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BTEC Tech Award in Digital Information Technology FAQs

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Q1) – Can a student get a Pass if they fail one of the components?

The question relates to the notion that all components must be passed in order for the student to be successful

Q1 Answer:

To answer this question we need to reference section 8 of the [Specification](#) here the grading is explained fully. The external component is awarded in 6 grade levels plus U which is Ungraded. The internal components are awarded in 5 bands plus Ungraded (U) see tables here that also show the points available for these bands. Note that internal components do not have range of points per band but the external component does.

External		
U	0	
Level 1 Pass	12	17
Level 1 Merit	18	23
Level 1 Distinction	24	29
Level 2 Pass	30	35
Level 2 Merit	36	41
Level 2 Distinction	42	48

Internal	
U	0
Level 1 Pass	9
Level 1 Merit	15
Level 2 Pass	22
Level 2 Merit	29
Level 2 Distinction	36

If any of the 3 components are U the final result is U, other than that the points are added and the total points across all three units is used to award based on the table below:

Grade	Threshold
Level 1 Pass	30
Level 1 Merit	44
Level 1 Distinction	58
Level 2 Pass	72
Level 2 Merit	95
Level 2 Distinction	105
Level 2 Distinction *	114

This table changed during August 2019 please see the most recent Specification on the website Issue 3.

So results below a Level 2 Pass in one unit can be offset by higher awards in other units to give the student a level 2 overall result. You can experiment with this simple [Grade calculator](#) to see the overall effect. There are also some examples in Section 8 of the specification.

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Q2) – Component 1 LA-C AAB – working user interface?

For the LA-C assignment brief - do students have to develop a fully functioning interface, or can it just be links that are dummy e.g. a link to enter their name which just has a text box for them to type in or does it need to allow them to actually let them enter the information, and does it have to be done on Excel.

Q2 Answer:

The interface does NOT need to be done in Excel, and it only needs to work in terms of the user interface aspects - so students do not need to develop solutions to the underlying functionality that might be needed in a 'full blown' product. For input fields I would expect that as you say the field would be presented but coding required for validation is not expected - although this might well be referenced in the plan. By this it would be sensible that a field to ask for DOB would be planned to have validation that made this entry sensible - but it would not be expected that this be coded so that it is functioning.

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Q3) – Component 1 LA-C AAB – tools that can be used?

If I was to go ahead with the task I would want to change the scenario to something more fitting for my students but the AABs reference using a spreadsheet and having it generate graphs etc, where I was thinking they could prepare an interface on PowerPoint with working buttons to link to different pages. Would this be possible.

Q3 Answer:

The generation of graphs in this example would be functionality that belongs to a final 'real' product for this qualification the student could just present an example graph. Also other tools that could 'model' the user interface can be used. The key here is that whatever tool used the student should be able to meet the user requirements and evidence the assessment criteria.

For example learners could:

- use drawing tools to create each screen of the user interface
- use hyperlinks to link to different parts/screens of the user interface
- use narration tools to read the text that is on the screen aloud to the user
- use animations to show what happens when different elements of the user interface are interacted with. For example use entrance animations to display a green tick when the 'submit' button is pressed

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Q4) – Component 1 LA-A clarification of Alternative Design?

Could you please offer some clarification on Component 1 Learning Aim A Part C, what do the students need to produce for ...

Alternative design

Assess why an alternative type of user interface would or would not better meet the user needs, with justified examples.

You should consider:

- audience accessibility needs
- user skill level and demographics.

The techniques that can be used to improve both the speed and access to user interfaces.

- use of keyboard shortcuts
- informative feedback
- easy reversal of actions
- placing related objects next to each other to reduce selection time.

Q4 Answer:

For each user interface reviewed students need to consider alternative user interfaces. For example, they may review a cash machine interface that uses a menu-driven interface. They could then assess another type of user interface (e.g. a command driven / textual) and then say how/why this is or is not appropriate. For example, most users won't know how to use the command line, the number of commands is limited, there is no keyboard available etc which is why this is not suitable for the same purpose.

For the second part, they need to consider how the length of time it takes to complete tasks can be reduced on the user interface and the different ways that this can be achieved. For example, students could experiment (and record) the time it took to complete a task, and then the time it took to complete a task using the keyboard shortcut. They could keep a record of any errors that appear while they are using the user interfaces and then note down how useful the error message was in speeding up their interaction time.

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Q5) – Template question

There was a reference to the use of the project plan template available from Office 365, during a training event. However, the normal BTEC position states that templates cannot be used, by that is it meant that teacher made templates/writing frames are not allowed as they 'guide' the learner to what is required to complete the task, but inbuilt office package generic templates can be used as they are not specifically aimed at this qualification?

Q5 Answer:

Templates are not generally recommended. This is because there can be a very narrow line between what is and what is not giving students too much help.

In terms of the project plan template available in Office 365, which is as you suggest is very generic and does not 'scaffold' the content that students are expected to come up with themselves. This, and other equally generic templates can be used, if it gives learners access to cover enough of the points listed in the learning aim of the specification. This should be something that you should introduce to learners during their preparation work for the assessment. Then, once students start the live assessment, they can then decide if they want to use this or create their own documents to meet the needs of the assignment brief task.

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Q6) – Component 1 – Parts B and C of AAB for LA-A

We get the first part of the LA-A assessment requirement which seems to be a writeup of TWO user interfaces and how they work on computers, etc.

However, the next two parts are causing us problems:

- 1) The AAB says to write about the factors affecting choice of interface. Does it mean just for the TWO interfaces studied or ALL user interfaces in general? It would certainly be easier to be allowed to talk about all interfaces within this but not sure that's what it is asking.
- 2) It asks to describe the hardware/software used. Does it again mean just on the TWO they have studied or are the students writing about hardware / software across any / all user interfaces?

Q6 Answer:

- 1) Yes, the learner should write about (assess) the factors affecting any TWO interfaces

Types of interface:

- text based
- speech/natural language
- GUI/WIMPs
- sensors
- menu/forms.

- 2) Yes, the learner should describe the hardware/software used in both interfaces they have investigated.

Please use the Authorised Assignment Brief as a basis for assessment. Some centres do amend the assignment tasks, consider using the assignment brief document as a template. It is important that all assignment briefs are Internally Verified before they are issued to the learner to ensure that they allow the learner access to all the assessment criteria requirements.

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Q7) – Component 1 – LA-A Assessment Criteria coverage

I am in the process of reviewing the Sample Marked Learner Work for Learning Aim A, and I am struggling to match the Assessment Criteria with the work provided.

An example would be A.2P1 which relates to design principles. Looking at the Specification A3 design principles and then looking at the exemplar assignment I cannot see where the Assessment Criteria has been achieved.

Q7 Answer:

This SMLW provides one example of Merit grade achievement for Learning Aim A.

For A3, Design principles you would expect all the unit content to be delivered but not all of the content is assessed.

There is no specific section that analyses the design principles, but reference is embedded across both GUI and menu-driven interface.

For example:

GUI - the layout of icons, consistency throughout the whole interface, use of colour, use of navigational components, colours, language, retaining user attention.

Menu driven interfaces - use of navigational components, colours text, language, amount of information, using appropriate language for user needs

The link between design principles and meeting user needs is explored in the majority of the work.

For distinction standard, you would expect the link between design principles and meeting user needs is to be explored throughout learners' work with further coverage of A3 and an assessment of the positive and negative effects that each design principle has on the user and their ability to positively interact with the device using detailed relevant examples.

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Q8) – Component 1 – Different types of user interface

The criteria for Distinction is:

Assess how effectively two different types of user interface meet the design principles and user needs with justified examples.

For a Merit it is:

Analyse how two different types of user interface meet the design principles and user needs with relevant detailed examples.



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Both of these can be related to Tasks A and B but with no mention of an 'Alternative Design' which is Part C? I suppose what I'm asking is, which part of the assessment criteria relates to Task C? If the successful completion of Task C is what will allow pupils to gain a Distinction it doesn't seem clear in the assessment criteria?

Q8 Answer:

Regarding your reference to Component 1 alternative design. Are you asking why there is no alternative design evidenced in Component 1 SMLW.

Learning Aim A, level 2 Distinction standards references why an alternative type of user interface would or would not better meet the user needs. The reference is for an alternative **type** of user interface, not alternative design.

An example of this would be - a visually impaired user might benefit from a GUI with large icons and appropriate use of colour, rather than a menu driven interface.

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Q9) – Assessment – Can students use templates?

Are students allowed a plan to plan their answer for the assessment? Can we provide templates to help them to develop the response to the Assignment Brief used in assessment?

Q9 Answer:

Providing just headings are acceptable. Consider incorporating the guidance into the assignment brief so that the Internal Verifier can confirm that the brief will allow the learner access to the unit requirements.

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Q10) – Component 1 – LA-A distinction clarification

I have been trying to match tasks on the assignment with what the students are doing for the Assessment Activities 1 and 2 (from the book), to see how much of the assignment has been covered.

Looking at the Assignment Brief there are 3 tasks (A, B and C). I understand Tasks A and B, but cannot see in the Criteria covered by this task, the relevance of Task C. None of the criteria mentions alternatives, just how the User Interface meets the design principles and user needs.

Do we have to do alternatives in this assignment, or is this task just an "extra"? If it is not necessary, then I will remove it from our assignment and get it IVd again.

Q10 Answer:

I recommend that you focus on the specification and Authorised assignment brief rather than the book. There are indeed 3 assignment briefs one for each of the Learning aims.

For Learning Aim A Learners are required to investigate user interface design for individuals and organisations learners will be able to say how two different types of interface meet a range of specific user needs and design principles. They will explore the relationship between design principles and how they can be used to meet user



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needs

For Learning Aim B use project planning techniques to plan and design a user interface. The focus of this learning aim is project management and initial designs of the user interface. At Level 2, learners will be able to select appropriate project planning tools and be able to comment as to why they are suitable. They will include all major parts of their project plan, including timescales, constraints and contingencies. Learners will put together a comprehensive design specification. Their designs will be effective and cover the vast majority of elements. Learners will use different design principles effectively to design an effective and efficient solution. Their initial design should show the designs for at least four different screens in their user interface.

For Learning Aim C develop and review a user interface. Learners will use their plan to create a user interface and assess the strengths and weaknesses of both their project plan and their user interface.

To answer your question -

To meet the level 2 Distinction requirement for Learning aim A, 1/ A.2D1 you should assess how effectively two different types of user interface meet the design principles and user needs, with justified examples.

The learner is required to assess:

- to what extent both user interfaces meet specific user needs and support users with different accessibility needs, skill levels and demographics
- to what extent each user interface matches user perceptions and retains user attention
- the suitability of the chosen type of user interface and explore alternatives
- their reasons as to why an alternative type of user interface would or would not better meet the user needs
- how intuitive the user interface is and how it could be developed further to better meet the needs of users
- the different techniques that have been used to allow the user to use the interface efficiently, using detailed examples. For example, learners may assess how the use of keyboard shortcuts and making buttons more distinguishable/bigger improves and reduces selection time.

The link between design principles and meeting user needs is to be explored throughout learners' work.

When assessing the learner work

Provide sufficient coverage of the teaching content, all of the content should be delivered, please note not all of the content has to be assessed, it depends on the requirement of the vocational scenario.

Ensure that the learners have provided sufficient work to meet the assessment verb on the Assessment criteria.

In the case of the Sample Marked Learner Work (SMLW) it meets the essential information for assessment decisions for this example the suitability of the chosen type of user interface and explore alternatives and their reasons as to why an alternative type of user interface would or would not better meet the user needs.

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Q11) – Feedback advice

I have been asked to add to the feedback given on the Assessment Record Sheet, but I would appreciate further clarification as to how far I can go.

For example, would the following feedback on the student assessment record would be deemed appropriate. We know that we must be careful regarding the level of feedback. Is this too specific or not enough detail or just right?

"Well done Martha you have clearly identified two user interfaces of GUI and menu driven. For the GUI you clearly have examples of how different users can use it. Namely for domestic use, mobile device use and X. However, you only have examples of domestic use for menu driven. To improve you also need to give examples for X, Y and Z. Also, it was clear that you understand the user interface features as you have described the colours and fonts. But you need to describe X, Y and Z features for a higher grade. Finally, I saw little mention of the hardware requirements so please ensure you think of this too."

Q11 Answer:

For feedback to the learners, you are only able to confirm what criteria has or has not been achieved, as this affects the learner's resubmission opportunity. You should not give feedback on the specific evidence being produced by the learner for assessment.

The level of feedback in the above example is not permitted:

- To improve you also need to give examples for X, Y and Z.
- But you need to describe X, Y and Z features for a higher grade.
- Finally, I saw little mention of the hardware requirements so please ensure you think of this too

Please ensure that the Assignment tasks are clear to the learner.

Points to remember when providing feedback is to focus on whether the criterion has been or has not been achieved.

E.g if the learner has not provided sufficient evidence for the assessor to award 2C.P5 Test the functionality and purpose of the relational database for functionality, repairing any faults.

You could comment on:

"You have not provided enough evidence to achieve 2C.P5, you have not tested for functionality and purpose or shown that you have repaired any faults".

These are an excellent example of feedback:

- Well done Katie you have clearly identified two user interfaces of GUI and menu driven. For the GUI you clearly have examples of how different users can use it. Namely for domestic use, mobile device use and X.
- You would benefit from referring more closely to task 1 and 3 of the assignment brief as you have not explained how two different types of user interface meet the design principles with enough examples.

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Q12) – Component 1 - LA-A Distinction question

For task C, I have told my students to look at a different user interface such as command line. I said this as task C in the Authorised Assignment Brief states 'Assess why an alternative type of user interface would or would not better meet the user needs, with justified examples.'

Within this they are expected to look at

- audience accessibility needs
- user skill level and demographics.

The techniques that can be used to improve both the speed and access to user interfaces.

- use of keyboard shortcuts
- informative feedback
- easy reversal of actions
- placing related objects next to each other to reduce selection time.

The exemplar material does not seem to exemplify this.

Q12 Answer:

The learner should be given the opportunity to assess the factors affecting any TWO interfaces

Types of interface:

- o text based
- o speech/natural language
- o GUI/WIMPs
- o sensors
- o menu/forms.

The sample marked work focuses on the requirements of a Level 2 – Merit standard.

To achieve the Level 2 Distinction the learner is required to assess their reasons as to why an alternative type of user interface would or would not better meet the user needs.

As you have identified within this, they are expected to look at

- audience accessibility needs
- user skill level and demographics.

The techniques that can be used to improve both the speed and access to user interfaces.

- use of keyboard shortcuts
- informative feedback
- easy reversal of actions
- placing related objects next to each other to reduce selection time.

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Q13) – Component 1 – LA B Project Requirements

Part of Learning Aim B is to produce SMART aims/objectives.

Exemplar work includes an "interview" with the stadium manager. Obviously, this cannot happen.

Can I, as a teacher, write a few paragraphs of requirements that I want for the system (e.g. We need to make sure all fire exits for the stadium are visible and easy to find on the map) and then pupils are required to pick out the key information on what they will do? E.g. "I will make sure the fire exits are visible on my user interface"

I am not sure how else pupils will just imagine project requirements?

Q13 Answer:

It's an excellent idea to add further system requirements to the Assignment scenario for next delivery.

However, the focus of the interview was the opportunity for the learner to obtain feedback from others on the user interface they have developed and the refinement of the user interface using an iterative approach (C.2P5 / C.2M3 / C.2D3).

I can appreciate that this may be problematic to provide feedback to all the class but consider asking the learners to seek feedback from other learners (2) in the class. The learner should document the feedback a short questionnaire or notes of the meeting should facilitate this evidence.

All iterations should improve the effectiveness and efficiency of the user interface and the changes made during each iteration should be annotated.

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Q14) – Component 1 – LA A Mobile Phone?

When explaining examples can a Mobile Phone be used as an example of a GUI or MUST it only be discussed as a Sensor or Touch Interface Device?

Q14 Answer:

Any two different types of interface from the following unit specification list requires coverage:

- text based
- speech/natural language
- GUI/WIMPs
- sensors
- menu/forms.

Mobile Phone can be used as an example of a GUI.

The sensor might be better suited to:

- optical sensors for OCR (optical character recognition)
- motion sensor interfaces (accelerometers)

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Q15) – Component 1 – LA A Pert Chart?

Is a pert chart a requirement for component 1 section B. Our students are finding them really hard to grasp and I am using the sample assignment from Pearson but have changed the scenario slightly.

Q15 Answer:

Learners should be given the opportunity to investigate different planning tools and design methodologies that can be used to plan, monitor and execute projects e.g.

- Planning tools:
 - task lists
 - written or graphical descriptions
 - Gantt charts
 - critical path diagram
 - PERT charts
 - mood boards
 - mindmaps.

For the assessment, we are looking for sufficient coverage of the unit content and not all of the planning tools are required. For Level 2 Pass learners should make relevant use of some project planning techniques. For Distinction the use of suitable project planning tools.

When doing assessment you should focus on the requirements that learners should use suitable project planning tools in this instance a pert chart may not be required.

Please ensure that the amended assignment brief has been Internally Verified by your IV before issued to the learners.

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Q16) – Component 1 – LA B Distinction?

If a student does not write about "key milestones, including when reviews will be completed with the user" , but completes everything else, can they get a distinction?

Q16 Answer:

To achieve B.2D2 the learner is required to create an appropriate project plan for the design of a user interface that makes full and effective use of project planning techniques and create a comprehensive initial design that shows how it meets all user requirements.

To meet the distinction standard, we do have the requirement of key milestones, including when reviews will be completed with the user are required.

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Q17) – Component 1 – LA B Design evidence?

Can the designs be on paper?

Q17 Answer:

Designs can be hand drawn, scanned and submitted to the Standards Verifier if the unit is requested for sampling.

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Q18) – Component 1 – LA B Assessment guidance?

If a student misses one element from Essential Information for assessment decisions e.g. fifth bullet point below; how intuitive the user interface is and how it could be developed further to better meet the needs of users, but completes everything else - can they achieve a Distinction or are they limited to a Merit because they missed one element?

For Level 2 Distinction learners will

Carefully consider how effectively two different types of user interface meet a wide range of user interface design principles. Be critical in their assessment of each user interface and will assess the positive and negative effects that each design principle has on the user and their ability to positively interact with the device using detailed relevant examples.

Learners will assess:

- to what extent both user interfaces meet specific user needs and support users with different accessibility needs, skill levels and demographics
- to what extent each user interface matches user perceptions and retains user attention
- the suitability of the chosen type of user interface and explore alternatives
- their reasons as to why an alternative type of user interface would or would not better meet the user needs
- how intuitive the user interface is and how it could be developed further to better meet the needs of users
- the different techniques that have been used to allow the user to use the interface efficiently, using detailed examples. For example, learners may assess how the use of keyboard shortcuts and making buttons more distinguishable/bigger improves and reduces selection time.

The link between design principles and meeting user needs is to be explored throughout learners' work.

Q18 Answer:

When you assess the learner work, I would recommend that you ensure that the work

- Meets the Assessment criteria
- Provides sufficient coverage of the Teaching content
- Meets the standard

Therefore, if you are awarding a distinction standard the Standard Verifier would expect to see all elements of:

For Level 2 Distinction: learners will carefully consider how effectively two different types of user interface meet a wide range of user interface design principles. They will be critical in their assessment of each user interface and will assess the positive and negative effects that each design principle has on the user and their ability to positively interact with the device using detailed relevant examples.



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Learners will assess:

- to what extent both user interfaces meet specific user needs and support users with different accessibility needs, skill levels and demographics
- to what extent each user interface matches user perceptions and retains user attention
- the suitability of the chosen type of user interface and explore alternatives
- their reasons as to why an alternative type of user interface would or would not better meet the user needs
- how intuitive the user interface is and how it could be developed further to better meet the needs of users
- the different techniques that have been used to allow the user to use the interface efficiently, using detailed examples. For example, learners may assess how the use of keyboard shortcuts and making buttons more distinguishable/bigger improves and reduces selection time.

The link between design principles and meeting user needs is to be explored throughout learners' work.

For **Level 2 Merit**: learners will analyse in detail how two different types of user interface meet a range of user interface design principles. They will consider the positive and negative effects that each design principle has on the user, using detailed examples.

Learners will analyse:

- to what extent both user interfaces meet specific user needs including users with different accessibility needs and skill levels
- how effectively each user interface matches user perceptions and how intuitive the user interface is using detailed examples
- the features of the chosen type of user interface and how they are used to meet user needs
- the different techniques that have been used to allow the user to efficiently use the interface using detailed examples.

The link between design principles and meeting user needs is explored in the majority of their work.

When you are allocated your Standard Verifier share your concerns with them, they will be able to support you through the process.

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Q19) – Component 1 – Assess Criteria A.1P2 and A.2P2?

Please could you clarify the wording of the assessment criteria for A.1P2 and A.2P2?

"Explain how two different types of user interface meet design principles with some relevant examples" and

"Explain how the user interface meets user needs with some relevant examples"

Do you need more than one example for each types of interface if the work is completed in detail? Would 2 examples showing forms; one on a pc and another on a domestic appliance, and one example of a text-based interface on a P.C be sufficient if discussed in reasonable detail?

Q19 Answer:

The learner should be given the opportunity to assess the factors affecting any two different devices that use any of the following interfaces:

- text based
- speech/natural language
- GUI/WIMPs
- sensors
- menu/forms.

e.g.

GUI/WIMPs interface on an iPad or iPhone

Menu/forms interface e.g. database interface on a PC or laptop

or

Text based interface on a P.C or laptop

Menu interface on a domestic appliance

You might find the [Sample Marked Learner Work for Component 1](#): Exploring User Interface Design Principles and Project Planning Techniques useful.

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Q20) – Internally assessed work 'Best Fit' ?

Can a pattern of best fit to be used to the evidence of an assignment when assessing the student work?

In their plan they will provide evidence of:

- the use of using suitable project planning tools to plan out their timescales, including when tasks and sub-tasks will be completed
- some key milestones in their project, including when a review will be completed with the user; project constraints and potential risks they may face
- which methodology they used to develop their plan, explaining reasons why it is the most appropriate.

For example, above is part of the criteria for Component 1 Learning Aim B, for Level 2 Merit (taken from the [Specification](#)) If a student has used suitable planning tools and ALL other criteria in this section to a high standard, however not produced **sub-tasks**.

In this instance can Level 2 Merit be awarded, or MUST it be Level 2 Pass, as at the lower grade sub-tasks are not needed.

Q20 Answer:

To achieve Level 2 Merit the learner is required to use suitable project planning tools to plan out their timescales, including when tasks and sub-tasks will be completed. These should cover the key milestones identified in the project including when a review will be completed with the user.

To achieve Level 2 Pass the learner is required to evidence the use of suitable project planning tools to plan when tasks will be carried out; they will also identify when a review will be completed with the user.

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Q21) – Component 1 LA B templates.

Can the teacher give learners a template of the Gantt charts or do they have to create it themselves?
Can I give them a template risk assessment?

Q21 Answer:

For the Gantt chart, the learner should be given the opportunity to develop their own Gantt chart. To evidence B.2D2, the learner needs to create an appropriate project plan for the design of a user interface that makes full and effective use of project planning techniques.

To access the Level 2 Distinction, the learner should make full and effective use of project planning techniques.

In their plan, they will provide evidence of

- the use of suitable project planning tools to plan their timescales, including when tasks and sub-tasks will be completed



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- key milestones, including when reviews will be completed with the user

For the risk assessment, the learner should be given the opportunity to develop their own risk assessment.

To access the Level 2 Distinction, the learner should present a risk assessment that identifies the project constraints and potential risks that could affect the project, and they will put together a comprehensive contingency plan, for example, the learner will show which tasks will be affected if other tasks are delayed.

We do not encourage centres to issue templates to the learners, however, if a template is issued, please ensure that the Internal Verifier is happy that it allows the learner full access to the criterion requirements as it is a part of the assessment tool.

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Q22) – Component 3 Must it be sat in Year 11?

I want to have the first sitting for my students in year 10 leaving year 11 as a possible re-sit is this allowed?

Q22 Answer:

Our DIT component 3 has a synoptic element. This means that it will draw on knowledge learned in Component 1 and Component 2. It does not mean that it absolutely must be assessed after both of the Internally assessed units, but it also does mean that front loading this component is going to have some risks. If you have sufficient curriculum time to offer Component 3 teaching prior to the last assessment window, then using an earlier assessment opportunity would make sense because at least then students would be able to avail of the one resit. We have no rule that prevents you entering your students for Component 3 whenever you want.

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Q23) – Component 1 LA-C Effective Interface?

Could you just confirm that if a Student is looking for "An effective Interface" for a Level 2 Distinction, that this can be awarded if buttons are not hyperlinked through PowerPoint's Hyperlinks or Action Buttons.

I understand that there does not need to be any backend programming, does this include these hyperlinks. During Internal Standardisation we are currently in discussion about this and would appreciate your assistance with this.

Q23 Answer:

For an effective interface, the use of hyperlinks through PowerPoint's Hyperlinks or Action Buttons would improve the user's navigation methods and makes the interface easier to use.

We do not ask for evidence of the 'backend programming' at this level.

You could also consider another approach an example of this would be - a visually impaired user might benefit from a GUI with large icons and appropriate use of colour, not a menu-driven interface.

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Q24) – Component 2 LA-C Trends/Patterns?

Can you please clarify and give some examples regarding what a Trend and what a Pattern is for DIT C2 LA C using the Holiday Data. I have specific definitions regarding trends and patterns, but want to be clear that students will produce the correct evidence for their assessments

TRENDS: when there is a change over time, such as an increase or decrease in a value.

Can trends be based upon ratings: for example? "Recommendations to a Friend" charts show a trend that from a rating of 6, more customers give a higher rating, except at 10 when it reduces sharply. Ratings form 1, 3, 4, and 5 are similar. (this graph includes all responses from the holiday data and is therefore over time")



PATTERNS: A repeating change in data over time

Can you please give some examples from the Holiday data of patterns? I am finding it difficult as the data is based on a survey results of 1 month and the holiday bookings were from August to December. Not much timed data to showing a repeating change in data over time

Q24 Answer:

The Dashboard should include suitable use of titles, labels, graphics, a range of automatic formatting features and should display a wide range of different specific, relevant conclusions. This will include trends, patterns and possible errors.

The example you have provided for a trend works well.

For the patterns – do we have any patterns from the Booking Process Rating to Salesperson

- Patterns Surveys completed on specific days
- Transport rating against the price paid
- Transport type against the price paid

You could also, consider anomalies and possible errors do we have any duplicated entries?

Some learners might find it difficult to present conclusions and recommendations about the dashboard presentation of data. Consider providing your own data set that reflects your learners' interests so that they are familiar with the data environment and can understand the requirements of the data dashboard.

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Q25) – Component 1 LA-B Contingency plan?

How do pupils evidence the contingency plan for Component 1 Learning Aim B.

Is there an example of a contingency plan, I have read the example of the learners marked work, on your website, but do see reference to the Contingency plan.

Q25 Answer:

The addition of a comprehensive contingency plan demonstrates effective use of project planning techniques as required for the learner to achieve Level 2 Distinction standard. It is not a requirement for Level 2 merit or level 2 pass.

Sorry, we do not have an example of a contingency plan but the content of the contingency plan will depend on the project itself.

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Q26) – Assessment decisions general?

I'm looking for some clarity concerning the Essential Information for Assessment Decisions page in the specification for the Tech Award in Digital Information Technology.

I understand the assessment criteria has been written in order that the level 2 distinction criteria to incorporate the level 2 merit criteria and for the merit criteria to incorporate the level 2 pass criteria and so on, allowing for staff to mark work starting at Level 2 Distinction and moving down. Meaning that the primary differentiation between a Level 2 Pass and Level 2 Distinction would be the quality of the work (ability for the student to use the command words) and not the content covered. Please correct me if that is wrong.

Some colleagues are querying the page following assessment criteria (Essential info for assessment decisions) and highlighting that on that page for Learning Aim A it mentions criteria at Level 2 Merit that is not referenced at Level 2 Distinction. For example, "the features of the chosen type of user interface and how they are used to meet user needs." is listed at Level 2 Merit but the Level 2 Distinction section doesn't mention "features". Some staff are worried that this indicates that students targeted at a Merit may end up writing about content that is only relevant to students targeted at a distinction or vice-versa, instead of focusing on work that is relevant to their target grade.

My impression from reading the spec and attending a training seminar was that, in general, students should write about and cover the same content and it will be the quality of their work that determines grading rather than grading being linked to specific content or tasks. Any clarification you can provide on this issue would be greatly appreciated and help to clarify the course for the staff at my centre.

Q26 Answer:

Your understanding of the awarding of the assessment criteria is correct, the primary differentiation between a Level 1 Pass and Level 2 Distinction would be the quality of the work (the ability for the student to use the command words) and not the content covered.



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The Essential Information for Assessment Decisions takes a slightly different approach the requirements at each level builds on the previous standard. Therefore to achieve the Distinction standard, the Merit standard should also be achieved.

When assessing learner work

- The learner should provide sufficient coverage of the unit content
- Achieve the Assessment criteria
- Meet the standard for the awarded level as referenced in the Essential information for assessment decisions

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Q27) – Component 2 should I use MS PowerBI?

There have been mention of a tool called MS Power BI which might be good for students being assessed in component 2 and making dashboards. Are there resources that I can use to help me to see what this does and how it may be useful

Q27 Answer:

You can find this free tool here: <https://powerbi.microsoft.com/en-us/>

Here are some excellent free resources:

Over 40 ways to Teach DIT : https://qualifications.pearson.com/content/dam/btec-tec-awards/information-technology/2017/teaching-and-learning-materials/41%20Ways%20to%20Teach%20DIT_ER_15.5.19.pdf

Starter to Advanced (Microsoft): <https://docs.microsoft.com/en-us/power-bi/guided-learning/>

PowerBi basics: https://www.udemy.com/course/learn_power_bi_for_free/

Pure Basics (from install to using - practical use begins 18 mins in): <https://youtu.be/AuYzsfXKkbM>

Basics (Recommend to me with an example): <https://geekdecoders.blogspot.com/2019/01/power-bi-with-excel-data-sheet-example.html?m=1>

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