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A2 GCE APPLIED INFORMATION AND COMMUNICATION TECHNOLOGY

G048/IT Working to a brief

INSTRUCTIONS FOR TEACHERS

**For assessment submission
JANUARY AND JUNE 2013**



INSTRUCTIONS FOR TEACHERS

- This brief should be issued to candidates at the start of the course.
- There are no time limitations on candidates completing the tasks but you must set an internal deadline for candidates to complete and submit their work. This deadline must allow time for marking the work and submission of marks to OCR by either 10 January or 15 May 2013.
- **All work must be the candidates' own work.**
 - Candidates must be made aware of the Notice to Candidates on page 2 of the G048 Instructions for candidates. A copy of this notice is reproduced overleaf for reference.
 - You must be able to verify that a candidate's work submitted for assessment is their own work. Sufficient work must be carried out under direct supervision to allow authentication of coursework marks with confidence.

INFORMATION FOR TEACHERS

- **Work completed to this brief can only be submitted in the January 2013 or June 2013 series.**
- The total number of marks available for the paper is **50**.
- There are no restrictions on computing facilities, hardware or software that may be used.
- The work must be marked, using the Assessment Evidence Grid on pages 183–185 of the specification.
- This document consists of **8** pages. Any blank pages are indicated.

NOTICE TO CANDIDATES

The work you submit for assessment must be your own.

If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be **disqualified** from at least the subject concerned.

Any materials (eg books, information from the internet you have used to help complete this work) must be clearly acknowledged in the work itself.

- You must always keep your coursework secure and confidential whilst you are preparing it. **If it is stored on the computer network, keep your password secure. When printing work, collect all copies from the printer and destroy those you don't need.**
- When you hand in your coursework for assessment, you will be required to sign that you have understood and followed the coursework and portfolio regulations.

ALWAYS REMEMBER

YOUR WORK MUST BE YOUR OWN

INSTRUCTIONS FOR TEACHERS – 2013

Each of the following briefs has been written so that it may be completed alongside the Advanced GCE optional unit to which it relates, should centres wish to do so. There is no requirement that centres adopt this practice. Where they do so, it is the centre's responsibility to ensure that the requirements of the related Advanced GCE unit are covered.

Candidates must research and develop one of these briefs. Only responses to the briefs as set will be accepted. **No marks can be awarded** for work in response to any other brief.

Whichever brief is chosen, candidates will need to report on current working practices. This may be based on actual working practices or an existing solution to a similar problem. If, as a teacher, you are playing the role of the client for the candidates then you will need to identify the working practices within the organisation.

For assessment of this unit, each candidate must produce evidence which includes:

- a preparatory report into current working practice
- a project plan in response to the set brief
- a diary or log of work completed
- support materials for use with the project
- an evaluation of their performance in relation to planning the project
- an evaluation of their performance in implementing the project
- an evaluation of their ICT solution to the given brief.

A project management plan will help candidates to organise their time efficiently. As a guide, the minimum requirements for the project management plan would include:

- key dates, deadlines and timescales
- how work may be managed in small sections or tasks
- organisation of information and resources
- time for reviews and modifications
- time for evaluation.

Full planning is vital to the success of the project. Full planning will also allow the candidates to evaluate their work more effectively. There must be clear evidence of planning **before** the project is started.

As well as planning their work in full, candidates must complete a diary or log whilst they are working on the project. This diary or log should include:

- a full list of all tasks undertaken as part of the delivery of the project
- an assessment of their contribution to the success of the task
- the skills used in meeting the requirement of the task
- an assessment of how their skills were extended to meet the requirements of the task – the discussion of their skills will need to include their use of working with others as well as ICT skills.

Candidates will need to produce supporting materials for the project. These may take any form, and the ultimate decision about what support materials the project needs is for the candidate to decide.

Once each candidate has completed the project, they will need to report on how well the project ran, what were its strengths and weaknesses and how well they worked with others. Their report should also suggest improvements to the project. Each candidate should collect feedback from users in order to allow them to make informed comments about their project and the role that they played.

At the end of the unit, each candidate must hand in:

- their report on current working practices
- their project plan
- their diary or log
- support materials
- their evaluation reports.

Briefs

Each brief may be carried out by candidates working on their own or as part of a team. Where candidates are working on their own the focus of 'working with others' becomes the clients or end-users of the product. Where candidates are working as a team member the focus may also include other members of the team.

Candidates **must** develop a solution to **one** of the following briefs.

Brief 1

Michael runs a petrol station. Over the past six months, he has been keeping records of the prices he has charged for fuel, as well as the prices charged by his three nearest competitors. He has found that on days when he charges the same price as the average of his three nearest competitors, he sells 12,000 litres of fuel. However, when he charges more than the average price of his three nearest competitors, he sells less fuel. Conversely, when he charges less than the average price of his three nearest competitors, he sells more fuel.

Michael has found that if he charges within 10% of the average price (above or below), the volume of his daily sales of fuel will differ by a percentage equal to the percentage difference in price. However, when the difference in price is greater than 10%, his figures differ as shown below.

Percentage difference in price	Percentage change in sales
+30% and above	−75%
+25%	−60%
+20%	−40%
+15%	−22%
+12%	−15%
Between +10% and −10%	See paragraph above
−12%	+15%
−15%	+25%
−20%	+50%
−25% and below	+80%

Create a model that will allow Michael to:

- enter the price of fuel charged by each of his three nearest competitors
- enter a target for daily sales of fuel
- decide on the price to charge for his fuel.

This task may be completed in conjunction with Unit G049: Numerical modelling using spreadsheets.

Brief 2

You have been asked to create a prototype of a multimedia product that will teach road safety. The product will be aimed at children between the ages of three and six years. The main character in the product will be a cartoon character.

Your product must allow users some interactivity so that parents and children can personalise it. For example, parents could be given the ability to choose a name for the main character, or children using the product could choose the clothing that the character is wearing. Your client has also asked that any child using the completed product should be able to pause it at any stage, as well as repeat any section.

This task may be completed in conjunction with Unit G050: Interactive multimedia products.

Brief 3

Your school is running a competition to design the layout for a termly school newspaper which will be sold to parents and other adults. The news section should focus on school events but could include local news. There should also be a section on community links.

Entry should be in the form of a sample newspaper of at least ten A4 pages (or equivalent) that will be judged by a committee of teachers and parents.

You have decided to enter the competition and will design and create a sample newspaper for consideration.

This task may be completed in conjunction with Unit G051: Publishing.

Brief 4

You have been commissioned to create a range of graphics that will be used as part of a forthcoming Government anti-litter campaign.

The campaign will focus on three specific types of litter:

- chewing gum
- fast food
- smoking related.

The campaign will also encourage recycling.

You must create a minimum of 15 different graphics for use in the campaign.

This task may be completed in conjunction with Unit G052: Artwork and imaging.

Brief 5

You have been asked to create a website for an estate agent based in your local area. The website must feature properties for sale in your area. The website must include descriptions and multimedia presentations of the properties.

Customers who use the website must be able to:

- search for different types of properties
- register to be added to the estate agent's mail and email list
- request a viewing of a particular property.

This task may be completed in conjunction with Unit G053: Developing and creating websites.

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