

A photograph of a man and a woman in a library or office setting. The man, on the left, has dark hair and is looking intently at a laptop screen. The woman, on the right, has blonde hair and is also looking at the screen. In the background, there are bookshelves filled with books. An orange semi-transparent box is overlaid on the left side of the image, containing the title and version information.

# GUIDE TO GENERATING EVIDENCE

VERSION 1

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# Introduction

This resource has been created to provide guidance to teachers and centre staff who are involved in the delivery and assessment of the Cambridge Nationals suite of qualifications. The resource relates to the generation and submission of learner work for moderation and malpractice issues as well as associated policies and procedures.

The OCR Nationals were very popular with centres with many centres moving across to the Cambridge Nationals. However, the philosophy of the Cambridge Nationals is very different to that of the OCR Nationals and it is this change which requires a different approach to be taken by teachers and centre staff when it comes to learners generating evidence for the qualification. The creation and assessment of the evidence required by the Cambridge Nationals must follow the guidelines established by the Joint Council for Qualifications (JCQ). These guidelines can be found by following this link:

<http://www.jcq.org.uk/exams-office/coursework>

The moderation process has highlighted problems with this transition process in the way that evidence is generated by learners and the nature of feedback provided. It is hoped this document will provide centres with an understanding of good practice and what to avoid when learners set about generating evidence for this suite of qualifications.

Throughout this resource, examples have been provided from Cambridge Nationals in Business, Creative iMedia and ICT. However, the guidance provided is suitable for the Cambridge Nationals subjects.

# Generating evidence – Top Tips

Many of the problems found during the moderation process relate to the generation of evidence and completion of the required paperwork, e.g. unit recording sheets (URS) and authentication forms (CCS160) at centres. These tips provide guidance to teachers and centre staff for generating evidence to ensure that the evidence submitted for moderation enables the moderation process to be carried out smoothly. In addition, the tips cover guidance relating to the completion of the URS and CCS160s.

## Dos

1. Make sure that each learner's Unit Recording Sheet (URS) is fully completed including learner name, learner number and centre name and number. An interactive URS for each unit across the Cambridge Nationals suite can be found on the OCR website.

### Example – Cambridge Nationals in ICT

The URS for R004: Handling data using spreadsheets can be located by following this link <http://www.ocr.org.uk/Images/97366-unit-r003-unit-recording-sheet-interactive-urs133i-pdf>. The column headed 'Page No.' should signpost the pages on which the evidence can be located. If the evidence is in electronic format then the correct file name(s) should be detailed in the column headed 'Teacher Comments' as the 'Page No.' column will only take a maximum of six characters. If the page numbers/file names are incorrect then this could lead to the moderator being unable to locate the evidence submitted for each Learning Outcome (LO). If moderators are unable to locate the evidence required then it may be difficult to confirm the marks awarded by the centre.

2. Please check the adding up of the marks awarded for each LO on the URS and that the total mark awarded for each unit is correctly transferred to the marks sheet (MS1) or entered onto OCR's Interchange. Clerical errors in mark additions can delay the moderation process and could lead to learners being awarded the incorrect marks. If the electronic version of the URS form is used, remember to press the Enter key when the final LO mark(s) have been entered to ensure the recorded marks are calculated accurately.
3. Ensure that the URS clearly shows how the mark awarded for each LO relates to the marking criteria. These comments should be provided in the column headed 'Teachers Comments'. The comments should clearly detail why the mark was awarded. Teachers could use the highlight facility to highlight the sections of the marking criteria which have been met by the learner. This strategy will then reduce the amount of comments required. When determining a mark for each LO, teachers/assessors should consult 'Appendix D; Marking criteria glossary of terms' in the specification. This glossary will assist when keywords such as 'some' (about 50% of the content which would have been expected is included) are used in the marking criteria. As an example, the marking criteria may refer to a range of advanced techniques having been used. Instead of making the comment 'a range of advanced techniques have been used' in the Teacher Comments, this statement could be highlighted in the grid and the Teacher Comments section could itemise the advanced techniques applied by the learner.
4. When uploading work for moderation using the OCR Repository (01 entry code) it is essential that procedures outlined in the OCR Repository Centre User Guide are followed carefully, particularly with regard to file names, which must begin with the learner number. This guide can be downloaded from <http://www.ocr.org.uk/ocr-for/teachers/ocr-repository/>. The file size of the work to be uploaded to the Repository should be considered by the centres, the maximum file size is 20MB. If the file size of any given learner's evidence exceeds 20MB then the centre should contact the OCR Customer Contact Centre to discuss the available options. These options may include changing the entry code to 02 Postal Moderation or sending the moderator work in electronic format on a memory stick or CD.
5. Ensure that the guidelines for presentation of the work for moderation are followed. These can be found in Section 4.3.1 Presentation of the final piece of work - of the specification. In particular work should not be presented in plastic wallets/folders or as loose sheets of paper, but treasury tagged with the URS as the front sheet. Learner names should be included on each page of printed work submitted, as required by the JCQ instructions for conducting coursework 2015 - 2016, section 3.7. This can be found at <http://www.jcq.org.uk/exams-office/coursework/instructions-for-conducting-coursework>.
6. Check that any final products submitted in electronic format, e.g. on a memory stick or CD, for moderation, for example on-screen presentations or a database, function as the learner created them. For example, sound and video created within PowerPoint often does not work when exported unless the CD export option is used. The

centre is advised to check files on a stand-alone computer before sending them to the moderator. If a moderator is unable to confirm that sound and video works as the learner intended, then the moderator may not be able to confirm the mark awarded by the centre. It is acceptable to send electronic evidence if the Postal Moderation (Entry Code 02) route has been selected by the centre.

7. Ensure that if two or more teachers are teaching and assessing a unit, that internal standardisation of marks across teachers/assessors takes place. Further details of this requirement can be found in each qualification specification, Section 4.5.1. – Internal Standardisation. This should be carried out using an appropriate procedure, to ensure a consistent standard across the centre. If a portfolio is used as part of the internal standardisation process then the appropriate box at the bottom of the URS should be ticked or checked.
8. If screen shots are presented as evidence then these should be of a size which enables the moderator to clearly see the contents. A rough guide should be two or three screenshots per page. If moderators cannot see the contents of the screenshot then it is possible that the moderator cannot confirm the marks awarded by the centre. Don't forget to make sure the screenshot provides the evidence that the learner claims - e.g. entire folder structure, complete file names, edits in a database, etc are shown in full.

Screenshots can be enlarged by:

- clicking the mouse on the screenshot – small squares will appear on the outside of the image;
  - hovering the mouse over the square at the bottom right hand corner of the screenshot – a two headed arrow will appear;
  - holding the left hand mouse button down, making the screenshot bigger.
9. Providing the moderator with electronic evidence of, for example, a spreadsheet or presentation will negate the learner having to provide screenshots with additional explanatory text. If electronic evidence is submitted then the list of acceptable file types should be considered. This can be found in the specification at Appendix C: Guidance for the production of electronic internal assessment: Data formats for evidence. The exception to this list is that of database software such as Access. If Access files are provided then the version number must be provided with the sample of work sent for moderation.
  10. Please ensure that marks are submitted to OCR by the deadline date for each series. The deadline dates for each moderation series for Postal Moderation (Entry Code 2) and Repository (Entry Code 1) are:
    - 10 January for the January series;
    - 15 May for the Summer series;
    - 5 November for the November series.

Remember that the mark submission date is earlier if Visiting Moderation (Entry Code 03), only for summer and January series, has been selected (Engineering and Child Development do not have visiting moderation). The deadline dates for mark submission for visiting are:

- 10 December for the January series;
- 31 March for the Summer series.

Don't forget, as the marks are submitted to OCR then the MS1, or electronic equivalent, should be posted to the moderator. The Centre Authentication Form (CAF), should be sent to the moderator at the same time. An interactive version of the CAF can be found at: <http://www.ocr.org.uk/Images/104242-centre-authentication-form-ccs160-interactive-.pdf>. Remember, one CAF should be included for each unit being moderated. The CAF should be fully completed, including being signed by all teachers/assessors involved in the unit.

11. If teachers/assessors need to supplement learners' evidence with witness statements these should comply with the requirements in Appendix A: Guidance on witness statements, of the specification. In particular, this requires that witness statements must detail exactly what has been witnessed rather than affirming that particular marking criteria have been met. In addition to this, the witness statement must be specific to a given learner. An exemplar witness statement is available from the [OCR website](#). Please note for certain subjects Witness Statements have been created that are very specific to the individual Model Assignment and these are included in the Model Assignment itself.
12. If you are using the Visiting Moderation option, please ensure that an additional copy of the completed URS for the sample of work that will be reviewed during the visiting moderation visit is available to the moderator on the day of the visit.

## Don'ts

All units, except for examined units, within the Cambridge Nationals suite have model assignments which must be used when generating evidence. The model assignments can be found on the OCR website – search for these by using the unit code.

1. Under no circumstances should teachers/tutors advise or direct learners to use a particular template or provide any templates/writing frames specifically for any model assignment task unless specified in the individual Model Assignment.
2. Don't send the Candidate Authentication Statements to the moderator. There are two different authentication forms.
  - One is for the teachers/assessors to sign and send to the moderator with the marks, located at: <http://www.ocr.org.uk/Images/104242-centre-authentication-form-ccs160-interactive-.pdf>. This should be sent to the moderator.
  - One is the Candidate Authentication Statement. This can be found at <http://www.ocr.org.uk/Images/15535-sample-candidate-authentication-statement.pdf>. Each learner should sign and date a Candidate Authentication Statement for each unit they are submitting evidence for. These forms should then be retained in centre and do not need to be sent to the moderator, unless this has been specifically requested.
3. Don't provide detailed feedback to learners once the model assignment has been started. Learners need to carry out the tasks independently. Further information can be found in section 4.3 of a Cambridge National specification.
4. Don't suggest to learners that, unless specifically required by the tasks in the model assignment, they have to provide a step-by-step guide detailing how they completed any given task.
5. Don't forget to provide the moderator with clear and accurate details. The column marked 'Teacher Comments' on the URS should provide details to the moderator about how the given mark for any LO was arrived at. The comments should include the version numbers of software used. This is important for Access, and in some cases Excel, where the functionality of the product can change depending on the version of software used.
6. The model assignments for each unit have been created to cover all the marking criteria for that unit. OCR does not require learners to provide extra evidence covering all unit content. For example, the unit content may provide a list of software tools which can be used to create and edit a digital image. If the learner does not use the full list of tools in creating and editing an image, there is no requirement for extra tasks to be either completed by the learner or submitted as evidence for moderation.

### Example – Cambridge Nationals in Business and Enterprise

Unit R062, Planning for Work, Model Assignment 1, Task 1. Learners are required to carry out self-assessment including skills, experience and interests, and using this to choose an area of employment from those listed in the scenario provided. Learners are required to select one job role from those which they have identified, and to justify, why they have chosen this role. Firstly there is no requirement for learners to research any more than one area of employment and learners will not gain credit from doing so. (Although the second Model Assignment (Vesten) does recommend researching multiple areas of employment, there is no requirement within the assessment criteria to have researched more than one.) Secondly, when completing the self-assessment, learners are required to cover all items in the specification, but when justifying the job role selected, if the learner does not include all of the characteristics listed there is no requirement for extra tasks to be completed in order to do so.

### Example – Cambridge Nationals in Creative iMedia

Unit R087 Creating Interactive Multimedia Products. LO3 unit content refers to the sourcing of assets eg, graphics, sound, video, animation, navigation, buttons/icons together with the setting up of interaction and playback controls eg navigation, rollovers, triggers, behaviours. The use of 'eg' means that it is illustrative and learners do not necessarily need to include all of these in their work for the final assignment.

It should be seen that the marking criteria refers to sourcing, creating and re-purposing the assets in the first strand of LO3. In the second strand of LO3 it refers to combining a wide range of different planned asset types with a clear and coherent navigation system to create a working interactive multimedia product.

If the learner does not include all of the different examples of asset types or interaction and playback controls as stated in the unit content, this does not mean that mark band 3 is not achievable. It is the marking criteria that is used to support the marks, rather than the full unit content that includes all the examples quoted.

7. Don't miss the deadline date for the submission of marks. The marks must be submitted to OCR by the required date and that the MS1, or equivalent, and Centre Authentication Form are sent to the moderator at the same time.
8. Please don't delay in sending the sample to the moderator (Entry Code 2) or uploading the sample to the OCR Repository (Entry Code 1). The sample request will be emailed to the OCR named person at the centre. The sample, whether postal or repository, must be available to the moderator within three days. If the postal moderation route is being used, then the use of a trackable service should be considered by the centre. If a learner who is included in the sample has 'lost' the work then please apply via <https://interchange.ocr.org.uk> Special Consideration Online portal on Interchange. An online application can also be made in cases of lost, partially lost or damaged coursework or to request an extension for the submission of marks.
9. Don't forget to check that any products created by learners work on a stand-alone machine such as a laptop or PC not connected to the school network. The products created, e.g. database or presentations, should have all features included in the product. A moderator will not be able to access the school network or virtual learning environment (VLE). For example, videos used in a presentation should be embedded into the presentation rather than linking to an area on the school network or VLE to be viewed. If the product is not able to be viewed as a standalone product then the moderator may not be able to confirm the use of, for example, videos and sound and it is possible that the moderator cannot agree with the marks awarded by the centre.

## Malpractice Issues

There has been an increase in the number of centres being referred to the OCR Malpractice Committee. Many of the reasons for the increase in referrals are considered in the sections below. The main areas of malpractice are changes to the model assignments, plagiarism and the use of writing frames/templates. This section considers each of these areas and provides guidance for teachers and centre staff to ensure that the evidence created by learners and submitted for moderation is fit for purpose.

## Changes to model assignment

Every subject within the Cambridge Nationals suite provides at least one model assignment for each unit assessed through learner generated evidence. The model assignment must be used and has been created to cover all marking criteria requirements of each LO for each unit. There is no requirement for centres to create additional tasks to supplement the evidence to be submitted by learners.

## Permitted changes

1. The model assignment can be contextualised or amended to meet the needs of the learners. Details on what is permitted to be modified for each Model Assignment are contained in the 'Information for Teachers' section within each assignment for each subject.

### Example – Cambridge Nationals in ICT

One of the model assignments for Unit R007 ICT creating dynamic products using sound and vision, relates to promotion of the local area. The permitted changes to this assignment could include:

- learners focussing on an area not local to the location of the centre – for example promoting an area which is located in other parts of the UK world e.g. if a centre has links to a different country then this would be a permitted change;
- providing more specific details relating to the local area to be promoted. For example, if the centre was located near to The Eden Project then the centre could amend the scenario to target promotion of this tourist attraction.

### Example – Cambridge Nationals in Business and Enterprise

Unit R062, Planning for Work, Model Assignment 1, provides learners with a list of employment areas which are likely to be represented at a careers fair. These may be changed to suit local employment opportunities or if a learner has a particular area of interest outside of this list. For a learner who has aspirations to work in a particular employment area, by giving them the opportunity to research this area will allow them to follow through on all the tasks within the assignment with more meaning, and will allow them to create a career plan as required for LO3, which they can follow in the pursuit of their desired career.

When learners are given particular job roles to use for this assignment, and then during the completion of their portfolio, deviate to their own choice of job, this may result in inconsistencies in the documents created. If learners do not relate their application documents to the job description and person specification for their choice of job this can restrict the mark they can achieve. Centres are reminded that changes to the model assignment are permitted but the centre must be sure that learners still have the opportunity to cover all the learning outcomes and access the full range of marks. It is also important that centres ensure that the employment areas used are 'limited for manageability' i.e. similar in size to the list provided, and established before the assignment is given to the learners. For more information on the permitted changes to the model assignment please see the Information for teachers section of the assignment.

### Example – Cambridge Nationals in Creative iMedia

Unit R082 (Creating Digital Graphics). The original OCR model assignment was to create a DVD cover on the theme of 'Energy Matters' together with a low resolution version for web use at 400px wide. A permitted change would be to change the theme of the DVD cover whilst maintaining the requirement for a web version at specific pixel dimensions. Alternative themes may be appropriate to the local area, with specific tourist attractions or festivals for example.

It is important to realise that any simplification of the scenario would not be acceptable such as one that only required a poster to advertise an item, where the size of the poster is unspecified. Another example would be for just a logo for an organisations website. All of the OCR model assignments for this unit require a digital graphic in two formats, which cover both print and web use. This must be maintained in any amendment to the scenario if it is to be a permitted change.

2. The order in which the tasks are carried out.

### Example – Cambridge Nationals in ICT

Model Assignment, Task 6b, LO1 for R002 Using ICT to create business solutions, requires learners to make sure all the files are stored in a logical filing system. It may be more logical and suit learners better to attempt this part of Task 6, LO1, and set up the folder(s) before embarking on Task 1.

## Non-permitted changes

As all model assignments have been created to enable learners to access all marking criteria centres must not:

1. Change the tasks to be completed.

This includes the addition of information to guide learners as to complete the evidence.

### Example – Cambridge Nationals in ICT

The Model Assignment for Unit R005 Creating an interactive product using multimedia components, Task 1 requires learners to include the software that they intend to create the product. If the centre added a list of software which could be used to the task then this is an example of a non-permitted change. This is because the addition of a list of software is guiding the learners as to the software they should select.

### Example – Cambridge Nationals in Business and Enterprise

Unit R063 Setting up and running an enterprise, Model Assignment 1, Task 3, some tasks are required to be completed by the individual and some as a group. As a team, the learners are required to produce a business plan for the enterprise activity, and for this task most learners will complete a section of the business plan, there are no additional marks for a learner who completes a full business plan. Also, each learner is required to show evidence of using project planning tools and also to provide evidence of using written, verbal and remote communication.

Each learner must individually be able to show their own examples of these of these project planning tools, as It is not acceptable to show a project plan used by the group, unless also showing each learner’s own project plan. Also it is not acceptable to show identical examples of written, verbal and remote communication for each learner without an explanation of the contribution of the learner. For the tasks that are to be completed by the individual, marks cannot be awarded for evidence that is not clearly shown as that of the learner. Centres need to make sure that the evidence submitted for teamwork is clearly identifiable for each learner.

### Example – Cambridge Nationals in Creative iMedia

Unit R086 Creating a digital animation. The model assignment tasks for LO3 include creating and using a test plan. If this was supported by the centre in the form of a template or writing frame that identifies what is to be tested, this would be a non-permitted change and likely to be flagged for review by OCR as malpractice. An example of a non-permitted test plan template is shown below:

[Shaded boxes have content supplied in the template/writing frame]

What you are testing	Pass/fail criteria	Results of testing	Changes needed
<i>Duration</i>			
<i>Frame rate</i>		<b>Candidate responses here</b>	
<i>Size and orientation</i>			
<i>Animated movement effects</i>			
<i>File format</i>			

A similar situation is found in the creation of work plans for any unit. Templates or writing frames for this must not be provided that identify what tasks and activities must be completed – learners need to identify these for themselves.

If this approach is taken it is possible that the marks for this section will be reduced or set to zero.

#### 2. Change the LOs.

The LOs form the major part of the unit content. The model assignment tasks have been created to enable learners to access all parts of the LOs contained within any unit. Changing the LOs and associated tasks may result in learners being unable to access the marking criteria linked to the LOs or in some cases may require learners to carry out tasks for which no credit can be given.

### Example – Cambridge Nationals in ICT

LO1 of Unit R004 Handling data using databases, requires learners to ‘Be able to modify databases to meet user requirements’. The model assignment for this unit has an associated source file which contains the data for learners to use to complete the tasks. The centre must ensure that the learners access this file and import the contents into database software so enabling them to be able to modify the database contents as detailed in the tasks. If the centre changes the LO to ‘Be able to create databases to meet user requirements’ the implication is that learners have to create the data to use in the completion of the model assignment. This may result in learners being unable to complete the tasks, so limiting accessibility to all marks within the marking criteria. This may be an example of learners carrying out tasks for which no credit can be given.

### Example – Cambridge Nationals in Business and Enterprise

R062 Planning for Work, Model Assignment 1. For LO3 learners are required to 'evaluate own performance at the end of the application process', if the centre changes the LO to 'describe own performance at the end of the application process' this will result in learners only producing a description of the tasks they have carried out without any evaluation of their involvement in the process, and this will limit the marks they can achieve.

### Example – Cambridge Nationals in Creative iMedia

Unit R084 (Storytelling with a comic strip). LO1 is to 'Understand comic strips and their creation'. If this and the associated tasks were modified to be a more basic identification of comic strips and their origins, it is not likely to meet the marking criteria very well and learners would not have the opportunity to achieve the higher mark bands. The criteria is looking for a limited/sound/thorough understanding and lists do not evidence this effectively. A basic investigation and identification of comics could be along the lines of that shown below and restrict the marks to mark band 1:

Comic	Country of origin	Audience
Comic 1	UK	14-18
Comic 2	USA	11-16
Comic 3	Japan	11-16

### 3. Change the marking criteria.

The marking criteria forms the basis on which all learners work is marked at the centre and then moderated. The marking criteria, and the application of the pre-determined standards, enable all learners completing a unit to be marked against the same criteria.

### Example – Cambridge Nationals in ICT

Unit R006 Creating Digital images, LO3 Be able to store, retrieve and present digital image, is separated into 2 parts. Part of the marking criteria for this LO focusses on the storage and retrieval of files. A learner working at Mark Band 1 presents evidence that shows the storage of files using names that enable the files to be located again. A centre may feel that learners should provide evidence of, for example, folders in which the files are stored, such as draft evidence and final evidence folders, as these would enable the files to be stored and easily located in the future. Whilst this is an example of best practice a learner working at Mark Band 1 does not need to evidence this to be awarded the mark range allocated. By a centre changing the marking criteria they are marking to, this can disadvantage the learners in the centre and jeopardise the standards and integrity of the qualification. The learners will be disadvantaged as the evidence they produce may be marked more harshly by the centre than those of the prescribed standards.

### Example – Cambridge Nationals in Business and Enterprise

R062 Planning for work. For LO2 learners are required to produce application documents relevant to the job role selected. If the learner has deviated from their chosen job, without explanation, even if application documents have been created, the learner cannot be awarded marks for this LO. The application documents must be linked to the job description and person specification already identified to meet the requirements of this LO, and by allowing marks for documents that show no such links, centres are not marking to the standard.

### Example – Cambridge Nationals in Creative iMedia

Unit R089 Creating a digital video sequence. In LO3, learners must use a range of camera techniques to record original video footage together with a range of video editing tool and techniques. If the learner's work is comprised of a series of still photographs that is edited into moving frames (eg, using panning and zoom editing functions) then there is no evidence to support the recording of original video. This requirement for video cannot be substituted for still photographs even when the editing makes these into a moving image. It would be inappropriate to credit learners with marks for this approach by interpreting the marking criteria in fundamentally different ways.

The result would be that the marks in the first part of LO3 would be limited to the lower end of mark band 1 since the unit marking criteria have not been met.

#### 4. Change the requirements for supervision as described in the specification.

The centre must ensure that learners are fully supervised whilst completing a model assignment. Teachers are expected to supervise learners to ensure the validity of the final evidence presented for internal marking and external moderation. When supervising the tasks teachers need to:

- continue to supervise to monitor progress and prevent plagiarism;
- ensure the evidence is completed to the specification requirements which enables the work to be assessed against the marking criteria and procedures.

Learners are able to redraft/edit their evidence but this must be carried out without any teacher assistance. This means that teachers are unable to provide specific detail about any edits needed.

### Example – Cambridge Nationals in ICT

One of the model assignments for R006 Creating Digital Images, 'The Camera Never Lies', requires learners to create a digital image to promote their local area. Part of the requirements of LO1a is for learners to identify suitable success criteria.

The text below shows the initial evidence produced by the learner which has had feedback provided by the teacher (in red). The feedback given in the teacher's comments is an example of a teacher providing specific details about edits needed. This specific detail is unacceptable as teacher assistance when learners are producing their evidence if not permitted.

My success criteria are:

To promote Barrow-In-Furness

To source a range of images I can use in my final image

The final image must be A4 size.

To be creative.

The success criteria should be measurable, how are you going to measure that you have met these criteria? You need to consider the title of the competition, and make all the criteria specific to the image you are going to create for the competition. Please add some more measurable success criteria before handing in the final work.

### Example – Cambridge Nationals in Business

In Model Assignment 1 for R062 Planning for work, Task 1, the learners are required to carry out a self-assessment.

It is unacceptable for the centre to provide a template to prompt answers from learners or to provide a list of opening statements for learners to complete, as this constitutes help from the teacher (Example 1 below). For this assignment, Task 2 requires learners to plan for the interview. The learner is required to prepare a plan for the interview including potential questions that could be asked by both interviewer and learner.

It is unacceptable for the centre to provide a bank of suitable questions for learners to use or to choose from, or to provide a template with suitable headings that can prompt the learner. (Example 2).

The final piece of work must be completed solely by the learner and it is unacceptable for teachers to detail specifically what amendments should be made.

#### Example 1

Skills	Complete this section
What are you good at? This can include something practical like ICT or can be something like helping people.	
Personality traits. Describe your best qualities which could include such things as hard working, independent, trustworthy etc.	

#### Example 2

Choose from the following interview questions to ask your employer.

1. Will I be trained on the job?
2. Will there be a pension plan?
3. What are the terms for illness or need for time off for family emergencies?
4. Will I be able to get more experience?

### Example – Cambridge Nationals in Creative iMedia

Unit R090 Digital photography. The centre must be confident that the photographs taken are the learner's own work. If the final portfolio includes photographs taken on holiday, these would not meet the supervision requirements even if the modified assignment brief was permitted and acceptable. The sharing of digital cameras also means that learners and the centre must be able to confirm what photographs were taken by what learner.

In this circumstance, the centre jeopardises the learner's marks for any and all parts of the unit that they are unable to justify how the supervision requirements have been met.

More advice and guidance relating to this issue can be found in the specification, Section 4 The centre assessed units.

# Plagiarism

Plagiarism is defined as 'the practice of taking someone else's work or ideas and passing them off as one's own and/or failure to acknowledge the source correctly'.

The use of material taken from third party sources should be considered when the learner is completing their individual authentication forms, available from <http://www.ocr.org.uk/Images/15535-sample-candidate-authentication-statement.pdf> and when teaching staff are completing the centre authentication form, available from <http://www.ocr.org.uk/Images/104242-centre-authentication-form-ccs160-interactive-.pdf>.

If the Centre does not submit the centre authentication form with the marks submitted to the moderator then the marks for that unit will be set to pending, a Q grade, until the form is received.

Further information relating to plagiarism and the authentication of evidence can be found in the specification, Section 4.5 Authentication and JCQ instructions for conducting coursework 2015 - 2016, sections 5 – 7 <http://www.jcq.org.uk/exams-office/coursework/instructions-for-conducting-coursework>.

## Plagiarism from third party sources

Material from third party sources needs to be fully referenced/acknowledged by the learner. This means that the source of the material should be provided. Quotation marks should also be placed around the text. In addition to referencing the work, learners should explain the material in their own words. If the learner has correctly referenced the work but failed to explain the text in their own words then a mark of 0 should be awarded for this evidence. A note explaining why a mark of 0 was awarded should be included in the 'Teacher Comments' column of the URS.

If the material is taken from a website then the full website address should be shown with the date of access. For example <http://www.bbc.co.uk/news/science-environment-31772140>, accessed 10 March 2015. An OCR guide to referencing can be found by following this link: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

If the material is taken from a book then the reference should be in the format of 'OCR Cambridge Nationals ICT, Stuart, Gillinder & Cushing, 2012, page 83'.

For example, R002: Using ICT to create business solutions, Task 1b, requires learners to produce an information document which explains the importance of email etiquette.

If a learner presents evidence for this part of the task which has been fully and completely copied from page 83 of the Cambridge Nationals ICT book, with no acknowledgement or references then this is a case of plagiarism and the malpractice procedure should be followed.

These procedures can be found at <http://www.jcq.org.uk/exams-office/malpractice>. The same procedure should be followed for all material taken from third party sources which have not been acknowledged by the learner.

If the learner has correctly referenced the material but has failed to provide an explanation, then it is likely there will be an impact on the marking outcome and would limit the awarding of marks in the higher bands.

### **How plagiarism from third party sources can be identified could include:**

- Americanised spelling of words e.g. organized.
- Changes in style of language.
- Hyperlinks and footnote indicators.
- Screen shots containing organisation names.
- Changes in font type and/or formatting.

# Plagiarism from other learners

Many learners will create their evidence using ICT equipment, such as the school's VLE and network. The increased use of portable storage devices, such as memory sticks, and email can lead to learners 'sharing' evidence.

Centres should carefully check the evidence submitted by learners and be aware of the use of other learners' evidence, some examples are given below.

## Examples of plagiarism from other learners could include:

- Screen shots containing other learners' names.
- Pages in evidence which show other learners' names.
- Names of other learners removed by correction fluid/scribbled out with a pen.
- Paragraphs of identical text including where identical grammatical or spelling errors are present.

# Dealing with and reporting plagiarism

There are two different routes which can be taken by the centre, which route is taken depends on when the plagiarism is identified.

## Before the Candidate Authentication Statement is signed:

The internal centre procedures should be followed which includes awarding a mark of 0 for the relevant marking criteria. The action taken and the reasons why a 0 mark was awarded should be given on the learner's URS. The marks should then be submitted to OCR.

## After the Candidate Authentication Statement and Centre Authentication Forms are signed:

The head of centre must follow the procedures set down in section 2.5 of the JCQ instructions for Malpractice, this can be found here at <http://www.jcq.org.uk/exams-office/malpractice>.

If the plagiarism is not identified and dealt with at centre then the malpractice procedure will be followed by the moderation team. This may involve the Malpractice Committee at OCR - the role and responsibility of this committee can be found in section 8 of the JCQ instructions for Malpractice. This can be found here at <http://www.jcq.org.uk/exams-office/malpractice>.

The sanctions which can be applied if the malpractice report is agreed with can be found in Section 9 and Appendices 4 and 5 of the JCQ instructions for Malpractice. This can be found here at <http://www.jcq.org.uk/exams-office/malpractice>.

# Writing frames/templates and over direction

The use of writing frames/templates to assist learners in the generation of evidence is not permitted as the evidence must be individually created by learners. The use of writing frames can assist and guide learners and provide an unfair advantage, this also contributes to over direction. Writing frames/templates/worksheets constitute help, or over direction, additional to that which is allowed by the qualification, Section 4.3 of the specification. Centres must not give credit to work which has been produced with additional assistance. Please refer to the JCQ Instructions for the Conduct of Coursework, 2015 - 2016, which provides additional guidance. This document can be found at <http://www.jcq.org.uk/exams-office/coursework/instructions-for-conducting-coursework>. A copy of this document should have been forwarded by the centre examinations officer to each subject leader.

# Permitted writing frames/templates and direction

There are very few occasions where the use of a writing frame/template does not constitute malpractice. These are:

## 1. Breaking the tasks down into their component parts.

This is when the tasks in a model assignment are broken down to enable learners to structure their evidence. For example, R008: Introduction to computer programming, Task 1 is shown below.

The Evidence that you need to produce for this task is:

- an analysis of the problem with the inputs, processing and outputs required;
- an algorithm and success criteria for the program that meet the user requirements;
- your recommendation of programming language and justification of your choice.

It is permissible to provide learners with these requirements as headings, exactly as shown in the model assignment, for example

- analysis of the problem showing inputs, processing and outputs required;
- the algorithm;
- success criteria;
- recommendation of programming language with justification.

Any further guidance, examples or support would be considered malpractice as this would be over direction. For example, giving learners some indication as to how the evidence is to be presented, e.g. success criteria should be shown in a table with a description of each success criteria.

## 2. Learners locating their own resources.

There are some documents which are standard throughout a given industry, for example, test tables and storyboards. With industry standard documents there are many different examples which can be found, for example on websites or in books.

It is acceptable for learners to locate and use industry standard documents, providing details of the source(s) but not acceptable for learners to be provided with these by the centre, either blank or with some information provided such as examples of actual tests to be carried out.

### **Example – Cambridge Nationals in ICT**

Task 1 for R007 Creating dynamic products using sound and vision requires learners to create and test a product. Part A of Task 1 is to:

- produce a design specification for your dynamic product...including a timeline storyboard and/or script for your product.

A search on the Internet will provide learners with many different industry standard storyboards which could be used. Learners can then select the one they want to use/adapt to provide their evidence for this part of the task.

It is very important that the source of any industry standard documents is provided by the learners in their evidence.

## 3. Providing learners with unit documentation.

It is acceptable and advisable for learners to be provided with the model assignment, a copy of the specification and marking criteria for the unit. This will enable learners to track their own progress and to check that the final work they are handing in for assessment contains all required contents.

- Assisting learners when completing the evidence which needs to be produced.  
Learners must create the evidence individually
- Where the Model Assignment includes a template for learners to complete. These are few and far between and are relevant to specific qualifications (eg Unit R053 Cambridge Nationals in Sport Studies, there are two templates that form part of the Model Assignment and these can be used by learners to generate evidence).

### Example – Cambridge Nationals in ICT

R002 Using ICT to create business solutions, requires learners (LO2) to Be able to select and use software to handle data. One of the tasks, Task 4, requires the learners to update data provided in a source file. The first part of this task requires learners to import the source file into data handling software – a database.

It may be that the learner has selected the software as being a database, part 3 of the marking criteria for LO2, but has difficulty in importing the source file resulting in errors. This would mean that the learner will be unable to complete the requirements of this task. It would be acceptable to guide the learner in the steps to importing the source file to enable the tasks to be completed.

However, if centre staff assist learners during the generation of evidence then, no credit/marks should be awarded for the appropriate part of the marking criteria and a note explaining the guidance given and why no marks were awarded should be provided on the unit recording sheet in the teacher comment column.

## Non-permitted writing frames/templates and over direction

Centres must not provide learners with any form of writing frames/templates/worksheets which provide additional support and guidance (over direction) to learners in the production of their evidence.

- Providing template/writing frames to be used when presenting the evidence.

A centre must not provide documents to learners which provide and include extra information and/or guidance.

### Example – Cambridge Nationals in ICT

R006 Creating digital images, Task 1b requires learners to:

- Source and store components for inclusion in your digital image solution, taking account of any relevant legislation.
- Make a list of all the components you have stored.
- Explain why you have chosen each component and explain the legal implications of using each of them in your solution.

A centre may consider that the evidence for this task would be best presented in tabular format and create a template for learners to use. The headings are provided as well as hints and tips as to what evidence is to be provided in each column of the table. For example:

Component (What the component shows, include a screenshot of the image)	Source (Where I got this image from)	Date accessed (When I found it)	Reasons for selection (Why I have chosen this)	Success criteria (Give the success criteria number)	Legislative constraints (What should I consider relating to copyright etc.)

This would be an example of malpractice as the learners have been provided with a template, the table with headings, and have been provided with extra support and over guidance, the text in () in each column heading.

### Example – Cambridge Nationals in Business and Enterprise

RO62 Planning for work – Example writing frame for employment area investigation, LO1.

This learning outcome requires learners to identify an employment area they are interested in for their future career.

A centre may consider that the evidence for this task would be best presented in tabular format and create a template for learners to use. For example:

Which employment area are you investigating?

Why have you chosen this area?

Use the following to identify suitable job roles:

Job Role	Hours of work	Salary	Location	Skills	Experience

The headings are provided as well as hints and tips as to what evidence is to be provided in each column of the table.

This would be an example of malpractice as the learners have been provided with a template - the table with headings - and have been provided with extra support and over-guidance through the 'prompts' above the table.

2. Providing learners with templates/writing frames which provide additional information relating to the content of the evidence to be produced.

Providing learners with templates to enable them to format the evidence which provide extra guidance as to what should be included.

### Example – Cambridge Nationals in ICT

For example, R009: Exploring computer hardware and networks, Task 1 requires learners to provide:

Specification details for all of the hardware requirements for Urban Mobile.

Learners are provided with the requirements of Urban Mobile in the scenario for Task 1.

Whilst it is acceptable to provide broken down tasks for learners (see Permitted writing frames/templates/direction, point 1 above) any further support and over guidance would constitute malpractice. For example,

Specification details for all of the hardware requirements for Urban Mobile

You should include:

A desktop computer with all peripherals such as a colour printer, keyboard, mouse and headphones.

Tablet computers including headphones.

Point of Sale (POS) system.

Storage devices such as external/portable hard drives.

You should consider general and specialised (e.g. customers with accessibility issues) user requirements.

Whilst the extra information provided above is included in the Task 1 scenario, the learners need to be able to consider the user requirements individually rather than be guided by the centre. This is an example of over direction by the centre.

### Example – Cambridge Nationals in Business and Enterprise

RO63 Setting up and running an enterprise – Example writing frame for recording team meetings, LO3.

This learning outcome requires learners to implement enterprise activity plans, including the organisation of team meetings.

Whilst it is acceptable to provide broken down tasks for learners (see Permitted writing frames/templates/direction, point 1 above) any further support and over guidance would constitute malpractice. For example:

#### Agenda for your RO63 team meetings

Name of Team:

Time of Meeting:

Date of Meeting:

Present:

Note your discussion below:

Actions – who will do what?

The agenda produced by learners will be evidence towards how well organised and effectively the meeting is prepared, as well as how competently they can produce business documents. Providing them with the template for this is an example of over-direction by the centre.

It is hoped this guide has given you some practical examples and tips to think about when learners are generating evidence and you are managing the assessment environment for learners. There is a lot of excellent, independent evidence being generated by learners and there is no reason why this trend should not continue into the future as long as centres are complying with the assessment methodology that has been laid down for this qualification.

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