CAMBRIDGE NATIONALS

Moderators' report

INFORMATION TECHNOLOGIES

J808

R013 Summer 2019 series
Version 1

Contents

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Introduction

Our Moderators' reports are produced to offer constructive feedback on centres' assessment of moderated work, based on what has been observed by our 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 comments on the quality of centre assessment decisions against individual Learning Objectives. This 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 to other sources of information that centre assessors will find helpful.

OCR completes moderation of centre-assessed work in order to quality assure the internal assessment judgements made by assessors within a centre. Where OCR cannot confirm the centre's marks, we may adjust them in order to align them to the national standard. Any adjustments to centre marks are detailed on the Moderation Adjustments report, which can be downloaded from Interchange when results are issued. 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.

Unit R013 General overview

This was the third session for the new qualification and the largest to date. The administration by centres should be commended as this was well done in general.

However, the growth in submissions this centre was mirrored by the number of administration issues that were seen. Each session has its own specific scenario, a small number of centres submitted previous sessions scenarios.

It is the centres responsibility to make sure that the correct scenario is submitted so that candidates are not disadvantaged by the submission of incorrect work. Clerical issues were also seen again this session and centres should continue to make sure that they guard against this is future.

Work should only be submitted electronically, on memory stick, disc, secure cloud accounts or through the Repository with no printed copies of the candidates' work sent to the moderator. Printed copies of candidates' work do not allow integration to be shown.

Several requests were sent to centres who had sent paper-based work for the work in an electronic format having the effect of delaying the moderation process for these centres. This electronic format for the presentation of work is set out in section 3.12.3 of the specification. Several centres also submitted work using the 'e-portfolio' format as set out in Appendix A. This aids moderators in accessing the work and helps candidates make sure that no work has been omitted.

However, no marks should be attributed to this as this is only a submission tool and does not constitute work produced by the candidate in meeting the scenario requirements.

Where effective administration was carried out, electronic copies of the work were provided in clearly labelled folders with different versions of the documents seen. The folder structure used to submit work is not credited on this qualification, unlike in earlier specifications.

As a result, centres should consider that candidates from the centre all use the same folder structure for their work, one based along the phases of the project would be an appropriate one to use. This would aid the candidates in ensuring that all work was submitted, and moderators would be able to see clearly what work had been produced.

In future sessions it is suggested that the electronic copies of the URS are placed in with the work of each candidate and not in a separate folder. This will aid moderation and make sure that work can be easily matched to the correct candidate.

The explanation of why decisions were made regarding candidates' work are helpful in that the moderator can understand the thinking of the centre and allow the moderator to provide a more targeted report, either praising the centre for a clear application of the marking criteria or helping to clear up a misinterpretation by the centre. If there is no explanation on the URS forms, then the moderator cannot help centres to improve effectively.

This session did see an increase concern, correctly so, about the implications of the GDPR when work is submitted. Centres need to make sure that the fact that work is being sent encrypted is clearly stated when the work is submitted to the moderator. Centres also need to make sure that the password is sent to moderators so that the memory stick/disc can be decrypted for the moderator. The use of the GCSE Computing NEA email for this is not appropriate as this is not linked to this specification and so moderators do not have access to this. This along with the delay in sending of the correct password by moderators did lead to delay in moderation of several centres.

Appendix A of the specification clearly lists the file types may be used to submit work. Centres must make sure that work submitted use these files types or files types for software that is open source/ free to acquire so that moderators can access the work.

Moderators are not expected to have access to a wide variety of purchased software. There was an increase in the submission of work submitted using non- specified software again leading to delays in moderation as centres need to supply the work in the correct format.

Comments by LO

LO2 – To be able to initiate and plan a solution to meet an identified need

1a

This section of the project is concerned only with the production of the initiation and planning documentation. Hence any reference to the documents produced in the execution phase(s) is not relevant to the marks given here. This was a misconception seen from several centres. Marks beyond the lowest mark in mark band two cannot be given if there is not integration (direct linking) between two initiation/ planning documents.

?	**Misconception**	Centres who produce a project covering document (e- portfolio index) that hyperlinks to all documents produced in all phases should not credit this as showing integration. This is solely a method of submitting the work.

To access the higher marking bands, it is expected that a report style document is produced that is styled effectively using technological tools such as tables of contents, header/footers, page numbers, etc.

Within this document there should then be working hyperlinks to other initiation/planning documents. At the top end these other documents such a Gannt chart or digitally produced wireframes/ screen layouts should be embedded within the main document allowing real times updates to be applied.

On paper-based submissions this integration cannot be seen. The exemplar coursework for Progress Housing and other exemplar work from earlier sessions show this and can be downloaded from Interchange via a link on the OCR website.

i	**OCR support**	https://ocr.org.uk/qualifications/cambridge-nationals/information-technologies-level-1-2-j808/assessment/

The use of specialist project management software is commended with this session starting to see the correct use of the various tools in the software being used correctly. This includes the use of timescales, dependencies and milestones being clearly applied within the software.

2a

This section is concerned with how the scenario context has been answered. There was a great variation in the quality of the work produced regarding the explanation of the success criteria for the project.

Some work was seen where the OCR assignment wording was typed with a few amendments by the candidates. This only identified the client requirements and did not produce success criteria as stated in the marking grid.

To access the higher mark bands candidates, need to explain or justify these success criteria. In much of the work seen these were missing hence leading to marks not being supported to the extent that they could have been.

An over reliance on producing only an analysis report together with a timeline of activities in a Gannt chart was seen. It is expected that clear tasks required to complete the project, such as in this scenario, design database, create and import data into database, query creation, database report design, newsletter design would be seen in the Gannt chart.

Centres who did well within this section produced an array of documents including the analysis report and task timelines as well as other documents such as data dictionaries, user interface designs, data flow illustrations from worksheet to worksheet and newsletter designs. This would allow the candidates to then go on and produce a working integrated system that would meet the project requirements.

This section is also only concerned with the information necessary to answer the scenario task. There should be no general theory work on for example project management or cyber security issues submitted as these are not part of the project. Any issues covered should be applied to the specific context of the project.

LO5 – To be able to import and manipulate data to develop a solution to meet an identified need

1b

This section refers to the use of technology in the data manipulation phase only. There was a range of choices seen within in this section with databases or spreadsheet software being.

Within centres the same choices and tools/techniques within the software tended to be used, with some centres almost being formulaic in the choice and approach taken by the candidates. In centres where the course has been embraced fully the choice of the tools/techniques used by individual candidates varied and has been supported in the moderation process as a result.

The integration of data in this phase can be clearly seen where data has been moved across a relational database that has produced effective query results from multiple tables. This session saw a variation in how this was carried out.

In the work that was credited correctly with highest marks the relationship between tables was created at the start of the process with one-to-many or one-to-one relationships being developed.

In other work seen the relationships were created by implication through the creation of queries which pulled data or sent data into different tables. The route taken where integration could be seen was in the spreadsheet responses where data was moved between worksheets. This did meet the requirements of the project but was not the most effective method of carrying out the work.

However, what has still been seen is that marks have been given where the tools used such as queries and filters do not actually produce accurate results. Centres need to make sure that marks can be given in this section with accurate data being produced.

?	**Misconception**	Database reports are a method of presenting information as they only show the results of data being manipulated earlier in the development of the project system. Hence these should not be credited in this section of the project.

2b

This scenario required the candidates to produce a system that stored details for Progress Cars and then manipulate the data so that various useable pieces of information could be gathered from the data.

Most of the work seen involved the use of database software to do this with relational databases being created.

Where the task was answered fully there were a range of validation techniques used in the database to make sure that incorrect data could not be entered. This use of validation was an aspect overlooked by many. This showed a lack of understanding regarding how data integrity can be preserved.

While the use of passwords to prevent access to the data was seen widely the use of a password to lock editing or different validation techniques to reduce data entry errors was not seen.

Easy to use interfaces were seen using a switchboard in the database software. The quality of these ranged widely from basic switchboards using the database software's default formatting, to complex switchboards styled to a corporate theme, requiring password and usernames with tiered levels of access.

This was pleasing to see, showing that centres and candidates have embraced the course and, in some cases, producing work beyond the specification that answers the tasks set. Within spreadsheet software this was evidenced poorly with basic hyperlinks being seen to move from one worksheet to another and little thought given to usability.

Parameter queries were widely used to search the data for MOT due dates together with the types of cars available. However, the ad-hoc query was not created well and so limited the top-end marks given. This shows that while centres and candidates are adapting well to the course, there are still knowledge gaps which should be addressed for future sessions.

Within spreadsheet software the use of filters was seen, however these did not allow users to search the data effectively requiring the data to be 'reset' for each new search.

Testing was generally well carried out, however the fact that one of the cars MOT date was on February 31st was not always picked up as shown in the query results.

LO7 – To be able to select and present information in the development of the solution to meet an identified need

1c

This section is concerned only with the use of technologies to output information and is not concerned with any manipulation of data. The integration in this phase was concerned with the embedding of data from the queries into an invoice/receipt or newsletter.

In this section the basic tools and techniques within the database software were generally well used to present the information. However, where information was moved out of the database to be presented to the relevant audiences, the tools and techniques seen were generally poorly executed. Data was cut off from documents and did not appear at all in some instances.

It should be noted that Appendix A of the specification covers the file formats that can be used to submit work. Centres are advised to consider using a final file format such as PDF to present some of the work.

2c

The scenario required the production of several outputs:

- Reports for queries
- Car purchase invoice
- Car sales receipt
- Monthly newsletter

Most of the work seen contained several database reports for the various queries together with invoices and receipts with the newsletter being created using a word processor or database package. As a result, in a vast majority of the work seen producing most of the information outputs required, unlike in earlier sessions where some outputs were often omitted.

Some candidates also produced the work using a database report for the newsletter having stored the car images in the database. This resulted in them producing the newsletter each month based on a query which automatedly updated which was a top-level differentiator in this section.

This was pleasing to see and showed that thought had been given to the flow of data in the project and the ultimate objective of the document.

Where candidates scored highly in this section, they had spent time ensuring that the work was of a suitable quality regarding the formatting of the document's layout and style. This involved ensuring that all documents had a corporate style as would be expected with documents from an organisation.
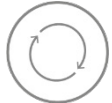
This is a vocational course and so the final documents produced should be appropriate for use in that context.

Candidates also spent time to make sure that that the documents printed correctly and provided evidence of the final documents outside if their software packages i.e. printed to PDF so that the correct audience could view them.

The database reports seen were often the generic ones produced by the software but the output of them onto paper had not been considered. As a result, the documents were cut off and missing data when they were printed onto paper or PDF printed for email attachment. This in turn effected the marks that were supported as this layout problem would affect the communication of the information required.

These are simple steps that in future sessions candidates need to make sure take place to obtain the necessary quality of information presentation.

Most of the work seen saw the newsletters produced being of a low-quality regarding the formatting and layout used. Little thought seemed to have been given to how to set out the newsletter and make sure that the document was appropriate for the context. Images were often just placed in tables on the document with the car details and a title. The lack of consideration to this aspect was disappointing to see and again is an easy fix of future sessions for centres.

	AfL	This is not an NEA and while there are only 20 hours given to the production of the work candidates are able to research and discuss existing 'real world' examples of the documents outside of this time. This could then inform the production of these documents in this phase, ensuring that they properly fit the vocational context of the course.

The other main aspect of submissions was that most of the newsletters seen contained typed information rather than merged/exported data from the database. With the newsletter being produced monthly this would result in an ineffective and time-consuming process for the organisation as they would have to type the newsletter each month manually. This process would also open the newsletter to an increased risk of data errors as it would rely on the user copying the data each month from the database correctly. These errors were seen in the work produced that highlighted this issue.

LO8 – To be able to iteratively review the development of the solution

3a

This section requires two aspects to be carried out.

At the end of each phase an iterative review should take place where comments should be made by the candidate about went well, what did not, what changes were made and other aspects as stated in the specification.

In much of the work seen these phase reviews did not take place or were basic statements about what they did such as "I have finished my planning, so I am ready to move on to the next phase".

Often candidates relied on the use of table of statements for each phase that the agreed with or not. This did not provide enough detail in the reviews. Hence there was not enough detail often for any marks above mark band one to be given.

Where candidates had carried out effective reviews, they had reflected on the work carried out and commented on how it would allow them to complete the work or how it caused them issues, " I struggled with the newsletter as I did not think about where I could store the images of the cars" or " my planning did not give me enough time to make the newsletter as I had given myself too much time to make the database."

The final evaluations seen tended to be descriptive in their tone following the process mentioned in the paragraph above. To access the highest mark bands in this section the candidates need to be reflecting on how their system meets the success criteria that they wrote in section 2a.

This is still an area where, in future sessions, candidates can easily pick up marks if they follow the process of reviewing each phase and then reflecting on how the system meets the success criteria. This can be seen in the exemplar coursework of Progress Housing and other resources produced by OCR for this course.

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