

## CLAiT Advanced International

Level 3 Certificate/Diploma for IT Users

Scheme Code 04638

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# 1 Introduction

The OCR Level 3 CLAiT Advanced International Certificate/Diploma for IT Users is a qualification designed to recognise the skills, knowledge and understanding of those who use advanced IT skills. The qualification recognises complex and specialist skills in the use of IT in vocational contexts.

CLAiT Advanced International has been redeveloped to produce a qualification which forms a far clearer progression route from New CLAiT International and CLAiT Plus International at both unit level and whole qualification level. The new qualification aims to reflect and build on the strengths of the previous version, incorporating revised content. This takes account of recent software developments and provides greater flexibility, ease-of-use and relevance.

CLAiT Advanced International has been designed to accredit a broad range of advanced IT skills, ensuring that regardless of the optional units chosen, the learner will be prepared for the needs of the IT-based workplace in a comprehensive manner. In order to achieve a certificate qualification, candidates are required to achieve 3 units, the mandatory unit plus 2 additional optional units. The optional units allow candidates to develop advanced skills in a range of different IT applications. Candidates can also achieve a diploma qualification; they are required to achieve 5 units, the mandatory unit plus 4 additional optional units. Certification is also available at unit level. Each unit is regarded as a worthwhile achievement in its own right. Candidates have the option of achieving as many or as few units as are appropriate for their own learning needs or employment situation.

A copy of this handbook is available to download from our website [www.ocr.org.uk](http://www.ocr.org.uk).

## 1.1 Administration arrangements for CLAiT - International

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A separate publication, the *Administrative Guide to Vocational Qualifications* (code A850), provides full details of the administration arrangements for these qualifications. The Administrative Guide is issued free on centre approval and is available on our website: [www.ocr.org.uk](http://www.ocr.org.uk)

## 1.2 Documentation updates

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The information provided in this handbook was correct at the time of production. Occasionally OCR may update this information. Please refer to the qualification home pages on our website [www.ocr.org.uk](http://www.ocr.org.uk) for details regarding updates to this qualification(s). For your convenience, the latest amended version of this handbook is available to download from the OCR website.

## 1.3 Candidate Profile

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CLAiT Advanced - International caters for the full range of learners in IT, whether in school, college, training, further education or employment. The qualification is suitable for those who already possess intermediate skills (Level 2 or equivalent) and who wish to further develop their IT skills.

It is suitable for those in full-time education who wish to gain a comprehensive qualification at Level 3. It is also suitable for those following part-time courses and those in employment who wish to develop skills in one or more specialist areas in order to meet the needs of their workplace situation.

## 1.4 Recommended Prior Learning

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Although there are no formal requirements for CLAiT Advanced International, it should be noted that the CLAiT Advanced International units assume familiarity with IT concepts at a level required to gain the CLAiT Plus International qualification.

In order to achieve CLAiT Advanced International, candidates must be able to meet all of the requirements of the specification. No barriers are introduced through minimum entry requirements.

Candidates may find it beneficial to have undertaken previous study at level 2. Those candidates who have achieved qualifications at Level 2, such as CLAiT Plus International will be able to build on their achievements in this qualification.

## 1.5 Opportunities for Addressing Spiritual, Moral, Ethical, Social And Cultural Values

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Teachers/Tutors delivering a programme of learning leading towards the OCR Level 3 CLAiT Advanced International Certificate/Diploma for IT Users would have opportunities to address ethical, social and moral values throughout all units, in the exploration of issues such as:

- the copyrights of individuals and organisations over published electronic data
- confidentiality of information (employer and clients)
- computer misuse
- responsibility of honesty and accuracy in recording, manipulating and presenting data
- the need to ensure data security.

The scenario-based subject matter of assessment materials may (in non-controversial ways) address spiritual, moral, ethical, social and cultural issues.

## 1.6 Opportunities to Address Health and Safety Issues and Environmental Issues

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Teachers/Tutors delivering a programme of learning leading towards the OCR Level 3 CLAiT Advanced International Certificate/Diploma for IT Users would have opportunities to address health and safety issues and environmental issues throughout all units, in the exploration of issues such as:

- correct procedures for working with IT equipment
- repetitive strain injury
- print consumables
- energy saving software.

## 2 General information

### 2.1 Qualification profile - Certificate

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<b>Title</b>	OCR Level 3 CLAiT Advanced International Certificate for IT Users
<b>OCR code</b>	04638
<b>Level</b>	Level 3
<b>Entry requirements</b>	There are no formal entry requirements for this qualification
<b>Qualification structure</b>	To achieve this qualification, candidates must complete a total of 3 units; 1 mandatory and 2 optional units
<b>Assessment and grading</b>	All units are centre assessed and externally moderated by OCR. Units will be graded Pass or Fail
<b>Last entry date*</b>	N/A
<b>Last certification date*</b>	N/A

### Qualification profile - Diploma

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<b>Title</b>	OCR Level 3 CLAiT Advanced International Diploma for IT Users
<b>OCR code</b>	04638
<b>Level</b>	Level 3
<b>Entry requirements</b>	There are no formal entry requirements for this qualification
<b>Qualification structure</b>	To achieve this qualification, candidates must complete a total of 5 units; 1 mandatory and 4 optional units
<b>Assessment and grading</b>	All units are centre assessed and externally moderated by OCR. Units will be graded Pass or Fail
<b>Last entry date*</b>	N/A
<b>Last certification date*</b>	N/A

\*OCR will inform centres of changes to these dates. Please refer to our website [www.ocr.org.uk](http://www.ocr.org.uk) for current dates. All centre records must be updated accordingly.

## 2.2 Target market

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The Certificate/Diploma for IT Users will be appropriate for those:

- who wish to improve their skills in a range of different IT applications
- in employment who wish to develop skills in one or more specialist areas in order to meet the requirements of their workplace situation and job role
- following part-time courses for skill development or recreational purposes.

## 2.3 Qualification aims

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This qualification is available as a Certificate and a Diploma.

OCR Level 3 CLAiT Advanced International Certificate for IT Users

OCR Level 3 CLAiT Advanced International Diploma for IT Users

The qualification aims to:

- develop candidates' knowledge of IT hardware and software and their ability to operate equipment correctly and safely
- develop candidates' abilities to select software and hardware components
- develop candidates' ability to manage and manipulate complex documents and data in a variety of applications
- develop candidates' abilities to plan, test and evaluate the use of IT solutions
- develop candidates' abilities to support and assist other IT users
- encourage progression by assisting in the development of skills and knowledge that learners will need to undertake further study.

## 2.4 Statement of level

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CLAiT Advanced International has been designed to assess skills at Level 3/Advanced Level.

## 2.5 Entry requirements

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This qualification is available to anyone who is capable of reaching the required standards. It has been developed free from any barriers that restrict access or progression thereby promoting equal opportunities.

All centre staff involved in the assessment or delivery of this qualification should understand the requirements of the qualification and match them to the needs and capabilities of individual learners before entering them as candidates for this qualification.

There are no formal requirements for the Level 3 Certificate/Diploma for IT Users.

## 2.6 Entry restrictions

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There are no restrictions for entry for this qualification.

## 2.7 Supporting candidates

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Centres should ensure that candidates are informed of the title and level of the qualification they have been entered for and that Oxford Cambridge and RSA Examinations (OCR) is the awarding body for their chosen qualification.

## 2.8 Guided learning hours

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It is suggested that an average candidate with the stated recommended prior learning should take around 60 guided learning hours per unit to acquire the knowledge, understanding and skills necessary to demonstrate each assessment objective successfully. However, centres should note that this figure is for guidance only and will vary depending on individual candidates and mode of delivery.

OCR makes no specifications regarding programmes of learning leading to this qualification. Experience of qualifications at this level would suggest that both full time and part time study would be suitable.

<b>Unit Status</b>	<b>Unit Title</b>	<b>GLH</b>
Mandatory Unit	Unit 1: Creating an IT Solution	60
Optional Units	Unit 2: Analysing Spreadsheets and Graphs	60
	Unit 3: Relational Databases	60
	Unit 4: e-Publication Production	60
	Unit 5: Professional e-Presentation	60
	Unit 6: e-Image Production	60
	Unit 7: Website Authoring	60

All units are equally weighted. There is no requirement for candidates to work towards the units in any particular order and teachers/trainers may tailor learning programmes to meet individual needs.

It is anticipated that candidates will select units that reflect their own needs and their own workplace situations. To achieve the Level 3 Certificate/Diploma candidates cannot combine two units which assess skills in the same application towards the two optional units.

Centres may also incorporate individual units into a range of different learning programmes as appropriate to the needs of their candidates and their programmes of study – for example, units may be used as part of a programme of study leading to recognition of the skills used in an administration situation.

All units are centre assessed and externally moderated by an OCR Examiner-moderator. Assessment takes the form of a practical task.

There is no time limit for the assessment, however in between assessment sessions candidate work must be locked in a secure place.

Under no circumstances should any of the units be submitted to OCR unless the centre assessor is satisfied that all the necessary criteria for an award of the unit have been met.

Details of the assessment for individual units are provided in the unit specifications.

## 2.9 Mode of delivery

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OCR does not specify the mode of study or specify a time limit for the achievement of this qualification other than the expiry dates for entry and certification identified in the qualification profiles.

Centres are free to deliver this qualification using any mode of delivery that meets the needs of their candidates. Whatever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified below.

Centres should consider the candidates' complete learning experience when designing learning programmes. This is particularly important in relation to candidates studying part time alongside real work commitments where candidates may bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors.

## 2.10 Resources

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OCR strongly advises that teaching and development of subject content and associated skills be referenced to real vocational situations, through the utilisation of appropriate work-based contact, vocationally experienced delivery personnel, and real life case studies.

Candidates should be encouraged to read around the subject and have an appropriate knowledge of the application of the appropriate legislation (eg Health and Safety).

Centres will need to provide appropriate assessment facilities for candidates that complies with the regulations laid down by OCR (the *Administrative Guide to Vocational Qualifications* – code A850).

Centres will need to meet the above requirements when they seek centre approval from OCR.

Centres should ensure that appropriate physical resources are available in line with guidance provided in this handbook.

## 2.11 Arrangements for candidates with access-related needs

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We aim to make sure that all candidates are given equal opportunity to demonstrate their skills.

OCR recognises that there are some candidates who can demonstrate attainment in the skills being assessed, but who may be disadvantaged by standard assessment arrangements. For these candidates standard assessment arrangements may be adjusted to enable them to compete on an equal basis with other candidates, provided that the adjustments do not compromise the integrity of the qualification.

Adjustments to standard assessment arrangements are made on the basis of the individual needs of candidates. This is to ensure that the adjustment will only compensate candidates for their particular difficulty without giving them an advantage over others.

It is important, therefore, that centres identify as early as possible whether candidates have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and select an appropriate qualification or adjustment that will allow them to demonstrate attainment.

The responsibility for providing adjustments to assessment is one which is shared between OCR and the centre. Full details of the arrangements available for candidates with special assessment needs are contained on the OCR website, detailed as *Access arrangements and special consideration - Vocational Qualifications*.

## 2.12 Results enquiries and appeals

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Please refer to the *Administrative Guide to Vocational Qualifications* (code A850).

## 2.13 Centre malpractice guidance

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It is the responsibility of the Head of Centre\* to report (in writing) all cases of suspected malpractice involving centre staff or candidates, to the OCR Quality and Standards division. When asked to do so by OCR, Heads of Centres are required to investigate instances of malpractice promptly, and report the outcomes to the OCR Quality and Standards division at [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)

Further information is contained in the publication *Malpractice in Examinations and Assessment* (code R322) which is available from the OCR Web Site.

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\* The Head of Centre is defined as the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, eg the Principal of a College, the Head Teacher of a school, the Managing Director of a Private Training Provider or the Group Training Manager of a major company.

# 3 Assessment and moderation

## 3.1 Assessment

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Each unit within these specifications is designed around the principle that candidates will build a portfolio of evidence relating to progression towards meeting the unit assessment objectives.

The unit assessment objectives reflect the demands of the learning outcomes for each unit.

In order for candidates to be able to effectively progress towards meeting the requirements of each assessment objective, tutors must make sure that the supporting knowledge, understanding and skills requirements for each objective are fully addressed. The identified knowledge, understanding and skills are not exhaustive and may be expanded upon or tailored to particular contexts to which the unit is being taught and the assessment objective applied.

We recommend that teaching and development of subject content and associated skills be referenced to real vocational situations, through the utilisation of appropriate work-based contact, vocationally experienced delivery personnel, and real life case studies.

Assessment of this qualification will be conducted in accordance with the appropriate codes of practice approved and published by the regulatory authorities.

- All units are locally assessed by the centre and then externally moderated by OCR.
- Performance at unit level is graded as Pass or Fail based on the achievement of the required criteria.

### Centre-assessed units

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All units are assessed by means of a scenario and an associated OCR evidence checklist. OCR devised scenarios and evidence checklists are available at the end of this handbook. Evidence checklists are also available from the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).

Centres may use the OCR devised scenarios, alternatively the centre/candidate may wish to develop scenarios for use with the OCR checklist.

All units are centre assessed and externally moderated by the OCR-appointed examiner-moderator. Under no circumstances should any of the centre assessed units be submitted to OCR unless the centre assessor is satisfied that all the necessary criteria for an award of the unit have been met by the candidate.

There is no time limit for the assessment and all work must be completed under supervised conditions.

Candidates are required to complete the assessments with no critical errors and no more than 9 accuracy errors. Critical errors and accuracy errors are specified in the marking criteria for each unit.

**If you find anything in a candidate's work that you are not sure how to assess, please email [markingquery05540@ocr.org.uk](mailto:markingquery05540@ocr.org.uk) for further guidance.**

## Centre Facilities

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Centres must be able to provide accommodation for the assessment, The assessment must be completed under supervised conditions in a quiet, business-like atmosphere.

Candidates will need individual access to a computer for the duration of the assessment, and access to a shared printer as a minimum.

Candidates will require software that enables them to complete all of the assessment objectives in accordance with the unit specification and assessment guidance. OCR does not recommend specific software for any units. **Centres should ensure that all assessment objectives can be completed, using the chosen software and hardware to be supplied to candidates.** OCR will not make allowances for software which does not permit candidates to complete the objectives as specified.

A secure place must be available for the storing of live assessment material in advance of the assessments. After the assessments have taken place, a secure place must be available to store candidate work before it is submitted to the OCR Examiner-moderator.

## Security Issues

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A suitably competent invigilator must be present throughout to supervise the assessment. This would normally be the tutor or centre assessor. If the invigilator is not the centre assessor, they must be given guidelines as to which aspects of the candidates' work need to be observed.

Candidates must not communicate with each other in any way during the assessment.

Candidates cannot ask for, nor be given, any assistance during the assessment, except in the case of a system failure. In the event that the software behaves differently from expectations (eg due to default settings having changed) then candidates should complete the assessment and be given a re-sit if necessary. It is not permitted for the invigilator/tutor to assist in these circumstances.

All work stored on the network, on floppy disks or on the local system must be kept secure. Centres are advised to consider setting up password controlled access to network areas for assessment purposes.

All draft work and printouts/files produced during the assessment must be collected and destroyed.

Centres must ensure that candidates do not have the opportunity to retrieve the printouts of another candidate. Candidates **must** print their name, centre number and date on their work to assist in correctly identifying printouts/files. **All candidate works must be clearly referenced and include page numbers to aid in completion of the evidence checklists.**

Candidates' Assessment Record Forms (CARFs) and completed assessments must be kept securely by the centre prior to submission to the OCR Examiner-moderator. In no circumstances should the ARFs or completed work be left in the custody of the candidates.

## Currency of Assessment Materials

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All OCR devised scenarios will remain live for the accreditation period of the qualification. These can be found in this handbook.

## Assessment Administration

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The assessment must be completed under supervised conditions in a quiet, business-like atmosphere. It is acceptable to carry out the assessment during normal timetabled sessions or (for work-based assessment) during the working day.

The assessment requirements for these units require candidates to produce substantial and complex documents so it is anticipated that candidates will work through the assessment requirements over a number of sessions.

**No time limits have been set for the completion of the assessment tasks**, however in between assessment sessions, candidate work must be locked in a secure place.

All of the assessment objectives identified in the specification will be assessed and candidates are therefore encouraged to ensure that their completed documents demonstrate all of the skills required. To assist candidates in checking that all skills have been demonstrated, OCR has produced Evidence Checklists. It is anticipated that all candidates will use these documents throughout the assessment activities so that they can plan their work, and subsequently check the final document(s), to ensure that all required skills have been demonstrated in the way specified. Tutors are encouraged to talk through the content of the specification and evidence checklists with candidates **prior** to candidates commencing their assessment activities.

An evidence checklist **must** be submitted for each unit.

Assessment tasks must be vocational but may be contextualised to reflect the needs/interests of individual candidates. Tutors may design open-ended assessment tasks for candidates if they wish. Alternatively, candidates may identify their own projects/scenarios. Tutors must ensure that the assessment tasks will provide candidates with the opportunity to address all of the assessment objectives.

Candidates may use English and mother-tongue dictionaries, spellcheckers (UK English), centre-prepared manuals, or manufacturers' manuals during the assessment. Such manuals are permitted only to cover the generic operation of the software and hardware to be used and must not refer to the assessment objectives or assessment, or assist the candidate unfairly with the interpretation or completion of instructions.

Centres are responsible for ensuring that the hardware and software to be used for the assessment is in full working order and is sufficient to enable the candidate to meet all assessment objectives as specified in the assignment and in the unit content and assessment guidance. Errors as a result of faulty or inappropriate hardware or software will not be taken into consideration by OCR. Centres must ensure that hardware and software is set to UK English spelling and UK date format i.e. day, month, and year.

In the event of a system failure, power cut or damage to equipment (including loss of Internet or network connection and/or system crash), candidates may be allowed a fresh attempt at the same assessment. This allowance does not cover any impediment caused by incorrectly set-up or configured software/hardware or any failure on the candidates' part to cope with standard system behaviour for which they have not been prepared.

Candidates cannot ask for, nor be given, any assistance during the assessment, except in the case of a system failure as detailed above.

Invigilators may need to observe and confirm certain assessment objectives such as 'Save document' and 'Close document'. This may be done either during the assessment, or following the assessment where appropriate, invigilators must note on the candidates; submitted printouts/files any centre-observed objectives which have not been met.

At the end of the assessment, candidates should present the invigilator with the printouts they wish to submit. Where the candidate has produced additional, unrequested printouts/files, they should

either be destroyed, or crossed through to indicate they are not to be assessed. Centres should be aware that OCR will not make allowances for errors introduced by additional printouts/files and candidates may be disadvantaged if it is not clear which printouts/files are to be moderated.

All printout/files must be numbered and clearly referenced in the evidence checklists to assist with assessment.

## Repeat Attempts/Re-sits

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Candidates are permitted to have two attempts at an assessment. Candidates that are unsuccessful with their first attempt may receive non-IT specific feedback from the centre assessor and the work may be returned to the candidate who should be given one further opportunity to correct any errors or omissions and re-submit the work.

If the candidate is unsuccessful in their second attempt they must complete a new scenario/solution.

Under no circumstances should any of the units be submitted to OCR unless the centre assessor is satisfied that all the necessary criteria for an award of the unit have been met by the candidate.

Centres should submit only the assessment representing the candidate's best performance.

**After submission to the OCR Examiner-moderator, work will not be returned.**

When candidates will be re-sitting the assessment:

- they may be shown (but must not retain) their marked first attempts, and may have their errors pointed out to them
- feedback and further tuition may be given on the objectives that have not been achieved
- once the candidate has started their re-sit assessment, **no further tuition can be given.**

Centres should note that it is essential and beneficial to the candidate that a copy of the submitted work be **retained** by the centre until the point of certification. Where the Examiner-moderator report identifies that the candidate has been unsuccessful in achieving a unit the candidate will be able to do further work to the unit and then re-submit.

## Evidence Requirements

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In order to achieve a Pass, candidates are required to demonstrate that they can meet all of the assessment objectives as stated in the specification and within the criteria identified in the marking guidance for that unit.

Candidates are required to submit evidence to show how the assessment objectives have been met. Evidence will take the form of printout/electronic evidence, evidence checklists and other supporting documentation as stated in the unit specifications. Guidance on the form of the evidence required is provided as part of the "Assessment Guidance" for each unit. Failing to produce a required printout will result in errors against each of the objectives for which that printout/file provides evidence.

All units require printouts to evidence the written reports, the actual software solution, screen prints showing functions, dialogue boxes, etc and a completed Evidence Checklist.

The exception to producing printouts is evidence for Unit 7 Website Authoring. The evidence required here is by the submission of:

- a URL
- a completed Evidence Checklist

- a test plan or evidence of testing
- CSS printout

Unit 7 is assessed via the URL. The URL **must** remain live for 8 weeks after submission. A URL found to be inoperative by the OCR Examiner-moderator cannot be moderated. OCR Examiner-moderators will attempt to access the URL on more than one occasion, after the second attempt the centres will receive an Examiner-moderator report removing the unit from the candidate.

Centres should only submit the one attempt that is to be certificated. Centres should submit the candidates' work presented in the correct sequence with a Candidate Assessment Record Form (CARF) for each candidate. **Printouts should not be enclosed in plastic wallets.**

## Evidence Requirements for Units

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Candidates can be given one scenario/solution that could cover more than one unit. The scenario/solution may cover the possibility of two or more units and also Unit 1. For example:

Produce a brochure in either hard copy or electronic format taking hard copy information as the source.....

The above would cover the systems development/project planning needed to produce the comprehensive report(s) required for Unit 1, a worked solution, plus the guides for users and maintainer. This could, with further work, also produce the evidence required to meet the assessment objectives for Units 4 and/or Unit 7.

Any solution produced in Unit 1 **must** have Level 3 skills as identified in the optional unit for the specific software solution, although it does not need to cover the entire skill level of the optional unit.

The Unit 1 solution could then be worked on to further meet the requirements of the optional unit, in the above case Unit 4 and/or Unit 7.

For any of the units the centre can provide generic files e.g. csv, txt or images, or the candidate can bring these to the assessment, or create them for assessment purposes as part of the assessment.

It is acceptable that candidates can arrive with pre-collected data sets to commence working on a unit. This work once started, cannot be taken away from the assessment centre to be worked on further – all work on a unit has to be under supervised conditions in a professional business like environment.

All units have to be submitted as individual units even though the scenario and subject base may be the same.

One piece of work cannot be submitted to cover multiple units, unless it is fully annotated with page numbers and there are individual evidence checklists fully detailing on which pages to find the evidence for each particular unit. It must be very clear how the evidence for each individual unit has been achieved.

Spelling and grammar errors are only penalised as one accuracy error across any piece of submitted work not matter how many times they occur.

## Centre Assessment

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The centre assessor (normally the course tutor) is responsible for marking candidates' work in the centre, and is normally the course tutor. Large centres are likely to have more than one centre assessor, in which case they should take steps to ensure that the standard of assessment is consistent (see below).

Centres are responsible for identifying staff that are able to act as centre assessors. OCR makes no specification regarding the background and experience of centre assessors other than that they must mark the candidates' work in accordance with the unit specifications, the assignments and the assessment guidance. Marking of a poor standard may result in the work being returned to the centre for a re-mark, and may delay certification.

**It is the centre's responsibility to ensure that scenarios/tasks devised by the centre/candidate meet all assessment objectives of the unit in full.**

During centre assessment, the centre assessor must indicate **all** errors on the printouts/files and on the evidence checklists. All candidate printouts/files, including those where there are no errors, must show evidence of the centre assessor's marking. An evidence checklist must be submitted with all units. Evidence checklists can be found in this handbook, or alternatively electronic copies can be downloaded from the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).

**Failure to identify errors or to provide evidence of marking may result in work being returned to the centre.**

For further information about the administration process, please see the *Administrative Guide to Vocational Qualifications (A850)*.

Centre assessors are advised not to discuss estimated results with candidates until results are confirmed by OCR.

## Internal standardisation

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OCR aims to ensure that the standard of marking in centres remains consistent. In order to assist in this aim, OCR provides support in the form of online support materials and feedback on every batch marked.

Internal standardisation in centres is an essential part of this process and OCR expects centres who have more than one centre assessor to put in place systems which ensure that they are marking to the same standard. The design of such systems is up to the centre, but may include double marking; appointing an internal co-ordinator; regular meetings or cascaded training; and recording and sharing assessment decisions and rulings received from OCR.

## External moderation

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The OCR Examiner-moderator will sample moderate the centre assessor's marking for units 1-7.

The moderation works on a process of sampling, in which errors that are identified in the marking are subsequently checked for all candidates. This system is well established as a highly accurate method of moderation. If however, substantial errors are identified in the centre's marking, the accuracy of the sampling procedure may become questionable, in which case the OCR Examiner-moderator will ask for the work to be re-marked by the centre, paying greater attention to the guidance in the Centre Handbook.

The Examiner-moderator completes an electronic Centre Feedback Report Form for each batch, detailing any changes to the results awarded by the centre, giving reasons and examples where appropriate for all units. This form will be available on **Interchange** (OCR's secure Intranet – for further information about **Interchange**, please contact the OCR Customer Contact Centre at [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)). The form will also be sent with candidate's certificates. The content of this form is not intended as criticism, but as a constructive and essential part of the standardisation process designed to ensure consistent assessment nationally. The batch will be processed for certification, subject to the Examiner-moderator's feedback report.

OCR Examiner-moderators are not empowered to enter into direct contact with centres. Under no circumstances should centres attempt to contact them in any way other than through posting candidate work to the address provided to them by OCR.

# 4 Certification

Candidates who reach the required level to pass all units that make up a full award will receive:

- a certificate listing the units and
- a certificate giving the full qualification title

Candidates who achieve the mandatory (Unit 1) plus two optional units will be awarded an OCR Level 3 CLAiT Advanced International Certificate for IT Users.

Candidates who achieve the mandatory (Unit 1) plus four (or more) optional units will be awarded an OCR Level 3 CLAiT Advanced International Diploma for IT Users.

Neither the full qualification nor the individual units are graded.

Candidates who achieve fewer than the number of units required for a full qualification will be awarded a unit certificate for each unit achieved.

## 4.1 Claiming certificates

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Certificates will be issued with results for successful candidates. In order to ensure that these are automatically issued centres must ensure that the OCR candidate number is **always** used where a candidate has already achieved one or more units. See the *Administrative Guide to Vocational Qualifications* (code A850) for full details.

## 4.2 Replacement certificates

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If a replacement certificate is required a request must be made to the OCR Operations Division on +4424 76 470033, or in writing to the Coventry office, and an application form with further instructions will be sent. A charge will be made for a replacement certificate.

# 5 Qualification structure and units

## 5.1 Qualification structure

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Candidates do not have to achieve units in any particular order and tutors should tailor learning programmes to meet individual candidate needs. It is recommended that, wherever possible, centres adopt a holistic approach to the delivery of the qualifications and identify opportunities to link the units.

If a candidate is not able to complete a full award, their achievements will be recognised through the issue of a unit certificate listing the units achieved.

The qualification consists of 7 units, with Unit 1 being mandatory to achieve the full qualification.

- Unit 1: Creating an IT Solution (Mandatory)
- Unit 2: Analysing Spreadsheets and Graphs
- Unit 3: Relational Databases
- Unit 4: e-Publication Production
- Unit 5: Professional e-Presentation
- Unit 6: e-Image Production
- Unit 7: Website Authoring

To achieve the Certificate, candidates must complete the 1 mandatory unit and 2 optional units

To achieve the Diploma, candidates must complete the 1 mandatory unit and 4 optional units

### General Marking Criteria

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Refer also to Section 2.8 Evidence Requirements

*This general marking criteria below applies to all units except if stated otherwise in the unit marking criteria.*

- Candidates must complete each assessment with no critical errors as defined below and with no more than **9** accuracy errors.
- Centres must ensure that their systems will allow UK English date format (date followed by month followed by year).
- Candidates are only penalised once for repeated instances of the same error (e.g. a word being misspelled on multiple occasions).
- Where an assessment objective requires an amendment (e.g. delete, move, edit, resize), there must be evidence of a 'before' and 'after' situation on appropriate printouts/files. Accuracy errors in text specified for deletion count as errors if they were uncorrected before deletion.

### Critical Errors

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A critical error is one which renders the goal document unfit for its purpose, for example an incorrect formula result in a spreadsheet, an incorrect e-mail address, or a failed link on a web page. In order to pass, the candidate's work must not contain any critical errors. Critical errors are explicitly defined in the marking criteria for each unit and in individual evidence checklists.

## Accuracy Errors

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An accuracy error is one which does not prevent the goal document or activity from being usable. Candidates are permitted to make no more than **9** accuracy errors in any given assessment. Accuracy errors may occur in two different ways:

- errors in completing an assessment objective
- errors in keying data (data entry errors)

In CLAiT Advanced International, no distinction is made between these two types of error, and both types count equally towards the overall total of 9 permitted accuracy errors per assessment.

## Errors in Completing Assessment Objectives

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An error occurs where a candidate has not achieved an assessment objective as specified. One accuracy error is incurred on each occasion that an assessment objective is not met, even if the objective is tested more than once. Only one accuracy error can be accrued per instruction, unless:

- the instruction contains multiple objectives (e.g. 'Centre and embolden the heading'), in which case each can be penalised,
- the objective is to enter data, in which case 'errors in keying data' applies, as detailed below.

Specific details of the criteria for each objective may be found in the marking guidance for each individual unit.

## 5.2 Unit format

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Each unit is described in detail within this specification.

Unit specifications are designed to be used by the deliverers of learning, and therefore are not necessarily suitable to be given to the learners themselves.

Each unit specification is structured as follows:

### Description

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A statement of skills the unit is designed to accredit.

### Learning outcomes

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The main outcomes of a programme of learning designed to prepare candidates for this unit – the learning outcomes are repeated in the unit content in order to group the assessment objectives.

### Recommended Prior Learning

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An indication of the prior learning recommended by OCR for candidates who are about to embark on a programme of learning leading to this unit.

### Entry Restrictions

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A list of prohibited entry combinations, if any.

### Assessment

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A description of the form and duration of assessment, and of how the unit is assessed.

### Unit Content

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The unit content defines both the knowledge and understanding upon which the candidates are expected to have developed, and the assessment objectives – the skills they have had to demonstrate during the assessment. Note that the assessment objectives (a, b, c etc) are grouped under the learning outcomes mentioned above. It is anticipated that teachers/tutors will deliver all of the knowledge and understanding requirements of the unit before candidates embark on the formal assessment tasks.

### Marking Criteria

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The marking criteria summarise the requirements for each assessment objective. These criteria are not absolute and it will sometimes be necessary for centre assessors to make judgements based on the existing criteria to assess unexpected or unusual candidate output. If in doubt, centre assessors should contact the OCR assessment team for guidance.

## UNIT 1: CREATING AN IT SOLUTION

### Unit Description:

This unit is designed to accredit vocational competency in the candidate's ability to design, plan, create, test and evaluate a document-based IT solution. The candidate will need to have developed advanced user skills in software application types (eg word processing, spreadsheets, databases, communications, etc), along with an understanding of the appropriateness for specific tasks. The candidate will need to be able to create automated processes (eg macros) within the software application, but will not require programming skills. The candidate will be expected to create a business document(s) using a variety of techniques and software tools to structure information to suit a complex task and different audience needs.

### Learning Outcomes:

A candidate following a programme of learning leading to this unit will be able to:

- identify the specifications of a project
- produce a plan for a document-based IT solution
- create the document-based IT solution and document the development
- review the document-based IT solution with IT users and make adjustments where appropriate
- evaluate the strengths and weaknesses of the document-based IT solution
- produce support documentation for users and maintainers of the solution
- review how to share own skills and understanding to help others

### Recommended Prior Learning:

There are no requirements for Recommended Prior Learning. However, candidates may find it beneficial to have completed OCR Level 2 CLAiT Plus International Certificate/Diploma for IT Users

### Recommended Guided Learning Hours:

The recommended guided learning hours for this unit is 60 hours.

### Entry Restrictions:

There are no prohibited combinations of entry.

### Assessment:

Candidates are assessed by means of either an OCR-set scenario or a centre/candidate devised scenario.

It is the centre's responsibility to ensure that the centre/candidate devised scenario addresses all of the assessment objectives identified in the unit specification in a holistic and practical way.

Candidates will be required to complete an OCR Evidence Checklist identifying where/how assessment objectives have been met. Evidence checklists **must** be submitted with candidate 4 work to the Examiner-moderator. If evidence checklists are not submitted or if they have not been clearly completed, work will be returned to the centre which may cause a delay in the certification process.

There are no time restrictions on the assessment session. A guide could be 10 – 15 hours, which may be split. However, in between assessment sessions, candidates' work must be locked in a secure place.

The scenario/task must allow candidates to use their knowledge and understanding to demonstrate skill in each assessment objective.

Candidates' work will be centre assessed and externally moderated by OCR. Centre assessors may give non-specific IT feedback to candidates.

In order to achieve a Pass in this unit, candidates must demonstrate skill in each assessment objective within the tolerance of nine accuracy errors and with no critical errors.

Candidates who do not achieve a Pass may re-take the assessment using a different scenario.

The evidence checklist is provided at the end of this unit and must be completed whether the scenario is centre/candidate devised or OCR-set.

### **Candidates' work will not be returned to the centre.**

It is recommended that the centre retains copies of all candidate work until satisfactory results have been received.

### **Minimum requirements for the IT solution project**

- produce a system analysis and report of the development of an IT solution to meet the needs of a problem
- produce the solution for a problem – this could be on any software suitable for the problem
- produce user guides on how to use the solution
- produce maintainer guides on how to maintain the solution
- each assessment objective must be demonstrated in full in the way prescribed in the unit content.

The user guide and maintainer guide could be one publication, as long as this clearly identifies all aspects for both user and maintainer, and this is clearly annotated with both Assessment Objectives.

Maintainer guide could be a single sheet containing, eg in a spreadsheet solution – formulae and functions used and any macros and passwords.

### **Evidence**

Where printed evidence/files are expected, no other form of evidence, such as tutor witness statements will be accepted. Failure to provide the evidence will incur the appropriate penalty under each assessment objective not evidenced.

Candidates must complete an OCR Evidence Checklist identifying where and how the assessment objectives have been met within the evidence provided to the Examiner-moderator, annotating the work to clearly demonstrate the evidence provided against each assessment objective.

Evidence Checklist **must** be submitted to the Examiner-moderator together with candidate's work.

**Marking Guide/Evidence Checklist is provided by OCR at the end of this handbook to be used on centre-devised, candidate-devised and OCR-set scenarios.**

OCR evidence checklists are also available from the OCR website; [www.ocr.org.uk](http://www.ocr.org.uk) .

<b>Unit 1 Content – Creating an IT solution</b>	
<b>Assessment Objectives</b>	<b>Knowledge, Skills and Understanding</b>
<b>1 identify and produce a detailed specification of a document-based IT solution to a professional standard</b>	
a identify and record the aims of the solution (min 3)	<ul style="list-style-type: none"> <li>understand importance of investigating requirements and gathering evidence</li> </ul>
b identify and record the needs/preferences of the solution (min 3)	<ul style="list-style-type: none"> <li>understand the need to set goals for the project that are measurable, and the measures which can be used (productivity, user satisfaction, cost, accuracy, auditability etc)</li> </ul>
c identify and record the present and future resource needs for the solution	<ul style="list-style-type: none"> <li>understand the importance of specifying required and available resources in advance</li> </ul>
d identify and record the constraints of the solution (min 2)	<ul style="list-style-type: none"> <li>understand how the factors influence choice of software facilities and functions</li> <li>understand the effect of constraints: resources, timescales, cost, house styles, clients, preferences</li> </ul>
e identify and record the skills gap(s) and learning need(s) of the user(s) of the solution	<ul style="list-style-type: none"> <li>understand the need to communicate information effectively, by structuring the content to take account of different contexts and audience needs</li> <li>understand what effects there may be on people that cannot use information technology and those people who cannot access information using information technology</li> </ul>
f identify and record benefits and drawbacks of technology and skills (min 1)	<ul style="list-style-type: none"> <li>appreciate the need to balance views of information technology users against conflicting factors (fear of change, lack of technical understanding, etc)</li> </ul>
g justify and record the choice and use of software tools and techniques	<ul style="list-style-type: none"> <li>understand the changes that could be made to the way IT software is used to make tasks that are similar, easier or more successful in the future</li> </ul>
h identify and record changes that improve the efficiency of the task(s)	<ul style="list-style-type: none"> <li>understand the importance of communication with end user to ensure that specification meets requirements</li> <li>understand that after the specification has been written, changes to design, etc, may improve the efficiency and should be reported on.</li> </ul>
i produce a specification report including 1a – 1h	

<b>2 plan a document-based IT solution</b>		
a	<p>produce a detailed design plan which must include all of the following:</p> <ul style="list-style-type: none"> <li>• the structure and layout of the document(s) solution</li> <li>• the style and format of the content</li> <li>• a description of automated features and links</li> <li>• justification of each design choice</li> </ul>	<ul style="list-style-type: none"> <li>• understand the use and purpose of a design brief, user specification or equivalent in managing the project</li> <li>• identify the need to convert files to a suitable format where necessary</li> <li>• understand how to interpret users' requirements when evaluating potential design options</li> </ul>
b	<p>produce a detailed test plan which must include all of the following (min 3):</p> <ul style="list-style-type: none"> <li>• an indication of the measures that will be used to test the success of the solution against its goals</li> <li>• identify and record the strengths and weaknesses to be checked</li> </ul>	<ul style="list-style-type: none"> <li>• understand the role of the user in testing the solution against their own expectations and against the goals that have been set, and the need to include evaluation and subsequent action in the project plan</li> </ul>
c	<p>produce a detailed implementation plan showing (min 4):</p> <ul style="list-style-type: none"> <li>• the milestones of implementation of the solution</li> <li>• time for research, consultation, design, testing and amendments</li> </ul>	<ul style="list-style-type: none"> <li>• understand the importance of documenting the development process, issues that arise and actions taken</li> <li>• understand how to exploit the capabilities of most of the tools and functions of software applications</li> <li>• understand how to explain health and safety risks to others</li> <li>• understand what actions can be taken to avoid health and safety risks to others</li> <li>• understand the importance of documenting the development process, issues that arise and actions taken</li> </ul>
d	<p>verifying information from the following (min 2):</p> <ul style="list-style-type: none"> <li>• relevance, bias, validity, reliability and sufficiency</li> </ul>	<ul style="list-style-type: none"> <li>• ensure that tests undertaken are relevant to the purpose of the software, making sure that the tests are not accidentally bias, are valid, reliable and are of sufficient quantity to ensure that testing is thorough</li> </ul>
e	<p>report on the need to select the most suitable and efficient method and media for storing and transferring data, taking account of data transmission speeds</p>	<ul style="list-style-type: none"> <li>• understand how much data transmission speeds vary</li> <li>• understand what effect variations have on different ways of transmitting, receiving and saving data</li> </ul>
f	<p>report on the procedures of making recovery plans to deal with the effects of disasters and other unforeseen events</p>	<ul style="list-style-type: none"> <li>• understand the possible risks from disasters or other unforeseen events and how these will be dealt with eg fire, flood, theft, software failure, machine failure, etc</li> </ul>

g	report on the need for passwords and other methods of protecting data and software	<ul style="list-style-type: none"> <li>• understand how to improve the protection of data</li> <li>• understand the ways to provide different levels of access for different users</li> <li>• on how to improve protection from unauthorised remote access, such as using firewalls</li> <li>• understand the need to know about the laws and guidelines that affect using information technology and how to communicate to other people about the laws and guidelines</li> </ul>
h	produce a planning report including 2a – 2g	
<b>3 create a document-based IT solution to a professional standard</b>		
a	customise menus / toolbars in software to meet the solution needs	<ul style="list-style-type: none"> <li>• understand the use and importance of specialist software skills</li> <li>• understand the benefit of creating customised menus/toolbars within software</li> </ul>
b	use appropriate editing and formatting tools and techniques effectively for more complex solution(s)	<ul style="list-style-type: none"> <li>• use the full range of information technology software tools and techniques to structure information to suit complex task(s)</li> <li>• change templates and styles tabs, columns, tables, headers and footers (word processing)</li> <li>• fill, sort and filter, add axis to a chart, change the type of chart to non-standard (spreadsheets)</li> <li>• create field names, structures and data types and using indexes (database)</li> <li>• insert digital images and other objects (presentation and web pages)</li> <li>• draw more complex shapes, use filters, effects masks, layers and grouping (art and design)</li> <li>• accuracy of text and layout</li> <li>• data is entered correctly and only the required data</li> <li>• labelling and size of images, charts and diagrams</li> <li>• change templates and styles tabs, columns, tables, headers and footers (word processing)</li> <li>• fill, sort and filter, add axis to a chart, change the type of chart to non-standard (spreadsheets)</li> <li>• create field names, structures and data types and using indexes (database)</li> <li>• insert digital images and other objects (presentation and web pages)</li> </ul>

	<ul style="list-style-type: none"> <li>• draw more complex shapes, use filters, effects masks, layers and grouping (art and design)</li> <li>• accuracy of text and layout</li> <li>• data is entered correctly and only the required data</li> <li>• labelling and size of images, charts and diagrams</li> <li>• understand the use and importance of search engines that are appropriate for the information that is needed</li> <li>• understand the use and importance of the need to carry out searches efficiently, such as by using meta search engines, wild cards AND or NOT</li> <li>• understand the use and importance of accessing remote networks and network software</li> </ul>
c	<p>use appropriate techniques to check complex information</p> <ul style="list-style-type: none"> <li>• understand the use and importance of exporting and importing, link objects between different software</li> <li>• understand the use and importance of making references to external data, such as hyperlinks, object linking and embedding</li> <li>• understand the use and importance of using advanced techniques for combining or merging versions of information from different users</li> </ul>
d	<p>produce the document-based solution including 3a – 3c</p>
<b>4 review a document-based IT solution</b>	
a	<p>test the solution - using the test plan</p> <ul style="list-style-type: none"> <li>• understand the importance of documenting the development process, issues that arise and actions taken</li> </ul>
b	<p>respond to results from the testing process and make adjustments to the solution where necessary</p> <ul style="list-style-type: none"> <li>• understand what social, economic, environmental, ethical and moral issues affect own and other people's use of information technology</li> <li>• understand the importance of knowing what effect information technology has within an organisation such as by comparing how: <ul style="list-style-type: none"> <li>• individuals</li> <li>• departments</li> <li>• the whole organisation uses information technology</li> </ul> </li> <li>• appreciate the need to identify how improvements to what and how information technology is used is important</li> <li>• understand the importance of analysing the costs and benefits of making changes to the use of information technology</li> </ul>

	<ul style="list-style-type: none"> <li>• appreciate the need to assess the use of information technology when developing an overall business improvement strategy</li> <li>• understand the security risks to computers and computer networks linked to the internet</li> <li>• understand the need to check that sufficient information has been gathered to be able to make informed judgements about using information technology</li> </ul>
c	produce a review/test report including 4a – 4b
<b>5 evaluate the document-based IT solution</b>	
a	<p>evaluate the testing process and comment of any issues that arose</p> <ul style="list-style-type: none"> <li>• understand the use and importance of specialist software skills</li> </ul>
b	<p>evaluate the success of the project as a whole, using the goals and measurements proposed</p> <ul style="list-style-type: none"> <li>• understand the importance of documenting the development process, issues that arise and actions taken</li> </ul>
c	<p>report on the development, production, testing and implementation of the solution</p> <ul style="list-style-type: none"> <li>• understand the importance of keeping informed about the potential improvements that upgrades bring and the drawbacks that may be involved in not upgrading</li> <li>• understand what information may be needed to take decisions about upgrades, such as about the possible benefits, negative effects and returns on investments</li> </ul>
d	<p>evaluate on the review of the work produced and the steps taken to improve any weaknesses</p> <ul style="list-style-type: none"> <li>• understand what changes could be made to the way that the IT system and software was used to make tasks that are similar, easier or more successful in the future</li> </ul>
e	<p>produce an analysis on the impact the solution(s) could have on the people or the organisation</p> <ul style="list-style-type: none"> <li>• understand the importance of how to explain health and safety risk to others</li> <li>• understand what action can be taken to avoid health and safety risks to other people</li> <li>• understand the importance of what changes could be made to the way that the information technology software was used to make tasks that are similar, easier or more successful in the future</li> </ul>
f	produce an evaluation report including 5a – 5e
<b>6 produce support documentation for users and maintainers of the solution to a professional standard</b>	
a	<p>select and use appropriate software to produce detailed support documentation for another user</p> <ul style="list-style-type: none"> <li>• understand the need for both verbal and documented training and the need to produce procedures to assist other users</li> </ul>
b	<p>select and use appropriate software to produce detailed support documentation for the maintainer of the solution</p> <ul style="list-style-type: none"> <li>• appreciate how to produce information that communicates effectively, by structuring the content to take account of different contexts and audience needs</li> </ul>

c review and report on how to share own skills and understanding to help others	<ul style="list-style-type: none"> <li>• understand how to explain information technology terms simply to others</li> <li>• understand how to help other people's learning using information technology</li> <li>• understand what information technology terms others may find difficult to understand</li> </ul>
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### Marking Criteria for Creating an IT Solution

In order to achieve a Pass in the assessment for this unit, candidates must complete the assessment without making any critical errors as defined below and with **no more than nine accuracy errors**.

#### Critical errors are incurred for failure to:

- produce a specification report including AO 1a – 1h 1i
- produce a planning report including AO 2a – 2g 2h
- produce the document-based solution including AO 3a – 3c 3d
- produce a review/test report including AO 4a – 4b 4c
- produce an evaluation report including AO 5a – 5e 5f

#### Accuracy errors are incurred for each instance of:

- an error in completing any other assessment objective as specified that is not listed as a critical error
- consistent use of case is not penalised if used appropriately.

#### Data items for Unit 1, Creating an IT solution:

Depending on the solution produced – see individual units for the data items for each software application

eg a spreadsheet produced as the solution – see Unit 2 data items list.

## Detailed Marking Criteria for Unit 1: Creating an IT Solution

1	<b>identify and produce a detailed specification of a document-based IT solution to a professional standard</b>
a	<b>identify and record the aims of the solution (min 3)</b> <ul style="list-style-type: none"> <li>Failure to identify the aims of the project is penalised as an accuracy error for each missing aim (min 3).</li> </ul> <p><b>Note:</b> candidates must clearly identify and record the aims of the project. Although this might only be a short list candidates are penalised for failing to record at least 3 aims of the project. The evidence produced for this AO will form part of the report produced in 1i.</p>
b	<b>identify and record the needs/preferences of the solution (min 3)</b> <ul style="list-style-type: none"> <li>Failure to identify and record the needs/preferences of the solution is penalised as an accuracy error for each missing need/preference (min 3).</li> </ul> <p><b>Note:</b> candidates must clearly identify and record the needs and preferences of the project. See knowledge and understanding. The evidence produced for this AO will form part of the report produced in 1i.</p>
c	<b>identify and record the present and future resource needs for the solution</b> <ul style="list-style-type: none"> <li>Failure to identify and record the present and future resource needs to meet the solution is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding. The evidence produced for this AO will form part of the report produced in 1i.</p>
d	<b>identify and record the constraints of the solution (min 2)</b> <ul style="list-style-type: none"> <li>Failure to identify and record the a min of 2 constraints of the solution is penalised as an accuracy error each missing constraint (min 2)</li> </ul> <p><b>Note:</b> see knowledge and understanding. The evidence produced for this AO will form part of the report produced in 1i.</p>
e	<b>identify and record the skills gap(s) and learning need(s) of the user(s) of the solution</b> <ul style="list-style-type: none"> <li>Failure to identify and record the skills gap(s) and learning need(s) to meet the solution is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding. The evidence produced for this AO will form part of the report produced in 1i.</p>
f	<b>identify and record benefits and drawbacks of technology and skills (min 1)</b> <ul style="list-style-type: none"> <li>Failure to identify and record the drawbacks of technology and skills to meet the solution is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding. The evidence produced for this AO will form part of the report produced in 1i.</p>

g	<p><b>justify and record the choice and use of software tools and techniques</b></p> <ul style="list-style-type: none"> <li>• Failure to justify and record the choice and use of software tools and techniques to meet the solution is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding. The evidence produced for this AO will form part of the report produced in 1i.</p>
h	<p><b>identify and record changes that improve the efficiency of the task(s)</b></p> <ul style="list-style-type: none"> <li>• Failure to identify and record changes to improve the efficiency of the task(s) is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding. The evidence produced for this AO will form part of the report produced in 1i.</p>
i	<p><b>produce a specification report including 1a – 1h</b></p> <ul style="list-style-type: none"> <li>• Failure to produce a specification report is penalised as a <b>critical error</b>.</li> <li>• Failure to produce the report using a word processor is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> the report should cover all the aspects of AO 1a – 1h.</p>
<p><b>2 plan a document-based IT solution</b></p>	
a	<p><b>produce a detailed design plan which must include all of the following:</b></p> <ul style="list-style-type: none"> <li>• <b>the structure and layout of the document(s) solution</b></li> <li>• <b>the style and format of the content</b></li> <li>• <b>a description of automated features and links</b></li> <li>• <b>justification of each design choice</b></li> </ul> <p>Failure to construct a detailed design plan containing a minimum of 4 items in the bullet points is penalised as an accuracy error for each missing item. (min 4)</p> <p><b>Note:</b> each of the bullet points must be included to achieve this AO, within the evidence for each bullet point a minimum of 4 items must be covered (eg structure, style, links, justification). The evidence produced for this AO will form part of the report produced in 2h.</p>
b	<p><b>produce a detailed test plan which must include all of the following:</b></p> <ul style="list-style-type: none"> <li>• <b>an indication of the measures that will be used to test the success of the solution against its goals</b></li> <li>• <b>identify and record the strengths and weaknesses to be checked</b></li> </ul> <p>Failure to construct a detailed test plan containing the information in the 2 bullet points is penalised as an accuracy error for each missing item. (min 3)</p> <p><b>Note:</b> see knowledge and understanding. Information for each of the bullet points must be included to achieve this AO, within the evidence for each bullet point a minimum of 3 items must be covered (eg goals, strengths, weaknesses). The evidence produced for this AO will form part of the report produced in 2h.</p>
c	<p><b>produce a detailed implementation plan showing:</b></p> <ul style="list-style-type: none"> <li>• <b>the milestones of implementation of the solution</b></li> <li>• <b>time for research, consultation, design, testing and amendments</b></li> </ul> <p>Failure to construct a detailed implementation plan containing the information in the 2 bullet points is penalised as an accuracy error for each missing item. (min 4)</p> <p><b>Note:</b> see knowledge and understanding. Information for each of the bullet points must be included to achieve this AO, within the evidence for each bullet point a minimum of 4 items must be covered. The evidence produced for this AO will form part of the report produced in 2h.</p>

d	<p><b>verifying information from the following (min 2):</b></p> <ul style="list-style-type: none"> <li>• <b>relevance, bias, validity, reliability and sufficiency</b></li> <li>• Failure to verify information is penalised as an accuracy error for each missing item (min 2).</li> </ul> <p><b>Note:</b> each of the items must be included to achieve this AO (min 2). The evidence produced for this AO will form part of the report produced in 2h.</p>
e	<p><b>report on the need to select the most suitable and efficient method and media for storing and transferring data, taking account of data transmission speeds</b></p> <ul style="list-style-type: none"> <li>• Failure to report on storing and transferring data including transmission speeds is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding. The evidence produced for this AO will form part of the report produced in 2h.</p>
f	<p><b>report on the procedures of making recovery plans to deal with the effects of disasters and other unforeseen events</b></p> <ul style="list-style-type: none"> <li>• Failure to report on the procedures needed for recovery plans is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding. The evidence produced for this AO will form part of the report produced in 2h.</p>
g	<p><b>report on the need for passwords and other methods of protecting data and software</b></p> <ul style="list-style-type: none"> <li>• Failure to report on passwords and other protection methods is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding. The evidence produced for this AO will form part of the report produced in 2h.</p>
h	<p><b>produce a planning report including 2a – 2g</b></p> <ul style="list-style-type: none"> <li>• Failure to produce a planning report is penalised as a <b>critical error</b>.</li> </ul>
<p><b>3</b> <b>create a document-based IT solution to a professional standard</b></p>	
a	<p><b>customise menus/toolbars in software to meet the solution needs</b></p> <ul style="list-style-type: none"> <li>• Failure to customise menus/toolbars is penalised as an accuracy error.</li> </ul>
b	<p><b>use appropriate editing and formatting tools and techniques effectively for more complex solution(s)</b></p> <ul style="list-style-type: none"> <li>• Failure to produce evidence of editing and formatting is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding. This evidence should be clearly annotated in the printouts/files.</p>
c	<p><b>use appropriate techniques to check complex information</b></p> <ul style="list-style-type: none"> <li>• Failure to produce evidence of using appropriate techniques to check complex information is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding. This evidence could be by screen print.</p>
d	<p><b>produce the document-based solution including 3a – 3c</b></p> <ul style="list-style-type: none"> <li>• Failure to produce a document-based IT solution to meet the criteria of a solution for an IT user is penalised as a <b>critical error</b>.</li> <li>• Spelling and grammatical errors are only penalised as an accuracy error once per assessment.</li> </ul> <p><b>Note:</b> candidates must produce the solution to meet the identified problem. This may be one or more documents.</p>

<b>4 review a document-based IT solution</b>	
<b>4a</b>	<p><b>test the solution - using the test plan</b></p> <ul style="list-style-type: none"> <li>Failure to test the solution produced in 3d against the test plan produced for 2b is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> the evidence produced for this AO will form part of the report produced in 4c.</p>
<b>4b</b>	<p><b>respond to results from the testing process and make adjustments to the solution where necessary</b></p> <ul style="list-style-type: none"> <li>Failure to report on the results for 4a and making the necessary adjustments is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding. The evidence produced for this AO will form part of the report produced in 4c.</p>
<b>4c</b>	<p><b>Produce a review/test report including 4a - 4b</b></p> <ul style="list-style-type: none"> <li>Failure to produce a review/test report is penalised as a <b>critical error</b>.</li> </ul>
<b>5 evaluate the document-based IT solution</b>	
<b>5a</b>	<p><b>evaluate the testing process and comment of any issues that arose</b></p> <ul style="list-style-type: none"> <li>Failure to evaluate the whole testing process is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> The evidence produced for this AO will form part of the report produced in 5f.</p>
<b>5b</b>	<p><b>evaluate the success of the project as a whole, using the goals and measurements proposed</b></p> <ul style="list-style-type: none"> <li>Failure to evaluate the success of the project overall is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding. The evidence produced for this AO will form part of the report produced in 5f.</p>
<b>5c</b>	<p><b>report on the development, production, testing and implementation of the solution</b></p> <ul style="list-style-type: none"> <li>Failure to evaluate the different stages of the project is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding. The evidence produced for this AO will form part of the report produced in 5f.</p>
<b>5d</b>	<p><b>evaluate on the review of the work produced and the steps taken to improve any weaknesses</b></p> <ul style="list-style-type: none"> <li>Failure to evaluate the strengths and weaknesses is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> The evidence produced for this AO will form part of the report produced in 5f.</p>
<b>5e</b>	<p><b>produce an analysis on the impact the solution(s) could have on the people or the organisation</b></p> <ul style="list-style-type: none"> <li>Failure to produce an analysis of the impact of the solution is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding. The evidence produced for this AO will form part of the report produced in 5f.</p>
<b>5f</b>	<p><b>produce an evaluation report including 5a – 5e</b></p> <ul style="list-style-type: none"> <li>Failure to produce a report on the overall evaluation of the solution is penalised as a <b>critical error</b>.</li> <li>Failure to produce the report using a word processor is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> the evidence produced will be in a report containing the evidence of 5a and 5e.</p>

<b>6</b>	<b>produce support documentation for users and maintainers of the solution to a professional standard</b>
<b>6a</b>	<p><b>select and use appropriate software to produce detailed support documentation for another user</b></p> <ul style="list-style-type: none"> <li>• Failure to produce a detailed user support document is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding. Candidates are required to provide a user guide that covers aspects of the solution that will aid another user to use the solution.</p>
<b>6b</b>	<p><b>select and use appropriate software to produce detailed support documentation for the maintainer of the solution</b></p> <ul style="list-style-type: none"> <li>• Failure to produce a detailed maintainer support document is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding. Candidates are required to provide a maintainer guide that covers aspects of the solution that will aid a supervisor to maintain the solution.</p>
<b>6c</b>	<p><b>review and report on how to share own skills and understanding to help others</b></p> <ul style="list-style-type: none"> <li>• Failure to produce a report on how own skills and knowledge can help others is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding.</p>

## Marking Reference Grid for Unit 1 - Creating an IT solution

	Assessment Objective	Critical Error	Accuracy Error Once per assessment	Error Each item
1a	identify and record the aims of the solution (min 3)			✓
1b	identify and record the needs/preferences of the solution (min 3)			✓
1c	identify and record the present and future resource needs for the solution		✓	
1d	identify and record the constraints of the solution (min 2)			✓
1e	identify and record the skills gap(s) and learning need(s) of the user(s) of the solution		✓	
1f	identify and record benefits and drawbacks of technology and skills (min 1)		✓	
1g	justify and record the choice and use of software tools and techniques		✓	
1h	identify and record changes that improve the efficiency of the task(s)		✓	
1i	produce a specification report including 1a – 1h	✓		
2a	produce a detailed design plan which must include all of the following: (min 4)* the structure and layout of the document(s) solution the style and format of the content a description of automated features and links			✓
2b	justify each design choice produce a detailed test plan which must include all of the following: (min 3)* an indication of the measures that will be used to test the success of the solution against its goals identify and record the strengths and weaknesses to be checked			✓
2c	produce a detailed implementation plan showing: (min 4)* the milestones of implementation of the solution time for research, consultation, design, testing and amendments			✓
2d	verifying information from the following: (min 2)* relevance, bias, validity, reliability and sufficiency			✓
2e	report on the need to select the most suitable and efficient method and media for storing and transferring data, taking account of data transmission speeds		✓	

2f	report on the procedures of making recovery plans to deal with the effects of disasters and other unforeseen events		✓
2g	report on the need for passwords and other methods of protecting data and software		✓
2h	produce a planning report including 2a – 2g	✓	
3a	customise menus / toolbars in software to meet the solution needs		✓
3b	use appropriate editing and formatting tools and techniques effectively for more complex solution(s)		✓
3c	use appropriate techniques to check complex information		✓
3d	produce the document-based solution including 3a – 3c	✓	
4a	test the solution - using the test plan		✓
4b	respond to results from the testing process and make adjustments to the solution where necessary		✓
4c	produce a review/test report including 4a – 4b	✓	
5a	evaluate the testing process and comment of any issues that arose		✓
5b	evaluate the success of the project as a whole, using the goals and measurements proposed		✓
5c	report on the development, production, testing and implementation of the solution		✓
5d	evaluate on the review of the work produced and the steps taken to improve any weaknesses		✓
5e	produce an analysis on the impact the solution(s) could have on the people or the organisation		✓
5f	produce an evaluation report including 5a – 5e	✓	
6a	select and use appropriate software to produce detailed support documentation for another user		✓
6b	select and use appropriate software to produce detailed support documentation for the maintainer of the solution		✓
6c	review and report on how to share own skills and understanding to help others		✓

**Note:** This grid is provided for general reference, it must not be used as the sole reference for assessment. Tutors must refer to the Detailed Marking Criteria for each unit and to the General Marking Criteria which applies to all units. For assessment objectives marked with an \* above, more than one ruling may apply depending on the type of error made, refer to the Detailed Marking Criteria for the assessment objective.

## UNIT 2: ANALYSING SPREADSHEETS AND GRAPHS

### Unit Description:

This unit is designed to accredit the user's advanced skills in using, analysing and automating spreadsheet and graphs software. To show a sound understanding of the use of complex formulae and functions, creating macros to analyse and interpret data producing a variety of outputs including charts and graphs from existing data. Candidates will demonstrate an in-depth knowledge of the software to be used, along with demonstrating a sound understanding of the use and manipulation of complex formulae and numerical formatting and data presentation concepts for the correct use of graphing tools.

### Learning Outcomes:

A candidate following a programme of learning leading to this unit will be able to:

- identify and use spreadsheet and graph software correctly
- create spreadsheets for a common purpose
- use a range of complex formulae and functions
- create a macro and analyse spreadsheet data
- create complex reports using a variety of analytical techniques and layouts
- format the presentation of graphs and charts
- use graphs to extrapolate information

### Recommended Prior Learning:

There are no requirements for Recommended Prior Learning. However, candidates may find it beneficial to have completed OCR Level 2 CLAiT Plus International Certificate/Diploma for IT Users, Unit 2: Manipulating Spreadsheets and Graphs.

### Recommended Guided Learning Hours:

The recommended guided learning hours for this unit is 60 hours.

### Entry Restrictions:

There are no prohibited combinations of entry.

### Assessment:

Candidates are assessed by means of either an OCR-set scenario or a centre/candidate devised scenario.

It is the centre's responsibility to ensure that the centre/candidate devised scenario addresses all of the assessment objectives identified in the unit specification in a holistic and practical way.

Candidates will be required to complete an OCR Evidence Checklist identifying where/how assessment objectives have been met. Evidence checklists **must** be submitted with candidate work to the Examiner-moderator. If evidence checklists are not submitted or if they have not been clearly completed, work will be returned to the centre which may cause a delay in the certification process.

There are no time restrictions on the assessment session. A guide could be 10 – 15 hours, which may be split. However, in between assessment sessions, candidates' work must be locked in a secure place.

The scenario/task must allow candidates to use their knowledge and understanding to demonstrate skill in each assessment objective.

Candidates' work will be centre assessed and externally moderated by OCR. Centre assessors may give non-specific IT feedback to candidates.

In order to achieve a Pass in this unit, candidates must demonstrate skill in each assessment objective within the tolerance of nine accuracy errors and with no critical errors.

Candidates who do not achieve a Pass may re-take the assessment using a different scenario.

The evidence checklist is provided at the end of this unit and must be completed whether the scenario is centre/candidate devised or OCR-set.

### **Candidates' work will not be returned to the centre.**

It is recommended that the centre retains copies of all candidate work until satisfactory results have been received.

### **Minimum requirements for the spreadsheet project**

- three spreadsheets must consist of at least 300 active cells, containing a variety of formats both number and text.
- two of the three spreadsheets must show evidence of linking within formulae/function
- each assessment objective must be demonstrated in full in the way prescribed in the unit content.

### **Evidence**

Where printed evidence is expected, no other form of evidence, such as tutor witness statements will be accepted. Failure to provide the printed evidence will incur the appropriate penalty under each assessment objective not evidenced.

In OCR solutions assessments, candidate devised or centre devised assessments: Candidates will be required to complete an OCR Evidence Checklist identifying where and how the assessment objectives have been met within the evidence provided to the Examiner-moderator, annotating the printout to clearly demonstrate the evidence provided against each assessment objective.

Tutors must submit the Evidence Checklist to the Examiner-moderator together with candidate's work.

**Marking Guide/Evidence Checklist is provided by OCR at the end of this Unit to be used on centre-devised, candidate-devised and OCR-set scenarios.**

## Unit 2 Content - Analysing spreadsheets and graphs

Assessment Objectives	Knowledge, Skills and Understanding
<b>1 identify, input and amend data in spreadsheet software accurately</b>	
<p>a use appropriate application software to set up or import spreadsheet(s) from a given data source</p> <p>b create at least 3 spreadsheets for a common purpose</p> <p>c state the purpose of the spreadsheet(s)</p> <p>d spreadsheets must contain a minimum of 300 active cells across the spreadsheets</p>	<ul style="list-style-type: none"> <li>• understand how to open data from generic files and appreciate why it might be in that format</li> <li>• identify appropriate software for the task to create a spreadsheet</li> <li>• understand correct procedures for using the chosen software</li> <li>• appreciate the need for accuracy when inputting data and the importance of checking output against expectations</li> <li>• understand the software's tools for adding and deleting rows and columns</li> <li>• appreciate the difference between deleting, hiding and clearing</li> <li>• understand and be able to select different cell formats eg text, date, number (currency, percentage, scientific, fractions, decimal places)</li> <li>• understand who the information is for, when and how it will be used</li> <li>• understand the need for numerical accuracy in spreadsheet production</li> <li>• appreciate the use and purpose of multi-level spreadsheets</li> </ul>
e include a test plan for testing of data	<ul style="list-style-type: none"> <li>• appreciate the need to develop the solution with a test plan to be used to check formulae/function perform correctly</li> </ul>
f link at least 2 spreadsheets	<ul style="list-style-type: none"> <li>• understand spreadsheet linking and how to use linked data in formulae/functions</li> </ul>
g include at least one comment/note	<ul style="list-style-type: none"> <li>• understand the use of purpose of comments/notes</li> </ul>
h produce shared workbooks	<ul style="list-style-type: none"> <li>• understand the need for users to have access to a shared workbook at the same time</li> </ul>
<p>i protect sheet(s)</p> <p>j protect cell(s)</p>	<ul style="list-style-type: none"> <li>• understand the need to prevent certain types of access to a shared workbook, and to cells containing formulae</li> </ul>
k hide cells/sheets	<ul style="list-style-type: none"> <li>• understand the need to hide certain data from other others</li> </ul>

<b>2 use formulae and functions in spreadsheets</b>	
a select and use at least 3 different cell references	<ul style="list-style-type: none"> <li>understand the use and purpose of relative, absolute and mixed cell referencing and the advantages in replication</li> <li>understand named cells/ranges and how they are used in formulae and appreciate their advantages</li> <li>be able to select and use functions to meet requirements including logical, statistical and mathematical</li> <li>be able to define formula to solve a problem, combining cell references and arithmetic, relational and logical operators as necessary</li> </ul>
b use at least one named range	<ul style="list-style-type: none"> <li>understand the use of formulae and the efficient use of replication in creating spreadsheets</li> <li>understand the use and purpose of a range of functions eg Lookup, HLookup, Vlookup, Hyperlink, Choose, etc</li> </ul>
c use at least one formula that performs a multi-stage calculation	<ul style="list-style-type: none"> <li>understand the use of purpose multi-stage calculations eg Sale Price = A10 – (A10 * 25%)</li> </ul>
d use at least one nested function in a formula	<ul style="list-style-type: none"> <li>understand the use and construction of nested function in formulae eg = IF (OR(C9 &gt; 3, B7&lt;4), "OK", "No good")</li> </ul>
e use at least one single array formulae	<ul style="list-style-type: none"> <li>understand the use of purpose of single array formulae</li> </ul>
f apply conditional formatting to calculated results	<ul style="list-style-type: none"> <li>understand the use and purpose of conditional formatting in the presentation of spreadsheet results</li> </ul>
g use auditing tool	<ul style="list-style-type: none"> <li>understand the purpose of and be able to trace precedent/dependent cells for tracing errors</li> </ul>
h concatenate text strings and cell references	<ul style="list-style-type: none"> <li>understand the use of and purpose of concatenate and the benefits of using cell reference for reporting</li> </ul>
i use a filter maintaining data integrity	<ul style="list-style-type: none"> <li>appreciate the use of appropriate tools and techniques for analysing more complex data, such as filter</li> </ul>
j create a macro to operate a spreadsheet function	<ul style="list-style-type: none"> <li>understand what a macro does</li> <li>understand how to create macros using simple action-recording facilities (there is no need to understand the programming language of macros)</li> <li>understand the advantages in using macros to carry out commonly repeated tasks</li> </ul>
k assign the created macro to a button	<ul style="list-style-type: none"> <li>understand how to assign a macro action to a button, menu command or keyboard shortcut</li> </ul>
l use a pivot table to summarise data	<ul style="list-style-type: none"> <li>understand the use and purpose of pivot tables for summarising data</li> </ul>

m	use data validation to ensure correct input by user	<ul style="list-style-type: none"> <li>understand the need to prevent users from filling and copying data using cell drag and drop by displaying messages</li> <li>understand that cells might have different data restrictions and messages depending on user actions</li> </ul>
n	use formulae/function that produce the correct results	<ul style="list-style-type: none"> <li>understand the need to produce the correct results in all formulae and functions</li> </ul>
<b>3 produce complex charts from data and pivot table</b>		
a	create a complex graph/chart (min 3)	<ul style="list-style-type: none"> <li>understand the use and purpose of charts and the importance of charts being appropriate to the purpose</li> <li>appreciate the differences between data modelling software and purely graphical alternatives (eg live data modelling)</li> <li>understand graphs (eg scatter graphs/line-column graph on 2/3 axes) that update automatically when new data is added</li> <li>understand how to create complex graphs/charts ie font, number format, axis scale, colour, annotation and layout</li> </ul>
b	create a chart from the pivot table	<ul style="list-style-type: none"> <li>understand the use and purpose of creating charts from pivot tables</li> </ul>
<b>4 use formatting and alignment techniques in spreadsheet(s) and graphs/charts</b>		
a	select and use at least 4 different cell formats (min 4)	<ul style="list-style-type: none"> <li>understand and be able to select different cell formats eg text, date, number (currency, percentage, scientific, fractions, decimal places)</li> <li>understand how to use a wide range of table editing facilities</li> <li>understand importance of formatting</li> <li>understand how to merge/split cells and the effect on this cell contents and properties</li> <li>understand the use of borders and shading to create complex effect</li> </ul>
<b>5 save and print spreadsheet(s) and graphs/charts</b>		
a	save spreadsheet(s)	<ul style="list-style-type: none"> <li>appreciate the use of save, save as and close</li> <li>understand the importance of saving spreadsheet in suitable format</li> </ul>
b	set the page size (including margins, orientation, headers, footers and automatic fields)	<ul style="list-style-type: none"> <li>understand the use and purpose of changing the default print settings</li> <li>understand the use and purpose of altering margin</li> <li>understand the use and purpose of changing page orientation</li> <li>understand the use and purpose of automatic data in headers and footers to include: filename, sheet name, page numbers and date</li> </ul>

c set print page options	<ul style="list-style-type: none"> <li>• understand the use of print on one page by adjusting margins, text size, etc</li> <li>• understand how to fit a spreadsheet to a specified number of pages</li> </ul>
d print the spreadsheet(s) with data showing in full as a table	<ul style="list-style-type: none"> <li>• understand how to print the spreadsheet showing an appreciation of the changes to the display and layout</li> <li>• appreciate the difference between and the purpose of cell contents and displayed values</li> </ul>
e print document selection	<ul style="list-style-type: none"> <li>• understand the use of print facilities to print documents and sections/subsets of data accurately</li> </ul>
f print the spreadsheet(s) with formulae showing in full	<ul style="list-style-type: none"> <li>• understand how to set the spreadsheet to print with the formulae showing and appreciate the changes to the display that may result</li> </ul>
g print formulae printout(s) displaying column and row headings	<ul style="list-style-type: none"> <li>• appreciate the need to display row (1,2,3...)/column (A,B,C...) headings in a formulae printout</li> </ul>
h print the spreadsheet(s) displaying gridlines	<ul style="list-style-type: none"> <li>• understand the use and purpose of applying/removing gridlines</li> </ul>
i produce hard copies to show: <ul style="list-style-type: none"> <li>• evidence macro</li> <li>• pivot table</li> <li>• filtered results</li> <li>• auditing evidence</li> <li>• comments and notes</li> <li>• testing of spreadsheet data including testing of extremes and normal/expected data</li> <li>• chart (min 3)</li> </ul>	<ul style="list-style-type: none"> <li>• understand the use of screen prints to evidence that would not be printed from spreadsheet(s) or formulae printout(s)</li> </ul>
j print charts (min 3)	<ul style="list-style-type: none"> <li>• understand how to print the graphs/charts showing an appreciation of the changes to the display and layout</li> </ul>

## Marking Criteria for Analysing spreadsheets and graphs

In order to achieve a Pass in the assessment for this unit, candidates must complete the assessment without making any critical errors as defined below and with **no more than 9 accuracy errors**.

### Critical errors are incurred for failure to:

- create at least 3 spreadsheets for a common purpose 1b
- link at least 2 spreadsheets 1f
- protect sheet(s) (min 1) 1i
- protect cell(s) (min 1) 1j
- use a filter maintaining data integrity 2i
- use formulae/function that produce the correct results 2n
- print the spreadsheet(s) with data showing in full as a table 5d
- print document selection 5e
- produce any printout 5f, 5g, 5h & 5i
- print charts (min 3) 5j

### Accuracy errors are incurred for each instance of:

- an error in inputting text data (see list of data items)
- an error in completing any other assessment objective as specified that is not listed as a critical error.

### Data items for Unit 2, Analysing spreadsheets and graphs are:

- text in a table cell in spreadsheets
- header and/or footer
- a heading in a graph
- an axis title in a graph
- a legend in a graph
- consistent use of case is not penalised if used appropriately.

Candidates who do not achieve a Pass may re-take the assessment using a different OCR-set scenario, different centre devised scenario or candidate devised scenario.

## Detailed Marking Criteria for Unit 2: Analysing Spreadsheets and Graphs

<b>1</b>	<b>identify, input and amend data in spreadsheet software accurately</b>
<b>a</b>	<p><b>use appropriate application software to set up or import spreadsheet(s) from a given data source</b></p> <ul style="list-style-type: none"> <li>Inconsistent use of case is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> Consistent use of upper, lower, sentence or title case is not penalised.</p>
<b>b</b>	<p><b>create at least 3 spreadsheets for a common purpose</b></p> <ul style="list-style-type: none"> <li>Failure to create 3 spreadsheets for a common purpose is penalised as a <b>critical error</b>.</li> </ul> <p><b>Note:</b> common purpose – this could be 3 spreadsheets for one organisation eg income and expenditure, balance sheet, stock valuation. These would be for one organisation and links could be formed between the sheets to evidence AO 1f.</p>
<b>c</b>	<p><b>state the purpose of the spreadsheet(s)</b></p> <ul style="list-style-type: none"> <li>Failure to state the purpose of the spreadsheets is penalised as one accuracy error once per assessment.</li> </ul>
<b>d</b>	<p><b>spreadsheets must contain a minimum of 300 active cells across the spreadsheets</b></p> <ul style="list-style-type: none"> <li>Failure to produce 300 active cells is penalised as an accuracy error once per assessment.</li> </ul> <p><b>Note:</b> Three spreadsheets must be created with the minimum of 300 active cells used across the three spreadsheets. Active cells – those with data/formulae – blank cells do not count as active.</p>
<b>e</b>	<p><b>include a test plan for testing of data</b></p> <ul style="list-style-type: none"> <li>Failure to produce a test plan is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> this will evidence testing the limitations of the spreadsheet formulae/functions, to be used to check for errors etc.</p>
<b>f</b>	<p><b>link at least 2 spreadsheets</b></p> <ul style="list-style-type: none"> <li>Failure to link at least two spreadsheets is penalised as a <b>critical error</b>.</li> </ul> <p><b>Note:</b> the links will be in formulae/function, can be between sheets or files.</p>
<b>g</b>	<p><b>include at least one comment/note</b></p> <ul style="list-style-type: none"> <li>Failure to use at least one comment/note is penalised as one accuracy error once per assessment.</li> </ul>
<b>h</b>	<p><b>produce shared workbooks</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of shared workbooks is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> this may be by screen print.</p>
<b>i</b>	<p><b>protect sheet(s)</b></p> <ul style="list-style-type: none"> <li>Failure to demonstrate the protection of at least one spreadsheet is penalised as a <b>critical error</b>.</li> </ul> <p><b>Note:</b> this may be by screen print.</p>
<b>j</b>	<p><b>protect cell(s)</b></p> <ul style="list-style-type: none"> <li>Failure to demonstrate the protection of at least one cell of a spreadsheet is penalised as a <b>critical error</b>.</li> </ul> <p><b>Note:</b> this may be by screen print.</p>

<b>k</b>	<p><b>hide cells/sheets</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of at least one hidden cell/sheet is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> this may be by screen print.</p>
<b>2 use formulae and functions in spreadsheets</b>	
<b>a</b>	<p><b>select and use at least 3 different cell references</b></p> <ul style="list-style-type: none"> <li>Failure to select and use at least 3 different cell references in formulae/function is penalised as an accuracy error on each occasion.</li> </ul> <p><b>Note:</b> see knowledge and understanding.</p>
<b>b</b>	<p><b>use at least one named range</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of at least one named range used in formulae/function is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding.</p>
<b>c</b>	<p><b>use at least one formula that performs a multi-stage calculation</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of a multi-stage calculation used in formulae/function is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding.</p>
<b>d</b>	<p><b>use at least one nested function in a formula</b></p> <ul style="list-style-type: none"> <li>Failure to use at least one nested function in a formula is penalised as an accuracy error.</li> </ul>
<b>e</b>	<p><b>use at least one single array formulae</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of at least one single array formulae is penalised as one accuracy error once per assessment.</li> </ul>
<b>f</b>	<p><b>apply conditional formatting to calculated results</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of conditional formatting used on formulae/function is penalised as one accuracy error once per assessment.</li> </ul>
<b>g</b>	<p><b>use auditing tool</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of the use of the auditing tool to evidence the pathway of formulae/function is penalised as one accuracy error once per assessment.</li> </ul>
<b>h</b>	<p><b>concatenate text strings and cell references</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of text strings and cell references used in formulae/function to produce a sentence string is penalised as one accuracy error once per assessment. EG "The turkeys are "A4" per kilo and "A7" have been sold, with a total value of "A10</li> </ul>
<b>i</b>	<p><b>use a filter maintaining data integrity</b></p> <ul style="list-style-type: none"> <li>Failure to maintain filtered data integrity is penalised as a <b>critical error</b>.</li> </ul>
<b>j</b>	<p><b>create a macro to operate a spreadsheet function</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of at least one macro to operate a spreadsheet function is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> The evidence required will be a printout of the macro.</p>
<b>k</b>	<p><b>assign the created macro to a button</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of the macro assigned to a button is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> This evidence may be by screen print.</p>
<b>l</b>	<p><b>use a pivot table to summarise data</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of the use of a pivot table to select and display data is penalised as one accuracy error once per assessment.</li> </ul>
<b>m</b>	<p><b>use data validation to ensure correct input by user</b></p>

	<ul style="list-style-type: none"> <li>Failure to use data validation is penalised as an accuracy error.</li> </ul>
<b>n</b>	<p><b>use formulae/function that produce the correct results</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of the correct formulae/function used is penalised as a <b>critical error</b> per formulae/function that does not produce correct results.</li> </ul> <p><b>Note:</b> incorrect formulae/functions that produce correct results will not be penalised.</p>
<b>3 produce complex charts from data and pivot table</b>	
<b>a</b>	<p><b>create a complex graph/chart (min 3)</b></p> <ul style="list-style-type: none"> <li>Failure to create three graph/chart(s) is penalised as one accuracy error for each missing graph.</li> </ul> <p><b>Note:</b> see knowledge and understanding.</p>
<b>b</b>	<p><b>create a chart from the pivot table</b></p> <ul style="list-style-type: none"> <li>Failure to create the specified graph/chart type is penalised as one accuracy error once per assessment.</li> </ul>
<b>4 use formatting and alignment techniques in spreadsheet(s) and graphs/charts</b>	
<b>a</b>	<p><b>select and use at least 4 different cell formats</b></p> <ul style="list-style-type: none"> <li>Failure to apply text formatting is penalised as one accuracy error once per assessment</li> <li>Failure to apply numeric formatting is penalised as one accuracy error once per assessment.</li> <li>Failure to show evidence of 4 different cell formats is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> evidence should be annotated on the printouts/files.</p>
<b>5 save and print spreadsheet(s) and graphs/charts</b>	
<b>a</b>	<p><b>save spreadsheet(s)</b></p> <ul style="list-style-type: none"> <li>Failure to save the spreadsheet is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> Unless an automatic filename is displayed on the printout, the centre assessor should observe this objective. A note of any error(s) in saving and/or using the specified filename should be noted on the appropriate printout.</p>
<b>b</b>	<p><b>set the page size (including margins, orientation, headers, footers and automatic fields)</b></p> <ul style="list-style-type: none"> <li>Failure to use headers/footers (including automatic fields) is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding.</p>
<b>c</b>	<p><b>set print page options</b></p> <ul style="list-style-type: none"> <li>Failure to set print page options is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding.</p>
<b>d</b>	<p><b>print the spreadsheet(s) with data showing in full as a table</b></p> <ul style="list-style-type: none"> <li>A missing printout is penalised as a <b>critical error</b>.</li> <li>Failure to display numeric data in full is penalised as a <b>critical error</b>.</li> <li>Failure to display text in full is penalised as an accuracy error per column.</li> </ul> <p><b>Note:</b> Candidates must print the spreadsheet showing numerical totals, not formulae. All data must be displayed in full on the printout. Candidates should be aware of the need to check their printouts/files for correct printing of data as viewed on screen.</p>

e	<p><b>print document selection</b></p> <ul style="list-style-type: none"> <li>• A missing printout is penalised as a <b>critical error</b>.</li> <li>• Failing to produce a printout demonstrating a selection of data has been chosen is penalised as one accuracy error once per assessment.</li> </ul>
f	<p><b>print the spreadsheet(s) with formulae showing in full</b></p> <ul style="list-style-type: none"> <li>• A missing printout is penalised as a <b>critical error</b>.</li> <li>• Failure to display formulae in full is penalised as one accuracy error per cell.</li> </ul> <p><b>Note:</b> The formulae must be displayed in full on the printout. Candidates should be aware of the need to check their printouts/files for correct printing of data as viewed on screen. Truncated text on the formula printout is not penalised. Missing formula will be penalised under the appropriate assessment objective.</p>
g	<p><b>print formulae printout(s) displaying column and row headings</b></p> <ul style="list-style-type: none"> <li>• A missing printout is penalised as a <b>critical error</b>.</li> <li>• Failure to show row and column headings is penalised as one accuracy error once per assessment.</li> </ul>
h	<p><b>print the spreadsheet(s) displaying gridlines</b></p> <ul style="list-style-type: none"> <li>• A missing printout is penalised as a <b>critical error</b>.</li> <li>• Failure to display gridlines as specified is penalised as one accuracy error once per assessment.</li> </ul>
i	<p><b>produce hard copies to show:</b></p> <ul style="list-style-type: none"> <li>• evidence macro</li> <li>• pivot table</li> <li>• filtered results</li> <li>• auditing evidence</li> <li>• comments and notes</li> <li>• testing of spreadsheet data including testing of extremes and normal/expected data</li> </ul> <p>A missing printout is penalised as a <b>critical error</b>.</p>
j	<p><b>print charts (min 3)</b></p> <ul style="list-style-type: none"> <li>• A missing printout is penalised as a <b>critical error</b>.</li> <li>• Indistinguishable data when printed black and white is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> If a black and white printer is used, candidates must ensure that data is clearly distinguishable when printed.</p>

## Marking Reference Grid for Unit 2 - Analysing spreadsheets and graphs

### Data items for Unit 2 – Analysing spreadsheets and graphs

- ✓ text in a table cell in spreadsheets
- ✓ header and footer
- ✓ a heading in a graph
- ✓ an axis title in a graph
- ✓ a legend in a graph

	Assessment Objective	Critical Error	Accuracy Error	
			Once per assessment	Each item
1a	use appropriate application software to set up or import spreadsheet(s) from a given data source		✓	
1b	create at least 3 spreadsheets for a common purpose	✓		
1c	state the purpose of the spreadsheet(s)		✓	
1d	spreadsheets must contain a minimum of 300 active cells across the spreadsheets		✓	
1e	include a test plan for testing of data		✓	
1f	link at least 2 spreadsheets	✓		
1g	include at least one comment/note		✓	
1h	produce shared workbooks		✓	
1i	protect sheet(s) (min 1)	✓		
1j	protect cell(s) (min 1)	✓		
1k	hide cells/sheets		✓	
2a	select and use at least 3 different cell references			✓ each occasion
2b	use at least one named range		✓	
2c	use at least one formula that performs a multi-stage calculation		✓	
2d	use at least one nested function in a formula		✓	
2e	use at least one single array formulae		✓	
2f	apply conditional formatting to calculated results		✓	
2g	use auditing tool		✓	
2h	concatenate text strings and cell references		✓	
2i	use a filter maintaining data integrity		✓	
2j	create a macro to operate a spreadsheet function		✓	
2k	assign the created macro to a button		✓	
2l	use a pivot table to summarise data		✓	

2m	use data validation to ensure correct input by user		✓	
2n	use formulae/function that produce the correct results*	✓ per formulae /function		
3a	create a complex graph/chart (min 3)			✓
3b	create a chart from the pivot table		✓	
4a	select and use at least 4 different cell formats (min 4)*		✓	
5a	save spreadsheet(s)		✓	
5b	set the page size (including margins, orientation, headers, footers and automatic fields)		✓	
5c	set print page options		✓	
5d	print the spreadsheet(s) with data showing in full as a table*	✓		✓ per column
5e	print document selection*	✓	✓	
5f	print the spreadsheet(s) with formulae showing in full* print formulae printout(s)	✓	✓	✓ per cell
5g	displaying column and row headings*	✓	✓	
5h	print the spreadsheet(s) displaying gridlines* produce hard copies evidence macro pivot table filtered results auditing evidence	✓	✓	
5i	comments and notes testing of spreadsheet data including testing of extremes and normal/expected data chart (min 3)	✓		
5j	print charts (min 3)	✓	✓ illegible data if printed black and white	

**Note:** This grid is provided for general reference, it must not be used as the sole reference for assessment. Tutors must refer to the Detailed Marking Criteria for each unit and to the General Marking Criteria which applies to all units. For assessment objectives marked with an \* above, more than one ruling may apply depending on the type of error made, refer to the Detailed Marking Criteria for the assessment objective.

## UNIT 3: RELATIONAL DATABASES

### Description:

This unit is designed to accredit advanced skills in designing, configuring and automating a 'relational' database for others to use. Candidates will be required to enter information from a range of sources, retrieve and format information and modify database structures. Candidates will need to have an in-depth knowledge of their chosen software application along with a sound understanding of the use of data validation and formatting, forms, queries, reports, and macros.

### Learning Outcomes:

A candidate following a programme of learning leading to this qualification will be able to:

- create a relational database using advanced design features
- create, format and use forms for data entry
- create complex queries across tables and automate common tasks
- create and customise complex reports based on complex database queries on multiple-table databases.

### Recommended Prior Learning:

There are no requirements for Recommended Prior Learning; however, candidates may find it beneficial to have completed OCR Level 2 CLAiT Plus International Certificate/Diploma for IT Users, Unit 3: Creating and Using a Database or Microsoft Office specialist Access Core.

### Recommended Guided Learning Hours:

The recommended guided learning hours for this unit is 60 hours.

### Entry Restrictions:

There are no prohibited combinations of entry.

### Assessment:

Candidates are assessed by means of either an OCR-set scenario or a centre/candidate devised scenario.

It is the centre's responsibility to ensure that the centre/candidate devised scenario addresses all of the assessment objectives identified in the unit specification in a holistic and practical way.

Candidates will be required to complete an OCR Evidence Checklist identifying where/how assessment objectives have been met. Evidence checklists **must** be submitted with candidate work to the Examiner-moderator. If evidence checklists are not submitted or if they have not been clearly completed, work will be returned to the centre which may cause a delay in the certification process.

There are no time restrictions on the assessment session. A guide could be 10 – 15 hours, which may be split. However, in between assessment sessions, candidates' work must be locked in a secure place.

The scenario/task must allow candidates to use their knowledge and understanding to demonstrate skill in each assessment objective.

Candidates' work will be centre assessed and externally moderated by OCR. Centre assessors may give non-specific IT feedback to candidates.

In order to achieve a Pass in this unit, candidates must demonstrate skill in each assessment objective within the tolerance of nine accuracy errors and with no critical errors.

Candidates who do not achieve a Pass may re-take the assessment using a different scenario.

The evidence checklist is provided at the end of this unit and must be completed whether the scenario is centre/candidate devised or OCR-set.

**Candidates' work will not be returned to the centre.**

It is recommended that the centre retains copies of all candidate work until satisfactory results have been received.

**Minimum requirements for the database project**

- the relational database must consist of at least 3 tables and contain a minimum of 100 records across the 3 tables, containing a variety of data types.
- each assessment objective must be demonstrated in full in the way prescribed in the unit content.

**Evidence**

For OCR devised, candidate devised or centre devised assessments:

Where printed evidence is expected, no other form of evidence, such as tutor witness statements will be accepted. Failure to provide the printed evidence will incur the appropriate penalty under each assessment objective not evidenced.

Candidates will be required to complete an OCR Evidence Checklist identifying where and how the assessment objectives have been met within the evidence provided to the Examiner-moderator.

Tutors must submit the Evidence Checklist to the Examiner-moderator together with candidates' work.

**Marking Guide/Evidence Checklist is provided by OCR at the end of this Unit to be used on centre-devised, candidate-devised and OCR-set scenarios.**

<b>Unit 3 Content – Relational databases</b>	
<b>Assessment Objectives</b>	<b>Knowledge, Skills and Understanding</b>
<b>1 create a relational database using advanced design features</b>	
a import data from external sources eg other databases or spreadsheets	<ul style="list-style-type: none"> <li>understand how to import data from other applications and appreciate the advantages of importing data over creation of new databases</li> <li>appreciate the advantages of linking data with other software applications, eg spreadsheets or word processing</li> </ul>
b modify field characteristics within a multiple-table database	<ul style="list-style-type: none"> <li>understand how to modify field characteristics and how these can facilitate queries and reports and can be used to validate data</li> </ul>
c create a relational database of 3 tables with a minimum of 100 records across 3 tables	<ul style="list-style-type: none"> <li>understand how data is structured in a multiple-table database</li> <li>understand how relationships are established in multiple-table databases</li> <li>understand relationships: 1:1; 1:m, m:n</li> </ul>
d use primary key and foreign key	<ul style="list-style-type: none"> <li>understand how to establish data file relationships that enable appropriate information to be retrieved while maintaining the integrity of the data, such as primary key and file relationships</li> </ul>
e use at least 4 data types	<ul style="list-style-type: none"> <li>understand field definitions such as date, text, number, currency, logic, autonumber, alphanumeric and appreciate the efficient use of structure for data storage</li> </ul>
f set data validation for database tables (min 2 fields)	<ul style="list-style-type: none"> <li>understand the use and purpose of data validation in fields and how to create validation rules</li> <li>understand what issues there are about handling data, such as completeness of data, data consistency and data redundancy</li> </ul>
g create error message for invalid data (min 2 fields)	<ul style="list-style-type: none"> <li>understand how to create error messages for invalid data for the user</li> </ul>
h restrict format for field (input mask) (min 2 fields)	<ul style="list-style-type: none"> <li>understand how to define default values for fields</li> <li>understand how to define a format or input mask for a field</li> </ul>
l produce hard copy evidence of: <ul style="list-style-type: none"> <li>tables</li> <li>relationships between tables showing primary and foreign keys</li> <li>modification of field characteristics</li> <li>database design showing data types, validation, error message and input mask</li> <li>linking with other applications</li> </ul>	<ul style="list-style-type: none"> <li>understand the use and purpose of producing hard copy evidence eg of testing, relationships and data validation</li> <li>understand how to check data integrity, formatting and any links with other applications</li> </ul>

<b>2 create, format and use forms for data entry</b>		
a	create 3 forms for data entry	<ul style="list-style-type: none"> <li>understand how to use the software's facilities to design suitable forms and appreciate the advantages over table or list entry</li> <li>appreciate the use of forms in automating common queries, searches or filters</li> </ul>
b	format one form (layout, font and colour)	<ul style="list-style-type: none"> <li>understand how to use appropriate tools and techniques to format and layout database fields, tables, forms, records and reports from multiple-table databases, such as, font, colour, column and row</li> </ul>
c	create a selection list to automate data input	<ul style="list-style-type: none"> <li>the use of a selection list to automate data input</li> </ul>
d	produce hard copy evidence of forms	<ul style="list-style-type: none"> <li>understand how to provide appropriate output of forms</li> </ul>
<b>3 create complex queries across tables and automate common tasks</b>		
a	create 2 complex queries combining fields from at least 2 tables	<ul style="list-style-type: none"> <li>understand the difference between queries, filters and simple searches</li> <li>appreciate the use of 'Action' queries (eg append, update, delete)</li> </ul>
b	modify database by changing data file relationship(s) if needed – if not, explain where it may be necessary	<ul style="list-style-type: none"> <li>understand how to modify the method used to query data to meet different requirements eg. database file relationships and multiple queries</li> </ul>
c	use 3 different logical operators	<ul style="list-style-type: none"> <li>understand what logical operators are and how to use them (AND, OR, NOT, LIKE)</li> </ul>
d	use 3 different range operators	<ul style="list-style-type: none"> <li>understand how range operators can be used in searches (&lt;, &lt;=, &gt;, &gt;=, &lt;&gt;, BETWEEN, wild cards and range parameters)</li> </ul>
e	automate common tasks eg using macros	<ul style="list-style-type: none"> <li>understand the importance of improving efficiency by customising and automating eg. use of macros to automate tasks, customising menus and toolbars</li> <li>appreciate the use of multi-action macros</li> </ul>
f	produce hard copy evidence of: <ul style="list-style-type: none"> <li>query design</li> <li>query results</li> <li>automating common tasks</li> </ul>	<ul style="list-style-type: none"> <li>understand how to capture screen prints and how to print evidence of automated tasks eg. printout of macro</li> </ul>

<b>4</b>	<b>create and customise complex reports based on complex database queries on multiple-table databases</b>	
a	plan and produce reports from multiple-table databases	<ul style="list-style-type: none"> <li>understand how to create styles for fields, tables, forms, records and reports within multiple-table databases</li> </ul>
b	create customised report layout	<ul style="list-style-type: none"> <li>understand how to create customised reports (image, font, font size, emphasis)</li> <li>understand the need for, and use of, headers and footers including automatic fields</li> </ul>
c	create at least one report grouped on more than one field and sorted on more than one field	<ul style="list-style-type: none"> <li>understand how data can be sorted and grouped to prioritise and present data</li> </ul>
d	create at least one report displaying groups and summaries, displaying labels for summaries	<ul style="list-style-type: none"> <li>understand the use and purpose of functions in reports (sum, min, max, average, count) and the use of labels for grouped/overall summaries</li> </ul>
e	print reports	<ul style="list-style-type: none"> <li>understand how to set appropriate page orientation, how to fit reports onto an appropriate number of pages and the importance of presenting data in full</li> </ul>

## Marking Criteria for Relational Databases

In order to achieve a Pass in the assessment for this unit, candidates must complete the assessment without making any critical errors as defined below and with **no more than nine accuracy errors**.

### Critical errors are incurred for failure to:

- modify field characteristics within a multiple-table database when it effects numeric data 1b
- create a relational database of 3 tables with a minimum of 100 records 1c
- produce printout(s) 1i, 2d, 3f, 4e
- producing a form with missing fields 2a
- produce correct results in queries 3a
- plan and produce report from multiple-table databases 4a
- create at least one report grouped on more than one field and sorted on more than one field 4c

### Accuracy errors are incurred for each instance of:

- an error in inputting text data (see list of data items)
- an error in completing any other assessment objective as specified that is not listed as a critical error.

### Data items for Unit 3, Relational Databases are:

- text in a table cell in a database
- text in a placement box in a report and/or form design
- header and footer
- a heading in a query and/or report
- lack of a capital for proper nouns is penalised per data item
- consistent use of case is not penalised if used appropriately.

Candidates who do not achieve a Pass may re-take the assessment using a different OCR-set scenario, different centre devised scenario or candidate devised scenario.

As long as evidence of database(s) is produced in queries, reports and screen prints, the whole database does not need to be printed.

## Detailed Marking Criteria for Unit 3: Relational Databases

<b>1</b>	<b>create a relational database using advanced design features</b>
<b>a</b>	<p><b>import data from external sources eg other databases or spreadsheets</b></p> <ul style="list-style-type: none"> <li>Failure to import data is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> consistent use of upper, lower, sentence or title case is not penalised.</p>
<b>b</b>	<p><b>modify field characteristics within a multiple-table database</b></p> <ul style="list-style-type: none"> <li>Errors in numeric data as a result of failing to modify the field characteristics are penalised as a <b>critical error</b>.</li> <li>Errors in text or logic fields as a result of failing to modify the field characteristics are penalised as one accuracy error per data item.</li> </ul> <p><b>Note:</b> candidates are not penalised if field lengths are greater than is necessary.</p>
<b>c</b>	<p><b>create a relational database of 3 tables with a minimum of 100 records</b></p> <ul style="list-style-type: none"> <li>Failure to produce a relational database with a minimum of 3 tables is penalised as an accuracy error per missing table.</li> <li>Failure to produce a relational database is penalised as a <b>critical error</b>.</li> </ul> <p><b>Note:</b> 3 flat file databases are not acceptable.</p>
<b>d</b>	<p><b>use primary key and foreign key</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of the use of a primary key and foreign key is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> a primary key should be used for each table and foreign keys should be used when it is necessary to link tables. The evidence will be in the printout(s) produced in 1i.</p>
<b>e</b>	<p><b>use at least 4 data types</b></p> <ul style="list-style-type: none"> <li>Failure to include four different data types is penalised as one accuracy error for each data type not included.</li> <li>Errors in setting up data types for fields are penalised as one accuracy error per field.</li> </ul> <p><b>Note:</b> candidates should use data types as appropriate but are penalised if the database does not include at least four different data types. If incorrect setting of the data type in a field results in other objectives not being evidenced, candidates will also be penalised under the appropriate objective(s).</p>
<b>f</b>	<p><b>set data validation for database tables</b></p> <ul style="list-style-type: none"> <li>Failure to include validation is penalised as one accuracy per missing validation. (min 2)</li> </ul> <p><b>Note:</b> candidates should set validation for at least 2 fields. The evidence will be in the printout(s) produced in 1i.</p>
<b>g</b>	<ul style="list-style-type: none"> <li>create error message for invalid data</li> <li>Failure to create relevant error messages for invalid data for at least 2 fields is penalised as an accuracy error on each occasion. (min 2)</li> </ul> <p><b>Note:</b> the evidence will be in the printout(s) produced in 1i.</p>
<b>h</b>	<p><b>restrict format for field (input mask)</b></p> <ul style="list-style-type: none"> <li>Failure to set up means of controlling the data input for at least 2 fields is penalised as an accuracy error on each occasion. (min 2 fields)</li> </ul> <p><b>Note:</b> the evidence will be in the printout(s) produced in 1i.</p>

i	<p><b>produce hard copy evidence of:</b></p> <ul style="list-style-type: none"> <li>• tables</li> <li>• relationships between tables showing primary and foreign keys</li> <li>• modification of field characteristics</li> <li>• database design showing data types, validation, error message and input mask</li> <li>• linking with other applications</li> </ul> <p>Any missing printouts/files are penalised as a <b>critical error</b>.  <b>Note:</b> some printouts/files will be evidenced by annotated screen prints.</p>
<p><b>2 create, format and use forms for data entry</b></p>	
a	<p><b>create 3 forms for data entry</b></p> <ul style="list-style-type: none"> <li>• Failure to create a data entry form for each table is penalised as an accuracy error for each missing data entry form.</li> <li>• A missing field on a data entry form as indicted on the Evidence Checklist is penalised as a <b>critical error</b>.</li> </ul> <p><b>Note:</b> The evidence will be in the printout(s) produced in 2d.</p>
b	<p><b>format one form (layout, font and colour)</b></p> <ul style="list-style-type: none"> <li>• Failure to produce evidence of apply formatting to at least one of the forms is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding. Evidence will be by screen print.</p>
c	<p><b>create a selection list to automate data input</b></p> <ul style="list-style-type: none"> <li>• Failure to produce evidence of creating at least one selection list to automate data input is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> evidence will be by screen print</p>
d	<p><b>produce hard copy evidence of forms</b></p> <ul style="list-style-type: none"> <li>• Any missing printouts/files are penalised as a <b>critical error</b>.</li> </ul> <p><b>Note:</b> some printouts/files will be evidenced by annotated screen prints.</p>
<p><b>3 create complex queries across tables and automate common tasks</b></p>	
a	<p><b>create 2 complex queries combining fields from at least 2 tables</b></p> <ul style="list-style-type: none"> <li>• Failure to create at least 2 queries combining fields from at least 2 tables is penalised as an accuracy error for each missing query.</li> <li>• Failure to produce correct results, for any query, as specified on Evidence Checklist will be penalised as a <b>critical error</b>.</li> </ul> <p><b>Note:</b> see knowledge and understanding. The evidence will be in the printout(s) produced in 3f.</p>
b	<p><b>modify database by changing data file relationship(s) if needed – if not, explain where it may be necessary</b></p> <ul style="list-style-type: none"> <li>• Failure to modify the database by changing the data file relationship(s) or explain where it may be necessary to change the data table relationship(s) is penalised as an accuracy error. Eg modify join type M:M to 1:M shown in query or report printout or screen print.</li> </ul> <p><b>Note:</b> evidence will be by screen print, query or report printout.</p>
c	<p><b>use 3 different logical operators</b></p> <ul style="list-style-type: none"> <li>• Failure to use 3 different logical operators is penalised as an accuracy error for each missing logical operator.</li> </ul> <p><b>Note:</b> as the queries produced are expected to be of a complex nature, candidates may combine both logical and range operators within the same query as appropriate but the queries must include at least 3 different logical operators. The evidence will be in the printout(s) produced in 3f.</p>

<b>d</b>	<p><b>use 3 different range operators</b></p> <ul style="list-style-type: none"> <li>• Failure to use 3 different range operators is penalised as an accuracy error for each missing range operator.</li> </ul> <p><b>Note:</b> as the queries produced are expected to be of a complex nature, candidates may combine both range and logical operators within the same query as appropriate but the queries must include at least 3 different range operators. The evidence will be in the printout(s) produced in 3f.</p>
<b>e</b>	<p><b>automate common tasks eg using macros</b></p> <ul style="list-style-type: none"> <li>• Failure to produce evidence of at least one macro to operate a database function is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> the evidence required will be a printout of the macro evidenced in AO 3f. This printout may be evidenced by an annotated screen print.</p>
<b>f</b>	<p><b>produce hard copy evidence of:</b></p> <ul style="list-style-type: none"> <li>• query design</li> <li>• query results</li> <li>• automating common tasks</li> <li>• Any missing printouts/files are penalised as a <b>critical error</b></li> <li>• Any truncated data will be penalised as an accuracy error per column of data.</li> </ul> <p><b>Note:</b> all data must be displayed in full on the printout. Candidates should be aware of the need to check their printouts/files for correct printing of data as viewed on screen. Some printouts/files will be evidenced by annotated screen prints.</p>
<p><b>4 create and customise complex reports based on complex database queries on multiple-table databases</b></p>	
<b>a</b>	<p><b>plan and produce reports from multiple-table databases</b></p> <ul style="list-style-type: none"> <li>• Failure to produce data in a format other than a report is penalised as one accuracy error per printout.</li> <li>• Failure to produce a report from multiple-table database(s) is penalised as a <b>critical error</b>.</li> </ul> <p><b>Note:</b> all data must be displayed in full. Candidates should be aware of the need to check their printouts/files for correct printing of data as viewed on screen when report produced. The evidence will be in the printout(s) produced in 4e.</p>
<b>b</b>	<p><b>create customised report layout</b></p> <ul style="list-style-type: none"> <li>• Failure to use headers/footers (including automatic fields) is penalised as one accuracy error once per assessment.</li> <li>• Failure to customise the layout of a report is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding. The evidence will be in the printout(s) produced in 4e.</p>
<b>c</b>	<p><b>create at least one report grouped on more than one field and sorted on more than one field</b></p> <ul style="list-style-type: none"> <li>• Failure to show evidence of data grouped and sorted on more than one field is penalised as a <b>critical error</b>.</li> </ul> <p><b>Note:</b> all data must be displayed in full. Candidates should be aware of the need to check their printouts/files for correct printing of data as viewed on screen when report produced. The evidence will be in the printout(s) produced in 4e.</p>

<p><b>d</b></p>	<p><b>create at least one report displaying groups and summaries, displaying labels for summaries</b></p> <ul style="list-style-type: none"> <li>• Failure to display data in group format is penalised as one accuracy error once per assessment.</li> <li>• Failure to display group headers is penalised as one accuracy error once per assessment.</li> <li>• Failure to display group summaries is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> all data must be displayed in full. Candidates should be aware of the need to check their printouts/files for correct printing of data as viewed on screen when report produced. The evidence will be in the printout(s) produced in 4e.</p>
<p><b>e</b></p>	<p><b>print reports</b></p> <ul style="list-style-type: none"> <li>• A missing printout is penalised as a <b>critical error</b>.</li> <li>• Any truncated data will be penalised as an accuracy error per column of data.</li> </ul> <p><b>Note:</b> all data must be displayed in full on the printout. Candidates should be aware of the need to check their printouts/files for correct printing of data as viewed on screen.</p>

## Marking Reference Grid for Unit 3 – Relational Databases

### Data items for Unit 3 – Relational Databases

- ✓ text in a table cell in database
- ✓ text in a placement box in a report and/or form design
- ✓ header and footer
- ✓ a heading in a query and/or report

	Assessment Objective	Critical Error	Accuracy Error	
			Once per assessment	Each item
1a	import data from external sources eg other databases or spreadsheets		✓	
1b	modify field characteristics within a multiple-table database*	✓		✓
1c	create a relational database of 3 tables with a minimum of 100 records	✓		✓
1d	use primary key and foreign key		✓	
1e	use at least 4 data types			✓
1f	set data validation for database tables (min 2 fields)			✓ each occasion
1g	create error message for invalid data (min 2 fields)			✓ each occasion
1h	restrict format for field (input mask) (min 2 fields)			✓ each occasion
1i	produce hard copy evidence	✓		
2a	create 3 forms for data entry*	✓ missing field		✓ each missing form
2b	format one form (layout, font and colour)		✓	
2c	create a selection list to automate data input		✓	
2d	produce hard copy evidence of forms	✓		
3a	create 2 complex queries combining fields from at least 2 tables*	✓		✓ each occasion
3b	modify database by changing data file relationship(s)		✓	
3c	use 3 different logical operators			✓ each occasion
3d	use 3 different range operators			✓ each occasion
3e	automate common tasks eg using macros		✓	
3f	produce hard copy evidence*	✓		✓ per column

4a	plan and produce report from multiple-table databases*	✓		✓ each missing printout
4b	create customised report layout*		✓	
4c	create at least one report grouped on more than one field and sorted on more than one field	✓		
4d	create at least one report displaying grouped and summaries, displaying labels for summaries*		✓	
4e	print reports*	✓		✓ per column

**Note:** This grid is provided for general reference, it must not be used as the sole reference for assessment. Tutors must refer to the Detailed Marking Criteria for each unit and to the General Marking Criteria which applies to all units. For assessment objectives marked with an \* above, more than one ruling may apply depending on the type of error made, refer to the Detailed Marking Criteria for the assessment objective.

As long as evidence of database(s) is produced in queries, reports and screen prints, the whole database does not need to be printed.

## UNIT 4: e-PUBLICATION PRODUCTION

### Unit Description:

This unit is designed to accredit advanced skills in using, configuring and automating word processing and document production software. Candidates will develop an in-depth knowledge of their chosen software application along with a sound understanding of the use of templates, style sheets, automated actions and forms. Candidates will produce complex documents containing information that is well structured and fit for purpose.

### Learning Outcomes:

A candidate following a programme of learning leading to this qualification will be able to:

- set master document template
- use complex style sheets and formatting techniques
- create automated actions and forms
- create and use complex table(s), structure(s)
- produce complex documents using template and a range of features (min 2 documents one of which must be a min of 6 pages).

### Recommended Prior Learning:

There are no requirements for Recommended Prior Learning. However, candidates may find it beneficial to have completed OCR Level 2 CLAiT Plus International Certificate/Diploma for IT Users, Unit 4: e-Publication Design.

### Recommended Guided Learning Hours:

The recommended guided learning hours for this unit is 60 hours.

### Entry Restrictions:

There are no prohibited combinations of entry.

### Assessment:

Candidates are assessed by means of either an OCR-set scenario or a centre/candidate devised scenario.

It is the centre's responsibility to ensure that the centre/candidate devised scenario addresses all of the assessment objectives identified in the unit specification in a holistic and practical way.

Candidates will be required to complete an OCR Evidence Checklist identifying where/how assessment objectives have been met. Evidence checklists **must** be submitted with candidate work to the Examiner-moderator. If evidence checklists are not submitted or if they have not been clearly completed, work will be returned to the centre which may cause a delay in the certification process.

There are no time restrictions on the assessment session. A guide could be 10 – 15 hours, which may be split. However, in between assessment sessions, candidates' work must be locked in a secure place.

The scenario/task must allow candidates to use their knowledge and understanding to demonstrate skill in each assessment objective.

Candidates' work will be centre assessed and externally moderated by OCR. Centre assessors may give non-specific IT feedback to candidates.

In order to achieve a Pass in this unit, candidates must demonstrate skill in each assessment objective within the tolerance of nine accuracy errors and with no critical errors.

Candidates who do not achieve a Pass may re-take the assessment using a different scenario.

The evidence checklist is provided at the end of this unit and must be completed whether the scenario is centre/candidate devised or OCR-set.

**Candidates' work will not be returned to the centre.**

It is recommended that the centre retains copies of all candidate work until satisfactory results have been received.

**Minimum requirements for the e-publication production project**

- the e-publication can consist of a minimum of two related documents, one of which must be at least 6 pages including a front cover, contents page and index page.
- each assessment objective must be demonstrated in full in the way prescribed in the unit content.

Candidates are expected to produce both a draft copy and a final printout of the publication. The draft copy will be annotated with changes to be made, or show electronically generated changes as evidence.

**Evidence:**

Where printed evidence is expected, no other form of evidence, such as tutor witness statements will be accepted. Failure to provide the printed evidence will incur the appropriate penalty under each assessment objective not evidenced.

In OCR solutions assessments, candidate devised or centre devised assessments: Candidates will be required to complete an OCR Evidence Checklist identifying where and how the assessment objectives have been met within the evidence provided to the Examiner-moderator, annotating the printout to clearly demonstrate the evidence provided against each assessment objective. Tutors must submit the Evidence Checklist to the Examiner-moderator together with candidate's work.

**Marking Guide/Evidence Checklist is provided by OCR at the end of this Unit to be used on centre-devised, candidate-devised and OCR-set scenarios.**

<b>Unit 4 Content – e-Publication production</b>	
<b>Assessment Objectives</b>	<b>Knowledge and Understanding</b>
<b>1</b>	<b>select and use software to create a complex master document/template</b>
a	<p>select and use appropriate application software</p> <ul style="list-style-type: none"> <li>analyse the appropriateness and effectiveness of decisions and actions taken about the choice and use of software tools and techniques, in relation to the task or purpose involved, for example candidates may consider using DTP or word processing software and/or decide to make the document editable by the user or protect it from editing</li> <li>understand why and how the IT system and software used was appropriate for the task (eg DTP/page layout software)</li> <li>understand correct procedures for using chosen software</li> <li>appreciate how to exploit the capabilities of most of the tools and functions of software application(s)</li> <li>choose and use a wide range of tools and techniques to make the most efficient use of the software</li> <li>appreciate what actions can be taken to avoid health and safety risks to other people and hardware and how to explain health and safety risks to others</li> <li>understand how to produce information that communicates effectively, by structuring the content to take account of different contexts and audience needs</li> </ul>
b	<p>set master document/template properties including style sheet/palette incorporating at least 5 different styles</p> <ul style="list-style-type: none"> <li>understand how to set up a Master document/template including margins, page orientation, paper size, headers, footers and styles sheets</li> <li>the relevance of the default or 'normal' document format or template and how to make and save amendments to it</li> <li>appreciate the advantages using a style sheet to enable users to produce documents in a defined 'house style'</li> <li>record styles used for future reference</li> </ul>
c	<p>set document file type</p> <ul style="list-style-type: none"> <li>understand how to set document file types – htm, doc, pdf, rft, txt and convert files to another suitable format where necessary</li> </ul>
d	<p>set file properties</p> <ul style="list-style-type: none"> <li>understand how to set document properties including title of document, author, keywords including screen prints of properties summary</li> </ul>
e	<p>set user preferences</p> <ul style="list-style-type: none"> <li>understand the options or preferences available for the user to amend (eg measurement system, auto correct, language, hyphenation, widow and orphan control, save</li> </ul>

	<p>options)</p> <ul style="list-style-type: none"> <li>• know how to produce screen print(s) to evidence: <ul style="list-style-type: none"> <li>• file type</li> <li>• properties summary</li> <li>• default styles</li> <li>• styles used in document</li> <li>• user preferences set</li> </ul> </li> </ul>
<b>2 create and use complex style sheets/palettes and formatting techniques</b>	
a use a style sheet/palette (min 5)	<ul style="list-style-type: none"> <li>• understand how to apply a style sheet/palette consistently</li> </ul>
b set character, line indents and paragraph spacing for a style (min 3)	<ul style="list-style-type: none"> <li>• understand how to create and use styles to apply complex paragraph formatting</li> </ul>
c set size, colour, alignment and emphasis for a style (min 3)	<ul style="list-style-type: none"> <li>• understand how to create and use styles to apply emphasis to text</li> </ul>
d create style(s) with multi-level bullets/numbering	<ul style="list-style-type: none"> <li>• understand the use and purpose of multi-level bullets and numbering and how to assign a different style to each level</li> </ul>
e create at least one independent and one linked style (max 2)	<ul style="list-style-type: none"> <li>• understand how to base one style on another and appreciate the effect on the later style of editing the 'base' style</li> <li>• understand the use and purpose of setting a style based on an existing style or based on no style</li> </ul>
<b>3 create automated actions and forms</b>	
a create a macro	<ul style="list-style-type: none"> <li>• understand the use and purpose of macro(s)</li> <li>• understand how to create macros using simple action-recording facilities (there is no need to understand the programming language of macros)</li> <li>• understand how to create a macro to perform a function (insert text/phrase/paragraph, headers, footers, print and save) how to include check-boxes</li> <li>• understand the uses of macros in combining sequences of actions in one command</li> <li>• understand the advantages in using macros to carry out commonly repeated tasks</li> </ul>
b assign macro(s) to buttons/ keyboard shortcuts	<ul style="list-style-type: none"> <li>• understand how to assign a macro action to a button and keyboard shortcut</li> </ul>
c create an automated form	<ul style="list-style-type: none"> <li>• understand the use and purpose of an automated form (ie, a document where only certain regions are editable by the user)</li> <li>• understand how to create an automated form</li> <li>• understand the effect of protecting/unprotecting the document</li> </ul>
d use at least two different form elements (min 2)	<ul style="list-style-type: none"> <li>• understand radio buttons, drop down, text boxes, text-area</li> </ul>

e	use validations on at least one form item	<ul style="list-style-type: none"> <li>understand how to configure text boxes to use validation to accept only certain types of input</li> <li>appreciate why one would protect and unprotect an existing for editing purposes by the user</li> </ul>
f	create a table of contents	<ul style="list-style-type: none"> <li>understand the purpose and know how to create a table of contents</li> </ul>
g	create an index	<ul style="list-style-type: none"> <li>understand the purpose and know how to create an index</li> </ul>
<b>4 create and use complex tabular structure(s)</b>		
a	create a complex table	<ul style="list-style-type: none"> <li>understand how to alter row and column height/width, and cell alignment (horizontal and vertical) with and without guidelines/gridlines</li> </ul>
b	merge/split cells	<ul style="list-style-type: none"> <li>understand how to merge/split cells both horizontal and vertical and the effects of this on cell contents and properties</li> </ul>
c	apply borders	<ul style="list-style-type: none"> <li>understand how to apply borders to individual rows/columns/cells using different weight</li> </ul>
d	remove borders	<ul style="list-style-type: none"> <li>understand how to remove borders to individual rows/columns/cells</li> </ul>
e	use shading with contrasting text on one or more cells	<ul style="list-style-type: none"> <li>understand the use of shading to create complex effects at the paragraph, cell and table levels, using a wide range of options</li> </ul>
f	format table data	<ul style="list-style-type: none"> <li>understand how to display data consistently to suit the audience needs</li> <li>understand how to embed table/tabulated data within an existing table</li> </ul>
g	set and use alternative tabulation techniques (min 2)	<ul style="list-style-type: none"> <li>understand the use of alternative tabulation techniques (ie other than a table) and how to display data using left/right/centre and decimal alignment, with and without leader characters</li> </ul>
<b>5 produce documents using templates and range of editing and checking techniques</b>		
a	import and integrate at least 4 different files and 3 different file types into a document	<ul style="list-style-type: none"> <li>understand how to import, place and format different files and file types into a document (eg. graphics, charts/graphs, text, data files) maintaining the integrity and/or proportion of the original files</li> <li>appreciate how to export, import and link objects between different software and why this would be appropriate</li> </ul>
b	use at least 2 different drawing/art features (min 2)	<ul style="list-style-type: none"> <li>understand how to use lines, boxes, text, boxes, shapes/call out, word art features to produce diagrams/flow charts and enhance text</li> </ul>
c	use at least 4 document features (min 4)	<ul style="list-style-type: none"> <li>understand how to use advanced features such as watermark, text wrap, text/image wrap, exact and relative position, mirror pages (mirroring of page layout for odd and even pages) hyperlink/bookmark, object linking,</li> </ul>

	footnotes, captions, comments
d use checking and editing/proof-correction techniques	<ul style="list-style-type: none"> <li>• know how to check that structure, style and formatting are used to aid meaning in complex documents</li> <li>• understand how to 'mark up' draft for editing/proof correction either by hand (printers' correction marks) or by using software features (eg track changes)</li> </ul>
e use copy-fitting techniques (min 2)	<ul style="list-style-type: none"> <li>• understand how to balance columns/pages control hyphenation, appreciate the use of white space, keep with next, kerning and leading</li> </ul>
f final document(s) presented to a professional standard	<ul style="list-style-type: none"> <li>• understand the need to produce/print an error free final document (eg no serious spelling, grammatical or formatting errors)</li> </ul>
g print/publish draft and final documents/publications	<ul style="list-style-type: none"> <li>• understand how print/publish a range of documents/publications including draft copy and a final substantial document of at least 8 page</li> </ul>

## Marking Criteria for e-Publication Production

In order to achieve a Pass in the assessment for this unit, candidates must complete the assessment without making any critical errors as defined below and with **no more than 9 accuracy errors**.

### Critical errors are incurred for failure to:

- create an automated form 3c
- create a complex table 4a
- import and integrate *any* files 5a
- produce any printout(s) 5g

### Accuracy errors are incurred for each instance of:

- an error in completing any other assessment objective as specified that is not listed as a critical error
- lack of a capital for proper nouns is penalised per data item
- consistent use of case is not penalised if used appropriately.

Candidates who do not achieve a Pass may re-take the assessment using a different OCR-set scenario, different centre devised scenario or candidate devised scenario.

## Detailed Marking Criteria for Unit 4: e-Publication Production

<b>1 select and use software to create a complex master document/template</b>	
<b>a</b>	<p><b>Select and use appropriate applications software</b></p> <ul style="list-style-type: none"> <li>Failure to use appropriate application software will result in a penalty under each assessment objective that is not evidenced as a result of inappropriate software being used.</li> </ul>
<b>b</b>	<p><b>set master document/template properties including style sheet/palette incorporating at least 5 different styles</b></p> <ul style="list-style-type: none"> <li>Failure to set up master document/template properties is penalised as one accuracy error once per assessment. See AO 2a for styles.</li> </ul> <p><b>Note:</b> master document /templates properties must be evidenced in the Evidence Checklist.</p>
<b>c</b>	<p><b>set document file type</b></p> <ul style="list-style-type: none"> <li>Failure to set document file type is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> choose file type as appropriate, see knowledge and understanding.</p>
<b>d</b>	<p><b>set file properties</b></p> <ul style="list-style-type: none"> <li>Failure to set document file properties is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> choose file properties as appropriate, see knowledge and understanding.</p>
<b>e</b>	<p><b>set user preferences</b></p> <ul style="list-style-type: none"> <li>Failure to set at least one user preference is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> choose user preferences as appropriate, see knowledge and understanding.</p>
<b>2 create and use complex style sheets/palettes and formatting techniques</b>	
<b>a</b>	<p><b>use a style sheet/palette</b></p> <ul style="list-style-type: none"> <li>Failure to use a style sheet is penalised as an accuracy error for each style missing (min 5).</li> </ul>
<b>2b</b>	<p><b>set character, line indents and paragraph spacing for a style</b></p> <ul style="list-style-type: none"> <li>Failure to use each item is penalised as an accuracy error for each feature missing. (min 3)</li> </ul> <p><b>Note:</b> each feature must be evidenced at least once within any of the 5 styles. Each feature should be used consistently within the style.</p>
<b>c</b>	<p><b>set size, colour, alignment and emphasis for a style</b></p> <ul style="list-style-type: none"> <li>Failure to use each item is penalised as an accuracy error for each feature missing. (min 3)</li> </ul> <p><b>Note:</b> each item must be evidenced at least once within any of the 5 styles.</p>
<b>d</b>	<p><b>create style(s) with multi-level bullets/numbering</b></p> <ul style="list-style-type: none"> <li>Failure to use multi-level bullets and/or numbering is penalised as one accuracy error once per assessment.</li> </ul>
<b>e</b>	<p><b>create at least one independent and one linked style</b></p> <ul style="list-style-type: none"> <li>Failure to evidence at least one independent and one linked style is penalised as one accuracy error per style. (max 2 accuracy errors per assessment)</li> </ul>
<b>3 create automated actions and forms</b>	
<b>a</b>	<p><b>create a macro</b></p> <ul style="list-style-type: none"> <li>Failure to include a macro is penalised as one accuracy error once per</li> </ul>

	<p>assessment.</p> <p><b>Note:</b> a screen print is required as evidence as a minimum.</p>
<b>b</b>	<p><b>assign macro(s) to buttons/ keyboard shortcuts</b></p> <ul style="list-style-type: none"> <li>Failure to show hard copy evidence of assigning a macro is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> hard copy evidence of assigning a macro to at least a button and/or keyboard shortcuts is required, this may be screen print.</p>
<b>c</b>	<p><b>create an automated form</b></p> <ul style="list-style-type: none"> <li>Failure to evidence an automated form is penalised as a <b>critical error</b>.</li> </ul> <p><b>Note:</b> the form may be integrated into the main document or may be a separate but related document.</p>
<b>d</b>	<p><b>use at least 2 different form elements</b></p> <ul style="list-style-type: none"> <li>Failure to evidence at least 2 different form elements is penalised as one accuracy error on each occasion. (min 2)</li> </ul> <p><b>Note:</b> hard copy evidence of at least 2 different form elements must be present. See knowledge and understanding.</p>
<b>e</b>	<p><b>use validations on at least one form item</b></p> <ul style="list-style-type: none"> <li>Failure to evidence validation on at least one form item is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> evidence of at least one validation used on one form item, must be present. There must be hard copy evidence of validation on a form item, this may be a screen print.</p>
<b>f</b>	<p><b>create a table of contents</b></p> <ul style="list-style-type: none"> <li>Failure to include a table of contents is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> the table of contents must be evidenced on a substantial document hard copy.</p>
<b>g</b>	<p><b>create an index</b></p> <ul style="list-style-type: none"> <li>Failure to include an index is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> the index must be evidenced on a substantial document hard copy.</p>
<b>4 create and use complex tabular structure(s)</b>	
<b>a</b>	<p><b>create a complex table</b></p> <ul style="list-style-type: none"> <li>Failure to evidence a complex table is penalised as a <b>critical error</b>.</li> </ul> <p><b>Note:</b> see knowledge and understanding for what constitutes a complex table.</p>
<b>b</b>	<p><b>merge/split cells</b></p> <ul style="list-style-type: none"> <li>Failure to show evidence of at least one merged and/or split cell is penalised as one accuracy error once per assessment.</li> </ul>
<b>c</b>	<p><b>apply borders</b></p> <ul style="list-style-type: none"> <li>Failure to show evidence of applying borders is penalised as one accuracy error once per assessment.</li> </ul>
<b>d</b>	<p><b>remove borders</b></p> <ul style="list-style-type: none"> <li>Failure to show evidence of removing borders is penalised as one accuracy error once per assessment.</li> </ul>
<b>e</b>	<p><b>use shading with contrasting text on one or more cells</b></p> <ul style="list-style-type: none"> <li>Failure to show evidence of the use of shading with contrasting text in at least one cell is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> this action is different to setting a style with white text.</p>
<b>f</b>	<p><b>format table data</b></p>

	<ul style="list-style-type: none"> <li>Failure to show evidence of formatting the table data is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding.</p>
<b>g</b>	<p><b>set and use alternative tabulation techniques</b></p> <ul style="list-style-type: none"> <li>Failure to use at least 2 different tabulation techniques is penalised as one accuracy error for each technique not demonstrated. (min 2)</li> </ul> <p><b>Note:</b> demonstration of tabulation techniques can be within a table or in a separate part of a document, but must be annotated on the hard copy</p>
<b>5 produce documents using templates and range of editing and checking techniques</b>	
<b>a</b>	<p><b>import and integrate at least 4 different files and 3 different file types into a document</b></p> <ul style="list-style-type: none"> <li>Failure to import and integrate <i>any</i> files is penalised as a <b>critical error</b>.</li> <li>Failure to import and integrate file/file types as stated on the Evidence Checklist is penalised as one accuracy error for each file/file type.</li> </ul>
<b>b</b>	<p><b>use at least 2 different drawing/art features</b></p> <ul style="list-style-type: none"> <li>Failure to use at least 2 different drawing and/or art features is penalised as one accuracy error once per feature. (min 2)</li> </ul> <p><b>Note:</b> see knowledge and understanding.</p>
<b>c</b>	<p><b>use at least 4 document features</b></p> <ul style="list-style-type: none"> <li>Failure to use at least 4 document features is penalised as one accuracy error per missing feature. (min 4)</li> </ul> <p><b>Note:</b> see knowledge and understanding.</p>
<b>d</b>	<p><b>use checking and editing/proof-correction techniques</b></p> <ul style="list-style-type: none"> <li>Failure to evidence the use of editing/proof correction techniques on the draft copy is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> candidates may use automated techniques (eg. track changes) or may 'pen' proof-correction marks onto the draft copy.</p>
<b>e</b>	<p><b>use copy-fitting techniques</b></p> <ul style="list-style-type: none"> <li>Failure to use appropriate copy-fitting techniques is penalised as one accuracy error per feature incorrectly or not used. (min 2)</li> </ul> <p><b>Note:</b> see knowledge and understanding for a full list of copy-fitting techniques to be used and evidenced.</p>
<b>f</b>	<p><b>final document(s) presented to a professional standard</b></p> <ul style="list-style-type: none"> <li>Failure to present final document(s) to a professional standard is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> the final document(s) should not contain serious spelling errors. Spellings must be in UK English format. Candidates should use an English (UK) spelling checker. Spelling errors are only penalised once overall per assessment.</p>
<b>g</b>	<p><b>print/publish draft and final documents/publications</b></p> <ul style="list-style-type: none"> <li>Failure to produce printout(s) is penalised as a <b>critical error</b>.</li> </ul> <p><b>Note:</b> a minimum of 2 printouts/files are required – one draft and one final.</p>

## Marking Reference Grid for Unit 4 - e-Publication production

	Assessment Objective	Critical Error	Accuracy Error	
			Once per assessment	Each item
1a	select and use appropriate applications software		✓	
1b	set master document/template properties including style sheet/palette incorporating at least 5 different styles		✓	
1c	set document file type		✓	
1d	set file properties		✓	
1e	set user preferences		✓	
2a	use a style sheet/palette (min 5)			✓ each style
2b	set character, line indents and paragraph spacing for a style (min 3)			✓ each feature
2c	set size, colour, alignment and emphasis for a style (min 3)			✓ each feature
2d	create style(s) with multi-level bullets/numbering		✓	
2e	create at least one independent and one linked style (max 2)			✓ per style
3a	create a macro		✓	
3b	assign macro(s) to buttons/ keyboard shortcuts		✓	
3c	create an automated form	✓		
3d	use at least 2 different form elements (min 2)			✓
3e	use validations on at least one form item		✓	
3f	create a table of contents		✓	
3g	create an index		✓	
4a	create a complex table	✓	✓	
4b	merge/split cells		✓	
4c	apply borders		✓	
4d	remove borders		✓	
4e	use shading with contrasting text on one or more cells		✓	
4f	format table data		✓	
4g	set and use alternative tabulation techniques (min 2)			✓ per technique

5a	import and integrate at least 4 different files and 3 different file types into a document*	✓		✓ each file/file type
5b	use at least 2 different drawing/art features (min 2)			✓ each feature
5c	use at least 4 document features (min 4)			✓ each feature
5d	use checking and editing/proof-correction techniques		✓	
5e	use copy-fitting techniques (min 2)			✓ per feature
5f	final document(s) presented to a professional standard		✓	
5g	print/publish draft and final documents/publications	✓		

**Note:** This grid is provided for general reference, it must not be used as the sole reference for assessment. Tutors must refer to the Detailed Marking Criteria for each unit and to the General Marking Criteria which applies to all units. For assessment objectives marked with an \* above, more than one ruling may apply depending on the type of error made, refer to the Detailed Marking Criteria for the assessment objective.

## UNIT 5: PROFESSIONAL e-PRESENTATION

### Unit Description:

This unit is designed to accredit user competencies in using presentation graphics software and to use complex layouts and designs. Candidates will extend familiarity with the software to be used, along with a demonstrating a sound understanding of the use and manipulation of complex presentation techniques

### Learning Outcomes:

A candidate following a programme of learning leading to this unit will be able to:

- create complex presentations
- create and amend template documents for a variety of purposes
- create and use complex style sheets and formatting techniques
- use a range of audio and visual effects
- create macros to automate common tasks
- save, print and produce support documents for a presentation.

### Recommended Prior Learning:

There are no requirements for Recommended Prior Learning. However candidates may find it beneficial to have completed OCR Level 2 CLAiT Plus International Certificate/Diploma for IT Users, Unit 5: Design an e-Presentation or Microsoft Office Specialist: Comprehensive: PowerPoint.

### Recommended Guided Learning Hours:

The recommended guided learning hours for this unit is 60 hours.

### Entry Restrictions:

There are no prohibited combinations of entry.

### Assessment:

Candidates are assessed by means of either an OCR-set scenario or a centre/candidate devised scenario.

It is the centre's responsibility to ensure that the centre/candidate devised scenario addresses all of the assessment objectives identified in the unit specification in a holistic and practical way.

Candidates will be required to complete an OCR Evidence Checklist identifying where/how assessment objectives have been met. Evidence checklists **must** be submitted with candidate work to the Examiner-moderator. If evidence checklists are not submitted or if they have not been clearly completed, work will be returned to the centre which may cause a delay in the certification process.

There are no time restrictions on the assessment session. A guide could be 10 – 15 hours, which may be split. However, in between assessment sessions, candidates' work must be locked in a secure place.

The scenario/task must allow candidates to use their knowledge and understanding to demonstrate skill in each assessment objective.

Candidates' work will be centre assessed and externally moderated by OCR. Centre assessors may give non-specific IT feedback to candidates.

In order to achieve a Pass in this unit, candidates must demonstrate skill in each assessment objective within the tolerance of nine accuracy errors and with no critical errors.

Candidates who do not achieve a Pass may re-take the assessment using a different scenario. The evidence checklist is provided at the end of this unit and must be completed whether the scenario is centre/candidate devised or OCR-set.

### **Candidates' work will not be returned to the centre.**

It is recommended that the centre retains copies of all candidate work until satisfactory results have been received.

### **Minimum requirements for the e-presentation project**

- create a 10 slide main presentation with links to at least one sub-presentation of 3 slides
- there should be evidence of imported images, audio/video clips, animated GIFs, slide transitions and animations
- each assessment objective must be demonstrated in full in the way prescribed in the unit content.

### **Evidence**

Where printed evidence is expected, no other form of evidence, such as tutor witness statements will be accepted. Failure to provide the printed evidence will incur the appropriate penalty under each assessment objective not evidenced.

In OCR solutions assessments, candidate devised or centre devised assessments: Candidates will be required to complete an OCR Evidence Checklist identifying where and how the assessment objectives have been met within the evidence provided to the Examiner-moderator, annotating the printout to clearly demonstrate the evidence provided against each assessment objective.

Tutors must submit the Evidence Checklist to the Examiner-moderator together with candidate's work.

Any of the required evidence can be in the main or sub-presentation.

Assessment Objectives **1i** and **1j** can be difficult for some centres to evidence due to lack of Internet connectivity. In this situation candidates could use a known URL that will work, eg BBC, OCR, EBay. The candidate could check that the URL had been inserted correctly and the assessor could also see this. A screen print of the setup and code used will confirm to the OCR Examiner-moderator that the URL had been used as a link.

The email link – use one that is known – this could be a dummy one set up by the assessor – this can then be checked by the assessor – the screen print will show evidence of this being set up and the assessor will verify that this is correct.

**Marking Guide/Evidence Checklist is provided by OCR at the end of this Unit to be used on centre-devised, candidate-devised and OCR-set scenarios.**

<b>Unit 5 Content – Professional e-presentation</b>	
<b>Assessment Objectives</b>	<b>Knowledge, Skills and Understanding</b>
<b>1 create complex presentations</b>	
a produce a main presentation of at least 10 slides with title slide(s), a final blank slide and a summary slide	<ul style="list-style-type: none"> <li>understand the need to use a title slide, summary slide and final blank slide when producing a professional presentation</li> </ul>
b produce a sub-presentation of at least 3 slides	<ul style="list-style-type: none"> <li>understand the need to produce more than one slide show and integrate them to produce a different show with the main show linking to other show(s)</li> </ul>
c create a link to a slide within the presentation	<ul style="list-style-type: none"> <li>understand the use of hyperlinks on slides to provide a variety of routes through the presentation, skip and select sections based on audience and timing. Eg action button, image, text, hot spot, etc.</li> </ul>
d add an action button	<ul style="list-style-type: none"> <li>understand the use of action buttons to streamline a presentation</li> </ul>
e hide a slide	<ul style="list-style-type: none"> <li>understand the use of hiding slides</li> </ul>
f create a customised slide show	<ul style="list-style-type: none"> <li>understand the use of customising a presentation for viewing by different audiences</li> </ul>
g import a minimum of 2 slides from another presentation (min 2)	<ul style="list-style-type: none"> <li>understand the use and purpose of importing selected slides from other presentations</li> </ul>
h create and test a link to a reserved sub-presentation	<ul style="list-style-type: none"> <li>understand the use of hyperlinks on slides to reserved sub-presentations</li> <li>understand how to attach a main presentation to another presentation with hyperlink</li> </ul>
i create and test an external hyperlink to the world wide web	<ul style="list-style-type: none"> <li>understand the use of creating, testing and modifying hyperlinks on slides to external documents, external web sites and to an e-mail address</li> </ul>
j create and test a link to an e-mail address	
k create and test hyperlinks to at least 2 external documents in 2 different applications	
l set page properties including orientation and output size	<ul style="list-style-type: none"> <li>understand the need to show presentations in different orientations and the need to print in different orientations</li> </ul>
m include a minimum of 2 images	<ul style="list-style-type: none"> <li>understand the how to embed imported images onto a presentation</li> </ul>
n include lines, boxes or shading	<ul style="list-style-type: none"> <li>understand the use of the drawing tools to create lines, boxes and shading to enhance the presentation</li> </ul> <p><b>Note:</b> these must be in addition to lines and boxes produced by default on tables.</p>
<b>2 create and use complex style sheets and formatting techniques, creating and amending template documents for a variety of purposes</b>	
a create or modify a master slide, a title slide master and a notes page master for the presentation	<ul style="list-style-type: none"> <li>understand the properties of the master slide, title slide, notes page master slide and a summary slide and how they affect the various slide layouts</li> </ul>

b	create at least 2 different templates (min 2)	<ul style="list-style-type: none"> <li>understand the need to create different templates for embedded and main presentations</li> <li>Understand the use of templates when creating master slides</li> </ul>
c	create and use a variety of font styles (min 4)	<ul style="list-style-type: none"> <li>understand the use and importance of style sheets for consistent formatting of text (typeface, size, alignment, enhancement, alignment, bullet, promote/demote, colours)</li> </ul>
d	save embedded fonts in presentation	<ul style="list-style-type: none"> <li>understand the need to embed fonts in a portable demonstration for use on a different computer</li> </ul>
e	add custom and textured backgrounds	<ul style="list-style-type: none"> <li>understand the use of textured and custom backgrounds</li> </ul>
<b>3 use a range of audio and visual effects</b>		
a b	insert/create, modify and format a graph/chart from another application create and format an organisation chart	<ul style="list-style-type: none"> <li>understand how to modify graph/chart colour, text format, scale, etc.</li> <li>understand the facilities within the software (either embedded or other graph/chart generating software) to produce and format graphs/charts and organisation charts</li> <li>understand how to insert a graph/chart, organisation chart from an external source</li> </ul>
c	insert/create and format a table	<ul style="list-style-type: none"> <li>understand the need to format data in a table</li> <li>Understand how to import table(s) from a database or spreadsheet application</li> </ul>
d	insert 2 animated GIFs (min 2)	<ul style="list-style-type: none"> <li>understand the use of embedded animations such as animated GIFs and how they can be incorporated into presentations</li> </ul>
e	import audio/video clip(s) from trusted sites	<ul style="list-style-type: none"> <li>understand how to embed, play and control audio (voice narration) or video within a presentation</li> <li>understand the use of sounds both as sound events and as streaming sound</li> <li>understand the use of a wide range of editing techniques to produce technically complex and interactive presentations, such as: <ul style="list-style-type: none"> <li>for cutting, rendering and exporting video clips, and</li> <li>for digitising and cutting sound clips from a microphone.</li> </ul> </li> </ul>
f	use a minimum of 3 slide transitions use a minimum of 2 animations and 2 sounds (eg on bullet lists, images, segments, charts, etc.)	<ul style="list-style-type: none"> <li>understand the use of animation effects and appreciate the use of consistency of effects in a presentation</li> <li>understand the use of animation/sound effects on embedded objects eg graph/chart and the need for consistency within the presentation</li> </ul>
g	set, rehearse and record slide timings for all slides in the main automated presentation	<ul style="list-style-type: none"> <li>understand the use of setting, rehearsing and recording slide timings, transitions and build effects</li> </ul>

h	set up self running slide show presentation	<ul style="list-style-type: none"> <li>understand the use and advantages of setting up a presentation to run as a self running slide show with automatic timings</li> </ul>
i	use animation facilities	<ul style="list-style-type: none"> <li>understand how to apply animation effects as the presentation builds on the slide</li> </ul>
j	use transition facilities	<ul style="list-style-type: none"> <li>understand how to apply transition effects as the presentation moves through the slides</li> </ul>
k	apply timings	<ul style="list-style-type: none"> <li>understand how to create different timings</li> </ul>
l	create at least two slides with speakers notes	<ul style="list-style-type: none"> <li>understand the need for speakers notes when presenting a presentation and the need for the notes to be a list of prompts in a larger font for easier reading</li> </ul>
<b>4 create macros to automate common tasks</b>		
a	create macro(s) to automate printing with non-default settings	<ul style="list-style-type: none"> <li>understand how to create macros using simple action-recording facilities (there is no need to understand the programming language of macros)</li> <li>understand what a macro does and how it saves time for the user</li> </ul>
b	create at least one macro to perform a multi-part action	<ul style="list-style-type: none"> <li>appreciate the uses of macros in combining sequences of actions in one command</li> </ul>
c	assign macro(s) to button(s), menu(s) or keyboard shortcut(s)	<ul style="list-style-type: none"> <li>understand how to assign a macro action to a button, menu command or keyboard shortcut</li> </ul>
<b>5 save, print and produce support materials for a presentation</b>		
a b c	save the presentation(s) save presentation ready to view close presentation	<ul style="list-style-type: none"> <li>appreciate the use of save, save as and close</li> <li>understand the importance of saving presentation in suitable format for viewing without the software</li> </ul>
d	convert the final presentation for viewing on the world wide web	<ul style="list-style-type: none"> <li>understand the use and purpose of converting a presentation for publishing on the world-wide web</li> </ul>
e	save presentation in a non-application specific format	<ul style="list-style-type: none"> <li>understand the use and purpose of saving a presentation for a portable demonstration for use on a different computer</li> <li>understand the importance and how to produce presentation to a professional standard with no serious spelling errors</li> </ul>
f	print the presentation slide(s)	<ul style="list-style-type: none"> <li>understand how to print from the chosen software using default print settings</li> <li>understand the need and how to print the presentation as individual slides</li> </ul>
g	print the presentation as handouts	<ul style="list-style-type: none"> <li>understand how to produce audience notes and thumbnail printouts/files</li> </ul>
h	print the presentation with speakers notes	<ul style="list-style-type: none"> <li>understand the need to print the presentation for the speaker to use</li> </ul>

<p>i print a screen print(s) to evidence the following:</p> <ul style="list-style-type: none"><li>• animations</li><li>• transitions</li><li>• timings</li><li>• links</li></ul>	<ul style="list-style-type: none"><li>• understand the need to demonstrate that features have been used on an electronic version that need to be evidenced on hard copy</li></ul>
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## Marking Criteria for Professional e-Presentation

In order to achieve a Pass in the assessment for this unit, candidates must complete the assessment without making any critical errors as defined below and with **no more than 9 accuracy errors**.

### Critical errors are incurred for failure to:

- produce a main presentation of at least 10 slides with title slide(s), a final blank slide and a summary slide 1a
- produce a sub-presentation of at least 3 slides 1b
- all links 1c, 1h, 1i, 1j, 1k
- set up self running slide show presentation 3h
- create at least 2 slides with speakers notes (min 2) 3l
- convert the final presentation for viewing on the world wide web 5d
- save presentation in a non-application specific format 5e
- any missing printout 5f, 5g, 5h & 5i

### Accuracy errors are incurred for each instance of:

- an error in inputting text data (see list of data items)
- an error in completing any other assessment objective as specified that is not listed as a critical error.

### Data items for Unit 5, Professional e-Presentation are:

- a title
- a subtitle
- a bullet point/a line of text
- an organisation chart
- a graph/chart
- a table
- header and/or footer
- lack of a capital for proper nouns is penalised per data item
- consistent use of case is not penalised if used appropriately
- spelling and grammar throughout the unit.

Candidates who do not achieve a Pass may re-take the assessment using a different OCR-set scenario, different centre devised scenario or candidate devised scenario.

**Note:** Some software used for this unit automatically resizes data on slides to fit the slide layout. This is not penalised, as long as it can be seen that the text sizes are 'proportionally' consistent with those on the other slides.

## Detailed Marking Criteria for Unit 5: Professional e-Presentation

<b>1 create complex presentations</b>	
<b>a</b>	<p><b>produce a main presentation of at least 10 slides with title slide(s), a final blank slide and a summary slide</b></p> <ul style="list-style-type: none"> <li>• Failure to create a main presentation with at least 10 slides is penalised as a <b>critical error</b>.</li> <li>• Failure to include a title slide in the main presentation is penalised as one accuracy error once per assessment.</li> <li>• Failure to include a final blank slide in the main presentation is penalised as one accuracy error once per assessment.</li> <li>• Failure to include a summary slide is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> the main presentation must be based on the master slide and must include a minimum of one title slide. However, more than one title slide can be used. Candidates must create a blank slide as the final slide of the main presentation in order to indicate the end of the presentation where the presentation is run as an automated presentation.</p>
<b>b</b>	<p><b>produce a sub-presentation of at least 3 slides</b></p> <ul style="list-style-type: none"> <li>• Failure to create a sub-presentation is penalised as a <b>critical error</b>.</li> <li>• Failure to include at least 3 slides in the sub-presentation is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> there is no maximum number of sub-presentations and no maximum number of slides in each sub-presentation; however, no more than 4 sub-presentations are recommended.</p>
<b>c</b>	<p><b>create a link to a slide within the presentation</b></p> <ul style="list-style-type: none"> <li>• Failure to create a link to a slide within the presentation is penalised as a <b>critical error</b>.</li> </ul> <p><b>Note:</b> candidates must create a screen print to show a minimum of one link in the main presentation to a slide within the same presentation. Candidates may link text or images. If links are through text the candidate must annotate the printout as evidence and produce a screen print of the set up of the link.</p>
<b>d</b>	<p><b>add an action button</b></p> <ul style="list-style-type: none"> <li>• Failure to add an action button is penalised as one accuracy error once per assessment.</li> <li>• Failure to explain the purpose of the action button is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> candidates must create at least one action button. The action button may be created in either the main presentation or a sub-presentation. Evidence of the action button must be present on the hard copy output. The hard copy must be annotated with an explanation of the purpose of the action button.</p>
<b>e</b>	<p><b>hide a slide</b></p> <ul style="list-style-type: none"> <li>• Failure to hide a slide is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> candidates must include at least one slide that is hidden. The hidden slide should be displayed on the screen print(s). The hidden slide must contain a link back to the original slide so that the presentation can continue to run in the correct sequence.</p>

f	<p><b>create a customised slide show</b></p> <ul style="list-style-type: none"> <li>• Failure to create a customised slide show is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> in the main presentation, candidates must use selected slides to create a minimum of one different customised slide show for use with a different audience. Candidates may include links to slides in their sub-presentations and/or external links to create the customised slide show. Evidence of the customised slide show must be provided by a screen print.</p>
g	<p><b>import a minimum of 2 slides from another presentation</b></p> <ul style="list-style-type: none"> <li>• Failure to import at least 2 slides into a presentation is penalised as one accuracy error per missing slide. (min 2)</li> </ul> <p><b>Note:</b> candidates must import at least 2 slides from another presentation into the main presentation. The imported slides must not be imported from the sub-presentation. Once imported into a presentation, the slides must be based on the master slide of that presentation. Candidates must provide evidence of the slides in the original presentation before and after importing and must indicate on the printout which slides have been imported.</p>
h	<p><b>create and test a link to a reserved sub-presentation</b></p> <ul style="list-style-type: none"> <li>• Failure to create a hyperlink, or a hyperlink that does not access the correct sub-presentation, is penalised as a <b>critical error</b>.</li> </ul> <p><b>Note:</b> candidates must create at least one link in the main presentation to the sub-presentation. Candidates may use text, images or action buttons as links. In the sub-presentation, candidates must create a link back to the original slide in the main presentation so that the presentation can continue to run in the correct sequence.</p>
i	<p><b>create and test an external hyperlink to the world wide web</b></p> <ul style="list-style-type: none"> <li>• Failure to create and test an external hyperlink to a URL is penalised as a <b>critical error</b>.</li> </ul> <p><b>Note:</b> the URL must load the correct web page, as indicated on the Evidence Checklist. The link must be tested.</p> <p>Candidates will not be penalised if the external link does not function on the day of moderation due to external factors, these will be tested external to the presentation. Candidates must provide screen print(s) to show the link to the URL. The external hyperlinks can be created in the main presentation, sub-presentation or both. Candidates may use text, images or action buttons as links.</p>
j	<p><b>create and test a link to an e-mail address</b></p> <ul style="list-style-type: none"> <li>• Failure to create a link to an e-mail address is penalised as a <b>critical error</b>.</li> </ul> <p><b>Note:</b> candidates must create and test a link to an e-mail address (min 1). Candidates must provide a screen print as evidence of the link when tested.</p>
k	<p><b>create and test hyperlinks to at least 2 external documents in 2 different applications</b></p> <ul style="list-style-type: none"> <li>• Failure to create 2 hyperlinks to 2 different applications is penalised as a <b>critical error</b>.</li> <li>• Failure to provide evidence of the linked documents is penalised as an accuracy error for each omitted print.</li> </ul> <p><b>Note:</b> candidates must create a minimum of 2 links to external documents in 2 different applications eg. one link to a Spreadsheet file and one link to a Word Processed document. Candidates must test both links to ensure that the external documents will be accessed.</p> <p>Candidates must annotate the prints to show where the links have been created in the presentation. Candidates must provide evidence of the 2 documents in the original applications</p>
l	<p><b>set page properties including orientation and output size</b></p>

	<ul style="list-style-type: none"> <li>Failure to set page properties as annotated and given in Evidence Checklist, is penalised as one accuracy error once per assessment.</li> </ul>
<b>m</b>	<p><b>include a minimum of 2 images</b></p> <ul style="list-style-type: none"> <li>Failure to display 2 images is penalised as an accuracy error for the missing image.</li> <li>Maintain proportion of image(s) is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> out of proportion image(s) are only penalised when they are visibly out of proportion. There is no need to measure. The image(s) may be a logo or an image(s) on a slide(s) within the presentation.</p>
<b>n</b>	<p><b>include lines, boxes or shading</b></p> <ul style="list-style-type: none"> <li>Failure to include lines, boxes or shading is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> the lines, boxes or shading must be in addition to the lines or boxes in the chart, organisation chart or table.</p>
<b>2</b>	<b>create and use complex style sheets and formatting techniques, creating and amending template documents for a variety of purposes</b>
<b>a</b>	<p><b>create or modify a master slide, a title slide master and a notes page master for the presentation</b></p> <ul style="list-style-type: none"> <li>Failure to create or modify a master slide is penalised as a accuracy error once per assessment.</li> <li>Failure to create or modify a title slide master is penalised as an accuracy error once per assessment.</li> <li>Failure to create or modify a notes pages master is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> candidates must create or modify and use a master slide. The master slide must contain a heading and a minimum of 2 text levels eg. Sub-heading, 1<sup>st</sup> level text, 2<sup>nd</sup> level text, etc, and show evidence of these styles on a screen print. Candidates must create or modify a title slide; the title slide must contain a minimum of one title style. Evidence of this style must be shown on a screen print. Candidates must create or modify and use a notes slide style. Evidence of this style must be shown on a screen print.</p>
<b>b</b>	<p><b>create at least 2 different templates</b></p> <ul style="list-style-type: none"> <li>Failure to create 2 different templates is penalised as an accuracy error for each omitted template. (min 2)</li> </ul> <p><b>Note:</b> candidates must provide details of each of the templates on the Evidence Checklist and as screen print(s).</p>
<b>c</b>	<p><b>create and use a variety of font styles (min 4)</b></p> <ul style="list-style-type: none"> <li>Failure to create and use a minimum of 4 font styles is penalised as an accuracy error per style. (min 4)</li> <li>Inconsistency of font style is penalised as one accuracy error once per</li> </ul> <p><b>Note:</b> candidates must set font styles for each text level. Details of the font styles must be recorded on the Evidence Checklist.</p>
<b>d</b>	<p><b>save embedded fonts in presentation</b></p> <ul style="list-style-type: none"> <li>Failure to save embedded fonts in presentation is penalised as an accuracy error.</li> </ul>
<b>e</b>	<p><b>add custom and textured backgrounds</b></p> <ul style="list-style-type: none"> <li>Failure to use a custom and textured background is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> details of both backgrounds must be entered on the Evidence Checklist. Printouts of the slides must show evidence of both backgrounds. Candidates must</p>

	add a custom background; this may be on the master slide or on the title slide or on an individual slide in the presentation. Candidates must add a textured background; this may be on the master slide, the title slide or on an individual slide.
<b>3 use a range of audio and visual effects</b>	
<b>a</b>	<b>insert/create, modify and format a graph/chart from another application</b> <ul style="list-style-type: none"> <li>Failure to insert/create, modify and format a chart from another application is penalised as one accuracy error once per assessment.</li> </ul>
<b>b</b>	<b>create and format an organisation chart</b> <ul style="list-style-type: none"> <li>Failure to apply a different feature to the organisation chart is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> candidates must apply a minimum of one feature to the organisation chart. Applying a feature to the text may be the use of a different text size, or a different font style, or applying enhancement eg. bold.</p>
<b>c</b>	<b>insert/create and format a table</b> <ul style="list-style-type: none"> <li>Failure to insert/create and format a table is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> candidates must apply a minimum of one feature to the text in the table, for example use a different text size or a different font style to the column headings in the table.</p>
<b>d</b>	<b>insert 2 animated GIFs (min 2)</b> <ul style="list-style-type: none"> <li>Failure to insert an animated GIF file is penalised as one accuracy error per missing animated GIF. (min 2)</li> </ul> <p><b>Note:</b> candidates must insert a minimum of 2 animated GIFs into the presentation; these may be on any of the slides, including the master slide. Evidence may be by centre assessor observation, but printouts must be clearly annotated as such.</p>
<b>e</b>	<b>import audio/video clip(s)</b> <ul style="list-style-type: none"> <li>Failure to import either audio or video clip(s) is penalised as an accuracy error</li> </ul>
<b>f</b>	<b>use a minimum of 3 slide transitions. Use a minimum of 2 animations and 2 sounds (eg on bullet lists, images, segments, charts, etc)</b> <ul style="list-style-type: none"> <li>Failure to use and/or provide evidence of transitions, animation (builds) or sounds, will be penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> evidence will be by screen print(s).</p>
<b>g</b>	<b>set, rehearse and record slide timings for all slides in the main automated presentation</b> <ul style="list-style-type: none"> <li>Failure to use and/or provide evidence of timings will be penalised as an accuracy error once per assessment.</li> </ul> <p><b>Note:</b> evidence will be by screen print(s).</p>
<b>h</b>	<b>set up self running slide show presentation</b> <ul style="list-style-type: none"> <li>Failure to set up the main presentation as a self-running slide show with automatic timings is penalised as a <b>critical error</b>.</li> </ul> <p><b>Note:</b> candidates must set up the final presentation to run as a self-running slide show to run unattended with automatic timings set. Timings must be rehearsed as described in 3g above. Evidence will be by screen print(s).</p>
<b>i</b>	<b>use animation facilities</b> <ul style="list-style-type: none"> <li>penalised under AO 3f.</li> </ul>
<b>j</b>	<b>use transition facilities</b> <ul style="list-style-type: none"> <li>penalised under AO 3f.</li> </ul>
<b>k</b>	<b>apply timings</b> <ul style="list-style-type: none"> <li>penalised under AO 3g.</li> </ul>

i	<p><b>create at least 2 slides with speakers notes (min 2)</b></p> <ul style="list-style-type: none"> <li>Failure to create speakers notes for at least 2 slides is penalised as a <b>critical error</b>.</li> </ul>
<b>4 create macros to automate common tasks</b>	
a	<p><b>create macro(s) to automate printing with non-default settings</b></p> <ul style="list-style-type: none"> <li>Failure to create a macro to automate printing with non-default settings is penalised as one accuracy error once per assessment.</li> </ul>
b	<p><b>create at least one macro to perform a multi-part action</b></p> <ul style="list-style-type: none"> <li>Failure to create a macro to perform a multi-part action is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding</p>
c	<p><b>assign macro(s) to button(s), menu(s) or keyboard shortcut(s)</b></p> <ul style="list-style-type: none"> <li>Failure to assign a macro is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> candidate must assign at least one macro to either a button, a menu or to a keyboard shortcut.</p>
<b>5 save, print and produce support materials for a presentation</b>	
a	<p><b>save the presentation(s)</b></p> <ul style="list-style-type: none"> <li>Failure to save the presentation is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> unless an automatic filename is displayed on the printout, the centre assessor should observe this objective. The candidate can produce a screen print of the file structure to evidence this AO.</p>
b	<p><b>save presentation ready to view</b></p> <ul style="list-style-type: none"> <li>Failure to save the presentation ready to view and/or to provide evidence that the presentation has been saved is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> unless an automatic filename is displayed on the printout, the centre assessor should observe this objective. The candidate can produce a screen print of the file structure to evidence this AO.</p>
c	<p><b>close presentation(s)</b></p> <ul style="list-style-type: none"> <li>Failure to close the presentation is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> the evidence will be by tutor observation.</p>
d	<p><b>convert the final presentation for viewing on the world wide web</b></p> <ul style="list-style-type: none"> <li>Failure to convert the final presentation for viewing on the world wide web is penalised as a <b>critical error</b>.</li> </ul> <p><b>Note:</b> candidates must convert the final main presentation so that it can be viewed on the world wide web. Candidates must provide evidence that the presentation has been converted by means of printout(s) of all of the slides in outline view displaying the slide titles printed from the browser. The candidate can produce a screen print of the file structure to evidence this AO.</p>
e	<p><b>save presentation in a non-application specific format</b></p> <ul style="list-style-type: none"> <li>Failure to save the presentation in a non-application specific format is penalised as a <b>critical error</b>.</li> </ul> <p><b>Note:</b> any method of saving that enables the presentation to be viewed without loading the associated software is acceptable (eg html format, 'Pack and Go', independent slide show). The candidate can produce a screen print of the file structure to evidence this AO.</p>
f	<p><b>print the presentation slide(s)</b></p>

	<ul style="list-style-type: none"> <li>• Failure to print the presentation slide(s) is penalised as a <b>critical error</b>.</li> </ul>
<b>g</b>	<p><b>print the presentation as handouts</b></p> <ul style="list-style-type: none"> <li>• A missing printout is penalised as a <b>critical error</b>.</li> </ul>
<b>h</b>	<p><b>print the presentation with speakers notes</b></p> <ul style="list-style-type: none"> <li>• A missing printout is penalised as a <b>critical error</b>.</li> </ul>
<b>i</b>	<p><b>print a screen print(s) to evidence the following:</b></p> <ul style="list-style-type: none"> <li>• animations</li> <li>• transitions</li> <li>• timings</li> <li>• links</li> <li>• A missing printout is penalised as a <b>critical error</b>.</li> </ul>

## Marking Reference Grid for Unit 5 - Professional e-Presentation

### Data items for Unit 5 – Professional e-Presentation

- ✓ a title
- ✓ a subtitle
- ✓ a bullet point/a line of text
- ✓ an organisation chart
  - ✓ a graph/chart
  - ✓ a table
- ✓ header and/or footer

	Assessment Objective	Critical Error	Accuracy Error	
			Once per assessment	Each item
1a	produce a main presentation of at least 10 slides with title slide(s), a final blank slide and a summary slide*	✓	✓	
1b	produce a sub-presentation of at least 3 slides*	✓	✓	
1c	create a link to a slide within the presentation	✓		
1d	Add an action button		✓	
1e	Hide a slide		✓	
1f	create a customised slide show		✓	
1g	import a minimum of 2 slides from another presentation (min 2)			✓ each missing slide
1h	create and test a link to a reserved sub-presentation	✓		
1i	create and test an external hyperlink to the world wide web	✓		
1j	create and test a link to an e-mail address	✓		
1k	create and test hyperlinks to at least 2 external documents in 2 different applications*	✓		✓
1l	set page properties including orientation and output size		✓	
1m	include a minimum of 2 images*		✓ maintain proportion	✓ each image
1n	include lines, boxes or shading (must not overlap other items)		✓	
2a	create or modify a master slide, a title slide master and a notes page master for the presentation*			✓ each master
2b	create at least 2 different templates (min 2)			✓ each template
2c	create and use a variety of font styles (min 4)*		✓	✓
2d	save embedded fonts in presentation		✓	

2e	add custom and textured backgrounds		✓	
3a	insert/create, modify and format a graph/chart from another application		✓	
3b	create and format an organisation chart*		✓	
3c	insert/create and format a table		✓	
3d	insert 2 animated GIFs (min 2)			✓
3e	import audio/video clip(s)		✓	
3f	use a minimum of 3 slide transitions. Use a minimum of 2 animations and 2 sounds (eg on bullet lists, images, segments, charts etc)		✓	
3g	set, rehearse and record slide timings for all slides in the main automated presentation		✓	
3h	set up self running slide show presentation	✓		
3i	Use animation facilities			3f
3j	Use transition facilities			3f
3k	apply timings	3g		
3l	create at least 2 slides with speakers notes (min 2)	✓		
4a	create macro(s) to automate printing with non-default settings		✓	
4b	create at least one macro to perform a multi-part action		✓	
4c	assign macro(s) to button(s), menu(s) or keyboard shortcut(s)		✓	
5a	save the presentation(s)		✓	
5b	save presentation ready to view		✓	
5c	close presentation(s)		✓	
5d	convert the final presentation for viewing on the world wide web	✓		
5e	save presentation in a non-application specific format	✓		
5f	print the presentation slide(s)	✓		
5g	print the presentation as handouts	✓		
5h	print the presentation with speakers notes	✓		
5i	print a screen print(s) to evidence the following:			
	• animations	✓		
	• transitions			
	• timings			
	• links			

**Note:** This grid is provided for general reference, it must not be used as the sole reference for assessment. Tutors must refer to the Detailed Marking Criteria for each unit and to the General Marking Criteria which applies to all units. For assessment objectives marked with an \* above, more than one ruling may apply depending on the type of error made, refer to the Detailed Marking Criteria for the assessment objective.

## UNIT 6: e-IMAGE PRODUCTION

### Unit Description:

This unit is designed to accredit advanced skills in using image-editing software to develop complex bitmapped artwork for use in paper or electronic media. Candidates will develop proficiency with the software to be used along with a sound understanding of digital editing and manipulation techniques.

### Learning Outcomes:

A candidate following a programme of learning leading to this qualification will be able to:

- use a wide range of drawing, painting and text editing features
- use a wide range of image transformation techniques
- create, edit and manage layers and colour channels
- use a range of filters to enhance/edit part or all of an image
- convert images between a variety of image formats/modes
- import and export files in a variety of formats appropriate to need.

### Recommended Prior Learning:

There are no requirements for Recommended Prior Learning. However, candidates may find it beneficial to have completed OCR Level 2 CLAiT Plus International Certificate/Diploma for IT Users, Unit 6: e-Image Manipulation.

### Recommended Guided Learning Hours:

The recommended guided learning hours for this unit is 60 hours.

### Entry Restrictions:

There are no prohibited combinations of entry.

### Assessment:

Candidates are assessed by means of either an OCR-set scenario or a centre/candidate devised scenario.

It is the centre's responsibility to ensure that the centre/candidate devised scenario addresses all of the assessment objectives identified in the unit specification in a holistic and practical way.

Candidates will be required to complete an OCR Evidence Checklist identifying where/how assessment objectives have been met. Evidence checklists **must** be submitted with candidate work to the Examiner-moderator. If evidence checklists are not submitted or if they have not been clearly completed, work will be returned to the centre which may cause a delay in the certification process.

There are no time restrictions on the assessment session. A guide could be 10 – 15 hours, which may be split. However, in between assessment sessions, candidates' work must be locked in a secure place.

The scenario/task must allow candidates to use their knowledge and understanding to demonstrate skill in each assessment objective.

Candidates' work will be centre assessed and externally moderated by OCR. Centre assessors may give non-specific IT feedback to candidates.

In order to achieve a Pass in this unit, candidates must demonstrate skill in each assessment objective within the tolerance of nine accuracy errors and with no critical errors.

Candidates who do not achieve a Pass may re-take the assessment using a different scenario.

The evidence checklist is provided at the end of this unit and must be completed whether the scenario is centre/candidate devised or OCR-set.

**Candidates' work will not be returned to the centre.**

It is recommended that the centre retains copies of all candidate work until satisfactory results have been received.

**Minimum requirements for the e-Image Production project**

- final printout of artwork must be in colour
- a storyboard of the artwork
- each assessment objective must be demonstrated in full in the way prescribed in the unit content
- this could be a single document as long as all assessment objectives are covered
- screen prints will be required to evidence settings

**Evidence**

Where printed evidence is expected, no other form of evidence, such as tutor witness statements will be accepted. Failure to provide the printed evidence will incur the appropriate penalty under each assessment objective not evidenced.

In OCR solutions assessments, candidate devised or centre devised assessments: Candidates will be required to complete an OCR Evidence Checklist identifying where and how the assessment objectives have been met within the evidence provided to the Examiner-moderator, annotating the printout to clearly demonstrate the evidence provided against each assessment objective.

Tutors must submit the Evidence Checklist to the Examiner-moderator together with candidate's work.

**Marking Guide/Evidence Checklist is provided by OCR at the end of this Unit to be used on centre-devised, candidate-devised and OCR-set scenarios.**

<b>Unit 6 Content – e-Image production</b>	
<b>Assessment Objectives</b>	<b>Knowledge and Understanding</b>
<b>1 select appropriate software for image production and structure artwork content</b>	
a create storyboard of artwork	<ul style="list-style-type: none"> <li>• select and use appropriate application software</li> <li>• analyse the appropriateness and effectiveness of decisions and actions taken about the choice and use of software tools and techniques, in relation to the task or purpose involved, for example different tools/software might be used for preparation of animated images on the web and artwork prepared for print</li> <li>• understand why and how the IT system and software used was appropriate for the task</li> <li>• understand correct procedures for using chosen software</li> <li>• appreciate how to exploit the capabilities of most of the tools and functions of software application(s)</li> <li>• choose and use a wide range of tools and techniques to make the most efficient use of the software</li> <li>• appreciate what actions can be taken to avoid health and safety risks to other people and hardware and how to explain health and safety risks to others</li> <li>• understand how to produce information that communicates effectively, by structuring the content to take account of different contexts and audience needs</li> <li>• understand the need for a storyboard to present artwork prior to production</li> </ul>
<b>2 use a wide range of drawing, painting and text editing features</b>	
a use shape tools (min 3 tools)	<ul style="list-style-type: none"> <li>• understand the use of shape tools for example line, box, polygon, tools, custom shape/line</li> </ul>
b demonstrate 3 options for painting/drawing tools (min 2)	<ul style="list-style-type: none"> <li>• understand the use of the paintbrush/pencil/pen in a variety of situations (eg, drawing on a background and/or layer, painting onto a layer mask) and the range of options available for example size, opacity, colour, blending, flow etc</li> <li>• understand the use of the airbrush, and how it differs from the paintbrush</li> <li>• understand the use of the cloning stamp</li> </ul>
c create and/or edit Bezier curves	<ul style="list-style-type: none"> <li>• understand how to create and use Bezier curves and how anchors and handles operate and affect the curve (note: it is not necessary to understand the mathematical formulae)</li> </ul>

d	create artistic text	<ul style="list-style-type: none"> <li>• understand how text is used, edited and rasterised</li> <li>• understand how to apply special effects for example drop shadow, inner/outer glow, 3D, bevel/emboss. gradient/solid colour</li> </ul>
e	transform text (min 2)	<ul style="list-style-type: none"> <li>• understand how to transform, scale, skew, rotate, and distort text</li> </ul>
<b>3 create, edit and manage layers, channels and paths</b>		
a	create background layer for artwork	<ul style="list-style-type: none"> <li>• appreciate when to use a transparent, white or colour canvas for artwork</li> </ul>
b	create and use layers (min 1)	<ul style="list-style-type: none"> <li>• understand the purpose and advantages of layers in image editing</li> <li>• understand how to create, duplicate, move, merge, group and hide layers and why this would be done</li> <li>• understand how layers interact, including how they can be made to act upon each other</li> </ul>
c	set layer options	<ul style="list-style-type: none"> <li>• understand how to set layer attributes for example opacity, inner/outer glow, bevel/emboss overlays, drop shadow etc</li> </ul>
d	edit individual colour channels	<ul style="list-style-type: none"> <li>• understand how to edit individual colour channels in RGB or CMYK</li> <li>• understand the effects of editing individual channels within an image</li> </ul>
e	create a layer mask	<ul style="list-style-type: none"> <li>• understand layer masks, how to create them and the advantages of non-destructive editing techniques</li> </ul>
<b>4 use an image transformation techniques</b>		
a	transform an image or layer or selection	<ul style="list-style-type: none"> <li>• understand how to scale, rotate, skew and distort an image or layer</li> </ul>
b	use free transformations	<ul style="list-style-type: none"> <li>• understand how to create free transformations by dragging or using precise numerical transformations and appreciate the advantages and disadvantages of each method</li> </ul>
<b>5 make adjustments and use filters to enhance/edit part of all of an image</b>		
a	use selection tools effectively and utilise tool options	<ul style="list-style-type: none"> <li>• understand the range of selection tools available, for example lasso, marquee, magic wand, their differing operation and the options modifying their action</li> <li>• understand how to make selections and appreciate how these can be used in the creation of artwork</li> </ul>
b	use at least 3 image filters	<ul style="list-style-type: none"> <li>• understand how to use filters, their scope of operation, limitations, variety and purpose for example blur, sharpen, artistic/brushes, distort, noise, lighting effects, texture etc</li> </ul>

c	create and use an adjustment layer and make manual or automatic adjustments	<ul style="list-style-type: none"> <li>• understand how to make manual or automatic adjustments (brightness and contrast, colour balance, hue and saturation)</li> <li>• understand how to create a new adjustment layer and appreciate why this can be advantageous</li> </ul>
<b>6 import and export files in a variety of formats appropriate to need</b>		
a	import images of at least 2 different file types (min 2)	<ul style="list-style-type: none"> <li>• understand the range of file types that can be imported or exported (eg .jpeg, gif, bmp, png, mng)</li> </ul>
b	save images in native format, and at least 2 different file types (min 2)	<ul style="list-style-type: none"> <li>• appreciate which file types support transparent images and which do not</li> <li>• appreciate the need to check compatibility of image files between different software and operating systems and know how to convert images to a suitable format</li> <li>• understand the limitations of each file type, including issues of compression, colour depth and file size</li> </ul>
c	adjust resolution as appropriate for need	<ul style="list-style-type: none"> <li>• understand the need to set resolution for a variety of output (eg web/professional printing/desktop printing/photocopying)</li> </ul>
d	set output options for print	<ul style="list-style-type: none"> <li>• understand the options available for printed output for example, proof, text and images, photographs, high quality artwork</li> <li>• understand how to set backgrounds/borders/bleeds to print outside/inside the artwork and appreciate the advantages of these options</li> </ul>
e	produce colour printout of artwork	<ul style="list-style-type: none"> <li>• appreciate the need to check the final artwork for accuracy and appropriateness before publishing</li> <li>• understand the importance of producing artwork in colour</li> </ul>

## Marking Criteria for e-Image Production

In order to achieve a Pass in the assessment for this unit, candidates must complete the assessment without making any critical errors as defined below and with **no more than 9 accuracy errors**.

### Critical errors are incurred for failure to:

- produce a storyboard of artwork 1a
- produce evidence of a background layer used 3a
- produce evidence of creating and using layers 3b
- produce evidence of the use of a layer mask 3e
- produce evidence of importing any file types 6a
- produce evidence of saving images in different file types 6b
- produce the printout(s) in colour 6e

### Accuracy errors are incurred for each instance of:

- an error in inputting text data (see list of data items)
- an error in completing any other assessment objective as specified that is not listed as a critical error.

### Data items for Unit 6, e-Image Production are:

- a block of text
- lack of a capital for proper nouns is penalised per data item
- consistent use of case is not penalised if used appropriately.

**Note:** Screen prints are required to evidence certain objectives. In this unit, some screen prints **MUST** be in colour to evidence certain assessment objectives. Where a screen print is an assessment objective, this will be penalised as 1 accuracy error for each missing printout. If the required evidence is not provided in alternative format candidates will also be penalised under each assessment objective for which the screen print provides evidence. Where a screen print is not an assessment objective candidates will only be penalised under the assessment objective(s) for which there is no evidence.

Candidates who do not achieve a Pass may re-take the assessment using a different OCR-set scenario, different centre devised scenario or candidate devised scenario.

## Detailed Marking Criteria for Unit 6: e-Image Production

<b>1 select appropriate software for image production and structure artwork content</b>	
<b>a</b>	<p><b>create storyboard of artwork</b></p> <ul style="list-style-type: none"> <li>Failure to produce a storyboard of artwork is penalised as a <b>critical error</b>.</li> </ul> <p><b>Note:</b> candidates must present a storyboard of the proposed artwork showing the development of the artwork. This could be hand drawn/sketched, showing the placement of text and images. The final product may not be exactly as the storyboard.</p>
<b>2 use a wide range of drawing, painting and text editing features</b>	
<b>a</b>	<p><b>use shape tools (min 3 tools)</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of a minimum of 3 shape tools used is penalised as an accuracy error on each occasion. (min 3)</li> </ul> <p><b>Note:</b> candidates must show evidence of using graphic tools. This can be either annotated on the printout or by screen print of the dialogue box.</p>
<b>b</b>	<p><b>demonstrate 3 options for painting/drawing tools</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of a minimum of 3 painting/drawing techniques used is penalised as an accuracy error on each occasion. (min 3)</li> </ul> <p><b>Note:</b> candidates must show evidence of using painting/drawing techniques. This can be either annotated on the printout or by screen print of the dialogue box.</p>
<b>c</b>	<p><b>create and/or edit Bezier curves</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of creating and/or editing Bezier curves is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> candidates must show evidence of using painting/drawing techniques. This can be either annotated on the printout or by screen print of the dialogue box.</p>
<b>d</b>	<p><b>create artistic text</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of the use of artistic text is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> candidates must show evidence of using artistic text techniques. This can be either annotated on the printout or by screen print of the dialogue box.</p>
<b>e</b>	<p><b>transform text</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of transform used is penalised as an accuracy error on each occasion (min 2).</li> </ul> <p><b>Note:</b> see knowledge and understanding.</p>
<b>3 create, edit and manage layers, channels and paths</b>	
<b>a</b>	<p><b>create background layer for artwork</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of a background layer used is penalised as a <b>critical error</b>.</li> </ul> <p><b>Note:</b> see knowledge and understanding.</p>
<b>b</b>	<p><b>create and use layers</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of creating and using layers is penalised as a <b>critical error</b>. (min 1)</li> </ul> <p><b>Note:</b> see knowledge and understanding.</p>
<b>c</b>	<p><b>set layer options</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of setting the layer options is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding.</p>

<b>d</b>	<p><b>edit individual colour channels</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of editing individual colour channels is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding.</p>
<b>e</b>	<p><b>create a layer mask</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of the use of a layer mask is penalised as a <b>critical error</b>.</li> </ul> <p><b>Note:</b> candidates must show evidence of using a layer mask. This can be either annotated on the printout or by screen print of the dialogue box.</p>
<b>4 use a image transformation techniques</b>	
<b>a</b>	<p><b>transform an image or layer or selection</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of transformation of an image/layer/selection on an image is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding.</p>
<b>b</b>	<p><b>use free transformations</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of using free transform on an image is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding. The evidence can be either annotated on the printout or by screen print of the dialogue box.</p>
<b>5 make adjustments and use filters to enhance/edit part of all of an image</b>	
<b>a</b>	<p><b>use selection tools effectively and utilise tool options</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of using selection tools is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding. The evidence can be either annotated on the printout or by screen print of the dialogue box.</p>
<b>b</b>	<p><b>use at least 3 image filters</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of using at least 3 image filters is penalised as an accuracy error on each occasion (min 3).</li> </ul> <p><b>Note:</b> see knowledge and understanding. The evidence can be either annotated on the printout or by screen print of the dialogue box.</p>
<b>c</b>	<p><b>create and use an adjustment layer and make manual or automatic adjustments</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of adjusting layer settings is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding. The evidence can be either annotated on the printout or by screen print of the dialogue box.</p>
<b>6 import and export files in a variety of formats appropriate to need</b>	
<b>a</b>	<p><b>import images of at least 2 different file types</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of importing at least 2 different file types is penalised as an accuracy error on each occasion. (min 2)</li> <li>Failure to produce evidence of importing any file types is penalised as a <b>critical error</b>.</li> </ul> <p><b>Note:</b> see knowledge and understanding. The evidence can be either annotated on the printout or by screen print of the dialogue box.</p>

<b>b</b>	<p><b>save images in native format, and at least 2 different file types</b></p> <ul style="list-style-type: none"> <li>• Failure to produce evidence of saving images in at least 2 different file types is penalised as an accuracy error on each occasion. (min 2)</li> <li>• Failure to produce evidence of saving images in different file types is penalised as a <b>critical error</b>.</li> </ul> <p><b>Note:</b> see knowledge and understanding. The evidence can be either annotated on the printout or by screen print of the dialogue box.</p>
<b>c</b>	<p><b>adjust resolution as appropriate for need</b></p> <ul style="list-style-type: none"> <li>• Failure to produce evidence of adjusting resolution by means of screen prints is penalised as one accuracy error once per assessment</li> </ul> <p><b>Note:</b> see knowledge and understanding.</p>
<b>d</b>	<p><b>set output options for print</b></p> <ul style="list-style-type: none"> <li>• Failure to produce evidence of output options selected by means of screen prints is penalised as one accuracy error once per assessment</li> </ul> <p><b>Note:</b> see knowledge and understanding.</p>
<b>6e</b>	<p><b>produce colour printout of artwork</b></p> <ul style="list-style-type: none"> <li>• Failure to produce the printout(s) is penalised as a <b>critical error</b>.</li> <li>• Failure to produce the printout(s) in colour is penalised as a <b>critical error</b>.</li> </ul> <p><b>Note:</b> a colour printout must be produced for the final document(s). Evidence of AOs and other printouts/files can be in black and white as long as AOs are clearly evidenced.</p>

## Marking Reference Grid for Unit 6 - e-Image Production

### Data items for Unit 6 – e-Image Production

✓ a block of text

	Assessment Objective	Critical Error	Accuracy Error	
			Once per assessment	Each item
1a	create storyboard of artwork	✓		
2a	use shape tools (min 3 tools)			✓
2b	demonstrate 3 options for painting/drawing tools (min 3)			✓
2c	create and/or edit Bezier curves		✓	
2d	create artistic text		✓	
2e	transform text (min 2)			✓
3a	create background layer for artwork	✓		
3b	create and use layers (min 1)	✓		
3c	set layer options		✓	
3d	edit individual colour channels		✓	
3e	create a layer mask	✓		
4a	transform an image or layer or selection		✓	
4b	use free transformations		✓	
5a	use selection tools effectively and utilise tool options		✓	
5b	use at least 3 image filters (min 3)			✓
5c	create and use an adjustment layer and make manual or automatic adjustments		✓	
6a	import images of at least 2 different file types (min 2)*	✓		✓
6b	save images in native format, and at least 2 different file types (min 2)*	✓		✓
6c	adjust resolution as appropriate for need		✓	
6d	set output options for print		✓	
6e	produce colour printout of artwork	✓		

**Note:** This grid is provided for general reference, it must not be used as the sole reference for assessment. Tutors must refer to the Detailed Marking Criteria for each unit and to the General Marking Criteria which applies to all units. For assessment objectives marked with an \* above, more than one ruling may apply depending on the type of error made, refer to the Detailed Marking Criteria for the assessment objective.

## UNIT 7: WEBSITE AUTHORIZING

### Unit Description:

This unit is designed to accredit user competencies in using web page editing software to produce a website(s). Candidates will develop proficiency with the software to be used along with a sound understanding of style sheets, tables, use of image maps and dynamic content. Understanding of hand-coded HTML is not required but would be of benefit to the candidate. The final website will be made available on the Internet.

### Learning Outcomes:

A candidate following a programme of learning leading to this unit will be able to:

- develop and manage a small website
- use tables, layers and templates to control page layout
- use style sheets to control the appearance of text
- create dynamic and interactive content
- use page counters and other external plug-ins.

### Recommended Prior Learning:

There are no requirements for Recommended Prior Learning. However, candidates may find it beneficial to have completed OCR Level 2 CLAiT Plus International Certificate/Diploma for IT Users, Unit 7: Website Creation.

### Recommended Guided Learning Hours:

The recommended guided learning hours for this unit is 60 hours.

### Entry Restrictions:

There are no prohibited combinations of entry.

### Assessment:

Candidates are assessed by means of either an OCR-set scenario or a centre/candidate devised scenario.

It is the centre's responsibility to ensure that the centre/candidate devised scenario addresses all of the assessment objectives identified in the unit specification in a holistic and practical way.

Candidates will be required to complete an OCR Evidence Checklist identifying where/how assessment objectives have been met. Completed Evidence checklists **must** be submitted with candidate test plan or evidence of testing, CSS printout and URL of the website, to the Examiner-moderator.

If evidence checklists are not submitted or if they have not been clearly completed, work will be returned to the centre which may cause a delay in the certification process.

If the URL is unavailable when the Examiner-moderator attempts to moderate the work, this will be attempted one more time, if the URL is still inaccessible the candidate will not be awarded the unit. The URL must be available for **8** weeks after submission to the Examiner-moderator.

There are no time restrictions on the assessment session. A guide could be 10 – 15 hours, which may be split. However, in between assessment sessions, candidates' work must be locked in a secure place.

The scenario/task must allow candidates to use their knowledge and understanding to demonstrate skill in each assessment objective.

Candidates' work will be centre assessed and externally moderated by OCR. Centre assessors may give non-specific IT feedback to candidates.

In order to achieve a Pass in this unit, candidates must demonstrate skill in each assessment objective within the tolerance of nine accuracy errors and with no critical errors.

Candidates who do not achieve a Pass may re-take the assessment using a different scenario.

The evidence checklist is provided at the end of this unit and must be completed whether the scenario is centre/candidate devised or OCR-set.

**Candidates' work will not be returned to the centre.**

It is recommended that the centre retains copies of all candidate work until satisfactory results have been received.

**Minimum requirements for the Website Authoring project**

- the Website must consist of at least 10 pages
- the Website must be uploaded and live on the Internet for assessment purposes
- each assessment objective must be demonstrated in full in the way prescribed in the unit content.

**Evidence**

In OCR scenario/solution assessments, candidate devised or centre devised assessments: Candidates will be required to complete an OCR Evidence Checklist identifying where and how the assessment objectives have been met within the evidence provided to the Examiner-moderator.

Assessors must submit the Evidence Checklist to the Examiner-moderator together with a test plan or evidence of testing, CSS printout and the URL of the website.

This unit is moderated from the URL provided by the centre/candidate. There is no need to print code or pages. The website **must** remain available for 8 weeks after submission of work to the Examiner-moderator.

**Marking Guide/Evidence Checklist is provided by OCR at the end of this Unit to be used on centre-devised, candidate-devised and OCR-set scenarios.**

<b>Unit 7 Content – Website Authoring</b>	
<b>Assessment Objectives</b>	<b>Knowledge, Skills and Understanding</b>
<b>1 develop and manage a small web site to a professional standard</b>	
a plan and create the web structure and navigation (min 10 pages)	<ul style="list-style-type: none"> <li>understand good practice in web structure, eg 2 click navigation, link bars, navigation bars, drop-down lists, site maps, etc</li> </ul>
b devise appropriate META tags (min 4) to identify the website, subsections and individual pages and their content	<ul style="list-style-type: none"> <li>understand META tags, their uses by web agents and how they can define the content and accessibility of your web pages to increase the chance of people visiting the website</li> </ul>
c produce a test plan for locating and correcting broken links	<ul style="list-style-type: none"> <li>understand the need to ensure links are functioning at all times and the procedures for finding and correcting broken links, particularly to external pages</li> </ul>
d create a variety of relative links/hyperlinks, e-mail, internal, external, etc	
e publish the website on the Internet	<ul style="list-style-type: none"> <li>understand how to publish a web site on the Internet (eg, via ftp)</li> <li>understand the importance and how to present website to a professional standard with no serious spelling errors</li> </ul>
f test the website on a range of hardware and software specifications	<ul style="list-style-type: none"> <li>understand the need to ensure how the website appears on a variety of software applications</li> <li>different size screens</li> <li>different browsers, etc</li> </ul>
<b>2 use tables, layers and templates to control page layout</b>	
a define and mark editable areas	<ul style="list-style-type: none"> <li>understand the use of templates, both in HTML editors and for hand-editing, and their advantages in defining a consistent page layout and restricting editable content in a workgroup environment</li> </ul>
b use tables/layers/floating boxes to control layout of editable and non-editable areas	<ul style="list-style-type: none"> <li>understand all of the definable attributes of tables/layers/floating boxes, including dimensions, colours, cell layout, alignments, etc</li> </ul>
c set the colspan and rowspan attributes of a table to merge/split cells	
d set colours for individual table cells or borders	
e use the <div> tag to create and position layers	<ul style="list-style-type: none"> <li>understand the use of the &lt;div&gt; tag in creating positionable layers of content and how to define attributes including position, width, height, left, top, visibility and id</li> </ul>
f use a range of targets for links (blank, self)	<ul style="list-style-type: none"> <li>understand the use of targets to load pages in a new window or the same window</li> </ul>

<b>3 use style sheets to control the appearance of text</b>	
a use a linked style sheet b use an embedded style sheet eg CSS	<ul style="list-style-type: none"> <li>• appreciate the advantages of linked style sheets in large web sites for easy maintenance and understand their use</li> <li>• appreciate the need to use cascading style sheets</li> <li>• appreciate the advantages of embedded style sheets for a single documents with a unique style and understand their use</li> </ul>
c use style sheet to define link styles (a:link, a:hover, a:visited, a:active) d redefine standard HTML tags e specify attributes for each style (eg: font, size (px, pt), colour, etc)	<ul style="list-style-type: none"> <li>• understand the use of a style sheet to define and apply link styles</li> <li>• appreciate the need to check that the colour depth and format are suitable</li> </ul>
f set the style class for each paragraph	<ul style="list-style-type: none"> <li>• understand style definitions and the use of the class attribute</li> </ul>
g use the <div> and <span> tags to provide over-riding styles	<ul style="list-style-type: none"> <li>• understand the use of the &lt;div&gt; and &lt;span&gt; tags to apply styles to selections</li> <li>• understand style hierarchies and precedence</li> </ul>
<b>4 create dynamic and interactive content</b>	
a create at least 3 image rollovers such as up, over or down states	<ul style="list-style-type: none"> <li>• understand the features of HTML editing software that provide dynamic content from library source, and how they can be used to create rollover images such as buttons</li> </ul>
b create an image map with regular and irregular shaped hotspots	<ul style="list-style-type: none"> <li>• understand client-side image maps, how they can be defined and how they are used</li> </ul>
c use mouse events to trigger changes to page display (hide/show layers, swap images)	<ul style="list-style-type: none"> <li>• understand event handlers and behaviours responding to mouse events such as one click and how these can be used to control interactivity such as visibility and image source</li> </ul>
d embed audio, video or animation content	<ul style="list-style-type: none"> <li>• understand the tags used to embed interactive content (native or plug-in based) such as midi, audio, video, animations, games etc</li> </ul>
e use high resolution and low resolution alternates for a large/slow-loading image	<ul style="list-style-type: none"> <li>• appreciate the advantages of high-resolution and low-resolution alternates for large images</li> <li>• appreciate the need to check the speed of loading images on a web browser</li> <li>• appreciate the need to check the compatibility of images with different software and operating systems improving the loading speed of a website</li> </ul>
f set up a secure area or a message board or an e-mail link	<ul style="list-style-type: none"> <li>• appreciate the need to create a secure area on a website for users to access a message board or e-mail link</li> <li>• understand the use of digital certificates</li> </ul>
<b>5 use page counters and other external plug-ins</b>	
a create or link to a page counter, set the options and customise the appearance	<ul style="list-style-type: none"> <li>• understand the use and purpose of a page counter and the means by which externally hosted page counters can be embedded</li> </ul>

b embed a plug-in search engine	<ul style="list-style-type: none"><li>• understand how to call a search engine from within a web page, or use a search engine plug-in</li><li>• understand the variety of web plug-ins available on the Internet and the common processes for linking and embedding them</li></ul>
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## Marking Criteria for Website Authoring

In order to achieve a Pass in the assessment for this unit, candidates must complete the assessment without making any critical errors as defined below and with **no more than 9 accuracy errors**.

### Critical errors are incurred for failure to:

- plan and create a web structure of at least 10 pages 1a
- create navigation *to* and *from* every page 1a
- devise at least one appropriate META tag 1b
- produce a test plan for locating and correcting broken links 1c
- create a variety of relative links/hyperlinks, e-mail, internal, external, etc (min 3) 1d
- publish the website on the Internet 1e
- produce evidence of a secure area or a message board or an e-mail link 4f

### Accuracy errors are incurred for each instance of:

- an error in inputting text data (see list of data items)
- an error in completing any other assessment objective as specified that is not listed as a critical error.

### Data items for Unit 7, Website Authoring are:

- a title and META tags
- a line/item of keyed in text
- a broken link
- lack of a capital for proper nouns is penalised per data item
- consistent use of case is not penalised if used appropriately.

Candidates who do not achieve a Pass may re-take the assessment using a different OCR-set scenario, different centre devised scenario or candidate devised scenario.

## Detailed Marking Criteria for Unit 7: Website Authoring

<b>1 develop and manage a small web site to a professional standard</b>	
<b>a</b>	<p><b>plan and create the web structure and navigation (min 10 pages)</b></p> <ul style="list-style-type: none"> <li>Failure to create a web structure of at least 10 pages is penalised as a <b>critical error</b>.</li> <li>Failure to create navigation <i>to</i> and <i>from</i> every page is penalised as a <b>critical error</b>.</li> </ul>
<b>b</b>	<p><b>devise appropriate META tags (min 4) to identify the website, subsections and individual pages and their content</b></p> <ul style="list-style-type: none"> <li>Failure to devise at least 4 appropriate META tags for each page is penalised as an accuracy error for each missing META tag. (min 4)</li> <li>Failure to devise at least one appropriate META tag is penalised as a <b>critical error</b>.</li> </ul>
<b>c</b>	<p><b>produce a test plan for locating and correcting broken links</b></p> <ul style="list-style-type: none"> <li>Failure to produce a test plan is penalised as a critical error.</li> <li>Failure to produce a comprehensive test plan is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding</p>
<b>d</b>	<p><b>create a variety of relative links/hyperlinks, e-mail, internal, external, etc</b></p> <ul style="list-style-type: none"> <li>Failure to produce a variety of operative links (min 3) is penalised as a <b>critical error</b>.</li> </ul> <p><b>Note:</b> a minimum of 3 links must be present on the website and the links must be operative when tested.</p>
<b>e</b>	<p><b>publish the website on the Internet</b></p> <ul style="list-style-type: none"> <li>Failure to publish the website on the Internet is penalised as a <b>critical error</b>.</li> </ul> <p><b>Note:</b> candidates must publish the website on the Internet. The location of the website must be identified on the Evidence Checklist. If the Examiner-moderator cannot access the website from the URL provided, the website cannot be assessed. The URL <b>must</b> remain live for 8 weeks after the unit has been submitted to the Examiner/moderator.</p>
<b>f</b>	<p><b>test the website on a range of hardware and software specifications</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of testing the website is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> this could be a checklist.</p>
<b>2 use tables, layers and templates to control page layout</b>	
<b>a</b>	<p><b>define and mark editable areas</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of defined and editable areas is penalised as one accuracy error once per assessment.</li> </ul>
<b>b</b>	<p><b>use tables/layers/floating boxes to control layout of editable and non-editable areas</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of elements used to control layout is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding.</p>
<b>c</b>	<p><b>set the colspan and rowspan attributes of a table to merge/split cells</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence within a table is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding.</p>

<b>d</b>	<p><b>set colours for individual table cells or borders</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence within a table is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding.</p>
<b>e</b>	<p><b>use the &lt;div&gt; tag to create and position layers</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding.</p>
<b>f</b>	<p><b>use a range of targets for links (blank, self)</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of a range of targets is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding.</p>
<b>3 use style sheets to control the appearance of text</b>	
<b>a</b>	<p><b>use a linked style sheet</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of a linked style sheet is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding.</p>
<b>b</b>	<p><b>use an embedded style sheet</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of an embedded style sheet is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding.</p>
<b>c</b>	<p><b>use style sheet to define link styles (a:link, a:hover, a:visited, a:active)</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence is penalised as one accuracy error per missing link style. (min 2)</li> </ul> <p><b>Note:</b> see knowledge and understanding.</p>
<b>d</b>	<p><b>redefine standard HTML tags</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of redefined standard HTML tags is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding.</p>
<b>e</b>	<p><b>specify attributes for each style (eg: font, size (px, pt), colour, etc)</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of style attributes used is penalised as one accuracy error each attribute missing. (min 3)</li> </ul> <p><b>Note:</b> see knowledge and understanding.</p>
<b>f</b>	<p><b>set the style class for each paragraph</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding.</p>
<b>g</b>	<p><b>use the &lt;div&gt; and &lt;span&gt; tags to provide over-riding styles</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding.</p>
<b>4 create dynamic and interactive content</b>	
<b>a</b>	<p><b>create at least 3 image rollovers such as up, over or down states</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence is penalised as one accuracy error each missing rollover. (min 3)</li> </ul> <p><b>Note:</b> see knowledge and understanding. The same rollover can be used 3 times.</p>

b	<p><b>create an image map with regular and irregular shaped hotspots</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of an image map with hotspots is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding.</p>
c	<p><b>use mouse events to trigger changes to page display (hide/show layers, swap images)</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding.</p>
d	<p><b>embed audio, video or animation content</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of embedded audio/video/animation is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding.</p>
e	<p><b>use high resolution and low resolution alternates for a large/slow-loading image</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of both high and low resolution is penalised as one accuracy each missing resolution. (min 2)</li> </ul> <p><b>Note:</b> see knowledge and understanding.</p>
f	<p><b>set up a secure area or a message board or an e-mail link</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of a secure area/message board/e-mail link is penalised as a critical error.</li> </ul> <p><b>Note:</b> see knowledge and understanding.</p>
<p><b>5 use page counters and other external plug-ins</b></p>	
a	<p><b>create or link to a page counter, set the options and customise the appearance</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence of a link to a page counter is penalised as one accuracy error once per assessment.</li> <li>Failure to produce before and after evidence of customised appearance of the page counter is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding. If an external link fails when tested by the Examiner-moderator and this is due to the external link – the candidate will not be penalised.</p> <p>Where centres have restricted Internet access, assessors may host a plug-in script, for example Google, on their server for the candidates to upload and insert into their website. As long as the code is correct then the link should work and this will be accepted.</p>
b	<p><b>embed a plug-in search engine</b></p> <ul style="list-style-type: none"> <li>Failure to produce evidence embedded plug-in search engine is penalised as one accuracy error once per assessment.</li> </ul> <p><b>Note:</b> see knowledge and understanding. If an external link fails when tested by the Examiner-moderator and this is due to the external link – the candidate will not be penalised.</p>

## Marking Reference Grid for Unit 7 - Website authoring

### Data items for Unit 7 – Website Authoring

- ✓ a title and META tag
- ✓ a line/item of keyed in text
- ✓ a broken link

Assessment Objective	Critical Error	Accuracy Error	
		Once per assessment	Each item
1a	plan and create the web structure and navigation (min 10 pages)*	✓	
1b	devise appropriate META tags (min 4) to identify the website, subsections and individual pages and their content*	✓	✓
1c	produce a test plan for locating and correcting broken links*	✓	✓
1d	create a variety of relative links/hyperlinks, e-mail, internal, external, etc (min 3)*	✓	
1e	publish the website on the Internet	✓	
1f	test the website on a range of hardware and software specifications		✓
2a	define and mark editable areas		✓
2b	use tables/layers/floating boxes to control layout of editable and non-editable areas		✓
2c	set the colspan and rowspan attributes of a table to merge/split cells		✓
2d	set colours for individual table cells or borders		✓
2e	use the <div> tag to create and position layers		✓
2f	use a range of targets for links (blank, self)		✓
3a	use a linked style sheet		✓
3b	use an embedded style sheet		✓
3c	use style sheet to define link styles (a:link, a:hover, a:visited, a:active) (min 2)		✓

3d	redefine standard HTML tags		✓	
3e	specify attributes for each style (eg: font, size (px, pt), colour, etc) (min 3)*			✓
3f	set the style class for each paragraph		✓	
3g	use the <div> and <span> tags to provide over-riding styles		✓	
<hr/>				
4a	create at least 3 image rollovers such as up, over or down states (min 3)*			✓
4b	create an image map with regular and irregular shaped hotspots		✓	
4c	use mouse events to trigger changes to page display (hide/show layers, swap images)		✓	
4d	embed audio, video or animation content		✓	
4e	use high resolution and low resolution alternates for a large/slow-loading image (min 2)*			✓
4f	set up a secure area or a message board or an e-mail link	✓		
<hr/>				
5a	create or link to a page counter, set the options and customise the appearance*		✓	
5b	embed a plug-in search engine		✓	

**Note:** This grid is provided for general reference, it must not be used as the sole reference for assessment. Tutors must refer to the Detailed Marking Criteria for each unit and to the General Marking Criteria which applies to all units. For assessment objectives marked with an \* above, more than one ruling may apply depending on the type of error made, refer to the Detailed Marking Criteria for the assessment objective.

# Evidence Checklists

This section contains evidence checklists which **must** be submitted with candidate work. These evidence checklists are also available from the OCR website: [www.ocr.org.uk](http://www.ocr.org.uk).

A completed evidence checklist must be submitted for each unit. Failure to submit a correctly completed evidence checklist with candidate work will result in the work being returned to the centre and delay in certification.

- Centre assessors – you **MUST** assess the candidate's work prior to submission
  - Where the assessment objective has been met, indicate with Y in the Centre Assessor Column
  - Where the assessment objective has not been met indicate with N in the Centre Assessor Column (N= 1 accuracy error)
- In order to achieve this unit candidates must not incur
  - any critical errors
  - and no more than 9 accuracy errors
- Only units that have been achieved should be submitted for moderation

**OCR Level 3 CLAiT Advanced International Certificate/Diploma for IT Users  
Evidence Checklist and Marking Guide for  
Unit 1: Creating an IT Solution**

**Candidate Name:** \_\_\_\_\_ **Centre Number:** \_\_\_\_\_

A completed evidence checklist must be submitted with every unit to ensure all evidence required for the assessment and achievement of the unit has been produced. No substitute is permitted.

- You must submit this form with candidate work. All pages must be numbered and the page number referenced on this form
- The page must also be annotated with the assessment objective label (eg 3a) in order to identify the location of the evidence
- In order to achieve this unit candidates must not incur
  - any critical errors
  - and no more than 9 accuracy errors

Completion by:		Candidate	Centre Assessor
<b>1</b>	<b>identify and produce a detailed specification of a document-based IT solution to a professional standard</b>	<b>Page Number</b>	
1a	identify and record the aims of the solution (min 3)		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1b	identify and record the needs/preferences of the solution (min 3)		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1c	identify and record the present and future resource needs for the solution		<input type="checkbox"/>
1d	identify and record the constraints of the solution (min 2)		<input type="checkbox"/> <input type="checkbox"/>
1e	identify and record the skills gap(s) and learning need(s) of the user(s) of the solution		<input type="checkbox"/>
1f	identify and record benefits and drawbacks of technology and skills (min 1)		<input type="checkbox"/>
1g	justify and record the choice and use of software tools and techniques		<input type="checkbox"/>
1h	identify and record changes that improve the efficiency of the task(s)		<input type="checkbox"/>
1i	produce a specification report including 1a – 1h <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/>

<b>2</b>	<b>plan a document-based IT solution</b>	<b>Page Number</b>	
2a	produce a detailed design plan which must include all of the following: (min 4) <ul style="list-style-type: none"> <li>the structure and layout of the document(s) solution</li> <li>the style and format of the content</li> <li>a description of automated features and links</li> <li>justification of each design choice</li> </ul>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2b	produce a detailed test plan which must include all of the following: (min 3) <ul style="list-style-type: none"> <li>an indication of the measures that will be used to test the success of the solution against its goals</li> <li>identify and record the strengths and weaknesses to be checked</li> </ul>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2c	produce an detailed implementation plan showing: (min 4) <ul style="list-style-type: none"> <li>the milestones of implementation of the solution</li> <li>time for research, consultation, design, testing and amendments</li> </ul>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2d	verifying information from the following: (min 2): <ul style="list-style-type: none"> <li>relevance, bias, validity, reliability and sufficiency</li> </ul>		<input type="checkbox"/> <input type="checkbox"/>
2e	report on the need to select the most suitable and efficient method and media for storing and transferring data, taking account of data transmission speeds		<input type="checkbox"/>
2f	report on the procedures of making recovery plans to deal with the effects of disasters and other unforeseen events		<input type="checkbox"/>
2g	report on the need for passwords and other methods of protecting data and software		<input type="checkbox"/>
2h	produce a planning report including: including 2a – 2g <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/>

<b>3</b>	<b>create a document-based IT solution to a professional standard</b>	<b>Page Number</b>	
3a	customise menus and toolbars in most types of software to meet the solution needs		<input type="checkbox"/>
3b	use appropriate editing and formatting tools and techniques effectively for more complex solution(s)		<input type="checkbox"/>
3c	use appropriate techniques to check complex information		<input type="checkbox"/>
3d	produce the document-based solution including 3a – 3c <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/>

<b>4</b>	<b>review a document-based IT solution</b>	<b>Page Number</b>	
4a	test the solution – using the test plan		<input type="checkbox"/>
4b	respond to results from the testing process and make adjustments to the solution where necessary		<input type="checkbox"/>
4c	produce a review/test report including 4a – 4b ( <b>Critical Error – see marking guidance</b> )		<input type="checkbox"/>

<b>5</b>	<b>evaluate the document-based IT solution</b>	<b>Page Number</b>	
5a	evaluate the testing process and comment on any issues that arose		<input type="checkbox"/>
5b	evaluate the success of the project as a whole, using the goals and measurements proposed		<input type="checkbox"/>
5c	report on the development, production, testing and implementation of the solution		<input type="checkbox"/>
5d	evaluate the feedback given of the work produced and the steps taken to improve any weaknesses		<input type="checkbox"/>
5e	produce an analysis on the impact the solution(s) could have on the people or the organisation		<input type="checkbox"/>
5f	produce an evaluation report including 5a – 5e ( <b>Critical Error – see marking guidance</b> )		<input type="checkbox"/>

<b>Completion by:</b>		<b>Candidate</b>	<b>Centre Assessor</b>
<b>6</b>	<b>produce support documentation for users and maintainers of the solution to a professional standard</b>	<b>Page Number</b>	
6a	select and use appropriate software to produce detailed support documentation for another user		<input type="checkbox"/>
6b	select and use appropriate software to produce detailed support documentation for the maintainer of the solution		<input type="checkbox"/>
6c	review and report on how to share own skills and understanding to help others		<input type="checkbox"/>

**I state that the evidence for this unit is included on the specified printouts indicated above and is the sole work of the candidate.**

**Candidate Name** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Assessor Name** \_\_\_\_\_ **Date:** \_\_\_\_\_

## OCR Level 3 CLAiT Advanced International Certificate/Diploma for IT Users Evidence Checklist and Marking Guide for Unit 2: Unit Content - Analysing Spreadsheets and Graphs

**Candidate Name:** \_\_\_\_\_ **Centre Number:** \_\_\_\_\_

A completed evidence checklist must be submitted with every unit to ensure all evidence required for the assessment and achievement of the unit has been produced. No substitute is permitted.

- You must submit this form with candidate work. All pages must be numbered and the page number referenced on this form
- The page must also be annotated with the assessment objective label (eg 3a) in order to identify the location of the evidence
- In order to achieve this unit candidates must not incur
  - any critical errors
  - and no more than 9 accuracy errors

Completion by:			Candidate	Centre Assessor
1	<b>identify, input and amend data in spreadsheet software accurately</b>		Page Number	
1a	use appropriate application software to set up or import spreadsheet(s) from a given data source			<input type="checkbox"/>
1b	create at least 3 spreadsheets for a common purpose <b>(Critical Error – see marking guidance)</b>			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1c	state the purpose of the spreadsheet(s)			<input type="checkbox"/>
1d	spreadsheets must contain a minimum of 300 active cells across the spreadsheets	Number of cells		<input type="checkbox"/>
1e	include a test plan for testing of data			<input type="checkbox"/>
1f	link at least 2 spreadsheets <b>(Critical Error – see marking guidance)</b>			<input type="checkbox"/> <input type="checkbox"/>
1g	include at least one comment/note			<input type="checkbox"/>
1h	produce shared workbooks			<input type="checkbox"/>
1i	protect file(s) (min 1) <b>(Critical Error – see marking guidance)</b>			<input type="checkbox"/>
1j	protect cell(s) (min 1) <b>(Critical Error – see marking guidance)</b>			<input type="checkbox"/>
1k	hide cells/sheets			<input type="checkbox"/>

Completion by:		Candidate	Centre Assessor
<b>2</b>	<b>use formulae and functions in spreadsheets</b>	<b>Page Number</b>	
2a	select and use at least 3 different cell references		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2b	use at least one named range		<input type="checkbox"/>
2c	use at least one formula that performs a multi-stage calculation		<input type="checkbox"/>
2d	use at least one nested function in a formula		<input type="checkbox"/>
2e	use at least one single array formulae		<input type="checkbox"/>
2f	apply conditional formatting to calculated results		<input type="checkbox"/>
2g	use auditing tool		<input type="checkbox"/>
2h	concatenate text strings and cell references		<input type="checkbox"/>
2i	use a filter maintaining data integrity ( <b>Critical Error – see marking guidance</b> )		<input type="checkbox"/>
2j	create a macro to operate a spreadsheet function		<input type="checkbox"/>
2k	assign the created macro to a button		<input type="checkbox"/>
2l	use a pivot table to summarise data		<input type="checkbox"/>
2m	use data validation to ensure correct input by user		<input type="checkbox"/>
2n	use formulae/functions that produce correct results ( <b>Critical Error – see marking guidance</b> )		<input type="checkbox"/>

<b>3</b>	<b>produce complex charts from data and pivot table</b>	<b>Page Number</b>	
3a	create a complex graph/chart (min 3)		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3b	create a chart from the pivot table		<input type="checkbox"/>

<b>4</b>	<b>use formatting and alignment techniques in spreadsheet(s) and graphs/charts</b>	<b>Page Number</b>	
4a	select and use at least 4 different cell formats (min 4)		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

5	save and print spreadsheet(s) and graphs/charts	Page Number	
5a	save spreadsheet(s)		<input type="checkbox"/>
5b	set the page size including: <ul style="list-style-type: none"> <li>• margins</li> <li>• orientation</li> <li>• headers</li> <li>• footers</li> <li>• automatic fields</li> </ul>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5c	set print page options		<input type="checkbox"/>
5d	print the spreadsheet(s) with data showing in full as a table <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/>
5e	print document selection <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/>
5f	print the spreadsheet(s) with formulae showing in full <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/>
5g	print formulae printout(s) displaying column and row headings <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/>
5h	print the spreadsheet(s) displaying gridlines <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/>
5i	produce hard copies to show: <ol style="list-style-type: none"> <li>1. evidence macro</li> <li>2. pivot table</li> <li>3. filtered results</li> <li>4. auditing evidence</li> <li>5. comments and notes</li> <li>6. testing of spreadsheet data including testing of extremes and normal/expected data</li> </ol> <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5j	print charts (min 3) <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**I state that the evidence for this unit is included on the specified printouts indicated above and is the sole work of the candidate.**

**Candidate Name** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Assessor Name** \_\_\_\_\_ **Date:** \_\_\_\_\_

**OCR Level 3 CLAiT Advanced International Certificate/Diploma for IT Users  
Evidence Checklist and Marking Guide for  
Unit 3: Relational Databases**

**Candidate Name:** \_\_\_\_\_ **Centre Number:** \_\_\_\_\_

A completed evidence checklist must be submitted with every unit to ensure all evidence required for the assessment and achievement of the unit has been produced. No substitute is permitted.

- You must submit this form with candidate work. All pages must be numbered and the page number referenced on this form
- The page must also be annotated with the assessment objective label (eg 3a) in order to identify the location of the evidence
- In order to achieve this unit candidates must not incur
  - any critical errors
  - and no more than 9 accuracy errors

Completion by:		Candidate	Centre Assessor
	<b>create a relational database using advanced design features</b>	<b>Page Number</b>	
1a	import data from external sources eg other databases or spreadsheets		<input type="checkbox"/>
1b	modify field characteristics within a multiple-table database <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/>
1c	create a relational database of 3 tables with a minimum of 100 records <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1d	use primary key and foreign key		<input type="checkbox"/>
1e	use at least 4 data types		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1f	set data validation for database tables (min 2)		<input type="checkbox"/> <input type="checkbox"/>
1g	create error message for invalid data (min 2)		<input type="checkbox"/> <input type="checkbox"/>
1h	restrict format for field (input mask) (min 2 fields)		<input type="checkbox"/> <input type="checkbox"/>
1i	produce hard copy evidence of: <ul style="list-style-type: none"> <li>• tables</li> <li>• relationships between tables</li> <li>• modification of field characteristics</li> <li>• validation</li> <li>• linking with other applications</li> </ul> <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

2	<b>Create, format and use forms for data entry</b>	<b>Page Number</b>	
2a	create 3 forms for data entry <b>(Critical Error – see marking grid)</b>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2b	format one form (layout, font and colour)		<input type="checkbox"/>
2c	create a selection list to automate data input		<input type="checkbox"/>
2d	produce hard copy evidence forms <b>(Critical Error – see marking grid)</b>		<input type="checkbox"/>

3	<b>create complex queries across tables and automate common tasks</b>	<b>Page Number</b>	
3a	create 2 complex queries combining fields from at least 2 tables <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/> <input type="checkbox"/>
3b	modify database by changing data file relationship(s) if needed – if not explain where it may be necessary		<input type="checkbox"/>
3c	use three different logical operators		<input type="checkbox"/>
3d	use 3 different range operators		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3e	automate common tasks eg using macros		<input type="checkbox"/>
3f	produce hard copy evidence of: <ul style="list-style-type: none"> <li>• query design</li> <li>• query results</li> <li>• automating common tasks</li> </ul> <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

4	<b>create and customise complex reports based on complex database queries on multiple-table databases</b>	<b>Page Number</b>	
4a	plan and produce reports from multiple-table databases <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/>
4b	create customised report layout		<input type="checkbox"/>
4c	create at least one report grouped on more than one field and sorted on more than one field <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/>
4d	create at least one report displaying groups and overall summaries and labels for summaries		<input type="checkbox"/>
4e	print reports <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/>

**I state that the evidence for this unit is included on the specified printouts indicated above and is the sole work of the candidate.**

**Candidate Name** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Assessor Name** \_\_\_\_\_ **Date:** \_\_\_\_\_

**OCR Level 3 CLAiT Advanced International Certificate/Diploma for IT Users  
Evidence Checklist and Marking Guide for:  
Unit 4: e-Publication Production**

**Candidate Name:** \_\_\_\_\_ **Centre Number:** \_\_\_\_\_

A completed evidence checklist must be submitted with every unit to ensure all evidence required for the assessment and achievement of the unit has been produced. No substitute is permitted.

- You must submit this form with candidate work. All pages must be numbered and the page number referenced on this form
- The page must also be annotated with the assessment objective label (eg 3a) in order to identify the location of the evidence
- In order to achieve this unit candidates must not incur
  - any critical errors
  - any than 9 accuracy errors

<b>Completion by:</b>		<b>Candidate</b>	<b>Centre Assessor</b>
<b>1</b>	<b>select and use software to create a complex master document/template</b>	<b>Page Number</b>	
1a	select and use appropriate application software		<input type="checkbox"/>
1b	set master document/template properties including style sheet/palette incorporating at least 5 different styles		<input type="checkbox"/>
1c	set document file type		<input type="checkbox"/>
1d	set file properties		<input type="checkbox"/>
1e	set user preferences		<input type="checkbox"/>

<b>2</b>	<b>create and use complex style sheets/palettes and formatting techniques</b>	<b>Page Number</b>	
2a	use a style sheet/palette consistently (min 5)		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2b	set character, line indents and paragraph spacing for a style (min 3)		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2c	set size, colour, alignment and emphasis for a style (min 3)		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2d	create style(s) with multi-level bullets/numbering		<input type="checkbox"/>
2e	create at least one independent and one linked style (max 2)		<input type="checkbox"/>

<b>3</b>	<b>create automated actions and forms</b>	<b>Page Number</b>	
3a	create a macro		<input type="checkbox"/>
3b	assign macro(s) to buttons/keyboard shortcuts		<input type="checkbox"/>

3c	create an automated form <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/>
3d	use at least 2 different form elements (min 2)		<input type="checkbox"/> <input type="checkbox"/>
3e	use validations on at least one form item		<input type="checkbox"/>
3f	create a table of contents		<input type="checkbox"/>
3g	create an index		<input type="checkbox"/>

<b>4</b>	<b>create and use complex tabular structure(s)</b>	<b>Page Number</b>	
4a	create a complex table <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/>
4b	merge/split cells		<input type="checkbox"/>
4c	apply borders		<input type="checkbox"/>
4d	remove borders		<input type="checkbox"/>
4e	use shading with contrasting text on one or more cells		<input type="checkbox"/>
4f	format table data		<input type="checkbox"/>
4g	set and use alternative tabulation techniques (min 2)		<input type="checkbox"/> <input type="checkbox"/>

<b>5</b>	<b>produce documents using templates and range of editing and checking techniques</b>	<b>Page Number</b>	
5a	import and integrate at least 4 different files and 3 different file types into a document <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5b	use at least 2 different drawing/art features (min 2)		<input type="checkbox"/> <input type="checkbox"/>
5c	use at least 4 document features (min 4)		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5d	use checking and editing/proof-correction techniques		<input type="checkbox"/>
5e	use copy-fitting techniques (min 2)		<input type="checkbox"/> <input type="checkbox"/>
5f	final document(s) presented to a professional standard		<input type="checkbox"/>
5g	print/publish draft and final documents/publications <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/>

**I state that the evidence for this unit is included on the specified printouts indicated above and is the sole work of the candidate.**

**Candidate Name** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Assessor Name** \_\_\_\_\_ **Date:** \_\_\_\_\_

**OCR Level 3 CLAiT Advanced International Certificate/Diploma for IT Users  
Evidence Checklist and Marking Guide for  
Unit 5: e-Professional Presentation**

**Candidate Name:** \_\_\_\_\_ **Centre Number:** \_\_\_\_\_

A completed evidence checklist must be submitted with every unit to ensure all evidence required for the assessment and achievement of the unit has been produced. No substitute is permitted.

- You must submit this form with candidate work. All pages must be numbered and the page number referenced on this form
- The page must also be annotated with the assessment objective label (eg 3a) in order to identify the location of the evidence
- In order to achieve this unit candidates must not incur
  - any critical errors
  - and no more than 9 accuracy errors

Completion by:		Candidate	Centre Assessor
<b>1</b>	<b>create complex presentations</b>	<b>Page Number</b>	
1a	produce a main presentation of at least 10 slides with title slide(s), a final blank slide and a summary slide <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1b	produce a sub-presentation of at least 3 slides <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/>
1c	create a link to a slide within the presentation <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/>
1d	add an action button		<input type="checkbox"/>
1e	hide a slide		<input type="checkbox"/>
1f	create a customised slide show		<input type="checkbox"/>
1g	import a minimum of 2 slides from another presentation (min 2)		<input type="checkbox"/> <input type="checkbox"/>
1h	create and test a link to a reserved sub-presentations <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/>
1i	create and test an external hyperlink to the world wide web <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/>
1j	create and test a link to an e-mail address <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/>
1k	create and test hyperlinks to at least 2 external documents in 2 different applications <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/> <input type="checkbox"/>

1l	set page properties including orientation and output size		<input type="checkbox"/>
1m	include a minimum of 2 images		<input type="checkbox"/> <input type="checkbox"/>
1n	include lines, boxes or shading		<input type="checkbox"/>

<b>2</b>	<b>create and use complex style sheets and formatting techniques, creating and amending template documents for a variety of purposes</b>	<b>Page Number</b>	
2a	create or modify a master slide, a title slide master and a notes page master for the presentation		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2b	create at least 2 different templates (min 2)		<input type="checkbox"/> <input type="checkbox"/>
2c	create and use a variety of font styles (min 4)		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2d	save embedded fonts in presentation		<input type="checkbox"/>
2e	add custom and textured backgrounds		<input type="checkbox"/>

<b>3</b>	<b>use a range of audio and visual effects</b>	<b>Page Number</b>	
3a	insert/create, modify and format a graph/chart from another application		<input type="checkbox"/>
3b	create and format an organisation chart		<input type="checkbox"/>
3c	insert/create and format a table		<input type="checkbox"/>
3d	insert 2 animated gifs (min 2)		<input type="checkbox"/> <input type="checkbox"/>
3e	import audio or video clip(s)		<input type="checkbox"/>
3f	use a minimum of 3 slide transitions. Use a minimum of 2 animations and 2 sounds (eg on bullet lists, images, segments, charts etc)		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3g	set, rehearse and record slide timings for all slides in the main automated presentation		<input type="checkbox"/>
3h	set up self running slide show presentation <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/>
3i	use animation facilities (3f)		<input type="checkbox"/>
3j	use transition facilities (3f)		<input type="checkbox"/>
3k	apply timings (3g)		<input type="checkbox"/>
3l	create at least two slides with speakers notes (min 2) <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/> <input type="checkbox"/>

4	create macros to automate common tasks	Page Number	
4a	create macro(s) to automate printing with non-default settings		<input type="checkbox"/>
4b	create at least one macro to perform a multi-part action		<input type="checkbox"/>
4c	assign macro(s) to button(s), menu(s) or keyboard shortcut(s)		<input type="checkbox"/>

5	save, print and produce support materials for a presentation	Page Number	
5a	save the presentation(s)		<input type="checkbox"/>
5b	save presentation ready to view		<input type="checkbox"/>
5c	close presentation		<input type="checkbox"/>
5d	convert the final presentation for viewing on the world wide web <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/>
5e	save presentation in a non-application specific format <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/>
5f	print the presentation slide(s) <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/>
5g	print the presentation as handouts <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/>
5h	print the presentation with speakers notes <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/>
5i	print a screen print(s) to evidence the following: <ul style="list-style-type: none"> <li>• animations</li> <li>• transitions</li> <li>• timings</li> <li>• links</li> </ul> <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**I state that the evidence for this unit is included on the specified printouts indicated above and is the sole work of the candidate.**

**Candidate Name** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Assessor Name** \_\_\_\_\_ **Date:** \_\_\_\_\_

**OCR Level 3 CLAiT Advanced International Certificate/Diploma for IT Users  
Checklist and Marking Guide for  
Unit 6: e-Image Production**

**Candidate Name:** \_\_\_\_\_ **Centre Number:** \_\_\_\_\_

A completed evidence checklist must be submitted with every unit to ensure all evidence required for the assessment and achievement of the unit has been produced. No substitute is permitted.

- You must submit this form with candidate work. All pages must be numbered and the page number referenced on this form
- The page must also be annotated with the assessment objective label (eg 3a) in order to identify the location of the evidence
- In order to achieve this unit candidates must not incur
  - any critical errors
  - and no more than 9 accuracy errors

Completion by:		Candidate	Centre Assessor
1	<b>select appropriate software for image production and structure artwork content</b>	Page Number	
1a	create storyboard of artwork <b>(Critical Error – see marking guidance)</b>		

2	<b>use a wide range of drawing, painting and text editing features</b>	Page Number	
2a	use shape tools (min 3 tools)		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2b	demonstrate 3 options for painting/drawing tools (min 3)		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2c	create and/or edit Bezier curves		<input type="checkbox"/>
2d	create artistic text		<input type="checkbox"/>
2e	transform text (min 2)		<input type="checkbox"/> <input type="checkbox"/>

3	<b>create, edit and manage layers, channels and paths</b>	Page Number	
3a	create background layer for artwork <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/>
3b	create and use layers (min 1) <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/>
3c	set layer options		<input type="checkbox"/>
3d	edit individual colour channels		<input type="checkbox"/>
3e	create a layer mask <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/>

<b>4</b>	<b>use image transformation techniques</b>	<b>Page Number</b>	
4a	transform an image or layer or selection		<input type="checkbox"/>
4b	use free transformations		<input type="checkbox"/>

<b>5</b>	<b>make adjustments and use filters to enhance/edit part or all of an image</b>	<b>Page Number</b>	
5a	use selection tools effectively and utilise tool options		<input type="checkbox"/>
5b	use at least 3 image filters (min 3)		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5c	create and use an adjustment layer and make manual or automatic adjustments		<input type="checkbox"/> <input type="checkbox"/>

<b>6</b>	<b>import and export files in a variety of formats appropriate to need</b>	<b>Page Number</b>	
6a	import images of at least 2 different file types (min 2) <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/> <input type="checkbox"/>
6b	save images in native format, and at least 2 different file types (min 2) <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/> <input type="checkbox"/>
6c	adjust resolution as appropriate for need		<input type="checkbox"/>
6d	set output options for print		<input type="checkbox"/>
6e	produce colour printout of artwork <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/>

**I state that the evidence for this unit is included on the specified printouts indicated above and is the sole work of the candidate.**

**Candidate Name** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Assessor Name** \_\_\_\_\_ **Date:** \_\_\_\_\_

**OCR Level 3 CLAiT Advanced International Certificate/Diploma for IT Users  
Evidence Checklist and Marking Guide for  
Unit 7: Website Authoring**

**Candidate Name:** \_\_\_\_\_ **Centre Number:** \_\_\_\_\_

A completed evidence checklist must be submitted with every unit to ensure all evidence required for the assessment and achievement of the unit has been produced. No substitute is permitted.

- You must submit this form indicating the URL of the website
- You must also submit a test plan or evidence of testing and a CSS printout.
- In order to achieve this candidates must not incur
  - any critical errors
  - any more than 9 accuracy errors

Completion by:		Candidate	Centre Assessor
<b>1</b>	<b>develop and manage a small web site to a professional standard</b>	<b>Page Number</b>	
1a	plan and create the web structure and navigation (at least 10 pages) <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/>
1b	devise appropriate META tags (min 4) to identify the web site, subsections and individual pages and their content (min 4) <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1c	produce a test plan for locating and correcting broken links <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/>
1d	create a variety of links/hyperlinks relative, e-mail, internal, external, etc (min 3) <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1e	publish the website on the Internet <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/>
1f	test the website on a range of hardware and software specifications		<input type="checkbox"/>

<b>2</b>	<b>use tables, layers and templates to control page layout</b>	<b>Page Number</b>	
2a	define and mark editable areas		<input type="checkbox"/>
2b	use tables/layers/floating boxes to control layout of editable and non-editable areas		<input type="checkbox"/>
2c	set the colspan and rowspan attributes of a table to merge/split cells)		<input type="checkbox"/>
2d	set colours for individual table cells or borders		<input type="checkbox"/>
2e	use the <div> tag to create and position layers		<input type="checkbox"/>
2f	use a range of targets for links (blank, self)		<input type="checkbox"/>

3	use style sheets to control the appearance of text	Page Number	
3a	use a linked style sheet		<input type="checkbox"/>
3b	use an embedded style sheet		<input type="checkbox"/>
3c	use style sheet to define link styles (a:link, a:hover, a:visited, a:active) (min 2)		<input type="checkbox"/> <input type="checkbox"/>
3d	redefine standard HTML tags		<input type="checkbox"/>
3e	specify attributes for each style (eg: font, size (px, pt), colour, etc) (min 3)		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3f	set the style class for each paragraph		<input type="checkbox"/>
3g	use the <div> and <span> tags to provide overriding styles		<input type="checkbox"/>

4	create dynamic and interactive contents	Page Number	
4a	create at least 3 image rollovers such as up, over or down states (min 3)		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4b	create an image map with regular and irregular shaped hotspots		<input type="checkbox"/>
4c	use mouse events to trigger changes to page display (hide/show layers, swap images)		<input type="checkbox"/>
4d	embed audio, video or animation content		<input type="checkbox"/>
4e	use high resolution and low resolution alternatives for a large/slow-loading image (min 2)		<input type="checkbox"/> <input type="checkbox"/>
4f	set up a secure area or a message board or an e-mail link <b>(Critical Error – see marking guidance)</b>		<input type="checkbox"/>

5	use page counters and other external plug-ins	Page Number	
5a	create or link to a page counter, set the options and customise the appearance		<input type="checkbox"/>
5b	embed a plug-in search engine		<input type="checkbox"/>

I state that the evidence for this unit is included on the specified printouts indicated above and is the sole work of the candidate.

Candidate Name \_\_\_\_\_ Date: \_\_\_\_\_

Assessor Name \_\_\_\_\_ Date: \_\_\_\_\_

## 6 OCR-Devised Scenarios

This section contains the OCR-devised scenarios for CLAiT Advanced International. These scenarios may be manipulated as appropriate.

Please note: Candidates **must** have access to the appropriate evidence checklist before commencing the assessment. Evidence checklists can be found in Section 4 of this handbook.

## Scenarios for:

### OCR Level 3 CLAiT Advanced International Certificate/Diploma for IT Users Solution Units

Please note:

These assessments are for live assessment purposes only and must not be used as practice material.

- The scenario must be completed in conjunction with the relevant OCR Evidence Checklist identifying where/how assessment objectives have been met
- OCR Evidence Checklists can be accessed through the OCR Website: [www.ocr.org.uk](http://www.ocr.org.uk)
- There are no time restrictions on the assessment session
- Assessment sessions can be split
- Teaching sessions/tutorials must not be held in between assessment sessions
- Candidates' work is centre assessed and externally moderated by OCR. Centre assessors may give non-specific IT feedback to candidates
- OCR scenarios may be modified as appropriate.

For further instructions on how to administer these assessments, please refer to section 2 in this handbook.

## OCR Level 3 CLAiT Advanced International Certificate/Diploma for IT Users

### Scenario 1

You are employed at **Khan's Estate Agents**, who primarily buy and sell houses, deal with rented properties and offer mortgage packages.

Khan's has 10 offices in and around Birmingham. Each office employs between 5-7 members of staff. All staff personnel details are kept in word processing format in individual documents.

Your job involves:

- Creating a spreadsheet to track rentals, sales details, income and expenditure and balances on a monthly basis
- Creating a database to keep details of staff, of houses sold by which sales person and current sales and purchase client details
- Producing a monthly flyer/catalogue of houses for sale or rent
- Creating a substantive website to advertise the business

Completing this scenario in conjunction with the relevant Evidence Checklists, you will have the appropriate evidence for units: 2, 3, 6 & 7.

### Scenario 2

You are employed at **EKP Bakeries**. They are the largest supplier of cakes, biscuits and breads in West Yorkshire. EKP Bakeries were established in 1928 and now have a large client base.

EKP Bakeries have decided to update their IT systems. The factory staff total 67 mainly on production with 5 managers. EKP Bakeries wish to expand and open an additional factory. All staff personnel details are kept in word processing format in individual documents.

Your job involves:

- Producing reports on the analysis of what systems to use
- Producing a sample IT solution for maintaining systems for staff data
- Producing a sample IT solution for maintaining systems for running costs data
- Developing training resources for staff who will use the system(s)
- Developing resources to aid with the maintenance of the system developed

Completing this scenario in conjunction with the relevant Evidence Checklist, you will have the appropriate evidence for unit: 1.

### **Scenario 3**

You are employed at **Hamish's Fisheries**. Hamish's Fisheries supplies a variety of fish and fish products to local shops and markets in Cornwall.

Hamish's Fisheries have decided to update their systems and expand their market by trading on-line. The manual system shows the company makes a profit of 15% each year after all company expenses have been taken into consideration. The aim for the first year of on-line trading is to maintain or increase this profit margin.

Your manager has asked for a variety of reports to forecast the benefit of on-line trading.

Your job involves:

- Creating a spreadsheet to track income and expenditure and balances on a monthly basis
- Creating a database to keep details of suppliers, producers and retailers, tracking stock and stock levels
- Producing an annual company report
- Creating a substantive website to advertise the business

Completing this scenario in conjunction with the relevant Evidence Checklists, you will have the appropriate evidence for units 2, 3, 4 & 7.

### **Scenario 4**

You are employed at **Switch Software**, who develops software solutions for large corporations. The company was established in 1988 and has now built up a large client base. Switch Software has recently developed a new innovative software solution, which the director would like to demonstrate and promote at the forthcoming conference.

As part of your job role, you are required to:

- Produce a publication for customers as a monthly bulletin, containing information about the company and its products and services
- Produce a presentation to be used at conferences by the director and also to run automatically in the showroom
- Modify and create graphics to be used in flyers, on the website and in the presentation
- Develop a new website for the company

Completing this scenario in conjunction with the relevant Evidence Checklists, you will have the appropriate evidence for units: 4,5,6 and 7.

## **Scenario 5**

You are employed at **Claire's Call Centre**. This call centre provides call centre services to corporate organisations, including ZP Bank and Macrolink Web Providers.

As a Team Leader, your job role involves:

- Producing a spreadsheet report including figures on how many calls have been taken and by which team, this should also log the times and record the efficiency of the calls
- Creating a client management database, links should be made to the team, the product and the client
- Producing a monthly publication about the company to send out to existing and prospective clients
- Produce a presentation to be used at meetings by sales representatives and also to run automatically in the reception

Completing this scenario in conjunction with the relevant Evidence Checklists, you will have the appropriate evidence for units: 2, 3, 4 and 5.

## **Scenario 6**

You are employed at **High Flyers! College**. High Flyers! offer a variety of courses ranging from cookery to computer maintenance. You work in the Registry Department.

The systems in place need to be computerised and you have been asked to assist. The courses run both during the day and in the evening. The following computerised systems need to be developed:

- enrolment system
- student data system
- fee payments and debts systems

Your job role involves:

- Producing fees and payments reports
- Producing annual enrolment reports
- Producing presentations to be shown in the reception area of college and also to be used at events such as open evenings, where the principal will use the presentation
- Producing a variety of graphics to be used in the college's website and also on a variety of posters to be used for marketing
- Creating a college website with links to enrolment and courses

Completing this scenario in conjunction with the relevant Evidence Checklists, you will have the appropriate evidence for units: 2, 3, 5, 6 and 7.

## **Scenario 7**

You are employed at **Wendy's Web World**, who develops websites and digital animations for a variety of clients.

The sales team are to attend a series of technology exhibitions and have arranged for a stand to advertise the company and its services. Your job role involves:

- Producing brochures on the services the company can offer
- Producing presentations to be shown at exhibitions and on the website
- Creating images and posters to be used in marketing and publicity

Completing this scenario in conjunction with the relevant Evidence Checklists, you will have the appropriate evidence for units: 4, 5 and 6.

## **Scenario 8**

You are employed at **Khan's Estate Agents**, who primarily buy and sell houses, deal with rented properties and offer mortgage packages.

Khan's has 10 offices in and around Birmingham. Each office employs between 5-7 members of staff. All staff personnel details are kept in word processing format in individual documents. You have decided to research into updating the system and create a new system to track all company details, etc.

Your job involves:

- Producing reports on the analysis of what system to use
- Producing a sample IT solution for house sales, sales staff and clients
- Developing training resources for staff who will use the system
- Developing resources to aid with the maintenance of the system developed

Completing this scenario in conjunction with the relevant Evidence Checklist, you will have the appropriate evidence for unit: 1.

## **Scenario 9**

You are employed at **Hamish's Fisheries**. Hamish's Fisheries supplies a variety of fish and fish products to local shops and markets in Cornwall.

Hamish's Fisheries have decided to update their systems and expand their market by trading on-line. The manual system shows the company makes a profit of 15% each year after all company expenses have been taken into consideration. The aim for the first year of on-line trading is to maintain or increase this profit margin.

Your manager has asked for a variety of reports to forecast the benefit of on-line trading.

Your job involves:

- Producing reports on the analysis of what system (s) to use
- Producing a sample IT solution website or web presentation to advertise the company – this should have an ordering system for clients to order fish
- Developing training resources for staff who will use the system
- Developing resources to aid with the maintenance of the system developed

Completing this scenario in conjunction with the relevant Evidence Checklist, you will have the appropriate evidence for unit: 1.

## **Scenario 10**

You are employed at **High Flyers! College**. High Flyers! offer a variety of courses ranging from cookery to computer maintenance. You work in the Registry Department.

The systems in place need to be computerised and you have been asked to assist. Courses are offered both during the daytime and in the evening.

The following systems need to be computerised:

- Producing reports on the analysis of what system to use
- Producing a sample IT solution to advertise the college – this could be a college prospectus or a variety of posters/flyers
- Developing training resources for staff who will use the system
- Developing resources to aid with the maintenance of the system developed

Completing this scenario in conjunction with the relevant Evidence Checklist, you will have the appropriate evidence for unit: 1.

# 7 Administration arrangements

A separate publication, the *Administrative Guide to Vocational Qualifications* (code A850), provides full details of the administration arrangements for this qualification. The Administrative Guide is issued free on centre approval and is available on our website: [www.ocr.org.uk](http://www.ocr.org.uk)

All entries and claims must be made electronically through [OCR Interchange](#), OCR's secure Intranet – for further information about **Interchange**, please contact the OCR Customer Contact Centre at [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)

## How to gain centre approval

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Complete and submit the CLAiT Suite International Centre Approval Form on-line.

### 7.1 How to enter candidates

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Online through OCR Interchange.

### 7.2 How to make an enquiry about results or appeal against a result

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Full details of the results enquiries and appeals procedures are contained in the *Administrative Guide to Vocational Qualifications* (code A850).

### 7.3 Administrative documentation

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Copies of example documentation may be found in the *Administrative Guide to Vocational Qualifications* (code A850).

# 8 Supporting Documentation

## 8.1 OCR sample assessment material

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OCR sample assessment material is available on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk) for CLAiT Plus International. Centres may choose to:

- use these assessments for formative assessment of candidates
- tailor these assessments for formative or centre assessed summative of candidates
- use these assessments as a benchmark for devising their own assessments to aid candidate preparation.

# 9 Further Support and Information

## 9.1 General enquiries

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For general enquiries relating to any of CLAiT International qualifications, please contact the OCR Customer Contact Centre by email:

[vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)

Alternatively, you could visit OCR's website at [www.ocr.org.uk](http://www.ocr.org.uk) for further information.

## 9.2 Entry forms and entry enquiries

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All entry forms should be completed on-line and submitted to OCR Operations

If you have any queries about candidate entry, please contact Operations Customer Support by email at:

[opsvrgteam@ocr.org.uk](mailto:opsvrgteam@ocr.org.uk)

## 9.3 Results enquiries

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Forms and current fees can be obtained from our website.

## 8.3 Customer feedback

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We welcome feedback from customers on all aspects of our provision. Comments relating to this documentation should be sent to:

The Qualification Manager  
CLAiT International  
Qualifications Division  
OCR  
Coventry Office  
Westwood Way  
Coventry  
CV4 8JQ

## 9.4 Publications (related to this qualification)

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*Administrative Guide to Vocational Qualifications* (code A850).