

Moderators' report

CAMBRIDGE TECHNICALS LEVEL 2 (2016)

IT

**OCR Level 2 Cambridge Technical
in Digital Business Technologies**

Award: 05882

OCR Level 2 Cambridge Technical in IT

Certificate: 05883

Diploma: 05884

Summer 2025 series

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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 grades, we may adjust them in order to align them to the national standard. Any adjustments to centre grades 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 Cambridge Nationals suite 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 module on Online courses – NEA for their subject. These courses provide subject-specific information about course content; how to prepare for planning, marking and submitting; and support with understanding the marking criteria.

Accessing our online courses

You can access all our online courses from our teacher support website [Teach Cambridge](#).

These free online courses currently cover the end-to-end NEA process for teachers. You'll find the link to the **Online courses** under the **Assessment** or **Training** tab – hover over **Assessment** or **Training** on the horizontal menu and select **Online courses** from the dropdown.

These self-paced online courses are intended for any teachers. During the course, you will engage with interactive content on subjects such as guidance on unit content, structure and administrative processes.

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.

Misconception – Meaningful Employer Involvement (MEI)



Centres are reminded that meaningful employer requirement is a mandatory requirement for the Level 2 2016 qualifications for the certificate and the diploma. The OCR moderator will request a copy of the meaningful employer plan to review. Details about the requirements for MEI and what constitutes MEI can be found on pages 30-32 of the [Centre Handbook](#) (ocr.org.uk). The MEI plan is an interactive word document and can be found on Teach Cambridge.

Misconception – The use of i.e./e.g. in the teaching content



The teaching content in every unit tells you what you have to teach to make sure candidates can access the higher grades. Anything which follows an i.e. details what you must teach as part of that area of content. Anything which follows an e.g. is illustrative. Where we use e.g., candidates must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content. It is important that any assignments created, or any modifications to assignments do not require the candidates to do more than they have been taught but provides them with access to the full range of grades as described in the grading criteria. Centres are also reminded that candidates are not required to provide evidence relating to all of the teaching content. They are required to select what is relevant from the teaching content and apply it to the assignment brief they are following.

Digital submission of evidence



Centres must adhere to the guidance provided in the following documents:

- digital submission acceptable file formats
- guidance on uploading evidence and documentation to Cambridge Assessment Secure exchange.

The documents can be accessed via [Teach Cambridge](#).

Failure to follow the guidance within the above document prevents OCR moderators from accessing the evidence which can delay the results for the candidates.

Misconception - Stakeholders/clients/businesses



Centres are reminded that other candidates within the class cannot undertake the role of stakeholders, clients, or businesses. Teachers, teaching/school/college staff, businesses (linked through meaningful employer involvement) are the only people who can undertake these roles.

OCR support



Centres must make sure that candidate evidence meets the demands of the command verbs within the assessment criteria. OCR has created a command verb document that can be issued to candidates to assist them in understanding the depth and breadth of what is created. The command verbs document available via the qualification [planning and teaching subject web page](https://www.ocr.org.uk/qualifications/level-2/cambridge-technical-in-information-technology/planning-and-teaching-subject-web-page) ([ocr.org.uk](https://www.ocr.org.uk)).

Comments on individual units

Unit 6 – Participating in a project

This has become a popular unit for centres to deliver with their Level 2 candidates. Candidates are placed in small groups to work together on an IT project e.g. creating a website, developing an app etc. Centres are reminded however, that if the intention is to combine this unit with another unit such as Unit 15, Games Creation, they must make sure that any evidence to be used for Unit 15 allows candidates to cover the relevant assessment criteria within Unit 15 as individuals. Some centres have used the participating in a project unit, to have small groups working in teams to develop networks, games, websites and analyse data. However, some centres have provided candidates with a context similar to the one to be used for formal assessment for the other units but used purely for the evidence submission for Unit 6. This allowed candidates to develop their skills as a team before tackling the actual assessment for the associated unit. This has worked well, with candidates benefiting from the team approach.

LO1: Know about individual roles within project teams:

This has usually been completed well by candidates who provide good outlines about their role within the team as well as explaining the roles and responsibilities of all team members.

LO2: Be able to contribute to projects:

While candidates do participate in the project, the main issue is the evidence presented to the OCR moderator. There must be clear evidence of the candidate carrying out their responsibilities within the team (P2). Evidence could include a project diary, work products, minutes of meetings etc. The monitoring of progress against planned timescales (M2) is not evidenced well by many candidates. Candidates should be providing solid evidence of how they monitored themselves against the timescales. This could be by documenting a review of progress within the project diary and/or minutes of meetings, all supported by a witness testimony for each individual candidate.

LO3: Be able to review personal effectiveness with project teams

There has been good evidence seen with candidates reviewing how they helped the project team achieve the project goals. However, candidates should remember that when evaluating how they could improve their contribution, they should be considering how they could improve their contribution not for the same project, but any project they work on as part of a team.

Centres are also reminded, that candidates should be using reports as opposed to writing everything on PowerPoint slides that are overloaded with text. This is not an effective use of IT.

Assessment for learning



Candidates need to understand that presentation slides overloaded with text, should not be used as an alternative to a report. Where presentation slides are used, candidates should be encouraged to use carefully considered bullet points and images on the slides with the detail in the speaker notes.

Unit 15 – Games creation

This is another popular unit within the suite with centres using a variety of different games development software. Centres are reminded that the OCR moderator is not expected to have the software used on their system, so evidence of the game must be available in a suitable format. Some centres have been supplying links to the games which are stored within the centre. There have been a number of occasions where these links have not worked when moderation is taking place virtually.

To address this, a number of centres have encouraged their candidates to provide a video demonstration of their game prototype that they have developed with many providing an audio narrative for how it is played.

As with many candidates, they are tending to write everything on presentation slides and this is not an appropriate way for all of the evidence to be presented. Candidates should be encouraged to write reports and only use presentation slides for presenting their game design context to the stakeholders. Also, the slides should not be overloaded with text, but speaker notes used instead.

LO1: Know the fundamentals of games design

Except for using presentation slides instead of a report, candidates do provide sufficient evidence including the citing of some useful examples.

LO2: Be able to generate game designs

There are a couple of issues noted with the evidence presented for this particular learning outcome. Centres are reminded that candidates cannot take on the role of stakeholders. This must be either someone from industry or a member of the teaching staff. There must also be clear evidence that the candidate actually did present their game's concept to the stakeholder(s). This could be through a video of the presentation or the presentation slides with an individual detailed witness testimony from the stakeholder(s) with the date, time, location of the presentation, the clarity and relevance of the presentation as well as the feedback that the candidate received. Another option is for the candidate to email the presentation of their games concept to the stakeholder(s). Within the email, they could provide additional information as appropriate and then receive emailed feedback in return.

Also, it is important that the candidate does not merely state what the feedback was, but to provide a revised (version 2) of their original games concept addressing the feedback from the stakeholders.

LO3: Be able to create games from games designs

It is important that the evidence presented for this learning outcome includes a visual demonstration of the game or the game converted to a format that will allow the OCR moderator to open it without specific software. A series of screenshots is not appropriate. While testing is documented reasonably well by the majority of candidates, the evaluation (D1) of the game against the design specification is not always completed to meet the demands of the command verb. When carrying out the evaluation candidates should refer to the list for 3.3. within the teaching content. This will help them focus on what should be included in their evaluation.

LO4: Be able to recommend additional features for games designs

Overall, this is completed well by candidates. They are familiar with their own game design and are therefore able to discuss how it could be improved and how it would enhance their game. Some candidates struggle with D2 and justifying how their games can be supported on other platforms. Candidates should be encouraged to refer to section 4.3 of the teaching content which should clarify what they are justifying and how they could formulate the justification.

Assessment for learning

Candidates need to understand that presentation slides overloaded with text, should not be used as an alternative to a report. Where presentation slides are used, candidates should be encouraged to use carefully considered bullet points and images on the slides with the detail in the speaker notes.

Assessment for learning

Candidates must provide evidence of their actual game prototype in a format accessible to the OCR moderator.

Unit 17 – Using data analysis software

This unit has returned to popularity within centres in recent years. Like many of the other units, candidates are tending to present all of their evidence as presentation slides overloaded with text and this is not appropriate. They should be encouraged to use other forms of documenting their evidence.

LO1: Understand the data used by business

For P1, while candidates will usually cover the range of different types of data, they do not extend it sufficiently to incorporate how this data is sourced internally or externally by businesses and what format this data may take or what it is used for. It is important that candidates refer to sections 1.2 and 1.3 of the teaching content to help inform them as to what should actually be covered.

For P2, candidates usually provide good descriptions of the characteristics of data and explanations of the impact that poor data can have on a business. Candidates should be encouraged, where possible, to use examples to aid their explanations.

LO2: Be able to select software to analyse data for business purposes

This is normally done well by candidates, with them stating the software they are going to use and how the features and functions would support any analysis. However, candidates should be encouraged to consider the specific purpose that data is going to be analysed and focus their review of the features and functions available within the software to support this particular analysis and not just a generic reference to all features and functions that would not be used.

LO3: Be able to use software to analyse data for business purposes

It is important that the actual spreadsheet or database file is made available to the OCR moderator and not just screen shots.

P1: It is important that there is clear evidence of what data the candidate has selected for analysis. While they can be given the data, it should contain more information than they require for their analysis. They then need to make it clear what they selected from this data for their analysis and then provide a justification (D1).

The analysis of the data (P5) is usually achieved by candidates creating a series of graphs, charts and/or lists. It is important that these are suitable annotated e.g. headings, labelling of x and y axis, labelling of legends and inclusion of data labels and/or values. This not only helps them with their analysis but also makes it clear to a third party what the analysis is referring to. The documenting of the outcomes of the analysis could be presented using presentation slides, incorporating images of the charts/graphs and/or lists with the explanation of the analysis in the speaker notes. It could also be presented using a formal report layout. The candidate should also make it clear in their documentation as to what the business need is and then what their analysis is and how this information can support the business need.

LO4: Be able to present the results of data analysis to the client.

The presentation slides or formal report from LO3 could be used for the presentation of the outcomes to the business (P6). Evidence of the actual presentation taking place to the business should be accompanied by either an individualised witness testimony, a video of the presentation, or a recorded discussion where the candidate is discussing the content of their presentation or formal report with the business.

D2 often challenges candidates, who struggle to suggest how their model could inform future business decisions. Depending on the context they are addressing, it could be in relation to support future marketing of a product, reduction or increase in the sale of future products and/or services, impact of potential discounts offered or price increases.

Assessment for learning

Candidates need to understand that presentation slides overloaded with text, should not be used as an alternative to a report. Where presentation slides are used, candidates should be encouraged to use carefully considered bullet points and images on the slide with the detail in the speaker notes.

Assessment for learning

Candidates need to understand how data is used by businesses in a variety of context and sectors, whether it is internal or external data and the format it may take.

Assessment for learning

Candidates must provide evidence of their actual spreadsheet or database in a format accessible to the OCR moderator.

Unit 18 – Creating visual business products

The purpose of this unit is to help candidates understand what is required to produce good quality visual products used by businesses and then to create their own. This again is a popular unit with the majority of candidates producing some innovative, good quality products.

The key to supporting candidates with the development of business products, is to provide candidates with a clear business context of what products are required and their purpose. They are not required to “second guess” this, they should be given some form of steer.

LO1: Know about creating visual products for business

P1: While candidates outline a variety of visual products use by business, the evidence would be strengthened by them stating what these particular products would be used for by businesses. Some candidates tend to describe a range of visual products but not put the emphasis on how they are used by businesses.

P2 and M1 can be combined with candidates referring to the teaching content 1.2 and 1.3, They can use examples of visual business products and describe what the design considerations are when creating them (1.2) and then extend this to explain the considerations required when creating them for business needs (1.3).

LO2: Be able to select software and hardware for creating visual products for business needs

It must be clear to the candidate (and the OCR moderator) what the actual business need is e.g. to promote a concert, to market a new product etc. Candidates can then identify the software and hardware they are going to need to produce the visual product. The clarity of the purpose of the visual product will aid candidates in justifying why they selected specific hardware and software.

Sometimes candidates are not given a business context and although they can produce visual products, they struggle with providing sufficient evidence for the assessment criteria relating to the what and the how.

LO3: Be able to create visual products to meet business needs

Candidates have produced some very good visual products e.g. posters, information leaflets, brochures, presentations etc but again, if the purpose of the product is not clear to them, they review of the product against the business need is difficult to achieve (M2) and therefore so is the recommendation of enhancements (D2).

LO4: Be able to improve visual products to meet business needs

It is important that the OCR moderator is provided with a version 1 and version 2 of the actual visual products (not screenshots). There should also be clear evidence that the candidate has presented their visual product to the business (P6). This can be via email correspondence which includes feedback from the business, a detailed witness testimony from the teacher (individual to each candidate) also detailing the feedback provided, a video recording or audio discussion.

The candidate will have produced version 1 to present to the business, the evidence for M3, is where they have developed a version 2 of the same visual product based on the feedback they received. There is no requirement for candidates to provide step by step guides on how they addressed the feedback.

Assessment for learning



Candidates must provide evidence of their actual visual product in a format accessible to the OCR moderator.

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.

Signed up for ExamBuilder?

ExamBuilder is the exam paper builder platform for a range of our qualifications. [Find out more](#).

Free for all OCR centres with an Interchange account, it allows unlimited users per centre. We require an [Interchange](#) username to verify your centre's users for ExamBuilder.

If you do not have an Interchange account, please contact your centre administrator (usually the Exams Officer) to request a username.

Once you have an Interchange username, use the form on [this page](#) to sign up for ExamBuilder, or ask an existing user at your centre to create an ExamBuilder account for you.

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 the link to the **Online courses** under the **Assessment** or **Training** tab – hover over **Assessment** or **Training** on the horizontal menu and select **Online courses** from the dropdown.

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?

We recommend all teachers complete the module on Online courses – NEA for their subject. These courses provide subject-specific information about course content; how to prepare for planning, marking and submitting; and support with understanding the marking criteria.

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.

Tell us what you think

Your feedback plays an important role in how we develop, market, support and resource qualifications now and into the future. We want you and your students to enjoy and get the best out of our qualifications and resources, but to do that we need your honest opinions to tell us whether we're on the right track or not.

You can email your thoughts to resources.feedback@ocr.org.uk or visit our [feedback page](#) to learn more about how you can help us improve our resources.



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