T Level Technical Qualification in Digital Support Services

Occupational specialism assessment (OSA)

Digital Support

Assignment 2

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.

The marks awarded for each response should be clearly and legibly recorded.

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.

Depending on the amount of evidence that the task produces, the grids will either be a single, holistic grid that covers the range of relevant performance outcomes (POs), and will require you to make a judgement across all the evidence, or they will consist of multiple grids, that will be targeted at specific POs, and will require you to make a judgement across all the evidence in relation to that particular grid in each case, therefore making multiple judgements for a single task to arrive at a final set of marks. Where there are multiple grids for a particular task, it is important that you consider all the evidence against each of the grids, as although the grids will focus on particular POs, awardable evidence for each grid may come from across the range of evidence the student has produced for the task.

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 levels, you should use a best-fit approach at this stage and use the available marks within the level 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.

Performance outcomes

This assessment requires students to:

PO1: Apply procedures and controls to maintain the digital security of an organisation and its data

PO2: Install, configure and support software applications and operating systems

PO3: Discover, evaluate and apply reliable sources of knowledge

Task 1

(18 marks)

Criteria/step in the process	Marks available	Marking guidance
Task 1(a)		Award marks as per the following descriptors:
Logged all requests, prioritised in order of importance along with timings. Justified the reasons for prioritising jobs.	3	1 mark - all 3 jobs are logged with details of request and prioritised in order. Some timings have been allocated per job. 2 marks - all 3 jobs are logged with details of request and prioritised in order. Suitable timings have been allocated per job, along with some justification of reasons for prioritising jobs. 3 marks - all 3 jobs are logged and prioritised in order. Suitable timings have been allocated per job, along with full justification of reasons for prioritising each job.
Task 1(b)		Award marks as per the following descriptors:
Fault 1		
Install business email application and configure.	2	Award 1 mark if completed and evidence is provided for separate business email account. Award 2 marks for proof of successful send and receipt of emails.
Install and configure intranet access.	2	Award 1 mark if completed and evidence is provided for application installation. Award 2 marks for proof it is working as expected.

Criteria/step in the process	Marks available	Marking guidance
Evidence of implementing suitable security measures on the mobile device when accessing the business email and intranet applications.	1	Award 1 mark if email and intranet applications prompt for security measures (for example, password or biometric identifier, rather than automatic log-in).
Fault 2		
Ensure automatic updates are turned on.	1	Award mark if completed and evidence is provided.
Check the system for any Operating System (OS) and application updates and install if necessary.	1	Award mark if completed and evidence is provided.
Check for any driver updates and install as necessary.	1	Award mark if completed and evidence is provided.
Check windows event log for any errors and address as required.	1	Award mark if completed and evidence is provided.
Run tests on the machine and advise any suitable upgrades.	1	Award mark if completed and evidence is provided.
Fault 3		
Remove manufacturer default software (such as Dell Management Suite)	1	Award mark if completed and evidence is provided (via screenshots).
Install the relevant software (Office, anti-virus)	1	Award mark if completed and evidence is provided (via screenshots).
Restore files from the network drive	1	Evidence/explanation of restoring files from the network backup drive or of the removal of virus (via screenshots / photographs / commentaries)
Configure the VPN	1	Accurate description of how to use encryption software (for example Bitlocker).
Map network drives	1	Award mark if any of these are installed and evidenced: email client, conferencing software, VoIP, instant messaging software, online workspace, document sharing.
Total marks	18	

Task 2

(12 marks)

Band	Mark	Descriptor
4	10−12	An excellent instructional document which contains all of the information required for the end user and provides fully detailed explanations. An excellent screen share video which provides consistently clear and detailed explanations. The technical language used is excellent and fully appropriate for the target audience. Excellent use of English throughout. There may be minor errors in spelling, punctuation and grammar but these do not affect the intended meaning.
3	7−9	A good instructional document which contains most of the information required for the end user but is missing some minor points or details. A good screen share video which covers most of the required elements and provides mostly clear and detailed explanations. The technical language used is good and mostly appropriate for the target audience. Good use of English with minor errors in spelling, punctuation and grammar that may occasionally affect the intended meaning.
2	4−6	A satisfactory instructional document which contains a reasonable amount of information and would be of some help to the end user. The document is missing some key points and details. A satisfactory screen share video which covers some of the required elements. The explanations are sometimes unclear or lacking in detail. The technical language used is satisfactory and sometimes appropriate for the target audience. Satisfactory use of English with some errors in spelling, punctuation and grammar which affect the intended meaning.
1	1−3	A basic instructional document which would be of limited help to the end user as it is missing many key points and provides only a limited level of detail. A basic screen share video which provides limited guidance. The explanations for the end user are often lacking in clarity and detail. The technical language used throughout is limited and often not appropriate for the target audience. Basic use of English with many errors in spelling, punctuation and grammar which often make the intended meaning unclear.
	0	No creditworthy material.

Indicative content

Students' evidence for the instructional document may include, but is not limited to:

- reasons for company's implementation of the security controls:
    - financial risk to the company
    - lack of confidence from clients/future clients
    - protection of personal data
- the steps to be taken should be logical and may include, but are not limited to:
    - checking the sender's email
    - contacting the sender by another means to confirm authenticity
    - checking the type of file included on the email
    - checking the times that the email was sent

Students' evidence for demonstration via screen share video may include, but is not limited to:

- step by step instructions on how to connect to the VPN service
- how to open the anti-virus
- how to perform an update on the anti-virus solution
- how to perform a full scan using the anti-virus solution
- how to configure the anti-virus to scan on a regular basis

Student's evidence should avoid use of jargon and acronyms wherever possible. Technical language should be used only when necessary and explanations should be given in plain, everyday language as the target audience is non-technical staff.

Use of standard English is clear, concise and easily understood.

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

Performance outcome grid

Task	PO1	PO2	PO3	Total
1(a)	3	0	0	3
1(b)	2	12	1	15
2	1	9	2	12
Total marks	6	21	3	30
% weighting	20%	70%	10%	100%

Document information

Owner: Head of Assessment Design