

Vocational Qualifications (QCF, NVQ, NQF)

IT Users (CLAiT International Suite)

IT Users Level 1 Certificate/Diploma (New CLAiT – International) – **04636**

IT Users Level 2 Certificate/Diploma (CLAiT Plus – International) – **04637**

IT Users Level 3 Certificate/Diploma (CLAiT Advanced – International)
– **04638**

OCR Report to Centres 2014 – 2015

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It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

OCR will not enter into any discussion or correspondence in connection with this report.

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IT Users Level 1–3 (CLAiT International Suite)

Overview:

Although the CLAiT International suite is not accredited by Ofqual, centres continue to deliver the qualification, particularly focusing on Level 1 (New CLAiT) and Level 2 (CLAiT Plus), and to submit claims regularly throughout the year. For the most part, centre assessment is robust, with excellent evidence of marking and annotation of scripts, as required. Centre assessors demonstrate a good understanding of unit content, and mark work in accordance with the OCR marking criteria, assignments and assessment guidance which are embedded in the delivery of the qualification. Centres have systems of internal standardisation in place to ensure that, where there is more than one centre assessor, the marking is of the same standard. Scripts show evidence of double marking with, sometimes, copious annotations from the assessor. Some assessors mark candidate scripts by noting the assessment objectives on the prints with errors clearly highlighted, which is really effective and helpful. For the most part, assessment decisions are confirmed by Examiner Moderators.

Centre assessors must check the CLAiT International web pages and Interchange to check for up-dated notices and additional marking guidance to support them in their delivery of the qualification.

Centres submit either hard copy prints to Examiner Moderators or send work electronically to the Examiner Moderator's OCR mailbox.

Few centres deliver Unit 6 (e-image) at all levels or Unit 7 (Web Page) at Level 2. Very few centres deliver Level 3 units (CLAiT Advanced).

As technology has improved, current software packages have greater capabilities to reflect the needs and requirements of business processes. It can, though, prove problematic for centres when IT platforms and software are updated to the latest versions. An example has been Level 2 CLAiT Plus Unit 4 assessment objective 4b. This assessment objective was designed to test whether candidates could send a document to a commercial printer in a format that would enable the printer to print a 'true copy'. The method used these days is to send files in PDF format, but in later versions of this software candidates are unable to provide evidence that the colour printing process has been set. Consequently the software has not permitted candidates to complete the objectives as required.

General Comments

The majority of claims are for Level 1 New CLAiT. Candidates successfully achieve the units, demonstrating that assessment practices are embedded in the delivery of the qualification. Examiner moderators complete an eNQF6 Centre Feedback Report and often comment on the excellent marking and the standard of candidate work. Administration processes are equally good, as centres complete the Submission Cover Sheets correctly and submit with the batch copies of the claims made on Interchange. Some centres submit worked copies with every batch claimed but this is not required. Centres are also reminded that prints should not be enclosed in plastic wallets.

New CLAiT Level 1 Unit 8

On 31 July 2014 the BBC removed the WebWise resources that provided the underpinning knowledge and skills for candidates to pass the WebWise assessments. Notices outlining new arrangements were uploaded on to the New CLAiT web page and these notify centres of additional resources that have been made available so that they can continue to offer the WebWise assessment. Revised BBC Webwise assessments were made available on Interchange.

The Assessment mailbox was changed in March 2014. In the past, Centres were advised to contact vocational.qualifications@ocr.org.uk with their assessment queries, using the format below for the subject line:

CLAiT International Level 1 query Unit 2 07/08
CLAiT Plus International query Unit 2 07/08
CLAiT Advanced International query Unit 5 05/B

However, the mailbox above is no longer operational, so it is important for centres use the current arrangements which can be found on the CLAiT webpage.

Comments on Individual Units

As stated above, centres have a good understanding of the unit content, assessment criteria and marking requirements. On the occasions units are withdrawn by Examiner moderators, it is due to centre assessors missing errors, or assessors sometimes incorrectly penalising critical errors as accuracy errors, despite the fact that the marking criteria make the distinction clear. Centre assessors must be familiar with the General Marking Criteria section in the Centre Handbook, as well as the detailed marking criteria for each unit. A marking reference grid for each unit is provided in the Centre Handbook for general reference.

Common errors:

LEVEL 1 New CLAiT

Unit 1 File Management and e-Document Production

- The majority of errors found by External moderators in this unit are keying-in errors that have not been noted by the centre assessor. Text must be entered in the same case as shown in the assignment. Incorrect use of case is penalised at the rate of one accuracy error per word, although consistent use of upper or title case for the heading (if different from the given text) is penalised as one accuracy error per assignment (2007-2008 assignment) (3d). Centre assessors must check candidates' work carefully against the correct tutor-worked copy.
- Capitalising the first letter of each item in the bulleted list (2005/06 Set B assignment) (3d) counts as one accuracy error.
- Incorrectly renaming a folder (2005-2006 Assignment A) (2b) counts as one accuracy error.
- Incorrect copy of a file eg a file named as **copy of xxx** (2e) counts as one accuracy error.
- Failure to set margins to within the 3mm tolerance. This is assessed on the print (3b) as one accuracy error per assignment.

Centres should note that in Office 2010, the word-count facility does not count bullet points as words. An example of this is 2005-2006B where the word-count shows 202 words rather than 207 words in previous versions.

Unit 2 Creating Spreadsheets and Graphs

- A formula that would not produce the correct results even with correct calculations displayed (2a) counts as a critical error.
- Failure to display the actual values (numbers) above the bars on bar charts or at the data points on line graphs (3a) is penalised at the rate of one accuracy error per assignment.

- Comparative data that is not distinctive on the printouts (4h) counts as a critical error. When candidates are using a black and white printer, it is suggested that pattern infill is chosen instead of different shading. This is because the colour/style of the sectors/data/points/lines is not always clearly distinct on the printout (even though it may clearly be distinguishable on screen).
- Data labels or a legend that does not identify the data clearly (e.g. 1, 2, 3 instead of the actual days or months) (4f, g) counts as a critical error.
- An error in a filename, e.g. spacing such as 'bread 1' for 'bread1' (5a), counts as one accuracy error per assignment.

Unit 3 Database Manipulation

- Field-width not wide enough to display all data in full (3c) counts as one accuracy error for each data item not fully displayed. Repeated instances of a data item are penalised once only per assignment. This applies to all printouts, including the first print of the table.
- Amendments carried out early (data amended on the original database table printout) (1d) count as one accuracy error for each amendment carried out early.
- Incorrect item amended (1d) counts as one accuracy error per data item.
- Incorrect query criteria (2a, b) counts as a critical error.
- Report based on the wrong query (3a) counts as a critical error.

Unit 4 e-Publication Creation

- Missing text at the end of the document on print 2, when the body text size is increased in order to balance columns (2a, d), counts as a critical error.
- Text-wrap not set to above and below the images (2d) counts as one accuracy error per assignment. With the exception of Assignment 2005-2006 Set A and B, text that wraps on either side of the image is penalised as one accuracy error per assignment.
- Distorted images (2c) count as one accuracy error per assignment.
- Failure to set margins as instructed (to within the allowed tolerance) (1b) counts as one accuracy error per assignment.
- Failure to set the column width and/or spacing as instructed: a10% tolerance is permitted on the measurement of spacing between columns, as can be seen from the space shown on the printout. Candidates should be reminded that in some software the text frame properties must be set to zero to avoid additional spaces between columns (1d).

Unit 5 Create an e-Presentation

- Moving the slide to the wrong place and subsequently printing the wrong slides (2b) counts as one accuracy error. However, any missing evidence is penalised under the relevant objective.
- Amendments carried out early is penalised at the rate of one accuracy error for each amendment carried out early.
- Inconsistent slide layout due to use of title slide (1b) counts as one accuracy error per assignment, regardless of the number of resultant errors on that slide.

Unit 6 e-Image Manipulation

- Artwork printouts not in colour (4d) count as a critical error.
- Failure to change the resolution of the provided image (4b) counts as one accuracy error.

Unit 7 Web Page Creation

- mailto: and/or http:// protocol missing from the external links on the HTML source code print (3b, c) counts at the rate of one critical error for each incorrect link.
- Text not displayed in full on the web page printout (text is 'cut off' on the right side of the page) (2b) counts as a critical error.
- Inserting additional line spaces (eg
 or <P> tags) within or between paragraphs (2i) counts at the rate of one accuracy error per assignment.

Unit 8 Online Communication

- Omission of part of the header details (mainly due to emails not being printed from the Sent items folder) (3l) counts as one accuracy error.
- No evidence of the entire original message on the forwarded message (3h) counts as a critical error.
- Saving specified data in an incorrect file format (2f) is a critical error.
- Incorrect or inaccurate email address or an error in the email address (3e, g, h, l, j) counts as a critical error.

LEVEL 2

Unit 1 Integrated e-Document Production

- Failure to protect the file as specified, for example if the password is set to open instead of modify or vice-versa: the protection must be set as specified in the assignment (1c) or this will count as one accuracy error per assignment. If the candidate does not provide the screen print (1e), counts as one further accuracy error. I
- When candidates archive files by moving them to a different folder rather than zipping, if they fail to provide evidence of where the files were located prior to archiving and of where they have been moved to (1f) this counts as one accuracy error per assignment.
- Failure to use advanced search and replace: not searching for 'whole words only' with the result that additional parts of words are replaced (5c) counts as one accuracy error per assignment.
- Errors in set up page layout (6b) count at the rate of one accuracy error per assignment. Common faults are:
 - incorrect top margin
 - graph and/or datafile not positioned within the page margins
 - inconsistent paragraph spacing
 - additional line spaces at the top of a page.

Some assessors penalised borders around an image, graph, data file(s) and table(s) because they extend into the page margin. This is in fact acceptable, provided that the image/graph/data does not so extend.

Unit 2 Manipulating Spreadsheets and Graphs

- Failure to use a legend that clearly identifies the data set: Candidates must ensure that data sets are distinctive when printed on a black and white printer (4d) or this will count as our critical error.
- Failure to display formulae in full when printed (5e) counts as one accuracy error per cell, regardless of whether this is as a result of replicating.
- Missing or ineffective data label(s) and/or axes titles (4b) count as critical error.
- If candidates have not named a cell, they incur two accuracy errors, one for not naming the cell and one for not using the named cell where specified (2f).

Unit 3 Creating and Using a Database

- An error in numeric data (including dates) (1d) counts as one critical error.
- An error in numeric data as a result of setting up incorrect field properties in a table (1c) counts as one critical error.
- Truncated data (4a) counts as one accuracy error per data item.

Unit 4 e-Publication Design

- Not applying a special effect to the specified text: simply changing the colour of the text does not meet the requirements of this assessment objective (2g) and this will count as one accuracy error per assignment.
- Failure to notice widows and orphans (3c) counts as one accuracy error per assignment.
- Failure to set the space between columns as specified is penalised at the rate of one accuracy error per assignment (1f). There is no tolerance as regards space between columns and the printout should show the correct measurement. Candidates should be aware that in some software the text frame properties must be set to zero to avoid additional spaces between columns.

Where the equipment does not permit the printing of colour separated copies, OCR guidance must be followed or candidates will incur an accuracy error. Centres should note that no other alternative evidence is acceptable. The instructions are downloadable from the OCR website.

Unit 5 e-Publication Design

- Failing to apply the specified font style is penalised per style (1b) and counts as one accuracy error per style.
- Failure to provide evidence of timings on each slide (3c) counts as a critical error.
- A presentation must be saved ready to view by producing a screen print prior to saving the file, rather than after saving (4b). Otherwise this counts as one accuracy error per assignment.
- Failure to use and/or provide evidence of animation facilities (builds) (3a) counts at the rate of one accuracy error per assignment.
- Failure to use and/or provide evidence of transition facilities (3b) counts at the rate of one accuracy error per assignment.

Unit 6 e-Image Creation

- No evidence that the animation has been saved in an appropriate format: Candidates must ensure that the file format selected will allow the animation to run independently of the software in which it was created (5a). Otherwise this counts as a critical error.

Unit 7 Website Creation

- Failure to set the input attributes for the submit button correctly, thereby resulting in an inoperative form (3c), counts as a critical error.
- Using hyperlinks to internal pages due to keying in errors in the filename (4c) counts as a critical error.
- Links to images being absolute instead of relative, resulting in the images not being displayed on the webpage when submitted to the Examiner-Moderator (4e), counts as a critical error.

Unit 8 Electronic Communication

Since such a wide range of software is available, additional screen prints may be required to provide evidence for some assessment objectives. Where a screen print is an assessment objective, failure to do this will be penalised as one accuracy error per missing printout. In addition, if the required evidence is not provided in an alternative format, candidates will be penalised under each assessment objective for which the screen printout provides evidence.

Where a screen printout is not an assessment objective, candidates will only be penalised under the assessment objective(s) for which there is no evidence.

Screen prints must be sufficiently legible for the evidence to be clearly displayed.

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