

**ELC**

**ICT**

Entry Level Certificate **R441**

**OCR Report to Centres June 2015**

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This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

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# Entry Level ICT

## General Comments:

This was the fifth year of the specification.

The standard of marking and work, as expected, was very good from the majority of centres, many portfolios being well presented with a good range of photographic evidence being shown. It has to be stressed however, that students need encouraging to clearly label and organise their tasks into separate sections for AO1 (Research), AO1(Planning), AO2 (Practical Use of ICT Software Tools/Carrying Out), AO2 (Outcome) and AO3 (Conclusion and Evaluation), and when this is done, moderation is generally made much easier. Teachers need to make sure that they annotate the work in the teacher boxes on the URS form(s), and also leave directions as to the location of the work.

Where centres had included cover sheets with annotation explaining how the marks had been awarded, this was very helpful to the moderators.

It is recommended that centres should take advantage of Inset training.

More centres are using this new qualification for special educational needs students, as well as to engage and motivate disaffected students.

Candidates showed skills by:

- engaging in the planning process
- evaluating their work
- researching information via the internet
- using digital imaging
- using modelling and data handling
- the creation and manipulation of animation
- the use of control language software
- the creation and editing of video
- providing photographic images to fully promote health and safety.

A good standard of practical ICT work was observed in the majority of centres.

## Comments on Individual Questions:

### Research (AO1)

In this objective, candidates need to use a source other than the internet, such as libraries, newspapers, and photographic evidence, to carry out their research. This objective is generally not well answered in accordance with the criteria in the specification. Candidates who also use other sources, clearly evidenced in addition to their internet research, generally do better. This is what is expected from candidates who meet the top mark band requirements. It is evident that good research assists good planning.

### Planning (AO1)

Candidates need to produce a detailed plan of action, list relevant resources needed, identify appropriate software for the task, and explain why safe working practices are important when using a computer. Where candidates spent a good amount of time researching their task, generally they produced stronger plans. Some writing frames provided by many centres were also successfully accessed and used by the candidates. Good planning is usually well labelled.

### **Practical Use Of ICT Software Tools(long task) (AO2)**

Candidates need to show their use of email to receive and send communication including attachments. Candidates also have to use logical methods/techniques to carry out planned work using a range of appropriate software features /formatting tools. This was well carried out, with lots of excellent quality work. Candidates also have to show they can insert text and graphics in appropriate places, which was also well evidenced. Saving and retrieving work with appropriate filenames, was shown to be within the abilities of most students, although much of this has tended to be evidenced by a teacher's signature. Teacher witness statements will require detailed evidence, in future series.

### **Carrying Out (short task) (AO2)**

There is no research necessary for the short tasks. This strand is assessed largely on the candidate's ability to use the software. Candidates need to carry out the planned work using an appropriate software application and resources. They also have to show use of logical methods and use of software features in their completion of the task(s). With good plans, the more able candidates showed excellent skills in their use of software features.

### **Outcome (AO2)**

For this task, candidates have to produce a relevant and complete outcome and also show evidence of progression in their task. The first part was generally well achieved, to at least a partial outcome level, and the more able candidates were more than competent in producing a good final outcome. The evidence shown in many cases was quite patchy. Two or three screenshots showing a range of progress, with some annotation, written or typed, would cover this part of the objective. Care needs to be taken in the production of screenshots, as sometimes they are too small to be legible.

### **Conclusion and Evaluation (long task) (AO3)**

Candidates need to make detailed and relevant comments and draw simple conclusions about their work. In addition, they are also asked to explain an advantage or disadvantage of using ICT to complete the task, suggest some improvements to the outcome of the task and demonstrate knowledge and understanding of different methods of electronic communication. This was a weak area for some centres, with minimal evidence shown. The more able candidates, referred back to their original plans and made statements about its success or failure, and how different implementation could have improved their outcome. Teachers providing witness statements about their students' evaluation work need to make more detailed statements than just the statement that their student has completed the evaluation. Moderators would also like to know exactly how they evaluated their work. This applies to all evaluation tasks.

### **Conclusion and Evaluation (short task) (AO3)**

Candidates need to make relevant comments on the outcome of the task and identify strengths and weaknesses, and suggest relevant improvements. Again, the better students had good plans which they could refer back to in their evidence.

### **Achievement in Practical Communication Task:**

This is the task that is awarded 40 marks. Generally it was completed well, although adequate labelling was sometimes absent. The tasks of Advertising a School Event, Promoting Recycling in School and Promoting Health and Safety in the ICT room, seem to have been well received by centres, with achievement mostly in the top two levels.

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