

L2 Lead Examiner Report 1906

June 2019

BTEC Level 2 Technical Diploma in Digital Technology (Data Management, Digital Applications, Networking and Cybersecurity) and Pearson BTEC Level 2 Technical Certificate in IT Technical Support in IT Sector.

For Unit 5: IT Service Solutions (21262K)

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Grade Boundaries

What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, at Distinction, Merit and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark is for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments

Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each assessment, because then it would not take accessibility into account.

Grade boundaries for this, and all other papers, are on the website via this link:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html?Qualification-Family=BTEC-Level-2-Technical>

Unit 5 : IT Service Solutions.

| Grade | Unclassified | Level 2 | | |
|---------------|--------------|---------|-------|-------------|
| | | Pass | Merit | Distinction |
| Boundary Mark | 0 | 15 | 22 | 29 |

Introduction

This was the fourth series of the new specification, and as such, the fourth time that this unit has been externally assessed.

The set task followed the format identified in the sample assessment materials. The task was split into four activities. Each activity required learners to demonstrate knowledge and understanding of a range of specification topics and apply this knowledge to the scenario. Each activity is weighted in accordance to the specification design.

Each of the activities were marked using a 'levels based' approach to assessment where the overall quality of the response was considered rather than a specific number of facts stated. More detail can be found below in the individual activity section of the report.

Introduction to the Overall Performance of the Unit

This report has been written to help you understand how learners have performed overall in the task. For each activity there is a brief analysis of learner responses. You will also find examples of learner responses to the activities that have been well answered. These should help to provide additional guidance. We hope this will help you to prepare your learners for future assessments.

Learner performance varied throughout the task. The style of the assessment is challenging due to the depth and breadth of knowledge required to fully address the demands of the task. Each activity demanded depth of knowledge and across the paper this also required breadth as each of these activities examined different areas of the specification.

Unfortunately, some of learners did not make full use of the stimulus material provided in the scenarios and either wrote generic responses or did not actually cover the activity but wrote about a different area of knowledge.

The emphasis in this task is on learner's application of their knowledge to a variety of IT related situations. The higher mark bands focused on the ability to demonstrate application rather than the ability to recall theory. Learners that were able to access higher marks for these activities were able to apply their knowledge and understanding to the stimulus and provide realistic and appropriate responses. It will be important for learners to have practice in doing this in their preparation for the

assessment and for centres to use the level-based mark schemes in the SAM when preparing learners for this assessment in future.

It is essential that centres stress to learners the need to read the scenarios carefully before they cover the activities and to be prepared to use this information within their responses. Where learners are unable to apply the scenario in their answer it will significantly restrict the number of marks learners can receive. Generic responses will only gain limited credit.

Individual Questions

Activities

The following section considers each activity on the set task, providing examples of popular learner responses and a brief commentary of why the responses gained the marks they did.

Activity 1

Learners were required to complete an IT service catalogue to explain the benefits and drawbacks of current working practices. A template is provided that includes the service name and service description from the scenario. There were 9 marks available for this task.

Assessment guidance

| Assessment focus | Band 0 | Band 1 | Band 2 | Band 3 |
|----------------------------------|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Activity 1: IT service catalogue | 0 | 1-3 | 4-6 | 7-9 |
| | No rewardable materials. | Generic benefits and drawbacks may be presented rather than linking knowledge and understanding related to the given IT service catalogue and the organisation's needs. Limited or inaccurate use of specialist terms and technical language. | Explanation of benefits and drawbacks are mostly supported through linkages and application of knowledge and understanding related to the given IT service catalogue and the organisation's needs. Some appropriate and accurate use of specialist terms and technical language. | Explanation of benefits and drawbacks are supported throughout by linkage and application of knowledge and understanding related to the given IT service catalogue and the organisation's needs. Appropriate and accurate use of specialist terms and technical language. |

The learner has included a range of benefits and drawbacks for each service currently in place. They refer to the services given in the scenario and on the template and they make sense. There is an understanding of the services with appropriate consideration of the scenario rather than just generic statements although not all areas are linked. A mark of 7 has been awarded.

| Service name | Service description | Benefits | Drawbacks |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Landline telephone | Used to: <ul style="list-style-type: none"> Enable Marc to book lessons with learner drivers Receive cancellations from learner drivers Contact learner drivers with any queries Enable Marc to communicate with instructors. | <ul style="list-style-type: none"> Calling them while at home is fast and quick as it would not need any internet connection to call the learner. There will be no interference between the two learner and Marc as it is connected through a landline. Learner drivers can just call the office and speak to Marc if they want to cancel the booked lesson. If the instructor is not already teaching then they are able to answer the call from Marc and be given information about the learner that has booked a lesson. | <ul style="list-style-type: none"> Marc or the learning driver cannot send a message to one another if there is a lesson booked or if they want to cancel a lesson through text. Marc will not be able to call the instructor while they are driving. If the service line is cut then Marc and the customer or the instructors are unable to contact each other. Customers are not able to send voice messages or messages about queries or feedback that may have. |
| Word processing | Used to: <ul style="list-style-type: none"> Create leaflets Update learner drivers' records after each lesson Create route maps and advertising material ready for printing. | <ul style="list-style-type: none"> The word processing software is easy to use and is able to make large amounts of text that may be needed by the company The software provides templates that the company can use for a leaflet, and then they can edit and add text to the template. Can record large amounts of data of the drivers by putting them into lists, and can highlight key points by changing the colour of the text to make it easier to look for. Can insert images onto the document and annotate them with routes or addresses. Able to send the word document to a printer that is connected and print out the material that the company wants, they are also able to change the paper they want in the printer options, so they can have it in A4 or A5, or A3. | <ul style="list-style-type: none"> The word processing software may not be suitable for making leaflets so it can become challenging to create the desired leaflet needed by the company. Moving shapes and text around the page to where the company wants them to be would be difficult as the software may only be used to create large amount of text but in a simple format. Moving images around the document into its desired location will be tough as it moves text around and can make the document look messy. |
| Diaries | Used to: <ul style="list-style-type: none"> record booked lessons. | <ul style="list-style-type: none"> Using pen or pencil is cheap for writing out written words into the diary and is also easily accessible as you can walk to any store and buy the required equipment that is needed to write down booked lessons into the diary. | <ul style="list-style-type: none"> The diary may be set on fire and the booked lessons that has been noted in it will be lost. If the diary is wet then the paper will not be useable as any pencil or pen can cut the paper if there is any force when writing |

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| | | <ul style="list-style-type: none"> Easy to use and easily accessible to get a diary, and start recording notes or booked lessons into the diary. Can be taken with you anywhere as diaries can be small and easy to carry around with no issue. | <p>anything down in it.</p> <ul style="list-style-type: none"> Can be lost and the recorded lessons will be lost as well. If there is continuous erasing of the writing in the diary then it can cause the paper to rip. |
| Mobile phone | Used to: <ul style="list-style-type: none"> enable instructors to communicate with Marc. | <ul style="list-style-type: none"> The mobile phone can be taken anywhere with the instructor as it is small and portable and can be used at any time, as long as they have an internet connection to connect with Marc. Instructors are able to send messages back and forth with Marc through SMS messages. Can receive voice mail with Marc, or send voice mail back. Marc and the instructors are able to face time each other, as long as they have a service connection and the required software for them to face time | <ul style="list-style-type: none"> If the instructor does not have any mobile service then they will not be able to connect with Marc with any messages or phone calls. The phone can lose its battery and the instructor will not be able to get in contact with Marc. The instructor can lose the mobile phone and not able to communicate back with Marc. Requires money to pay for the software for mobile data that the instructor may use to communicate with Marc. If either the instructor or Marc does not have the software to communicate with each other that allows then to face time then they are not able to call through face time. |

This learner has attempted some benefits and drawbacks for each service currently in place. There is some understanding of some of the services, but others are limited. Some of them are looking more at the use rather than the benefit and some of the drawbacks are repetitive and user issues rather than a service issue. A mark of 3 has been awarded.

| Service name | Service description | Benefits | Drawbacks |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Landline telephone | Used to: <ul style="list-style-type: none"> enable Marc to book lessons with learner drivers receive cancellations from learner drivers contact learner drivers with any queries enable Marc to communicate with instructors. | Doesn't need signal Easy to use Reliable | Not portable Constantly needs to be plugged in a wall port You have to be in the room to take the call Not many people use landline anymore |
| Word processing | Used to: <ul style="list-style-type: none"> create leaflets update learner drivers' records after each lesson create route maps and advertising material ready for printing. | Easy to use Can make multiple documents Can make clean notes and leaflets Fast Can print out documents with only a couple of clicks | Not very secure Documents can become corrupted If the PC breaks you can lose all your documents You possible could forget to save and lose your work |
| Diaries | Used to: <ul style="list-style-type: none"> record booked lessons. | Can effectively plan events/appointments Easy to understand Can be looked at anytime | Can be lost or stolen Could get damaged When the diary gets full you have to buy another one Have to look at the diary in order to see what you have planned |
| Mobile phone | Used to: <ul style="list-style-type: none"> enable instructors to communicate with Marc. | Portable Easy to use Can take calls anywhere at any time Can have access to the internet | Phone could run out of batteries Have to have signal in order to receive/make calls Expensive Could be dropped and broken Can be stolen or hacked |

Areas where responses were weak, learners tended to:

- repeat the service description without any consideration of benefits or drawbacks
- include benefits and drawbacks without fully considering the scenario and the service description
- comment on user error (eg, forgetting to save a document) rather than the service itself.

Where learners did well they tended to have a systematic approach to benefits and drawbacks and appeared to understand the current service descriptions and how they affected the organisation and stakeholders.

Activity 2a

Learners were given a second scenario with additional information on the organisation. They were asked to provide IT recommendations to meet the organisation's needs. There were 16 marks available for this task.

Assessment guidance

| Assessment focus | Band 0 | Band 1 | Band 2 | Band 3 | Band 4 |
|---------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Activity 2: IT recommendations | 0 | 1-4 | 5-8 | 9-12 | 13-16 |
| | No rewardable material. | Recommendations evidence: <ul style="list-style-type: none"> limited awareness of the scenario limited understanding of the organisation's key IT service needs limited coverage of: <ul style="list-style-type: none"> information and data requirements for the stakeholder the hardware and software to be used how components of the system will be connected and/or communicate limited recommendation(s) | Recommendations evidence: <ul style="list-style-type: none"> some awareness of the scenario some understanding of the organisation's key IT service needs some coverage of: <ul style="list-style-type: none"> information and data requirements for the stakeholder the hardware and software to be used how components of the system will be connected and/or communicate some recommendation(s) | Recommendations evidence: <ul style="list-style-type: none"> detailed awareness of the scenario adequate understanding of the organisation's key IT service needs adequate coverage of: <ul style="list-style-type: none"> information and data requirements for the stakeholder the hardware and software to be used how components of the system will be connected and/or communicate adequate recommendation(s) considering the additional preferences | Recommendations evidence: <ul style="list-style-type: none"> comprehensive awareness of the scenario comprehensive understanding of the organisation's key IT service needs comprehensive coverage of: <ul style="list-style-type: none"> information and data requirements for the stakeholder the hardware and software to be used how components of the system will be connected and/or communicate effective recommendation(s) considering the additional preferences |

The learner has considered recommendations basing some of them on the drawbacks used in the previous activity (although this is not shown in this report). The recommendations are appropriate and relevant to the scenario. There is consideration of the different software that could be used instead of just using the given services as well as other communication methods rather than the landline telephone. Automated procedures have also been covered. There are areas where the information provided is weaker than required for the top mark band, but coverage is detailed so a mark of 12 has been awarded.

| Current IT issues | Stakeholders affected | Recommended improvements | Software and Hardware |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Not being able to create computer-based records and the instructors not being able to access bookings and update the learners record | <ul style="list-style-type: none"> Instructors Administrators Marc | Get a server with a large storage capacity to allow all of the information to be stored in one place. Also use Google Spreadsheets to make it easier to edit information about the students and allows the instructor to make changes while they are out teaching. | <ul style="list-style-type: none"> Computer Server – Google cloud Google Software. e.g Docs, spreadsheet Tablet |
| <ul style="list-style-type: none"> Communicating with the instructor and the learner drivers | <ul style="list-style-type: none"> Students Instructors Marc | Equip all the instructors with tablets and a company email with their name this will allow Marc to contact the instructor to tell them if a student has cancelled or can't go out that day without calling them. This will also save time as the instructors won't have to wait for a slow text to get to them saying that a student has cancelled meaning that the instructor has wasted a trip, they'll get an email telling them instantly. This also works for the learner drivers, when they join they give an email for Bump & Scratch to contact them through | <ul style="list-style-type: none"> Tablet Email |
| <ul style="list-style-type: none"> Storing learner drivers' records and backups securely | <ul style="list-style-type: none"> Students Marc Admins | Store all the information on a server which has a dedicated technician looking over it at all times. Also add some anti-virus and passwords to the information so if something does go wrong all the information won't be stolen. | <ul style="list-style-type: none"> Server Anti-virus Computer – To monitor the server |

| | | | |
|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Making bookings electronically and the staff having access to them | <ul style="list-style-type: none"> Students Instructors Admins | <p>Make a website which you can login to if you're a student or a staff member from there you can choose to make an appointment in which your shown a Google sheets with the names of the instructors down the left and along the top is the times in which they will be doing the lesson, which could look like 12:00 till 1:30, after they've done one they get a 30 minute break for them to either go to the next learner or have a rest. This will allow the student to make appointments with instructors without having to call up but it will also allow for no overlapping lessons as you will be able to see if someone has already made an appointment at a certain time. This will also allow the instructors to know if they have an appointment next just by checking the sheet without an email or calling Marc.</p> | <ul style="list-style-type: none"> Website Server – Google cloud Computer Tablet |
| <p>Having more ways of advertising</p> | <p>Students Marc Admins</p> | <p>For advertising you could spread the website you made for making booking into other websites so that if people are looking for an instructor you could be suggested to them, another suggestion for the website is to make it higher on the google search so when people search for instructors yours is near the top. Bump & Scratch could also advertise on social media such as Facebook or Instagram as that's where most of the target demographic is located</p> | <ul style="list-style-type: none"> Website Computer |

The learner has considered some recommendations but not all have appropriate reasons for being recommendations. There is some mention of hardware and software but no consideration to the use of mobile devices. There is some awareness of the scenario but limited understanding. A mark of 5 has been awarded.

| Current IT issues | Stakeholders affected | Recommended improvements | Software and Hardware |
|---------------------------------------------------------------|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Learners records are not secure | The learner drivers Marc The instructors Administration assistants | Make documents using Google docs and saving them to google drive so they are secure and also won't be lost if computer breaks | Google chrome/internet explorer Internet connection Gmail account |
| The instructors diary can be lost or stolen and even damaged | The Learner Drivers The instructors Marc Administration assistants | Using google calendar you don't have to waste money on new diaries every year saving money, and also you can set it up to tell the instructor who he has next instead of the instructor wasting time finding the date in his paper diary | A device that has internet connection Google account The google calendar app |
| Learner drivers want to book there driving lessons themselves | Marc The instructors The learner drivers Administration assistances | On the "bump & scratch" website you should create a learner driver portal where the learner drivers can book what time they want out of the available times and then that should send a email to the administration assistance who should update the intruders calendar | Internet connection A Gmail account Website knowledge Google calendar Google chrome/internet explorer |
| Cannot transfer paper based records to an electronic system | Marc The Administration assistances The instructors | Marc should invest in a scanner so marc can scan paper records and that will be sent to the computer and then marc can store that on google drive | A Scanner A computer Google drive |

Areas where responses were weak, learners tended to:

- produce generic recommendations not based on their response in Task 1
- include recommendations that were not related to the scenario provided

Activity 2b

This task required learners to produce an IT system diagram to correctly represent the hardware and software recommended in Task 2a. There were 8 marks available for this task.

Assessment criteria

| Assessment focus | Band 0 | Band 1 | Band 2 | Band 3 | Band 4 |
|---------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Activity 2: IT recommendations | 0 | 1-2 | 3-4 | 5-6 | 7-8 |
| | No rewardable material. | Recommendations evidence: <ul style="list-style-type: none"> limited technical understanding limited use of an appropriate IT system diagram Recommendations are vague | Recommendations evidence: <ul style="list-style-type: none"> some accurate technical understanding some use of an appropriate IT system diagram Recommendations are mostly clear. | Recommendations evidence: <ul style="list-style-type: none"> mostly accurate technical understanding mostly accurate use of an appropriate IT system diagram Recommendations are clear. | Recommendations evidence: <ul style="list-style-type: none"> accurate technical understanding accurate use of an appropriate IT system diagram Recommendations are sound. |

The system diagrams shown were both awarded 3 marks which is at the lower end of mark band 2.

Diagram 1 – the learner has created a diagram that includes most of the required coverage (limited use of a diagram but they had made up for this in the explanations of each area covered) although there is some evidence of flow. Software and hardware have been included and some links to the recommendations made in their previous activity (this is not the diagram following activity 2a in this report but is an idea of the standard required for marks to be awarded at the top of mark band 3). This is considered a good diagram for this level learner. A mark of 6 has been awarded.

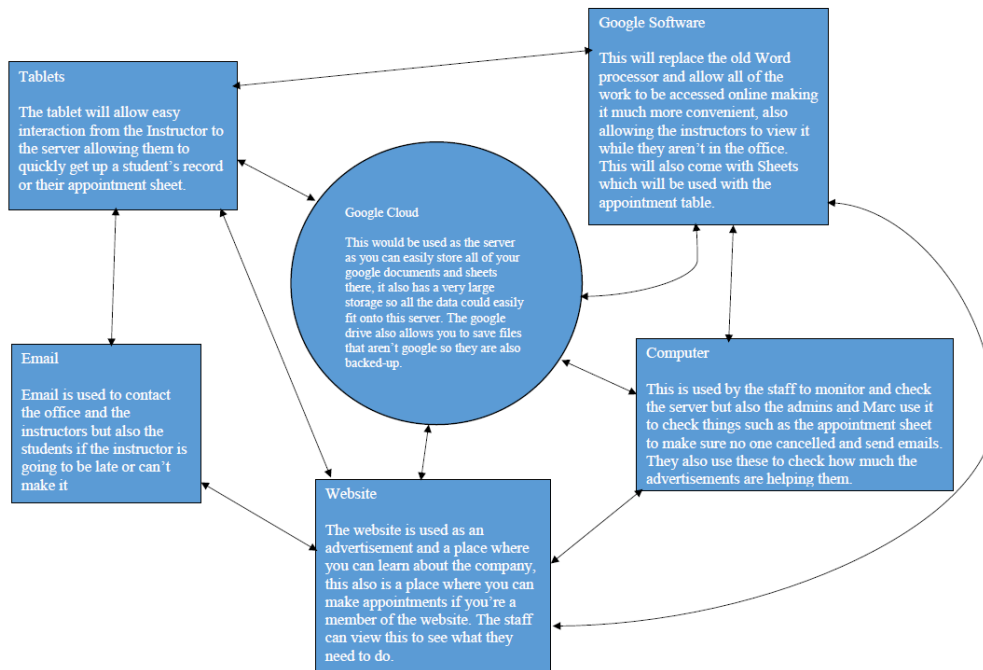
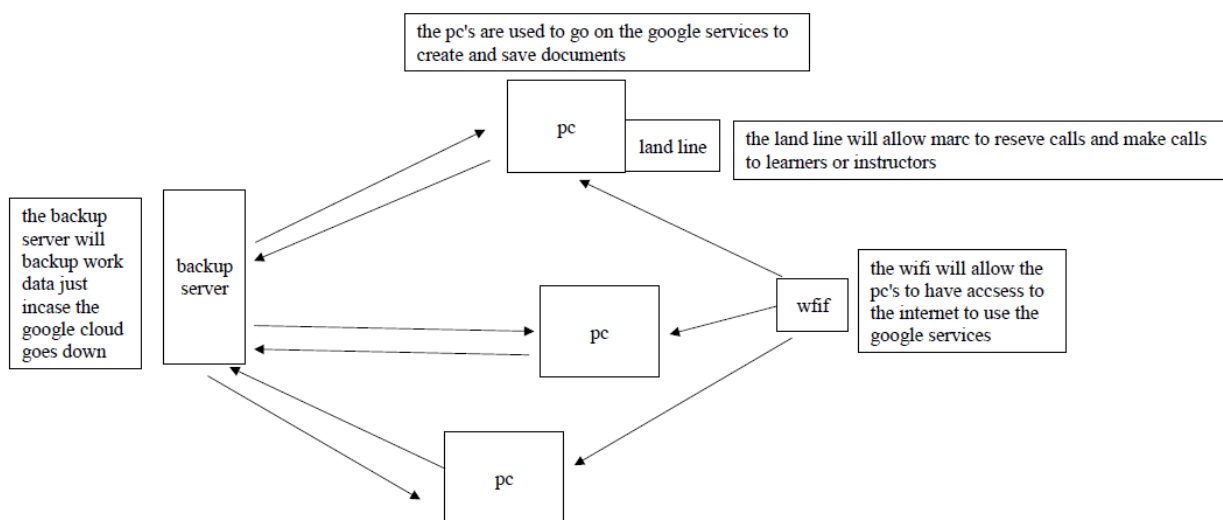


Diagram 2 - The learner has created a basic diagram showing connections. They have considered most areas have two-way connection, but it all seems a bit random and confusing. There is no understanding of how the system fits together in terms of the company, instructors and learner drivers. The learner has listed items but doesn't understand how they fit into the system. A mark of 3 has been awarded.



Learners should be reminded that they need to connect the various components of the system and consider the flow direction. Where learner have not done that well with Task 2a and considered the hardware and software, they tended not to have sufficient information to include in the diagram. When using past papers as a revision tool, it might be useful to provide learners with examples of diagrams from the very basic to the more complex. This will provide learners with the opportunity to understand how they work and how each section fits together.

Activity 3

Learners were required to analyse the recommendations made in Task 2a. They needed to consider:

- how their recommendations would address the needs of the organisation
- benefits and drawbacks of their recommendations to the company and its stakeholders
- the implications that their recommendations would have for the organisation

There were 12 marks available for this task.

Assessment guidance

| Assessment focus | Band 0 | Band 1 | Band 2 | Band 3 | Band 4 |
|---------------------------------------------------|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Activity 3: Impact and implications review | 0 | 1–3 | 4–6 | 7–9 | 10–12 |
| | No rewardable material. | Limited analysis of recommendations and how they meet the needs of the organisation Shows limited consideration of benefits and drawbacks of recommendations. Shows limited consideration of the implications of the recommendations for the organisation. | Some analysis of recommendations and how they meet the needs of the organisation Shows some consideration of benefits and drawbacks of recommendations. Shows some consideration of the implications of the recommendations for the organisation. | Adequate analysis of recommendations and how they meet the needs of the organisation Shows adequate consideration of benefits and drawbacks of recommendations. Shows adequate consideration of the implications of the recommendations for the organisation. | Comprehensive analysis of recommendations and how they meet the needs of the organisation. Shows comprehensive consideration of benefits and drawbacks of recommendations. Shows comprehensive consideration of the implications of the recommendations for the organisation. |

Some of the recommendations are appropriate and how they meet the needs of the organisation. Consideration of benefits and drawbacks – these are detailed and mostly appropriate and relate to the scenario although the drawbacks focus on cost. Implications – these are not as well covered as some of the other areas of the report and are quite generic although the business is mentioned. There is sufficient information provided to be awarded 10 marks which is the lower end of mark band 4.

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| <p>How your recommendations will address the needs of the organisation</p> <p>My recommendations will improve the company and satisfy the organisation's needs. One such improvement is the use of tablets with the instructors which helps with the organisation of the company so that the drivers always have something to do whether its typing up a report on what the student did to their personally tracker or if its looking at the appointment sheet to see if their done for the day or if they still have someone to help. Another change I made that addresses the companies needs is not being able to create computer-based records by suggesting that they invest in a server to store all the records allowing them to be accessed by a computer or tablet meaning that it doesn't disrupt workflow and should improve it by allowing the reasons state above.</p> |
| <p>Benefits of your recommendations to the organisation and its stakeholders</p> <p>This will benefit Marc and his company by allowing them to be more proactive with their time. The tablets with the instructors for instance will improve how many learners they can get through a day by allowing them to check if someone has cancelled meaning that they won't be going to their house and wasting time, instead they can go and have a break or someone else may have made an appointment instead so they will have to take care of that. The change to google products will also help Marc and the admins be more productive as it automatically saves and they won't have to worry about it crashing and losing all the work, but it's also quicker and cheaper meaning that Marc won't be losing money on it. Google is also online so all the information will be available to all the staff with a simple share of a document instead of with the old word processor where you would have to send an email or put it on a USB and give it to the other person. One more benefit to the company is with the sever backing up files will mean more as they have the server right in the office and they know where it's going.</p> |
| <p>Drawbacks of your recommendations to the organisation and its stakeholders</p> <p>One of the drawbacks of my recommendations is the cost, the server won't be cheap and the technician that's needed to keep it running at full performance won't be cheap either but will be worth it because of the benefits stated above. Another thing that won't be cheap is supplying every Instructor with a tablet as this will require over 40 being bought as well as more because someone may drop it or lose it, but I think overall these expenses are justified for the issues presented</p> <p>The advertising is another area that won't be cheap and maybe too expensive to do all at once but I think that it'll be worth it because of all the customers you may get as well would make this a worthwhile purchase.</p> <p>Another problem that could come is using the google software because of the differences between it and the original word processor that the company was using, this could make it a need to employ someone who can train the admins and Marc to use this new software as well as the Instructors who need to use it on their tablets while out.</p> |
| <p>The implications that your recommendations will have for the organisation</p> <p>The implications these recommendations will have on the company are the advertisements will make it so that more people will not only find the website and the sign up but also more people will be suggested to recommend Bump & Scratch to another family or learner that may be struggling to find a service that's right for them, the adverts on social media will mean that people more around their target demographic will have heard of them and will know that if they need a service they can got to Bump & Scratch.</p> <p>The suggestions will also allow the company to make more money overtime as the more customers that are draw in and take a lesson will pay, this will eventually cover the cost spent on making the company better and the influx of people will be more likely to recommend to someone else as stated above. This will eventually mean that the advertising can stop as the company would be popular enough to be near the top of the google search meaning that clients will just make their way onto the site because its near the top of what they searched for</p> |

Initial comments tend to be recommendations rather than how the recommendations will address the needs of the organisation. This has already been covered in Activity 2a so cannot be considered again for marks – there needs to be additional comments on the recommendations and how they meet the needs of the organisation. There is some coverage for benefits and drawbacks of their recommendations although there are no implications. The recommendations and drawbacks are detailed enough to allow 4 marks awarded to be awarded.

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| <p>How your recommendations will address the needs of the organisation</p> <p>I give my recommendation for the purpose of business growth where using web pages helps attract people which they can book online using the website that we just created. This will save us a lot of time because instead of calling in the office to give their details and other queries, they can create an account in the website which contains their contact details, name and address and other information that they had input. Website also help Marc, instructors and Administration Assistants having their records are easily accessible. I also made a recommendation which involves video conferencing that can provide more efficient service where the stakeholders involved can communicate to each other face to face in real time and they can also elaborate more along with their ideas to improve the organisation goals to create error-free records and provide a more efficient service to the learner drivers.</p> |
| <p>Benefits of your recommendations to the organisation and its stakeholders</p> <p>Having my recommendations where I encourage them to create a website gives beneficial to the organisation because it improves the productivity of the stakeholders (Marc, Administrator Assistant and Instructors) where they can access it using any devices that support browser that allow them to search to our website to do their job (Instructors using website to record the learner drivers' information and notes such as how they drove, how well they drove and any information needed for the next lesson). This helps them save cost because they are not using paper-based record system that would cost a lot every paper used for the document.</p> |
| <p>Drawbacks of your recommendations to the organisation and its stakeholders</p> <p>The drawbacks of my recommendation is security because I made a recommendation for having a computer with a specific specs that I had implemented without recommending a security feature such as antivirus software. Therefore every computer has a firewall and windows defender, a built in security system that allows to protect you from malware but not as strong enough as the antivirus software such as Norton, AVG and other antivirus with a strong feature to detect viruses and malware. Without a strong security software such as antivirus will give you a risk of being attacked or having your files being corrupted which could slow down your computer system. Although I want to recommend having an Antivirus software that can help you prevent these risky events that make your computer system vulnerable to such extent.</p> |
| <p>The implications that your recommendations will have for the organisation</p> <p><type here><box will expand when typing></p> |

Areas where responses were weak, learners tended to:

- repeat the recommendations from Activity 2a without considering the headings on the template
- include limited benefits and drawbacks without fully considering the scenario

Where learners did well, they tended to have a systematic approach to the benefits and drawbacks of their recommendations and the implications they might have.

Summary

Based on their performance on this paper, learners should:

- use appropriate technical language throughout their responses
- use the scenarios to demonstrate their ability to apply their knowledge
- check their work carefully to ensure they have covered all activities
- use the assessment criteria to see the requirements for each activity to understand what they must do to achieve the marks.

An overall summary of recommendations on how learners could improve their performance in the assessment has been included:

Activity 1

Learners should take time to read the scenario and service catalogue to fully understand the current working practices. Where the organisation is not currently using IT, learners should consider how IT could be used, using their knowledge of IT systems within organisations. Learners need to explain benefits and drawbacks of current working practices rather than just provide a list. They need to justify why they consider them to be a benefit or a drawback. Learners should not include user error as this is not a drawback of the software.

Activity 2a

Learners are expected to provide recommendations based on the drawbacks they have included in Activity 1. The more drawbacks they include, the more recommendations they will have for this activity. Learners are not expected to justify their recommendations in this activity (this is required in Activity 3).

Activity 2b

This activity is not always well answered. Diagrams submitted tended to be limited in content and some did not include any connections. Learners should be encouraged to research existing diagrams (or use those from previous set tasks that the teacher might have provided) to give them an idea of what they should include in theirs. Where connections were included, learners did not always consider the direction of the connection flow.

Activity 3

Learners should be reminded that the benefits and drawbacks of their recommendations are awarded marks in Activity 2a and this activity requires them to explain how these will affect the company. Just repeating the recommendations from the previous activity will not achieve any marks.

Although learners included the basics for the activity, there was little evidence of comprehensive analysis of the recommendations for marks to be awarded in the top mark band. Learners need to be reminded that they must analyse the recommendations rather than just list them.

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