

CAMBRIDGE TECHNICALS LEVEL 2 (2016)

Moderators' report

IT

05882, 05883, 05884

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 examiners on requirements for accessing higher mark bands. Where appropriate, the report will also signpost to other sources of information that centre examiners will find helpful.

OCR completes moderation of centre-assessed work in order to quality assure the internal assessment judgements made by examiners 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

The OCR Level 2 Cambridge Technical in IT is for candidates in the 16-19 age range and supports the development of their understanding of the IT sector. The qualification provides them with a useful insight into the pace of technological change and IT infrastructure on a global scale. They are provided with the opportunity to develop their understanding and skills across a broad range of centre-assessed units across job role specific pathways. Many centres use the Level 2 Cambridge Technicals in IT as a progression route onto the Level 3 Cambridge Technicals.

Some assessment criteria within the units refer to more than one, e.g. business needs, businesses, social media channels, etc. This requires candidate evidence to include for example, two business needs, two business, two social media channels, two emerging technologies etc as a minimum.

OCR support – Meaningful Employer Involvement



Centres are reminded that meaningful employer requirement is a mandatory requirement for the Level 2 2016 qualifications for the certificate and the diploma. 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 30-32 of the Centre Handbook

<https://www.ocr.org.uk/qualifications/cambridge-technicals/information-technology/administration/> The MEI plan is an interactive word document and can be found at <https://www.ocr.org.uk/qualifications/cambridge-technicals/information-technology/planning-and-teaching/>.

Misconception – The use of i.e./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.

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/> under the heading **key documents**.

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/>

Comments on individual units

Unit 7 – Pitching the product

This is a popular unit with centres, providing candidates with the opportunity to present the products/ideas they have developed to the clients/stakeholders linked to other units within the qualification. Candidates are able to demonstrate the knowledge, skills and understanding using a variety of communication methods including:

- video presentations
- product specification documents
- demonstrations

LO1: The majority of candidates provided good outlines of the different methods that could be used when pitching a product, setting out the main characteristics and points. The vast majority of candidates selected the use of presentations, but they should also be encouraged to use other forms of delivery, e.g. demonstrations, videos and/or question and answer sessions. It was reported that some of the candidate evidence for D1 was weaker as candidates tended to describe the success criteria rather than discuss them.

LO2: Candidates provided evidence of their presentation slides and in some instances, also video evidence of their pitch delivery. Some candidates overloaded their slides with text as opposed to using brief bullet points with the detail in the speaker notes. They could also have prepared handouts and/or a demonstration of the product to support their presentations. Some centres did provide supporting witness testimonies that were detailed and provided the context of the pitch as well as highlighting key areas of the candidates' performance. Some witness testimonies were brief and if provided as the only form of evidence was insufficient to award the assessment criteria. Centres must make sure that witness testimonies are personalised and different from one another. They should provide the context in which the candidates are being observed and detailed confirmation of the effectiveness of the delivery. The majority of candidates provided detailed justification of the approach they selected to deliver their pitch. Some candidate evidence was weak and the M1 could not be given. It is important that candidates provide clear reasons why they have selected their particular approach and why the approach they have taken was successful. The majority of candidates presented this as a reflective account. The stakeholders can be an employer or tutors and cannot be other candidates within the group. Stakeholders must be or act as an internal member of an organisation. Candidates must demonstrate that they have considered how they will use their interpersonal skills to deliver the pitch. The evidence could be a video recording of the pitch supported by a detailed observation from the tutor. If the stakeholder is an employer, a witness statement can be used to support the evidence. If an observation record or witness statement is used, then this must be supported by extra evidence from the candidate, e.g. pitching documentation and resources.

LO3: This learning outcome provides candidates with the opportunity to reflect on their pitching approaches. The majority of candidates presented reflective reports which stipulated the feedback they received and a review of their personal effectiveness. Not all candidates presented evidence of the actual feedback received from the internal stakeholders, this is a mandatory requirement to achieve the assessment criterion for P4. Feedback can be evidence through the videos of the presentations, questionnaires or written feedback received. When reflecting on their performance, candidates must consider:

- what they hoped to achieve from delivering the pitch
- what they actually achieved

- how they made use of the available resources, e.g.
 - planning tools
 - pitching method
 - skills they used to deliver the pitch

the feedback from the stakeholders and their response to the feedback

Assessment for learning – D1: Discuss the success criteria for communicating a convincing product pitch

Candidates must discuss the success criteria for communicating a convincing product pitch. They must discuss why each criterion is integral to communicating a convincing pitch. There should be a detailed discussion which shows a clear understanding of each success criterion.

Assessment for learning – P2: Design a product pitch to present to internal stakeholders

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 presentation slides.

Unit 8 – Using emerging technologies

This unit has increased in popularity with centres and candidates. Candidates have the opportunity to research emerging technologies and gain an understanding of the features and potential uses to support businesses. They will be able to explain the benefits and drawbacks of these technologies and gain an understanding of the social, commercial and legal implications. Candidates will be able to consider ways in which the emerging technologies can be used in a variety of business sectors and the future impacts from their application.

LO1: Candidates presented evidence as reports or presentations. Candidates should be encouraged to develop appropriate presentation slides with brief bullet points and the detail within speaker notes. Candidates had been encouraged to look at emerging technologies in different business sectors with the health care sector being particularly popular. The majority of candidates outlined at least three or four examples highlighting their main characteristics and use.

LO2: All candidates provided evidence for investigating the different uses for the emerging technologies but did not always focus on how a particular emerging technology could be used for a specified business need. Some centres misinterpreted the requirements for P2, where candidates are required to investigate how an emerging technology could be used to meet a specified business need and therefore the assessment criterion had not been met. For D1, candidates should consider two or more of the considerations indicated in Section 2.6 of the teaching content. Very few candidates attempted D1, yet they had considered a number of benefits and drawbacks when carrying out their research for P2. This would help them to justify the selected considerations made for the implementation of the emerging technology. The majority of candidates used presentation slides to present their ideas for the use of the emerging technology. The same issue as previously highlighted about the use of presentation slides also applies here. The majority of candidates who had successfully addressed the P2 criteria, presented some innovative ideas and had given thought to how the technology could effectively be used. When considering the implications (Section 2.6 of the teaching content), candidates did not always consider the security, legal and ethical implications. As the focus is the implications on internal users, security, legal

and ethical implications are of high importance. Some candidates provided the implications through highlighting the potential changes to activities and processes and how this would impact the internal users. This provided good evidence for the awarding of M1.

LO3: The majority of candidates presented good evidence for P4 where they considered the social and commercial impacts on external users when using a variety of emerging technologies, e.g. remote monitoring of patients and wider access to health care. Most candidates provided some very interesting examples.

P2: Investigate how an emerging technology could be used to meet a specified business need

Candidates are required to consider the examples of emerging technology that they have researched for P1 and considered how an example of this technology could be used for a specified business purpose. This may be within a different business sector, or the same sector and the technology may need some further repurposing to suit the business need.

Unit 16 – Using social media channels for business

This unit enables candidates to study how social media is used within the business environment. They will select appropriate social media channels and create content for a specified business need. This is another unit where there has been an increase in submissions from centres indicating that this is a popular optional unit to engage and motivate candidates.

LO1: The majority of candidates achieved P1 and presented good examples of how social media is used in a variety of business contexts. A small minority of candidates focused some of the social media channels on personal use as opposed to business use. They did however provide sufficient examples of social media channels used by businesses to still achieve the assessment criterion. Candidate evidence for P1 and M1 was usually presented as one large report or presentation. Candidates included the benefits and drawbacks to businesses when using social media and therefore explained a range of potential issues.

LO2: Many centres provided their candidates with an assignment requiring them to select social media channels to be used to promote the centre. This is perfectly acceptable, and all candidates provided good evidence for P2. For D1, candidates are required to justify how the effectiveness of the selected social media channels will be measured. Some candidates who attempted the assessment criterion provided justification for the actual use of the social media channels as opposed to how the effectiveness of their use would be measured, therefore the assessment criterion could not be given. Centres are advised to refer candidates to Section 2.4 of the teaching content and the suggested criteria that could be used. Candidates are not required to address all of the teaching content but can select those points relevant to the context of their assignment brief.

LO3: P3 was done well by all candidates. The evidence presented included mood boards, storyboards, visualisation diagrams and narratives. In addition, the candidates did refer to the legislative considerations, e.g. Data Protection Act 1998, Copyright, Designs and Patents Act 1988 and how they had adhered to them. M2, requires candidates to compare and contrast their social media content with content created for a similar business need. Some candidates did this well and provided a short conclusion summarising the comparison of the similarities and the contrast of the differences. Many candidates do not fully compare and contrast and provide a table of the similarities and differences forming a conclusion.

Assessment for learning – Compare and contrast

Candidates should be taught how to formulate conclusions relating to the results of their review of their own social media content and that of a similar organisation. They should note down any similarities and differences and state within the conclusion how they are similar and why, as well how they differ and why this may be.

Unit 18 – Creating visual business products

This unit provides candidates with the skills, knowledge and understanding of design fundamentals, software and hardware required to create computer generated visual products. Assignments will help candidates to use their experience, skills and understanding to create visual products for a business need.

LO1: All candidates outlined a wide range of different visual products used for different business needs and how and why they are used. Evidence was presented as reports or presentations. The majority of candidates combined the evidence for P1 with their evidence for P2 and M1. For each of the examples of visual products, they described and then explained the design considerations, e.g. layout, style, colour, use of images and file types. When considering the design fundamentals, they related this back to the purpose of the visual products and the intended audience. This is an example of good practice.

LO2: Candidates should be provided with a clear assignment brief that stipulates what the business need is for the visual product, e.g. to create an infographic on using VDU screens, creating a presentation to promote a product, creating a presentation to present a holiday location for a travel agent, an augmented or virtual reality resource to be used as a teaching aid or to promote the centre. The majority of candidates when provided with a suitable assignment brief were able to select the hardware and software they required to produce the visual document and justify the selections they made. The justifications presented by the candidates were based on the design considerations required for the visual product. It is good practice to encourage candidates to re-affirm the visual product they are going to create when making their selection choices for the hardware and software. This will naturally lead them on to justify the choices at the same time.

LO3: All candidates provided the actual visual products for moderation. Some candidates also included their design documentation, e.g. sketches, wireframes, mood boards and storyboards. This enhanced the evidence presented. Candidates should be encouraged to document their design ideas and create their visual product based on their designs. Depending on the visual product, testing may also be required, and candidates must provide evidence of their iterative and final testing through the presentation of their test plan. Some candidates only presented the final product and while they were not penalised, it resulted in their review for M2 and recommendations for D2 to be limited. The majority of candidates provided a detailed review where they referred to the original business requirements, appropriateness for the target audience, the quality and content and the overall strengths and weaknesses. Candidates who successfully completed a good review, were able to present some strong recommendations to enhance the visual product further. Some candidates had not checked their final products for accuracy with respect to grammar and spelling. It is important that candidates check their work as errors especially associated with spelling results in a product not being fit for purpose and therefore cannot be accepted as meeting the assessment criterion for P5.

LO4: There must be confirmed evidence of the candidate presenting their visual product to the business and receiving feedback. The 'business' can be the teacher, teaching colleagues or an actual business.

Some centres supplied witness testimonies confirming the presentation of the visual product and the feedback provided to the candidate. A minority of centres did not provide any evidence for P6 and therefore the assessment criterion could not be confirmed as having been met by the candidate. All candidates provided evidence of implementing enhancements based on the feedback received from the business and therefore achieved M3. Candidates provided the enhanced visual products and a report detailing the feedback they had received and the enhancements they were going to implement.

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.

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