
Teacher Guide to Assessment

Unit 5: Problem Solving using ICT

INTRODUCTION

There are seven tasks identified in the [Assessment Evidence Grid](#) for this unit. The seven tasks must be set as a single scenario with all seven tasks being completed using the same organisation.

Task **a** requires the candidates to identify and explain the problem to be solved within the context of the given scenario. Candidates should detail the benefits to the organisation that the proposed solution will bring.

Task **b** builds on the identification of the problem produced in Task **a**. The candidates need to produce a solution to the problem. The solution should be appropriate to the problem and meet the needs of the organisation described in the scenario.

Task **c** involves the description of the information/data which would be used by the proposed system. Candidates should describe the different levels at which the information/data will be used within the organisation and which information/data will be used at each level. This task builds on the solution to the problem that was developed in Task **b**.

Task **d** is linked to Task **c** in that the candidates will draw on their findings and expand these to identify and explain the software that will be used at each level. The software identified will link with the different levels within the organisation and the data/information each level uses. Candidates should identify and explain an appropriate range of software that will be used.

Task **e** requires the candidates to identify and explain the Quality Assurance (QA) procedures that could be used when developing their proposed solution. The candidates should select the most appropriate QA procedures explaining their choices.

Task **f** is concerned with the identification and explanation of the system boundaries and the environment that will be affected by the proposed solution. This will include system diagrams to show the inputs and outputs of the system.

Task **g** focuses on an evaluation of the proposed solution including the aims, objectives and goals. Candidates should also reflect on their own experiences identifying how they could improve their own performance.