CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Moderators' report

IT

05838−05842, 05877

Summer 2023 series

Contents

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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 on 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.

Online courses

We have created online courses to build your confidence in delivering, marking and administering internal assessment for our qualifications. Courses are available for Cambridge Nationals, GCSE, A Level and Cambridge Technicals (2016).

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All teachers delivering our redeveloped Cambridge Nationals suite from September 2022 are asked to complete the Essentials for the NEA course, which describes how to guide and support your students. You'll receive a certificate which you should retain.

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General overview

Centres have continued to be inventive and creative with the selection of units. Most centres continue to look for opportunities to combine units into much larger projects. This has worked very well, with candidates providing some very good evidence. Many of the centres have continued to access STEM ambassadors for the delivery of Meaningful Employer Involvement (MEI) activities. Centres have reported that they have accessed a much wider variety of STEM ambassadors from industry through this method than they would not normally have the opportunity to access.

Much of the moderation continues to be conducted remotely and there have been instances where centres have had issues with uploading the evidence to Cambridge Assessment Secure Exchange. In several 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. It is important that centres refer to the support material provided by OCR on the requirements for using Cambridge Assessment Secure Exchange system.

OCR support – Digital submission of evidence
i   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 [Teach Cambridge](#) under the heading 'Key Documents'.

There have still been occasions where centres have not noted that the assessment criteria refers 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 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.

For some units in Learning Outcomes 2, 3 and 4, candidates are required to carry out practical activities. The evidence for these learning outcomes must provide evidence of the tasks that the candidates complete. Some centres have encouraged candidates to provide evidence of the underlying theory for the assessment criteria instead of evidence of their practical activities when this is not required.

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. The prototype presented should be a high-fidelity prototype which showcases the product as close as possible to the intended final product with respect to usability, accessibility, functionality, and aesthetics.

When candidates are developing their prototypes, e.g. games, websites or 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, centre staff, businesses (linked through Meaningful Employer Involvement) are the only people who can undertake these roles.

OCR support – Command verbs

i 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 on [Teach Cambridge](#).

OCR support – Meaningful Employer Involvement (MEI)

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Comments on individual units

Unit 5 – Virtual and augmented reality

This unit has increased in popularity with centres over recent years as software and associated hardware has become more readily accessible. Most centres focus on the development of the augmented reality (AR) resource as it does not necessarily require specialist hardware and there is a wide range of software available which has limited free use to users.

There is an OCR set assignment that centres can use, but many centres elected to create their own assignment, with many using the context of showcasing the school or departments within the school for open days/evenings.

Learning Outcome 1: Understand virtual and augmented reality and how they may be used

P1: This was done well by candidates who used the teaching content as prompts for identifying the sections and organisations where augmented and virtual reality is used. Candidates presented evidence as either reports or presentations.

M1: Candidates are required to describe the impact of an identified VR resource on society. Many centres allowed the candidates to select their own VR resource for this purpose. Where candidate evidence was not suitable, it was because they did not select a resource that allowed them to describe the impact on society as a whole but as one specific sector, e.g. retail. Candidates need to consider the wider impacts and that society in this context relates to society on a global scale.

D1: Candidates are required to assess the impact of an identified AR resource on society. As with M1, candidates in many instances have selected the AR resource and has not selected something that will allow them to assess the impact on society within a global context. In addition, candidates tended to describe the impact as opposed to assess the impact. When carrying out the assessment, candidates should be considering the changes produced by the AR resource. These changes can be positive, negative, intended, unintended, direct and/or indirect.

Learning Outcome 2: Be able to design virtual and augmented reality resources

Candidates are required to produce a design specification for an AR and VR resource. The resource could be for the same purpose or for different purposes. It can be for totally different contexts.

Some candidates produced some good design specifications including the written specification document as well as planning and design documentation. It is important that the evidence for both the VR and AR resource are equally comparable with respect to quality irrespective of the resource that will be developed.

Learning Outcome 3: Be able to create a virtual or augmented reality resource

The candidates are required to develop either the AR or VR resource. The evidence presented to the moderator should allow them to view the resource in action. This can be achieved by a video recording of the candidate demonstrating the resource with possibly an audio voiceover. Many centres have encouraged candidates to submit evidence in this way and it has proved to be very effective. Reports using an array of screenshots is not an effective way of demonstrating the resource as the moderator needs to be able to view how it works.

A test plan should have been developed before the resource is created with candidates completing the test plan iteratively as well as on completion. There should be a clear indication as to what the test is for, how it will be conducted, that expected results, actual results, any issues and how they were addressed

including evidence of re-testing. A test plan that has been documented well provides evidence for P5 and M2.

D2 requires candidates to evaluate the development stages during the creation of the resource. This is another instance where candidate evidence is either not strong enough or does not meet the demands of the command verb. When evaluating, candidates are required to consider every stage of the process from design through to creation and testing. They are required to judge the quality, value/relevance of what they have done. They should be thinking about whether the way that they have carried out the process is the best way of achieving the results required to develop the resource and what improvements they could make.

Learning Outcome 4: Be able to predict future applications for virtual and augmented reality

For P6, candidates are required to suggest possible future roles for virtual and augmented reality in future applications. They should be reflecting back on the evidence they produced for LO1 and consider other areas similar uses could be applied as well as how the current uses could be enhanced further. It is also important that candidates consider both AR and VR as well as for more than one role as the assessment criteria stipulates 'roles' (more than one).

For M3, candidates are required to evaluate the specific benefits to be gained by repurposing current examples of virtual and augmented reality into identified roles. This leads on to the evidence presented for P6 where candidates carry out an evaluation of these repurposing ideas. Many candidates only provide a description as opposed to an evaluation and therefore do not meet the demands of the command verb. They should consider the benefits for the particular role that they have identified and how it can for example, improve processes, benefit the organisation and/or the end user.

Assessment for learning – using presentation slides as evidence of knowledge

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 8 – Project management

Many centres include this unit when combining units for a project approach. Candidates provide evidence of project managing their own projects based on the assignment brief provided.

This worked well with many centres using the Project Management Toolkit documentation provided by OCR. The toolkit ensures that candidates complete all relevant documentation for the project management process with many of the documents also being used in other units requiring feasibility studies, business proposals, test plans, etc.

Learning Outcome 1: Understand the project lifecycle

This is the theory relating to the project lifecycle where candidates are required to:

P1: Explain the different phases within an identified project lifecycle. For this assessment criterion, candidates are required to explain each of the phases identified in the teaching content. This is the minimal number of identified phases. Some centres have given candidates a specific project lifecycle to consider which identifies further phases. This is also acceptable.

D1: Candidates are required to evaluate the importance of each phase of the identified project lifecycle. The only difficulty noted here was in addressing the command verb 'evaluate'. For the evaluation, candidates are required to consider what the importance is of each phase, why it is important and any consequences if the phase is ignored or not carried out correctly.

Candidates could present combined evidence for P1 and D1 where they provide an explanation for each phase and then evaluate the importance of each phase at the same time.

P2: Describe the different project methodologies and M1: Compare the features and benefits of different project methodologies. The evidence for both of these assessment criteria can be presented as one piece of evidence. This is usually done well by candidates with them selecting a wide range of methodologies from the teaching content and comparing the features and benefits of each. It is important that for M1, candidates provide a summative paragraph or two on what this comparison has told them. What methodology is more suited to a type of project than another and why? What methodology will they use for their own project and why?

Learning Outcome 2: Be able to initiate and plan projects

For P3, P4 and D2, candidates produced some good evidence, and this has been helped by using the documentation within the Project Management Toolkit. The only difficulty identified was within the phase review (M2) where some candidates only provided a brief statement. The purpose of the phase review is to look back over the current phase and identify any changes that need to be made, whether there should be any further considerations before moving on with the project and whether the project should continue to the next phase. There is a list under 'phases review' in the teaching content that should be used by candidates to inform them of the type of content the phase review should have.

Learning Outcome 3: Be able to execute projects

The only difficulty for this learning outcome was the phase review. Candidates should be following the project lifecycle as they are carrying out the other aspects of the project, so within the unit that is being combined with it, e.g. product development, the candidates must be able to understand what phases of lifecycle relate to which areas of the product development. Evidence to prove that they have followed the project plan isn't just the development of a product but also the evidence of the phase review for the execution phase. Candidates who used the Project Management Toolkit successfully documented project closure reports to the required standard.

Learning Outcome 4: Be able to carry out project evaluations

P6: Candidates are required to evaluate feedback from a client and team in relation to the project. As the candidates tend to be working on projects in isolation and not as part of a team, then the only feedback they will be evaluating is from the client. This evaluation will take on board the feedback from the client in relation to the deliverable outcomes from the project, e.g. if linked to the Product Development unit the deliverable outcome would be the product. The client would have been required to provide feedback and the candidate will evaluate this feedback in relation to the project management process that they followed. Then using Section 4 of the teaching content to indicate the points that need to be evaluated, the candidate will be able to produce strong evidence.

M3: Candidates are required to recommend potential improvements for future projects based on the outcome of the project evaluation. Some candidates made recommendations if they were to carry out the project again, but this was a misinterpretation of what was required. Candidates should consider the project management process that they followed and the various phases. They will then make recommendations based on this process and how they could improve their project management skills for the future. An example could be that they should spend more time on the planning phase, and they would give the reasons why.

OCR support – Documentation toolkit

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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 about what should be included and can be found on Teach Cambridge, under the heading of 'Teaching Activities' for Unit 8.

Assessment for learning – using presentation slides as evidence of knowledge

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

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- the use of speaker notes.
- suitable colour schemes.

Unit 9 – Product development

This was a popular unit with centres for combining with Unit 8 Project Management and other units, e.g. Unit 9, Product Development. For example, within Unit 9 they are only required to develop something as far as a prototype, but for this particular unit they are required to develop the full product. At the same time, candidates follow the project management process.

Learning Outcome 1: Understand the product development lifecycle

This is the theory relating to the project lifecycle where candidates are required to:

P1: Outline the different phases of the product development lifecycle. For this assessment criterion, candidates are required to outline each of the phases identified in the teaching content. Candidates have presented the evidence as either a report or a presentation. Within the outline, they are required to state what each phase is, briefly explain the purpose and what it consists of.

M1: Candidates are required to compare and contrast different product development methodologies. As these are the same methodologies identified within the project management unit, candidates tend to present the same evidence for both. It is important to remember that within Unit 8 they are only required to compare the different methodologies whereas in this unit it is a comparison and contrast. The comparison only includes the similarities between the different methodologies whereas the contrast also considers the differences between them. It is important that if the evidence is being used for both units that the evidence presented includes the contrast as well as the comparison. It is also important that candidates provide a summative conclusion explaining what this comparison and contrast has informed them.

D1: Candidates are required to assess the potential impact of constraints on product development. As with the other higher command verbs, this is an area of difficulty for some candidates. When assessing the constraints and their potential aspects, it is important for candidates to include arguments for and against these constraints.

Learning Outcome 2: Be able to design products that meet identified client requirements

P2: Candidates are required to produce a product requirements specification. The teaching content provides guidance on what should be included in a product requirements specification, and it is advised that candidates follow this closely. Evidence should be in the form of a report as it is not conducive to being presented as a series of presentation slides.

P3: Candidates are required to present an outline of the design solutions to the identified client and obtain feedback. It should be noted here that the term is 'design solutions', so candidates should be presenting more than one design solution. Most candidates provided two potential solutions for the stakeholders to consider. This could either be presented as a formal business report or as a presentation. The presentation slides should be made available and be appropriately developed for presentation purposes. Many centres also provide video footage of the candidates delivering the presentations to the stakeholders, being asked questions, the stakeholder confirming which solution they want developed and any extra features required. Some centres have even had candidates develop two prototypes (one for each solution) and present/demonstrate the prototypes to the stakeholders. This is also an effective alternative.

M2: The evidence presented by the candidates must clearly confirm that the extra features requested by the stakeholders have been implemented into the design. The most effective way of achieving this is through candidates presenting a version 2 of their evidence for P2. There are some instances where the candidate evidence is unclear as to what features have been requested and how they have been considered.

Learning Outcome 3: Be able to implement and test products

Candidate evidence should be the actual product they have developed, or a screen recorded demonstration of it working/being used. A detailed test plan will provide the evidence of the testing of the functionality of the product. If this unit is being combined with a unit to develop a prototype, then some of the testing will already be available and the candidate will add to the test plan to confirm the testing of the final product.

M3: Candidates are required to analyse the results of testing and recommend improvements and enhancements to the design solution. This is not just a case of analysing the results and correcting identified issues. It is important that candidates analyse the results and consider how the overall product has performed, and whether any adjustments in the form of improvements or enhancements need to be made. This analysis tends to be difficult for many candidates.

Learning Outcome 4: Be able to carry out acceptance testing with clients

P6: Candidates are required to carry out acceptance testing for users in line with the agreed design solution. It is important that the candidate actually develops a test plan for the users to complete. There should be a range of functional and non-functional tests that the users should carry out and document the results. The tests should reflect the types of activities that the clients would carry out in a work/real-world environment. The teaching content provides several components associated with acceptance testing. These should be considered by the candidates.

D2: Candidates are required to discuss with the identified client potential enhancements, upgrades, and maintenance of the final product. The best form of evidence for this assessment criterion is through a video or audio recording if the candidate discussing potential enhancements, upgrades, and maintenance for the product. Evidence cannot be submitted as a report as this is not evidence of a discussion with a client. Forms of evidence have included email correspondence, but it is not the most effective method to use. The candidate should consider the types of enhancements or upgrades that may be required in the future and a reason about why they would be required. A similar consideration has to be given for the maintenance of the product (which can also be linked to potential upgrades). Candidates need to consider the type of maintenance that could be required, when it would be required and how they would be implemented.

Assessment for learning – using presentation slides as evidence of knowledge

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.

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.

Unit 15 – Games design and prototyping

This is a popular unit with centres and is often combined with other units, e.g. Unit 15, Games Design and Prototyping and Unit 8, Project Management. Candidates are required to develop a game concept and create a prototype to present to the stakeholders. Centres are reminded that peers cannot undertake the role of stakeholders for any of the units within the Cambridge Technical in IT suite of qualifications. The assessor, other teaching staff or external people such as those supporting the Meaningful Employer Involvement process are permitted.

Moderators are often asked whether a specific game development software can be used. It is up to the centre what software is used as long as the prototype can be seen in action by the moderator. This is best achieved by the candidate providing a screen recording of the game running. Many centres have used this method as a means of submitting evidence of the prototype and it works very well.

Learning Outcome 1: Understand the principles of game design and prototyping

This is the theoretical aspect of the unit, and it is important that candidates submit the evidence in a suitable format. Moderators are often presented with presentation slides full of text. This is not an appropriate use of presentation slides and candidates should therefore be encouraged to create a report.

P1 requires candidates to outline the key considerations that support game design. It is advisable that candidates are encouraged to use the list within the teaching content. It is not a requirement that they have to address every bullet point, but it does make sure that they are giving consideration to the key areas.

For M1, candidates usually include this as an extension to their report for P1. They are required to compare and contrast the key features of games for different audiences. This is often an area of difficulty for candidates as they tend to compare but not contrast. To compare and contrast, they are required to consider the similarities as well as the differences. They should also include a summative conclusion at the end.

P2 requires candidates to explain the benefits of game prototyping, and this is usually done well, with candidates explaining what the different types of prototyping are, what they are used for and how it benefits the designing of games.

Learning Outcome 2: Be able to develop game concepts

This is another area which is usually done well by candidates. The candidates produce detailed design documentation using a range of design tools such as mind maps, storyboards, and visualisation diagrams along with a logical structure document. For M2, candidates are required to put forward at least two different interface designs for the game and for D1 provide a justification for the design they have selected to take forward. Centres are reminded that if candidates use Visio for any of the design documentation, this must be converted to a format for the moderators to be able to view.

Learning Outcome 3: Be able to develop game prototypes

The requirement is for candidates to develop a high-fidelity prototype that can be used to present to the stakeholders. The purpose for producing high-fidelity prototypes is that it will clearly demonstrate the user interaction and closely resemble the final game. This needs to be viewable by the moderator and many centres encourage candidates to record the screen of the prototype in action with an audio voiceover explaining how it works. In addition, there should be evidence of testing the prototype's functionality and candidates are required to provide a completed test plan.

Learning Outcome 4: Be able to present and evaluate game concepts

Candidates are required to present their prototype (game concept) to the stakeholders and, as previously mentioned, the stakeholders cannot be peers in the class. The expectations are for the stakeholders to provide feedback on the games design and ask for changes/adaptations to be made. Many centres video the candidate delivering the presentation and being given the feedback. This is an excellent form of evidence and does not require any further evidence to be included. For M3, candidates are required to make changes to their design documentation and the prototype based on the feedback they have been given. There are occasions when candidates make changes to the prototype but not the design documentation. Candidates are required to present evidence of both. The design documentation can be represented with the changes made and labelled as version 2. The candidates can then provide a second demonstration of the prototype where they highlight the changes they have made to the game.

For D2, candidates are required to evaluate the game design and prototype against the game concept. This is an area of difficulty for many candidates as they tend to describe what they have done, rather than conduct an evaluation. When evaluating, candidates are required to consider every stage of the process from design through to creation of the prototype and testing. They are required to judge the quality, value/relevance of what they have done. They should be thinking about whether their design of the game is the best way of achieving the results required to address the game concept and what improvements they could make.

Assessment for learning – using presentation slides as evidence of knowledge

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.

Documentation

Centres must make sure that a Unit Recording Sheet (URS) 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 and a Candidate Authentication Record (which must also be completed by every candidate indicating the units being claimed) can be found on Teach Cambridge.

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👍**I like this**   👎**I dislike this**

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