

Subject Specific FAQs – Cambridge Technical in IT

Q: Do the learners have to provide evidence for every bullet point in the Teaching Content?

A: *You need to look at the 'Guidance on assessment' section of the unit and that will give an indication. Sometimes the learner will have to include 'a range' which means three or more, other times it will specify what from the Teaching Content needs to be covered. Remember, you need to ensure that the learners provide a sufficient depth of knowledge and understanding in their evidence relevant to the qualification Level.*

Q: Can I use evidence from Level 3, Unit 14 (Computer Animation) where the learners have created animation as evidence towards Level 3, Unit 10 (Developing Computer Games)?

A: *You can use evidence holistically across any of the units within the Cambridge Technicals in IT. You will need to ensure the evidence is clearly signposted to the relevant unit and Assessment Criteria (AC).*

Q: We are looking at Level 3, Unit 17 (Interactive Media Authoring) and struggling with the 'form' aspect of the Teaching Content (under 'Interactivity'). Would it be ok to create a 'fill in the blank' quiz? Would this be classed as a form?

A: *When it refers to 'forms' in the Teaching Content, these are just examples of ways that learners can make their product interactive. They could produce a product that has a questionnaire in the style of a form that the user completes e.g. a form that you complete online to provide feedback on, say, a product. If they design a form that someone has to complete as part of a quiz, then yes, that is an interactive form.*

Level 3 Unit 2 - Information Systems

Q: For LO3, P4 (Describe the features and functions of information systems) – what is expected to be discussed for 'closed and open systems' under the 'functions' heading in the Teaching Content?

A: *Learners are required to 'describe the features and functions of information systems'. This means that they have to describe open and closed systems, how they work, what they do etc.*

Q: Can I use the school as the example of any organisation?

A: *Yes you can. You can select any organisation that you choose.*

Level 3 Unit 1 - Communication and Employability Skills for IT

Q: For P1 (Explain the personal attributes valued by employers), how many of the personal attributes do they have to cover from the Teaching Content? Also how many targets do they need to look at to pass P7 (Produce a personal development plan)?

A: *It is more important that learners can understand why employers value certain attributes and looking at a particular job role can help to focus their responses. The learners may find it easier to look at a number of job roles to provide understanding across a wider number of personal attributes. We are often asked this question during the Professional Development events and when the delegates are asked how many would they expect a Level 3 learner to provide evidence of, the consensus of opinion is at least 5 to 6, answered well.*

As for the Personal Development Plan (PDP), learners should be looking at long term and short term targets and consider how they are "going to get there". The evidence must show that they have followed their PDP over a period of 3 months. This means that not all targets will be achieved but progress would have been reviewed. It is not a case of how many, but is the PDP a realistic personal development plan?

Level 3 Unit 12 – Website Production

Q: For LO4 (P5), learners have to create a website of at least 8 pages. I have asked them to ensure that they incorporate animation and video. Does the animation and video material have to be created by them or can they incorporate it from third party sources?

A: *The unit is assessing their ability to create a website, not create animation or video. Obviously it is always nice to see learners being creative and using their own products, but they can use those from a third party, as long as they reference the source.*

Level 3 Unit 5 – Organisational Systems Security

Q: For P5 (Explain how employment contracts can affect security), I am finding it difficult to find any contracts of employment for my learners to research. Can I use job descriptions?

A: *The 'Guidance on assessment' states that they must evidence at least three different types of employment contracts (one for Senior, one for Middle and one for Junior Management).*

Centres should encourage their learners to research the roles and responsibilities of people at the different management levels and establish what their particular responsibilities are with respect to organisational systems security. What would they expect to see in a contract of employment for each of these management levels that reflects their responsibilities for systems security?