

Functional Skills

ICT

Level 1 - 09876

Moderators' report 2019 series

About this Moderators' report

This report on the 2019 series assessments aims to highlight:

- areas where students were more successful
- main areas where students may need additional support and some reflection
- points of advice 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.

The report also includes links and brief information on:

- A reminder of our **post-results services** including **reviews of results**
- Link to **grade boundaries**
- **Further support that you can expect from OCR**, such as our CPD programme

Reviews of results

If any of your students' results are not as expected you may wish to consider one of our reviews of results services. For full information about the options available visit the [OCR website](#). If University places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications: <http://www.ocr.org.uk/administration/stage-5-post-results-services/enquiries-about-results/service-2-priority-service-2-2a-2b/>

Grade boundaries

Grade boundaries for this, and all other assessments, can be found on the [OCR website](#).

Further support from OCR

CPD Training

Attend one of our popular CPD courses to hear exam feedback directly from a senior assessor or drop in to an online Q&A session.

Please find details for all our courses on the relevant subject page on our website.

www.ocr.org.uk

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Overview

The assessment test for Functional Skills ICT Level 1 has two parts. Part A requires candidates to use the internet to find information and Part B requires the candidates to carry out tasks without access to the internet.

Centres should make sure that candidates are prepared for the Functional Skills Task with the skills and knowledge required. The OCR's Deliverer's Handbook publication identifies the range of skills and knowledge required for this scheme and it can be accessed on the OCR website.

A small number of instances have occurred this year where examiners have reported suspected malpractice. For example, a printout has been submitted with the name of another candidate on the printout or a candidate appears to have accessed the internet for Part B of the test.

The uptake for the on-screen tests has increased in the past year.

Resources for centres to support the delivery of Functional Skills ICT are available on the OCR website and on OCR's CPD Hub.

Good practice

Most candidates are submitting scripts that are well organised with the printouts arranged in the same order as the tasks undertaken. This is beneficial for the examiner marking the evidence submitted.

Some candidates are performing well in the tasks and are achieving the majority or all of the marks available for the tasks.

General comments

There are instances where candidates do not appear to be fully prepared for the demands of the test as evidence is not presented for all of the tasks or the evidence presented by candidates demonstrates limited understanding of the demands of the specification.

The assessments present candidates with 'open response' tasks. This means that there will be a variety of acceptable responses to any task.

Task	Guidance on acceptable evidence	Common problems with evidence
Search the internet for specified information	Screen dump of the search criteria that were entered into an internet search engine	A small number of candidates fail to provide evidence of the search criteria they entered into a search engine to find the information. The screen dump should be large enough to allow the examiner to read the search criteria entered by the candidate.
Perform calculations	Printout of the data including the calculated values AND a formula printout showing all formulas used	<p>A number of candidates do not provide a formula printout.</p> <p>Some candidates provide a screen dump showing the formula they have used in a particular cell. Such candidates will lose some marks because the evidence does not clearly show that they have used formulas in all appropriate cells and/or that the formula has been replicated.</p> <p>A small number of candidates type the formula they have used in another part of the spreadsheet or in a separate document. Candidates will receive no marks for the formulas used with this approach, as there is no evidence that they used ICT to tackle the task.</p> <p>For on-screen tests it is acceptable to upload the spreadsheet containing the calculations, as long as a common software application has been used.</p>
Organise files as required	Screen dump(s) showing folder(s) created and the files it contains, sized appropriately so that the folder name(s) and filenames can be read.	Most candidates provide a screen dump of their file management. However, on a number of occasions, it has not been sized appropriately and the folder(s) and filenames cannot be read as the information presented is too small to read.
Prepare an email for sending	Screen dump showing email prepared sized appropriately so that email addresses and the subject line can be read.	Most candidates provide a screen dump of the email they prepared. However, on a number of occasions, it has not been sized appropriately and email address(es) or the subject line cannot be read. In some instances candidates prepare a document that resembles the layout of an email but is not an actual email message; such evidence does not obtain marks for preparing an email message.

Comments on individual units

With the tests this year, there have been a number of areas of the specification which some candidates have performed less well and have, therefore, lost a number of marks. Also, many candidates are performing well in the tasks and achieving many of the marks possible for the individual tasks.

Criterion	Evidence presented that has lost marks
1.1 Identify the ICT requirements of a straightforward task	Most candidates perform well in this skill area. A small number of candidates fail to achieve all the marks for this criterion by failing to perform a calculation in a spreadsheet or combine relevant information in a presentation, for example.
1.2 Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	Most candidates are able to use appropriate software and use features within the software to carry out the task. Candidates sometimes lose some marks when transferring data from a data file to a software application for a task, for example transferring data into a spreadsheet or a presentation and not all of the data has been transferred into the software application.
1.3 Manage information storage	Most candidates provide a screen dump of their information storage. If a folder has been created, this may not have been given a meaningful name by some candidates. Some candidates do not gain all of the marks available because they have not saved files using meaningful filenames or did not save files in an appropriate file format.
1.4 Follow and demonstrate understanding of the need for safety and security practices	Some candidates do not outline why a password on a file is a strong password.
1.5 Use search techniques to locate and select relevant information	When using a search engine to find information on the internet, candidates do not always use efficient search criteria.
1.6 Select information from a variety of sources for a straightforward task	Most candidates provide a screen dump of the website that contains the information they have found. However, some candidates lose marks because the screen dump provided does not contain all the required information.
1.7 Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	Most tasks require candidates to use text/data provided. It is important that the data is not changed unless instructed within the test. A small number of candidates lose marks for failing to include all the text/data provided or for making unnecessary changes to the text/data.

Criterion	Evidence presented that has lost marks
<p>1.8 Use appropriate software to meet requirements of straightforward data-handling task - <i>process numerical data</i></p>	<p>Most candidates make a good attempt at processing numerical data provided. Some candidates fail to present new data appropriately. For example, they fail to present monetary values as currency with 2 decimal places. Many candidates fail to include appropriate labels to explain the values they have calculated or do not present labels that are presented consistently with existing labels.</p>
<p>1.8 Use appropriate software to meet requirements of straightforward data-handling task - <i>display numerical data in a graphical format</i></p>	<p>Most candidates provide a printout of the type of chart specified. Some candidates lose some of the marks available because they do not use meaningful titles, labels and legends where required on the chart.</p>
<p>1.8 Use appropriate software to meet requirements of straightforward data-handling task – <i>enter, search, sort and edit records</i></p>	<p>Most candidates make a good attempt at handling records. However, some candidates are unable to search data effectively, in some cases deleting records that do not meet the search criterion.</p>
<p>1.9 Use communications software to meet the requirements of a straightforward task</p>	<p>A small number of candidates lose marks for entering email addresses incorrectly or for failing to use an appropriate subject line for the email or any subject at all. Most candidates attempting this task provide evidence of attaching a file or files, if required by the task, obtaining the marks available.</p>
<p>1.10 Combine information within a publication for a familiar audience and purpose</p>	<p>Most candidates demonstrate that they can combine information within a publication. Candidates sometimes do not gain all of the marks available for combining information effectively. Candidates need to consider the use of white space in documents and make sure that presentation of the types of information is balanced.</p> <p>Some candidates fail to check the data they enter for accuracy and meaning.</p> <p>Where the task requires the candidate to produce a letter, few candidates include all of the standard elements of a letter, for example the date, or use appropriate salutation and complimentary close in the letter.</p>
<p>1.11 Evaluate own use of ICT tools</p>	<p>Candidates need to review their work to check that it fit for purpose otherwise all of the marks available for this skill may not be given.</p>

Sector update

Extension of Functional Skills in ICT Qualifications

Following a review of OCR's Functional Skills ICT qualifications the review date for Functional Skills ICT has been extended until 31 August 2020. If you have any queries about this review date, please call our Customer Support Centre on 02476 851509 or email vocational.qualifications@ocr.org.uk.

The availability of on-screen assessment for Functional Skills ICT has been welcomed by centres. Full details relating to on-screen assessment are available on the OCR website in the 'Functional Skills ICT guide for centres' document.

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