T Level Technical Qualification in Digital Support Services

Employer set project (ESP)

Core skills

Cyber Security

Mark scheme

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Contents

Marking guidelines

General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all students, who must receive the same treatment. You must mark the first student in exactly the same way as you mark the last:

- the mark scheme must be referred to throughout the marking period and applied consistently; do not change your approach to marking once you have been standardised
- reward students positively giving credit for what they have shown, rather than what they might have omitted
- utilise the whole mark range and always award full marks when the response merits them
- be prepared to award 0 marks if the student's response has no creditworthy material
- do not credit irrelevant material that does not answer the question, no matter how impressive the response might be
- if you are in any doubt about the application of the mark scheme, you must consult with your team leader or the chief examiner

Guidelines for using extended response marking grids

Extended response marking grids have been designed to award a student's response holistically for the relevant task or question and should follow a best-fit approach. The grids are broken down into bands, with each band having an associated descriptor indicating the performance at that band. You should determine the band before determining the mark.

When determining a band, you should look at the overall quality of the response and reward students positively, rather than focussing on small omissions. If the response covers aspects at different bands, you should use a best-fit approach at this stage and use the available marks within the band to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. Standardisation materials, marked by the chief examiner, will help you with determining a mark. You will be able to use exemplar student responses to compare to live responses, to decide if it is the same, better or worse.

To support your judgement, the indicative content is structured in such a way that mirrors the order of the different points within the band descriptors. This will allow you to use the 2 in conjunction with each other by providing examples of the types of things to look for in the response, for each descriptor. In other words, the indicative content provides you with a starting point of possible examples and the bands express the range of options available to you in terms of the quality of the response. You should apply the standards that have been set at relevant standardisation events in a consistent manner.

You are reminded that the indicative content provided under the marking grid is there as a guide, and therefore you must credit any other suitable responses a student may produce. It is not a requirement either that students must cover all of the indicative content to be awarded full marks.

For some tasks, there is more than one piece of assessment evidence required. Whilst they are interconnected, markers should assess each piece of assessment evidence in its own right using the appropriate mark scheme to inform the marks awarded.

Task 1

This task requires students to submit 2 pieces of assessment evidence. Whilst they are linked in terms of the task scenario, they should be marked independently of each other using the marking grids and indicative content detailed below.

Fault-finding investigation report

Band	Mark	Descriptor
3	5–6	The student provides a response to the task that: • has applied the correct solution to the fault and contains all/almost all of the technical elements required (in relation to the scenario of the brief)
2	3–4	The student provides a response to the task that: • has applied the correct solution to the fault and contains at least some of the technical elements required (in relation to the scenario of the brief)
1	1–2	The student provides a response to the task that: • has attempted a solution to the fault, though this may be incomplete and not fully resolve the issue, and contains minimal technical elements required (in relation to the scenario of the brief)
	0	No creditworthy material.

Indicative content

The inability of some users to connect to the FTP server to download files is due to the security rules and settings that have been configured in the firewall by the infrastructure technician to secure the company system.

The essence of the new firewall was to increase the security defence of the remote network system implemented by the company to accommodate the rapid expansion and growth of the staff and the need for remote working.

Based on the firewall policy, anyone accessing the network remotely will be unable to download files as the firewall will prevent FTP or FTPS access.

User A (finance officer) only works from home so could be having difficulty in accessing the company's resources remotely due to:

- a possibility that they are trying to access sensitive data using an IP address that has been blocked by the firewall
- the source of the IP address of user A could be denied by the firewall according to set rules
- FTP is not enabled on the firewall

On the contrary, user B (head of finance), who sometimes works from the office as well as from home, may encounter the same situation for the same reasons when working remotely. Alternatively, they face no problem

when working from the office because they would be using an IP address that is secured and will not have to access the firewall when accessing internal files.

User C, however, is encountering problems connecting to the network occasionally through remote access. As the user only seems to encounter this later in the morning, it could be considered that there are many users on the network by this time and currently the DHCP has been set for 30 users. As the workforce has now increased to 50 potential users, there may not be an IP address for the DHCP to issue.

This is why users are reporting that they cannot download remote files and resources or connect to the network.

Students should suggest that the firewall rules and policy must be reviewed, increasing the scope of IP addresses that are permitted. A higher-level answer may include the long-term plans of Willow Technology to provide VPN and SSH to secure its remote networks and recommend further review of the firewall policy and rules to consider several users as the number of staff grows towards the suggested 200 in the brief.

Students could also suggest that the server and firewall rules be changed to increase the permission given to some users based on their roles in the company.

The report should document all steps in resolving these issues and ensure users can resolve the issue at their device, for example:

- DHCP scope:
  - open the DHCP scope
  - increase the number of available addresses from 25 to at least 50
  - plan for increase to 200 to allow for future expansion
- firewall rules:
  - to allow FTP for a basic unsecure connection
  - to allow FTPS and disable FTP for more secure connections
  - to allow SSH to enable the FTPS protocol to run smoothly
- client PCs:
  - update anti-malware
  - regular OS updates
  - applications updated on a regular basis
- VPN:
  - needs to be installed in server room
  - potential for a user to access or accidentally turn off

Test plan document

Band	Mark	Descriptor
4	13–16	The student provides a response to the task that: • has an excellent design with a highly logical structure that includes a wide range of elements and/or appropriate steps to test the suggested changes have resolved the fault • demonstrates an excellent understanding of faults (in relation to the scenario of the brief), supported by an excellent range of highly relevant tests • demonstrates an excellent understanding of testing (in relation to the scenario of the brief), supported by a comprehensive and highly detailed explanation of expected outcomes
3	9–12	The student provides a response to the task that: • has a good design with a mostly logical structure that includes most elements and/or appropriate steps to test the suggested changes have resolved the fault • demonstrates a good understanding of faults (in relation to the scenario of the brief), supported by a good range of mostly relevant tests • demonstrates a good understanding of testing (in relation to the scenario of the brief), supported by a clear and mostly detailed explanation of expected outcomes
2	5–8	The student provides a response to the task that: • has a reasonable design with some logical structure, though this may be underdeveloped, that includes most elements and/or appropriate steps to test the suggested changes have resolved the fault • demonstrates a reasonable understanding of faults (in relation to the scenario of the brief), supported by a reasonable range of some relevant tests (though may include some inappropriate tests) • demonstrates a reasonable understanding of testing (in relation to the scenario of the brief), supported by an explanation of expected outcomes that has some detail, though this may be underdeveloped
1	1–4	The student provides a response to the task that: • has a limited design with minimal structure that includes minimal elements and/or appropriate steps to test the suggested changes have resolved the fault • demonstrates a limited understanding of faults (in relation to the scenario of the brief), supported by a limited range of mostly irrelevant tests • demonstrates a limited understanding of testing (in relation to the scenario of the brief), supported by a minimal explanation of expected outcomes with limited detail

Band	Mark	Descriptor
	0	No creditworthy material.

Indicative content

Students may make different decisions when designing their test plan. Credit should be given for the clarity and appropriateness of the outlined steps in relation to the brief.

The test plan design features may include:

- consistent formatting
- structure that is clear and easy to understand (for example, fonts are easily readable)
- simple list
- the use of tables to lay out their tests/expected results/actual results, which may include fields such as:
  - user details
  - test dates
  - computer specification and software
  - proposed tests
  - expected outcomes of tests
  - ability to record changes based on test outcomes
  - record of diagnosis
  - user acceptance of work completed

Students may propose a range of different steps to test the suggested changes have resolved the fault. When considering placement within the bands, consideration should be given to the appropriateness of the selected tests in context of the actual fault. The types of tests proposed by students may include:

- firewall configuration based on roles and departments
- enabling SSH on firewall rules
- enabling anti-malware updates to allow detection of latest vulnerabilities
- installing OS updates with latest security patches
- installing application updates to remove known vulnerabilities
- running ipconfig command to confirm network address settings
- an attempt to open files located on network servers
- a ping test to external resource via IP address
- an attempt to connect to external resource via IP address

The expected outcomes of tests will vary depending on the types of tests proposed by students, but these may include:

- firewall configuration settings as expected

- anti-malware not detecting any further updates available
- OS not identifying any updates available
- application not identifying any updates available
- ability to open remote files/folders
- ping test by domain name fails
- ping test by IP address succeeds
- IP config displays relevant network IP address
- ability to access external resources when using a relevant IP address

Note: This list is not exhaustive; please credit any other valid tests the student may recommend

Task 2

This task requires students to submit 2 pieces of assessment evidence. Whilst they are linked in terms of the task scenario, they should be marked independently of each other using the marking grids and indicative content detailed below.

Note: Tasks 2, 3 and 4 assess English skills holistically. The AO4 English skills mark scheme is detailed after task 4, though it may be useful to refer to the mark scheme whilst assessing the tasks to support an appropriate, holistic judgement

Interview

Band	Mark	Descriptor
3	5–6	The student provides a response to the task that: • demonstrates an excellent application of communication techniques when working with stakeholders to address specific requirements (in relation to the scenario of the brief) • demonstrates an excellent understanding of root cause analysis by constructing interview questions that are highly logical and highly relevant and facilitate a comprehensive gathering of information on the issues (in relation to the scenario of the brief)
2	3–4	The student provides a response to the task that: • demonstrates a reasonable application of communication techniques when working with stakeholders to address specific requirements (in relation to the scenario of the brief) • demonstrates a reasonable understanding of root cause analysis by constructing interview questions that have some logic and some relevance and facilitate some gathering of information on the issues (in relation to the scenario of the brief), though these may be underdeveloped
1	1–2	The student provides a response to the task that: • demonstrates a limited application of communication techniques when working with stakeholders to address specific requirements (in relation to the scenario of the brief) • demonstrates a limited understanding of root cause analysis by constructing interview questions that have minimal logic and minimal relevance and facilitate minimal gathering of information on the issues (in relation to the scenario of the brief)
	0	No creditworthy material.

Indicative content

The recorded interview captures the student questioning the network manager.

The student's communication techniques, as well as their ability to respond to information they receive during the interview, should be considered.

The communication techniques demonstrated by the response may include:

- active listening
- use of open questioning
- negotiation
- use of clear and concise language (for example, terminology based on audience)

The questions asked by students will demonstrate their ability to analyse the key issues, in relation to the brief. Credit should be given for the quality of the questions asked in terms of how it helps to identify the root cause.

Questions may include:

- can you describe briefly the current firewall and network security measures in place?
- are the network security details known and made available to all staff?
- when was the last time the company organised security training for the staff? Does this occur on a regular basis?
- what training is available for new staff?
- can staff working remotely use their own devices?
- what are the procedures in place for when a risk is identified?
- what security regulations are there for sending and accessing emails?
- are the staff knowledgeable in identifying phishing emails, attacks and preventive measures?
- what software is the company currently using to detect phishing attacks and prevent data losses?
- are there any data backup procedures in place? If so, what are they?

Questions related to identifying requirements may include:

- what changes or improvements would you like to see to improve the security of the network?
- what measures are in place to ensure that existing staff regularly update their security awareness training? How is this monitored and tracked?
- how would you assess the staff's knowledge in social engineering, especially phishing?

Note: The above is not an exhaustive list; credit should be given to other questions which elicit an appropriate response

Emails

Band	Mark	Descriptor
3	5–6	The student provides a response to the task that: • demonstrates an excellent understanding of how to communicate to different audiences in a digital support services context – this is supported by sustained application of relevant technical terminology (for the technical audience), and is contextualised (for the non-technical audience) in a comprehensive and highly detailed way • demonstrates an excellent application of analytical thinking and problem solving that identifies a wide range of issues, in relation to the scenario of the brief, in a comprehensive and highly detailed way
2	3–4	The student provides a response to the task that: • demonstrates a reasonable understanding of how to communicate to different audiences in a digital support services context – this is supported by some application of relevant technical terminology (for the technical audience), and is contextualised (for the non-technical audience) with some detail • demonstrates a reasonable application of analytical thinking and problem solving that identifies some of the issues, in relation to the scenario of the brief, with some detail, though this may be underdeveloped
1	1–2	The student provides a response to the task that: • demonstrates a limited understanding of how to communicate to different audiences in a digital support services context – this is supported by minimal or no application of relevant technical terminology (for the technical audience), and is contextualised (for the non-technical audience) in a superficial way • demonstrates a limited application of analytical thinking and problem solving that identifies a minimal range of issues, in relation to the scenario of the brief, which has minimal detail
	0	No creditworthy material.

Indicative content

The 2 emails communicate to different types of audiences within a digital support services context. Credit should be given for how the student uses technical terminology according to the intended audience. Different types of communication methods may include:

- informal or formal writing styles
- appropriate language used for the relevant audience:
  - technical email:

        - more direct, uses technical terminology and acronyms appropriately (for example, the anti-malware could be updated to ensure it detects current vulnerabilities – additionally, the firewall could be configured to provide more security by blocking access to untrusted websites and users' accounts could be set up to allow permissions based on job role or requirements)
    - non-technical email:
        - more straightforward, descriptive of concepts and avoids technical jargon (for example, currently there are few things in place that would detect risks and updating the software and training the staff will make things more secure)

Credit should be given to the appropriateness and number of the issues discussed. Potential issues, identified through the application of analytical thinking and problem solving, may include:

- currently there is little consideration for the focused training needs of the management and general staff of the company
- software (anti-malware, OS updates and applications) is not updated as regularly as it should be
- staff require regular training in social engineering strategies such as phishing attacks
- staff could be using personal computers to access company data, which creates a security risk
- staff using personal equipment creates a potential GDPR risk
- configuration of the firewall needs to be updated to improve network security
- user accounts should be configured around roles/responsibilities

Note: This is not an exhaustive list; other concerns may be identified. Credit should be given for plausible network issues that are well explained and supported

Task 3

Alongside the main assessment evidence (a project proposal which includes a network topology diagram), task 3 also assesses mathematics skills. The AO4 mathematics skills mark scheme is detailed after task 3.

Note: Tasks 2, 3 and 4 also assess English skills holistically. The AO4 English skills mark scheme is detailed after task 4, though it may be useful to refer to the mark scheme whilst assessing the tasks to support an appropriate, holistic judgement

Band	Mark	Descriptor
5	20–24	The student provides a response to the task that: • demonstrates an excellent understanding of network connectivity issues (in relation to the scenario of the brief) that is comprehensive and highly detailed • demonstrates an excellent understanding of how to resolve network connectivity issues and address business needs (in relation to the scenario of the brief) that is comprehensive and highly detailed • makes judgements on the equipment, software or cloud services required and associated costs to meet business needs that are comprehensive and highly relevant • demonstrates an excellent understanding of associated cyber security issues and how they could be mitigated (in relation to the scenario of the brief) that is comprehensive and highly detailed, supported by a network topology diagram that is comprehensive and highly detailed
4	15–19	The student provides a response to the task that: • demonstrates a good understanding of network connectivity issues (in relation to the scenario of the brief) that is clear and mostly detailed • demonstrates a good understanding of how to resolve network connectivity issues and address business needs (in relation to the scenario of the brief) that is clear and mostly detailed • makes judgements on the equipment, software or cloud services required and associated costs to meet business needs that are clear and mostly relevant • demonstrates a good understanding of associated cyber security issues and how they could be mitigated (in relation to the scenario of the brief) that is clear and mostly detailed, supported by a network topology diagram that is clear and mostly detailed

Band	Mark	Descriptor
3	10–14	The student provides a response to the task that: • demonstrates a reasonable understanding of network connectivity issues (in relation to the scenario of the brief) that has some detail, though this may be underdeveloped • demonstrates a reasonable understanding of how to resolve network connectivity issues and address business needs (in relation to the scenario of the brief) that has some detail, though this may be underdeveloped • makes judgements on the equipment, software or cloud services required and associated costs to meet business needs that have some relevance • demonstrates a reasonable understanding of associated cyber security issues and how they could be mitigated (in relation to the scenario of the brief) that has some detail, though this may be underdeveloped, supported by a network topology diagram that has some detail
2	5–9	The student provides a response to the task that: • demonstrates a basic understanding of network connectivity issues (in relation to the scenario of the brief) that is sometimes unclear and lacks detail • demonstrates a basic understanding of how to resolve network connectivity issues and address business needs (in relation to the scenario of the brief) that is sometimes unclear and lacks detail • makes judgements on the equipment, software or cloud services required and associated costs to meet business needs that are sometimes unclear and irrelevant • demonstrates a basic understanding of associated cyber security issues and how they could be mitigated (in relation to the scenario of the brief) that is sometimes unclear and lacks detail, supported by a network topology diagram that is sometimes unclear and lacks detail
1	1–4	The student provides a response to the task that: • demonstrates a limited understanding of network connectivity issues (in relation to the scenario of the brief) that is mostly unclear, with minimal detail • demonstrates a limited understanding of how to resolve network connectivity issues and address business needs (in relation to the scenario of the brief) that is mostly unclear, with minimal detail • makes judgements on the equipment, software or cloud services required and associated costs to meet business needs that are mostly unclear and irrelevant • demonstrates a limited understanding of associated cyber security issues and how they could be mitigated (in relation to the scenario of the brief) that is mostly unclear with minimal detail, supported by a network topology diagram that is mostly unclear with minimal detail

Band	Mark	Descriptor
	0	No creditworthy material.

Indicative content

An updated network topology diagram has been submitted that shows the proposed network security framework update to resolve the connectivity issues. The ideas presented on the diagram may also be discussed in the proposal.

This may include:

- annotated network topology
- hardware and servers on the network, including server types and firewall configuration and ruleset
- outline description of cloud services to provide resources to staff and its security implications
- how you will provide data protection and secured network connectivity for access to resources by all users
- the use of VPN and other security software needed in the implementation

Note: The above is not an exhaustive list; credit should be given to other suggestions as appropriate to the scenario of the brief

The project proposal

The connectivity issues present within the scenario may be caused by several factors; credit should be given for the range and depth of detail provided.

The potential issues discussed may include:

- overly strict firewall rules and permissions
- DHCP scope too low for number of users
- inconsistent access to resources for staff to be able to work efficiently
- software and OS updates not installed in a timely manner
- security issues related to the potential use of personal devices

Students may provide a range of different options to resolve the scenario. When considering placement within the bands, consideration should be given to the appropriateness and number of the issues discussed. Potential issues may include:

- improvement to the VPN server at the Willow Technology office
- implementation of cloud solutions
- cloud storage for file access
- cloud storage solutions, such as OneDrive or Google Drive, for personal data storage
- Microsoft Teams or Skype, for example, for collaborative communications

Students may make different decisions when proposing different equipment, software or cloud-based services. Credit should be given for the strength of their decisions and justifications.

Possible judgements may include:

- migrating to a cloud-based solution such as Microsoft 365 to leverage cloud storage, authentication and resources to replace a traditional VPN-based network

Costing decisions will vary as students may offer different proposals to resolve the issues. However, costings should be included (please also assess mathematics skills and refer to the AO4 mark scheme, detailed below, to inform judgement) and may include:

- subscription costs to cloud-based solutions
- capital costs for equipment such as server upgrades or appliances such as a VPN concatenator/additional firewalling or routers to segment network
- licensing costs for additional server licensing or software required to implement solutions

Students may provide different cyber security considerations based on their decisions. Possible cyber security and mitigations may include:

- cyber security – personal computers used for company work and data:
  - mitigation – introduction of a virtual desktop VDI infrastructure
- cyber security – basic VPN server inside corporate network:
  - mitigation – migration from VPN connectivity to a cloud managed solution
- cyber security – software outdated:
  - mitigation – introduce procedure for regularly updating and patching software and hardware

Note: The above is not an exhaustive list; credit should be given to other suggestions as appropriate to the scenario of the brief

Task 3: mathematics skills (AO4)

Band	Mark	Descriptor
2	2	Mathematics skills presented in the task: • demonstrate a good understanding of numeracy skills which show accurate calculations and appropriate units
1	1	Mathematics skills presented in the task: • demonstrate a basic understanding of numeracy skills with calculations that may sometimes be inaccurate with some inappropriate units
0	0	No creditworthy material.

Indicative content

The project proposal includes costings for the proposed equipment, software or cloud services required for the project.

Task 4

This task requires students to submit 2 pieces of assessment evidence. Whilst they are linked in terms of the task scenario, they should be marked independently of each other using the marking grids and indicative content detailed below.

Note: Tasks 2, 3 and 4 assess English skills holistically. The AO4 English skills mark scheme is detailed after task 4, though it may be useful to refer to the mark scheme whilst assessing the tasks to support an appropriate, holistic judgement

Sample satisfaction survey

Band	Mark	Descriptor
3	5–6	The student provides a response to the task that: • demonstrates an excellent understanding of testing methods, in relation to the scenario of the brief, which could measure the effectiveness of the solution in a comprehensive and highly detailed way
2	3–4	The student provides a response to the task that: • demonstrates a reasonable understanding of testing methods, in relation to the scenario of the brief, which could measure the effectiveness of the solution and has some detail, though this may be underdeveloped
1	1–2	The student provides a response to the task that: • demonstrates a limited understanding of testing methods, in relation to the scenario of the brief, which could measure the effectiveness of the solution in a minimal and superficial way
	0	No creditworthy material.

Indicative content

The required testing method for this task focuses on audience testing in the form of a sample satisfaction survey.

Credit should be given for the ability of the questions to determine whether the functionality fulfils the desired outcomes, as well as user satisfaction with the network security policy.

Students may include a range of questions with different areas of focus, such as:

- questions to measure user satisfaction:
  - how satisfied are you with the new network security setup and policies?
  - how would you rate the ease of use when accessing resources?
- questions to measure the security performance of the system:
  - how would you rate the level of confidence in using the network to access sensitive data?
  - are you able to connect to all resources you require anytime and anywhere?

  - what are the limitations, permissions and restrictions you have as a remote user?
- questions to understand the user:
  - what is your primary location for connecting to the company network?
  - what is your job role?
  - how would you rate your technical ability and security knowledge?

Note: The above is not an exhaustive list; credit should be given to other suggestions as appropriate to the scenario of the brief

Project summary

Band	Mark	Descriptor
3	5–6	The student provides a response to the task that: • demonstrates an excellent understanding of the key issues, possible solutions and security concerns (in relation to the scenario of the brief), supported by sustained application of relevant technical terminology appropriate for a technical audience • evaluates their own performance throughout the project in an excellent and highly detailed manner, supported by excellent explanations of actions taken and proposed solutions (in relation to the scenario of the brief)
2	3–4	The student provides a response to the task that: • demonstrates a reasonable understanding of the key issues, possible solutions and security concerns (in relation to the scenario of the brief), supported by some application of relevant technical terminology appropriate for a technical audience • evaluates their own performance throughout the project in a reasonable manner with some detail, though this may be underdeveloped, supported by reasonable explanations of actions taken and proposed solutions (in relation to the scenario of the brief)
1	1–2	The student provides a response to the task that: • demonstrates a limited understanding of the key issues, possible solutions and security concerns (in relation to the scenario of the brief), supported by minimal or no application of relevant technical terminology appropriate for a technical audience • evaluates their own performance throughout the project in a limited and superficial manner, supported by limited explanations of actions taken and proposed solutions (in relation to the scenario of the brief)
	0	No creditworthy material.

Indicative content

The project summary consolidates the key aspects of the project and utilises a relevant reflective cycle to provide structure to the summary.

The summary may include:

- the key problem presented in the scenario
- a proposed solution – this could include proposals such as:
  - the selection of a more secure VPN protocol
  - a separate VPN server or hardware implemented
  - multiple physical servers or server virtualisation implementation
  - a failover server (either physical or cloud-based)

- mitigations used throughout the project
- relevant security issues, such as:
  - use of out-of-date or unsecure protocols
  - lack of failover to ensure availability of resources (server as single point of failure)
  - externally facing server roles located inside the local network

Students may evaluate their own performance in a range of ways, which may include:

- discussion of strengths and weaknesses, as relevant to their own choices
- application of relevant reflective model, such as Gibbs' reflective cycle – description, feelings, evaluation, conclusion, action

Note: The above is not an exhaustive list; credit should be given to other appropriate evaluative approaches

Tasks 2, 3 and 4: English skills (AO4)

Band	Mark	Descriptor
4	4	English skills presented in the task: • demonstrate an excellent understanding of spelling, punctuation and grammar, which is fully accurate • demonstrate an excellent ability to convey meaning in a fully clear and coherent manner
3	3	English skills presented in the task: • demonstrate a good understanding of spelling, punctuation and grammar, which is mostly accurate • demonstrate a good ability to convey meaning in a mostly clear manner
2	2	English skills presented in the task: • demonstrate a reasonable understanding of spelling, punctuation and grammar, which has some accuracy, though errors may be present • demonstrate a reasonable ability to convey meaning, though at times this may not be fully clear
1	1	English skills presented in the task: • demonstrate a limited understanding of spelling, punctuation and grammar, which is mostly inaccurate • demonstrate a limited ability to convey meaning in a mostly unclear manner
0	0	No creditworthy material.

Indicative content

The student has submitted emails, a project proposal, a survey and a project summary. A holistic judgement should be made in terms of the quality of English skills throughout tasks 2, 3 and 4.

English skills may include:

- identifying relevant information from the brief and organising writing into an appropriate format (for example, paragraphs, bullet points)
- conveying meaning and information clearly and effectively, supported by language which is appropriate for the audience (for example, facilities manager – formal language)
- constructing complex sentences consistently and accurately
- using correct spelling, grammar and punctuation

Document information

The T Level Technical Qualification is a qualification approved and managed by the Institute for Apprenticeships and Technical Education. NCFE is currently authorised by the Institute to develop and deliver the T Level Technical Qualification in Digital Support Services.

Owner: Head of Assessment Design

Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Post approval, updated for publication		01 June 2023
v1.1	Sample added as a watermark	November 2023	16 November 2023