

Teachers Guidance

The Teacher's Guide should provide information on how to re-use **OCR Nationals Level 2** evidence for **Essential Skills Wales Level 2**

Essential Skills Wales - Level 2

MUSIC FESTIVAL TASK - A guide for mapping the OCR Nationals Unit 1 work to ESW Level 2 requirements

TASK 1	TASK 2
<p>Task Description</p> <p>Create a presentation to the music festival management team that will put across - festival details, type of publicity material being developed, projected income and expenditure.</p>	<p>Task Description</p> <p>Develop a festival programme/brochure aimed for the general public and festival traders. Also a mail merged letter to traders confirming attendance, date and time of arrival, plot location and cost.</p>
<p>Evidence required from OCR</p> <p>A05 – Spreadsheet (Merit) A03 – Business Presentation (Merit) A02b – Email (Distinction)</p> <p><i>Present the relevant Workbooks for the above</i></p>	<p>Evidence required from OCR</p> <p>A02a – Searching the Internet (Distinction) A04(b) – Mail Merged Letter (Distinction) A04(d) – Multipage Document (Distinction) A06 – Using a business Database (Distinction)</p> <p><i>Present the relevant Workbooks for the above</i></p>
<p>Additional ESW Evidence Required</p> <p>2.1.1 Describe how you will approach an activity that involves the use of ICT 2.1.2 Use ICT independently to carry out the activity effectively 2.1.3 Follow safe, healthy and secure working practices at all times. 2.3.3 Present combined information, using consistent formats and layouts that are appropriate to your purpose and audience, using ICT, and review your work</p>	<p>Additional ESW Evidence Required</p> <p>2.1.1 Describe how you will approach an activity that involves the use of ICT 2.1.2 Use ICT independently to carry out the activity effectively 2.1.3 Follow safe, healthy and secure working practices at all times. 2.3.3 Present combined information, using consistent formats and layouts that are appropriate to your purpose and audience, using ICT, and review your work</p>

TEACHER GUIDE TO ALL TASKS

“Welsh Music Festival”

Brief

You have recently been appointed as the project manager by the management team of a small production company planning a music festival in North Wales. The team wants you to help them decide on what sort of image should be used to market the festival as well as what types of live music would prove popular with the target audience of young people.

You have been asked to research:

- Different music festivals in the UK including:
 - how they promote their business
 - the type of music / bands they put on
 - types of venues, prices and the other things they offer
 - local services – e.g. accommodation, shops, bars/restaurants, petrol stations including how they present the information and directions
- Different ideas for creating a logo to give the Festival its own identity.

You will be required to design publicity material e.g. tickets, letters, flyers and brochures in a way which will be easily identifiable with the overall brand of the Festival. You will need to create a presentation to present your ideas to the management team. The team also requires you to create a spreadsheet, which will enable them to work out how much it will cost them to put on the festival and identify what they will have to charge as an entrance fee in order to make a profit. You will be required to update and use a database to find specific information relating to the traders who will also be on site.

It is important that you read all of the assignment, before you begin any work, so that you are familiar with the requirements of each task.

TASK 1 (AO2a): Internet Research

Teacher Guidance for Task 1:

- Pupils will need to carry out research to gather information for their work so that documents / presentations created in Tasks 3 and 5 will be fit for purpose and suitable to audience
- They may:
 - research other festival websites for house style ideas, information presented to audiences (tip: Google Image Search for 'Festival flyer')
 - research and find specific information on bands that might be performing
 - find information about local services and places to stay
 - carry out specific image searches
 - search and modify maps to include in publications
- Pupils must use effective search criteria (keywords) to find suitable information
- Pupils should make effective use of advanced search criteria (advanced search pages for websites and images, logical operators, wildcards) to find specific information
- When suitable websites have been found pupils must keep a record of addresses, relevance of information found etc. Pupils should record this information in the log
- Useful links will be kept a favourites/bookmarks and organised appropriately in folders
- Pupils should explain copyright issues and comment on the validity and trustworthiness of the information used (reliable websites e.g. .gov, BBC; is information up to date, who is the author?) See 'AO2a_Guidance' document for more information

OCR Evidence Requirements

Assessment Objective 2 requires evidence of the use of the World Wide Web (WWW) to find specific information. Candidates must reference the websites they use as sources of information, for higher grades they must also consider the validity of the information found. Screenshots showing criteria entered into search engines, with evidence of some of the pages found, may provide evidence of searching the WWW. It is anticipated that evidence of the use of text and graphics from the WWW will be found in candidates' work for other assessment objectives, such as Assessment Objective 3 and Assessment Objective 4. Good practice would be for candidates to acknowledge their sources in the documents/presentation created for AO4 and/or AO3.

Essential Skills Wales - Level 2:

AO2a - Evidence from this task must be at **Distinction** level to meet requirements of ESW at L2

★ **For ESW** pupils' research must include **ICT and non-ICT sources** e.g. existing posters, tickets, leaflets.

Materials created for the above task may also provide evidence to support:

ICT2.1.1 - Describe how you will approach an activity that involves the use of ICT (Workbook - *Briefly describe your task*)

ICT2.1.2 - Use ICT independently to carry out the activity effectively (Workbook - *annotated screenshots*)

ICT 2.2.1 - Find, select and use different sources of appropriate ICT-based and non-ICT-based information (Workbook - *how the candidate found, selected and used sources, together with an explanation of why the sources selected were appropriate to the task*)

ICT 2.2.2 - Search for, select and get relevant ICT-based and non-ICT-based information (Workbook - *internet searches*)

TASK 2 (AO6): Working with the Traders Database

Teacher Guidance for Task 2:

- Pupils will need to download the 'Traders' database, this is available in Access, Excel and CSV format for importing into another database package
- At this stage it would be a good idea to remind students of the structure of a database and to ensure they fully understand the following:
 - Fields
 - Data type
 - Key fields
 - Queries - simple and complex
 - Sorting
 - Reports
 - Editing data in a database
- Whilst some scenarios have been given for the students to complete you may wish to undertake a group activity to identify possible scenarios and information that the management team may require from the database
- A brainstorming activity could be undertaken before downloading the database to establish the possible fields that would be required in the database. This can then be compared with the fields used in the 'Traders' database

OCR Evidence Requirements

Assessment Objective 6 requires candidates to **use** a realistic business database. Candidates must not use search engines to evidence this assessment objective. There is no requirement in this unit to set up a database. Centres should provide candidates with a database. This should contain sufficient records to make searching and sorting realistic and worthwhile tasks.

Candidates should provide evidence of the design and results of queries and the reports carried out for specified purposes, either in printed form or by providing the electronic file. The purposes may be specified by the candidates or by the centre in the form of a series of tasks. However, tasks must not specify the exact criteria for candidates to use. For example, it would be appropriate for a task to state that a user requires a list of all customers who live in Leeds, in alphabetical order of last name. It is not acceptable for a task to specify that a query is to be set up where Town = Leeds, sorted on last name in ascending order. Searches using more than one criterion may use Boolean operators (AND and/or OR) or may achieve these effects using options in the software. Sorting must be included in a query, this may be the same query that includes the search criteria or it might be an additional query.

For Distinction the two different types of report that are required can be produced from the same query or from two different queries – what is important is that two types of report are evidenced – and that each report displays the data effectively. For example a query to list all the customers living in Leeds may be used to generate address labels and an alphabetical list of customers.

Essential Skills Wales - Level 2:

AO6 - Evidence from this task must be at **Distinction** level to meet requirements of ESW at L2

Materials created for the above task may also provide evidence to support:

ICT2.1.1 - Describe how you will approach an activity that involves the use of ICT (Workbook - *Briefly describe your task*)

ICT2.1.2 - Use ICT independently to carry out the activity effectively (Workbook - *annotated screenshots*)

ICT 2.2.1 - Find, select and use different sources of appropriate **ICT-based and non-ICT-based** information (Workbook - *how the candidate found, selected and used sources, together with an explanation of why the sources selected were appropriate to the task*)

ICT 2.2.2 - Search for, select and get relevant ICT-based and non-ICT-based information (Workbook – *simple and complex searches*)

ICT 2.3.1 - Enter, organise, develop, format and combine ICT-based and non-ICT-based information to suit content and your purpose, in the form of: a) text, b) tables, c) images, d) numbers, e) **records** (Workbook – *editing the database, developing and naming queries and reports*)

ICT 2.3.2 - Present combined information, using consistent formats and layouts that are appropriate to your purpose and audience, using ICT, and review your work (Workbook –*producing reports that are fit for purpose*)

TASK 3 (AO4): Developing Key Publications

Teacher Guidance for Task 3:

- Students will need to design and create a minimum of 3 documents though it is recommended they create the 4 following documents to ensure coverage up to Distinction and give an opportunity for a full range of skills to be demonstrated:
 - Festival Ticket
 - Letter - mail merged from the database for distinction level
 - Poster
 - Festival Programme/Brochure - a multi-paged document of several pages for Distinction level
- Graphics should be included from a range of sources and be appropriate to the purpose and audience of the publication
- All documents should be designed for print
- The use of grammar and spelling checkers must be evidenced
- An increasing consistency in a 'house style' is expected for all documents – a requirement for Merit and Distinction.
- Pupils may design and create their logo on a graphics package to enhance the 'house style'.
- Completed documents will be ideally saved as .pdf files for printing or electronic submission.

OCR Evidence Requirements

Evidence for Assessment Objective 4 will consist largely of final versions of the documents produced. Although candidates are expected to design their documents, there is no requirement for them to produce evidence of their designs. They must work from blank documents and not make use of templates or wizards provided by software packages. Additional evidence is needed to demonstrate the use of particular features that cannot be clearly seen from the printouts. For example, it is not clear from a printout of a document whether items are in a header or merely at the top of a page. If candidates develop their own templates or master pages, these should be clearly evidenced. Additional evidence might be provided by the electronic files, screenshots and/or individual, detailed witness statements, signed and dated by the assessor.

Where elements have been obtained from external sources such as digital cameras, scanners, the WWW etc there should be evidence to show this. It is not necessary to produce a commentary detailing every step taken in the production of the documents. The minimum number of documents is given in the grading grid but candidates may need to produce more than the minimum in order to demonstrate a wider range of features.

Documents that are not fit for purpose are not acceptable. There is no benefit to candidates of creating many documents repeating the use of the same features. Documents should be created using word processing or DTP software only. As a minimum, it is expected that documents are fit for the intended audience and purpose, although some errors can be present. A screenshot showing the use of spellchecker and grammar check should be included. For Distinction it is a requirement that candidates design and create a mail merged letter. This could involve inserting merge fields from a linked database or spreadsheet or merge fields from a data file created within the word processing software. The separate requirement to insert fields into at least one document refers to including document information and a date field and is not met by inserting the merge fields from the data file.

Essential Skills Wales - Level 2:

AO4 - Evidence from this task must be at **Distinction** level to meet requirements of ESW at L2

- ★ **For ESW** you must not use any pre-prepared document templates and/or wizards where they are available within the software e.g. for letters, memos and newsletters.

Materials created for the above task may also provide evidence to support:

ICT2.1.1 - Describe how you will approach an activity that involves the use of ICT (Workbook - *Briefly describe your task*)

ICT2.1.2 - Use ICT independently to carry out the activity effectively (Workbook - *annotated screenshots*)

ICT 2.2.1 - Find, select and use different sources of appropriate **ICT-based and non-ICT-based** information (Workbook – *the candidate log of found, selected and used sources, together with an explanation of why the sources selected were appropriate to the task*)

ICT 2.2.2 - Search for, select and get relevant ICT-based and non-ICT-based information (Workbook – *the candidate log of found, selected and used sources, together with an explanation of why the sources selected were appropriate to the task*)

ICT 2.3.1 - Enter, organise, develop, format and combine ICT-based and non-ICT-based information to suit content and your purpose, in the form of: a) **text**, b) **tables**, c) **images**, d) numbers, e) **records** (Workbook – *annotated screenshots of developments and design choices, 1st and 2nd drafts and final printed versions*)

ICT 2.3.2 - Present combined information, using consistent formats and layouts that are appropriate to your purpose and audience, using ICT, and review your work (Workbook – *annotated final documents. Additional evidence of a review of the documents will be required to meet Essential Skills Wales criteria*)

TASK 4 (AO5): Modelling Costs

Teacher Guidance for Task 4:

- At this stage it would be a good idea to remind students of the structure of a spreadsheet and to ensure they fully understand the following:
 - Creating and editing formula
 - Cell reference - relative and absolute
 - Use of functions
 - Worksheet formatting
 - Charts
 - Page layout e.g. Fit to 1 page, Header & Footers, Row Column Headings, gridlines
 - Modelling
 - Changing Data
 - Changing Variables
 - What if investigations
- Whilst some scenarios have been given for the students to complete you may wish to undertake a group activity to identify possible scenarios and information that the management team may require from the spreadsheet
- An example spreadsheet is included in the Teacher's Files but ideally should not be copied/used directly by pupils. Pupils should be encouraged to plan their own work – a brainstorming session might assist the pupils at this stage.

OCR Evidence Requirements

Assessment Objective 5 requires candidates to design and create a simple spreadsheet. This might, for example, calculate the profit made dependant on the number of tickets sold. For Distinction, candidates might add additional income and / or expenditure items. Candidates must design their own sheet to meet identified needs, it is not acceptable for them to be supplied with a design for them to copy, or a template in which they merely need to add formulas.

Although candidates are expected to design their own spreadsheet, there is no requirement for them to produce evidence of their design. Evidence for this Assessment Objective might include the electronic file and annotated printouts from the spreadsheet. Changed data might be most effectively evidenced by successive printouts, annotated by the candidate.

Essential Skills Wales - Level 2:

AO5 - Evidence from this task must be at **Merit** level to meet requirements of ESW at L2

Materials created for the above task may also provide evidence to support:

ICT2.1.1 - Describe how you will approach an activity that involves the use of ICT (Workbook - *Briefly describe your task*)

ICT2.1.2 - Use ICT independently to carry out the activity effectively (Workbook - *annotated screenshots*)

ICT 2.3.1 - Enter, organise, develop, format and combine ICT-based and non-ICT-based information to suit content and your purpose, in the form of: a) text, b) **tables**, c) images, d) **numbers**, e) records (Workbook – *annotated screenshots of the development of the spreadsheet including explanations of formulas and formats/ layouts used - 1st and 2nd drafts and final printed versions*)

ICT 2.3.2 - Present combined information, using consistent formats and layouts that are appropriate to your purpose and audience, using ICT, and review your work (Workbook – *annotated final documents. Additional evidence of a review of the documents will be required to meet Essential Skills Wales criteria*)

TASK 5 (AO3 and AO2b): Business Presentation

Teacher guidance for Task 5:

Pupils will need to use presentation software to create a presentation to the festival management team.

The presentation needs to focus on putting across the following information:

- Festival details – dates, location, headlining acts etc.
- Type of publicity material being developed - show some examples
- Example of the festival ticket design
- Projected income and expenditure
 - main income and expenditure presented as tables
 - appropriate data presented in chart format
 - projected ticket sales and modeling of profit / loss / break even
 - outcome of a financial modeling investigation
- Any other suitable information

The presentation needs to be 5 or more slides long and have the following features:

- A consistent house style across all slides – use of Master Slides
- Use of appropriate text and graphics
- Slide transitions and animations that are appropriate for the intended purpose and audience
- Free from errors and near professional quality – spell checking/proof reading
- Speaker notes added where appropriate - encourage pupils to consider how to present their work to clients (these could be peers)
- Presentation printed in Handout form with notes (paper or pdf format)

Teacher Guidance - Email Task (AO2b)

The following procedures may be setup in order to provide email evidence for AO2b (*Management Team could be the teacher, colleagues could be classmates*)

Receive email	An email request from the management team for a presentation on this year's festival plans
Reply	Confirm receiving request to management team and state a date
Forward	Forward initial email to colleague stating the need to complete the presentation by a certain date
Send (attachment)	Send a draft version of the presentation for a colleague to check <i>Extended email feature 1 – Before sending their email they could set up an Email signature which should be evidenced in their workbook.</i>
	<i>Extended email feature 2 - Setting an automatic response (e.g. out of office/vacation response) evidence in their workbook</i>
Receive (open, save attachment)	Receive modified version from colleague – save attachment
Send (multiple recipients + attachment)	Send final presentation to management team (multiple recipients) <i>Extended email feature 3 - cc and bcc – use appropriately and explain reasons for both</i> <i>Extended email feature 4 - Setting priority (high and low importance)</i> <i>Extended email feature 5 - Use of an address book to store, retrieve and use email addresses and details of personal contacts</i> All of the above to be evidenced in their workbooks

MERIT: Two Extended email features
DISTINCTION: Four Extended email features

OCR Evidence Requirements

The presentation produced for Assessment Objective 3 should be appropriate for use in a business context, to illustrate a talk. Candidates must make their own decisions about the focus, content and layout of the slides but there is no requirement for them to produce evidence of their designs. It is likely that the evidence for this Assessment Objective will largely comprise printouts of the presentation but there also be some screenshots to demonstrate features used that cannot be seen from printouts, eg spellchecking. Assessor witness statements may be used as evidence of the appropriateness and effectiveness of the overall presentation, which might be demonstrated by candidates giving a talk illustrated by their presentation. However, if this is done the centre must assess only the presentation and not the effectiveness of the spoken delivery. Alternatively, the electronic file can provide evidence of transitions and animations and the overall effectiveness of the product.

Evidence for the email elements of AO2 could consist of a user guide for a new employee on the effective use of email for business – this could be suitable as content for the presentation required for AO3 or one of the business documents created for AO4 such as a booklet or leaflet.

Alternatively candidates could use email in a business context, annotating their screenshots/printouts as appropriate to demonstrate their understanding of the various email facilities and features as appropriate. For higher grades a list of examples of extended email features is included in the KUS – but this should not be regarded as exclusive as many relevant and advanced features are available within many email client applications.

Candidates must summarise the risks of receiving and opening email attachments and for distinction must suggest actions that could be taken to reduce these risks.

Essential Skills Wales - Level 2:

AO2b - Evidence from this task must be at **Distinction** level to meet requirements of ESW at L2

AO3 - Evidence from this task must be at **Merit** level to meet requirements of ESW at L2

- ★ **For ESW** the presentation must include evidence of number and records to meet requirements of ESW at L2
- ★ **For ESW** the presentation should combine relevant information from Task 4 to show the management team the costs and projected income based on the number of people attending, imported as tables and charts. The information from the spreadsheet must be imported or relevant sections copy and pasted in to the presentation not just typed in. This is because you have to demonstrate that you can combine information from different sources and ensure that the layout and format remains consistent.
- ★ **For ESW** you must not use any pre-prepared presentation templates and/or wizards where they are available within the software.

Materials created for the above task may also provide evidence to support:

ICT2.1.1 - Describe how you will approach an activity that involves the use of ICT (Workbook - *Briefly describe your task*)

ICT2.1.2 - Use ICT independently to carry out the activity effectively (Workbook - *annotated screenshots*)

ICT 2.2.1 - Find, select and use different sources of appropriate **ICT-based and non-ICT-based** information (Workbook – *the candidate log of found, selected and used sources, together with an explanation of why the sources selected were appropriate to the task*)

ICT 2.2.2 - Search for, select and get relevant ICT-based and non-ICT-based information (Workbook – *the candidate log of found, selected and used sources, together with an explanation of why the sources selected were appropriate to the task*)

ICT2.2.3 - Enter, save, communicate and exchange ICT-based information to suit your purpose (Workbook – *Send, receive and respond appropriately to e-mail. Copy e-mail to others only as appropriate. Manage efficient storage of e-mail, e-mail attachments and e-mail addresses*)

ICT 2.3.1 - Enter, organise, develop, format and combine ICT-based and non-ICT-based information to suit content and your purpose, in the form of: a) **text**, b) **tables**, c) **images**, d) **numbers**, e) records (Workbook – *annotated screenshots of developments and design choices, 1st and 2nd drafts and final printed versions*)

ICT 2.3.2 - Present combined information, using consistent formats and layouts that are appropriate to your purpose and audience, using ICT, and review your work (Workbook – *annotated final documents. Additional evidence of a review of the documents will be required to meet Essential Skills Wales criteria*)

TASK 6 (AO1): Safe Working Practices

Teacher guidance for Task 6

It is important that you use safe working practices when using ICT in a business environment. You are required to complete the AO1 Workbook identifying the safe working practices and why they are necessary. Make sure you give detailed explanations where asked.

Explanations will include:

- measures to protect health,
- measures to protect physical safety
- measures to protect files from loss
- at least one measure to protect files from unauthorised access
- measures to protect files from modification
- guidance on choosing a strong password

For Pass Level – you must include explanations, with examples, of at least one measure for each of the bulleted items listed.

For Merit level – a wider range of safe working practices for the measures listed, together with more detailed explanations, should be included. Additionally you should include measures to protect files from unauthorised modification.

For distinction level – suitable guidance on choosing a strong password should also be included.

The clarity of your explanations, the range of measures you include and the appropriateness of the examples you give will determine the level you are awarded for Assessment Objective 1.

OCR Evidence Requirements

Evidence for Assessment Objective 1 could be produced in a variety of forms. Candidates could give verbal explanations, in response to questions from a tutor, which could be evidenced through a detailed witness statement or audio recording. Alternatively, written evidence might be in a word-processed report or found in the content of the presentation and/or documents produced for Assessment Objectives 3 and 4.

The examples used might be annotated images showing safe or dangerous working practices or annotated screenshots of examples of when they have used the measures in their own work.

Candidates working at the higher levels will include more detail in their explanations. For example at pass level a candidate might identify the need for the screen to be at the right height. At merit level candidates would give more detail e.g. the specific height, whilst at distinction level they should be specific about the height, distance and angle of the screen. Similarly at pass level a candidate might describe the need to back up files but this would be expanded by distinction candidates to cover the frequency of backup, the medium used and where it should be stored.

Whilst candidates at pass are required only to describe one measure in each category, higher levels require a wider range of measures to be described, with distinction candidates covering most, if not all, of those listed in the Knowledge Understanding and Skills (KUS).

Essential Skills Wales – Level 2:

AO1 – Evidence from this task must be at **Pass** level to meet the requirements of ESW at L2.

Materials created for the above tasks may also provide evidence to support:

ICT2.1.1 - Describe how you will approach an activity that involves the use of ICT (Workbook - *Briefly describe your task*)

ICT2.1.2 - Use ICT independently to carry out the activity effectively (Workbook - *annotated screenshots*)

ICT2.1.3 - Follow safe, healthy and secure working practices at all times.