G062 – Guidance to Teacher

OCR AS ICT G062 June 2016

Structured Practical ICT Tasks

The Tasks are worth 80 marks (40% of the AS Level).

- Spend an appropriate amount of time on them (less than half the timetabled time)
- Tasks are differentiated
- Not ALL pupils are expected to get ALL marks
- Tasks are software independent

General advice

- Do only what is required by the tasks
  - Very easy to go over the top
  - No need to show all stages of development of the tasks
- Always look at the marks available
  - Decide the work required based on the marks available
  - Appropriate choice of software
  - Using the right software makes the task easier
  - If the software cannot meet all the requirements the candidates will lose marks

General advice

- Do the tasks yourselves:

    - Once you have been through the tasks, the requirements become clearer and so do the pitfalls

    - Can also check the software is capable of producing the required output

Preparing the Candidates

- Tasks from previous years can successfully be used to teach a broad range of relevant and applicable skills
- Build exercises that the students can do that will allow them to develop appropriate skills

Read the whole task

- Sequential evidence
  - Tasks follow on from each other
  - Elements within a task can sometimes follow on from previous ones

- Compare the question with the stem
  - Identify the specific requirements by looking at both

Interpreting Requirements

- Candidates consistently find difficulty reading and analysing the requirements
  - Encourage candidates to read the whole task in depth before beginning
  - Remind candidates that all information provided within the paper is there for a reason

- If a task asks candidates to show how the requirements have been met they should, first of all, clearly analyse what the requirements are to subsequently be capable of providing relevant evidence

What are the expectations?

- **Is there an 'expected' way to solve any given task?** No. Candidates may chose any software that they feel is appropriate to design and implement a solution that meets the requirements of the task

- **What if I think I can't create a solution with the software I have?** There are no exemptions of special dispensations. Investigate other methods of solving the task or use a different package – there are many freeware alternatives.

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Meaning of Terms

- Screenshot evidence
  - A relevant screenshot (large enough to see all details)
  - All of the important elements must be shown

- Annotated
  - Student has written something relevant about the screenshot... more than a label. In annotations the candidate needs to clearly demonstrate their understanding of what they have produced.
  - Should preferably be typed

Annotation

If a task asks a candidate to show annotated screenshots to show the client's requirements were met, the candidate will need to:

- Decide what the requirements are

- Produce a screenshot to show how the requirements were met

- Write a descriptive comment to explain what was done. **This needs to show a clear understanding**.

Annotation Example

- Example – Task 1

The Alpine Club requires a logo to be created. The logo must:
- Be created from scratch
- Be 200*200 pixels in size
- Must contain the letters A and C overlapping

a) Show annotated evidence of how you have met the requirements (3 marks)

Annotation Example

- Example – Task 1 Mark Scheme

1 a) Annotated evidence shows

- Logo has been created from scratch ☑
- Logo is 200*200 pixels in size ☑
- Logo has letters A and C overlapping ☑

Annotation Example – Good

1 a) Create a logo 200*200 pixels from scratch
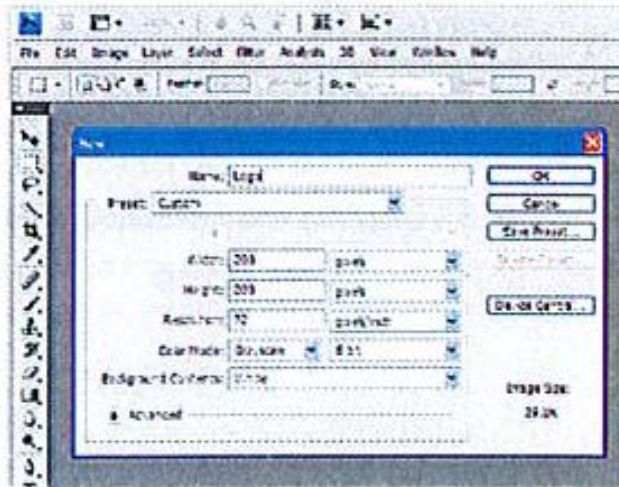
This screenshot shows that I started Photoshop and selected the new option.

I then set the image size to 200*200 pixels in size

1a

1, 2

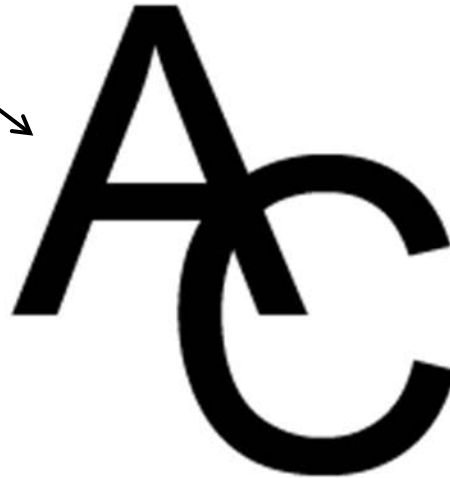# Annotation example – Poor

1 a) Create a logo 200*200 pixels from scratch
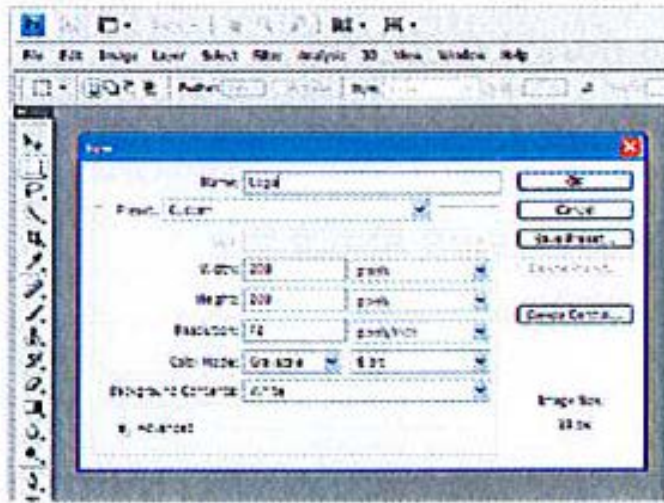
There is no annotated comment, so no mark should be awarded

Annotation – Good
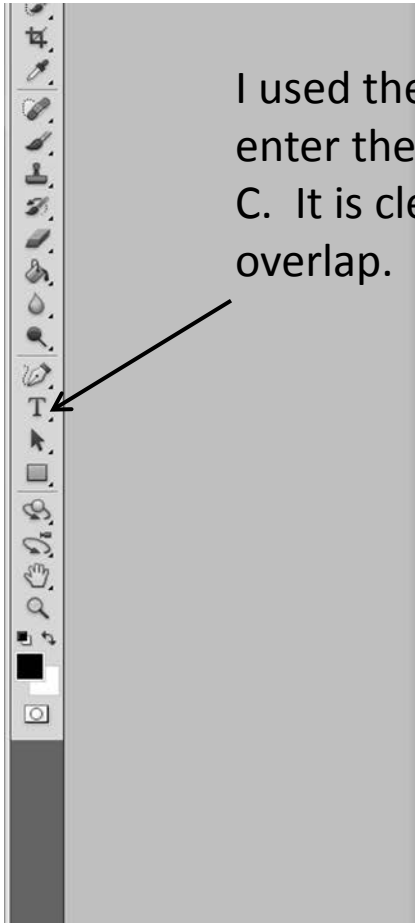
I used the text tool to enter the letters A and C. It is clear they overlap.

1a
3

Note – The marker has **ticked** the evidence, **labelled** the task part and put the number that matches the **mark point**.

Annotation – Poor

I used the text tool to enter the letters A and C. It is clear that they overlap.

If screenshots have been
i) truncated so that the evidence cannot be seen, or
ii) they are not presented in a clearly readable way, the mark cannot be awarded

Common mistakes

	A	B	C	D
subtotal		f_x	=B2*C2	
1	Product	Quantity	Cost	Total
2	Apples	10	0.13	=B2*C2
3	Pears	15	0.15	=B3*C3
4				=SUM(D2:D3)
5				

Product	Quantity	Cost	Total
Apples	10	0.13	=B2*C2
Pears	15	0.15	=B3*C3
			=SUM(D2:D

- Row and column headings must be printed

- Named ranges must be identified
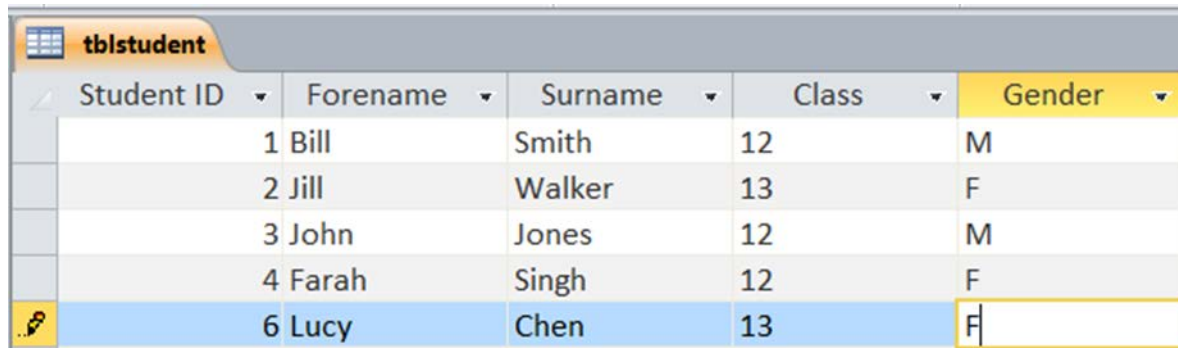
- Formulae can not be truncated

- Named range identified clearly

Show **how**

Tasks that ask a candidate to show **how** a result was produced are usually much more complex

Example – Task 2. A database containing student details has been provided. A report is required to summarise the total number of students within each year group broken down by gender

tblstudent				
Student ID	Forename	Surname	Class	Gender
1	Bill	Smith	12	M
2	Jill	Walker	13	F
3	John	Jones	12	M
4	Farah	Singh	12	F
6	Lucy	Chen	13	F

2 a) Produce annotated evidence of **how** you implemented the report (2 marks)

Show **how**

Example – Task 2 Mark Scheme

2 a)

- A report is printed that shows the totals of males and females in each year group
- There are 3 males in year 12, 1 female in year 12 and 2 females in year 13 `3`

- Annotated evidence of a query / calculation has been provided to show **how** the results were calculated `4`

Show **how**

I created a cross tab query qrygendertotal to sum values across rows and columns that I defined

Field:	Class	Gender	Gender ▼	Gender
Table:	tblstudent	tblstudent	tblstudent	tblstudent
Total:	Group By	Group By	Group By	Count
Crosstab:	Row Heading	Row Heading	Column Heading	Value
Sort:				
Criteria:				
or:				

Class and Gender are set as rows in the output

Totals are grouped and counted up for gender (male / female columns will result)

This is annotated evidence to show what calculations and processes were performed to produce the values for the report

2a, 5

N.B. Careful labelling of the teacher's marks makes it far easier for moderators to see where evidence is credited

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Show **how**

Class	Gender	F	M
qrygendercount			01 Octobe 2:
12	F	1	
12	M		2
13	F	2	

Page 1 of 1

This report shows the required information of how may males and females there are in each year group. I Created this report from the query qrygendercount

Test plan

- Candidates often fail to appreciate that test plans must be rigorous so that a third party can recognise the test results. Clear locations of tests much be present e.g. worksheet and cell locations

Test Number	Test Description	Test Type	Input Data Value(s)	Expected Output Value
1	Test formula for cost of apples	Invalid	-1	Error message
2	Test formula for cost of apples	Normal	5	5*0.15=£0.75

Test plan

Test Number	Test Description	Test Type	Input Data Value(s)	Expected Output Value
1	Test formula for cost of apples on the Sales worksheet. Make sure the quantity of apples is multiplied by the cost	Invalid	Enter -1 into cell C2 of the Sales worksheet	The value should be rejected with the error message 'Only values => than 1 are accepted'
2	Test formula for cost of apples on the Sales worksheet. Make sure the quantity of apples is multiplied by the cost	Normal	Enter 5 into cell C2 of the Sales worksheet	Cell D2 of worksheet = £0.75

User Guide

- What content is required within a user guide?

User Guide

The purpose of a user guide is to provide information for a potential user to use a system that has been designed. The following content would be expected:

- A title page/front cover

- Contents page with correct page numbers

- Content to explain the functionality of the system

  - Screenshots from the system will be required (suitably cropped)

- Trouble shooting / FAQs (at least two problems)

- Glossary of technical terms (at least six terms)

- Index

User Guide

- A professional standard of presentation is expected.

This means:

- The guide must be stand-alone
- Consistent use of heading and sub-headings throughout
- Consistent font styles and sizes have been used
- Spelling, punctuation and grammar are important within a user guide

Help sheets

- What is a help sheet and how does it differ from a User guide?

Help sheets

- The purpose of a Help Sheet is to provide a stand-alone document that will explain a feature of a system

- Help sheets are NOT full user guides and do not require a title page, contents page, troubleshooting, a glossary or an index

- Help Sheets must be presented professionally, so consistency within presentation is still important e.g. subtitles/ subheading for each operation covered

Marking the tasks

- Mark scheme will be sent out in February 2016
- One mark scheme per candidate
- Tick boxes **only** if the entire criterion is met
- Read the notes for each question in the MS if appropriate
- Use the numbers in the MS to annotate evidence in work, it is best practice to do so
- Mark scheme is confidential:
  - Must **not** be shown to students until after publication of results by OCR
  - Students can **not** make improvements after marking has taken place
  - Must be kept secure
  - Exams officer can release mark scheme to ICT teachers one task at a time if it helps you with marking

Marking the Tasks – poor example

b (i) Note: (all points are required for the marks)
- printed annotated evidence show calculations are syntactically correct
- row and column headings must be displayed
- functions/formulae are not truncated
- if named cell ranges have been used they must be clearly identified

6 ☐ correct annotated formula/function used for unit fee [1]
7 ☐ correct annotated formula/function used for connectivity fee
- must be linked to own laptop column data [1]
8 ☐ correct annotated formula/function used for calculating total fee [1]
9 ☐ correct annotated formula/function used for calculating daily income [1]

MARKS:	
Centre	
Internal Mod	
Final Mark	
Max	4

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Annotation – annotation or labels?

This works out the total

This works out the total by adding together all of the subtotals

Marking Tasks – best practice

1 ❏ customer table includes: (all points are required for the mark)
- CustomerID is a primary key and is a number / autonumber
- Telnumber is text data
- Title is text data
- FirstName is text data
- Surname is text data
- Address is text data
- Town is text data
- Postcode is text data [1]

2 ❏ booking table includes: (all points are required for the mark)
- a suitable primary key is present (e.g. BookingRef)
- CustomerID is a foreign key and is a number [1]

MARKS:	
Centre	
Internal Mod	
Final Mark	
Max	2

X *Clearly indicate if no evidence or wrong*

Do not leave the marking point blank

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No evidence of teacher annotations to show where marks are awarded

subtotal		f_x =B2*C2		
	A	B	C	D
1	Product	Quantity	Cost	Total
2	Apples	10	0.13	=B2*C2
3	Pears	15	0.15	=B3*C3
4				=SUM(D2:D3)
5				

This works out the total by adding together all of the subtotals

Made clear with teacher annotations where marks are awarded

subtotal		f_x =B2*C2		
	A	B	C	D
1	Product	Quantity	Cost	Total
2	Apples	10	0.13	=B2*C2
3	Pears	15	0.15	=B3*C3
4				=SUM(D2:D3)
5				

This works out the total by adding together all of the subtotals ✓ 1

✓ 2

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Marking the Tasks

- Show how and where the marks have been awarded
  - Use blue, black or pencil, **not red or green** (these are used by moderators)
- Make it easy for the moderator to understand how you have reached that mark:
  - Use individual mark schemes for each candidate
  - Annotation by the teacher on the tasks to show where and why the marks have been awarded
- Use cover sheets for candidate work and to separate tasks
- When setting your internal deadline allow time to mark the work and to complete internal moderation

Marking and Documentation

- If just one member of staff within a centre has marked a particular task only, the Centre mark needs to be completed for that task

MARKS:	
Centre	2
Internal Mod	
Final mark	
Max	4

Marking and Documentation

- If more than one member of staff within a centre has marked a particular task internal moderation must take place for that task. Using internal moderation indicate the final mark:

MARKS:	
Centre	2
Internal Mod	3
Final mark	
Max	4

✗

MARKS:	
Centre	2
Internal Mod	3
Final mark	3
Max	4

✓

Using the mark scheme

- Transfer the marks to the front of the mark scheme
  - Check both the addition and the transcription
- Transfer the totals to the MS1 (OMR)
- MS1 to be sent to OCR by 15 May

- MS1 likely to be replaced by direct input into EPS interchange

Mark scheme is not a guide

f Must show annotated evidence of how the validation either accepts or rejects the postcode. Printing the validation used without explaining/annotating how it accepts or rejects the three postcodes is not enough and the marks must **not** be awarded.

12 ☐ annotated evidence of how the validation accepts the postcode HT49 6BX (valid UK postcode) [1]

13 ☐ annotated evidence of how the validation rejects the postcode 3HT B22 (invalid UK postcode) [1]

14 ☐ annotated evidence of how the validation accepts the postcode H6 5RT (valid UK postcode) [1]

MARKS:	
Centre	
Internal Mod	
Final Mark	
Max	3

Contact OCR if you feel a candidate has a valid solution that has not been recognised by the mark scheme.

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Administration of Tasks

- MS1 completed and sent by 15th May to:
  - a) OCR
  - b) Moderator
  - c) Copy retained by centre
- Wait until email from moderator confirms which scripts to send
- Each script must have an individual mark scheme
- Make sure each sample candidates work is clearly marked with their name, centre number and candidate number
- Do NOT send mark scheme for all candidates in the centre, ONLY those in sample

Administration of Tasks – CCS/ 160

- Send work to moderator with form CCs/160 (Centre Authentication Form)

- If this form has not been signed and despatched the centre's work cannot be marked by the moderator

Administration – Candidate Authentication

- Each candidate should complete and sign an authentication sheet to confirm that the work that they have produced is there own.

- These sheets should be kept within the centre – *there is no need to send these sheets to the moderator*

Coursework Admin

- The Moderator will request a sample of work
- Make sure the work is packaged in accordance with regulations:
  - No binders, no plastic wallets
  - Mark scheme for each candidate attached to front of work
  - Clear identification of different parts of the work
  - A cover sheet for each separate task
  - Clearly identify different parts of the tasks
  - Name of candidate, candidate number, name of centre and centre number on each task
  - Work securely fastened together

Coursework Admin

- Send the moderator the work – this will be returned to centres unless required by the board

- You will receive a report from the moderator on the work that will be available via OCR Interchange

Errors

- Too many centres in the past have had some sort of clerical error and a CW/AMEND had to be sent
- The errors were:
  - Adding up the marks for the tasks
  - Incorrect transcription of the marks onto the MS1
- Errors take time to correct, please check your addition and the transcription to the mark sheet

Teacher advice to students

- You **MAY NOT** give any advice to Students on **ANY** part of the task.

- You deliver the generic skills and they are required to complete the task

- Use exercises and tutorials that will teach the skills required before candidates embark on the task

- Give them all the help you want on other exercises / tutorials to build the skill base

- **NO** help on the 3 actual live tasks

Instructions for Teachers

4   Supervision of pre-release tasks

- Teachers are not required to supervise candidates directly when they are carrying out the pre-release tasks. However, the tasks **must** be carried out under conditions that enable the teacher to be confident that the work is the candidate's own.

- Candidates **must not** be given, either individually or as a group, any assistance, verbal or written, in the carrying out of the tasks or evidence to produce.

  Examples of unacceptable assistance include:

  - indication of errors or omissions
  - advice on improvements needed to meet the criteria
  - the provision of outlines, paragraph or section headings, or writing frames specific to these structured tasks
  - personal intervention to improve the presentation or content of the structured tasks.

- Supervision of the use of ICT and control of access to files must be sufficient to ensure that the material submitted for marking is the authentic original work of the individual candidate.

- Teachers must take the steps necessary to satisfy themselves that the work submitted is solely that of the candidate concerned. Information taken from other sources, such as the Internet, must be reworked such that it is the candidate's own wording. It is not acceptable or advisable for candidates to copy large parts of material from other sources as the tasks require candidates to apply their knowledge to the pre-release tasks.

Instructions for Teachers

5   **Candidate Submission of pre-release tasks**
- The work produced in response to the pre-release tasks must be submitted to the teacher when it is completed.
- Once submitted to the teacher, tasks cannot be returned to the candidates.
- Candidates must present their work as a hard copy. They should use a treasury tag to secure the work together.
- The work must be collated so that it is presented in task order.
- Candidates **must not** submit any material other than their response to the pre-release tasks.
- The work produced for the tasks should be kept secure within the centre. It should **not** be published on a website to be available for viewing by those external to the centre.
- Each task must be marked clearly with the candidate's name, Centre number and task number.

Mark Scheme

- Once you have seen the mark scheme for a task you CANNOT give any further assistance.

- You CANNOT discuss the mark scheme with anyone outside your centre (except OCR Staff)

- Good practice:

  - Do NOT look at the mark scheme until ALL the work has been collected in

Submission of Tasks

- Tasks can only be submitted once a year
  - 15th May (deadline for centres, not students)

- If the students want to retake the tasks they:
  - Cannot resubmit the tasks they have just done
  - Will need to do the new tasks the following year

If in doubt

- Any problems?
- Any concerns?
- Not sure?

  - Get in touch