
OCR GCSE IN APPLIED INFORMATION AND COMMUNICATION TECHNOLOGY (DOUBLE AWARD) (1494)

PORTFOLIO ADMINISTRATION PACK

This Administration Pack is designed to accompany the OCR GCSE in Applied Information and Communication Technology (Double Award) specification for teaching from September 2002.

Guidance on the assessment of coursework will be found in Sections 2, 10 and 11 of the specification.

Current versions of forms within this pack will be sent out automatically by OCR to the Examinations Officer in the Centre upon receipt of provisional entries. These will also be available from the OCR website (www.ocr.org.uk). Centres need to check that the forms they are using are current.

Centres are permitted to copy materials from this booklet for their own internal use.

OCR will conduct all administration of these GCSEs through the Examinations Officer at the Centre. Teachers are strongly advised to liaise with their Examinations Officer to ensure that they are aware of key dates in the administrative cycle.

CONTENTS

Compulsory Recording Materials

- Unit Recording Sheet for Unit 2.
- Unit Recording Sheet for Unit 3.

All forms may be photocopied and used as required. Additional copies may be downloaded from the OCR website (www.ocr.org.uk).

Unit Recording Sheets: One of these forms must be completed (for *each* portfolio unit) for *each* candidate and must be attached to the candidate's work.

SUPERVISION AND AUTHENTICATION OF PORTFOLIOS

OCR expects teachers to supervise and guide candidates who are producing portfolios. The degree of teacher guidance in candidates' work will vary according to the kind of work being undertaken. However, it should be remembered that candidates are required to reach their own judgements and conclusions.

When supervising candidates, teachers are expected to:

- offer candidates advice about how best to approach their tasks;
- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism;
- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

Work on portfolios may be undertaken outside the Centre and in the course of normal curriculum time. As with all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work. This does not prevent groups of candidates working together in the initial stages, but it is important to ensure that the individual work of a candidate is clearly identified separately from that of any group in which they work.

Throughout the course, the teacher should encourage the candidate to focus on achieving the criteria listed in the *Assessment Evidence Grids*. Teachers may set internal deadlines for candidates submitting work to them. Teachers may comment on a candidate's unit portfolio and return it for redrafting without limit until the deadline for the submission of marks to OCR. Internal Assessors must record details of any assistance given and this must be taken into account when assessing candidates' work. Once the mark for the unit portfolio has been submitted to OCR, no further work may take place.

INTERNAL STANDARDISATION

It is important that all internal assessors, working in the same subject area, work to common standards. Centres are required to ensure that internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for Centres' own standardisation. In subsequent years, this, or Centres' own archive material, may be used. Centres are advised to hold a preliminary meeting of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

SUBMISSION OF MARKS TO OCR

The involvement of OCR begins on receipt of entries for a portfolio unit from a Centre's Examinations Officer. Entries for units to be included in any assessment session must be made by the published entry date from OCR. Late entries attract a substantial penalty fee.

By an agreed internal deadline the teacher submits the marks for the unit to the Examinations Officer. Marks will need to be available by the portfolio mark submission dates published by OCR and internal deadlines will need to reflect this. OCR will supply Centres with *MSI Internal Assessment Mark Sheets* to record the marks and instructions for completion. It is essential that Centres send the top copy of these completed forms to OCR, the second copy to the Moderator and keep the third copy for their own records.

MODERATION

Moderator address labels will be sent to Centres shortly before the portfolio mark submission date. The Centre should send marks to the Moderator by the mark submission deadline and keep the work secure. The Moderator, once (s)he has received the marks from the Centre, will contact the Centre to request a sample of work. Centres should respond promptly to any requests for work from the Moderator. A report on the outcome of the moderation will be sent to Centres at the time results are issued.

GENERAL PORTFOLIO REGULATIONS AND PROCEDURES

General portfolio regulations and procedures including those concerning lost or incomplete portfolios are given in the OCR Handbook for Centres.

Candidates must observe the following when producing portfolios:

- Any copied material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.
- Work submitted for moderation must be marked with the:
 - Centre number;
 - Centre name;
 - candidate number;
 - candidate name;
 - specification code and title;
 - unit code.
- All work submitted for moderation should be removed from cardboard files, ring binders and plastic wallets. Work must be held together by using treasury tags or an appropriate alternative (not paper clips).

PORTFOLIO ENQUIRIES

In the Autumn and Spring terms OCR will hold training meetings on portfolio assessment led by senior GCSE Moderators. Details of these are in the OCR INSET booklets which are sent to Centres in the Summer term or they may be obtained from the Training and Customer Support Division on 01223 552950. They are also published on the OCR website (www.ocr.org.uk).

OCR also operates a network of Portfolio Consultants. Centres can obtain advice on assessment of portfolios from an OCR Portfolio Consultant. These are both subject specialists and Senior Moderators. Details of these may be obtained from the OCR Subject Officer.

GCSE IN APPLIED ICT (DOUBLE AWARD)

Unit Recording Sheet for Unit 2: Business Systems Portfolio



Please read the instructions printed at the end of this form. **One** of these sheets, suitably completed, should be attached to the assessed work of **each** candidate.

Specification Code	1494	Unit Code	4873		Session	Jan / June	Year	2	0	0	
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Centre Name		Centre Number					
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Candidate Name		Candidate Number				
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Evidence: A report of an investigation of two different organisations' use of ICT together with original documents for different business purposes and an ICT system for a given situation for one of the organisations.

Criteria			Teacher Comment	Location	Mark
a1 Identify how the organisations use ICT, the information requirements of some systems and the hardware and application software used. <p style="text-align: right;">0 1 2 3 4</p>	a2 Describe how the organisations use ICT, the information requirements of most major systems and the hardware and application software used. <p style="text-align: right;">5 6</p>	a3 Explain why the organisations use ICT and how the hardware and application software used meet the organisations' needs and help them to communicate and function effectively. <p style="text-align: right;">7 8</p>			
b1 Describe the content and layout of documents used by the organisations. <p style="text-align: right;">0 1 2 3</p>	b2 Make informed suggestions about the writing and presentation styles used by the organisations in their documents. <p style="text-align: right;">4 5</p>	b3 Draw logical conclusions about the standards for business documents and use these when producing your own documents. <p style="text-align: right;">6</p>			
c1 Produce straightforward business documents that match their purpose and the target audience by making basic use of word processing, publication and presentation software. <p style="text-align: right;">0 1 2 3 4</p>	c2 Produce more complex business documents that use appropriate writing, presentation and layout styles by making use of more features of word processing, publication and presentation software. <p style="text-align: right;">5 6 7</p>	c3 Use what you have learned from studying organisations' documents, and the full range of software facilities to produce business documents that meet their intended purpose, are appropriate for the target audience and that are accurate, clear and consistent. <p style="text-align: right;">8 9</p>			
d1 With help, identify the information flows in a simple system and produce a dataflow diagram. <p style="text-align: right;">0 1 2 3</p>	d2 Investigate the information flows in a system and produce a dataflow diagram. <p style="text-align: right;">4</p>	d3 Analyse the information flows in a system and produce a comprehensive dataflow diagram. <p style="text-align: right;">5 6</p>			
e1 Produce a basic design specification for a system. <p style="text-align: right;">0 1 2</p>	e2 Produce a detailed design specification for a system. <p style="text-align: right;">3</p>	e3 Produce a comprehensive design specification for a system. <p style="text-align: right;">4</p>			

Criteria			Teacher Comment	Location	Mark
f1 Produce brief records of the implementation of the system. 0 1 2	f2 Produce clear records of the implementation of the system. 3 4	f3 Produce comprehensive records of the implementation of the system. 5 6			
g1 Carry out simple tests to check that the system meets the design specification. 0 1 2	g2 Test the system under a range of conditions to ensure that user requirements are met. 3 4	g3 Carry out a detailed evaluation of the system, which checks the outcomes against user requirements, and produce records of any modifications and improvements made. 5 6			
h1 Produce a basic user guide to the system. 0 1 2	h2 Produce a detailed user guide to the system. 3 4	h3 Produce a comprehensive user guide to the system that would allow a novice user to use the system efficiently. 5			
Total/50					

Please note: This form may be updated on an annual basis. The current version of this form will be sent out automatically by OCR to the Examinations Officer in the Centre upon receipt of provisional entries. You may also refer to OCR website (www.ocr.org.uk) for current version.

Authentication by the Teacher

I declare that to the best of my knowledge, the work submitted is that of the candidate concerned. I have attached details of any assistance given beyond that which is acceptable under the scheme of assessment.

Signature: _____ Date: _____

Guidance on Completion of this Form

- 1 **One** sheet should be used for each candidate.
- 2 Please ensure that the appropriate boxes at the top of the form are completed.
- 3 Circle the mark awarded for each strand of the marking criteria in the appropriate box and also enter the circled mark in the final column.
- 4 Add the marks for the strands together to give a total out of 50. Enter this total in the relevant box.
- 5 Sign and date the Authentication statement.

GCSE IN APPLIED ICT (DOUBLE AWARD)

Unit Recording Sheet for Unit 3: ICT Survey Portfolio



Please read the instructions printed at the end of this form. **One** of these sheets, suitably completed, should be attached to the assessed work of **each** candidate.

Specification Code	1494	Unit Code	4874		Session	Jan / June	Year	2	0	0	
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Centre Name		Centre Number					
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Candidate Name		Candidate Number				
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Evidence: A survey report and a presentation describing the technologies available to access and exchange information and carry out transactions and detailing the impact of ICT developments on business, working styles and employment opportunities, personal communication, community activities and people with special/particular needs.

Criteria			Teacher Comment	Location	Mark
a1 With help, identify suitable resources and carry out straightforward searches of the internet to find specific information, listing the sources used. 0 1 2 3	a2 Independently identify a range of suitable resources, carry out searches to locate information efficiently on the internet and produce a detailed list of all sources used. 4 5	a3 Identify and use a comprehensive range of resources selectively; use complex techniques to refine searches on the internet and check the information found for accuracy and bias, correctly acknowledging all sources used. 6 7			
b1 Set up a simple database, enter data collected and display results of basic processing. 0 1 2 3	b2 Set up and use a database with related tables to enter and process collected data and display results. 4 5	b3 Use the facilities available in database software to analyse the results of a survey and produce reports. 6 7			
c1 Set up a simple spreadsheet, enter data collected and display results of basic processing. 0 1 2 3	c2 Set up and use a more complex spreadsheet to enter and process collected data and display results. 4 5	c3 Use the facilities available in spreadsheet software to analyse the results of a survey and produce reports. 6 7			
d1 Produce a linear multimedia presentation of two or more pages that includes at least two types of media. 0 1 2 3 4	d2 Produce an interactive multimedia presentation of several pages that enables the user to take different paths through it. 5 6 7	d3 Combine different types of media to produce a comprehensive multimedia presentation, editing the components and the final presentation to produce a high quality product. 8 9			
e1 List possible groups and individuals affected by developments in ICT in at least some of the areas identified. 0 1 2 3	e2 Explain possible effects on groups and individuals of developments in ICT in most of the areas identified. 4 5	e3 Review and assess possible effects on groups and individuals of developments in ICT in all of the areas identified. 6 7			

Criteria			Teacher Comment	Location	Mark
f1 Identify the benefits available from using ICT in at least some of the areas identified. 0 1 2 3	f2 Define some of the needs that are met through the use of IT in most of the areas identified and describe the benefits available. 4 5	f3 Analyse and interpret the needs that are met and the benefits available through the use of ICT in all of the areas identified. 6 7			
g1 List possible consequences to individuals or groups who have restricted or no access to ICT in at least some of the areas identified. 0 1 2 3	g2 Explain possible consequences to individuals or groups who have restricted or no access to ICT in most of the areas identified. 4 5	g3 Review and assess possible consequences to individuals or groups who have restricted or no access to ICT in all of the areas identified. 6			
Total/50					

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Signature: _____ Date: _____

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- 4 Add the marks for the strands together to give a total out of 50. Enter this total in the relevant box.
- 5 Sign and date the Authentication statement.