

## **Vocational Qualifications (QCF, NVQ, NQF)**

### **Using ICT**

Entry Level Award Using ICT (Entry 3) – 01679

### **Moderators' report 2019 series**

## **About this Moderators' report**

This report on the 2019 series assessments aims to highlight:

- areas where students were more successful
- main areas where students may need additional support and some reflection
- points of advice for future examinations

It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

The report also includes links and brief information on:

- A reminder of our **post-results services** including **reviews of results**
- Link to **grade boundaries**
- **Further support that you can expect from OCR**, such as our CPD programme

## Reviews of results

If any of your students' results are not as expected you may wish to consider one of our reviews of results services. For full information about the options available visit the [OCR website](#). If University places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications: <http://www.ocr.org.uk/administration/stage-5-post-results-services/enquiries-about-results/service-2-priority-service-2-2a-2b/>

## Grade boundaries

Grade boundaries for this, and all other assessments, can be found on the [OCR website](#).

## Further support from OCR

# CPD Training

Attend one of our popular CPD courses to hear exam feedback directly from a senior assessor or drop in to an online Q&A session.

Please find details for all our courses on the relevant subject page on our website.

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

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### We value your feedback

We'd like to know your view on the resources we produce. By clicking on the icon above you will help us to ensure that our resources work for you.

## Overview

The qualification is aimed at new users of information and communication technology. There are four units which require candidates to design and edit a poster, search for information using electronic sources e.g. the Internet, send, receive and reply to emails and produce pie, bar and line charts. It is a competency based scheme and candidates work towards providing appropriate evidence of achievement before work is submitted for external moderation and certification.

The online Tutor Handbook provides guidance for Local Assessors and Centre Feedback Reports, following each batch of work submitted, they are used to clarify evidence requirements for each of the four units that make up the award. For Local Assessors requiring additional support and guidance this provides a direct and effective means of communication.

To make sure that all Learning Outcomes are met, it is desirable for Local Assessors to annotate printouts, clearly identifying achievements by ticking or commenting on the printouts at the relevant evidence.

## General comments

As a first training course in using ICT it aims to provide candidates with the confidence to engage with technologies increasingly encountered in their personal and working lives. Candidates will develop generic skills and gain background knowledge to help them to explore the potential of common hardware platforms, such as, computers, tablets and mobile phones.

Enabling candidates to explore appropriate personal and/or work based contexts in completing tasks is generally good practice as any involvement in choosing topics to explore can be personally motivating and may allow candidates to link tasks with professional/work based situations. However, many centres choose to provide candidates with generic/set tasks for their assessments. This ensures that all evidence requirements are incorporated into tasks and are more easily checked before sending for external moderation. The scheme, therefore, provides flexibility for centres to choose approaches that work best for them, balancing the interests and abilities of candidates with the needs of Local Assessors.

The flexible approach to learning and assessment results in an exceptionally high pass rate (around 99%) for the full award. This is desirable for an Entry Level award that should encourage candidates to progress on to other awards and qualifications.

## Comments on individual units

Unit 1 - candidates design and produce a text document with an image inserted. Candidates then alter and edit this document to demonstrate particular skills, such as, realigning, emphasising and changing font size and style. This is a very popular unit with candidates creating imaginative posters, menus and notices. The common current issue where advice and guidance is provided relates to moving the image to a new location. Often the image is realigned (which is another objective associated with manipulating text) when it should be moved to a clearly new location using drag and drop, an obvious move would be to location a few lines of text above or below the original location.

Unit 2 - candidates search for two pieces of information using different sources, such as, the internet and CD, and use a help facility. Candidates have scope to explore topics that interest them and appear competent in using search and help facilities to achieve their chosen tasks. An

important requirement is for candidates to clearly document the specific information they were seeking so that findings can be checked to make sure that Learning Outcomes are met.

Unit 3 – candidates send, receive and reply to emails, important skills for life and employment in the technological age. There are particular challenges with this unit for centres with restrictions on electronic communications, in particular the prison service where this scheme is popular. These centres create internal systems using intranets or emulators which help them to create and/or simulate the email processes of common systems available online.

Unit 4 – candidates produce pie, bar and line charts. Candidates have scope to select data sets that may be of interest to them in personal life and/or work situations. Awareness of the relevance of particular data sets for a particular chart type is sometimes where candidates may require support, for example the necessity for a continuous data set when producing a line chart.

### **Sector update**

The qualification has been extended until 30/06/2020.

## About OCR

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As a not-for-profit organisation, OCR's core purpose is to develop and deliver general and vocational qualifications which equip candidates with the knowledge and skills they need for their future, helping them achieve their full potential.

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