable learners to demonstrate their knowledge and understanding of the technologies required for an e-commerce system, the impact of e-commerce on an organisation and how this affects e-commerce in society.

We have provided a scenario about a fictitious organisation. This scenario can be adapted, see *Scope of permitted model assignment modification* under *Guidance for centres*.

The tasks have been designed so that all of the assessment criteria in Unit 6 are addressed.

The written evidence produced for this assignment should have few spelling or grammatical errors. Evidence submitted with poor spelling or grammatical errors should be returned to the learner for correction.

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

The tasks

Task 1: Researching e-commerce

Assessment Criteria P1, P2, P3, P4, P5, M1 and M2, D1 are assessed in this task

For a pass, learners must research how at least 3 different types of organisations (e.g. retail, entertainment, service, education) use e-commerce.

The learner needs to use their findings to feed back to their clients on the:

- technologies required to support an e-commerce system
- impact of introducing an e-commerce system
- potential risks to an organisation of using an e-commerce system
- different regulations that govern e-commerce
- social implications of e-commerce on society.

This could be evidenced as a report or presentation.

For a merit (M1), learners must describe how the identified organisations promote their business using e-commerce and use relevant examples.

For a merit (M2), learners must explain solutions for the identified potential risks of using an e-commerce system.

The evidence for these could be provided in the form of a report or presentation and may be an extension to the evidence for the Pass Criteria.

For a distinction (D1) learners must compare the benefits and drawbacks of e-commerce to these identified organisations.

This evidence could be provided in the form of a report or presentation and may be an extension to the evidence for the Pass and Merit Criteria.

Task 2: Planning the e-commerce Strategy

Assessment Criteria P6, M3 and D2

For a Pass, learners need to plan an e-commerce strategy for the retail business to include the core considerations for structure, hosting and advertising across all the criteria in the teaching content.

This could be evidenced as a report or presentation.

For a merit (M3) learners must provide annotated planning documentation to support their strategy.

The evidence for these could be provided in the form of a report or presentation and may be an extension to the evidence for the Pass Criteria.

For a distinction learners must evaluate their e-commerce strategy.

This evidence could be provided in the form of a report or presentation and may be an extension to the evidence for the Pass and Merit Criteria.

Witness Statement –

P1	Describe the technologies required for e-commerce
P2	Explain the impact of introducing an e-commerce system to an organisation
M1	Describe how organisations promote their business using e-commerce
P3	Explain the potential risks to an organisation of committing to an e-commerce system
M2	Explain solutions for the potential risks of using e-commerce
P4	Review the regulations governing e-commerce
P5	Examine the social implications of e-commerce on society
D1	Compare the benefits and drawbacks of e-commerce to an organisation
P6	Plan an e-commerce strategy
M3	Provide annotated planning documentation for your e-commerce strategy
D2	Evaluate your e-commerce strategy

LEARNER NAME	
ASSESSOR NAME	
Date of presentation	

ASSESSOR FEEDBACK

Technologies required for e-commerce (P1) – hardware/software/networking/considerations	
Assessor comments	
Impact of e-commerce on organisations (P2) – 4 benefits/4 drawbacks	
Assessor comments	
Promotion of a business using e-commerce (M1) – search engines/newsgroups and forums/ banners and pop-ups/spam/site name/direct marketing/effective user interface/customer loyalty	
Assessor comments	
Potential risks to an organisation (P3) – prevention of hacking, viruses, identity theft, firewall impact on site performance	
Assessor comments	
Solutions to potential risks (M2) – SSL, HTTPS, RSA certificates, strong passwords, alternative authentication methods	
Assessor comments	
Regulations governing e-commerce (P4) – Data Protection Act, Computer Misuse Act, Consumer Credit Act, Trading Standards, Freedom of Information Act, copyright legislation, e-commerce Regulations	
Assessor comments	

Social implications on society (P5) – entities/social implications with examples/drawbacks and benefits/payment systems	
Assessor comments	
Benefits and drawbacks to an organisation of e-commerce (D1) – comprehensive comparison of benefits and drawbacks	
Assessor comments	
Plan for an e-commerce strategy (P6) – client, target audience, purpose, site map, identified components, hosting options, advertising, realistic estimate of costs involved	
Assessor comments	
Annotated planning documentation for your e-commerce strategy (M3) – detailed outline strategy plan, examples provided, layouts or storyboards supported with descriptions	
Assessor comments	
Evaluation of your e-commerce strategy (D2) – each section of e-commerce strategy plan evaluated, with justifications for decisions, additional documentation reviewed	
Assessor comments	

Evidence and quality of research

**Assessor
comments**

AREAS FOR IMPROVEMENT/GENERAL COMMENTS

RECORD OF QUESTIONS/ANSWERS**ASSESSOR QUESTION 1****LEARNER RESPONSE 1****ASSESSOR QUESTION 2****LEARNER RESPONSE 2****ASSESSOR QUESTION 3**

LEARNER RESPONSE 3

Blank area for learner response 3.

ASSESSOR QUESTION 4

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LEARNER RESPONSE 4

Blank area for learner response 4.

ASSESSOR QUESTION 5

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LEARNER RESPONSE 5

Blank area for learner response 5.

ASSESSOR QUESTION 6**LEARNER RESPONSE 6****ASSESSOR QUESTION 7****LEARNER RESPONSE 7****ASSESSOR SIGNATURE:****DATE:****LEARNER SIGNATURE:****DATE:**

Model Assignment: Learner Information

OCR Level 3 Cambridge Technicals in IT

Unit 6: e-commerce

LEARNER NAME: _____

General information for learners

Q *Do I have to pass this assignment?*

A Yes. This unit contributes to the achievement of the full qualification.

Q *What help will I get?*

A Your tutor will support you when completing the OCR Cambridge Technical 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 will be asked to sign a declaration to say that the work is your own. You should never copy the work of other learners or allow others to copy your work. Any information that you use from other sources, e.g. 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, e.g. hand-written, word-processed, on video, digital media. However, what you choose should be appropriate to the task(s). For some work, e.g. 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 and grading criteria.

Scenario

The e-commerce dilemma

A local retail business selling to 16 – 30 year olds is thinking of going online and developing an e-commerce strategy. They require some advice as to how other organisations use e-commerce so that they can make an informed decision.

They need you to describe the technologies required for an e-commerce system and to explain to them:

- the impact of e-commerce on an organisation
- the risks of e-commerce on an organisation
- any regulations governing e-commerce
- the social implications of e-commerce on society

The business would like you to plan an e-commerce strategy for them.

Tasks

Task 1: Researching e-commerce

Assessment Criteria P1, P2, P3, P4, P5, M1 and M2, D1 are assessed in this task

For a pass you must research how at least 3 different types of organisations (e.g. retail, entertainment, service, education) use e-commerce and feedback to the client on the:

- technologies required to support an e-commerce system
- impact of introducing an e-commerce system
- potential risks to an organisation of using an e-commerce system
- different regulations that govern e-commerce
- social implications of e-commerce on society

This could be evidenced as a report or presentation.

For a merit (M1), you must describe how the identified organisations promote their business using e-commerce and use relevant examples.

For a merit (M2), you must explain solutions for the identified potential risks of using an e-commerce system.

The evidence for these could be provided in the form of a report or presentation and may be an extension to the evidence for the Pass Criteria.

For a distinction (D1) you must compare the benefits and drawbacks of e-commerce to these identified organisations.

This evidence could be provided in the form of a report or presentation and may be an extension to the evidence for the Pass and Merit Criteria.

Task 2: Planning the e-commerce Strategy

Assessment Criteria P6, M3 and D2

For a Pass, you need to plan an e-commerce strategy for the retail business to include the core considerations for structure, hosting and advertising.

This could be evidenced as a report or presentation.

For a merit (M3) you must provide annotated planning documentation to support your strategy.

The evidence for these could be provided in the form of a report or presentation and may be an extension to the evidence for the Pass Criteria.

For a distinction you must evaluate your e-commerce strategy.

This evidence could be provided in the form of a report or presentation and may be an extension to the evidence for the Pass and Merit Criteria.

Model Assignment: Learner Checklist

OCR Level 3 Cambridge Technicals in IT

Unit 6: e-commerce

LEARNER NAME: _____

For Task 1

For Assessment criteria P1, P2, P3, P4, M1 and M2 have you:	Completed (ü)
described the technologies required for an e-commerce system	
explained the impact of introducing an e-commerce system to an organisation?	
identified and provided a detailed description of how an organisation can promote their business using e-commerce	
provided a detailed explanation of the risks, as well as two preventative methods for each outlined risk	
explained the solutions to the potential risks to an organisation of using e-commerce	
reviewed and explained the different regulations that govern e-commerce websites?	
Evidence provided (please ü):	Ref/Page no(s)
Q Leaflet	
Q Report	
Q Presentation	
Q Your presentation slides and notes	
Q A witness statement from the tutor/assessor who observed your oral presentation	
Q or other (please give details) _____	

(continued overleaf)

For Assessment criteria P5 and D1 have you:	Completed (ü)
examined the social implications of an e-commerce society	
and	
provided a comprehensive comparison of the benefits and drawbacks to an organisation ?	
Evidence provided (please ü):	Ref/Page no(s)
Q Leaflet	
Q Report	
Q Presentation	
Q Your presentation slides and notes	
Q A witness statement from the tutor/assessor who observed your oral presentation	
Q or other (please give details) _____	

For Task 2

For Assessment criteria P6, M3 and D2 have you:	Completed (ü)
provided evidence of planning to include: the client, target audience, purpose, site structure, components, facilities, hosting options, advertising and costs.	
provided detail to the outline strategy from P6 by providing further annotations and examples.	
critically evaluated their e-commerce strategy.	
Evidence provided (please ü):	Ref/Page no(s)
Q Report 1	
Q Report 2	
Q Storyboard	
Q or other (please give details) _____	