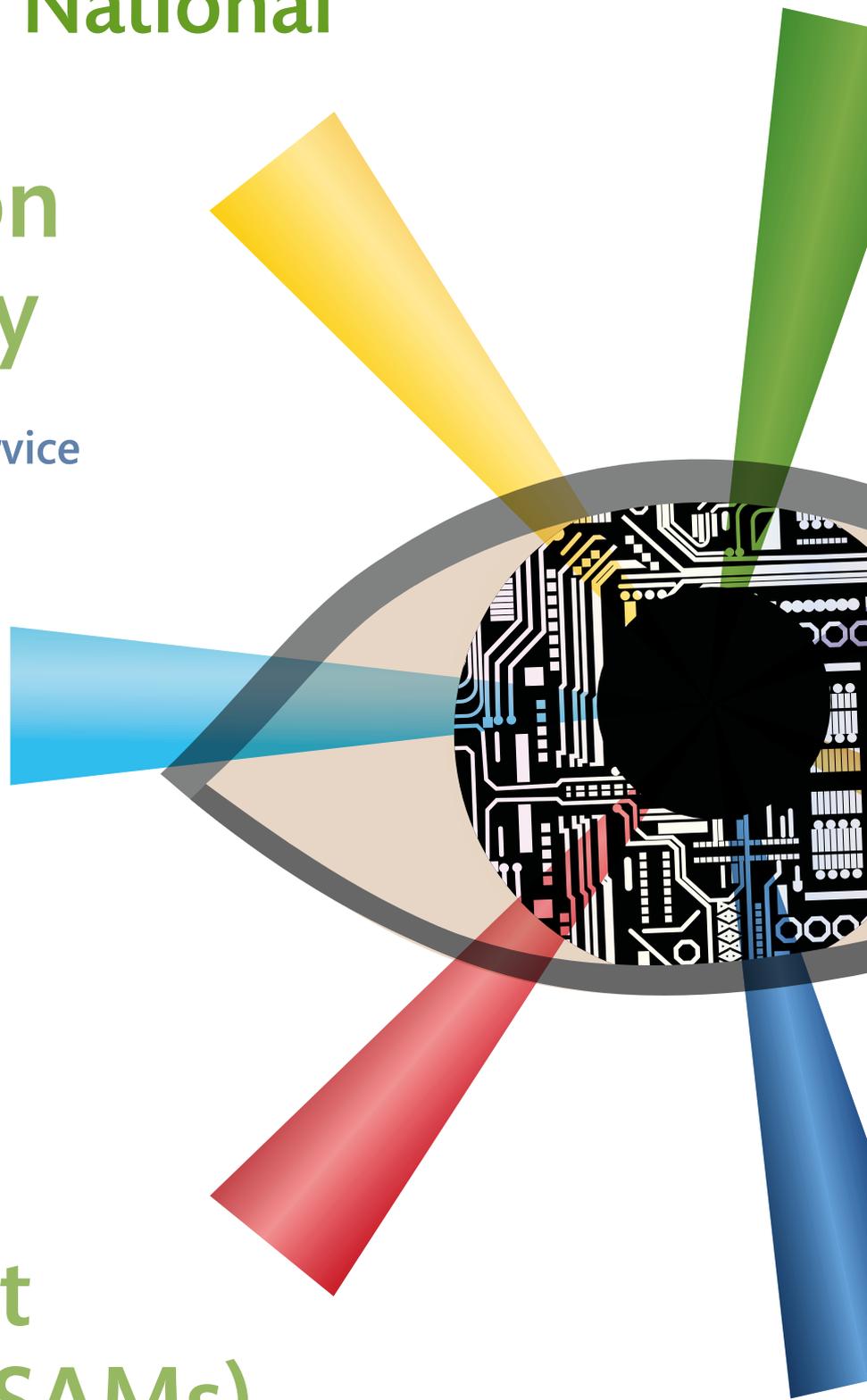


Pearson BTEC Level 3 National in Information Technology

Unit 14: IT Delivery Service



Sample Assessment Materials (SAMs)

*For use with Extended Diploma in Information
Technology*

First teaching from September 2017

Issue 2

Edexcel, BTEC and LCCI qualifications

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Changes to rubrics

The rubrics in this Sample Assessment Material have been updated to provide clarity on the rules under which the task should be taken. Centres should read the Instructions for Teachers and Instructions for Learners sections carefully to understand the full detail of the changes. These changes have been summarised below for ease of reference:

Summary of Sample Assessment Material changes

Part A

Summary of changes made between previous issues and this current issue	Page number
<p>5th paragraph The paragraph on learners' notes has been changed and expanded to include more rules on what notes can be taken into the supervised assessment and what the content of these notes should be. This is to ensure centres understand what limits should be placed on learners in notetaking.</p> <p>7th paragraph: The paragraph on centres timetabling the supervised assessment period has been removed and replaced with wording on Pearson defining the supervised assessment period. This is to increase the rigour of the task by ensuring all learners must take it in the same timeframe.</p>	Page 2

Part B

Summary of changes made between previous issues and this current issue	Page number
The paragraph on centres timetabling the supervised assessment period has been removed. As in Part A the supervised assessment is now timetabled by Pearson.	Page 6
<p>Maintaining Security bullets: Bullets have been added to give teachers more information on how to maintain security for the task, including arrangements for supervised assessment, and for how the learners' work must be</p>	Page 6-7

Pearson BTEC Level 3 Nationals

Write your name here		Level 3
Surname	Forename	
<h1>Information Technology</h1> <p>Set task: Unit 14 IT Service Delivery</p>		Part A
		Marks XX
Diploma and Extended Diploma Sample assessment material for first teaching September 2017		Supervised hours XX

Instructions

- **Part A** contains material for the completion of the preparatory work for the set task.
- **Part A** is given to learners 2 weeks before **Part B** is scheduled. Learners are advised to spend no more than 3 hours on **Part A**.
- **Part A** must be given to learners on the specified date so that learners can prepare in the way directed.
- **Part A** is specific to each series and this material must only be issued to learners who have been entered to undertake the task in the relevant series.
- **Part B** materials must be issued to learners on the date specified by Pearson.

Information

- The total mark for this paper is XX.



Paper reference

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Instructions to Teachers/Tutors

This set task has a preparatory period. **Part A** sets out how learners should prepare for the completion of the **Part B** task under supervised conditions.

Part A should be issued to learners two weeks before taking **Part B** of the assessment.

Learners are expected to spend up to 3 hours in undertaking **Part A**.

Centres must issue this booklet at the appropriate time and advise learners of the timetabled sessions during which they can prepare. It is expected that scheduled lessons or other timetable slots will be used for some or all of the preparation.

Learners may prepare summary notes on the scenario. Learners may take up to 2 sides of notes of this type into the supervised assessment (Part B booklet). Other content is not permitted.

- learner's notes must be written in bullet form
- No full sentences or extended essays

Part B must be completed in supervision. Learners will need to complete their activities for the set task using a computer.

The supervised assessment will take place in a timetabled period specified by Pearson. Centres should schedule all learners at the same time or supervise cohorts to ensure there is no opportunity for collusion.

The set task is a formal external assessment and must be conducted with reference to the instructions in this task booklet and the Instructions for Conducting External Assessments (ICEA) document to ensure that the supervised assessment is conducted correctly and that learners submit evidence that is their own work.

Teachers/tutors should note that:

- Learners should not be given any direct guidance or prepared materials.
- Learners should not be given any support in writing or editing notes.
- All work must be completed independently by the learner.
- Learner notes will be retained securely by the centre after Part B and may be requested by Pearson if there is suspected malpractice.

Instructions for Learners

Read the set task information carefully.

In Part B you will be given a scenario. Use this Part A booklet to prepare by relating your learning to the specific information given.

In your preparation for Part B using this Part A booklet you may prepare short notes to refer to when completing the set task. Your notes may be up to 2 sides and may be handwritten or typed. Your notes:

- must be written in bullet form
- must have no full sentences or extended essays

You will complete Part B under supervised conditions, without access to the internet.

You must work independently and must not share your work with other learners.

Your teacher may give guidance on when you can complete the research.

Your teacher/tutor cannot give you feedback during the research.

Set Task information

Geek Stuff UK is a design company that provides a service of designing and creating 3D-printed models, including memorabilia for comics, computer games and movies. The company works primarily with large production companies. The company intends to expand by offering a social media platform for the exchange of designs as well as an online store for the purchase of a range of 3D models.

The company employs 150 staff, including core staff who work from a central London site and designers who work from home.

Geek Stuff UK is not a real organisation but is meant to be representative of an organisation of this type in the creative sector that you may want to investigate as part of your research.

Part A of Set Task

You are advised to spend a maximum of three hours doing your research.

You will research the **IT service delivery requirements** that are relevant to the graphic design and creative sector. You should research similar organisations of this size and type in the creative sector and you should consider:

- hardware requirements
- software requirements
- data and information requirements
- relevant legislation.

Specifically you may want to investigate the IT service requirements of:

- 3D modelling and printing
- online payment systems and communities.

In Part B you will design and plan the IT service delivery solution of Geek Stuff UK in relation to the IT service life cycle. You will be able to take two sides of individually prepared A4 research notes into Part B of the set task.

Pearson BTEC Level 3 Nationals

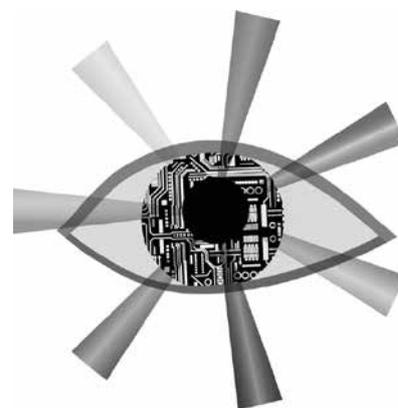
Write your name here		Level 3
Surname	Forename	
Learner Registration Number	Centre Number	
<input type="text"/>	<input type="text"/>	
Information Technology		Part B
Set task: Unit 14 IT Service Delivery		Marks <input type="text"/>
Extended Diploma in Information Technology Sample assessment material for first teaching September 2017		Supervised hours 8

Instructions

- **Part A** will need to have been used in preparation for completion of **Part B**.
- **Part B** booklet must be issued to learners as defined by Pearson and should be kept securely.
- **Part B** materials must be issued to learners during the three week period and under the conditions specified by Pearson.
- **Part B** is specific to each series and this material must be issued only to learners who have been entered to take the task in that series.
- **Part B** should be kept securely until the start of the supervised assessment period.

Information

- The total mark for this task is 68.



Paper reference

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Instructions to Teachers/Tutors and/or Invigilators

Part B must be taken under supervision in a number of scheduled sessions over a period of 3 weeks, so that all learners can be given access to computer resources. Centres should schedule all learners in the same sessions if possible and should release Part B to individual learners only for their scheduled sessions.

Part B set task requires learners to apply understanding gained through familiarisation with the scenario. Learners should bring in notes as defined in **Part A**. The teacher/invigilator needs to ensure that notes comply with the requirements.

Learners must complete this task on a computer using the templates provided and appropriate software. All work must be saved as a PDF document for submission. Learners must save their work regularly and ensure that all materials can be identified as their work.

Internet access is not permitted.

The set task is a formal external assessment and must be conducted with reference to the instructions in this task booklet and the Instructions for Conducting External Assessments (ICEA) document to ensure that the supervised assessment is conducted correctly and that learners submit evidence that is their own work.

Learners must not bring anything into the supervised environment or take anything out without your approval.

Centres are responsible for putting in place appropriate checks to ensure that only permitted material is introduced into the supervised environment.

Maintaining security:

- During supervised assessment sessions, the assessment areas must only be accessible to the individual learner and to named members of staff.
- Learners can only access their work under supervision.
- Any work learners produce under supervision must be kept secure.
- Only permitted materials for the set task can be brought into the supervised environment
- During any permitted break and at the end of the session materials must be kept securely and no items removed from the supervised environment
- Learners are not permitted to have access to the internet or other resources during the supervised assessment period.

- Learner notes related to Part A must be checked to ensure length and/or contents meet limitations.
- Learner notes will be retained securely by the centre after Part B and may be requested by Pearson if there is suspected malpractice.

After the session the teacher/tutor or invigilator will confirm that all learner work had been completed independently as part of the authentication submitted to Pearson.

Outcomes for submission

Each learner must submit the following:

- Activity 1 – Outline IT service strategy – PDF document
- Activity 2 – IT service catalogue – PDF document
- Activity 3 – Design an IT service delivery solution (this may contain a number of different documents) – PDF document
- Activity 4 – Management report evaluating the solution – PDF document
- Activity 5 – IT service management implications report – PDF document.

Each learner must complete an authentication sheet.

Instructions for Learners

Read the set task information carefully.

You have a number of sessions to complete the set task provided by your centre. Plan your time carefully and allow time to produce your outcomes for submission.

You have prepared for the set task given in this **Part B** booklet. Use your notes prepared during **Part A** if relevant. Attempt all of **Part B**.

Your notes must be your own work and will be retained by your centre until results are issued.

You will complete the set task under supervision and your work will be kept securely during any breaks taken.

You must work independently throughout the supervised assessment period and must not share your work with other learners.

Internet access is not permitted.

Outcomes for submission

You should submit:

- ◇ Activity 1 – Outline IT service strategy – PDF document
- ◇ Activity 2 – IT service catalogue – PDF document
- ◇ Activity 3 – Design an IT service delivery solution (this may contain a number of different documents) – PDF document
- ◇ Activity 4 – Management report evaluating the solution – PDF document
- ◇ Activity 5 – IT service management implications report – PDF document.

You must complete a declaration that the work you submit is your own.

Set Task Information

Geek Stuff UK is a design company that provides a service designing and creating 3D-printed models, including memorabilia for comics, computer games and movies. The company works primarily with large production companies. The company intends to expand by offering a social media platform for the exchange of designs, as well as an online store for the purchase of a range of 3D models.

At the end of a project, copies of all files, such as design plans and 3D model files, are given to the client, who will forward them to the manufacturer for production of the final product. Geek Stuff UK has no direct contact with the manufacturers. It has a number of 3D printers on-site, which are used to produce prototypes of its designs at different stages of the project.

Geek Stuff UK's head office is situated in London and it employs 50 staff, as shown in the staffing information. In addition to the designers in the head office, it employs approximately 100 designers who work from home in different parts of the country. Designers may be working on more than one project at a time. Each project may have designers that are located in different parts of the country.

The organisation's clients are located all over the world and need to be involved throughout the development process.

Head office	
Location	Central London
Number of staff	50
Staffing information	<p>Managing director – oversees all the professional services and is responsible for the organisation.</p> <p>IT support technicians – responsible for logging and resolving user issues and the operation of the IT services to meet the client's and the organisation's needs, including hardware and software and security systems.</p> <p>For each project there will be:</p> <ul style="list-style-type: none"> ○ A project manager – liaises with company management and the client to establish project requirements, and manages the overall delivery of the project

	<ul style="list-style-type: none"> ○ a team leader – manages the individual designers, distributes project tasks between designers, liaises with the project manager and ensures the project is delivered on time and in a way that meets client requirements ○ designers – design and create the 3D digital models and related digital images. On small projects where no team leader is required, they will liaise directly with the project manager. <p>Project managers and team leaders are chosen from the team of designers. A designer may fulfil different roles on separate projects that are running at the same time. For example, a designer may be a team leader on one project and complete design tasks on another.</p>
Premises	<p>Large multi-room office space occupying the first three floors of a rented six-floor office building.</p> <p>Ground floor – 3D printing and IT technical support team and server room.</p> <p>1st and 2nd floor – designers and management offices.</p> <p>The top three floors of the building are used by other companies. Access to upper floors is provided through a shared stairwell and lift.</p> <p>Internet access is provided to visitors through an open wireless network.</p> <p>Cleaning and maintenance of the office building is carried out by an external company.</p>

It is important to Geek Stuff UK that it continues to grow its current revenue generating services. However, in the future, Geek Stuff UK may expand by providing the following additional services.

1. An online platform to establish an online community interested in designing and creating 3D-printed models.
2. A facility on the online platform that allows users to submit the files of their 3D models and make them available for other community members to download and use.
3. A service that enables members of the online community to submit their own designs for models that will be 3D printed by Geek Stuff UK for a fee.
4. An online store where visitors can purchase a range of 3D models created by Geek Stuff UK's designers.

Set Task

You must complete ALL activities.

Read the scenario carefully before you begin and the hard copy notes of any preparatory work completed in Part A. Reading time is included in the overall assessment time.

Geek Stuff UK has been successfully delivering its service for a number of years and it has employed you to design a new IT service solution by applying the IT service life cycle, while considering alternatives and the delivery implications these may have on the current and future needs of the organisation.

Activity 1 – Outline IT service strategy

You are advised to spend 1 hour on this task.

Produce an outline IT service strategy for Geek Stuff UK's current and future needs.

Your service strategy should:

- identify Geek Stuff UK's IT service and/or process requirements
- prioritise the IT service and/or process requirements in relation to the needs of the organisation and its customers
- justify how you have prioritised the IT service and/or process requirements.

Use the file *ITSD Part B - A1 Outline service strategy.doc* for this task.

Save your completed service strategy in your assessment folder using any sensible naming convention.

Total for Activity 1 = 8 marks

Activity 2 – IT service catalogue

You are advised to spend 1 hour on this task.

Produce an IT service catalogue by defining the individual IT services for the current and future IT requirements for each given function of the organisation.

Use the file *ITSD Part B - A2 Define IT Services - Catalogue.doc* for this task.

Save your completed service strategy in your assessment folder using any sensible naming convention.

Total for Activity 2 = 8 marks

Activity 3 – Design an IT service delivery solution

You are advised to spend 3 hours on this task.

Produce a design for an IT service delivery solution that will meet the current and future needs of Geek Stuff UK and its customers.

You should include:

- information requirements
- data requirements
- hardware service options
- software service options.

Your design evidence may contain a combination of written, tabular and annotated diagrammatic information and may consist of more than one document. There is no single preferred method of presenting this evidence.

Save your completed design work in your assessment folder using any sensible naming convention(s).

Total for Activity 3 = 20 marks

Activity 4 – Management report evaluating the solution

You are advised to spend 1.5 hours on this task.

Produce a report that evaluates the appropriateness of the solution you designed in Activity 3 in relation to the current and future IT service delivery requirements of Geek Stuff UK.

It should include:

- an assessment of the appropriateness of your solution
- a comparison with alternative solutions that could be used
- a rationale for choosing your solution over the alternatives.

Save your completed report in your assessment folder using any sensible naming convention.

Total for Activity 4 = 12 marks

Activity 5 – IT service management implications report

You are advised to spend 1.5 hours on this task.

Analyse the IT service management implications for Geek Stuff UK of the solution you have designed.

Your report should cover the IT service management implications of the following areas:

- implementing your solution and delivering the organisation's services and products
- managing and supporting users
- managing and supporting the organisation's customers
- managing the organisation's IT assets.

Think about how each area will be affected by:

- constraints, such as legal requirements, security issues, resource limitations
- changes in the organisation's aims, products and services.

Use the file *ITSD Part B - A5 IT Service Management Implications.doc* for this task.

Save your completed report in your assessment folder using any sensible naming convention.

Total for Activity 5 = 16 marks

(Total for technical language in Task B = 4 marks)

END OF TASK

TOTAL FOR TASK = 68 MARKS

Set Task Electronic Templates

Activity 1 Template: Outline IT service strategy

Organisation Geek Stuff UK

Organisational needs	
IT service/process requirements	Explanation of priority (high, medium or low)

Add additional rows to the table as required.

Customer/Client needs	
IT service/process requirements	Explanation of priority (high, medium or low)

Add additional rows to the table as required.

Activity 2 Template: IT service catalogue

Function: Customer relations	
Service name	IT Service description

Add additional rows to the table as required.

Function: Staff management and support	
Service name	IT Service description

Add additional rows to the table as required.

Activity 5 Template: IT service management implications report

Organisation Geek Stuff UK

When completing the activity, consider how each area will be affected by:

- constraints, such as legal requirements, security issues, resource limitations
- changes in the organisation's aims, products and services.

Implementing the solution and delivering services and products

<<Box will expand when typing>>

Managing and supporting users

<<Box will expand when typing>>

Managing and supporting the organisation's customers

<<Box will expand when typing>>

Managing the organisation's IT assets

<<Box will expand when typing>>

Unit 14: IT Service Delivery – mark grid

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Marking grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the marking grid, not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the learner's response is not rewardable according to the marking grid.
- Where judgement is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

Specific marking guidance

The marking grids have been designed to assess learners' work holistically.

Rows within the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome, and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

Activity 1: Outline IT service strategy

Assessment focus	Band 0	Band 1	Band 2	Band 3
Activity 1 – An outline IT service strategy for the organisation	0 No rewardable material.	1–3 Limited information from the scenario is used to produce a superficial or partial outline strategy, including: <ul style="list-style-type: none"> a description of IT service/process requirements that would meet some of the organisation's needs but contains inaccuracies and/or omissions an attempt to prioritise IT service/process requirements but prioritisation is inappropriate and/or unsupported. <p>Information is considered in isolation, which shows a limited awareness of the given scenario.</p>	4–6 Some relevant information from the scenario is used to produce a basic outline strategy, including: <ul style="list-style-type: none"> a mostly accurate description of the IT service/process requirements needed to meet most of the organisation's needs appropriately prioritised IT service/process requirements mostly supported by a rationale. 	7–8 Relevant information from the scenario is used to produce a comprehensive outline strategy, including: <ul style="list-style-type: none"> an accurate description of the IT service/process requirements needed to meet the organisation's needs appropriately prioritised IT service/process requirements supported by a clear rationale. <p>Logical chains of reasoning and a full awareness of the given scenario is demonstrated.</p>

There is no single correct way to prioritise service/process requirements. Learners must be assessed on how appropriate their prioritisation is in relation to the rationale they have provided.

Activity 2 - Produce an IT service catalogue

Assessment focus	Band 0	Band 1	Band 2	Band 3
Activity 2 – Produce an IT service catalogue defining the individual IT services for each function of the organisation	<p>0</p> <p>No rewardable material.</p>	<p>1-3</p> <p>Limited information from the scenario is used to produce an IT service catalogue, including:</p> <ul style="list-style-type: none"> • some IT services identified are appropriate but are largely generic and may not be clearly linked to the given business functions • service names and descriptions of the IT services contain inaccuracies that show limited understanding of the organisation's requirements. <p>Service names and descriptions are vague and difficult to understand for a non-IT specialist.</p>	<p>4-6</p> <p>Some relevant information from the scenario is used to produce an IT service catalogue, including:</p> <ul style="list-style-type: none"> • IT services identified that are mostly appropriate for the given business functions • mostly accurate service names and description of the IT services that show basic understanding of the organisation's requirements. <p>Service names and descriptions are mostly clear and could be understood, with minimal assistance, by a non-IT specialist.</p>	<p>7-8</p> <p>Relevant information from the scenario is used to produce an IT service catalogue, including:</p> <ul style="list-style-type: none"> • IT services identified that are fully appropriate for the given business functions • accurate service names and description of the IT services that show sound understanding of the organisation's requirements. <p>Service names and descriptions are clear and concise and could be easily understood by a non-IT specialist.</p>

Activity 3 – Design an IT service delivery solution

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Activity 3 – Design an IT service delivery solution that will meet the needs of the organisation and its customers	0	1–5	6–10	11–15	16–20
	No rewardable material.	<p>Documents provide a limited or inaccurate mapping of the IT service delivery solution for the given organisation.</p> <p>Demonstrates limited technical understanding of how the solution works.</p> <p>Limited coverage of:</p> <ul style="list-style-type: none"> the data and information required to meet the IT requirements how hardware and software can be used to implement solution and support users. <p>The solution shows limited awareness of the scenario.</p>	<p>Documents map most of the IT service delivery solution for the given organisation.</p> <p>Demonstrates some accurate technical understanding of how the solution works.</p> <p>Adequate coverage of:</p> <ul style="list-style-type: none"> the data and information required to meet the IT requirements how hardware and software can be used to implement solution and support users. <p>The solution shows some awareness of the scenario.</p>	<p>Documents map most of the IT service delivery solution for the given organisation.</p> <p>Demonstrates mostly accurate technical understanding of how the solution works.</p> <p>Effective coverage of:</p> <ul style="list-style-type: none"> the data and information required to meet the IT requirements how hardware and software can be used to implement solution and support users. <p>The solution shows sound awareness of the scenario.</p>	<p>Documents fully map the IT service delivery solution for the given organisation.</p> <p>Demonstrates accurate and in-depth technical understanding of how the solution works, throughout.</p> <p>Effective and comprehensive coverage of:</p> <ul style="list-style-type: none"> the data and information required to meet the IT requirements how hardware and software can be used to implement solution and support users. <p>The solution shows perceptive awareness of the scenario.</p>

Learners' evidence for this activity may contain a combination of written, tabular and annotated diagrammatic information, and may consist of more than one document. There is no single preferred method of presenting this evidence. Evidence must be credited if the marking criteria have been met.

Activity 4 – Management report evaluating the solution

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Activity 4 – Evaluate the appropriateness of the solution you designed in relation to the IT service delivery requirements of the organisation	0	1–3	5–6	7–9	10–12
	No rewardable material.	<p>Superficial or unclear justification of the appropriateness of the solution in relation to the requirements of the organisation.</p> <p>Alternatives, if identified, are likely to be inappropriate.</p> <p>Rationale, if present, shows limited consideration of alternatives and lacks support.</p> <p>The report demonstrates limited reasoning that shows minimal awareness of the scenario.</p>	<p>Partial justification of the appropriateness of the solution in relation to the requirements of the organisation.</p> <p>Appropriate alternatives are identified for some aspects of the solution.</p> <p>A mostly valid rationale showing some consideration of alternatives with limited support.</p> <p>The report demonstrates some logical chains of reasoning that show an awareness of the scenario, but lack clarity.</p>	<p>Developed justification of the appropriateness of the solution in relation to the requirements of the organisation.</p> <p>Appropriate alternatives are identified for a range of aspects of the solution.</p> <p>A valid and mostly supported rationale showing some consideration of alternatives.</p> <p>The report demonstrates mostly coherent and logical chains of reasoning that show an awareness of the scenario.</p>	<p>Developed and convincing justification of the appropriateness of the solution in relation to the requirements of the organisation.</p> <p>Appropriate alternatives are identified for a range of aspects of the solution.</p> <p>A valid and supported rationale showing a thorough consideration of alternatives.</p> <p>The report demonstrates coherent and logical chains of reasoning that show full awareness of the scenario.</p>

Activity 5 –IT service delivery implications report

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Activity 5 – Analyse the implications of managing IT service delivery to meet the organisation’s requirements	0	1–4	5–8	9–12	13–16
	No rewardable material.	<p>Limited consideration of the implications of the solution on the organisation.</p> <p>Limited understanding of the solution’s capacity to respond to change.</p> <p>The report demonstrates limited reasoning that shows minimal awareness of the implications for the given scenario.</p>	<p>Some consideration of the implications of the solution on the organisation.</p> <p>Some understanding of the solution’s capacity to respond to change, but some elements may be unrealistic.</p> <p>The report demonstrates some logical chains of reasoning that show an awareness of the implications for the given scenario, but lack clarity.</p>	<p>Mostly appropriate consideration of the implications of the solution on the organisation.</p> <p>Mostly realistic understanding of the solution’s capacity to respond to change.</p> <p>The report demonstrates mostly coherent and logical chains of reasoning that show an awareness of the implications for the given scenario.</p>	<p>Wide ranging and appropriate consideration of the implications of the solution on the organisation.</p> <p>Comprehensive and realistic understanding of the solution’s capacity to respond to change.</p> <p>The report demonstrates coherent and logical chains of reasoning that show full awareness of the implications for the given scenario.</p>

Activities 1-5 – Use of technical language during the task

Assessment focus	Band 0	Band 1	Band 2	Band 3	Max mark
Activity 1-5: Use of technical language during the task	0	1	2-3	4	4
	No awardable content.	Limited appropriate use of technical language.	Mostly appropriate technical language with some inconsistencies.	Appropriate and consistent technical language used throughout.	

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