

# OCR Entry Level Certificate in Information and Communication Technology R441 teachers' handbook

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# 1. Introduction

## 1.1 What is the purpose of this handbook?

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Our ICT Entry Level qualification has been redesigned for first teaching in September 2010.

This is an exciting, broad-based specification for you and your learner, which aims to bring ICT to life, engage learners and encourage them to achieve more. The practical possibilities have no limit.

OCR offers a range of support materials, developed following extensive research and consultation with teachers. We've designed them to save you time when preparing for the new specification and to support you while teaching them.

It is important to make the point that this Teacher Handbook plays a secondary role to the specifications themselves. The Entry Level Certificate in ICT specification is the document on which assessment is based: it specifies what content and skills need to be covered. At all times therefore, the Teacher Handbook should be read in conjunction with the Specification. If clarification on a particular point is sought, then that clarification must be found in the Specification itself.

## 1.2 Overview of OCR Entry Level Certificate in ICT

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### ICT (R441)

<b>Using ICT: Practical Communication Task</b>	Internally assessed 40 marks 50% of the qualification  Candidates complete one of the OCR-set Practical Communication Tasks.
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<b>Short Task 1</b>  Internally assessed 20 marks 25% of the qualification	<b>Short Task 2</b>  Internally assessed 20 marks 25% of the qualification
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## 2. Subject specific guidance

### Overview of Qualifications and coverage

#### ICT (R441)

The new Information and Communication Technology (ICT) Entry Level Certificate provides learners with opportunities to become more familiar with practical applications in ICT and explores new and exciting ways of using new technologies, enabling you to engage learners and bring the subject to life.

The qualification incorporates the focus of our GCSE ICT, learners have an opportunity to move to or from the GCSE qualification during their course of study.

#### Using ICT: Practical Communication Task

Internally assessed

40 marks

Weighting is 50% of the qualification

Candidates **must** complete one of the OCR-set Practical Communication Tasks, which can be downloaded from the OCR website.

This is an OCR set task and centres **must** use an OCR set task as listed in Using ICT: Practical Communication Task, Internal Assessment Material booklet, which may be downloaded from the OCR website.

The Practical Communication Task should demonstrate a variety of skills to include:

- Researching Information
- Planning
- Demonstrating practical use of ICT software tools to present information
- Evaluation.

The Practical Communication task is internally assessed and externally moderated.

## Short Tasks

### Short Task 1

Internally assessed

20 marks

25% of the qualification

### Short Task 2

Internally assessed

20 marks

25% of the qualification

Candidates complete **two** Short Tasks, based on the following strands from the subject content:

- Animation Skills
- Control Skills
- Database Skills
- Digital Imaging Skills
- Spreadsheet Skills
- Video Editing Skills.

Each Short Task must be from a different strand.

An OCR-set Short Task is available for each strand and can be downloaded from OCR website, or the tasks can be set by the centre. For centre set tasks please ensure that the full assessment criteria can be met by candidates.

## Skills, Knowledge and Understanding:

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### How to plan work:

Create a list of activities to be completed:

- list relevant resources to be used eg: computer, printer, type of software to be used etc. (as exemplified in specification content, section 2).
- identify safe working conditions eg: regular breaks, eye level monitor, no trailing cables etc (as exemplified in specification content, section 2).

## **How to make practical use of ICT software tools to present information:**

Identify and select ICT software applications for specific purposes, eg to produce information, to communicate with others and create outcomes. (Examples of software applications are listed in the specification content, section 2.)

Know how to open and close software application(s).

Know how to use tools and features of the software, to create outcomes, as appropriate eg: inserting, deleting, editing and formatting of graphics/images, (as exemplified in specification content, section 2).

Know how to save files and folder management eg: saving renaming and moving files. (as exemplified in specification content, section 2).

## **How to evaluate work:**

Evaluation of work should cover a number of key areas:

- the final outcome compared to plan
- the quality of the final outcome
- advantages and disadvantages of the equipment and techniques used to create the final outcome
- improvements that could be made.

# 3. Curriculum planning

The Entry Level ICT is designed so that it may run alongside our GCSE ICT specifications.

It is important that candidates have sufficient depth of knowledge and understanding combined with developed practical skills, to meet the demands of the internal assessment.

The schemes of assessment address some similar criteria to our GCSE ICT Specifications. Candidates may progress to GCSE and Nationals in ICT courses or to appropriate NVQ courses.

The course is suitable for delivery in non school settings, however, it is essential that all guidance is followed to ensure the authenticity of work submitted and to guard against plagiarism. All practical work marked as part of the internal assessment should be undertaken in supervised conditions and marked with reference to the assessment criteria.

## Practical Communication Task Guidance

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### Exemplar – Task 1: School Trip teacher notes

*Produce a document advertising a school event.*

- *Carry out research*
- *Working safely, plan, resource and design an informative document including graphic(s) and appropriate details*
- *Investigate suitable layouts*
- *Evidence your progress*
- *Send your final document by email to your teacher*
- *Evaluate your work.*

**(Taken from R441 – Using ICT: Practical Communication Task – Internal Assessment Materials)**

### Overview

This task requires candidates to produce a document to advertise a school trip. Details of the trip will be provided to the candidates by the teacher in an email. Candidates will base their poster on the information provided in this communication.



### **There is an expectation that:**

- Candidates will research the location/theme of the trip and use the information found in the final outcome.
- Candidates will plan what they need to do in order to produce the final outcome.
- A poster will be the final outcome which includes:
  - formatted text
  - graphics (ClipArt and/or Picture)
  - trip information (where, when and cost)
- The document will be emailed as an attachment to the teacher
- An evaluation of the document and how it was produced.

### **Teacher preparation and Instructions**

Teachers will need to send an email to each candidate asking them to produce a document to advertise the school trip. Your email needs to include the following key information:

- the destination
- the date
- the times of departure from school
- the cost.

This is a possible example of an email that could be sent to the candidates:

I would like you to produce a poster for an end of term school trip.

You will need to use a computer to produce your poster.

You will need to include the following information.

where the trip is going to	<i>(The teacher may identify the location)</i>
the date of the trip	<i>(The teacher may identify the date)</i>
the time you will leave school	<i>(The teacher may identify the time)</i>
the cost of the trip.	<i>(The teacher may identify the cost.)</i>

## Specific Skills, Knowledge and Understanding Required:

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### How to research information:

- Internet sources

Search for graphic(s) on the world wide web (web)

Search on web for ideas about things that are happening at the destination

- Non internet sources:

Use sources other than web to search for information regarding location, eg: library, magazines, newspapers, brochures, information leaflets (ICT examples need to be agreed here like, encyclopaedia software, graphics packages, clipart searches etc.)

### How to plan work:

- Create a list of activities to be completed in the production of the document eg: obtaining the graphics, creating the sketch, creating the poster etc.
- Create a sketch of the document you intend to produce, showing orientation, page layout and the positioning of graphics and text.
- Produce a list of relevant resources to be used eg: input and output devices, type of software to be used (as stated in the specification, section 2).
- Identify safe working conditions for production of the document eg: regular breaks, eye level monitor, no trailing cables etc (as stated in the specification, section 2).

### How to make practical use of ICT software tools to present information, by:

- Identifying and selecting ICT software applications for specific purposes; such as to search for information, to communicate with others and to create outcomes. Examples of software applications are listed in the specification, section 2.
- Opening/using and closing software application(s), using a variety of tools and features of the software to create outcomes, as appropriate eg: copy, paste, editing and formatting of text and graphics, using spellchecker and printing functions, (as stated in the specification, section 2).
- Identifying and using electronic communication methods eg: email, web mail, instant messaging services, online discussion forums, blogs and social networking, SMS and MMS. Use tools and features of communication software to send/receive and attach information/documents, (as stated in the specification, section 2).
- Using file and folder management eg: storing and retrieving files and folders, (as stated in the specification, section 2).

## **How to evaluate work:**

Evaluation of work should cover a number of key areas including:

- the final outcome compared to plan
- the quality of the final outcome
- advantages and disadvantages of the equipment and techniques used to create the final outcome
- improvements that could be made.

### ***Strand 1: Animation – Sports Activity Task teacher notes***

#### ***Candidate Material***

##### **Strand 1 – Animation Skills Task:**

You work for a sports club. They have developed a website to promote their activities.

You have been asked:

- to create an animation that shows a sports activity.

You will need to:

- produce a plan
- evidence your progress
- evaluate your work/strengths/weaknesses.

#### **Teacher Overview**

This task requires candidates to produce an animation that shows a sports activity. Ideas for the sports activity may be supplied by the teacher, which are guided by the intended software to be used. For example, software applications may include library graphics of a basketball, football or a diver.

*Note: Although the purpose of the task is to create an animation for use on a website, this affects the choice of file format of the final work. Evidence of its insertion into a webpage is not required.*

#### **Teacher preparation and Instructions**

The task requires the use of a software animation application such as Scratch <http://scratch.mit.edu/> or Adobe Flash <http://www.adobe.com/uk/products/flash/>. There are many other products on the market, many are free to download.

The application may be loaded for the candidate but the candidate must carry out the tasks individually.

The animation produced for Level 1 does not have to be more than 5 seconds in length.

Candidates have a free choice of what picture/character/object they use in their animation.

### **There is an expectation that Candidates, should be able to:**

- explore the capabilities and options of the software to create an animation with a sports theme. This could be a graphic of a person, a simple 'stick-man' or something that is created using freehand drawing tools
- plan what they need to do in order to produce the final outcome
- create their work that includes animated movement of at least one object. The object (whether a person, ball or text for example) should move, rotate, grow/shrink or change appearance
- demonstrate the use of animation software, evidencing tools and features they have used to create their final work (eg motion, looks, sound, control, tweening)
- provide copies of the final animation
- evaluate the animation and how it was produced.

### **Specific Skills, Knowledge and Understanding:**

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#### **How to plan work:**

- Create a list of activities to be completed in the production of the animation eg. obtain, import or create the graphics, creating the movement, define the animation control settings, exporting the animation.
- Create a series of sketches to show the sequence of animated movement.
- Produce a list of relevant resources to be used eg: Input and output devices, type of software to be used (as stated in the specification, section 2).
- Identify safe working conditions for production of an animation eg: regular breaks, eye level monitor, no trailing cables (as stated in the specification, section 2).

#### **How to use application software to create an outcome:**

- Use the tools and features of the animation software to create the outcome eg: set start/end locations for objects, create the motion in between, transform shape, add sound, set looping/repeat, save/export work (as stated in the specification, section 2).
- Carry out File and folder management eg: saving, renaming and moving files for animation files and exported outcomes (as stated in the specification, section 2).

## **Strand 2: Control Skills – Shape Production Task teacher notes**

### ***Candidate material***

#### **Strand 2 – Control Skills Task:**

You work for a company that produces simple shapes for children’s toys. A robot is programmed to cut out the shapes.

You have been asked:

- to produce a shape that is suitable for children’s toys.

You will need to:

- produce a plan
- evidence your progress
- evaluate your work.

### **Overview**

Robots can be programmed to cut out simple shapes in various materials to make children’s toys. This task requires candidates to use control software to write the instructions to do this.

### **Teacher preparation and Instructions**

Hardware            Standard Specification hardware requirements only, no additions required for this task

Software            The task requires the use of control software application that controls either a screen turtle or a floor turtle eg Logo programming language.

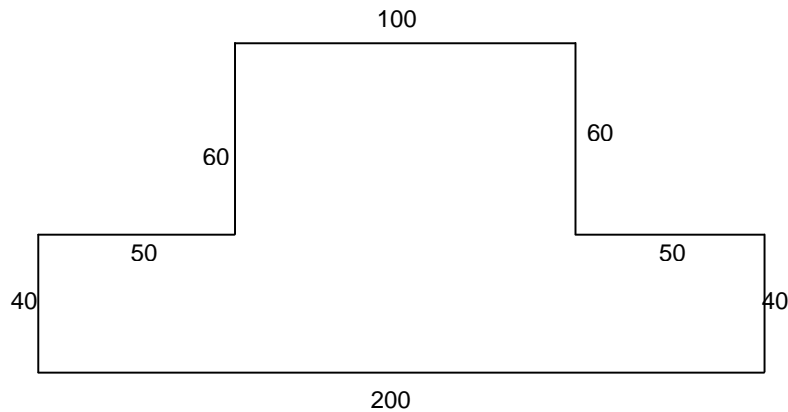
Teachers will need to give the candidates some information about what is required to complete this assessment. This may be read to the candidates.

Using a screen or floor turtle (robot) make toy shapes.

### Example Shape only:

Task 1: draw a simple rectangle measuring 100 units by 40 units

Task 2: draw the following top hat shape.



### Solutions for example shapes above:

**Task1** – fd 40, rt 90, fd 100, rt 90, fd 40, rt 90, fd 100.

**Task 2** – fd 40, rt 90, fd 50, lt 90, fd 60, rt 90, fd 100, rt 90, fd 60, lt 90, fd 50, rt 90, fd 40, rt 90, fd 200.

### There is an expectation that Candidates, should be able to:

- plan what they need to do in order to produce the final outcome
- load an appropriate control language, eg LOGO
- write instructions in the control language to complete the tasks and to store and retrieve these instructions
- run the instructions to draw each task
- save and open the program
- provide saved evidence or print a copy of the instructions
- provide saved evidence or print a copy of the completed task
- evaluate the outputs from the tasks.

## Strand 3: Database – Classic Car Task teacher notes

### Candidate Material

#### Strand 3 – Database Task:

You work for a company that hires out classic cars. The company holds the details of the different cars it has for hire. Hardeep wants to hire a classic car for his brother's wedding in the summer.

You have been asked:

- to select a range of cars that would be suitable and provide reports in different formats dependent on:
  - price
  - car type
  - colour.

You will need to:

- produce a plan
- evidence your progress
- evaluate your work/strengths/weaknesses.

### Overview

This task requires candidates to use a database to search and find information.

### Teacher preparation and Instructions

**Hardware** Standard Specification hardware requirements only, no additions required for this task.

**Software** This task will require the use of database or spreadsheet software. An OCR prepared data file is available for download through the OCR website for use with this task. The minimum software requirements to use this data file is Office 2003 which must include Excel.

Before the candidate starts the task, the teacher should download the database file called 'Classic Cars' from the OCR website or create a database file called 'Classic Cars'. The 'Classic Cars' database file should be completed as below:

	A	B	C	D	E	F	G
1	Record	Make	Model	Body Type	Colour	2 Day Hire Price	
2	1	Porsche	911	Coupe	Silver	£800	
3	2	Jaguar	E-Type	Roadster	Maroon	£500	
4	3	Aston Martin	DB5	Coupe	Green	£1,000	
5	4	Jaguar	E-Type	Coupe	White	£500	
6	5	Jaguar	S-Type	Saloon	Blue	£100	
7	6	Aston Martin	DB5	Coupe	Blue	£1,000	
8	7	Jaguar	E-Type	Convertible	Silver	£630	
9	8	Porsche	911	Convertible	Silver	£800	
10	9	Rolls Royce	Phantom	Saloon	Black	£2,000	
11	10	Aston Martin	V8	Convertible	Green	£800	
12	11	Rolls Royce	Silver Shadow	Saloon	Blue	£2,000	
13	12	Porsche	968	Convertible	Blue	£700	
14	13	Rolls Royce	Phantom	Saloon	Black	£2,000	
15							



Teachers will need to give the candidates the following information to complete this assessment:-

- sort in alphabetical order by car type
- complete a query to show all Jaguar cars in price order
- complete a query to identify the colour of the Jaguar Convertible.

For candidates who require greater support and guidance, this example information may be talked through with them to complete the task:

- 1 Open the database file called Classic Cars, then save evidence or print a copy.
- 2 Hardeep wants to see a list of cars available for hire in alphabetical car type order.
  - Sort the data file to produce an alphabetical list of makes of car, save evidence or print out the complete sorted data file.
- 3 Save the sorted data file with the name 'Hire', close down the data file.
- 4 Hardeep decides he wants to hire a Jaguar.
  - Locate and open your file named 'Hire'.
  - Create a query to produce a list for all Jaguar cars in price order and no other cars, save evidence or print your findings.
- 5 Hardeep decides he would like an E-type convertible Jaguar. He would like to know what colour is available.
  - search for Jaguars that are the E-Type model, print your findings
  - search the data file to find Jaguars that are E-Type and convertible and no other. Save evidence or print your findings.
- 6 Describe an advantage or disadvantage of using the software to do this task.

**There is an expectation that a Candidate, should be able to:**

- plan (write down/print out) what they need to do in order to produce the final outcome
- load the appropriate database program
- open the correct database file
- downloaded captured digital image(s) using an appropriate software (eg transfer, store and retrieve the image)
- demonstrate the use of the database tools and features to search for the required data
- provide copies of edited versions of the database file
- evaluate their use of the database software.

## **Strand 4: Digital Imaging – Newspaper Article Task teacher notes**

### **Candidate Material**

#### **Strand 4 – Digital Imaging Task:**

You work for a newspaper.

You have been asked:

- to create an image for an article the newspaper is running on cars.

You will need to:

- produce a plan
- evidence your progress
- evaluate your work/strengths/weaknesses.

### **Overview**

This task requires candidates to produce an image for an article for the newspaper on 'running cars'.

### **Teacher preparation and Instructions**

Teachers will need to work with candidates to use:

- appropriate hardware (eg: digital cameras and camera-phones) and software (eg: appropriate photo editing software)
- downloading photographs to a computer system and using appropriate software to edit.

Teachers will need to work with candidates to demonstrate how to take photograph(s) of a car.

Before the candidate starts the task, the teacher create a template of a newspaper article. An Example document is below:



Using the photograph taken, and your newspaper article template, you will need to enter and edit your photo as appropriate. For candidates who require greater support and guidance, this example information may be talked through with them to complete the task:

- 1 Take a photograph of a car.
- 2 Transfer this image onto a computer and save it as 'Car Image'.
- 3 Reload the file "Car" from its saved location.
- 4 The image is too big/small to fit the space in the article and you have been asked to:
  - re-size the image and make it smaller/bigger
  - save evidence or print out your image.
- 5 Change the colour of the background to any of your choice
  - save your changes
  - save evidence or print out your image, (in the space in the file "Car").
- 8 The editor thinks the image is too light/dark and needs to be made a little lighter/darker, you need to:
  - adjust the contrast of the image and make it lighter/darker
  - save evidence or print out your image (in the space in the file "Car").
- 9 There is limited space for your picture in the article, so you have to make it fit by removing parts of the background:
  - crop the image and remove as much of the background as possible
  - save evidence or print your image (in the space in the file "Car").
- 10 Write down a good feature of the software you have used.

**There is an expectation that a Candidate, should be able to:**

- plan what they need to do in order to produce the final outcome
- capture a digital image using an appropriate device
- download the captured digital image using an appropriate software (eg transfer, store and retrieve the image) to their computer
- demonstrate the use of photo editing software, evidencing tools and features they have used to edit their captured image (eg eg: cut, copy, crop, paste, rotate, flip, resize, colour and colour adjustment, brightness, contrast)
- provide copies of edited image versions
- evaluate the final image.

## Specific Skills, Knowledge and Understanding:

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### How to plan work:

- Create a list of activities to be completed in the production of the image for the poster/Car article eg: deciding on the image, photographing the image, downloading the image from camera to computer.
- Produce a list of relevant resources to be used eg: input and output devices, type of software to be used (as stated in the specification, section 2).
- Identify safe working conditions for the production of image for the poster/Car article eg: regular breaks, eye level monitor, no trailing cables etc (as stated in the specification, section 2).

## Strand 5: Spreadsheet Skills – Mobile Phone Sales Task teacher notes

### Candidate material

#### Strand 5 – Spreadsheet Skills Task:

You work for a mobile phone shop. The shop holds the details of all mobile phones sold by each sales person in a spreadsheet.

You have been asked:

- to update the spreadsheet:
  - to include new information
  - to change existing information
- use the spreadsheet to find out:
  - the total sales for each salesperson
  - the grand total of all sales.

You will need to:

- produce a plan
- evidence your progress
- evaluate your work/strengths/weaknesses.

### Overview

Many businesses use spreadsheets to manage their finances. A mobile phone shop holds the details of all the mobile phones sold by each sales person in a spreadsheets.

### Teacher preparation and Instructions

**Hardware** Standard Specification hardware requirements only, no additions required for this task.

**Software** This task will require the use of a spreadsheet program. An OCR prepared spreadsheet is available for download through the OCR website for use with this task. The minimum software requirements to use this data file is Office 2003 which must include Excel.

Before the candidates starts the task, the teacher should download the spreadsheet called 'Monthly Phone Sales' from the OCR website or create a spreadsheet called 'Monthly Phone Sales'. The 'Monthly Phone Sales' spreadsheet should be completed as detailed below:

	A	B	C	D	E	F	G
1	MONTHLY PHONE SALES						
2							
3	Salesperson	January	February	March		Total	
4							
5	Jay		13	26			
6	Chris	21	22	19			
7	Sam	15	17	21			
8		4	6	2			
9							
10							
11					Grand		
12					Total		

Cells A8 and B5 should be left blank, the candidate will enter the required data.

Teachers will need to give the candidates the following information to complete this assessment:-

- the missing Salesperson name is Bal
- the missing sales figure for January is 12
- the sales figures entered for Sam in March is incorrect, this should be 18
- use the bold function for headings
- provide total sales for each individual salesperson
- add new Salesperson, Danny, with sales of:
  - January 0
  - February 0
  - March 10
  - provide total sales for Danny.
- provide the grand total for all sales in the spreadsheet.

For candidates who require greater support and guidance, this example information may be talked through with them to complete the task:

- 1 Open the spreadsheet file called 'Monthly Phone Sales', Print a copy.
- 2 Some of the information in the spreadsheet is missing. Enter the following data into the spreadsheet, in cell:
  - A8 enter Bal
  - B5 enter 12
  - Save evidence/print a copy.
- 3 Save the amended spreadsheet file with the name 'New Monthly Phone Sales'.
- 4 The number of sales for Sam in March has been entered incorrectly. The correct number of phones sold by Sam in March is '18'. Change cell D7 in the spreadsheet from 21 to 18. Save evidence/print a copy.
- 5 Make the column headings in cells **A3**, **B3**, **C3**, **D3** and **F3** bold. Save Evidence or print a copy.

- 6 Your manager wants the total sales for each salesperson to be added up automatically on the spreadsheet.
- start by adding up the number of phones sold in January, February and March by Jay the total should be in cell F5
  - use the AutoSum function to add up cells F6, F7 and F8
  - save evidence or print a copy.
- 7 A new salesperson, Danny joined the team in March. You need to add them to the spreadsheet:
- insert a new blank row between rows 7 and 8
  - enter the following data into this new row on the spreadsheet, in cell:
    - A8 enter Danny
    - B8 (January) enter 0
    - C8 (February) enter 0
    - D8 (March) enter 10
  - save evidence or print a copy.
- 9 Finally you need to use the spreadsheet to calculate the grand total number of sales for your team.
- work out and enter a formula in cell F11 / F12 to do this
  - save evidence or print a copy
  - show the formula you used in cell F11 / F12 on your evidence copy.

**There is an expectation that a Candidate, should be able to:**

- plan what they need to do in order to produce the final outcome
- load the appropriate spreadsheet program
- open the correct spreadsheet file
- demonstrate the use of the spreadsheet tools and features to edit the spreadsheet file
- provide copies of edited versions of the spreadsheet files
- evaluate of the spreadsheet.

## **Strand 6: Video Editing Skills – Drinks Promotion Task teacher notes**

### ***Candidate material***

#### **Strand 6 – Video Editing Skills Task:**

You work for an advertising company.

You have been asked:

- to create a short video for a drinks promotion using still images and video.

#### **You will need to:**

- produce a plan
- evidence your progress
- evaluate your work/strengths/weaknesses.

### **Overview**

This task requires candidates to produce a video for a new drinks promotion. A series of pictures and video clips are provided by OCR for use in this assignment and these should be supplied to the candidates by the teacher.

Candidates are required to import their own choice of selected pictures and video clips. Candidates should then decide which to use as part of their planning. To create the final outcome, these chosen pictures and video should be placed in the planned sequence on the timeline. Opportunities exist to split the supplied video clips in order to create a more relevant outcome, evidence of which should be provided. There is no set sequence that the pictures and video must be used.

### **Teacher preparation and Instructions**

The task requires the use of a software application for creating movies from moving and still images eg MS Movie Maker, Serif MoviePlus.

The applications may be loaded for the candidate but the candidate must carry out the tasks individually.

Candidates have a free choice of relevant pictures and video clips to use in the movie, or an example for use may be obtained from the unit resource section of the OCR website.

The following scenario and instructions may be shown or read to the candidates, or the teacher can provide a simplified description of what is required.



To complete this task you may download the moving and still images available on the OCR website. These should be stored in an area so that candidates can download them. Assistance may be given to candidates to find and load the images into the chosen software. Centre may use their own moving and still images, for candidates to perform this task.

**There is an expectation that a Candidate, should be able to:**

- explore the capabilities and options of the software to create a movie about the drinks promotion. This could include the import of suitable pictures and video together with the addition of transitions and text
- plan what they need to do in order to produce the final outcome
- create their work to include at least one picture and two video clips. These assets should be placed on the timeline in a logical sequence to create the final video for the drinks promotion
- demonstrate the use of video editing software, evidencing tools and features they have used to create their final work (eg import, split clips, edit effects, transitions, titles/credits, publish)
- provide copies of the final video
- evaluate the video and how it was produced.

**Specific Skills, Knowledge and Understanding:**

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**How to plan work:**

- Create a list of activities to be completed in the production of the video eg. import pictures and video, edit the video sequence, publish the video.
- Create a series of sketches to show the sequence of chosen pictures and video clips.
- List of relevant resources to be used eg: input and output devices, type of software to be used (as stated in the specification, section 2)
- Identify safe working conditions for production of a video eg: regular breaks, eye level monitor, no trailing cables etc (as stated in the specification, section 2).

**How to use application software to create an outcome:**

- Use the tools and features of the video editing software to create the outcome eg. import pictures and video, split/edit video clips, add effects, add transitions, add titles/credits, publish the video (as stated in the specification content, section 2)
- File and folder management eg: saving, renaming and moving files for video files and published outcomes (as stated in the specification content, section 2)

## Guidance on the production of the outcome

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### Completing the tasks

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It is recommended that evidence is produced in several sessions, each focusing on a specific task within the overall task or scenario. These may be interspersed with opportunities to learn sector knowledge and develop appropriate practical skills.

Each candidate must produce individual and authentic evidence for each of the tasks. It is particularly important that candidates working in groups, where the unit allows this, should still produce individual evidence of their contribution to ongoing group work and any final realisation or outcome.

Centres may give support and guidance to candidates. This support and guidance should focus on checking that candidates understand what is expected of them. It is not acceptable for centres to provide model answers.

In general, candidates must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced.

### Presentation of work

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Candidates must observe certain procedures in the production of Assessments:

- tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the written work at the appropriate place;
- any copied material must be suitably acknowledged;
- quotations must be clearly marked and a reference provided wherever possible.

Work submitted for moderation or marking must be marked with the:

- centre number
- centre name
- candidate number
- candidate name
- unit code and title
- assignment title.

Work submitted on paper for moderation or marking must be secured by treasury tags.

Work submitted in digital format (CD or online) must be in a suitable file structure as detailed in Section 8 Guidance for the Production of Electronic Controlled Assessment.

## 4. Guidance on task marking

### 4.1 Generic guidance on how to mark internal assessment tasks

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The starting point for marking the Assessment task is the marking criteria for the Task completed. These contain levels of criteria for the skills, knowledge and understanding that the candidate is required to demonstrate. Before the start of the course, and for use at INSET training events, OCR will provide exemplification through real or simulated candidate work which will help to clarify the level of achievement the assessors should be looking for when awarding marks.

The assessment of the internally assessed task should be marked by the teacher according to the given marking criteria for the relevant task using a 'best fit' approach. For each of the assessment objectives, the descriptor provided in the marking criteria that most closely describes the quality of the work being marked should be selected.

For each investigation (1, 2 and 3), a mark is awarded for each assessment objective: AO1, AO2 and AO3. The mark for each investigation is found by totalling the marks awarded for each of the assessment objectives AO1, AO2 and AO3. The mark for the Assessment task is found by totalling the marks awarded for each of the tasks (1, 2 and 3).

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

Teachers use their professional judgement in selecting the descriptor that best describes the work of the candidate.

To select the most appropriate mark within the descriptor, teachers should use the following guidance:

- where the candidate's work *convincingly* meets the descriptor, the highest mark in the mark range should be awarded;
- where the candidate's work *adequately* meets the descriptor, the most appropriate mark in the middle of the mark range, or the mark in the middle of the range (as appropriate), should be awarded;
- where the candidate's work *just* meets the statement, the lower mark in the mark range should be awarded.

Centres should use the full range of marks available to them; centres must award *full* marks in any band for work which fully meets that descriptor. This is work which is 'the best one could expect from candidates working at that level'.

The final mark for the candidate for this qualification is out of a total of 100 and is found by totalling the marks for each task 1, 2 and 3.

## 4.2 Unpacking assessment objectives in internal assessment tasks

Candidates are expected to demonstrate the following in the context of the content described:

<p><b>AO1</b></p>	<p><b>Recall, Select and Communicate</b></p> <p>Recall, select and communicate their knowledge and understanding of ICT on specification content.</p> <p>Candidates should be able to appropriately recall and select relevant information required to complete tasks. Clearly planning and communicating what they are going to do.</p>
<p><b>AO2</b></p>	<p><b>Apply Skills, Knowledge and Understanding</b></p> <p>Apply ICT skills, knowledge and understanding in a variety of contexts when planning and carrying out tasks. They demonstrate understanding of the aims of the task, use appropriate skills, record and present evidence.</p>
<p><b>AO3</b></p>	<p><b>Evaluate</b></p> <p>Evaluate the appropriateness of the applications used.</p> <p>Candidates will be able to carry and demonstrate evaluation skills through completing their tasks. Candidates will:-</p> <ul style="list-style-type: none"> <li>• evaluate information, sources and evidence</li> <li>• evaluate quality of outcome</li> <li>• advantages and disadvantages etc.</li> </ul>

The relationship between the tasks and the assessment objectives of the scheme of assessment is shown in the following grid:

	% of Entry Level			Total
	AO1	AO2	AO3	
Entry Level Certificate in ICT (R441)	22	58	20	100

The break-down of AO's across the tasks can be found below. This illustrates the skills learners will be required to complete in order to achieve that part of the task. This information is also detailed on the Marking Criteria's in Appendix A of the specification.

## Short Tasks

Assessment Objectives	Assessment Criteria			
	Planning	Carrying out	Outcome	Evaluation
<b>A01</b> Recall, Select and Communicate.	✓			
<b>A02</b> Apply skills, knowledge and understanding.		✓	✓	
<b>A03</b> Evaluate information, quality of outcome, appropriateness of applications used.				✓

## Using ICT: Practical Communication Task

Assessment Objectives	Assessment Criteria				
	Research	Planning	Practical Use of ICT	Outcome	Evaluation
<b>A01</b> Recall, Select and Communicate.	✓	✓			
<b>A02</b> Apply skills, knowledge and understanding.			✓	✓	
<b>A03</b> Evaluate information, quality of outcome, appropriateness of applications used.					✓

## 4.3 Interpretation of the internal assessment marking criteria

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### Short Tasks

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**Research skills** will **not be** assessed and **will not be** credited in the Short Tasks.

Each short task will **assess planning, carrying out, outcome and evaluation skills**. It is essential that tasks allow candidates to meet the criteria in each of these assessment areas.

It is essential to **annotate the work fully** to support marks awarded.

### Using ICT: Practical Communication Task

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The Practical Communication Task will **assess candidates' research, planning, Practical use of ICT software tools to present information, outcome and evaluating skills**.

It is essential that the task allows candidates to meet all assessment criteria.

It is essential that all practical work is annotated to support the marks awarded.

### Guidance on Using the Marking Grids

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The marking grids are divided into three bands or levels of ability. Each level also reflects the amount of teacher support that has been given.

When marking the work of a candidate the teacher should decide which level the candidate's response best fits.

Where there is a range of marks within a band or level the teacher should award an appropriate mark within that range.

In general terms a candidate who is able to produce limited evidence of each assessment criteria with constant support and help is likely to achieve Level 1.

A candidate who is able to produce some simple evidence of each assessment criteria with help and direct guidance is likely to achieve Level 2.

A candidate who is able to produce evidence of independent learning of each assessment criteria with little help and guidance is likely to achieve Level 3. Independent working would be evident at this level.

### Annotating the Work

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Centres should annotate the candidates work clearly both within the text to show where marks for the different assessment criteria are being awarded and on the front mark sheets.

## 4.4 Authentication of internal assessment outcomes

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Teachers must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the teacher must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Wherever possible, the teacher should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for assessors to check authenticity of the work and provide general feedback.

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is, therefore, important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources. The potential risks of failing to acknowledge such material should be emphasised to the candidate. The candidate must sign a declaration to this effect. Centres should reinforce this message to ensure candidates understand what is expected of them.

**Please note:** Centres must confirm to OCR that the report produced by candidates is authentic. The Centre Authentication Form includes a declaration for assessors to sign. It is a requirement of the QCA Common Criteria for all Qualifications that proof of authentication is received.

## 4.5 Internal standardisation of internal assessment

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It is important that all internal assessors, working in the same subject area, work to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for centres' own standardisation. In subsequent years, this, or centres' own archive material, may be used. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

## 4.6 Moderation of internal assessment

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All centres entering candidates are subject to quality control via moderation of a sample of candidates' work towards the end of the course. This specification offers the opportunity for moderation evidence to be submitted by post as well as electronically via the OCR Repository (see Entry codes in Section 7.1 Registration and entries of this specification).

All internally assessed tasks are marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR, after which moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The **Moderator will** select the sample and advise the centre where the work is to be sent (postal moderation). Centres entering candidates via the OCR repository must ensure that the sample is uploaded on receipt of the Moderator's selection.

The sample of work which is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria.

Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded for the task. If the work is to be submitted in digital format, this cover sheet should also be submitted electronically within each candidate's file.

## 4.7 Minimum requirements for internal assessment

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There should be clear evidence that work has been attempted and some work produced.

If a candidate submits no work for an internally assessed component, then the candidate should be indicated as being absent from that component on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed component, then the work should be assessed according to the internal assessment objectives and marking instructions and the appropriate mark awarded, which may be zero.

## 4.8 Submission date for internal assessment

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Candidates' marks must be despatched to the Moderator and to OCR. Please refer to the OCR website for details of submission dates relevant to the current series of examinations.



## 5. Frequently asked questions

### **When can I begin this specification?**

From September 2010

### **What topics are covered in the specification?**

#### **Main Task**

Practical Communication Task – using Hardware, Software, Work Safely using ICT, Present information using ICT, use of files and folders, Communicate information using ICT and Research information.

#### **Short Task Themes (required to select two from listing below)**

- Animation Skills
- Control Skills
- Database Skills
- Digital Imaging Skills
- Spreadsheet Skills
- Video Editing Skills.

### **Is there a final examination?**

No – the Entry Level Certificate is 100% internal assessment with OCR moderation.

### **When will the first assessment take place?**

June 2011

### **What are the times in the school year when the certification can be taken?**

There is one assessment series each year in June.

### **Can candidates re-sit the qualification?**

Candidates may enter for the qualification an unlimited number of times.

### **How many grades are awarded?**

There are Three:

Entry level 3 = 80% target boundary

Entry level 2 = 60% target boundary

Entry level 1 = 40% entry boundary

### **How much support and guidance is permitted?**

Level 1     Constant support and help

Level 2     Help and direct guidance given

Level 3     Help and guidance may be needed, but evidence of independent learning by candidate.

### **How is the assessment broken down?**

There are three Assessment Objectives:

AO1     22% recall, select and communicate

AO2     58% apply skills, knowledge and understanding

AO3     20% evaluate

Total    100%

### **How many pieces of internal assessment are required?**

Three in total:

- 1 Practical Communication Task awarded 50% of the qualification
- 2 Short Tasks awarded 25% each of the qualification.

Total 100%

## Practical Communication Task

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### Do I have to use Board set Themes?

Yes – the main Practical Communication Task, is a board set task. There are four tasks to choose from.

### Do candidates have to complete the entire Practical Task in school?

No, research and planning can be undertaken outside of the lesson time. However, it is essential that all practical work is carried out in school and assessed by the teacher. Any support given to candidates **MUST** be identified when submitting work for moderation. Marking will in turn reflect any support that is given. This is particularly relevant when Teaching Assistants have been working with candidates.

### Are these controlled assessments?

No

## Short Task

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### Do I have to use Board set Tasks?

No.

For the short tasks centre set tasks may be used, OCR tasks are available if preferred, and may be adapted to suite local requirements. Centres **must** ensure that all candidates can access the full marking criteria.

There are **six** short task titles.

### Can I adapt example Short Tasks to suit my own school?

Yes

Centres **must** ensure that all candidates can access the full marking criteria.

### Can I make up my own tasks?

Yes

Centres **must** ensure that all candidates can access the full marking criteria if using these resources.

**How much practical is expected from the Short task?**

Each practical task allows candidates to demonstrate a range of ICT skills. The assessment must begin with a plan and end with an evaluation, which may be hand written or word processed.

**Can a candidate submit both short tasks that demonstrate similar practical skills?**

No, each sort task must be of a different theme, to allow candidates to demonstrate different practical skills throughout the completion of each task that is submitted.

# 6. Resources

A resource list for teachers:

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Website resources: OCR Website

## Books

- **Information and Communication Technology – Student Book**

Information and Communication Technology – Student Book – ISBN – 07195 7177 4

Author – Alun Hinder and John Murray

- **Information and Communication Technology – Teachers Resource Book**

Information and Communication Technology – Teachers Resource Book (Certificate of Achievement) - ISBN – 07195 7178 2

The books are published by:

John Murray

50 Albemarle Street

London

W1X 4BD.

\*Please note – the tasks in these books are not classed as OCR set tasks so cannot count for the Practical Communication Task.

# 7. Other forms of Support

In order to help you implement the new Entry Level Certificate in ICT Specification effectively, OCR offers a comprehensive package of support. This includes:

## Published Resources

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OCR offers centres a wealth of quality published support with a fantastic choice of 'Official Publisher Partner' and 'Approved Publication' resources, all endorsed by OCR for use with OCR specifications.

## Approved publications

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OCR endorses publisher materials, which undergo a thorough quality assurance process to achieve endorsement. By offering a choice of endorsed materials, centres can be assured of quality support for all OCR qualifications.



## Endorsement

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OCR endorses a range of publisher materials to provide quality support for centres delivering its qualifications. You can be confident that materials branded with OCR's "Official Publishing Partner" or "Approved publication" logos have undergone a thorough quality assurance process to achieve endorsement. All responsibility for the content of the publisher's materials rests with the publisher.

These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve an OCR qualification. Any resource lists which are produced by OCR shall include a range of appropriate texts.

## OCR Training

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A full range of training events provide valuable support, for the delivery and assessment of OCR qualifications:

### **Get Ready...**

An overview of new OCR specifications

### **Get Started...**

For teachers preparing to deliver or already delivering OCR specifications

### **Get Ahead...**

For teachers wanting to improve delivery and assessment of a current OCR specification

### **Lead the way...**

to encourage creativity and innovation

View up-to-date event details and make online bookings at [www.ocreventbooker.org.uk](http://www.ocreventbooker.org.uk) or view our new training e-books at [www.ocr.org.uk/training](http://www.ocr.org.uk/training). If you are unable to find what you are looking for contact us by e-mail [training@ocr.org.uk](mailto:training@ocr.org.uk) or telephone 02476 496398.

## e-Communities

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Over 70 e-Communities offer you a fast, dynamic communication channel to make contact with other subject specialists. Our online mailing list covers a wide range of subjects and enables you to share knowledge and views via email.

Visit <https://community.ocr.org.uk>, choose your community and join the discussion!

## Interchange

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OCR Interchange has been developed to help you to carry out day to day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate a free access to candidate information at you convenience. Sign up at <https://interchange.ocr.org.uk>

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[www.ocr.org.uk](http://www.ocr.org.uk)

OCR customer contact centre

**Vocational qualifications**

Telephone 024 76 851509

Facsimile 024 76 851633

Email [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)

**General qualifications**

Telephone 01223 553998

Facsimile 01223 552627

Email [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)



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