OCR
Oxford Cambridge and RSA

# CAMBRIDGE TECHNICALS LEVEL 2 (2016)

# Moderators' report

# IT

## 05882, 05883, 05884

## Summer 2024 series

# Contents

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# Introduction

Our Moderators' reports are produced to offer constructive feedback on centres' assessment of moderated work, based on what has been observed by the moderation team. These reports include a general commentary of accuracy of internal assessment judgements, identify good practice in relation to evidence collation and presentation and comment on the quality of centre assessment decisions against individual Learning Objectives. The report also highlights areas where requirements have been misinterpreted and provides guidance to centre assessors on requirements for accessing higher mark bands. Where appropriate, the report will also signpost other sources of information that centre assessors will find helpful.

OCR completes moderation of centre-assessed work in order to quality assure the internal assessment judgements made by assessors within a centre. Where OCR cannot confirm the centre's marks, we may adjust them in order to align them to the national standard. Any adjustments to centre marks can be viewed on the Interchange claim once processed by the moderator. Centres should also refer to their individual centre report provided after moderation has been completed. In combination, these centre-specific documents and this overall report should help to support centres' internal assessment and moderation practice for future series.

## Online courses

We have created online courses to build your confidence in delivering, marking and administering internal assessment for our qualifications. Courses are available for Cambridge Nationals, GCSE, A Level and Cambridge Technicals (2016).

### Cambridge Nationals

All teachers delivering our redeveloped Cambridge Nationals suite from September 2022 are asked to complete the Essentials for the NEA course, which describes how to guide and support your students. You'll receive a certificate which you should retain.

Following this you can also complete a subject-specific Focus on Internal Assessment course for your individual Cambridge Nationals qualification, covering marking and delivery.

### GCSE, A Level and Cambridge Technicals (2016)

We recommend all teachers complete the introductory module Building your Confidence in Internal Assessment, which covers key internal assessment and standardisation principles.

Following this you will find a subject-specific course for your individual qualification, covering marking criteria with examples and commentary, along with interactive marking practice.

### Accessing our online courses

You can access all our online courses from our teacher support website Teach Cambridge.

You will find links relevant to your subject under Assessment, NEA/Coursework and then Online Courses from the left hand menu on your Subject page.

If you have any queries, please contact our Customer Support Centre on 01223 553998 or email support@ocr.org.uk.

# General overview

The OCR Level 2 Cambridge Technical in IT is for candidates in the 16-19 age range and supports the development of their understanding of the IT sector. The qualification provides them with a useful insight into the pace of technological change and IT infrastructure on a global scale. They are provided with the opportunity to develop their understanding and skills across a broad range of centre-assessed units across job role specific pathways. Many centres use the Level 2 Cambridge Technicals in IT as a progression route onto the Level 3 Cambridge Technicals.

Centres are reminded that although this is a level 2 qualification, the depth and breadth of the content of candidate evidence should still meet the individual command verbs. There were occasions where centres were submitting candidates for the higher grades when the content of their evidence did not provide the depth and breadth to the requirements for explanations and justification. This in some instances resulted in candidates being awarded lower grades or having to resubmit for further improvements.

**All learners must engage in activities related to learning and/or assessment where an employer has made a contribution to the activity. The employer must be directly involved in the IT sector.**

It must cover one or more elements of the qualification's mandatory content. Employers do not have to be involved in the delivery or assessment of every mandatory unit as it is appreciated that this may not be possible to do.

Centres must complete a plan of how this be achieved and sign a declaration to confirm that every learner has had access to meaningful employer involvement (MEI). Therefore, centres must complete the OCR 'Centre Plan for Meaningful Employer Involvement. This must be available for every moderation session for the moderator to review and report on its completion. Sanctions can be imposed of meaningful employer involvement is not carried out. Further information can be found on pages 30-32 in [the centre handbook](#).

## Comments on individual units

## Unit 3 – Building IT systems

The aim of this unit is for candidates to understand how to build an IT system that meets the needs of businesses. It is a mandatory unit within the IT Technical Practitioner pathway.

Overall, there has been some good evidence seen for this unit where candidates have provided video evidence of building IT systems and providing a voiceover or text narrative providing explanations as to what they are doing, the processes and safety measures they are following. Other candidates have used photographic evidence. Some of the photographic evidence has not been as strong, because candidates have not provided detailed narratives explaining the what, the why and the how. In these instances, further support with a detailed witness testimony individual for each candidate would enhance the evidence presented.

For the practical element of the unit i.e. LO2, LO3 and LO4, ideally, candidates should be provided with a specific business need that reflects the hardware and software components that are available within the centre for candidates to select and to use. For LO2, many candidates provide evidence of researching IT systems online and selecting the components that would be used. This is acceptable evidence and many candidates provided good evidence for this. However, there were some candidates who merely extracted a built system from online and then justified why this system would be appropriate.

Candidates should be provided with a business need for an IT system and then select components which they have researched in order to build the IT system from scratch and not for purchasing a pre-built system.

For LO3 – again, candidates should be provided with a clear context to build an IT system. They should select the hardware and software components (not given them) that they will require. Evidence for this can be a job sheet (used effectively by many centres), that indicates the requirements for the system and a section where candidates identify the components they require. This provides the basis for the activities that they will carry out for LO4. On the job sheet, they can also identify the safety measures they will need to apply and the tools and equipment they will need to use.

For LO4 – as well as the video/photographic evidence, candidates should also have prepared a test plan that they will use during the testing of the build. The test plan should identify the tests that they will carry out, the form the testing will take, the expected and actual results as well as evidence of resolving any issues and carrying out re-testing. Candidates can be given a template for the test plan containing the appropriate headings. Acceptance testing should require the candidates to prepare a test plan for the end user where they will carry out a number of tests to confirm that the system meets the needs of the business.

As previously stated, this was carried out very well by a number of candidates in centres, but there were also occasions where the evidence was weak and it appeared that candidates were just installing hardware and software components without any real purpose.

| Misconception |
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| For LO2 and LO3: be able to design IT systems to meet business needs. Candidates should be provided with a business need context to work on. They should then devise a plan including a component list as to what the system should consist of and what components would be required in order to build it and meet the business need. |

| Combining evidence with Unit 10: IT software installation and upgrade and Unit 11: IT hardware installation and upgrade |
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| Units 3, 10 and 11 can be combined effectively as one large project for candidates to work on. However, it is important that centres assess the evidence against the relevant assessment criteria for each unit independently. It is also important that the evidence is clearly referenced and the unit recording sheets for each unit are completed independently and references where within the project, the evidence of achievement can be found. |

## Unit 7 – Pitching a product

This unit has become very popular with centres where candidates have pitched their IT designs and proposals to the "stakeholders". Many centres have submitted videos of their candidates pitching their products and these have been very effective with candidates showing a very good level of confidence in what they are trying to pitch and being able to effectively answer questions. Where candidates have used presentation slides, there is still a tendency for the vast majority of candidates to overload their slide with text and not use the speaker notes for the level of detail. It is important that candidates understand, that in order to pitch something effectively, they need to consider not only their presentation methods but also the resources they will use and how they use them. Overloading slides with text is not a professional or effective way to attract the attention of the audience.

Where video evidence has not been submitted, candidates have submitted their presentation slides. This alone is insufficient evidence to confirm that the candidate actually "pitched their product". There should be further evidence such as a detailed witness testimony that is individual to each candidate confirming the delivery of the presentation and the feedback provided.

Evidence of obtaining feedback on their "pitching" skills should be documented by the candidate to confirm that they have understood the feedback as this will allow them to carry out a review of their personal effectiveness to support M2.

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**Misconception**

(?) For P3 – submitting only the presentation slides does not confirm that the candidate actually pitched their product. This evidence only confirms the designing of the pitch ready for the presentation. Additional evidence to support P3 could be a video recording, an audio recording or detailed witness testimony that is individual to each candidate.

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## Unit 14 – Creating mobile applications for business

The aim of this unit is to provide candidates with an understanding of the uses of mobile applications for businesses. They are required to plan, create, update, and improve mobile applications to meet business requirements.

This is another unit that has grown in popularity with centres and there has been some very good evidence seen with candidates being very creative with their ideas and producing some very good mobile applications.

As with all internally assessed and externally moderated units within the suite, candidates should be given a clear business context to work on. The candidates need to be able to identify and understand the business needs in order to work through the practical elements of the unit.

LO2: many centres encouraged candidates to produce a product specification where they identified the business needs and the intended outcome from the development of the mobile application. This included the target audience, the benefits to the business and where appropriate the benefits for the end user/customer. In addition, the expectations are that candidates will produce design documentation that gives a clear indication as to not only how the mobile application will look but also its functionality. Based on their planning and design documentation, candidates will then provide evidence of creating the mobile application. Moderators should be provided with access to the mobile application or alternatively a form of evidence where the candidate is showcasing their product e.g. screen video recording of the application working with a voiceover from the candidate or a formal presentation. Whatever the form of evidence it must be very clear that the mobile application was actually created. The testing of the product should be documented on a test plan with evidence of what is being tested and how it is being tested etc. The test plan alone is not sufficient evidence that the mobile application was created.

LO3: many candidates provide evidence of gathering feedback through completed questionnaires and reports of the analysis of the feedback and where improvements to their mobile application was required. If candidates are working towards the high grades, there must be clear evidence of the mobile application being improved based on the feedback received. Some candidates as a part of their analysis of the feedback stated what improvements they would make but did not provide the evidence that they had actually implemented them. It is important that e.g. a second demonstration of the mobile application is provided as confirmatory evidence.

| Combining evidence with Unit 7: Pitching a product |
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| Units 7 and 14 could be combined effectively as candidates have to gather feedback about their mobile application and therefore this could be the product that they pitch for unit 7. A number of centres followed this particular route and presented very effective evidence. |

## Unit 16 – Using social media channels for business

This unit has grown in popularity and the majority of centres submit this unit where candidates are using the school or college as the business context. This is perfectly acceptable and candidates have produced some very good and interesting evidence.

LO1: whilst this was carried out well by the majority of candidates, there were some centres where the candidates were not providing the full depth of understanding. In some instances this was because candidates were allowed to produce presentation slides when a report format would have been more appropriate. Presentation slides should not be used as a replacement for reports where they are overloaded with text and not being used as a presentation method to an audience. Some candidates were very brief with their outlining of the purpose of different social media channels used in business. Where evidence was weak, the candidates tended to describe the social media channel and how it is used in a general sense as opposed to how a business would use it.

LO2: the selection of a number of social media channels that could be used by the business was done well by many candidates with good reasons given for their selection. Any weakness in evidence was where candidates did not provide reasons for their selection that confirmed how the business would benefit.

LO3: it is important that candidates actually provide evidence of the proposed content that they will use e.g. this could be mock-ups of Facebook post/page, Instagram post etc. It is not just a case of candidates showing the type of assets they would use or the ideas, it is mock-ups of the actual content and how it would look. Where candidates attempted the higher grading assessment criteria, the main issue is with the comparison and contrast of their social media content with similar content for other businesses. Candidates would do the comparison but they did not always do the contrast or provide a summative conclusion. In many cases it was "mine has…., theirs has….". This is just a comparison and the candidate should come to a conclusion about the potential effectiveness of their content compared to the effectiveness of the content of the other business.

| Misconception |
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| ? For P3 – develop content for the selected social media channel to meet the specified business need. Not all candidates have presented samples of the content e.g. mock-up of a Facebook post/page etc. There must be clear evidence of the development of the actual content. |

| Misconception |
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| ? Comparison and contrast. Candidates tend to provide evidence for just the comparison aspect and not the contrast. Comparing involves identifying similarities and/or differences whereas contrasting involves comparing them in order to show their differences. |

# Online courses

## Enhance your skills and confidence in internal assessment

### What are our online courses?

Our online courses are self-paced eLearning courses designed to help you deliver, mark and administer internal assessment for our qualifications. They are suitable for both new and experienced teachers who want to refresh their knowledge and practice.

### Why should you use our online courses?

With these online courses you will:

- learn about the key principles and processes of internal assessment and standardisation
- gain a deeper understanding of the marking criteria and how to apply them consistently and accurately
- see examples of student work with commentary and feedback from OCR moderators
- have the opportunity to practise marking and compare your judgements with those of OCR moderators
- receive instant feedback and guidance on your marking and standardisation skills
- be able to track your progress and achievements through the courses.

### How can you access our online courses?

Access courses from Teach Cambridge. Teach Cambridge is our secure teacher website, where you'll find all teacher support for your subject.

If you already have a Teach Cambridge account, you'll find available courses for your subject under Assessment - NEA/Coursework - Online courses. Click on the blue arrow to start the course.

If you don't have a Teach Cambridge account yet, ask your exams officer to set you up – just send them this link and ask them to add you as a Teacher.

Access the courses **anytime, anywhere and at your own pace**. You can also revisit the courses as many times as you need.

### Which courses are available?

There are **two types** of online course: an **introductory module** and **subject-specific** courses.

The introductory module, Building your Confidence in Internal Assessment, is designed for all teachers who are involved in internal assessment for our qualifications. It covers the following topics:

- the purpose and benefits of internal assessment
- the roles and responsibilities of teachers, assessors, internal verifiers and moderators
- the principles and methods of standardisation
- the best practices for collecting, storing and submitting evidence
- the common issues and challenges in internal assessment and how to avoid them.

The subject-specific courses are tailored for each qualification that has non-exam assessment (NEA) units, except for AS Level and Entry Level. They cover the following topics:

- the structure and content of the NEA units
- the assessment objectives and marking criteria for the NEA units
- examples of student work with commentary and feedback for the NEA units
- interactive marking practice and feedback for the NEA units.

We are also developing courses for some of the examined units, which will be available soon.

### How can you get support and feedback?

If you have any queries, please contact our Customer Support Centre on 01223 553998 or email support@ocr.org.uk.

We welcome your feedback and suggestions on how to improve the online courses and make them more useful and relevant for you. You can share your views by completing the evaluation form at the end of each course.

# Supporting you

**Teach Cambridge**

Make sure you visit our secure website **Teach Cambridge** to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

**Don't have access?** If your school or college teaches any OCR qualifications, please contact your exams officer. You can forward them this link to help get you started.

**Reviews of marking**

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the OCR website.

**Keep up-to-date**

We send a monthly bulletin to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, sign up here.

**OCR Professional Development**

Attend one of our popular CPD courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

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Choose from a large bank of questions to build personalised tests and custom mark schemes, with the option to add custom cover pages to simulate real examinations. You can also edit and download complete past papers.

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## Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on
**01223 553998**

Alternatively, you can email us on
**support@ocr.org.uk**

For more information visit
- **ocr.org.uk/qualifications/resource-finder**
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