

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Moderators' report

IT

05838–05842, 05877

Summer 2022 series

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Introduction

Our Lead Moderators' reports are produced to offer constructive feedback on centres' assessment of moderated work, based on what has been observed by the 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.

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General overview

Centres have continued to be inventive and creative with the selection of units. The majority of centres continue to look for opportunities to combine units into much larger projects. This has worked very well, and it has been reported that there has been some very good evidence presented. Some centres have dropped a unit due to constraints with teaching time and candidate availability to complete the evidence due to social distancing. The majority of centres have continued to deliver all of the units planned for this academic year and candidates have successfully completed their assignments in preparation for the moderation visits. Due to social distancing, meaningful employer involvement has presented challenges to centres. This has been addressed by accessing STEM ambassadors who have delivered sessions online. Centres have reported that they have accessed a wide array of STEM ambassadors from industry through this method that they would not normally have the opportunity to access. Therefore, many centres have confirmed that they will continue to access meaningful employer involvement in this way.

Moderation has continued to be conducted remotely and there have been instances where centres have had issues with uploading the evidence to Cambridge Assessment Secure Exchange. In a number of instances, this has been due to centres not following the guidelines with respect to file size and file naming conventions. This has resulted in centres sharing their screens with the moderator or providing access through OneDrive and Google Docs.

OCR support – Digital submission of evidence



Centres must adhere to the guidance provided in the following documents:

- Digital submission acceptable file formats
- Guidance on uploading evidence and documentation to Cambridge Assessment Secure Exchange

The documents can be accessed via <https://www.ocr.org.uk/qualifications/cambridge-technicals/information-technology/administration/#level-3> under the heading **key documents**.

There have still been occasions where centres have not noted that the assessment criteria refer to requirements in the plural, e.g. solutions, businesses, technologies, etc. This requires candidate evidence to include a minimum of two.

New centres to the qualifications have encouraged candidates to provide evidence linking to every bullet point within the teaching content. This is not required. While all aspects of the teaching content must be taught, candidates are required to select the relevant points appropriate to the context of their assignment briefs when developing their evidence.

Misconception – The use of i.e. and, e.g. in the teaching content



The teaching content in every unit tells you what you have to teach to make sure candidates can access the higher grades. Anything which follows an i.e. details what you must teach as part of that area of content. Anything which follows an, e.g. is illustrative. Where we use, e.g. candidates must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content. It is important that any assignments created, or any modifications to assignments do not require the candidates to do more than they have been taught but provides them with access to the full range of grades as described in the grading criteria. Centres are also reminded that candidates are not required to provide evidence relating to all of the teaching content. They are required to select what is relevant from the teaching content and apply it to the assignment brief they are following.

Within the units of the qualification, for a number of the units, LO2, LO3 and L04, candidates are required to carry out practical activities. The evidence for these learning outcomes must provide evidence of the tasks that the candidates completed. Some centres have encouraged candidates to provide evidence of the underlying theory for the assessment criteria instead of evidence of their practical activities.

Misconception – Providing evidence of theory instead of practical activities



Centres must make sure that candidates provide evidence of the practical activities that they carry out. Assessment criterion state uses command verbs such as:

- gather
- conduct
- illustrate
- create
- develop
- negotiate
- implement

are all active verbs and therefore candidates must provide appropriate evidence from carrying out the tasks.

Centres are also reminded that many of the units, only require candidates to develop a prototype. Therefore they are not required to provide evidence of the completed products, only the development to the stage of the creation of the prototype.

When candidates are developing their prototypes, e.g. games, websites, applications, they must provide evidence of conducting iterative testing. Candidates should provide evidence of their test plans with tests that have been carried out during the various stages of development. When candidates identify issues, they explain on the test plan the resolutions and provide evidence of further testing.

Stakeholders/clients/businesses

Centres are reminded that other candidates within the class cannot undertake the role of stakeholders, clients or businesses. Teachers, teaching/school/centre staff, businesses (linked through meaningful employer involvement) are the only people who can undertake these roles.

OCR support – Command verbs



Centres must make sure that candidate evidence meets the demands of the command verbs within the assessment criteria. OCR has created a command verb document that can be issued to candidates to assist them in understanding the depth and breadth of what is created. The command verbs document can be found at:

<https://www.ocr.org.uk/qualifications/cambridge-technicals/information-technology/planning-and-teaching/>

OCR support – Meaningful Employer Involvement



Centres are reminded that meaningful employer requirement is a mandatory requirement for the Level 3 2016 qualifications for the diplomas. The OCR moderator will request a copy of the meaningful employer plan to review. Details about the requirements for MEI and what constitutes MEI can be found on pages 44-45 of the Centre Handbook [Cambridge Technicals - Information Technology - OCR](#) The MEI plan is an interactive word document and can be found at [Cambridge Technicals - Information Technology - OCR](#)

Comments on individual units

Unit 13 – Social media and digital marketing

This unit has continued to increase in popularity within centres and there have been examples of very good evidence being produced by candidates. Some centres have provided candidates with an assignment brief that relates to the promotion of their centre. Centres have also linked this unit to other units where candidates have developed a product, e.g. an AR/VR resource.

LO1: Candidates have presented evidence that confirms good understanding of the tools available for digital marketing and explanations of the stages of the digital marketing lifecycle. The majority of candidates focused on social media channels. A minority of candidates also included the use of email, banners and popups. For D1, candidates are required to assess the impact of digital marketing on an identified product. Although the majority of the candidates did this well, there were some centres that did not make sure candidates focused on a specific product where social media and digital marketing had been used. The SMDM campaign did not have to be successful, but it had to be a real example. In addition, some candidates did not always meet the demands of the command verb to assess. Instead, they described the SMDM campaign and the outcomes. An assessment requires candidates to determine the value and quality of the SMDC for the specified product. Candidates should provide a description of the SMDC and product they are assessing. They should then consider the quality of the SMDC, and the digital marketing tools used, as well as considering who the target audience was, how successful the campaign was and the available evidence confirming the results of their research. There were a small minority of instances where candidates discussed the campaign for the context within the assignment brief, as opposed to research one carried out by an external business.

LO2: Candidates successfully described how social media can be used to gather data and provided explanations for how this data is used by businesses. Candidates described a range of legal and ethical restrictions that were applicable to a SMDM campaign.

The delivery of the teaching content for LO1 and LO2, provides the underlying knowledge and understanding of various aspects of social media digital marketing campaigns. This is the foundation required to help candidates successfully plan a campaign for LO3 and develop it for LO4.

LO3: The majority of candidates provided evidence that met the requirements of P5 and D2. They outlined a range of appropriate social media channels that could be used for the specified business based on target audience and product. This enabled them to justify the selection of the social media channels, therefore achieving D2. For M2, candidates are required to plan the content of a digital marketing campaign based on business requirements. It is important that centres make sure that the business requirements for the campaign is clearly indicated within the assignment brief. Many candidates presented evidence of their designs for the campaign as opposed to their plans. The plans should include the potential positive and negative outcomes from the campaign. It is therefore important, that candidates are encouraged to consider relevant points indicated in the teaching content for 3.2, 3.3 and 3.4.

LO4: Candidates are required to propose their SMDM campaign across at least two social media channels to meet at least two business objectives. Centres should note that the wording of the assessment criteria for P7 refers to channels and objectives. The majority of candidates used presentation slides. While this is an acceptable form of evidence, candidates should be encouraged to use brief bullets and images, retaining the detail for the speaker notes. There were some candidates who presented evidence as a formal report. When developing their proposals, candidates should refer to and include relevant points from the teaching content for 4.1, 4.2 and 4.3. Candidates need to consider valid success criteria that the effectiveness of the SMDM campaign can be measured against. All

candidates who attempted M3 provided good recommendations in relation to the adaptation of business processes in order to support the activities relating to the campaign.

Assessment for learning – The use of presentation slides

When using presentations, it is important that candidates understand how to create effective presentation slides, e.g. use of brief bullet points and supporting images. Candidates should also be encouraged to rehearse their presentations and not read from the presentation slides. In addition, presentation slides should not be an alternative platform on which to write a report. Some centres were allowing candidates to completely fill slides with text as if they were writing a report.

Unit 17 – Internet of everything

This unit has continued to increase in popularity, and it is important that candidates understand the potential impacts on people and society as a whole. As technology continues to change rapidly and new ideas are presented on a daily basis, it is important that candidates are encouraged to research the current technology that is being used as this will support them with formulating their own suggestions for repurposing an idea for a different purpose.

LO1: The majority of candidates provided good evidence when explaining the concepts of IoE and the four pillars. Many candidates included examples to aid their explanations which is good practice. Some candidates did not fully address the command verb of analysis for M1 and evaluate for D1. It is important that centres make sure that candidates fully meet the demands of these command verbs using the command verbs document available from the OCR website as indicated above. When carrying out an analysis, it is important that within each paragraph/section of the report, that candidates examine a single category/group of features. The opening statement should explain what is being analysed followed on by a thorough examination of the details. The analysis should end with a conclusion drawn from the examination of the different sections/components/features. An evaluation should begin with an overview of the aim of the evaluation and intended outcomes. The main content should then allow the candidate to make judgements based on their selected criteria. For example, when evaluating the potential negative impacts of IoE on businesses, candidates should use examples to support their arguments.

LO2: For P3 – candidates are required to outline potential development projects that could extend the scope of IoE. The majority of candidates provided good evidence where they research the current uses of IoE in a variety of contexts and provided examples of how these uses could either be extended within the same business area or even adapted and used in other business areas. It is important that candidates are encouraged to carry out research for current uses (as technology is constantly evolving). A small number of candidates did not present their own ideas for the extension of the scope but tended to describe situations that were already in progress. For M2, candidates are required to conduct a feasibility study on one of the development projects from P3. Again, the majority of candidates provided good evidence with some very creative and innovative ideas. A small number of candidates carried out a feasibility study on something that had already been developed as an extension and therefore did not meet the requirements of the assessment criterion.

LO3: P4 requires candidates to prepare a business proposal that should follow on from the feasibility study that they completed for M2. The majority of candidates did this well and used the headings in the teaching content (3.1) as a guide. This ensured that they provided a detailed business proposal where they had considered all aspects of the project. P5 – requires the candidates to deliver the proposal pitch to stakeholders. The evidence can be the presentation slides and speaker notes accompanied by a witness statement from the assessor/stakeholder or it can be a video/audio recording of the candidate actually delivering their pitch. Centres should make sure that candidates do not overload their presentation slides with text. A large number of presentations were not fit for purpose with respect to

presenting to an audience. Centres are also reminded that witness statements must be individual for each candidate. It must provide the context of the delivery and its effectiveness. Some centres submitted witness statements that were identical for all candidates. This is not an acceptable form of witness testimony. Centres should refer to the previous guidance on who can undertake the role of a stakeholder. It is not acceptable for it to be the other candidates in the cohort. When delivering the pitch, candidates have to be provided with feedback and this must be clearly documented as part of the candidate evidence. This will support the evidence for M3, where candidates are required to revise their business proposals based on the feedback. The majority of candidates provided a revised business proposal. However, some candidates merely provided a short report on what changes they would make. The wording of the assessment criterion states that candidates must revise their business proposals, so the requirement is that a revised version will be presented along with the feedback they received from the stakeholder(s). For D3, the majority of candidates identified appropriate success criteria (using the teaching content as a guide) and provided good evaluations of how the success criteria would measure the overall sustainability of the proposal. Any weaknesses in candidate evidence were in relation to actually conducting and evaluation. Some candidates merely described what the success criteria were.

OCR support – Documentation toolkit



Within the project management toolkit, there are a number of documents that can also be used within other units, e.g. feasibility study, business proposal, test plan. These documents provide guidance to candidates as to what should be included.

<https://www.ocr.org.uk/qualifications/cambridge-technical/information-technology/planning-and-teaching/#level-3>

It is under the heading of Teaching activities for Unit 08.

Assessment for learning



When preparing candidates for the pitching of their products, teachers should provide guidance on the use of presentation slides, e.g.:

- what makes a good presentation slide?
- the use of bullet points/images
- the use of speaker notes
- suitable colour schemes

Unit 18 – Computer systems hardware

This unit has increased in popularity within centres and continues to support the more technical infrastructure courses offered by centres. Moderators reported seeing a wide range of evidence submitted by candidates. This included videos where the candidates introduced themselves and provided a voice over of the practical activities as they were then carrying out. This provided excellent evidence as opposed to candidates producing long reports and trying to include numerous screenshots. It is important that candidates provide good quality video/audio so that their actions and commentary can be clearly seen and heard. The vast majority of candidates presented video/audio of excellent quality.

LO1: Candidates are required to explain the function of computer hardware components and outline different types of backup storage. This was usually presented as a report with supporting images or using presentation slides. Centres are reminded that presentation slides should not be overloaded with text as an alternative to writing a report. Presentation slides must be created as if the candidate was going to present to an audience with the detail in the speaker notes. The weakness within the evidence

was in relation to M1, where candidates are required to compare and contrast the different hardware storage devices. While many candidates identified the storage devices, provided an explanation of their respective features, they did not actually compare and contrast them by looking at the pros and cons of each and presenting a summary of their findings. Many candidates produced detailed tables with the features, pros and cons of each, but they did not actually form any conclusion at the end.

LO2: The majority of candidates were presented with a scenario for a business need where they were required to select the various computer hardware components to address the business need. This was done well by candidates presenting their evidence in the form of a report or presentation slides. Justification for the selected components was clearly linked to the requirements of the business. As with other units, candidates tended to overload their presentation slides with text instead of using the speaker notes section.

LO3: This was completed very successfully by candidates and evidenced using video footage of them carrying out the installation of hardware components and implementation of preventative maintenance activities. Some candidates excelled with the video evidence by providing ongoing narratives to explain the safety measures they were taking as well as what task they were carrying out and the precautionary measures required. When implementing the preventative maintenance measures, they provided explanations as to why they had recommended the measures. This is excellent practice and reduces the number written reports.

LO4: Candidate evidence was primarily presented as a test plan with evidence of resolving issues and re-testing. Some candidates also included video footage of carrying out the testing and the benchmarking activities. They included an audio commentary on what tasks they were carrying out, why they were carrying them out and explaining the results. This provided very strong evidence and is an excellent way of providing evidence for the practical tasks involved. The analysis of the results of benchmarking for the identified computer system was usually presented in report format. This was done well by the majority of candidates who were able to explain the results based on the analysis of the results.

This unit works well for candidates who are building computer systems as they have the opportunity to combine evidence with Unit 19: computer systems – software. Some centres have successfully combined units 18, 19 and 20 through the implementation of one large project where candidates have undertaken the role of IT technicians where they investigate and solve issues with computer systems that invariably require the installation or upgrade of hardware and software components.

Unit 24 – Enterprise computing

This unit is a mandatory requirement for candidates studying the extended diploma. It is a recommendation that centres deliver this unit at the end of the qualification, as candidates are required to draw on their knowledge, skills and understanding from the other units they have achieved. OCR has provided a model assignment that can be used for assessment purposes, or centres can adapt the assignment to incorporate a different content.

As candidates are following one of two pathways, digital technician or application data technician, the evidence for this unit will either relate to the application requirements for the context or the hardware infrastructure.

The majority of centres have ensured that the candidates have provided good evidence for this unit and achieved pass, merit or distinction grades. Some centres developed their own scenarios for the assignment that did not always provide candidates with the scope required to consider enterprise

computing on a much larger and global scale. Centres are reminded that enterprise computing is a concept of software and hardware solutions designed to meet the needs of large global organisations.

LO1: The majority of candidates provided detailed reports explaining the concept of enterprise computing and the requirements for an enterprise computing solution. This was achieved effectively, by candidates referring to the teaching content within the unit specification. This ensured that candidates provided the depth and breadth of understanding required. For M1, candidates were able to investigate the assignment brief they had been given to gain a clear understanding as to what the identified business requirements were.

LO2: Candidates are required to recommend an enterprise business solution based on the outcome from their investigations for M1 in LO1. Again, candidates referred to the teaching content as a prompt for the considerations they were required to make when recommending the enterprise solution. The evidence was presented as a formal report or a series of presentation slides with detailed speaker notes.

LO3: The majority of candidates presented a detailed outline scope for the enterprise solution and had used the guidance within the teaching content to make sure that all aspects of the outline scope were included. This is good practice and ensures that the candidate evidence contains sufficient detail to address the assessment criteria. Depending on the pathway being followed, candidates produced a physical or logical design. Some candidates attempted to present both, and centres are reminded that candidates are only required to present evidence for one or the other. The presentation of evidence was usually presented in a detailed report with a series of supporting images and diagrams reflecting the physical or logical design. Within the report, candidates justified how their proposed solution would benefit the requirements of the business. Centres should encourage candidates to consider the business benefits identified within the teaching content and select those benefits that are appropriate for the context of the assignment brief and the proposed solution they are developing. The majority of candidates presented a good analysis of the security characteristics that should be included within the proposal. A small minority of candidates tended to provide a detailed explanation/justification as opposed to an analysis. It is recommended that centres make sure that candidates understand what is required when carrying out an analysis.

LO4: The majority of candidates used presentation slides to present their proposed enterprise solution to the stakeholders. Centres are reminded that candidates should use brief bullet points and supporting images/diagrams on their slides with the detail within the speaker notes. Some centres also provided video evidence of the candidate delivering their presentations. This is a useful form of evidence as it can also provide supporting evidence for the feedback provided by the stakeholders. Centres are reminded that other candidates within the group cannot undertake the role of stakeholders. When presenting evidence for M2, it is important that candidates provide clear evidence of how they have adapted their proposal based on the feedback received from the stakeholders. This can include further versions of the outline scope for the solution, design documentation and formal presentation to stakeholders. Not all candidates provided evidence of making any changes, but merely stated what these changes would be. It is important that candidates go back to their proposal and design documentation and incorporate the required changes. The evaluation for D2 was presented as a report. The majority of the candidates provided good evidence of making qualitative judgements and had referred to the examples presented in the teaching content.

OCR support – Model assignment



There is a model assignment available for this unit. It can be used as it is, or the context can be adapted. It is recommended that the style of the model assignment is retained as it provides all candidates with the opportunity to achieve the full range of grades. The model assignment can be found via the link below under the heading 'Model assignments'.

<https://www.ocr.org.uk/qualifications/cambridge-technicals/information-technology/assessment/#level-3>

Assessment for learning – Carrying out an analysis

Candidates should learn how to carry out an effective analysis. It is important that they understand that they are required to break the topic down into the various components and ask critical thinking questions, e.g. what, why and how. This will help them to draw conclusions from their analysis. When considering the security characteristics, for each of the areas of their enterprise solution, they should consider:

- what the security characteristics are
- why are they important
- how will they be addressed

Then present a final conclusion of what they believe is required.

Copyright information

It is important that candidates cite all sources used within their evidence. This includes any use of images, text, videos, audio and animation that has been created by a third party.

Documentation

Centres must make sure that a Unit Recording Sheet is completed for every candidate for every unit. These must be individual for every candidate and there must be clear justification of how the presented evidence met the assessment criteria and the exact location of the evidence. This is a mandatory requirement. The Unit Recording Sheets can be found at:

<https://www.ocr.org.uk/qualifications/cambridge-technicals/information-technology/administration/>

In addition, a candidate authentication record must also be completed by every candidate indicating the units being claimed.

<https://www.ocr.org.uk/qualifications/cambridge-technicals/information-technology/administration/>

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