

Functional Skills

ICT

Level 2 - 09877

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 make sure 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

CONTENTS

Content	Page
Overview	5
Good practice.....	5
General comments.....	5
Comments on individual units	6
Sector update.....	10



Would you prefer a Word version?

Did you know that you can save this pdf as a Word file using Acrobat Professional?

Simply click on **File > Save As Other . . .** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for *pdf to word converter*).



We value your feedback

We'd like to know your view on the resources we produce. By clicking on the icon above you will help us to ensure that our resources work for you.

Overview

The Functional Skills ICT Level 2 assessment is accessed by a variety of candidates from a broad range of centres including, school, colleges, adult education, training organisations, special education centres, voluntary organisations and offender institutions.

The on-screen testing route continues to be a popular option for many centres with an increased up take over the last year.

A variety of resources are available for use by centres by accessing the OCR website and on OCR's CPD Hub.

Good practice

Centres should make sure that candidates are sufficiently prepared for the assessment with all of the skills and knowledge required. The OCR Deliverer's Handbook publication (accessible on the OCR website) identifies the range of skills and knowledge required for the scheme.

The majority of centres administer the tests in a timely manner. In instances where a centre is entering a number of candidates for a test on the same day, it is beneficial if, rather than each candidate being submitted as an individual batch, all of the candidates are entered as one single batch.

General comments

The Functional Skills assessments present candidates with 'open response' tasks. As a result there will be a range of acceptable solutions for each task in the assessment.

All centres should make sure that candidates have good opportunity to make use of the sample assessment material and learning activities available on the OCR website. Practice assessment materials are available for candidates using either the paper based route or the on-screen route. candidates should be familiar with these sample assessments before sitting the live assessment.

When preparing candidates to submit scripts through the Computer Based Testing route, centres should make sure that candidates are fully familiar with the correct procedures for uploading files and the correct file saving protocols (e.g. no special characters used in filenames). Files that have been saved inappropriately or incorrectly uploaded may not be accessible to examiners resulting in zero marks for that task.

When preparing candidates to submit scripts through the paper based route, centres should make sure that candidates are aware of the importance of producing screen prints that are of a sufficient size and quality to be clearly legible for the examiner to award marks. Candidates commonly lose marks for the file management and email tasks as the screen prints submitted are too small to read. For paper based entries candidates should be taught the importance of ensuring that they have entered their name on every printout submitted to avoid losing the marks for that printout.

Sequences of screen prints/file saves showing the step by step processes used to complete each task are not required.

All unused questions papers must be returned to OCR with the completed scripts. Unused papers must be accompanied by a completed 'Important Notice' (A507) form. Unused papers must be not under any circumstances be used as past papers for teaching or for examination practice.

Comments on individual units

Skill standard	Common issues with evidence
<p>2.1 Plan solutions to complex tasks by analysing the necessary stages</p>	<ul style="list-style-type: none"> • candidates fail to analyse the specified task and plan how to use ICT effectively to tackle the task.
<p>2.2 Select and interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts</p>	<ul style="list-style-type: none"> • candidates do not select appropriate software applications to complete the tasks. For example, using a word processing table, rather than appropriate software such as spreadsheets or databases, to sort and select records. • candidates fail to demonstrate use of the range of interface features required at this level to complete tasks efficiently. For example, failing to use the grouping feature in the production of a graphic/failing to maintain the proportions of a graphic when resizing.
<p>2.3 Manage information storage to enable efficient retrieval</p>	<ul style="list-style-type: none"> • candidates fail to appropriately save and organise files created in the examination, for example, by creating a new folder. • candidates frequently fail to use meaningful names for any new folder(s) and files created. Folder names and file names should clearly indicate the content within the context/topic of the assessment task completed. For example, 'FS exam' is not a meaningful folder name as it does not identify a topic. • candidates entering by the on-screen route fail to use appropriate file types for the files created in the examination. For example, inappropriately saving all files in pdf format which renders the files inaccessible for any necessary amendments or corrections.
<p>2.4 Use appropriate search techniques to locate and select relevant information</p>	<ul style="list-style-type: none"> • evidence screen prints submitted are frequently too small to be legible. • candidates fail to provide evidence of the search criteria used to find the information required. For example, a screen print evidencing the search criteria used in a search engine. • candidates do not use all the appropriate key words to make their search efficient.
<p>2.5 Select information from a variety of sources to meet requirements of a complex task</p>	<ul style="list-style-type: none"> • candidates lose marks for failing to check the validity of information selected. For example, selecting information from a website that is out of date. • candidates fail to select all, and only all, the specified information from that found. For example, specified prices selected and additional prices or two only of three requested prices.

<p>2.6 Enter, develop and refine information using appropriate software to meet requirements of a complex task</p>	<p>Charting: -</p> <ul style="list-style-type: none"> • candidates fail to select the appropriate information to create the specified chart. Most commonly all the information has been charted/selected rather than the requested information. • candidates do not produce an appropriate chart type. For example, a comparative line chart rather than a scatter graph, or, two single series pie charts rather than a comparative line chart. • candidates fail to enter a chart title or the title entered is not meaningful to the data charted. • candidates fail to add meaningful axis titles and labels. • candidates fail to make sure that the legend is meaningful for the chart created or is removed where not required, for example, a single series bar or line chart. <p>Records: -</p> <ul style="list-style-type: none"> • candidates fail to add new field(s) to the data file provided in order to record the new information given. • candidates do not enter an appropriate field name for any new field that has been added. • candidates enter the new data inaccurately. • candidates fail to use the correct search criteria to select the specified records. • candidates fail to present only the appropriate details in the list produced. For example, fields containing the discrete data used for filtering should not be included in the final list. <p>Graphics: -</p> <ul style="list-style-type: none"> • candidates fail to make sure that the object shapes are used consistently in the graphic. • candidates fail to make sure that the graphic produced is balanced. For example, consistent alignment and formatting of any labels. • candidates fail to check that objects used in the graphic are clearly displayed and do not overlap or have broken lines. • candidates fail to check the accuracy of text entered in the graphic. For example, inconsistent use of capitalisation for labels.
--	---

<p>2.7 Use appropriate software to meet the requirements of a complex data-handling task</p>	<ul style="list-style-type: none"> • formulae constructed by candidates, to calculate the required values, are not effective. • candidates fail to produce evidence of the formulae used or provide evidence that does not show the use of replication. For example, a screen print of an individual cell containing a formula, or the formula bar, are provided rather than a printout of the spreadsheet in formula view. • candidates do not enter label(s) for any new value(s) calculated or add label(s) that are not meaningful for the value(s). • candidates do not select the specified records. • candidates fail to present only the appropriate details in the list produced. For example, fields containing discrete data used for filtering should not be included in the final list.
<p>2.8 Use communications software to meet the requirements of a complex task</p>	<ul style="list-style-type: none"> • candidates enter email address(es) inaccurately. • candidates fail to provide evidence of creating a distribution list. For example, many candidates provide evidence only of adding the email addresses to their address book/contacts list and fail to show that these have been added to a distribution list/group. • candidates do not enter a subject for the email or enter a subject that is not meaningful for the content of the email. For example, 'presentation' is not a meaningful subject as it does not explain the content of the attached presentation. • candidates fail to attach a compressed folder to the email. • candidates fail to attach the specified file(s) to the email.

<p>2.9 Combine and present information to meet the requirements of a complex task</p>	<ul style="list-style-type: none"> • candidates frequently amend the text provided or enter additional text. • candidates often insert additional unrequested items to the document. For example, inserting the chart and the original spreadsheet values. • the specified pieces of information are not inserted in the appropriate locations in the text provided. Many candidates insert all the required information inappropriately at the end of the provided text. • candidates do not enter the standard information required for certain publications. For example, date, appropriate salutation and complimentary close when producing a letter. • candidates fail to enter a title for the publication, when required, or enter a title that is not meaningful for the content of the publication. • candidates fail to proof-read and check their publication to make sure that the information is accurate and the meaning is clear. • many candidates entering through the on-screen route fail to provide evidence of using specified document settings. For example, a file or screen print evidencing that a presentation has been to set to print as handouts.
<p>2.10 Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information</p>	<ul style="list-style-type: none"> • candidates do not plan effectively how to present all the specified information in order to be clear and meaningful. • candidates fail to use software facilities efficiently. For example, to align text within cells to display information appropriately in a table. • candidates fail to check that all information is formatted consistently and appropriately. For example, all information sheet body text should be formatted to display consistent font, font size and alignment. • candidates fail to make sure that all information presented in the publication is balanced. For example, to crop screen prints in order to remove excess/unspecified content (internet menu bars, etc).

Sector update

The Department for Education are reviewing the content, delivery and assessment of the Functional Skills ICT qualifications. The current intent is for the reformed digital qualifications to be launched in September 2021.

As yet there has been no final decision with regard to the type of assessments to be produced or in relation to the content of the new Digital Functional Skills ICT qualification.

About OCR

OCR (Oxford Cambridge and RSA) is a leading UK awarding body. We provide qualifications which engage people of all ages and abilities at school, college, in work or through part-time learning programmes.

As a not-for-profit organisation, OCR's core purpose is to develop and deliver general and vocational qualifications which equip candidates with the knowledge and skills they need for their future, helping them achieve their full potential.

© OCR 2019

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office:
The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2019

