

## Model Assignment Issued May 2010

OCR Level 2 Nationals in ICT 2010

Unit 1: ICT skills for business

**The scheme codes for these qualifications are:**

OCR Level 2 Short Course Award in ICT	05659
OCR Level 2 First Award in ICT	04676
OCR Level 2 Award in ICT	04677
OCR Level 2 First Certificate in ICT	04678
OCR Level 2 National Certificate in ICT	04679

**The Ofqual Unit Number for this unit is:**

Unit 1: ICT skills for business F/601/8091

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

**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 criteria and provide sufficient opportunity for candidates to demonstrate achievement across the full range of grades.**

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## Model Assignment: Candidate Information

OCR Level 2 Nationals in ICT 2010

Unit 1: ICT skills for business

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 criteria and the grade descriptors in the qualification specification.

# Scenario

## The French Trip

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You have recently been appointed as an administrative officer at your school. The French Department has asked you to help them organise a five-day educational trip to Paris for the Year 11 French option students. All the students participating in the trip will spend three days working in the office of a French school and will have two days to see the sights of Paris. It is anticipated that between 20 and 25 students and 5 staff will participate in the trip. All students will be at least 16 years old on the date of the planned trip. Accommodation will be with French families.

You have been asked to research:

- sightseeing options
- evening activities
- transport options
- costs.

You will need to prepare a range of documents for the staff and students to assist in the organisation of the trip. These will include a presentation, a range of word-processed and/or desktop published documents and a spreadsheet. You will also update and use a database to find specific information.

You will need to design the layout of all the documents you create (including the presentation and the spreadsheet), however, it is not necessary for you to provide evidence of the designs as these will be seen in the completed documents.

It is important that you read all of the assignment, before you begin any work, so that you are familiar with the requirements of each task. The work that you do in Task 1 will be used in Task 4, and the research that you do in Task 2 will provide information that will use in Tasks 4 and 5.

# Tasks

## Task 1: Safe working practices in a business environment

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### Assessment Objective 1 is assessed in this task.

All the students participating in the French trip will be undertaking work experience in a French office during the trip. The organisers want to make sure that the students understand safe working practices when using ICT in a business environment. You have been asked to provide the text for a document that will be given to the students. You will prepare this document in Task 4 so there is no need to format your work in this task, however, you will need to save this work.

- A** Prepare some text to explain, using examples, measures that should be taken to ensure safe working practices when using ICT in a business environment. In your explanation you must include the potential danger that each measure is designed to address.

You must include measures that cover:

- protecting health
- protecting physical safety
- protecting files from loss
- protecting files from unauthorised access.

Give reasons for each of the measures you have explained.

The examples you give might include images showing safe/dangerous working practices and annotated screenshots of examples drawn from your own experience of when you have used the measures in your own work.

For Pass level you must include explanations, with examples, of at least one measure for each of the bulleted items listed.

For higher levels, a wider range of safe working practices for the measures listed, together with more detailed explanations, should be included. Additionally you should include measures to protect files from unauthorised modification.

For Distinction level suitable guidance on choosing a strong password should also be included.

The clarity of your explanations, the range of measures you include and the appropriateness of the examples you give will determine the level you are awarded for this Assessment Objective.

*(Evidence for this Assessment Objective might be a printout of this work or the electronic file)*

## Task 2: Search for and store information from the internet

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### Part of Assessment Objective 2 is assessed in this task

As part of your task organising the French trip, you need to find out about different options for the trip. You must store some of this information for use in Tasks 4 and 5 of this assignment.

### Use the activities below to produce evidence for your assignment.

For Pass level you need only complete parts **A** and **B** of this task.

- A** Use a search engine and suitable search criteria to find information on the internet about the costs of different options for the planned trip (eg transport options – train/boat/ferry/plane, sightseeing possibilities/places of interest, evening activities in Paris etc).

For Merit level, you must use effective search criteria (eg keywords) to find suitable information.

For Distinction level, you must make effective use of advanced search criteria appropriate to the search engine being used (eg advanced search pages, quotes, wildcards) to find suitable information.

*(Evidence could be screenshots showing the search criteria entered into the 'Search' box, and the results returned).*

- B** When you have found websites containing relevant information, you should:

- keep a record of the website addresses (URLs)
- store the information found for use in tasks 4 and 5
- use favourites/bookmarks to store useful links (Merit and Distinction only)
- organise your favourites/bookmarks into folders. (Distinction only)

*(Evidence could be a list of URLs, some pages showing text/graphics you have chosen and favourites/bookmarks, screenshots of your work area showing the stored files.)*

- C** For higher levels you should:

- explain the copyright issues relating to the use of source material from the internet for business use
- comment on the trustworthiness of each source you used
- comment on the validity of each source you used by considering the trustworthiness of the source and how up-to-date the information is on each site you have used. (Distinction only)

*(Evidence could be a word-processed document supported by screenshots where necessary.)*

### Task 3: Design and create a business presentation to accompany a talk on the use of email in business

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#### Part of Assessment Objective 2 and Assessment Objective 3 is assessed in this task

In preparation for the students' work experience, the organisers of the French trip want to ensure that all students understand how to use email appropriately and effectively in a business context. You have been asked to use presentation software to prepare a presentation that will be delivered to all the students participating in the trip.

#### Use the activities below to produce evidence for your assignment.

For Pass level you need only complete parts **A** and **B** of this task.

- A** Design and create a presentation of at least five slides about the appropriate use of email in business contexts. You must include suitable text and graphics in your presentation. The graphics could be screenshots taken from email software. Your presentation must cover:
- sending an email message to more than one recipient
  - appropriate use of Forward (FW:/FWD:) and Reply (RE:)
  - using appropriate subjects and message text in all emails, including adding appropriate text to replies and forwarded emails
  - sending, receiving, saving and opening email attachments safely
  - the risks of receiving and opening email attachments
  - actions that could be taken to reduce the risks of opening email attachments.  
(Distinction only)

For Merit level you should include at least two extended email features. For Distinction level you should include at least four extended email features. You might, for example consider including:

- creating and using an email signature
  - effective use of cc and bcc
  - setting priority (high and low importance)
  - setting up and using a spam filter
  - using of an address book to store, retrieve and using email addresses and details of personal contacts
  - setting an automatic response (eg out of office/vacation response)
- B** Check your presentation for consistency of style (eg background, use of logo, headings, bulleted text styles) and for errors (eg spell check) and ensure that it is fit for purpose, including all necessary content. Make any necessary amendments.

**C** For Higher Levels you should:

- apply suitable slide transitions
- print the presentation in handout form.

**D** For Distinction level you should also:

- ensure you have used a consistent house style on all slides
- apply suitable animation settings to some of your text and/or graphics
- test your presentation to make sure it is appropriate for the students who will be participating in the French trip (eg check colours, amount of text on each slide, text sizes, size and proportion of graphics, check that slide transitions and animations are appropriate)
- add speaker notes to remind the speaker of the points they need to talk about
- print the slides with these notes.

The quality, consistency and suitability of your presentation will be a significant factor in determining the level you are awarded for Assessment Objective 3.

*(Evidence might be the saved electronic file. Evidence of checking for error could be screenshots and/or annotated drafts. For higher levels a handout print is required and for Distinction a printout of the speaker's notes is also needed. Evidence of slide transitions and animations might be found in the saved electronic file or might be provided using screenshots.)*

## Task 4: Design and create a range of business documents

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### **Assessment Objective 4 is assessed in this task**

In this task you will use word processing or desktop publishing software to create a variety of appropriate business documents relevant to the French trip. These must include a letter and at least two other documents (eg information leaflet, flyer, brochure, newsletter, agenda, report, minutes, additional handouts to accompany the presentation you created in Task 3).

You must use the text that you prepared in Task 1 in one or more of your documents. You should use any appropriate information from Task 2 in your documents.

For higher levels you should ensure that all your documents have a consistent style.

### **Use the activities below to produce evidence for your assignment.**

For Pass and Merit levels you need only complete parts **B** and **C** of this task.

**A** Design a house style for use in all your documents (eg layout, colours, logo, font styles)  
(Distinction only)

*(Evidence could be brief notes and/or sketches)*

- B** Design and create a letter and at least two other documents, appropriate for the planning and organising of the French trip. One of your documents should include the text you prepared in Task 1. You must create each of your documents from scratch. You must not use any pre-prepared document templates and/or wizards, eg for letters, memos, newsletters.

For Merit level one of your documents must be more than one page and you must also ensure you have used a consistent layout for all your documents.

For Distinction level you must use the house style you designed in part **A** throughout all of your documents. Your letter must be mail merged and one of your documents must have more than two pages.

In your documents you should:

- include graphics from more than one source (eg clip art, internet, scanner, digital camera, graphs/charts created in other software, spreadsheet, database). For higher levels the graphics should be from a wider range of sources.
- format the text (font, style, size), and paragraphs (eg justification, indents, line spacing, tabs)
- use other features as appropriate (eg headers and footers, bulleted and/or numbered lists, page breaks etc). (Higher levels only)
- insert automatic fields including date and document information (Distinction only)

- C** Check your documents to make sure that they are fit for purpose:

- spell check every document. For higher levels, you should also check the grammar
- proof read each document to find any errors not identified by the automatic checkers (Distinction only)
- if necessary, edit your documents to correct any errors you have identified.

The quality, consistency and suitability of your final documents as well as the software tools and facilities you have used, will be a significant factor in determining the level you are awarded for this Assessment Objective.

*(Evidence could be the electronic files and/or printouts of final versions of documents and screenshots, annotated where appropriate, showing use of spelling and grammar check and any tools or facilities used that cannot be clearly seen from printouts. Evidence of proof reading might be annotated drafts)*

## Task 5: Design, create and use a business spreadsheet

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### Assessment Objective 5 is assessed in this task

In this task you will design, create and use a spreadsheet appropriate to your work for the French trip. You will need to use appropriate information that you found in Task 2 when completing this task. Your spreadsheet should present the costs involved for at least two of the different trip options.

### Use the activities below to produce evidence for your assignment.

For Pass level you need to complete parts **A**, **B**, **C**, **D**, **E** and **F** of this task.

**A** Design and create a spreadsheet to display information for at least two options for the French trip. For example your spreadsheet could include:

- transport costs
- entry fees for visitor attractions (sightseeing/places of interest)
- cost of evening activities
- number of people

Your spreadsheet must include column headings, row labels, a title (higher levels only), text and numeric data.

**B** Create appropriate formulas to calculate, for example:

- total cost of each option
- cost per person
- cheapest/most expensive cost.

You must use at least two **different** calculations in your spreadsheet.

For Merit level you must use several different formulas including at least one function and one arithmetic operator.

For Distinction level you must use several different formulas including at least two different functions and two different arithmetic operators.

**C** Format your spreadsheet so that the information is displayed effectively. You might, for example, format:

- text (font, style, size, colour, alignment)
- numbers (decimal places, percentage, currency, date/time)
- cells (apply borders and/or shading).

**D** Print out your spreadsheet:

- clearly showing all data
- in formula view showing all formulas in full (Higher levels only)

For the higher levels you will need to preview before printing and make sure you have chosen the options that will fit your sheet most effectively onto the paper. For Distinction level you should also set appropriate headers and footers and other appropriate print options (eg margins, gridlines, row and column headings, setting a print area).

- E** Change some numeric data to model the expected outcome for at least **two** different scenarios, for example you might increase and/or decrease the transport cost to investigate what happens to the final cost or you could investigate what would happen to the total cost of the trip if the entry fees to the attractions were increased and/or decreased. Print the results of each change.
- F** Annotate your printouts to show the changed outcomes obtained as a result of the modelling you carried out in part **E**.
- G** Explain the results you have obtained as a result of the modelling you carried out in part **E**. (Higher levels only)

The efficiency of your spreadsheet, including the formulas you have used, as well as the appropriateness of the formatting options you have applied, will be a significant factor in determining the grade you are awarded for this Assessment Objective.

*(Evidence could be printouts of the original and changed spreadsheet and for the higher levels formula printouts. At Pass level you might evidence your formulas through the electronic file of your spreadsheet or through screen prints. Changes to data and setting of print options should be annotated.)*

## Task 6: Update and use a database to search for and present information for a business purpose

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### Assessment Objective 6 is assessed in this task

In this task, you will update and use a database file called **Hosts**, which your tutor will give to you. This database contains details of host families who are able to accommodate staff and students when they are in Paris. You will enter, edit and delete data appropriate to the needs of the French department. You will search for data relevant to the trip and for the higher levels you will also sort data and print report(s).

### Use the activities below to produce evidence for your assignment.

For Pass level you need only complete parts **A** and **B** of this task.

#### **A** Update the database as follows:

- A new host family has just joined the exchange scheme. They live in the St Germain district and can accommodate 2 guests. They offer vegetarian cuisine, have 1 child and speak English. Their rating is excellent and they have been allocated Reference F1300. Add a new record for this host family.
- Edit the record for F1101 – this family are now able to accommodate 2 guests.
- The host family with the reference F1909 has withdrawn from the scheme. Delete this entire record from the database.

Check your amendments carefully to ensure that you have not made any errors.

*(Evidence could be the updated electronic file or screenshots/printout(s) showing your changes.)*

#### **B** The trip organisers would prefer to place students with hosts who have an excellent rating. The trip organisers will need to know the host reference, the district where the hosts are located and how many guests the host is able to accommodate.

Create and save a query to find this information. For Higher levels this query should display the data in alphabetical order of district.

- C** Present the results of this query in a suitable report. (Higher levels only)
- D** Some students have special dietary requirements. The trip organisers would like to find out which hosts offer Vegetarian, Vegan or Halal cuisine. The trip organisers will need to know all the information about each of these hosts.

Create and save a query to find this information. This query should display the data in numeric order of the number of guests that can be accommodated. (Distinction only)

- E** Present the results of this query in a suitable report. You must choose a different report format from the one that you used for your first query. (Distinction only)

*(Evidence for parts **B** to **E** could be the query and report printout(s) and screenshots of the query criteria. Alternatively the saved electronic file could be supplied.)*

# Model Assignment: Candidate Checklist

OCR Level 2 Nationals in ICT 2010

Unit 1: ICT skills for business

CANDIDATE NAME: \_\_\_\_\_

For task 1 (AO1) have you:	Completed (✓)
A Prepare text about safe working practices?	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> printouts	
<input type="checkbox"/> electronic files	
<input type="checkbox"/> or other (please give details)_____	

For task 2 (AO2) have you:	Completed (✓)
A used search a search engine and suitable search criteria to find information?	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> printouts of criteria entered into the 'Search' box	
<input type="checkbox"/> search results returned	
<input type="checkbox"/> or other (please give details)_____	

For Task 2 (AO2) have you:	Completed (✓)
<b>B</b> kept a record of website addresses?	
stored information found?	
used favourites/bookmarks to store useful links? (Merit and Distinction only)	
organised your favourites/bookmarks into folders? (Distinction only)	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> list of website addresses	
<input type="checkbox"/> screenshot(s) of your work area	
<input type="checkbox"/> screenshot of favourites/bookmarks	
<input type="checkbox"/> or other (please give details)_____	

For Task 2 (AO2) have you:	Completed (✓)
<b>C</b> explained copyright issues? (Merit and Distinction only)	
commented on the trustworthiness of each source? (Merit and Distinction only)	
commented on the validity of your sources and on how up-to-date the information is? (Distinction only)	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> word-processed document	
<input type="checkbox"/> screenshots showing dates and copyright information	
<input type="checkbox"/> or other (please give details)_____	

For Task 3 (AO 2 and AO 3) have you:	Completed (✓)
<b>A</b> created a presentation of at least 5 slides using text and graphics?	
<b>B</b> checked the presentation for errors and fitness for purpose?	
<b>C</b> applied transitions and printed in handout form? (Merit and Distinction only)	
<b>D</b> set animations and printed speaker notes? (Merit and Distinction only)	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> saved electronic file	
<input type="checkbox"/> screenshots	
<input type="checkbox"/> handout prints	
<input type="checkbox"/> speaker's notes printouts	
<input type="checkbox"/> or other (please give details)_____	

For Task 4 (AO 4) have you:	Completed (✓)
<b>A</b> Designed a house style? (Distinction only)	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> notes	
<input type="checkbox"/> sketches	
<input type="checkbox"/> or other (please give details)_____	

For Task 4 (AO 4) have you:	Completed (✓)
<b>B</b> created a letter and two other documents?	
<b>C</b> checked your documents?	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> electronic files	
<input type="checkbox"/> printouts of the final documents (annotated if appropriate)	
<input type="checkbox"/> screenshots showing features used	
<input type="checkbox"/> annotated drafts	
<input type="checkbox"/> or other (please give details)_____	

For Task 5 (AO 5) have you:	Completed (✓)
<b>A-D</b> created and printed a spreadsheet?	
<b>E</b> changed numeric data to model at least two different scenarios?	
<b>F</b> annotated your printout?	
<b>G</b> explained your results? (Higher levels only)	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> spreadsheet printouts	
<input type="checkbox"/> formula printout(s) (higher levels only)	
<input type="checkbox"/> electronic file	
<input type="checkbox"/> or other (please give details)_____	

For Task 6 (AO 6) have you:	Completed (✓)
<b>A</b> updated the provided database?	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> annotated printouts of updated database table	
<input type="checkbox"/> saved electronic file	
<input type="checkbox"/> or other (please give details)_____	

For Task 6 (AO 6) have you:	Completed (✓)
<b>B</b> created a query?	
<b>C</b> created a report? (higher levels only)	
<b>D</b> created a second query using multiple criteria? (Distinction only)	
<b>E</b> created a second report using a different format? (Distinction only)	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> saved electronic file	
<input type="checkbox"/> query printout(s)	
<input type="checkbox"/> report printout(s) (higher levels only)	
<input type="checkbox"/> screenshots of query criteria/design(s)	
<input type="checkbox"/> or other (please give details)_____	

## Model Assignment: Tutor Information

OCR Level 2 Nationals in ICT 2010

Unit 1: ICT skills for business

# 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](http://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 assignment.
- 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 Objective, 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

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The tasks have been designed to enable candidates to demonstrate their knowledge and understanding of the use of ICT in a business environment. It is expected that candidates will employ safe working practices when completing the work for this assignment and that they will create a suitable folder structure to store their files. Candidates will search for information using the internet and other sources and use the information found in subsequent tasks. They will demonstrate their understanding of using email in a business environment.

Candidates will design and create a short presentation to accompany a talk, a range of documents and a simple spreadsheet. They will use a database provided by the tutor.

Where there is a requirement, in the grading grid for the unit, for candidates to print documents, this is a specific software skill they need to demonstrate. Candidates producing electronic portfolios may print their documents electronically, eg to PDF, to meet this requirement. Screenshots are not acceptable alternatives.

The tasks have been designed so that all of the Assessment Objectives in Unit 1 are addressed. Most tasks are designed to be completed in sequence.

Some tasks cover parts of different Assessment Objectives, however, assessors must take care to assess the evidence against the grading grids for each Assessment Objective, awarding the overall grade for that Assessment Objective, taking into consideration **all** elements of the work that contribute to it. It is therefore not appropriate to award a grade for the individual tasks.

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

## The Tasks

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### Task 1: Safe working practices in a business environment

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#### **Assessment Objective 1 is assessed in this task**

In this task candidates must produce text, possibly illustrated, explaining safe working practices when using ICT in a business environment.

Whilst candidates at pass are required only to describe one measure in each category, higher levels require a wider range of measures to be described, with distinction candidates covering most, if not all, of those listed in the Knowledge, Understanding and Skills (KUS) of the unit specification document.

The examples used might be images showing safe or dangerous working practices or examples drawn from their own experience of when they have used the measures in their own work.

Candidates working at the higher levels will include more detail in their descriptions. For example at pass level a candidate might identify the need for the screen to be at the right height. At merit level candidates would give more detail eg the specific height, whilst at distinction level they should be specific about the height, distance and angle of the screen. Similarly at pass level a candidate might describe the need to back up files but this would be expanded by distinction candidates to cover the frequency of backup, the medium used and where it should be stored.

### Task 2: Search for and store information from the internet

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#### **Part of Assessment Objective 2 is assessed in this task**

Candidates should use a search engine to find information on the internet about the different options for the trip outlined in the scenario.

Higher level candidates must use effective search criteria (ie keywords rather than complete phrases/questions/sentences) to find suitable information from the internet. Distinction level candidates must also make effective use of advanced search criteria to find suitable information from the internet. This could be by use of 'Advanced Search' pages from a search engine website, or by using " ", wildcards and (+), or, not (-) etc. However, it is important to check that the operators are used correctly and that they work with the chosen search engine.

Evidence could be printouts of criteria entered into the 'Search' box/page together with the search results returned.

Candidates should keep a record of the addresses of websites they have used. They might appropriately record these in a table which allows them to comment about trustworthiness, validity and the date the information was last updated on the website. They should save graphics and text that they can use for their documents in Task 4. Candidates are not required to print all the downloaded information at this stage - screenshots of about two or three web pages showing the source of some downloaded information is sufficient.

### Task 3: Design and create a business presentation to accompany a talk on the use of email in business

#### Part of Assessment Objective 2 and Assessment Objective 3 is assessed in this task

For this task candidates will design and create a presentation that can be used to illustrate a talk on the appropriate use of email in a business context. They will produce a presentation, of at least 5 slides, using appropriate text and graphics. Candidates must make their own decisions about the focus, content and layout of the slides but there is no requirement for them to produce written or printed evidence of their designs.

Candidates should be discouraged from copying and pasting paragraphs of text onto slides as this is likely to prevent the presentation being fit for purpose. The use of short, succinct bullet points should be encouraged.

To meet the requirements of Assessment Objective 2 candidates should give examples of appropriate use of emails in a business context.

Although candidates are only required to demonstrate an understanding of the use email in a business context, it would be to their benefit to use email during the course of this assignment. The emails that they send and receive could then be used to provide suitable examples for their presentation. Tutors are therefore encouraged to send emails with appropriate subjects and message text so that candidates have appropriate examples to use.

Examples of messages that could be sent by tutors are shown below.

<b>Subject</b>	Year 11 French Trip - Newsletter
<b>Attachment</b>	(school logo as a graphic file)
<b>Message text</b>	<p>In Task 4, you will need to create documents about the Year 11 French Trip. Please find attached the school logo that you may find useful for this task.</p> <p>Save this file in a suitable folder in your work area so that you can find it easily when you are creating your documents.</p> <p>Please forward this email to one or more of your classmates, sending me a copy at the same time.</p>

<b>Subject</b>	Accommodation for Year 11 French Trip
<b>Attachment</b>	(Database file – <b>Hosts</b> )
<b>Message text</b>	<p>Please find attached a database containing details of available accommodation for the above trip. You will need to save the database in your working area. You will use this database in Task 7.</p> <p>Please reply to this message to confirm that you have received it.</p>

For higher levels a list of examples of extended email features is included in the KUS, but this should not be regarded as exhaustive as different extended features may be available within various email client applications.

For Assessment Objective 3, for Pass level, candidates should show some evidence of checking their presentation for errors, which might be limited to using spell check.

Distinction level candidates will need to add some speaker notes. These must be notes that will assist the presenter when delivering the presentation, (eg additional information to support the bullet points on the slides). It is not appropriate for candidates to use the notes pages to add a commentary on how they created the presentation. The final presentation must be checked to ensure that it is appropriate to the purpose and audience and of a near professional quality (suitable for use in the workplace).

The electronic file can provide effective evidence of transitions and animations and the overall quality of the product.

Candidates might actually use their presentation by delivering a talk, but if they do so centre assessors should assess only the presentation not the effectiveness of the delivery.

## Task 4: Design and create a range of business documents

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### Assessment Objective 4 is assessed in this task

Candidates must create a variety of business documents relevant to the scenario using word processing or DTP software. Candidates are expected to use some of the information that they have found in Task 2 in the production of their documents. If necessary, it is permissible for tutors to supplement this by providing them with some additional suitable information.

Although candidates are expected to design their documents, there is no requirement for them to produce evidence of their designs. They must work from blank documents and not make use of templates or wizards provided by software packages

Candidates might use information from task 3, by creating a document to be handed out to the audience, were the presentation to be delivered. If candidates choose to create such a handout, the document must be completely separate from the presentation (ie created in WP or DTP software and not as part of the notes pages or handouts).

Although candidates are only required to create at least three documents, they may need to produce more than the minimum in order to demonstrate a sufficiently wide range of features to meet Higher level requirements. However, there is no benefit to candidates of creating many documents repeating the use of the same features.

Documents that are not largely fit for purpose **cannot** be credited. For Distinction level, documents should be of a sufficiently high quality to be acceptable in a business environment.

Additional evidence is needed to demonstrate the use of particular features that cannot be clearly seen from the printouts. For example, it is not clear from a printout of a document whether items are in a header or merely at the top of a page. If candidates develop their own templates or master pages, these should be clearly evidenced. A screenshot showing the use of spellchecker and grammar check should be included for each document. Additional evidence might be provided by the electronic files, screenshots and/or individual, detailed witness statements, signed and dated by the assessor. Where elements have been obtained from external sources such as digital cameras, scanners, the WWW etc there should be evidence to show this. It is not necessary to produce a commentary detailing every step taken in the production of the documents.

For Distinction level, it is a requirement that candidates design and create a mail merged letter. This could involve the use of data from a linked database, spreadsheet or data file created within the word processing software. Centres may provide the candidates with the file containing the data to be linked, however, the letter must be designed and created entirely by the candidate.

The separate requirement to insert fields into at least one document refers to including document information and a date field and is not met by inserting the merge fields from the data file.

## Task 5: Design, create and use a business spreadsheet

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### Assessment Objective 5 is assessed in this task

For this task candidates must design, create and use a simple spreadsheet to calculate costs for at least two different trip options. Although candidates are expected to design their own spreadsheet, there is no requirement for them to produce evidence of their design as this will be seen in the final spreadsheet.

Centres may provide candidates with additional information/figures to assist with this task, however, candidates must design and create the spreadsheet themselves. Tutors must not provide the candidates with a pre-populated spreadsheet nor should they supply them with a design to copy or instruct the candidates on what to put where.

## Task 6: Update and use a database to search for and present information for a business purpose

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### Assessment Objective 6 is assessed in this task

For this task, tutors must provide candidates with the database supplied with this assignment. For this unit, candidates are not required to create the database themselves. Candidates **must not** use search engines to evidence this Assessment Objective.

The database, **Hosts**, is provided by OCR in .mdb (Microsoft Access), .csv (comma separated values) and .xls (Microsoft Excel) formats. Tutors should provide candidates with one of the file formats as appropriate to the centre's database software.

Even at Pass level, changes made to the database must be largely accurate, according to the requirements. At this level, candidates might for example, use incorrect/inconsistent case or misspell a word. At Higher levels the changes made should all be accurate. For the higher levels the reports selected should display the data effectively.

The database **Hosts**, contains the following details.

Host Reference	District	Guests	Cuisine	Own Children	Rating	English Spoken
F0014	Bercy	3	Traditional	1	Very Good	Yes
F0019	Champs Elysees	2	Vegan	2	Very Good	Yes
F0034	Vaugirard	1	Traditional	2	Good	Yes
F0111	Belleville	4	Vegetarian	2	Excellent	No
F0113	St Germain	2	Traditional	2	Good	No
F0123	Latin Quarter	1	Vegetarian	2	Good	Yes
F0135	St Germain	2	Traditional	2	Good	Yes
F0139	Montparnasse	2	Traditional	1	Good	Yes
F0176	Latin Quarter	2	Traditional	2	Good	No
F0222	Bibliotheque Nationale	2	Chinese	1	Very Good	No
F0232	Latin Quarter	3	Traditional	2	Excellent	Yes
F0267	Bercy	2	Traditional	1	Very Good	No
F0298	Vaugirard	1	Traditional	4	Good	Yes
F0302	Bibliotheque Nationale	1	Traditional	1	Good	Yes
F0313	Latin Quarter	2	Traditional	3	Good	Yes
F0327	Montparnasse	2	Traditional	2	Good	Yes
F0333	Temple	1	Halal	2	Excellent	No
F0340	Garde du Nord	2	Vegetarian	2	Good	Yes

F0367	Islands	1	Traditional	1	Very Good	Yes
F0431	Islands	2	Kosher	3	Good	Yes
F0433	Bastille	2	Halal	1	Good	No
F0444	Montparnasse	2	Vegan	0	Good	No
F0462	Trocadero	1	Traditional	6	Very Good	No
F0503	Temple	3	Vegetarian	2	Good	Yes
F0522	Garde du Nord	4	Traditional	2	Good	Yes
F0561	Trocadero	1	Vegetarian	2	Very Good	Yes
F0599	Trocadero	3	Traditional	1	Good	Yes
F0651	Garde du Nord	2	Kosher	1	Good	Yes
F0677	Temple	4	Traditional	1	Very Good	Yes
F0679	Latin Quarter	2	Halal	3	Very Good	Yes
F0718	Bercy	2	Halal	2	Good	Yes
F0721	Bercy	1	Vegan	2	Very Good	Yes
F0788	Montparnasse	2	Vegetarian	2	Very Good	Yes
F0790	Bastille	3	Vegetarian	2	Good	Yes
F0824	Vaugirard	2	Traditional	2	Good	No
F0873	Belleville	2	Chinese	1	Good	Yes
F0984	Belleville	2	Traditional	2	Very Good	No
F1011	Islands	2	Traditional	2	Good	No
F1098	Temple	4	Traditional	2	Good	Yes
F1101	Montparnasse	1	Vegetarian	2	Excellent	Yes
F1105	Bercy	2	Vegetarian	4	Good	Yes
F1218	Temple	1	Traditional	1	Good	No
F1242	Montparnasse	1	Vegetarian	5	Good	No
F1282	Islands	1	Traditional	4	Good	No
F1289	Islands	1	Kosher	2	Good	Yes
F1312	Belleville	1	Traditional	1	Good	Yes
F1667	Garde du Nord	3	Kosher	1	Very Good	Yes
F1678	Islands	2	Vegetarian	0	Excellent	Yes
F1829	Temple	1	Traditional	2	Very Good	No
F1909	Bercy	3	Traditional	0	Excellent	Yes
F1990	Latin Quarter	2	Asian	2	Very Good	No