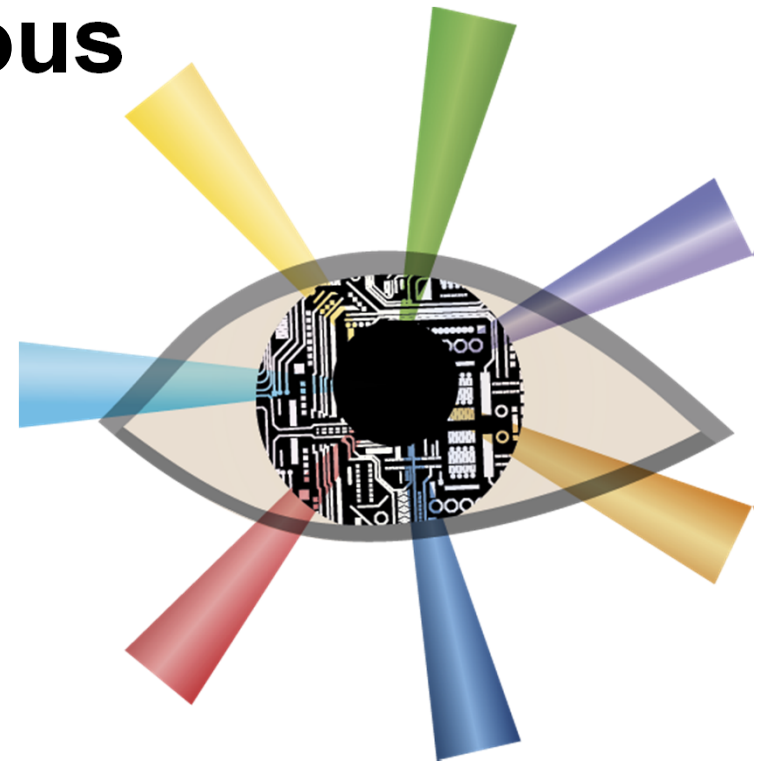


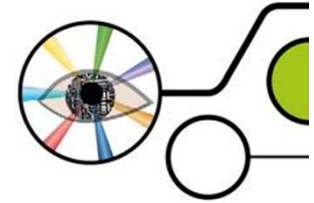
BTEC Nationals in IT

**Planning for externally
assessed unit 1 and unit 2
and feedback on previous
series.**

Event Code: 18BVN04



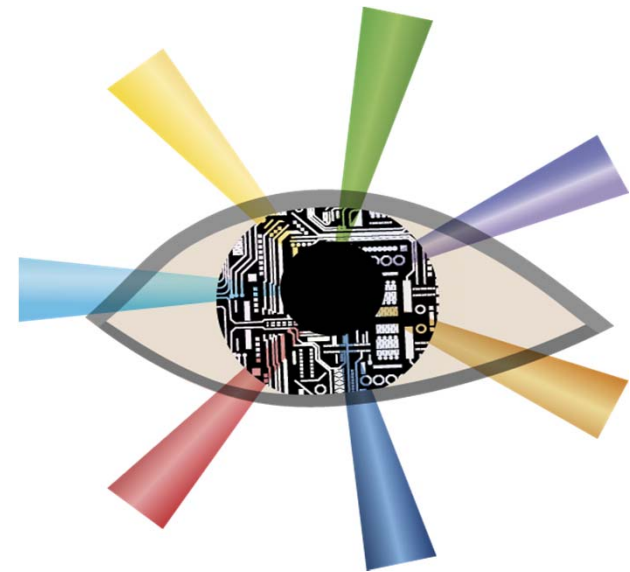
Aims for the day



- Consider teaching, learning & assessment approaches and share practice within the externally assessed units
- Receive feedback from the previous external assessment series
- Consider learner responses to specific questions and/or tasks
- Share practice in planning for externally assessed units
- Identify common issues
- Have the opportunity to ask questions
- Have the opportunity to network

BTEC Nationals in Computing

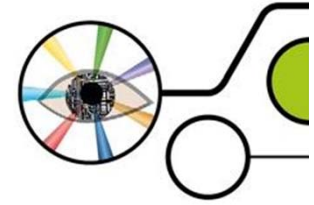
Unit 1 – Information Technology Systems





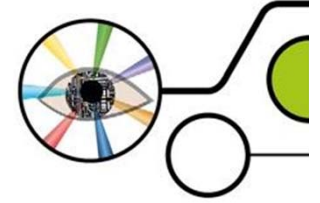
Exam Structure

- 2 hour written exam
- 90 marks
- 4 scenario with several questions about each scenario
- Questions have a range of marks each
 - 4 marks up to 12 marks



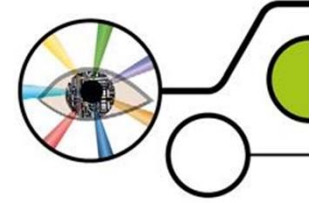
Overall feedback

- Some improvement over previous series
- However some issues remain
 - Failure to read the question properly
 - Failure to check the number of marks available
 - Poor responses to long answer questions with lack of detailed knowledge



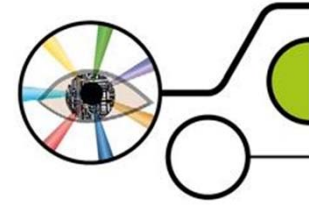
Question 1a

- 4 mark question
- Review the mark scheme
- Decide on a mark for the learner response in the delegate booklet.



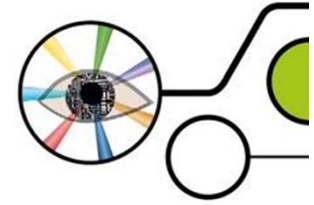
Question 1c

- This question was answered very poorly.
- Review to question
 - Why do you think learners did poorly on this question?
 - How can you help them prepare for questions like this?



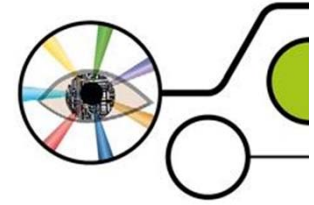
Question 1d

- This is an 8 mark question
- Levels based mark scheme
- Review the question, mark scheme and example learner response
- Decide on a mark band for this response



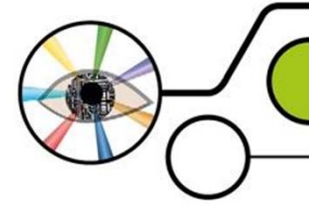
Question 2a(i)

- This is question was answered well by many candidates
- Review the question, mark scheme and example learner response
- Decide on a mark band for this response



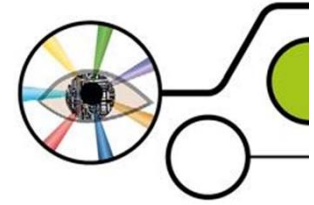
Question 2b

- 6 mark question, with a levels based mark scheme
- This question proved challenging for many learners
- Question is about file permissions but learners confused access rights with file permissions
- Review mark scheme and learner response
- Why do you think this proved challenging?
- How can you help learners prepare?



Question 3a

- Learners ask to draw a diagram
- Majority of learners were in the bottom mark band for this question
- Working in groups, attempt the question
- Mark your attempt
- Discuss possible reasons for poor performance



Question 4b

- 12 mark question
- Many learners achieved band 2
- High bands were not achieved as learners failed to relate answers to the context
- Review mark scheme and sample answer



Teaching approaches

- Ensure full coverage of the unit content
- Use available materials
 - SAM and additional SAM
 - Sample marked exam
 - Past papers
 - Examiner reports



Teaching approaches

- Answer individual exam questions in class
 - Timed to match the question
 - Review answers after each question
- Revision quizzes using Kahoot or other resources
- Use of techniques such as mind maps to prepare for long question and help provide structure

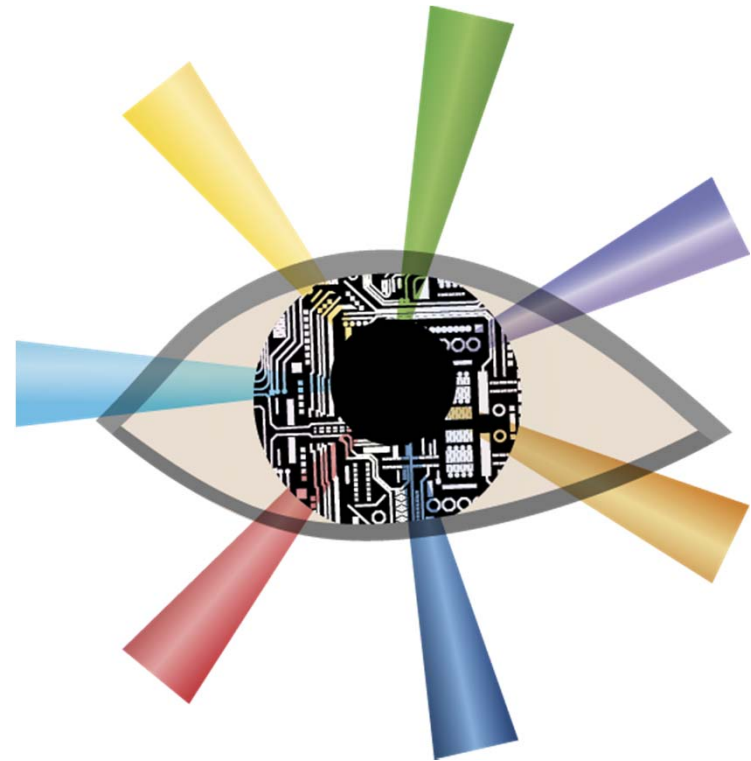


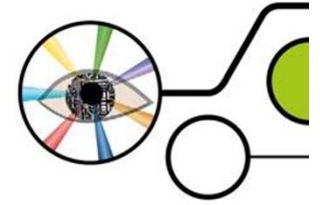
Summary

- Learners need to:
 - Read the question carefully to
 - ensure they fully understand what is being asked
 - identify the command verb
 - where the question asks for **two** methods/reasons ensure that **two** responses are given
 - where a question asks for a description/explanation look at the marks that can be gained to indicate the number of points that should be made
 - produce responses in a structured manner, particularly in extended questions

BTEC Nationals in Computing

Unit 2: Creating Systems to Manage Information





New structure

- This and future exams are in a new format
- What the learners need to do remains the same
- The way they provide evidence has changed
- Changes are based on centre feedback
- Reduces the amount of design evidence needed.



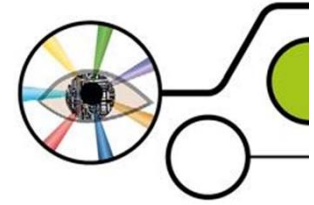
New structure

- 10 hours over a 1 week period
 - Activity 1 - ERD
 - Activity 2 – Table structures and validation
 - Activity 3 – Interface and functionality
 - Activity 4 – Testing
 - Activity 5 – Evaluate solution



Overall feedback

- Learner responded well to the new format of the exam.
- However some are still not well prepared for all the required tasks
- Weakest areas are validation and the test plan
- Grade boundaries:
 - Pass - 19
 - Merit - 29
 - Distinction - 40



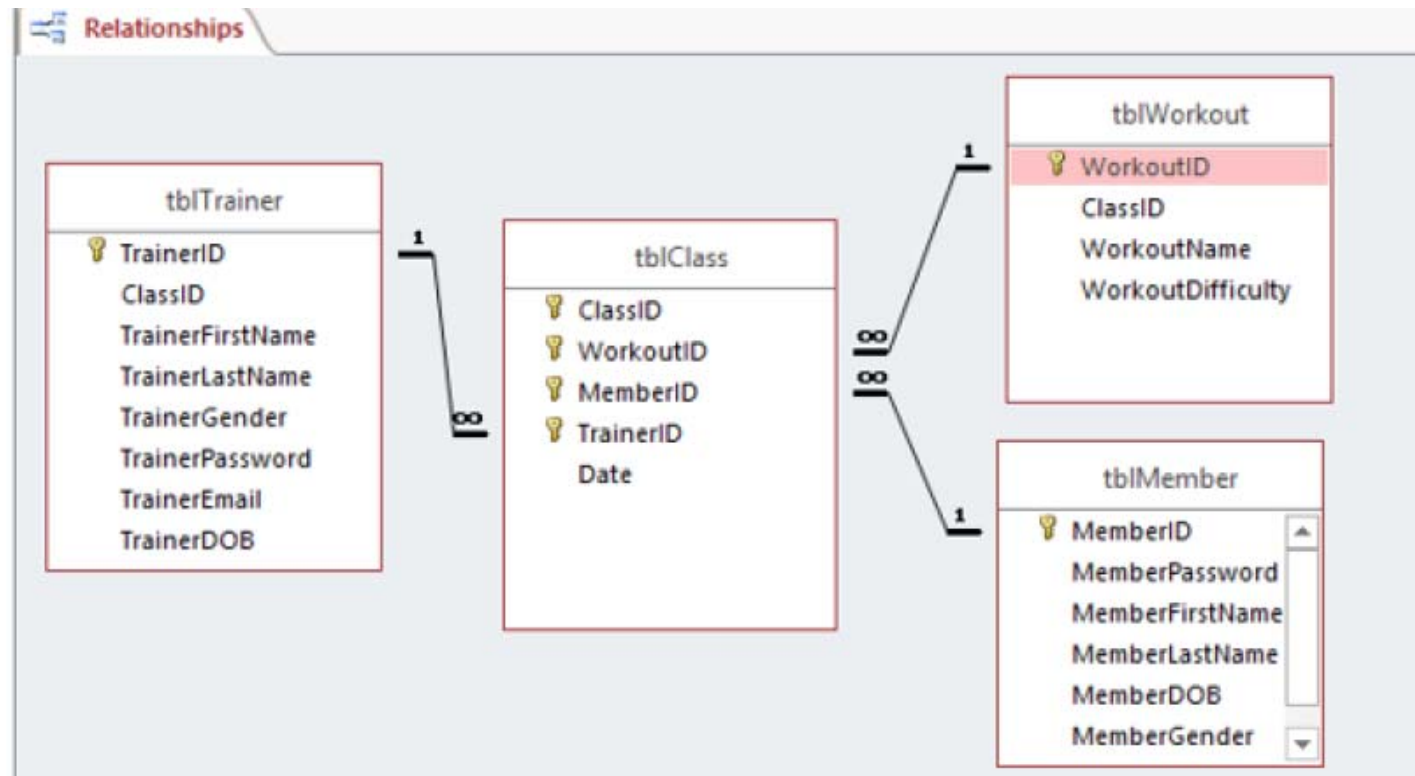
Activity 1 - ERD

- Screen print of the relationship design
- Show tables, fields and relationships
- Learners should use **all and only** the attributes included in the data file
- Learners should ensure all fields in each table can be seen



ERD

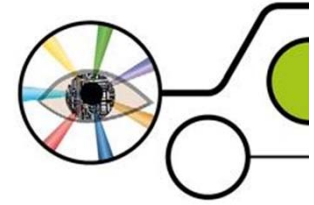
- Review mark scheme, decide on mark band for this example





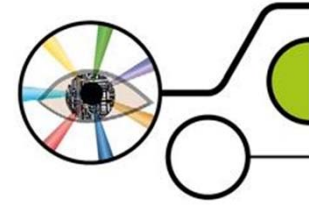
Activity 2 – Table structures and validation

- Candidates must use the provided template
- Field names and datatypes were mostly correct.
- Validation
 - Presence, length, range and lookup checks, all done well
 - Table look up of foreign key values on the primary key table, omitted by some learners
 - Format checks also done incorrectly by some learners



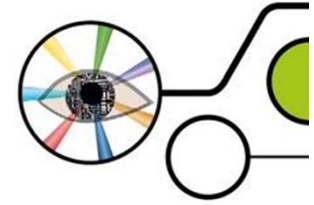
Activity 2 - validation

- Remind learners about table look up validation
- Foreign key values **MUST** exist as the primary key on another table
- Therefore using a table look to select the values from the linked table is an obvious way to ensure they are valid
- Access makes this easy.



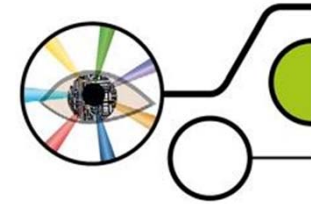
Activity 3 – Interface and functionality

- Screen prints of the forms, queries and report
- Must use the template provided
- Annotations are NOT required



Activity 3 – Interface and functionality

- Forms
 - Marks lost because forms were not fit for purpose
 - Marks lost because no automation macros or code were provided
 - Example:
 - The scenario asked for 'an input form for a member to register themselves for a class.'
 - The form (next slide) is typical of those produced by weaker learners



Activity 4 – Interface and functionality

- Forms – is this fit for purpose?

The screenshot shows a web browser window with a tab labeled 'frmMember'. The page title is 'Member Form'. The form contains the following fields:

MemberID	<input type="text" value="6"/>
MemberPassword	<input type="text" value="NUGxDqf"/>
MemberFirstName	<input type="text" value="Sandra"/>
MemberLastName	<input type="text" value="Tucker"/>
MemberDOB	<input type="text" value="07/11/1981"/>
MemberGender	<input type="text" value="Female"/>
MemberEmail	<input type="text" value="Sandra.Tucker@gpost.com"/>



- **Activity 4 – Interface and functionality**

frmClassRegistration

Class Registration

The fields marked with a red asterisk are fields that are obligatory and require to be entered.

Member ID *

First Name

Last Name

Gender

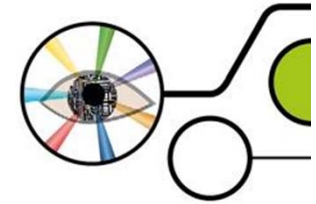
Date of Birth

Class ID *

Date

Workout Name

Register



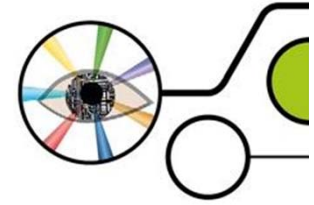
• Activity 3 – Interface and functionality

```
Private Sub btnSaveRegistration_Click()  
    'Ensures that field is not Null and data has to be present'  
    If IsNull([MemberID]) And IsNull([ClassID]) Then  
  
        MsgBox "Please fill in the required fields"  
  
    Else  
  
        If DCount("MemberID", "qryRegisterCheckStatus") > 0 Then  
            'If a person attempts to register to a class more than once, a message box will be displayed'  
            MsgBox "You have registered to this class before!"  
  
            ElseIf DCount("MemberID", "qryNumberOfMembersPerClass") < 18 Then  
                'This notifies the user that their application to a class has succeeded and will open a new form'  
                DoCmd.Save  
                DoCmd.GoToRecord , , acNewRec  
  
                MsgBox "You have registered to this class successfully!"  
                'Notifies a user that their registration has been successful'  
            Else  
                'There has already been 18 people registered for the class, therefore a message will be shown '  
                MsgBox "There is already sufficient members registered to this class."  
  
        End If  
    End If  
  
End Sub
```

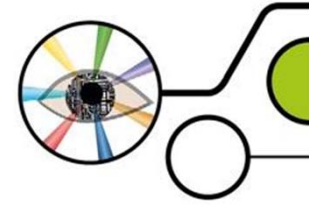
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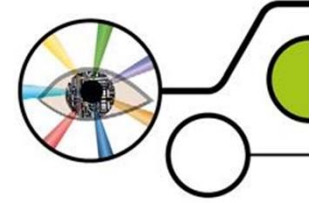


- **Activity 3 – Interface and functionality**
- Queries
 - Queries were done well by many learners
 - Weaknesses:
 - Both design and datasheet view should be shown
 - Criteria truncated
 - Generated fields using default names
 - Poor parameter input messages



Activity 4 – Testing

- Testing is only required for the two input forms.
- This was one of the weaker activities.
- Main issues were:
 - Too few tests
 - Tests not relevant to the scenario
 - Test data was not suitable or vague
 - Expected results were not accurate based on the test data given
 - Test data was missing
 - Tests did not make sense



Activity 4 – Testing

- Review mark scheme and lead examiner's sample test plan
- See delegate booklet



Task 5 - Evaluation

- Requirements are:
 - Understanding of technical concepts
 - Justification of:
 - changes made
 - Database structure chosen
 - Quality, performance and usability of the solution
 - Links between scenario and solution
 - Accurate technical language



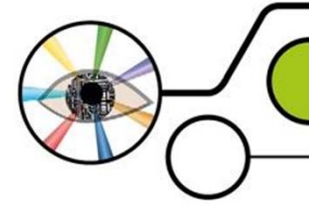
Task 5 - Evaluation

- Weaker learners tended to either:
 - discussing technical concepts and how their solutions fits
 - OR
 - discussing scenario and how their solution fits
- Band 1 evaluations were purely descriptive
- Band 3 and 4 evaluations combined the two approaches and included some evaluative comments



Task 5 – evaluation

- Review the mark scheme for Task 5
- Decide on a mark band for the evaluation in the delegate booklet



Summary

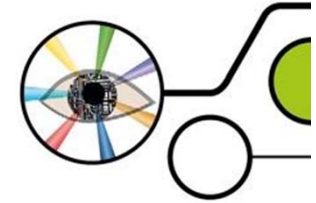
- Learners should:
 - Use the templates provided
 - Ensure important information is not cropped off their screen shots
 - Not waste time with annotations
 - Develop a better understanding of validation and testing
 - Improving form layout and automation



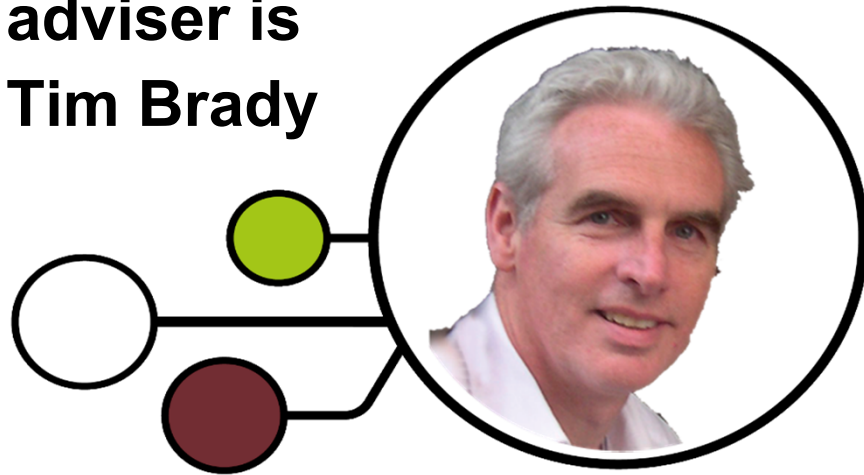
Teaching approaches

- Use available materials
 - SAM and additional SAM
 - Sample marked exam
 - Past papers
- Practice sections of the exam

Step-by-step support available online, by phone or in person



Your subject
adviser is
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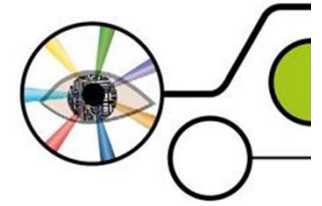


@Pearson_ICT

Review aims for the day



- Consider teaching, learning & assessment approaches and share practice within the externally assessed units
- Receive feedback from the previous external assessment series
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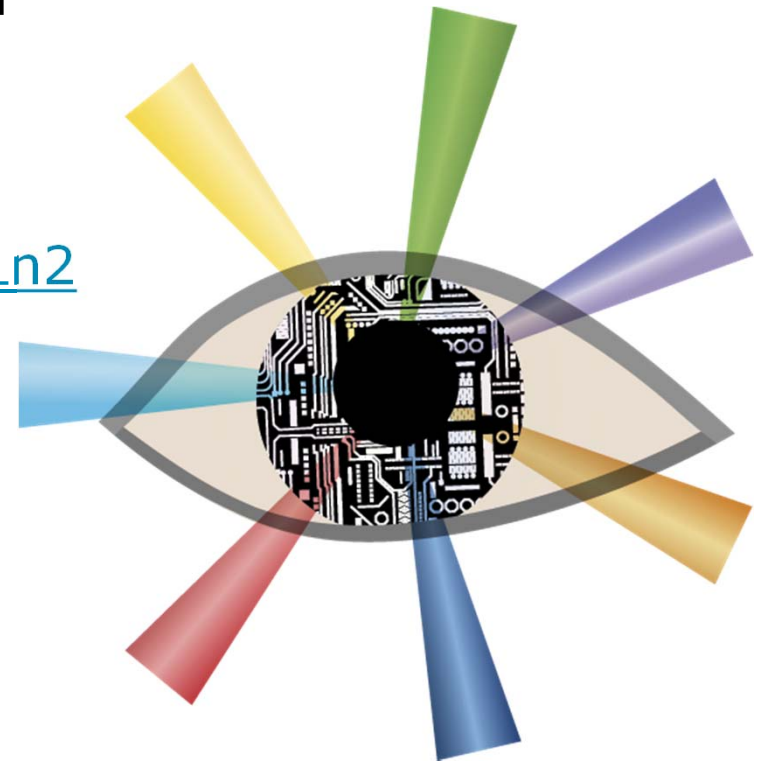


Please complete the evaluation form included in your pack before you leave today.

You will also be emailed a link to the evaluation form after the event today if you haven't had time to complete it.

You can also access it here:

<https://goo.gl/forms/LpgJNfahSKN8Z7Ln2>



THANK YOU!