BTEC

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Level 3 Nationals
Information Technology

Unit 1 Information Technology Systems

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What is a grade boundary?
A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, at Distinction, Merit and Pass.

Setting grade boundaries
When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark is for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments
Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each assessment, because then it would not take accessibility into account.

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Unit 1 Information Technology Systems

Grade	Unclassified	Level 3		
		P	M	D
Boundary Mark	**0**	**23**	**36**	**49**

Introduction

This was the third series of the new specification for Information Technology, and as such, the third time that assessment has been via an externally set examination rather than via centre based internal assessment.

The question paper followed the same format as the January 2018 paper and the sample assessment materials published on the Pearson website. Four scenarios were used for assessment; each scenario broken down into a number of questions which assessed a range of specification topics. Learners were expected to demonstrate knowledge and understanding of the specification topics and apply this knowledge to the given scenarios.

The intention is to offer as broad a coverage as possible for all areas of the unit content. Questions have varying weightings attached to them, with 3 to 6 marks for the lower demand questions and 6 to 12 marks for questions where an extended response was required, such as discussion, analysis or evaluation.

Extended response questions were marked using a 'levels based' approach to assessment. The overall quality of the response was considered rather than the specific number of points gained. There was also a focus on the use of suitable technical and vocational language and terminology within each response. In line with the January 2018 paper, there were only five extended questions on the paper.

In this series, there were two diagram questions, one marked using a level based approach and the other using a points' based approach.

The remainder of the questions on the paper were assessed using a 'points based' approach, where learners gained marks by identifying, for example, a benefit or drawback related to the scenario and then gaining additional marks for giving appropriate expansion(s).

Introduction to the Overall Performance of the Unit

In general learners are coping slightly better with this type of external assessment, although trends identified in January 2018 are still in evidence.

Learners often failed to read the questions carefully and provided responses which did not answer the question set and were therefore not mark worthy.

Others failed to gain all the marks available on short response questions by not looking carefully at the number of marks available for a question. The marks shown in brackets on the paper indicate the number of points required in the response.

As in January 2018 only a minority coped well with the long answer questions, where clear and detailed answers covering all sides of an argument or scenario were

required and in many instances learners showed lack of knowledge of the overall specification content with many blank responses.

Individual Questions

Question 1

The scenario for this question was based around a designer for an engineering company who travels to visit clients. He works on a laptop whilst travelling on which he stores personal and financial information.

Q1a

Learners were asked to explain two problems that the designer, Hardeep, may have while using a mobile data connection when travelling by train.

The question was marked using a points-based system, learners gaining one mark each for identifying the problems and an additional mark for each expansion. In general learners performed well with most able two marks.

Many learners were able to identify two problems but were unable to expand upon these. Very few mentioned lack of access to communication e.g. email and, although, a few learners have mentioned loss of files, this was aimed more at losing work that had not been saved when signal was lost, rather than losing files during transfer.

This candidate failed to gain any marks. The first response was not mark worthy, to gain the mark the learner needed to identify that the connection would be unstable because the train travels through areas with variable signals. The second response was not mark worthy, as it is does not refer to using his data allowance, merely stating that mobile data is expensive.
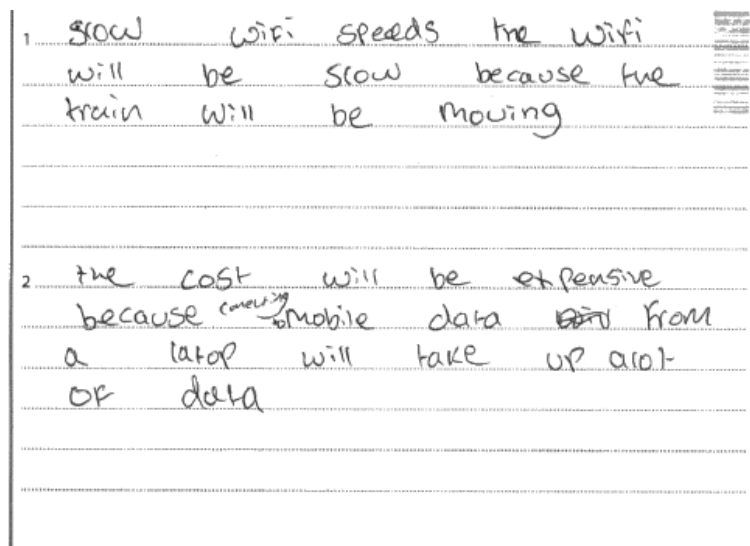
The following work was awarded three marks. In the first response, the learner has identified locations with no signal for his mobile data connection, however, there is no expansion that is mark worthy. The second response was accepted in the mark

scheme for identifying that he may use his data allowance and the expansion that additional data will be expensive.

1 The connection can be lost and/or vary in strength due to the interference that can be caused by things such as tunnels, as this prevents signals from being able to reach Hardeep. Some places also don't have very good mobile data coverage, meaning he can't use mobile data in some locations.

2 It will be costly, as mobile data isn't as cheap as WiFi. If he is on a contract he may have a limited data allowance, but once that is used up he will have to pay for. Therefore he should ensure he doesn't use all of his data, or is prepared to pay for more if necessary

Q1bi

Learners were required to explain two methods used to ensure that files accessed via the VPN are kept secure during transmission.

As above the question was marked using a points-based system, learners gaining one mark each for identifying the problems and an additional mark for each expansion. In general, responses were disappointing with the majority gaining only one mark.

Most correct responses were linked to encryption, but not many expanded the answer to explain about the key decrypting the data. Many other learners made reference to passwords or usernames, but often didn't mention both or make any reference to authorised/unauthorised users and subsequently failed to gain the marks.

This response gained a mark for encryption but, as with many, failed to gain an expansion mark.
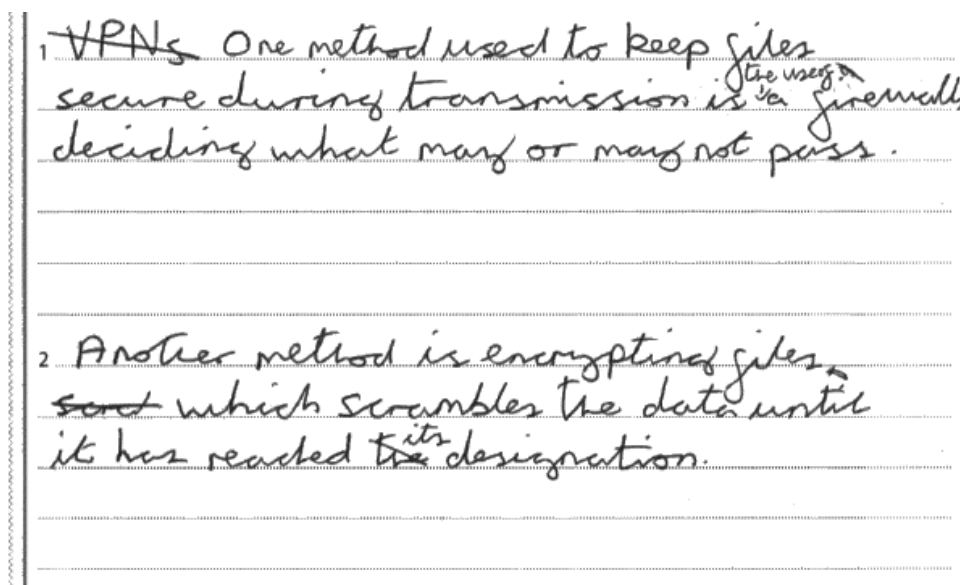
This response gained all four marks, two clear identification marks and expansion marks.

The first response gained marks for encryption and reference to the key. The second gained marks for user name and password and reference to unauthorised users.

1. Encryption methods use a private key that only the host and user know to encrypt transmitted data, this ensures a secure connection especially as wireless ~~Connections~~ can be intercepted, but is useless without the key to unscramble the data.

2. Username and password methods are used to verify that the user accessing the files through the VPN are an authorised user and are who they say they are. This helps prevent criminals accessing restricted information, here, Access levels and user rights may be used.
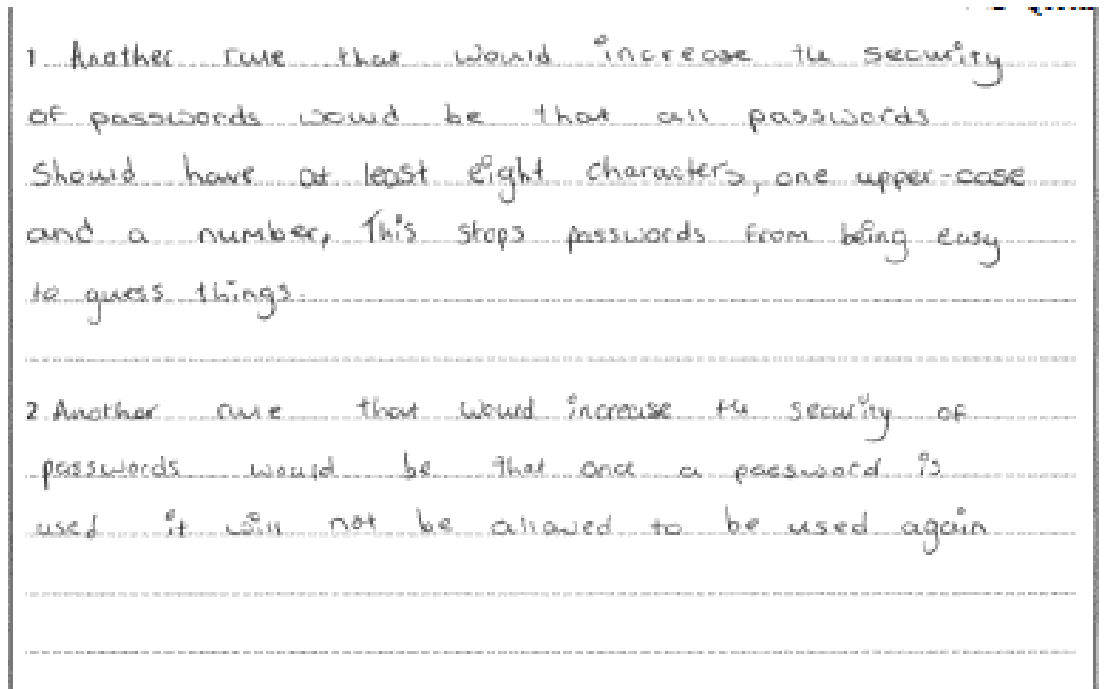
Q1bii

Many learners scored well on this question with many gaining two or more marks. However, many used two examples from the third marking point on the Mark Scheme, i.e. a minimum length of eight characters / use a mix of e.g. letters/numbers/symbols, etc., and could only be awarded one of the marks. In addition, others lost marks for only citing two examples for 'mix', i.e. letters and numbers, where the Mark Scheme required at least 3 of the examples given.

The following gained no marks for the first response, but gained both for the second. More than three types of data are stated for the identification mark and the final part of the response is enough to imply 'hard to guess' for the expansion mark.

1 They must not share the password with anyone.
Be it someone close to them or a co-worker.
This is because they may missuse that information
and steel / manipulat thier data.

2 The password should consit of mixed upper and
lower case letters an along with using numbers
and other charicters. Non of the charicters
should be writen more then once. All of this
garantees that the password will be close to
impossible to hack or that it would take a
computer hundreds of years to guess.

This response gained three marks. A minimum of eight characters is identified with the expansion that it will be hard to guess. The learner has also identified that the password should not be reused, however, there is no expansion given for this marking point.

1. Another rule that would increase the security of passwords woud be that all passwords Should have at least eight characters, one upper-case and a number, This stops passwords from being easy to guess things.

2. Another rule that would increase the security of passwords would be that once a password is used it will not be allowed to be used again

Q1c

This question asked learners to describe how the operating system manages peripheral devices. The question was very poorly answered and produced the weakest responses on the paper. Learners showing very little understanding of the topic. A points based Mark Scheme was used with four marks available for four separate points.

The few marks that were awarded were for citing device drivers. However, where they were mentioned, rarely did learners expand their answers for further marks.

The responses shown below are typical of those which gained one mark. Both mention device drivers, but show no understanding of how the drivers are used in operating system management of devices.

The operating system aquires the drivers for the peripheral devices and if they are made to support the specific operating system that the laptop is running then they can be used and the operating system will allow their input to be used when controlling the operating system. Alternatively, the system will allow output devices to be used.

[4] Q1c

The operating system installs the new device drives for the peripheral devices which means it will check if it can be compatible with his laptop or not. If not the operating system will deny it from installing.

The operating system also updates the device drivers for the peripheral devices so it always fixes any problems or anything to improve the peripheral device for the laptop.

Q1d

This was the first level based, extended question, on the paper and in general learners made a good attempt. Learners were asked to discuss factors, other than cost, which should be considered before upgrading a software package.

The learners who scored higher marks generally gave structured responses. It was pleasing that a significant number were able to achieve middle band marks, showing some understanding of the topic.

The following response was placed in the lower mark band. Several of the points made are irrelevant/incorrect in the context of the scenario e.g. the impact on clients. The discussion shows isolated elements of knowledge and understanding with major gaps.

When hardeeps company decides to update their software they must take into account that the updated software may not be compatible with the machine parts and could cause expensive error of enter the force that and this would harm the companies budget therefore the company would have to pay more money to fix the problem.

Hardeeps company should consider if the client(s) don't like the new software and this could cause complaints and the loss of clients which would hurt the companys income so therefore the company should talk to all the clients and ask for imptues to try and maken the software the customers tatton.

Hardeep's company should consider is the update really makes a difference than software if it doesent the client could think it was a wasteful update and the only thing that had a effects would be the companies profits as the update could be a waste of money so therefore the company should make the update have a big difference.

6
1366 1/6

Another thing the company should consider is it the software is not compatible with their clients which could cause a uproar by this is ours if the update is only targeted at a specific work and this means other client would not be happy with the software because this does not benefit them so this means the company would have angry customers.

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This response was assessed in the upper mark band. The learner has demonstrated mostly accurate and detailed knowledge and understanding. Most points are relevant to the scenario and the learner has given a well-developed and logical discussion, considering a range of different aspects.

Compatibility - is The Software Compatible with the Current System, If not Hardeep Company will have to buy new computer which will Cost even more money, And data transfer So owes a Chance of losing Data.

ease of use - Is The System Software easy to use or will Hardeep have to hire someone for training, If he Does then it will Cost money and time.

Time Scale - How long will it Take to implement The Software, If it takes a while Hardeep Company will be in downtime for a while. And Hardeep will be losing out on money.

Recognisability - is the Software recognisable or will Hardeep have to be Train his Staff, which will take time and money.

Security - is the Software Secure or not how will Hardeep Solve this.

the will have to buy Good Firewall, Anti Virus Software and for even more Security have a Password to access the Software.

They Should also consider if the Software is meeting there requirements and is performing better than the current Software

(Total for Question 1 = 24 marks) 14

Question 2

The scenario for this question was based around a training agency. The agency has a LAN with both wired and wireless connectivity.

Q2ai

Explain two accessibility features provided by an operating system that can assist users with visual impairment.

In general, learners made a good attempt at the question, with many candidates gaining three or four marks. As in earlier questions, some gave two examples from the same marking point, e.g. changing font size and using a magnifier, which reduced the marks awarded. Unfortunately, some learners did not read the question carefully and gave responses which did not relate to the Operating System.

The following candidate gained only one mark for identifying enlarged text. There is no expansion mark as 'see better' is not mark worthy, there must be some reference to improved clarity or being able to see in more detail. The second response is not mark worthy.

> 1. Bigger text on screen. This will enable them to see better the screen better.
>
> 2. Easier log in procedure — e.g a shorter username and password. This will enable them to access their desktop faster and easily.

The following candidate gained four marks for two relevant points identified and clear expansions for each. The learner has identified a magnifier and that this makes text clearer to read. Text to speak is also cited with the expansion mark given for text on screen being read aloud.

user

1. If the ~~visually~~ can partially see ~~the~~ the operating system ~~can~~ provides a magnifier which enhance the size to their preference. In addition the text can be increased in size and be made bold to make it closer to read what is on the screen.

2. If the user ~~it~~ is totally blind the system provides a text to speech function and vice versa. With the text to speech function all text on the screen can be read aloud ~~to~~ to make the user understand what is on the screen. As well as speech to text /speech recognition — the user can ~~use~~ speak and process special ~~comm~~ commands, they can ~~also~~ also write text using their voice.

Q2aii

Following on the theme from **Q2ai** learners were asked to identify two peripherals that could be used to aid visually impaired users.

Again, the question was generally well answered with many citing microphones, speakers, Braille embossers and Braille keyboards. Unfortunately, many learners cited large keyboards rather than large keys and lost potential marks.

This learner was only able to gain one mark, correctly citing a Braille keyboard, but not stating how it is used. The second response gives a function of the Operating System and not a peripheral device.

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1 Braille keyboard, most visually impaired can read Braille and having a Braille keyboard makes Life infinitely easier because they can learn and work independently. and

2 people who aren't completely blind but still struggle to see can use the zoom feature to make things bigger and easier to see as well as changing the Text and icon size

The following gained maximum marks, correctly citing a speaker and the expansion of hearing the text on the screen and a braille keyboard allowing the blind to input text etc.

1. A speaker can be used to read aloud what is on the screen which will make it easier for people to understand what is on the screen. They can hear the text which will give the aid to navigate.

2. A braille keyboard can be implemented for the blind to input commands, letters, numbers etc. This a good alternative way of inputting data quick and simple for the visual visually impaired.

Q2b

This question proved challenging for learners, with very few gaining marks outside the lower mark band. Learners were asked to discuss why file permissions are used and the impact this has on tutors and students.

Many learners confused access rights with file permissions and while some credit was given learners were restricted to the lower band marks. Others failed to refer to files in the shared area but to files that would be accessible to teachers and not accessible to students due to their log in credentials.

The following response is typical of the lower Mark band. The learner has stated that access to tutor files is denied by students i.e. shown one isolated element of understanding, whilst it is relevant to the scenario, it is not worthy of a higher Mark band.

file permissions are used by tutors to stop students accessing answers or stuff that is only there for the tutors. It helps tutors because it allows them to plan ahead and organise exams without the students knowing. If the students knew they could go onto the tutor's files and maybe cheat.

The following response was placed in the higher Mark band.
The learner has discussed access rights, but has also gone into some detail about editing permissions, i.e. modify, read-write, and deleting. There is also clear reference to the scenario.

File permissions will mean that not everyone has the same access to the documents and files. Students may only have read only access to the documents and that means they can't be edited. This also shows the documents are accurate as the tutor will be the only one who can edit it. The tutors may have Read/write access or complete access either way it means they'll be able to edit it, just not modify or delete unless complete access is granted. Not allowing students to edit it means that the resources can be used many times as they will remain in it's original state unless the tutor changes them.

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Q2c

In this question, learners were asked to discuss the factors that the agency need to consider before introducing an emerging technology.

Many learners were able to gain middle band marks for discussing user experience, compatibility, cost, training and implementation. However, others went down the route of describing particularly, types of emerging technology e.g. virtual reality and consequently gained few, if any, marks.

This response was placed at the top of the lower Mark band. The learner has made some reference to user needs; however, the discussion is very superficial showing only isolated elements of knowledge and understanding.

They will need to consider how expensive it is and based on the price wheather it is actually worth buying the emerging technology as if the emerging technology is expensive to get a hold of then is it going to help the students enough to actually perchase the new technology.

They need to consider if the emerging technology will improve the students learning enough to make it actually worth while getting.

They also need to make sure that the emerging technology is safe and if people would be able to use it without getting hurt or injuried.

They also need to make sure that it is secure if it sends out any type of signal as someone would be able to hack the signal.

The following response was placed in the higher Mark band. The learner has discussed ease of use, cost, implementation and security, all in some detail and referred to the scenario. The response is well structure and logical.

The factors that the agency needs to consider are:
Ease of use. The agency needs to make sure that the emerging technology will be easy to use by the students. This is is because if it isn't the students will struggle alot which could prevent them from learning.

Another factor is cost. If the agency have a bigger budget they will be able to buy the best tech for the budget making the cost no issue. However if the agency have a low budget then they will need to consider the cost of each tech and if its worth getting if the tech they need is too expensive then they obviously cannot buy it.

Another factor could be implementation. The agency needs to consider how long will it take to fully introduce all the tech. If they bought alot then it will firstly take time to arrive, and secondly, it will take time to setup and finally it will take time to test everything works fully. The agency will also need to consider when they want to introduce the tech. whether its at night or in the day when its busy.

Another factor to consider is if the emerging tech introduced meets the users needs. If the tech doesn't doesn't meet the user needs then it will be a waste of time and money to for the agency to get those tech. If it does meet the needs then the users can benefit from the use of those tech.

Finally they need to consider the security of the the emerging technology. if the tech is secure for users to use without the fear of any problems such as malware, virus attack or hackers gaining access. If the tech is secure then its worth the agency to buy the tech.
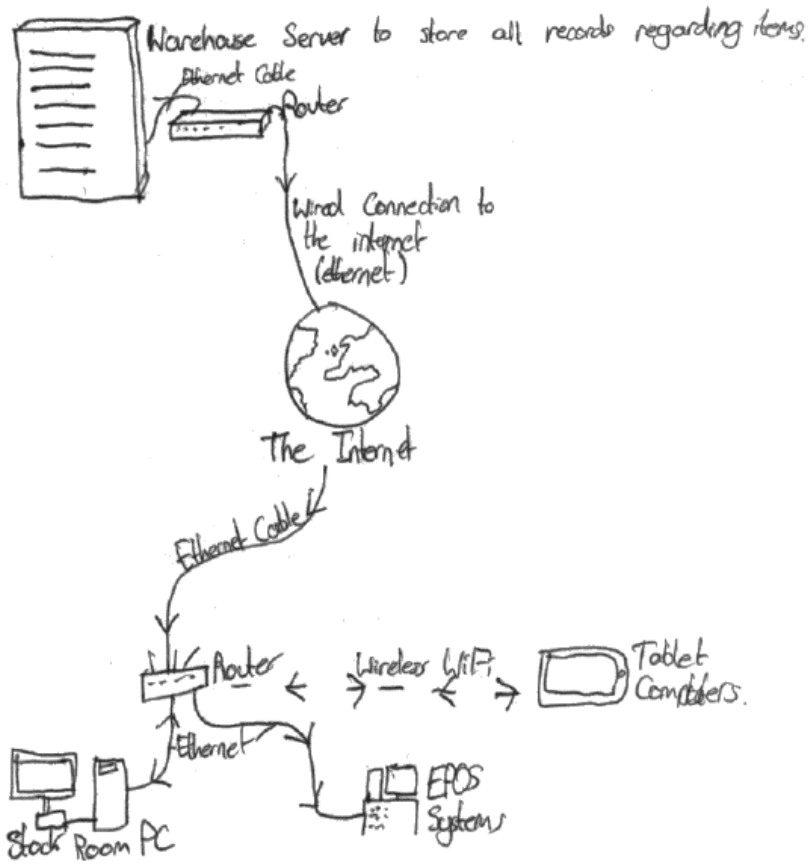
Q3a

This was the first of two 'draw' questions on the paper. There were and with six marks available, marked on a level based system, it was very disappointing to see that the majority were unable to achieve more than bottom band marks.

Learners were guided to include devices and systems that could be used, connections and connection type(s), flow of data through the system and annotations. While many were able to identify the four key areas and their associated devices, few correctly identified connection types or flow of data. In many cases, where learners did identify data flow, this was usually one directional.

The following was typical of a response at the lower mark band. The four key areas are identified, but devices are not. Connections are shown, but with no indication of types and the directions are not always correct. There is no indication of the data that will be shared.
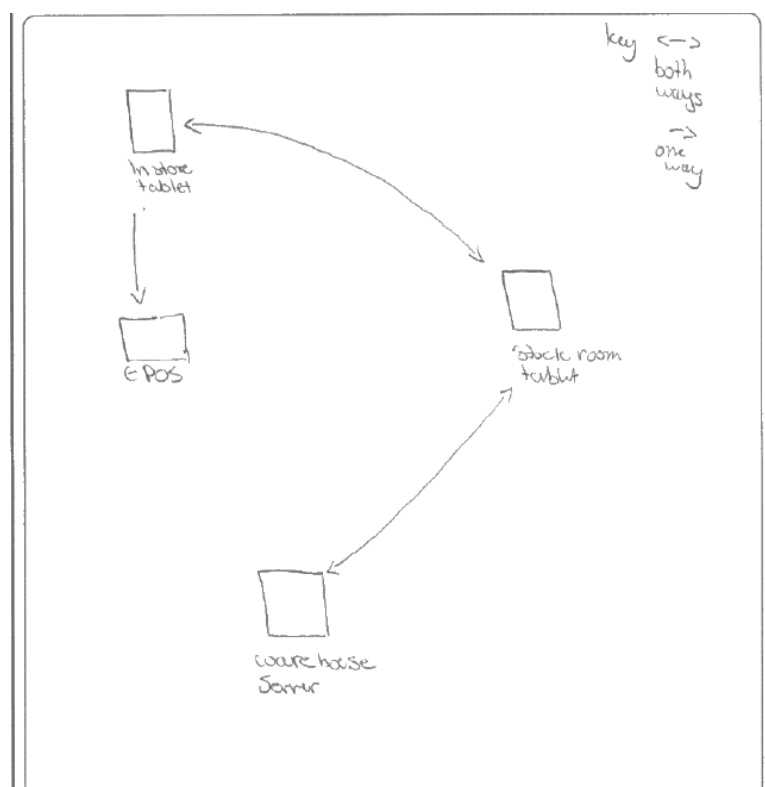
This response was marked in the middle band. The learner has identified the four main areas with the appropriate devices. Connections are shown, although some types are inappropriate. The direction of flow is not always correct and the diagram does not include annotations of the data that will be shared among the components of the system.
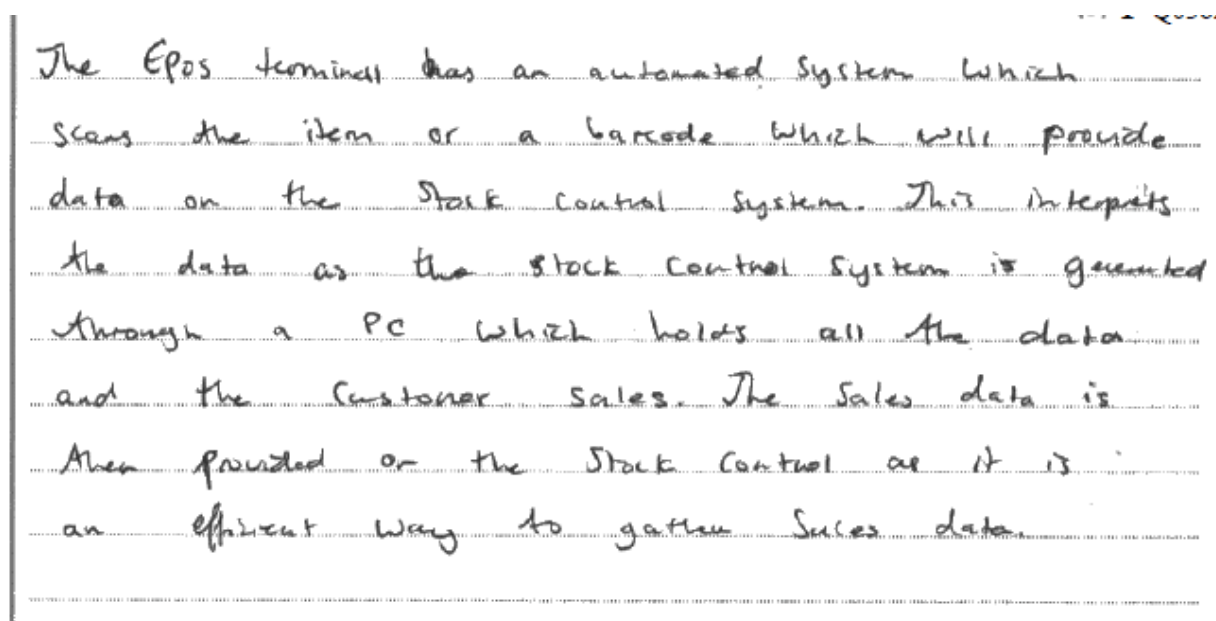
Warehouse Server to store all records regarding items.

Ethernet Cable

Router

Wired Connection to
the internet
(ethernet)

The Internet

Ethernet Cable

Router

Wireless WiFi

Tablet Computers.

Ethernet

Stock Room PC

EPOS System

Q3bi

In this question learners were required to describe how the sales data (provided by EPOS terminals) is used to update the stock control system. A points based Mark Scheme was used with three marks available for three separate points.

Responses were disappointing with few gaining more than one mark. The main correct responses cited automatic stock levels being updated after a sale or automatic reordering. However, many learners missed the automated decision to reorder stock referring, instead, to members of staff re-ordering when stock was low. Very few mention comparison of stock/recorder levels.

The following response was awarded one mark for 'scanning the barcode'. The rest of the response is very mixed up and does not show any understanding of the process.

The EPos terminal has an automated system which scans the item or a barcode which will provide data on the Stock control system. This interprets the data as the stock control system is generated through a PC which holds all the data and the customer sales. The sales data is then provided on the Stock Control as it is an efficient way to gather sales data.

This response gained two marks. The learner has identified that database is updated and that the system will automatically reorder. However, the learner has not identified that the current stock level must be compared against a preset value to instigate the reordering.

When a sale is made the number of that item decreases, the EPOS systems decreases the number of that item in the list. When the number of that item gets low the system will automatically order more from the main warehouse and so the shop won't run out of stock.

Q3bii

Learners were required to explain one impact on PRR Sports of using an automated stock control system. This produced some of the weakest responses on the paper. Many learners seemed to ignore 'impact' and went on to describe the reordering process. Where marks were awarded, they were generally for stock levels being maintained/not running out of stock.

The discussion focuses completely on system failure and is typical of many responses where the learner failed to gain any marks.

PRR may not have the cash to pay for the stock therefore if the system were to go down the company would not know when to re-order stock and could be left with a shortage.

This response gained one mark for correctly stating that the company will not run out of stock. Typical of many responses the initial sentence is inaccurate and the consequent discussion is irrelevant.

The automated system would always order new stock one something has been purchased which means the level of stock is always high. If all of a sudden a product goes out of fashion and isn't popularly purchased anymore, then the company is left with a lot of stock that they may not be able to sell.

Q3ci

This was the second question to require learners to 'draw', in this instance they were asked to draw a suitable user interface for a screen. Learners were given a partial data dictionary showing the fields (with details) to be included in the interface.

A very similar question had been used in the first SAM and it was expected that learners would find this straightforward. However, in general, responses were very weak. Many lost the mark for the first point on the Mark Scheme by failing to show appropriate sized data entry fields.

Where understanding was shown learners did include drop down menus, accessibility features and navigation.

This is typical of a lower end response. The learner has given the six fields required, however, there is no indication of differing field lengths and subsequently no mark can be awarded.

The following response was awarded four marks. The learner has drawn the six fields with indication of length. They have included drop down menus to ease data entry, added accessibility features and given some on screen prompts for the user. Unfortunately, no navigation/buttons are shown and subsequently no further marks can be awarded.
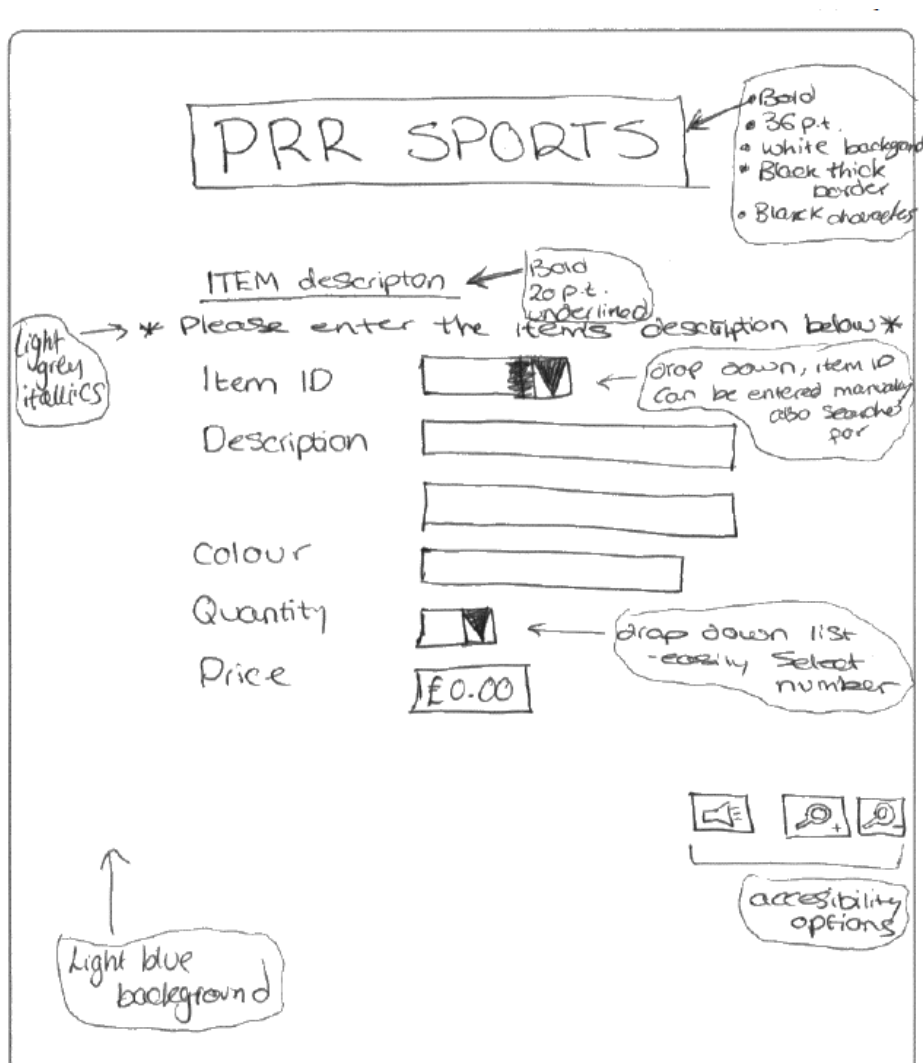
Q3cii

In this question, learners were asked to explain two methods that could be used to ensure that (customer's personal) data is accurate and kept up-to-date. The question was points based with one mark for each correct identification and one for a sensible expansion. Many learners made a good attempt at the question, citing contacting the customer by email and asking them to check the data. Where learners identified validation or verification they failed to gain additional marks for expanding upon these responses.

The following response was awarded one mark for asking the customer to check the data. However, the mark for contacting the customer could not be awarded as there is no indication of the method used e.g. email/phone etc.

> 1. Contacting the customer to ensure no details have changed will allow them to change any inaccurate details and make sure all details are up-to-date.
>
> 2. If the customer has not used the company in a long time, their details should be deleted as they will be inaccurate and probably not needed.

The following learner was awarded three marks. In the first part of the response, verification is given with no rewardable expansion. The learner has then gone on to correctly discuss contacting the client via email to ensure that the data is correct. All three marks were available in the first response, the learner has then repeated this in the second response.

1. Information should be ~~very~~ verified with the customer in-store when they give the information to PRR sports. They could also send an e-mail to confirm the customer has given the correct information.

2. PRR sports should also e-mail or call a customer to ensure that the data they are holding is accurate and up-to-date. They should offer the customer to change or delete any information they provided to the company.

Q4a

This was a level based question with ten marks available and it was pleasing to note that the question produced some very good responses, with many learners gain marks in the middle mark band.

Many learners discussed relevant implications of using online surveys and face to face focus groups e.g. face to face groups making sure they have the right audience, and customers having to travel to the venue which is time consuming and costly. A significant number mentioned that an online survey requires access to technology and some customers may not have this, or the IT skills required.

However, many responses were superficial, listing some points, but failing to expand on them. Many learners focused on people not bothering to answer online surveys or being more truthful in face-to-face meetings.

This response was assessed in the lower mark band. There are relevant points made at the beginning, however as with many responses learners assume that the surveys have open access and that this will skew results. The learner makes only very brief reference to face to face meetings.

The implications of using an online survey is that you may not get results from existing customers because, online anyone can stumble accross this. This means the results may not be 100% accurate as there may be people with non Interest in this industry making results unreliable and inaccurate.

Also, with online surveys, people do not like to fill them out so there would be a lot of people giving random answers. This makes the data heavily inaccurate because only a handful of people would have answered sincerely.

The main reason people be online is to keep up with social media so when they see a survey online, they may not even attempt to fill it out.

Furthermore, face to face groups may not be a good idea because if customers are face to face with staff, they will most likely only say the good things about the business.

This would mean that the results may be inaccurate as the business wouldn't know the actual opinions of the customers.

The following learner was assessed in the top mark band. There is discussion of both online surveys and face to face meetings which show accurate knowledge and understanding, although there are some gaps. The response is clearly linked to the scenario and the discussion is well developed and logical.

By using face-to-face focus groups, the company are more likely to gather accurate and valid feedback as online users can frequently answer the questions with invalid responses that are unhelpful. They can also not answer the questions fully and it can be hard for the business to understand what the user means or may need them to expand on their answer, which can be difficult if the user has answered anonymously. On the other hand, face-to-face focus groups, ~~can~~ the business can ask them to expand on their answers and this would give them more information which they can use. Online surveys can be more convenient for people as they are usually short and users can do them from home instead of meeting in person, so this is a consideration. ~~An~~ Another implication is that the business could be wasting time ~~setting~~ analysing the responses as they

could be invalid as mentioned ~~before~~, this ~~would~~ could mean that they would not gather enough valid data to make an informed decision on it the business should use an ~~on~~ online-only system. The business should also ensure that they are asking questions that will give them as much information as they need, without the customer becoming irritated or bored as they will not provide useful data. This needs to be considered for systems for gathering information.

Q4b

This question required learners to **evaluate** the implications of the move to an online-only booking system for Ay-to-Bee travel agency and their customers and, as such, it is expected that learners will produce either a conclusion as a final paragraph or make evaluative comments throughout their response.

Whilst many were able to gain Mark band two responses, few were able to gain higher marks by failing to relate answers to the context. In addition, many responses focused on setting up the online booking system, which, had they read the question carefully, clearly stated that the system was already up and running. This lead to a great deal of irrelevant discussion about how it would be implemented / downtime etc.

A number discussed overhead cost savings in premises, store staff etc., whilst others discussed the implications for staff resulting from job losses arising from store closures. Poor computer literacy skills and lack of the requisite technology were only occasionally discussed as a reason for some clients go elsewhere. Similarly, the loss of customers who prefer using an in-store was rarely mentioned.

The following response was assessed in the lower mark band. The learner has shown some isolated knowledge with a discussion which focuses entirely on staff job losses and customer issues. There are no evaluative comments throughout or end conclusion provided. The clear links to the scenario places the work at the top of the mark band.

One ~~implact~~ implication of moving
to an online only booking system
for Ayto-Bee travel agency is that
many ~~staff~~ members of the onstore staff
may lose their jobs. Also ~~the~~ ~~a~~ having
the booking system online only, means ~~many~~
more customers will be ringing about queries etc.
Furthermore, the travel agency may
lose alot of profit, as ~~only a~~ having
an online only ~~b~~ booking system means
not everyone will have access to it -
resulting in a loss of customers.

One implication of moving to an online only
booking system ~~only~~ for the customers
is that some may find it more
difficult to book the holidays. ~~so~~ This is
because ~~that~~ some to people may not be
accustomed to using the internet, or
digital devices. Also, the online booking
would not be available to everyone
(e.g digital divide - rural areas). Some

people may not have internet access,
~~and~~ therefore would not be able
to use the online only booking
service.
Finally if customers need some
~~asisstan~~ asisstance, they have to
phone the travel agency. It is
difficult to receive instructions over
the phone and due to the service being
online only, there may be a long
~~and~~ waiting time.

The following response was placed in the top mark band. The learner has presented a range of different aspects in a well-developed and logical discussion. There is an accurate and detailed knowledge shown and they have included evaluative comments throughout

One implication is that the business' could lose customers, as there are some people who do not have access to the internet which would allow them to book online. This would lead to less money for the business and could lead to damages to their reputation which could mean customers would not want to use their services. However, this could also lead to good reputation as online booking is usually faster and easier, and customers could leave positive feedback due to this, which would improve the reputation of the business. Customers who may not have access to the internet may find it difficult to another travel agency that is not online-only and may have to purchase the equipment required if they wish to travel with Ay-to-Bee or another company, this can be beneficial to them as they can use their equipment to access other services they require. The move could also have other implications for the business such as costs. The business may have to purchase new equipment to allow for creation of an Online

booking system. They may require additional hardware or software which could be expensive and they may not be able to afford high quality equipment or software. They must also ensure that they keep client details safe and secure as unauthorised users could steal data if the business does not protect it online, for example, financial details could be stolen if the business does not ensure it's protection. This could lead to a loss of customers and reputation if client details are not protected. However, if they are well protected, then users would trust the company and leave positive feedback which leads to more customers and more money for the business. They must also ensure that they are in line with acts and legislation such as the Data Protection Act as they could face a fine or imprisonment if the act is breached.

Summary

Based on their performance on this paper, learners should:
- read the question carefully to ensure they fully understand what is being asked
- read the question carefully to identify the command verb
- where the question asks for **two** methods/reasons ensure that **two** responses are given
- where a question asks for a description/explanation look at the marks that can be gained to indicate the number of points that should be made
- produce responses in a structured manner, particularly in extended questions