IT

It's easy to join us

Moving to Cambridge National in IT J836 from Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology 2022

Are you currently teaching Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology 2022?

This short guide will take a look at our Cambridge National in IT, show you how it compares to the current BTEC DIT qualification and how you can easily move to teaching our specification.

Developed with the support of teachers our Cambridge National in IT has a number of key benefits for teachers and students:

Your students will build:

- real and **relevant** skills for the future
- planning and designing IT solutions and products for a **given purpose**
- selecting the **best tools and techniques** to solve a problem
- **solving problem skills** by exploring different software application tools and techniques
- creating IT **solutions** and digital products
- using **planning techniques** to complete tasks in an organised and timely way
- finding **imaginative ways** to solve IT problems
- using different applications and tools to **design, create and evaluate IT solutions and products.**

Cambridge Nationals

OCR
Oxford Cambridge and RSA

Our specification offers:

- **a simple and intuitive** assessment model

- **one externally assessed unit** (R050) that focuses on knowledge and understanding

- **two skills-based, non-examined assessment** (NEA) units R060 and R070

- a **flexible support package** based on teachers' needs to explain the requirements of the qualification and how it is assessed

- a team of **expert OCR Subject Advisors** who support teachers directly and manage the qualification

- **clear progression** towards post-16 Level 2 and Level 3 qualifications including Cambridge Technicals in Information Technology, Cambridge Technicals in Digital Media, Digital apprenticeships and Digital T-levels

- is **developed with teachers specifically for teachers**. The specification lays out the subject content clearly

- is developed to provide a **deep understanding** in the use of IT in the digital world. It looks at how to apply design tools, principles of human computer interactions (HCI), the use of data and testing, cyber-security and legislation when creating an IT solution or product

- **develops the technical skills** which can be used to plan, design, create, test and evaluate/review IT solutions and Augmented Reality (AR) products that are appropriate for a defined target audience and meet requirements

- structure includes **three mandatory units** with unit R050 (48 GLH), R060 (36 GLH) and R070 (36 GLH).

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It is really pleasing to see some of the views on the current course have been listened to and included in the re-development.

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About our Cambridge Nationals suite

We believe in developing specifications that help you bring the subject to life and inspire your students to achieve more.

We've created teacher-friendly specifications based on extensive research and engagement with the teaching community. They're designed to be straightforward and accessible so that you can tailor the delivery of the course to suit your needs.

You may be interested in this qualification if you want an engaging qualification where your students will use their learning in practical, real-life situations.

We offer a range of support services to help you at every stage, from preparation to delivery:

- **textbooks and teaching and learning resources from leading publishers.** For details of all the published resources that we endorse, check the Cambridge Nationals page on our website

- **free OCR resources** to help you plan your teaching and get your students **ready for assessment**

- an extensive **range of free professional development courses** covering everything from getting started to hands-on assessment practice. There are also regular Q&A opportunities with moderators and examiners. To find out more, visit our professional development page

- Active Results: our **free results analysis service** to help you review the performance of individual students or whole school

- ExamBuilder: our **free question-building platform** that helps you to build your own tests using past OCR exam questions

- **expert Subject Advisors** who are part of their subject communities and here to support you with advice, updates on resources, and information about training opportunities.

Building the future for *all* of your students

At a glance specification comparison

	OCR Level 1/Level 2 Cambridge National in IT 2022	Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology 2022
Structure	There are three mandatory units with one external and two internal assessment. Total Guided Learning Hours (GLH) – 120 hours Total Qualification Time (TQT) – 160 hours Unit R050 – IT in the digital world (External) – 48 GLH Unit R060 - Data manipulation using spreadsheets (Internal) – 36 GLH Unit R070 - Using Augmented Reality to present information (Internal) –36 GLH Students must complete all three units of assessment to achieve the qualification.	There are three mandatory components with one external and two internal assessment Total Guided Learning Hours (GLH) – 120 hours Total Qualification Time (TQT) – 150 hours Component 3 - Effective Digital Working Practices (External Synoptic) – 48 GLH Component 2 - Collecting, Presenting and Interpreting Data (Internal) – 36 GLH Component 1 - Exploring User Interface Design Principles and Project Planning Techniques (Internal) – 36 GLH Students must complete and achieve all three components in this qualification.
Grading	All results are awarded on the following scale: Level 2 – Distinction* (*2), Distinction (D2), Merit (M2), Pass (P2) Level 1 – Distinction (D1), Merit (M1), Pass (P1) and Unclassified.	The qualification sets out seven grades: Level 2 – Distinction* (*2), Distinction (D2), Merit (M2), Pass (P2) Level 1 – Distinction (D1), Merit (M1), Pass (P1) and Unclassified.
Assessment	**R050** Exam 1 hour 30 minutes 70 marks (80 UMS) OCR-set and marked Part A – 15 marks Part B – 55 marks **R060** NEA OCR-set assignment - changes annually and published in June each year for teaching from the following September. 60 marks (60 UMS) Centre-assessed and OCR moderated Approximate 10-12 hours (three practical tasks) **R070** NEA OCR-set assignment - changes annually and published in June each year for teaching from the following September. 60 marks (60 UMS) Centre-assessed and OCR moderated Approximate 10-12 hours (three practical tasks)	**Component 3** Exam 1 hour 30 minutes 60 marks (120 UMS) Pearson-set and marked **Component 2** NEA Pearson-set assignment – released twice a year in September for Jan moderation and Jan for May moderation. 60 marks (90 UMS) Centre-assessed and Pearson moderated Approximate 6 hours (three practical tasks) **Component 1** NEA Pearson-set assignment – released twice a year in September for Jan moderation and Jan for May moderation. 60 marks (90 UMS) Centre-assessed and Pearson moderated Approximate 6 hours (four practical tasks)

	OCR Level 1/Level 2 Cambridge National in IT 2022	**Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology 2022**
Administration	Two assessment series available each year in January and June. Terminal Assessment rule apply. Please see section 7.2 of our specification for information relating to our terminal assessment approach. Examined Unit R050 must be taken in the final assessment series before qualification certification. The result from the exam taken in the final series will be the one that counts towards a student's overall grade.	Two assessment series available each year in Dec/Jan and May/June. Terminal Assessment rule apply. Please see section 7 of specification for information relating to their terminal assessment approach. Learners can only use the external assessment results achieved for component 3 in the same assessment series in which they are requesting certification for the qualification
	Students can take the exam before all the NEA units are completed. This is classed as a 'practice attempt'.	
	OCR-set assignments for non-examined assessed (NEA) units are live for one year.	Pearson-set assignments for non-examined assessed (NEA) units are live for one series.
	Candidates have one resubmission opportunity. Resubmission of the same work must be in a series that falls in the live assessment dates for the OCR-set assignment on which the work is based. All re-submissions must be based on the assignment that is live for the submission series.	Learners have a single retake opportunity in a later assessment series but must complete the new Pearson-set assignment
	This is covered in section 6.4.4 of the specification (page 47).	This is covered in section 2 of the specification (page 4).

Comparing assessment models

OCR Level 1/Level 2 Cambridge National in IT 2022	Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology 2022
Unit R050: IT in the digital world 48 GLH 70 marks (80 UMS) Examined Assessment OCR-set and marked 1 hour 30 minutes Part A – 15 marks Part B – 55 marks	**Component 3 - Effective Digital Working Practices** 48 GLH 60 marks (120 UMS) External Synoptic assessment Pearson-set and marked 1 hour 30 minutes
Unit R060: Data manipulation using spreadsheets 36 GLH 60 marks (60 UMS) Non-Examined Assessment – OCR-set assignment Approximate 10-12 hours (three to five practical tasks) Centre-assessed and OCR moderated	**Component 2 - Collecting, Presenting and Interpreting Data** 36 GLH 60 marks (90 UMS) Non-Examined Assessment – Pearson-set assignment Approximate 6 hours (three practical tasks) Centre-assessed and Pearson moderated
Unit R070: Using Augmented Reality to present information 36 GLH 60 marks (60 UMS) Non-Examined Assessment – OCR-set assignment Approximate 10-12 hours (three to five practical tasks) Centre-assessed and OCR moderated	**Component 1 - Exploring User Interface Design Principles and Project Planning Techniques** 36 GLH 60 marks (90 UMS) Non-Examined Assessment – Pearson-set assignment Approximate 6 hours (four practical tasks) Centre-assessed and Pearson moderated

Next steps

If you are an OCR-approved centre, all you need to do is download the specification and start teaching. Your exams officer can complete an intention to teach form which enables us to provide appropriate support. When you're ready to enter your students, you just need to speak to your exams officer.

If you are a new centre then you've got the reassurance that you're working with one of the UK's leading exam boards.

You can get in touch with us for help and support by:

- emailing us at support@ocr.org.uk
- calling us on 01223 553998
- or through Twitter @ocr_exams.

Please download the specification and resources available from the subject web page. Your exam officer could complete an intention to teach form which enables us to provide appropriate support.

Centres must be registered with OCR in order to make any entries. We recommend that centres apply to become a registered centre with us, well in advance of making their first entries. Details on how to register with OCR can be found on our website.

Estimated entries are not required for Cambridge National in IT. **You do not need to register your students first.** Individual unit entries should be made for the series in which you intend to submit an NEA unit or sit the externally assessed examination. More details are available within the specification page 63 point 7.5.2.

This specification has two series of assessment availability, each January and June, and does contain a terminal rule for the externally assessed unit. For full details please see section 7.1 and 7.2 of the specification.

OCR subject advisors are available to provide information and support to centres. Contact us by email or through our Customer Support Centre.

1. Get to know the specification, sample assessment materials and teaching resources on the Cambridge National in IT web page.

2. Sign up to receive subject updates by email.

3. Sign up to attend a training event or take part in a webinar on specific topics running throughout the year and our Q&A webinar sessions every half term.

4. Termly Teacher Networks to share best practice and support from the subject advisors' team.

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This course offers so much scope for staff to teach to their strengths/students to use past experiences/talk to others and, like I mentioned before, it is real life. I am excited to do this – thank you.

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Detailed comparison of units

OCR Level 1/Level 2 Cambridge National in IT 2022	Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology 2022		
Unit R050: IT in the digital world 48 GLH 70 marks (80 UMS) Examined Assessment OCR-set and marked 1 hour 30 minutes Part A – 15 marks Part B – 55 marks	**Core units**		
	Component 1	Component 2	Component 3

Topic Area 1: Design tools	1.1	Types of design tools			
		• Flowcharts			✖
		• Mind maps – library, tunnel timeline and presentation	✖		
		• Visualisation diagrams	✖		
		• Wireframes			

Topic Area 2: Human Computer Interface (HCI) in everyday life	2.1	The purpose, importance and use of HCI in application areas		✖	
		• Banking			
		• Embedded systems	✖		
		• Entertainment	✖		
		• Fitness			
		• Home appliances	✖		
		• Retail			
	2.2	Hardware Considerations	✖		
		• Display – type and size	✖		
		• Resources – memory and processing power	✖		
	2.3	Software Considerations	✖		
		• Operating system	✖		
		• Digital platform – database, mobile app, spreadsheet, and website	✖		

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		Component 1	Component 2	Component 3
Topic Area 2: Human Computer Interface (HCI) in everyday life	2.4	User interaction methods	✖		
		• Gesture	✖		
		• Keyboard	✖		
		• Mouse	✖		
		• Touch	✖		
		• Voice	✖		
Topic Area 3: Data and testing	3.1	Information and data		✖	
		• What data is		✖	
		• What information is		✖	
		• The relationship between data and information		✖	
	3.2	Data use		✖	
	3.2.1	Use of data types in different contexts		✖	
		• Alphanumeric			
		• Boolean			
		• Date			
		• Numeric – currency, decimal, integer, percentages and real			
		• Text		✖	
	3.2.2	The difference between validation and verification		✖	
	3.2.3	Data validation tools		✖	
		• Data type check		✖	
		• Format check			
		• Input mask			
		• Length check		✖	
		• Limited choice – drop down list, radio buttons and tick list		✖	
		• Lookup		✖	
		• Presence check		✖	
		• Range check		✖	

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	Component 1	Component 2	Component 3

			Component 1	Component 2	Component 3
Topic Area 3: Data and testing	3.2.4	Data verification tools		✖	
		• Double entry		✖	
		• Manual checking		✖	
	3.3	Data collection methods		✖	
		• Primary – email, interview, online questionnaire and survey		✖	
		• Secondary – book, government statistics, magazine, website		✖	
	3.4	Storage of collected data			✖
		• Logical – cloud			✖
		• Physical – internal storage device, external storage			✖
	3.5	Application of testing to a range of contexts			✖
	3.5.1	Importance and purpose of testing			✖
	3.5.2	Test data			
		• Extreme			
		• Invalid (Erroneous)			
		• Valid			
	3.5.3	Type of testing			
		• Technical			
		• User			

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	Component 1	Component 2	Component 3

			Component 1	Component 2	Component 3
Topic Area 4: Cyber-security and legislation	4.1	Threats			✘
		• Denial of service (DoS)			✘
		• Hacking – black hat, grey hat, white hat			✘
		• Malware – adware, botnet, ransomware, spyware, trojan horse, virus, worm			✘
		• Social Engineering – baiting, phishing, pretexting, quad-pro-quo, scareware, shoulder surfing			✘
	4.2	The impact of a cyber-security attack on individual and / or organisations			✘
	4.3	Prevention measures			✘
		• Physical – biometric devices, firewalls, keypads, radio-frequency identification (RFID), secure backups			✘
		• Logical – access rights and permissions, anti-virus / malware software, two-factor authentication (2FA), encryption, firewalls, secure backups, usernames & passwords			✘
		• Secure destruction of data – data erasure, data sanitation, magnetic wipe, physical destruction			
	4.4	Legislation related to the use of IT systems			✘
		• Computer Misuse Act			✘
		• Copyright, Designs and Patents Act			✘
		• Data Protection Act			✘
		• Freedom of Information Act			✘
		• Health & Safety at Work Act			

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	Component 1	Component 2	Component 3

			Component 1	Component 2	Component 3
Topic Area 5: Digital communications	5.1	Types			
		• Audio	✘		
		• Collaboration tools			✘
		• Leaflet			
		• Infographics		✘	
		• Newsletters			
		• Presentations		✘	
		• Reports			
		• Social Media			✘
		• Video			
		• Voice over Internet Protocol (VoIP)			
		• Websites			
	5.2	Software			
		• Desktop Publishing (DTP)			
		• Standard office applications			
	5.3	Digital devices	✘		
		• Smartphone	✘		
		• Smart TV			
		• PC/Laptop	✘		
		• Tablet	✘		
		• Smartboard			
	5.4	Distribution channels			✘
	5.4.1	Types of distribution channel			✘
		• Cloud, email, messaging, mobile apps, multimedia, VoIP, website			✘
	5.4.2	Distribution channel connectivity			✘
		• 4G / 5G			
		• Bluetooth			
		• Mobile Wi-Fi hotspots			✘
		• Wi-Fi			✘
		• Wired			
	5.5	Audience demographics	✘		
		• Accessibility	✘		
		• Age	✘		
		• Gender	✘		
		• Location			

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Unit R050: IT in the digital world 48 GLH 70 marks (80 UMS) Examined Assessment OCR-set and marked 1 hour 30 minutes Part A – 15 marks Part B – 55 marks	**Core units**		
	Component 1	Component 2	Component 3

Topic Area 6: Internet of Everything (IoE)	6.1	Use of IoE				
		• What is the IoE				
		• The four pillars of the IoE				
		• The interactivity between the four pillars				
		• IoE digital interactivity - device to device, human to device, how digital devices can be tailored to meet the needs of the user				
	6.2	Application areas in everyday life				
		• Energy Management				
		• Health				
		• Manufacturing				
		• Military / Emergency Services				
		• Smart devices – business, home, personal				
		• Transport				

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		Core units		
Unit R060 - Data manipulation using spreadsheets 36 GLH 60 marks (60 UMS) Non-Examined Assessment Approximate 10-12 hours (three to five practical tasks) OCR-set assignment Centre-assessed and OCR moderated An electronic portfolio of evidence required		Component 1	Component 2	Component 3
Topic Area 1: Planning and designing the spreadsheet solution	1.1	Design tools			✘
		• Flowcharts			✘
		• Mind maps	✘		
		• Story board			
		• Visualisation diagrams	✘		
		• Wireframe			
	1.2	Human Computer Interface (HCI) design conventions and principles	✘		
	1.2.1	Functionality		✘	
		• Calculations		✘	
		• Sorting		✘	
		• Filtering		✘	
		• User aids – data entry messages, data validation		✘	
	1.2.2	Types of outputs that clearly present information for an organisation		✘	
		• Charts		✘	
		• Lists			
		• Invoices			
		• Reports		✘	
		• Worksheets		✘	

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	Core units		
Unit R060 - Data manipulation using spreadsheets 36 GLH 60 marks (60 UMS) Non-Examined Assessment Approximate 10-12 hours (three to five practical tasks) OCR-set assignment Centre-assessed and OCR moderated An electronic portfolio of evidence required	Component 1	Component 2	Component 3
Topic Area 1: Planning and designing the spreadsheet solution	1.2.3 Human Computer Interface (HCI)	✖		
	• Navigation	✖		
	• Accessibility	✖		
	• Colour	✖		
	• Layout	✖		
	• Learnability	✖		
	• Memorability	✖		
	• Messages	✖		
	• Purpose	✖		
	• User perceptions	✖		
Topic Area 2: Creating the spreadsheet solution	2.1 Use spreadsheet tools and techniques to create the solution		✖	
	2.1.1 Data handling and manipulation		✖	
	• Data validation		✖	
	▫ Lookup		✖	
	▫ Range check		✖	
	▫ Text length		✖	
	▫ Limited choice - drop down lists, radio buttons, tick list		✖	
	• Cell formatting		✖	
	• Conditional formatting		✖	
	• Sorting		✖	
	• Filters		✖	
	• Formulae - operators, parenthesis		✖	
	• Relational operators			
	• Naming cells		✖	

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		Core units		
Unit R060 - Data manipulation using spreadsheets 36 GLH 60 marks (60 UMS) Non-Examined Assessment Approximate 10-12 hours (three to five practical tasks) OCR-set assignment Centre-assessed and OCR moderated An electronic portfolio of evidence required		Component 1	Component 2	Component 3
Topic Area 2: Creating the spreadsheet solution		• Cell references – relative, absolute, named, multi-sheet referencing		✖	
		• Functions		✖	
		• Pivot tables		✖	
		• Importing different file types		✖	
		• Entering different data types			
		• Data types – Boolean, date, time, text			
		• Data types – Numeric – integer, number /real, currency, percentage, decimal			
		• Security measures		✖	
		• Modelling tools		✖	
	2.1.2	Techniques to generate the outputs		✖	
		• Charts / graphs		✖	
		• Page layout properties		✖	
		• Adjusting row and column settings		✖	
	2.1.3	User interface		✖	
		• Buttons		✖	
		• Macros		✖	
		• Hyperlinks		✖	
		• Forms		✖	

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	Core units		
Unit R060 - Data manipulation using spreadsheets 36 GLH 60 marks (60 UMS) Non-Examined Assessment Approximate 10-12 hours (three to five practical tasks) OCR-set assignment Centre-assessed and OCR moderated An electronic portfolio of evidence required	Component 1	Component 2	Component 3

Topic Area 3: Testing the spreadsheet solution	3.1	Test the user interface and the technical aspects of the spreadsheet solution				
		• Testing during development - technical testing, usability testing				
		• Testing after development - technical testing, usability testing				
		• Test plan documentation				
		• Types of test data – extreme, invalid (erroneous), valid				

Topic Area 4: Evaluating the spreadsheet solution	4.1	Methods used to evaluate the success of the spreadsheet solution				
		• Client requirements				
		• HCI design principles and conventions				

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	Mandatory components		
Unit R070: Using Augmented Reality to present information 36 GLH 60 marks (60 UMS) Non-Examined Assessment Approximate 10-12 hours (three to five practical tasks) OCR-set assignment Centre-assessed and OCR moderated An electronic portfolio of evidence required	Component 1	Component 2	Component 3
Topic Area 1: Augmented Reality (AR)	1.1	Purpose and uses of Augmented Reality (AR)			
		• What AR is			
		• The purpose of AR			
		• The sectors where AR can be used in			
		▫ Architecture			
		▫ Education			
		▫ Entertainment			
		▫ Retail			
		▫ Lifestyle			
		• Uses of AR			
		▫ Training			
		▫ Virtual tours			
		▫ Visualisation of designs, interiors, and concepts			
		▫ Marketing			
	1.2	Types of Augmented Reality (AR) and user interaction			
		• Types of AR:			
		▫ Object recognition / Marker-based			
		▫ Location based / Markerless			
		▫ Superimposed			
		• User interaction / layers:			
		▫ Static			
		▫ Interactive			
	1.3	Devices used with Augmented Reality (AR)			
		• Type of devices AR can be used on			
		▫ Mobile devices			
		▫ Smart devices			
		▫ Laptop / PC			

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	Mandatory components		
Unit R070: Using Augmented Reality to present information			
36 GLH 60 marks (60 UMS) Non-Examined Assessment Approximate 10-12 hours (three to five practical tasks) OCR-set assignment Centre-assessed and OCR moderated An electronic portfolio of evidence required	Component 1	Component 2	Component 3

			Component 1	Component 2	Component 3
Topic Area 2: Designing an Augmented Reality (AR) model prototype	2.1	Planning and design considerations			
		• Purpose and user requirements			
		• Target audience			
		• Content			
		• Assets			
		▫ Audio			
		▫ Charts and graphs			
		▫ Hyperlink/Weblink			
		▫ Photograph(s) /Image(s)			
		▫ Text			
		▫ Video			
		• Triggers			
		▫ Object recognition / Marker-based			
		▫ Location (GPS) based / Markerless			
		▫ Superimposition			
		• Layers / User Interaction			
		▫ Action flow			
		▫ Static			
		▫ Interactive			
	2.2	Design Tools			
		• Tools used to design the content and action flow for an AR product			
		▫ Flowcharts			
		▫ Mind Maps			
		▫ Mood boards			
		▫ Storyboards			
		▫ Visualisation diagrams			
		▫ Wireframes			

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Unit R070: Using Augmented Reality to present information 36 GLH 60 marks (60 UMS) Non-Examined Assessment Approximate 10-12 hours (three to five practical tasks) OCR-set assignment Centre-assessed and OCR moderated An electronic portfolio of evidence required	**Mandatory components**		
	Component 1	Component 2	Component 3

Topic Area 3: Creating an Augmented Reality (AR) model prototype	3.1	Augmented Reality (AR) model prototype			
		• Characteristics:			
		▫ Not full product			
		▫ Confirms functionality			
		▫ Confirms aesthetics			
		▫ Has access to real data			
	3.2	Triggers			
		• Trigger characteristics:			
		▫ Must be unique			
		▫ Should not contain:			
		▪ blurred images			
		▪ too much text			
		▪ too much blank space			
		▫ Object recognition/ Marker-based			
		▫ Location based/Markerless			
		▫ Superimposition			
	3.3	Layers/user interaction			
		• Single and multiple layers			
		• Access to layers			
		▫ Static			
		▫ Interactive			
		▪ Swipe			
		▪ Click/select			
		▪ Voice			
	3.4	Information output			
		• Audio			
		• Chart(s) and graph(s)			
		• Hyperlink(s)/Weblink(s)			
		• Photograph(s)/Image(s)			
		• Text			
		• Video(s)			

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	Component 1	Component 2	Component 3

Topic area 4: Testing and reviewing	4.1	Testing			
		• How to carry out testing of an AR model prototype			
		▫ Technical testing			
		▫ User testing			
		• Using a test plan			
		▫ Test number			
		▫ What is being tested			
		▫ Expected result			
		▫ Actual result			
		▫ Remedial action			
	4.2	Reviewing the process of creating the Augmented Reality (AR) model prototype			
		• Ways to review			
		▫ The effectiveness of the processes followed			
		▫ The effectiveness of the tools and techniques used			
		▫ Does the AR model prototype meet the defined purpose			
		▫ Lessons learnt			

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