



Level 3 Advanced Technical Certificate in Digital Technologies (5220-031)

Version 1.0 (September 2017)

Assessment Pack

Synoptic Assignment Pack

PAST ASSIGNMENT (2018) DO NOT USE FOR LIVE ASSESSMENT



Introduction

General information about structure of the assignment pack

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Tutor section

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General guidance for candidates

General guidance

This is a formal assessment that you will be marked and graded on. You will be marked on the quality and accuracy of your practical performance and any written work you produce. It is therefore important that you carry your work out to the highest standard you can. You should show how well you know and understand the subject and how you are able to use your knowledge and skills together to complete the tasks. This means you will usually have to write down your thinking and the reasons behind the way you have carried out the tasks and how/why you have made your decisions. This may be part of your planning, reflections, or evaluations.

Your assessor will observe you throughout the practical element of this assignment and will produce an observation record that will be used to assess your competence.

Plagiarism

This is an assessment of your abilities, so the work must be all your own work and carried out under the conditions stated. You will be asked to sign a declaration that you have not had any outside help with the assessment.

Your tutor is allowed to give you some help understanding the assignment instructions if necessary, but they will record any other guidance you need and this will be taken into account during marking.

Plagiarism is the failure to acknowledge sources properly and/or the submission of another person's work as if it were your own. Plagiarism is not allowed in this assignment.

Where research is allowed, your tutor must be able to identify which work you have done yourself, and what you have found from other sources. It is therefore important to make sure you acknowledge all sources and clearly reference any information taken from them.

Timings and planning

Where you have to plan your time, you should take care to make sure you have divided the time available between tasks appropriately. In some assignments, there are specified timings which cannot be changed and which need to be taken into account. You should check your plan is appropriate with your tutor.

If you have a good reason for needing more time, you will need to explain the reasons to your tutor and agree a new deadline date. Changes to dates will be at the discretion of the tutor, and they may not mark work that is handed in after the agreed deadlines.

Health and Safety

You must always work safely, in particular while you are carrying out practical tasks.

You must always follow any relevant Health and Safety regulations and codes of practice.

If your tutor sees you working in a way that is unsafe for yourself or others, they will ask you to stop immediately, and tell you why. Your tutor will not be able to reassess you until they are sure you are ready for assessment and can work safely.

Presentation of work

Presentation of work must be neat and appropriate to the task.

You should make sure that each piece of evidence including any proformas eg record/job cards are clearly labelled with your name and the assignment reference.

All electronic files must be given a clear file name that allows your tutor to identify it as your work.

Written work eg reports may be word processed but this is not a requirement.

All sketches and drawings should be neat and tidy, to scale and annotated.

Calculations should be set out clearly, with all working shown, together with any assumptions made. You should use appropriate units at all times and answers must be expressed to a degree of accuracy, consistent with the requirements of the task.

The use of non-programmable scientific calculators is acceptable.

Assignment Brief

You are a developer for a company and you must develop a prototype application for a 'Healthy Eating' campaign it is running with its employees. Your application will be used by employees to record the number of calories they consume by allowing them to enter the number of portions, or parts of portions, of each food they eat with each meal, and then give them a total number of calories consumed in that meal.

The initial application is a prototype for the Company's final proposed application and the initial version does not have to store any consumption data permanently. The sample food data needed to develop this prototype is included in **Table 1** below. This data is for the prototype functionality demonstration only and may contain some inaccuracies.

Table 1 Sample food data

Food type	Food name	Portion size	Calories per portion
Meat	Grilled chicken breast	100g	100
Meat	Cooked topside of beef	100g	120
Meat	Grilled pork chop	100g	250
Fish	Grilled salmon fillet	100g	180
Vegetable	Potatoes	100g	135
Vegetable	Carrots	100g	22
Rice	White Basmati Rice	100g	354
Rice	Brown Basmati Rice	100g	393
Wine	White wine	120ml	87
Bread	Wholemeal	Slice	99
Cheese	Cheddar	100g	420
Pasta	Penne	100g	352
Bakery	Chocolate Digestive	Each	84
Salad	Yellow pepper	Each	30
Cereal	Weetabix	Each	134
Fruit	Red Grapes	100g	65

The fully developed application, based on the prototype, will be deployed on the company network. Employees will be able to log in securely to the network and also the application in order to record data.

Once the user has logged in to the network and the application, they will be allowed to select several food items on the screen, record the number of portions they have eaten and calculate the total number of calories consumed in that meal.

The application is to be tested on a wired network, with two PCs/laptops connected through a switch. The application will be installed on one PC/laptop and launched by accessing it from the

second networked PC/laptop. The user must be required to log in to the second PC/laptop and also to log in to the application before they can use it.

The user must be able to use all features of the application across the network and the prototype should be able to display a total calorie count when several food items have been recorded for a meal. The test will need to be carried out with 3 or more food items for a single meal.

The company needs you to help it to promote the Healthy Eating campaign using social media. You must research how other organisations have used a variety of social media channels to promote healthy eating and its benefits. You must create a report recommending how your company could successfully promote the application and its own Healthy Eating campaign using social media. Your report should include sample promotional material for this in-house campaign.

The company requires you to outline the processes required for further development of the prototype into a fully-developed application to be deployed to employees on the company network and also as a mobile application. You will prepare a report that fully describes the required processes. Your report must also consider the legal and ethical issues of collecting the food consumption information from its employees.

Share this with your manager securely, so that you two are the only people who have access.

Tasks

Task 1

Create full specification documentation and develop the application.

Conditions of assessment:

The application development must be completed working alone under supervised conditions.

It is expected that this task will take approximately **8 hours** in total.

What you must produce for marking:

- a single word processed document containing:
 - all code to implement your application
 - annotated screenshots of your application user interfaces
- all development documentation.

Task 2

Create a wired network comprising two PCs/laptops and a switch.

Conditions of assessment:

All work must be completed working alone under supervised conditions.

It is expected that this task will take approximately **1 hour** in total.

Evidence of your performance that must be captured for marking:

Completed Assessor's Observation Form.

Task 3

Install the application on one of the networked PCs/laptops, then test it from the other one.

Conditions of assessment:

Must be completed working alone under supervised conditions.

It is expected that this task will take approximately **1 hour** in total.

Evidence of your performance that must be captured for marking:

Completed Assessor's Observation Form.

Task 4

Research options for social media promotion of the company's application and Healthy Eating campaign.

Prepare a report containing the required elements.

Conditions of assessment:

Must be completed working alone under supervised conditions.

It is expected that this task will take approximately **4 hours** in total.

What you must produce for marking:

A single word processed document detailing findings and recommendations based on your research.

Task 5

When you have reached the review stage, use a collaborative tool to complete a review of the project with your manager.

Conditions of assessment:

All work must be completed working alone under supervised conditions.

It is expected that this task will take approximately **3 hours** in total.

What you must produce for marking:

A single word processed document with the report on development proposals.

Additional evidence of your performance that must be captured for marking:

Completed Assessor's Observation Form.

Task instructions for centres

Time

The recommended time allocated for the completion of the tasks and production of evidence for this assessment is approximately **seventeen** hours. It is the centre's responsibility to arrange how this time is managed to fit with timetables during the assessment period. Candidates should be required to plan their work and have their plans confirmed for appropriateness in relation to the time allocated for each task.

Resources

Candidates must have access to:

- suitable software development tools.
- a suitable range of hardware resources to carry out the network tasks.
- software applications for writing the report.

Task 1

The application must use the **Table 1** Sample food data for its calculations.

Task 2

Candidates must have access to two fully functioning PCs/laptops, a network switch and appropriate cables to create the network.

The candidates must have administrative rights to configure login permissions to the PCs/laptops.

The candidates are required to configure file sharing rights to the application and the PC/laptop on which it is tested.

Task 3

The candidate must install the developed application on one of the PCs/laptops and open the application securely from the other PC/laptop.

Task 4

Access to the internet allowing research of social media networks and blogs is required under supervised conditions.

Task 5

Candidates can choose any collaborative tool of their choice for secure file sharing of the development report.

Centre guidance

Guidance provided in this document refers to this specific assignment. The following documents available on the City & Guilds website provide essential generic guidance for centres delivering Technical qualifications and **must** be referred to alongside this guidance:

- **Technical qualifications – marking and moderation** – updated annually
- **Technical qualifications – teaching, learning and assessment**

This synoptic assessment is designed to require the candidate to make use their knowledge, understanding and skills they have built up over the course of their learning to tackle problems/tasks/challenges.

This approach to assessment emphasises to candidates the importance and applicability of the full range of their learning to practice in their industry area, and supports them in learning to take responsibility for transferring their knowledge, understanding and skills to the practical situation, fostering independence, autonomy and confidence.

Candidates are provided with an assignment brief. They then have to draw on their knowledge and skills and independently select the correct processes, skills, materials, and approaches to take to provide the evidence specified by the brief.

During the learning programme, it is expected that tutors will have taken the opportunity to set shorter, formative tasks that allow candidates to be supported to independently use the learning they have so far covered, drawing this together in a similar way, so they are familiar with the format, conditions and expectations of the synoptic assessment.

You should explain to candidates what the Assessment Objectives are and how they are implemented in marking the assignment, so they will understand the level of performance that will achieve them high marks.

The candidate should not be entered for the assessment until the end of the course of learning for the qualification so they are in a position to complete the assignment successfully.

Health and safety

Candidates should not be entered for assessment without being clear of the importance of working safely, and practice of doing so. The tutor must immediately stop an assessment if a candidate works unsafely. At the discretion of the tutor, depending on the severity of the incident, the candidate may be given a warning. If they continue to work unsafely however, their assessment must be ended and they must retake the assessment at a later date.

Observation

Where the tutor is required to carry out observation of performance, detailed notes must be taken using the Practical observation (PO) form provided. This may be a generic form or tailored to the specific assignment. The centre has the flexibility to adapt the form, or produce their own to suit local requirements as long as this does not change or restrict the type of evidence collected (eg to use tablet, hand-written formats, or to ease local administration).

The number of candidates a tutor will be able to observe at one time will vary depending on local conditions eg layout of the assessment environment, support for different tasks, staggered starts etc. Tutors must consider the logistics of collecting sufficient evidence; whether there are any points that will need additional support or any that are quieter, and trial the planned arrangements where possible during formative assessment. It is suggested however that no more than six candidates should be observed by a single tutor at one time.

As far as possible, candidates should not be distracted, or their performance affected by the process of observation and evidence collection.

Observation notes form part of the candidate's evidence and must describe **how well** the activity has been carried out, rather than stating the steps/ actions the candidate has taken. The notes must be very descriptive and focus on the **quality** of the performance in such a way that comparisons between performances can be made and which provide the evidence on which the award of marks can be made by the marker and, if sampled, the moderator.

Identifying **what it is** about the performances that is **different** between candidates can clarify the qualities that are important to record. Each candidate may carry out the same steps, so a checklist of this information would not add information to help differentiate between them, but qualitative comments on **how well** they do it, and quantitative records of accuracy and tolerances would.

The tutor should refer to the marking grid to ensure appropriate aspects of performance are recorded. These notes will be used for marking and moderation purposes and so must be detailed, accurate and differentiating.

Tutors should ensure that any required additional supporting evidence including eg photographs or video can be easily matched to the correct candidate, are clear, sufficiently well-lit and showing the areas of particular interest for assessment (ie taken at appropriate points in production, showing accuracy of measurements where appropriate).

If candidates are required to work as a team, each candidate's contribution must be noted separately. The tutor may intervene if any individual candidate's contribution is unclear or to ensure fair access (see below).

Technical qualifications – marking and moderation centre guidance document is an essential guidance document available on the City & Guilds website, providing further information on gathering evidence suitable for marking and moderation, and must be referred to when planning and carrying out assessment.

Minimum evidence requirements

The sections:

- **What you must produce for marking**, and
- **Additional evidence of your performance that must be captured for marking**

in the assignment list the minimum requirements of evidence to be submitted for marking and moderation.

Evidence above and beyond this may be submitted, but should provide useful information for marking and moderation.

Where candidates have carried out some work as a group, the contribution of each candidate must be clear. It is not appropriate to upload identical information for each candidate without some way for the moderator to mark the candidates individually.

Where the minimum requirements have **not** been met, the moderation remark and any subsequent adjustment will be based on the evidence that has been submitted. **Where this is insufficient to provide a mark on moderation, a mark of zero may be given.**

Preparation

Candidates should be aware of which aspects of their performance (across the AOs) will give them good marks in assessment. This is best carried out through routinely pointing out good or poor performance during the learning period, and through formative assessment. Candidates should be encouraged to do the best they can and be made aware of the difference between these summative assessments and any formative assessments they have been subject to. Candidates may not have access to the full marking grids, as these may be misinterpreted as pass, merit distinction descriptors. See the **Technical qualifications – teaching, learning and assessment** centre guidance document for further information on preparing candidates for Technical qualification assessment.

Guidance on assessment conditions

The assessment conditions that are in place for this synoptic assignment are to:

- ensure the rigour of the assessment process
- provide fairness for candidates
- give confidence in the outcome.

They can be thought of as the rules that ensure that all candidates who take an assessment are being treated fairly, equally and in a manner that ensures their result reflects their true ability.

The conditions outlined below relate to this summative synoptic assignment. These do not affect any formative assessment work that takes place. Formative assessment will necessarily take a significant role throughout the learning programme where support, guidance and feedback (with the opportunity to show how feedback has been used to improve outcomes and learning) are critical. This approach is not, however, valid for summative assessment. The purpose of summative assessment is to confirm the standard the candidate has achieved as a result of participating in the learning process.

Authentication of candidate work

Candidates are required to sign declarations of authenticity, as is the tutor. The relevant form is included in this assignment pack.

The final evidence for the tasks that make up this synoptic assignment must be completed under the specified conditions. This is to ensure authenticity and prevent malpractice as well as to assess and record candidate performance for assessment in the practical tasks. Any aspect that may be undertaken in unsupervised conditions is specified. It is the centre's responsibility to ensure that local administration and oversight gives the tutor sufficient confidence to be able to confirm the authenticity of the candidate's work.

Candidate evidence must be kept secure to prevent unsupervised access by the candidate or others. Where evidence is produced over a number of sessions, the tutor must ensure learners and others cannot access the evidence without supervision. This might include storing written work or artefacts in locked cupboards and collecting memory sticks of evidence produced electronically at the end of each session.

Where the candidate or tutor is unable to, or does not confirm authenticity through signing the declaration form, the work will not be accepted at moderation and a mark of zero will be given. If any question of authenticity arises eg at moderation, the centre may be contacted for justification of authentication.

Accessibility and fairness

Where a candidate has special requirements, tutors should refer to the *Access arrangements and reasonable adjustments* section of the City& Guilds website.

Tutors can support access where necessary by providing clarification to **any** candidate on the requirements or timings of any aspect of this synoptic assignment. Tutors should **not** provide more guidance than the candidate needs as this may impact on the candidate's grade, see the guidance and feedback section below.

All candidates must be provided with an environment and resources that allows them access to the full range of marks available.

Where candidates have worked in groups to complete one or more tasks for this synoptic assessment, the tutor must ensure that no candidate is disadvantaged as a result of the performance of any other team member. If a team member is distracting or preventing another team member from fully demonstrating their skills or knowledge, the tutor must intervene.

Guidance and feedback

Guidance must only support access to the assignment and must not provide feedback for improvement. The level and frequency of clarification & guidance must be

- recorded fully on the candidate record form (CRF),
- taken into account along with the candidate's final evidence during marking
- made available for moderation.

Tutors **must not** provide feedback on the quality of the performance or how the quality of evidence can be improved. This would be classed as malpractice.

Tutors **should** however provide general reminders to candidates throughout the assessment period to check their work thoroughly before submitting it, and to be sure that they are happy with their final evidence as it may not be worked on further after submission.

Candidates can rework any evidence that has been produced for this synoptic assignment during the time allowed. However, this must be as a result of their own review and identification of weaknesses and not as a result of tutor feedback. Once the evidence has been submitted for assessment, no further amendments to evidence can be made.

Tutors should ensure that candidates' plans for completion of the tasks distribute the time available appropriately and may guide candidates on where they should be up to at any point in a general way. Any excessive time taken for any task should be recorded and should be taken into account during marking if appropriate.

It is up to the marker to decide if the guidance the candidate has required suggests they are lacking in any AO, the severity of the issue, and how to award marks on the basis of this full range of evidence. The tutor must record where and how guidance has had an impact on the marks given, so this is available should queries arise at moderation or appeal.

What is, and is not, an appropriate level of guidance

- A tutor **should** intervene with caution if a candidate has taken a course of action that will result in them not being able to submit the full range of evidence for assessment. However this should **only** take place once the tutor has prompted the candidate to check that they have covered all the requirements. Where the tutor has to be explicit as to what the issue is, this is likely to demonstrate a lack of understanding on the part of the candidate rather than a simple error, and full details should be recorded on the CRF.
- The tutor **should not** provide guidance if the candidate is thought to be able to correct the issue without it, and a prompt would suffice. In other words only the minimum support the candidate actually needs should be given, since the more guidance provided, the larger the impact on the marks awarded.
- A tutor may **not** provide guidance that the candidate's work is not at the required standard or how to improve their work. In this way, candidates are given the chance to identify and correct any errors on their own, providing valid evidence of knowledge and skills that will be credited during marking.

All specific prompts and details of the nature of any further guidance must be recorded and reviewed during marking and moderation.

Guidance on marking

Please see the **Technical qualifications – marking and moderation** centre guidance document for further information on gathering evidence suitable for marking and moderation, and on using the following marking grid.

The Candidate Record Form (CRF) is used to record:

- Details of any guidance or the level of prompting the candidate has received during the assessment period
- Rough notes made while reviewing the evidence – alternatively these may be captured on the marking and moderation platform.
- Summary justifications when holistically coming to an overall judgement of the mark.

Marking grid

For any category, 0 marks may be awarded where there is no evidence of achievement

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	AO1 Recall of knowledge relating to the qualification LOs <ul style="list-style-type: none"> Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand How accurate is their knowledge Are there any gaps or misunderstandings evident How confident and secure does their knowledge seem? 	(1-2 marks) Recall shows some weaknesses in breadth and/or accuracy. Hesitant, gaps, inaccuracy.	(3-4 marks) Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor. Sound, minimal gaps.	(5-6 marks) Consistently strong evidence of accurate and confident recall from the breadth of knowledge. Accurate, confident, complete, fluent, slick.
		Examples of types of knowledge: Data types; structures; conventions; decisions; iterations; constructs; test methods. Technical terminology, relevant legislation, media file types and uses, available hardware and software, knowledge of programming languages, vulnerabilities and threats, access control. Law, guidelines and constraints such as Copyright Law 1998, Human Rights Act 1998, Data Protection Act 1998, Privacy and Electronic Communications (EC Directive) Regulations 2003, restrictions regarding personal use vs commercial, security of data taking into account: firewalls, virus protection, secure communication SSL, HTTPS, permissions, potential threats, protection of administrators account.		
		Candidate has demonstrated a limited range of knowledge from across the qualification. Technical terminology used is limited or misquoted.	Candidate has shown an appropriate range of knowledge from across the qualification which is sound. Technical terminology used is adequate and correctly used.	Candidate has shown in depth and detailed knowledge across the whole qualification range, demonstrating a high degree of accuracy. Technical terminology used is accurate and used extensively throughout.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	AO2 Understanding of concepts, theories and processes relating to the LOs <ul style="list-style-type: none"> Does the candidate make connections and show causal links and explain why How well are theories and concepts applied to new situations/the assignment How well chosen are exemplars – how 	(1-4 marks) Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete. Misunderstanding, illogical connections, guessing.	(5-8 marks) Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored. Logical, slightly disjointed, plausible.	(9-12 marks) Consistently strong evidence of clear causal links in explanations generated by the candidate. Candidate uses concepts and theories confidently in explaining decisions taken and application to new situations. Logical reasoning, thoughtful decisions, causal links, justified.
		Examples of understanding: Compliance and functionality; life-cycle models; specifications and designs; test planning and execution; user documentation requirements; program flow; structures of algorithms; program review strategies. Understanding of applying concepts and legal/ethical, regulatory constraints, understanding of design documentation, project planning, test planning, reporting on research, security risks, vulnerabilities, connecting and configuring of networks, selection and configuration of security software. security methods, design documentation content, testing plans, social media ethical issues, brand awareness, audience needs and how they vary, social media content, importance of images and videos, image formats, Hardware and software architecture, Relational databases, test-plan creation and testing.		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	well do they illustrate the concept	<p>The candidate has shown a basic understanding across the tasks, but limited ability to link underpinning theory to practice.</p> <p>Some points are covered in detail but consideration of wider factors is limited.</p> <p>Candidate has shown limited understanding of the resources used to complete the assignment tasks.</p> <p>Candidate has shown a basic understanding of marketing through social media.</p>	<p>The candidate has shown an adequate understanding across the tasks, with some links between underpinning theory to practice.</p> <p>Understanding is consistent with reasoning, coherent and well explained.</p> <p>The candidate has shown an adequate understanding of the resources used to complete the assignment tasks.</p> <p>The candidate has shown an adequate understanding of marketing through social media and consideration of its use partially met the requirements of the brief.</p>	<p>The candidate shows in-depth and detailed understanding across the whole qualification range, showing a high degree of confidence and accuracy.</p> <p>Concepts and understanding applied consistently and effectively in existing and new contexts.</p> <p>The candidate was confident and fluent in the use of the resources used to complete the assignment tasks.</p> <p>The candidate has shown a thorough understanding of the use of social media for marketing and consideration of its use entirely met the requirements of the brief.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
30	AO3 Application of practical/ technical skills <ul style="list-style-type: none"> How practiced/fluid does hand eye coordination and dexterity seem How confidently does the candidate use the breadth of practical skills open to them How accurately/ successfully has the candidate been able to use skills/achieve practical outcomes 	(1-6 marks) Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care. Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.	(7-12 marks) Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature. Somewhat successful, some inconsistencies, fairly adept/ capable.	(13-18 marks) Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity. Dextrous, fluid, comes naturally, skilled, practiced.
Examples of skills expected: Following safe working practices, project management, document format or production, operating to a reporting schedule (including timelines). Working to specifications and requirements, progress reporting and/or collaboration. Networking implementation and software configuration and testing. Research (eg branding), engagement with social networks and blogs including the use of multimedia. Application of security measures. Website creation, use of media file types, use of language, copyright compliance, social media link, understanding the needs of the intended audience, layout, image/video presentation, security precautions in place, reviewed the finished task for functionality, engagement with social media channels. Follows legal, ethical and local guidelines, crisis management considered in case of data loss/system failure, backups, Report writing, database construction.				

		<p>Planning was limited, lacking detail.</p> <p>The candidate's application development skills were basic and the software created contained errors.</p> <p>The network task was completed but there were some unresolved errors on completion.</p> <p>Candidate used the supplied data but there were errors in both calculations and functionality.</p> <p>The candidate gave limited consideration to the implementation of design processes, documentation, testing and evaluation.</p> <p>The candidate completed the sharing task but did not apply any access permissions.</p>	<p>Planning was effective providing sufficient detail to allow the tasks to be completed.</p> <p>The candidate's application development skills were adequate and the software created had few errors.</p> <p>The network task was completed with few errors.</p> <p>Candidate used the supplied data to create a functioning application, with few errors in calculations.</p> <p>The candidate gave adequate consideration to the implementation of design processes and documentation, testing and evaluation.</p> <p>The candidate completed the sharing task but there were some errors in the application of permissions.</p>	<p>Planning was comprehensive providing appropriate detail to allow logical implementation of the tasks.</p> <p>The candidate demonstrated highly effective software development skills and the software created functioned without errors.</p> <p>The network task was completed with no errors and fully matching the brief.</p> <p>Candidate used the supplied data with a fully functioning application that fully meets the requirements of the brief.</p> <p>The candidate gave comprehensive consideration to the implementation of design processes and documentation. Testing and evaluation were thorough.</p> <p>The candidate completed the sharing task and there were no errors in the application of permissions.</p>
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%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	AO4 Bringing it all together - coherence of the whole subject <ul style="list-style-type: none"> Does the candidate draw from the breadth of their knowledge and skills Does the candidate remember to reflect on theory when solving practical problems How well can the candidate work out solutions to new contexts/ problems on their own 	(1-4 marks) Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information. Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting.	(5-8 marks) Shows good application of theory to practice and new context, some inconsistencies. Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice.	(9-12 marks) Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose. Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.
		Examples of bringing it all together: Applying knowledge and understanding to a particular situation, justifying decisions/approaches taken, contingencies, reflection and evaluation, security methods, design documentation content, testing plans, connections to legal and ethical considerations, importance of social media engagement, brand awareness, audience needs and how they vary, social media content, importance of images and videos, use of language, copyright compliance, understanding the needs of the intended audience, layout, image/video for report presentation, security precautions in place to protect the network, reviewed the finished system for functionality and usability, engagement with social media channels, takes into account blogs, follows legal, ethical and local guidelines, backups.		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		<p>The candidate has shown limited evidence of applying their knowledge and understanding to makes links between topics across the qualification.</p> <p>Produced basic documentation that lists the elements required for completion of the tasks.</p> <p>Practical tasks were implemented with minor faults.</p> <p>Planning for testing was basic and a limited range of tests was completed.</p>	<p>The candidate has applied a range of knowledge from across the qualification when making recommendations and evaluating information.</p> <p>Produced adequate documentation that outlines the elements required for completion of the tasks.</p> <p>Practical tasks were implemented in a logical sequence. Any faults present were identified.</p> <p>Planning for testing was adequate and a broad range of tests was completed.</p>	<p>The candidate has applied a wide range of knowledge from across the qualification when making recommendations, and evaluating information creatively and holistically.</p> <p>Produced comprehensive documentation that contains detailed information discussing elements required for completion of the tasks.</p> <p>Practical tasks were fully implemented with a structured and logical approach. Any faults present were rectified.</p> <p>Planning for testing was thorough and a comprehensive range of tests was completed.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	A05 Attending to detail/ perfecting <ul style="list-style-type: none"> Does the candidate routinely check on quality, finish etc and attend to imperfections/ omissions How much is accuracy a result of persistent care and attention (eg measure twice cut once) Would you describe the candidate as a perfectionist and 	<p>(1-4 marks)</p> <p>Easily distracted or lack of checking. Insufficiently concerned by poor result; little attempt to improve. Gives up too early; focus may be on completion rather than quality of outcome.</p> <p>Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated.</p>	<p>(5-8 marks)</p> <p>Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently.</p> <p>Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable.</p>	<p>(9-12 marks)</p> <p>Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction.</p> <p>Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.</p>
		<p>Examples of attending to detail: Thinking about and attending to specific requirements of the brief, high level of workmanship, attention to detail eg proof reading, grammar and spelling, execution of the brief, adaption, identified areas for improvements, ongoing evaluation. Database structure, database fields, reporting structure, media file type preparation, report formatting. Report structure, appropriate language to include tone of voice, media file type, evaluations, consideration of the processes. Selection of suitable images/videos, specific content for the intended audience needs considered.</p>		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	wholly engaged in the subject	<p>Planning and application of tasks were completed with limited logical sequence.</p> <p>The candidate's use of technical language was limited and contained errors.</p> <p>Recommendations and evaluation demonstrated basic depth and reflection.</p> <p>Presentation and content of reports were basic and contained errors.</p>	<p>Planning and application of tasks were completed with adequate logical sequence.</p> <p>The candidate's use of technical language was adequate and mostly accurate.</p> <p>Recommendations and evaluation demonstrated adequate depth and reflection.</p> <p>Presentation and content of reports were adequate and contained few errors.</p>	<p>Highly focused on the tasks brief achieving an outcome based on performance objectives, showing care and accuracy with attention to detail in planning and application.</p> <p>The candidate's use of technical language was fluent and entirely accurate.</p> <p>Recommendations and evaluation were focussed and entirely relevant to the tasks.</p> <p>Presentation and content of reports were professional and meticulous, with clear links to the brief.</p>

Declaration of Authenticity

Candidate name

Candidate number

Centre name

Centre number

Candidate:

I confirm that all work submitted is my own, and that I have acknowledged all sources I have used.

Candidate signature

Date

Tutor:

I confirm that all work was conducted under conditions designed to assure the authenticity of the candidate's work, and am satisfied that, to the best of my knowledge, the work produced is solely that of the candidate.

Tutor signature

Date

Note:

Where the candidate and/or tutor is unable to, or does not confirm authenticity through signing this declaration form, the work will not be accepted at moderation and a mark of zero will be given. If any question of authenticity arises, the tutor may be contacted for justification of authentication.

Candidate Record Form (CRF)

Candidate Name:
Candidate Number:

Assessment ID:
Centre Number:
Total Mark:

	Summary justification	AO Mark
A01 Recall		
A02 Understanding		
A03 Practical/ technical skills		
A04 Bringing it all together		
A05 Attention to detail		

Tutor/assessor signature:

Date:

Candidate Record Form (CRF)

Marker Notes

A01 - Recall Breadth, depth, accuracy	Examples of types of knowledge expected: Data types; structures; conventions; decisions; iterations; constructs; test methods. Technical terminology, relevant legislation, media file types and uses, available hardware and software, knowledge of programming languages, vulnerabilities and threats, access control. Law, guidelines and constraints such as Copyright Law 1998, Human Rights Act 1998, Data Protection Act 1998, Privacy and Electronic Communications (EC Directive) Regulations 2003, restrictions regarding personal use vs commercial, security of data taking into account: firewalls, virus protection, secure communication SSL, HTTPS, permissions, potential threats, protection of administrators account.		
10%	Band 1 1 – 2 marks	Band 2 3 – 4 marks	Band 3 5 – 6 marks
Mark:	Notes/Comments		
A02 - Understanding Security of concepts, causal links	Compliance and functionality; life-cycle models; specifications and designs; test planning and execution; user documentation requirements; program flow; structures of algorithms; program review strategies. Understanding of applying concepts and legal/ethical, regulatory constraints, understanding of design documentation, project planning, test planning, reporting on research, security risks, vulnerabilities, connecting and configuring of networks, selection and configuration of security software. security methods, design documentation content, testing plans, social media ethical issues, brand awareness, audience needs and how they vary, social media content, importance of images and videos, image formats, Hardware and software architecture, Relational databases, test-plan creation and testing.		
20%	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks
Mark:	Notes/Comments		
A03 - Practical skill Dexterity, fluidity, confidence, ease of application	Examples of skills expected: Following safe working practices, project management, document format or production, operating to a reporting schedule (including timelines). Working to specifications and requirements, progress reporting and/or collaboration. Networking implementation and software configuration and testing. Research (eg branding), engagement with social networks and blogs including the use of multimedia. Application of security measures. Website creation, use of media file types, use of language, copyright compliance, social media link, understanding the needs of the intended audience, layout, image/video presentation, security precautions in place, reviewed the finished task for functionality, engagement with social media channels. Follows legal, ethical and local guidelines, crisis management considered in case of data loss/system failure, backups, Report writing, database construction.		
30%	Band 1 1 – 6 marks	Band 2 7 – 12 marks	Band 3 13 – 18 marks
Mark:	Notes/Comments		
A04 – Bringing it together use of knowledge to apply skills in new context	Examples of bringing it all together: Applying knowledge and understanding to a particular situation, justifying decisions/approaches taken, contingencies, reflection and evaluation. security methods, design documentation content, testing plans, connections to legal and ethical considerations, importance of social media engagement, brand awareness, audience needs and how they vary, social media content, importance of images and videos, use of language, copyright compliance,		

	understanding the needs of the intended audience, layout, image/video for report presentation, security precautions in place to protect the network, reviewed the finished system for functionality and usability, engagement with social media channels, takes into account blogs, follows legal, ethical and local guidelines, backups.		
20%	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks
Mark:	Notes/Comments		
A05 - Attending to detail / perfecting Repeated checking, perfecting, noticing	Examples of attending to detail: Thinking about and attending to specific requirements of the brief, high level of workmanship, attention to detail eg proof reading, grammar and spelling, execution of the brief, adaption, identified areas for improvements, ongoing evaluation. Database structure, database fields, reporting structure, media file type preparation, report formatting. Report structure, appropriate language to include tone of voice, media file type, evaluations, consideration of the processes. Selection of suitable images/videos, specific content for the intended audience needs considered.		
20%	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks
Mark:	Notes/Comments		

Please refer to the full marking grid for the qualification for full details of marking requirements.

Where marker notes and justifications are captured on the marking and moderation platform, this form is not required

Assessor Observation Form

Candidate Name:
Candidate Number:

Assessment ID:
Centre Number:

Task Number	Task Element	Achieved	Errors made specification not met
2	Network created using 2 PCs/laptops and a switch		
3	Access rights to the PC/laptop demonstrated		
3	Access rights to the application demonstrated		
3	User can select food items in the application and record portions		
3	Application records and return whole calorie count for a meal with 3 or more food items		
5	Development report shared with the manager		
5	Development report access restricted to candidate and manager		
	Total		

Notes for Assessor:

Use the above Assessor checklist. The learner's performance should be checked against the criteria on the Assessor checklist and the Marking grid - AO3. Additional Assessor notes must be included to comment on how well the candidate carried out each criteria. The learner should be familiar with the performance criteria above before commencement of the task but should not have a copy with them during the assessment.

Assessor observations and mark justification:

Assessor signature:

Date:

Practical Observation Form (PO)

Candidate Name:
Candidate Number:

Assessment ID:
Centre Number:

Notes

A01 - Recall

Breadth, depth,
accuracy

A02 - Understanding

Security of concepts,
causal links

A03 - Practical skill

Dexterity, fluidity,
confidence, ease of
application

A04 – Bringing it all together

use of knowledge to
apply skills in new
context

A05 - Attending to detail / perfecting

Repeated checking,
perfecting, noticing

Tutor/Assessor signature:

Date: