

# **Comparability of ICT Level 2 Qualifications**

An Analysis of Internal Units



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## Executive summary

There are a number of qualifications offered by the three unitary English awarding organisations in information and communication technology (ICT) at level 2 of the National Qualifications Framework (NQF).

Ofqual has investigated the comparability of demand in internally assessed units in a cross-section of level 2 ICT qualifications offered by AQA, Edexcel and OCR in 2008 and 2009 to test whether stakeholder concern in the comparability of these qualifications was founded.

Four independent reviewers, all with relevant subject knowledge and experience, undertook the review and analysed candidate work through a qualitative analysis and a ranking exercise.

While the limited nature of this study – being based on selected units and including a relatively small sample of candidate work – means that definitive conclusions cannot be drawn, the evidence considered indicated there was a difference in standards. Candidate work from OCR Level 2 National Certificate and the AQA and Edexcel Applied GCSE (Double Award) did not demonstrate the same level of knowledge and skills seen in candidate work from DiDA (Edexcel Diploma in Digital Applications) and AQA and Edexcel GCSE indicating that learners were not being equally challenged across the qualifications reviewed.

Parallel to this study, Ofqual carried out scrutiny monitoring of the OCR Level 2 National Certificate qualification. The findings resulted in revised specifications being submitted with units allocated fewer guided learning hours. The findings of this review will be taken into account when evaluating the risk of newly accredited GCSE ICT qualifications.

# Introduction

There are a number of qualifications offered by the three unitary English awarding organisations in ICT at level 2<sup>1</sup> of the NQF. These qualifications aim to provide candidates with the knowledge, understanding and skills in ICT to support progression into further education, training or employment.

Some stakeholders had expressed concern that the demand across these qualifications was not comparable and that some candidates may be taking qualifications that were easier. In a first step to determine whether these concerns were founded, Ofqual carried out a small study to investigate the comparability of demand in a cross-section of level 2 ICT qualifications offered by AQA, Edexcel and OCR in 2008 and 2009.

The study examined samples of candidate work in particular units<sup>2</sup> that form part of the qualifications in order to establish whether the quality of work presented was comparable across the qualifications.

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<sup>1</sup> Level 2 qualifications are those that are equivalent to GCSE higher tier (grades A\* to C) in terms of level of difficulty (demand) but different qualifications at the same level can be very different in terms of content and duration.

<sup>2</sup> Units are components of a qualification.

## Scope

The study included four qualification types at level 2:

- Applied GCSE (Double Award)
- DiDA
- GCSE
- OCR Level 2 National Certificate.

From these, six specifications were selected, and at least one unit from each specification was included in the study.

### Applied GCSE (Double Award)

Applied GCSEs in ICT (Double Award) aim to develop a range of skills in a vocational context as a basis for progression into employment or other ICT-related fields and successful candidates are awarded two GCSEs. The two specifications included were the following:

- AQA GCSE in Applied ICT (Double Award) (3851)

This qualification was made up of three compulsory units and included coursework that was internally assessed and externally moderated, and an assignment that was externally set and assessed and carried out in controlled conditions. The maximum number of School and College Achievement and Attainment Tables or SCAAT<sup>3</sup> points available for this qualification was 116, with a C grade worth 80 points. The full qualification fee in 2009/10 was £52.50. Unit 1 ICT tools and applications was considered in this review.

- Edexcel GCSE in Applied ICT (Double Award) (2331)

This qualification was made up of three equally weighted compulsory units and included an externally assessed written test of 2.5 hours in duration and internal

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<sup>3</sup> See Appendix D for a full breakdown of SCAAT points available for qualifications included in this study. Equivalency figures (SCAAT points) are calculated by the Qualification and Curriculum Development Agency (QCDA) and are applied to all eligible approved qualifications for use in compiling the School and College Achievement and Attainment Tables (SCAAT). They are designed to provide an indication of the degree of successful attainment for a qualification in relation to other qualifications within the existing national frameworks. Ofqual currently has no role in setting or reviewing SCAAT points as while Ofqual's duty to keep these under review as set out in the Apprenticeships, Schools, Children and Learning (ASCL) Act (2009) has not yet been commenced by government.

assessment through the production of portfolios with external moderation. The maximum number of SCAAT points available for this qualification was 116, with a C grade worth 80 points. The full qualification fee in 2009/10 was £52.50.

Unit 3 ICT in society was considered in this review.

## **DiDA**

DiDA aims to provide candidates with practical knowledge and understanding of ICT that can be used in the workplace or in further education and training. It consists of four compulsory and equally weighted units and was 100% internally assessed and externally moderated. The maximum number of SCAAT points available for this qualification was 232, with a pass worth 160 points. The full qualification fee in 2009/10 was £107.00.

The units considered for this review were: Unit 1 Using ICT and Unit 2 Multimedia.

## **GCSE**

GCSE ICT qualifications aim to develop the candidate's skills in a variety of ICT applications. The specifications included were the following:

- **AQA GCSE in ICT Specification A (3521)**

This qualification comprised three components:

- a written paper
- an externally set internally assessed and externally moderated assignment
- a project.

It was available at higher and foundation tiers. The maximum number of SCAAT points available for this qualification was 58, with a C grade worth 40 points. The full qualification fee in 2009/10 was £26.25.

The units considered for this review were the set assignment and the project.

- **Edexcel GCSE in ICT (1185)**

This qualification comprised two components, both compulsory. The first component was assessed through coursework in which candidates identify and solve four distinct problems, and the second was a terminal written examination consisting of structured questions, multiple choice questions and questions based on a pre-released case study. The maximum number of SCAAT points available for this qualification was 58, with a C grade worth 40 points. The full qualification fee in 2009/10 was £26.25.

The coursework unit was considered in this review.

## **OCR Level 2 National Certificate in ICT**

This certificate aims to provide candidates with practical knowledge and understanding of ICT that can be used in the workplace or in further education and training. The qualification under review was completely internally assessed and externally moderated. The maximum number of SCAAT points available for this qualification was 220, with a pass worth 160 points. The full qualification fee in 2009/10 was £102.10.

The units considered for this review were:

- Unit 1 ICT skills for business
- Unit 21 Creating computer graphics
- Unit 22 Creating sound using ICT
- Unit 23 Creating video.

Internally assessed units were preferred for analysis as a common assessment type across all specifications as they would facilitate comparisons in terms of the level of demand of the tasks set and how candidates responded. The detailed structure of the qualifications considered and content of the units reviewed for this study can be seen in Appendices B and C.

# Method

## Provision of assessment materials and candidates' work

In November 2008 each awarding organisation was asked to provide samples of candidates' work and the associated specifications, examiners' reports and mark schemes from the previous two examination series.

For Applied GCSE (Double Award) and GCSE, work was requested where the unit mark was at or near the unit grade C/D boundary. For the DiDA and the OCR Level 2 National Certificate, work was requested at or near the boundary for the pass grade.

## The review process

Four independent reviewers, all with relevant subject knowledge and experience, were contracted by Ofqual to undertake the review. The reviewers were asked to familiarise themselves with the specifications, marking criteria and examiners' reports for each qualification before taking part in a review of candidates' work.

The reviewers were brought together to analyse the candidates' work. A total of 33 items of candidate work from 10 units across six qualifications were organised into packs, with one example from each unit included in each pack. Some of these examples were e-portfolios and these were provided on a DVD, while others were paper-based. The review was structured so that each reviewer saw all of the materials.

Reviewers were asked to rank the candidate work by number, with 'one' being the highest achievement based on:

- their personal judgements concerning the task set and how well it had been carried out by the candidate
- the relative percentage of a GCSE that the piece of work represented and whether the skills demonstrated were at level 2 standard.

The reviewers were also provided with a separate comments sheet where they could record any qualitative comments. Following the ranking exercise, reviewers were given a further opportunity to comment as a group on the qualifications reviewed and provide any feedback on the process.

Following the ranking exercise, the rank orders completed by reviewers were converted into a series of pair-wise comparisons by Ofqual. These pair-wise comparisons were then analysed using the Facets software programme that uses a Rasch analysis to calculate the position of each script in an overall rank order.



Comments made on the comment sheets and in the group discussion were grouped by qualification and unit and checked for consistency before being combined with the ranking exercise outcomes to generate the findings of the study.

## Findings

The ranking exercise determined that there was a difference in standard between the units considered as part of the study<sup>4</sup>. This evidence correlated with the qualitative comments made by reviewers, supporting the validity of the ranking exercise.

Candidate work from DiDA and both GCSE specifications performed strongest in the ranking exercise suggesting that these internally assessed units enabled candidates to demonstrate their knowledge and skills to a higher level than those candidates from OCR Level 2 National Certificate or the two Applied GCSE (Double Award) specifications. While the ranking exercise was not formulated to indicate which examples of candidate work were at level 2 standard, the qualitative comments from reviewers indicated that, on the whole, work from DiDA and GCSE candidates was at level 2 standard, while work from Applied GCSE (Double Award) and OCR Level 2 National Certificate candidates was generally below level 2 standard.

### Applied GCSE (Double Award)

The Applied GCSE (Double Award)s considered in the sample performed generally less well than GCSEs with only two of the eight portfolios placed in the top half of the rank.

- AQA GCSE in Applied ICT (Double Award) (3851)

Two portfolios were placed in the top half of the rank order, with the other four placed below halfway. Reviewers thought that the highest ranked script showed overall breadth, was well referenced and showed a fair level of evaluation. The two lowest ranked portfolios were thought generally to be poor, demonstrating a variety of ICT skills but at a low level.

The other three portfolios were quite well documented but lacked depth. Candidates showed varying levels of understanding. Some tasks were not well evidenced.

Edexcel GCSE in Applied ICT (Double Award) (2331)

The portfolios reviewed were placed just below halfway in the rank order. The reviewers found these difficult to judge as the task was a report on ICT in society so candidates were not required to display any ICT skills apart from word processing.

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<sup>4</sup> If no difference is found between items inputted into the Facets programme, the programme returns an error message, or does not complete the calculations.

The reviewers thought that the candidates showed good understanding of ICT in society with a good level of literacy. They also showed good skills and expressed themselves well.

## **DiDA**

Six portfolios were reviewed covering two units of DiDA. Four of these portfolios were placed in the top third of the rank order:

- Unit 1 Using ICT

Unit 1 performed better than Unit 2 with two Unit 1 portfolios at the top of the rank order. Reviewers thought that the task was generally well planned, carried out and presented. Candidates showed a good level and breadth of skills, good understanding and a sense of purpose. The products produced generally worked well.

- Unit 2 Multimedia

Two portfolios were placed in the top half of the rank order. Reviewers thought the task was generally carried out well. There was evidence of planning and evaluation and the output created by candidates worked well and showed a good level of skill and imagination.

## **GCSE**

GCSE generally performed better than Applied GCSE (Double Award) both for AQA and Edexcel, with eight out of ten portfolios ranked in the top half of the rank order.

- AQA GCSE in ICT Specification A (3521)

AQA GCSE performed well with all four portfolios placed in the top third of the rank order. However, reviewers commented that the tasks set were too demanding for level 2.

The project unit ranked slightly higher than the set assignment unit. The reviewers thought candidates produced some good work for the project. The evidence demonstrated a good level of understanding. The work was generally well documented with evidence of planning, testing and evaluation.

Reviewers thought that the set assignment unit was not carried out as well as the project unit reviewed. The portfolios were generally well documented with lots of screen shots as supporting evidence. The planning was generally good but some portfolios showed a lack of testing and formulae were not always shown. This could be indicative of work at this level where marks are not scored evenly across portfolios.

- Edexcel GCSE in ICT Specification (1185)

The Edexcel portfolios were spread across the rank order with four placed in the top half of the rank order and two placed below halfway. The reviewers thought the highest ranked portfolio showed a good sense of purpose and understanding. There was evidence of good planning, formatting, database and spreadsheet skills.

The lowest ranked portfolio was judged to be weak and limited. The other four were judged to be low on skills in some areas and there was not much depth to some of the tasks. Candidates demonstrated limited understanding in some areas and planning and their evaluation skills varied considerably.

## **OCR Level 2 National Certificate in ICT**

There were nine portfolios reviewed from four units for the certificate, with eight out of nine falling in the lower half of the rank order.

- Unit 1 ICT skills for business

There were six portfolios reviewed. Five were placed in the lower half of the rank order. The reviewers thought that the portfolios showed a wide range of skills and understanding but they were at a basic level. Some of the work was well presented and there was evidence of candidates understanding the software and demonstrating creativity.

The following three units reviewed were placed in three of the bottom quarter in the rank order.

- Unit 21 Creating computer graphics

Reviewers felt that the task was completed well and showed an understanding of the software, but that the portfolio was not substantial and showed a low level of skills.

- Unit 22 Creating sound using ICT

The reviewers found this unit difficult to evaluate as little evidence was presented. For example, there was no sound file included, which made it difficult to judge on paper. This may have impacted on how this unit was ranked.

- Unit 23 Creating video

The reviewers again found this unit difficult to evaluate as there was little evidence of the design and creation, which made it difficult to judge. This may have impacted on how this unit was ranked.

## Conclusions and next steps

This was a small study to investigate the comparability of demand across a number of internally-assessed components from a range of ICT qualifications at level 2. As such, the conclusions that we can draw from this work are relatively limited due to the scope and scale of the study.

However, this study did provide Ofqual with an opportunity to trial a methodology that was different from the approaches taken previously. Subsequent studies have affirmed that this is an appropriate methodology and it has been further refined within Ofqual.

Following this review, a scrutiny of the OCR Level 2 National Certificate in ICT qualification took place resulting in revised specifications being submitted with units allocated fewer guided learning hours.

Several of the specifications considered have been replaced with revised versions since this work was undertaken. New GCSE ICT specifications were introduced for first teaching in September 2010, OCR has substantially revised the Level 2 ICT National Certificate for first teaching in September 2010, and DiDA was updated with an addition of an extra unit for first teaching in September 2010.

As part of the follow-up to this study, Ofqual will consider what further work might be carried out once the majority of these revised specifications are underway.

# Appendix A Limitations of the review

## Materials reviewed

This review differed from the established standards review process for several reasons.

- The objective was to measure comparability across elements of a number of different qualifications across awarding organisations, rather than being based on whole qualification candidate work. However, comparing unit level candidate work is common in other forms of Ofqual qualification monitoring, for example as part of scrutiny programmes, and while no requirement that units on the NQF should be equivalent in terms of demand, it is important that all routes through a qualification offer a similar level of demand to ensure that candidates taking different routes through it are not advantaged or disadvantaged by their choices.
- The sample of candidate work was small due to the limited volume of candidate work held by awarding organisations at the time of the study.
- The judgements made by the reviewers were complex as they were only comparing elements of each qualification, which were not necessarily of equal size.

As a result of these factors, the findings of the review may be limited. It is possible that the units selected do not represent the demand of the qualification as a whole, and that candidate work was not representative of the majority of candidate work at the level requested.

## Human judgement

The review relied heavily on the judgements made by the reviewers. Human judgements cannot be completely objective and instructions can be open to misinterpretation.

In an effort to mitigate the inherent unreliability in the process, the following steps were taken:

- experienced independent subject reviewers were used
- reviewers were thoroughly briefed to ensure a common understanding of the methodology and the judgement criteria
- documentation was constructed to assist the judgement process.

## Appendix B Overview of the qualifications included in the study

### Applied GCSE (Double Award)

#### AQA GCSE in Applied ICT (Double Award) (3851)

This GCSE provides a vocationally related qualification as foundation both for training leading to employment and for further and higher education.

GCSE equivalent	Two GCSEs
Number of units	Three
Routes through the qualification	One – all units are compulsory
Assessment type	Externally assessed assignment Internal assessment and moderation
Assessment method	Coursework: internally assessed and externally moderated Assignment: externally set and assessed carried out in controlled conditions
Materials provided by the awarding body	AQA-set assignment
Number of guided learning hours	240–280
Number of assessment objectives	Four
Availability of units	The externally assessed unit are awarded in January and June each year and must be completed 1 <sup>st</sup> November–21 <sup>st</sup> January for January series and 1 <sup>st</sup> March–14 <sup>th</sup> May for June series. Portfolio moderation is only available in June.
Grading	Higher tier paper A*–D Foundation tier C–G
How grades are determined	Raw marks are converted to uniform marks. The final grade for the qualification will be determined by aggregating the uniform marks for the three units. Grade boundaries are determined in awarding meetings.

## Edexcel GCSE in Applied ICT (Double Award) (2331)

This qualification was “designed to provide a broad educational basis for further training, further education or for moving into appropriate employment within the ICT sector”<sup>5</sup>.

GCSE equivalent	Two GCSEs
Number of units	Three equally weighted units
Routes through the qualification	One – all units are compulsory
Assessment type	Externally assessed written test 2.5 hours in duration Internal assessment through the production of portfolios with external moderation
Assessment method	Coursework: internally assessed and externally moderated Assignment: externally set and assessed carried out in controlled conditions
Materials provided by the awarding body	
Number of guided learning hours	240–280
Number of assessment objectives	Four
Availability of units	External assessment and moderation available in January and June.
Grading	A*–G
How grades are determined	Raw marks are converted to uniform marks. The final grade for the qualification will be determined by aggregating the uniform marks for the three units. Grade boundaries are determined in awarding meetings.

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<sup>5</sup> [www.edexcel.com/migrationdocuments/Current%20GCSE/70373\\_uk\\_qualifications\\_gcse-voc\\_2331\\_18160.PDF](http://www.edexcel.com/migrationdocuments/Current%20GCSE/70373_uk_qualifications_gcse-voc_2331_18160.PDF)



## Edexcel DiDA

DiDA is a paperless qualification that “aims to create confident users able to produce high quality digital content that is fit for audience and purpose through purposeful application of digital tools, an iterative development process that uses feedback to improve the quality of outcomes, and effective project management”<sup>6</sup>.

GCSE equivalent	Equivalent to four GCSEs for the purposes of SCAAT
Number of units	Four compulsory equally weighted units
Routes through the qualification	One – all units are compulsory <sup>7</sup>
Assessment type	Internally assessed and externally moderated
Assessment method	Assessed by a ‘summative project’ that will produce a number of specified deliverables based on the knowledge, skills and understanding learned throughout the course The project must be presented as an e-portfolio
Materials provided by the awarding body	The summative project brief is provided by Edexcel
Number of guided learning hours	360
Number of assessment objectives	Four
Availability of units	Can be completed at any time. Units are awarded in January and June each year.

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<sup>6</sup> ‘Introducing DiDA’, powerpoint presentation, <http://www.edexcel.com/quals/dida/Pages/Documents.aspx>, accessed 16 September 2010.

<sup>7</sup> DiDA overview, <http://www.edexcel.com/quals/dida/about/Pages/default.aspx>

Grading	GCSE grade equivalence	Level 1	Level 2
	A*		Distinction
	A		Merit
	B		Credit
	C	Distinction	Pass
	D	Merit	
	E	Credit	
	F/G	Pass	
How grades are determined	The qualification is awarded using uniform marks, which are derived from subject raw marks. The conversion from raw marks to uniform marks will be determined at an awarding meeting.		

## GCSE

### AQA GCSE in ICT Specification A (3521)

GCSE equivalent	One GCSE
Number of units	Written paper 40 per cent AQA-set assignment 30 per cent Project 30 per cent
Routes through the qualification	One – all components must be completed
Assessment type	Written paper and coursework
Assessment method	Coursework: internally assessed and externally moderated Written paper external
Materials provided by the awarding body	AQA-set assignment candidate booklet providing a situation where IT problems require solving
Number of guided learning hours	120–140
Number of assessment objectives	Five
Availability of units	Can be completed at any time. Units are awarded in June each year
Grading	Higher tier paper A*–D Foundation tier C–G
How grades are determined	Raw marks are converted to uniform marks. The final grade for the qualification will be determined by aggregating the uniform marks for the three units. Grade boundaries are determined in awarding meetings.

## Edexcel GCSE in ICT (1185)

GCSE equivalent	One GCSE
Number of units	Two papers
Routes through the qualification	One – both papers are compulsory
Assessment type	Coursework and external examination
Assessment method	Paper 1 Coursework candidates identify and solve four distinct problems 60 per cent Paper 2 Terminal written examination consisting of structured questions, multiple choice questions and questions based on a pre-released case study 40 per cent
Materials provided by the awarding body	A list of prescribed problems types for paper 1. Two types– creation and manipulation of databases and spreadsheets – must be addressed, plus two other from a list.
Number of guided learning hours	120–140
Number of assessment objectives	Five
Availability of units	External assessment available every June series
Grading	Higher tier paper A*–D Foundation tier C–G
How grades are determined	Raw marks are converted to uniform marks. The final grade for the qualification will be determined by aggregating the uniform marks for the two papers. Grade boundaries are determined in awarding meetings.

## OCR Level 2 National Certificate in ICT

The OCR Level 2 National Certificate in ICT has been developed to “provide candidates with an introduction to the skills, knowledge and understanding required to prepare for work in the information and communication technology sector”<sup>8</sup>.

GCSE equivalent	Equivalent to four GCSEs for the purposes of SCAAT.
Number of units	6–8 units
Routes through the qualification (figures for units represent guided learning hours)	Unit 1 is mandatory plus five optional 60glh units <i>or</i> four optional 60glh and two optional 30glh units <i>or</i> three optional 60glh and four optional 30glh units
Assessment type	Centre-assessed and externally moderated by OCR visiting moderator
Assessment method	Candidates build a portfolio of evidence demonstrating a series of competencies to meet the unit assessment objectives. Portfolios can be electronic or paper.
Materials provided by the awarding body	OCR model assignments are available for some units
Number of guided learning hours	360
Number of assessment objectives	The number of assessment objectives varies across units
Availability of units	Assessment is entirely by coursework and units can be completed at any time. Coursework is moderated on site. Centres can schedule moderation visits at any time and are offered two visits per year free of charge.
Grading	Pass Merit Distinction Candidates are awarded points for units completed. To be awarded the certificate they must pass all necessary units and score sufficient points.
How grades are determined	Portfolios are graded holistically. Units are broken down into a number of assessment objectives and assessors are given descriptions

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<sup>8</sup> OCR 2006 centre handbook.

	<p>of the characteristics of a pass, merit and distinction for each objective. They assign a grade to the whole portfolio, as some candidates may meet the requirements of some objectives better than others.</p>
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## Appendix C Overview of units included in the study

### AQA GCSE in Applied ICT (Double Award) (3851)

#### Unit 1 ICT tools and applications

GCSE equivalent	33.33 per cent of a GCSE
Unit aims	The aim of the unit is for candidates to learn about ICT tools and applications available and how these are used by different organisations.
The task	Candidates are required to produce a report reviewing a range of documents used by business. They then need to produce their own set of documents using a range of software applications. The report should be no more than 20 sides of A4. The work must be produced on a computer and printed in hard copy.

### Edexcel GCSE in Applied ICT (Double Award) (2331)

#### Unit 3 ICT in society

GCSE equivalent	33.33 per cent of a GCSE
Unit aims	To help candidates “understand how far ICT systems affect everyday life”.
The task	Candidates must carry out an investigation into how ICT systems affect everyday life. They must produce a portfolio of reports on the impact of ICT, on their school or collage, an adult in employment, a person with special needs and their local community. The work submitted must not be entirely hand written.

## DiDA

### Unit 1 Using ICT

GCSE equivalent	One quarter of the Edexcel DiDA, which is therefore equivalent to one GCSE for the purposes of SCAAT.
Unit aims	To equip candidates with the knowledge and skills needed “to work with information effectively and productively”.
The task	Candidates are provided with a summative project brief, the project should be completed over approximately 30 hours. Candidates need to demonstrate their ability to use ICT effectively to plan, research, analyse and present information. They also need to review the project.

### Unit 2 Multimedia

GCSE equivalent	One quarter of DiDA, which is therefore equivalent to one GCSE for the purposes of SCAAT.
Unit aims	To provide candidates “with the skills to use tools and techniques provided by multimedia authoring software to design and create effective multimedia products for specified purposes and audiences”.
The task	Candidates are provided with a summative project brief, the project should be completed over approximately 30 hours. Candidates need to demonstrate their ability to plan, design, build and test interactive media products. This includes developing an e-portfolio that demonstrates their achievements.

## AQA GCSE in ICT Specification A (3521)

### Set assignment

GCSE equivalent	30 per cent of a GCSE
Unit aims	“Develop the competence of candidates through the use of information technology in reasoned ways to solve significant problems using appropriate principles, techniques and equipment effectively and safely”.
The task	This is an AQA -set assignment, candidates are provided with a candidate booklet outlining a situation where the appropriate use of information technology will solve some problems. Candidate need to identify the problems and produce a report that demonstrates their



	ability to identify requirements and provide solutions making appropriate use of information technology.
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## Project

GCSE equivalent	30 per cent of a GCSE
Unit aims	“Develop the competence of candidates through the use of information technology in reasoned ways to solve significant problems using appropriate principles, techniques and equipment effectively and safely”.
The task	The project requires candidates to submit a report on the solution to a problem that demonstrates their ICT capabilities. Candidates are encouraged to select a problem from their own area of interest.

## Edexcel GCSE in ICT (1185)

### Coursework collection

GCSE equivalent	60 per cent of a GCSE
Unit aims	To encourage candidates “to solve problems through the use of ICT systems and associated systems and techniques”.
The task	Candidates have to solve four distinct problems. There are two compulsory problems based around creation and manipulation of databases and spreadsheets, the remaining two are chosen from a list that includes subjects such as DTP, website publishing, multimedia, data logging and control, word processing, programming or one or two free choices. Candidate must provide detailed evidence of the research, activities and processes that they have undertaken. They must also provide a hard-copy of the final solution.

## OCR Level 2 National Certificate in ICT

### Unit 1 ICT skills for business

GCSE equivalent	One sixth of the OCR Level 2 National Certificate in ICT which is therefore equivalent to 66.66 per cent of a GCSE for the purposes of SCAAT.
Unit aims	For candidates to “develop the ability to create files in different software packages, including word processing or DTP, spreadsheets, database and presentation software. They will develop their skills in searching the internet efficiently for information and communicating effectively using email.”
The task	To complete the unit candidates must produce evidence to prove that they have met each of the assessment objectives listed for the unit. Evidence is collected while completing centre-devised assignments or projects. The evidence generated by the candidate should be in an appropriate format to demonstrate the skills competency or application of knowledge and understanding in the assessment objectives for the unit.

### Unit 21 Creating computer graphics

GCSE equivalent	One twelfth of the OCR Level 2 National Certificate in ICT which is therefore equivalent to 33.33 per cent of a GCSE for the purposes of SCAAT.
Unit aims	For candidates to “develop their knowledge of different types of computer graphics that can be used in webpages”.
The task	To complete the unit candidates must produce evidence to prove that they have met each of the assessment objectives listed for the unit. Evidence is collected whilst completing centre-devised assignments or projects. The evidence generated by the candidate should be in an appropriate format to demonstrate the skills competency or application of knowledge and understanding in the assessment objectives for the unit.

## Unit 22 Creating sound using ICT

GCSE equivalent	One twelfth of the OCR Level 2 National Certificate in ICT which is therefore equivalent to 33.33% of a GCSE for the purposes of SCAAT.
Unit aims	The aim of this unit is for candidates to “develop a knowledge and understanding of how to design, produce and test a short audio clip which is fit for purpose”.
The task	To complete the unit candidates must produce evidence to prove that they have met each of the assessment objectives listed for the unit. Evidence is collected while completing centre-devised assignments or projects. The evidence generated by the candidate should be in an appropriate format to demonstrate the skills competency or application of knowledge and understanding in the assessment objectives for the unit.

## Unit 23 Creating video

GCSE equivalent	One twelfth of the OCR Level 2 National Certificate in ICT which is therefore equivalent to 33.33 per cent of a GCSE for the purposes of SCAAT.
Unit aims	The aim of this unit is for candidates to “develop a knowledge and understanding of how to design, produce and test a short video clip which is fit for purpose”.
The task	To complete the unit candidates must produce evidence to prove that they have met each of the assessment objectives listed for the unit. Evidence is collected while completing centre-devised assignments or projects. The evidence generated by the candidate should be in an appropriate format to demonstrate the skills competency or application of knowledge and understanding in the assessment objectives for the unit.

## Appendix D Equivalencies

Equivalency figures (SCAAT points) are calculated by the Qualification and Curriculum Development Agency (QCDA) and are applied to all eligible approved qualifications for use in compiling SCAAT. They are designed to provide an indication of the degree of successful attainment for a qualification in relation to other qualifications within the existing national frameworks.

Ofqual currently has no role in setting or reviewing SCAAT points as Ofqual's duty to keep these under review as set out in the Apprenticeships, Schools, Children and Learning (ASCL) Act (2009) has not yet been commenced by government.

The table below shows the points awarded for each grade in the qualifications included in the study.

	DiDA	OCR Level 2 National Certificate	Applied GCSE (Double Award)	GCSE
Distinction	232	220		
Merit	208	196		
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