

Vocational Qualifications (QCF, NVQ, NQF)

Using ICT

Entry Level Award Using ICT (Entry 3) – **01679**

OCR Report to Centres 2014–2015

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This report on the examination provides information on the performance of candidates, which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

OCR will not enter into any discussion or correspondence in connection with this report.

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1 Overview

This is a popular qualification for new users of information and communication technology. In 2014-15 a very high pass rate was achieved, matching the success of the qualification in previous years. The competency based nature of the tasks, the clarity of the evidence requirements and the advice provided by local assessors have been key to this success. For example, where candidates are failing to meet assessment objectives they can be advised on what they need to do to demonstrate meeting the scheme requirements and provided with further opportunities to do so.

As assessment and certification continues through the year for this scheme the team of examiners and moderators provide regular feedback to centre markers, pointing out good practice and advising on how to address any concerns associated with meeting the evidence requirements of the scheme and on good administrative practice. It is essential that feedback provided to centres is disseminated to individual markers to ensure that everyone involved in preparing and assessing candidates is informed of best practice and where improvement is required.

2 General Comments

This is an entry level three qualification only. The very high pass rate mentioned above is an indication of the quality of the evidence produced by candidates in the variety of institutions involved in the scheme. There were a few minor issues with evidence sent for assessment and these are listed by unit number in below.

Each unit can be accredited individually and a full award certificate is issued when three units are achieved. A full entry assessment folder can accredit up to four units, although the majority of centres choose to submit the three units necessary to gain the full certificate. Centres that operate a roll-on/roll-off programme of delivery tend to purchase unit entry assessment record folders to allow candidates to achieve certification for one or two units if they are unable to achieve the full award.

3 Comments on Individual Units

Unit 1 provides flexibility for candidates to choose the text and image to display to meet the assessment requirements. Most candidates successfully complete this unit. Feedback to centres however, shows that a significant minority of candidates are moving the image by centring it when centring text. To achieve the move image assessment objective candidates are required to move it to a new location using, for example, drag and drop.

Changing the font style is another assessment objective that warranted advice to centre markers. Changing from a Serif font style, such as Times New Roman to a Sans Serif font style, such as Arial is what is required; using bold, italic or underline does not count as changing the font style within this scheme.

Unit 2 involves finding specific information using electronic sources; for example, an internet search, searching a database and using a help facility to find specific information. This unit is also completed successfully by the majority of candidates, but feedback to centres indicates that if some candidates are to meet the assessment criteria they need to perform a deeper search than simply finding a file - they need to find specific information within a file using an electronic search facility. It is also apparent from the feedback provided to centres that some candidates need to make it clearer what information they were seeking for each search, in addition to presenting the findings.

Unit 3 involves candidates sending, receiving, replying and deleting an email. Feedback to some centres indicates that header details showing, for example, that 'reply' has been used, are not always well displayed when using particular software packages.

Unit 4 requires candidates to produce a pie, bar and line chart. In general, sound evidence has been produced and there were no specific problems with meeting the requirements for this unit.

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