2002 HSC Notes from
the Marking Centre
Information Technology

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2002 HSC NOTES FROM THE MARKING CENTRE
INFORMATION TECHNOLOGY

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Information Technology VET. It provides comments with regard to responses to the 2002 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2002 Higher School Certificate Examination, the Marking Guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Information Technology VET.

General Comments

In 2002, 3974 candidates attempted the Information Technology VET examination. This is the second year this subject has been examined and candidature has increased by approximately 30%.

Teachers and candidates should be aware that examiners might ask questions that address the syllabus outcomes in a manner that requires candidates to respond by integrating their knowledge, understanding and skills developed through studying the course.

Section I

Multiple choices

Question	Correct Response		Question	Correct Response
1	D		9	B
2	B		10	C
3	A		11	D
4	A		12	B
5	D		13	D
6	D		14	B
7	A		15	C
8	A			

Section II

Specific Comments

Question 16

(a)   This particular question was poorly answered. Not many responses scored complete marks across the three parts. This suggests that the editing functions of commercial computing applications in the unit 'Operate Computer Packages' was not given the emphasis it deserves as this is a very useful feature which saves a great deal of time.

(b)   This question was reasonably well answered. Responses indicated understanding of the file size concern and the compatibility issue. There was some confusion between the size of a graphic file and the actual dimensions of the image in the file. Those candidates who understood the problems with the file size of the document with the included image were able to correctly recommend an appropriate action to overcome the problem.

(c)   This was a particularly well answered question. There was some confusion from candidates who wished to insert the actual record details into the form letter and not the field name. Part (iii) provided no problems even though the question yielded no records in theory but logically returned one record.

Question 17

(a)   The majority of responses identified one of the graphic file formats commonly used but some candidates misread the question and gave HTML as a response. Candidates need to ensure they have read the question carefully.

(b)   Most responses provided only one difference and in most cases this was a geographical distinction.

(c)   Many responses identified factors but did not discuss them. Given this fact most candidates did not score the full marks. Answers which scored full marks provided a detailed discussion across several factors.

Question 18

Responses were generally good with a high proportion of marks in the 5 to 6 range. There was an obvious failure to understand the meaning of the terms 'outline', 'identify' and 'explain'.

(a)   Most responses identified groups likely to be discriminated against but needed to state the purpose of EEO more clearly to gain full marks. Better answers gave examples of discrimination eg race, religion, disability etc. Very few candidates recognised that EEO also applies in competitive merit selection and that programs can be put in place to assist members of EEO groups to overcome past or present disadvantages/discrimination.

(b)   The majority of candidates answered this part very well, responding with answers such as:

•   racial/culture or ethnic descent, religious, age, sex, sexual preference, etc.

(c)   Overall the majority of responses scored only half the possible marks due to their failure to understand the term 'explain'. 'Explain' requires the candidates to make clear the relationship between cause and effect in relation to employee's rights in the workplace. Most candidates focused on litigation and the reporting of discrimination, neglecting such areas as merit-based selection, fair practices and behaviour in the workplace, equal access to benefits and conditions and training and development opportunities. Many responses gave a reasonably extensive list of rights but did not take the extra step of providing an explanation.

Question 19

(a)   This question was answered satisfactorily by candidates. Most candidates wrongly identified Port C as PS/2 and Port B as a power supply. Weaker responses did not identify a typical device that could be connected to the selected port.

(b)   Candidates who referred to either Ports A or B for this part of the question were able to provide adequate reasons why the selected device was designed to use the port identified. Candidates who selected alternative ports tended to limit themselves in their responses and reasoning and as a consequence were unable to attain full marks. Weaker responses only mentioned the shape of the plug/port. Some candidates tended to explain what the chosen port was used for rather than explaining why the nominated device was designed for the port. Candidates need to be more precise in their use of terminology, for example, identifying the difference between a port and a device.

(c)   There was confusion between modes of transmission (simplex, half duplex, full duplex) and the transmission terms used within the question (serial, parallel). Candidates tended to answer in terms of serial and parallel ports rather than data transmission characteristics. Some candidates confused the terms packet and byte, while others used the term 'data' rather than 'bit'. Better responses used diagrams, analogies and tables to communicate their understanding of the similarities and differences between serial and parallel data transmission.

Section III – Options

There is a need to focus on specific areas to improve responses to this type of question. Candidates need to:

- develop an understanding of the BOS Glossary of Key Words
- develop literacy skills in writing extended responses
- develop interpretation/extraction skills for stimulus material.

Question 20

This question was attempted by approximately 44% of candidates.

Better responses demonstrated a clear understanding of installing software and dealing with clients, using the stimulus material and their knowledge of the process. Few candidates were able to justify the process well. Better responses used technical terminology appropriately and gave sound explanations of the process.

Mid-range responses addressed most of the issues required and gave a reasonably clear outline of the software installation process. Candidates commonly gave a good explanation of the process of burning an installation CD-R for the software package. However, many responses in this range failed to address client-based issues such as executive requirements and evaluating the process. Technical terminology was satisfactory but explanations often lacked depth. Many responses identified rather than explained issues.

Lower range responses failed to address sufficient issues, with some unable to draw issues from the stimulus material. Some responses in this range demonstrated a lack of understanding of the process and terminology. Most failed to explain the issues they attempted to address.

Question 21

This question was attempted by approximately 84% of the candidates.

In answering this question the majority of candidates paid insufficient attention to the rubric preceding the question. This information is important and informs the development of the marking guidelines.

An understanding of the phrase 'critically analyse' was vital to the success of the candidates' response in this question. Candidates were expected to identify and examine, in depth, issues with the help desk data accumulation.

Better responses were able to identify a number of issues and clearly describe the data being collected, the process or processes applied to that data, the trends displayed as a result of the data processing and the subsequent action and benefits that were gained as a result.

Many candidates tended to concentrate on the advantages gained by the data collection (for example, can fix repeat problems faster) but did not follow through to organisational benefits such as less down-time, more productivity and greater profits.

Poorer responses simply answered the question with regards to the screen image, describing each field in turn and the information it contained. Other responses discussed benefits gained from the use of the help desk program but only related it to a single incident and made no mention of data accumulation.

Using a report style with headings, subheadings and factual account, was an acceptable way to answer the question.

Question 22

This question was answered poorly by the majority of candidates with very few candidates managing to adequately address all areas of the required response. The best responses were well sequenced answers which addressed a number of areas and which clearly analysed the links between different factors impacting on this workplace.

The majority of responses did not critically analyse the situation.

The better responses presented a report with adequate introduction of ideas, well developed points and a clear recommendation. They saw the link between inadequate staff training and the poor

maintenance of the printer leading to negative consequences for the organization and could relate this to both the economic impact and the frustration and low morale of employees.

Mid-range responses related only some parts of the situation. They often displayed knowledge of laser printers in general but did not analyse this situation. They did not relate the implications of training to the needs of proper logging and monitoring of maintenance. Typically these responses showed some knowledge of what was required with the report style but were unable to adequately sustain the clarity of their writing.

Lower mark responses were not written in a report style. Often, they used a memo or letter style. They often listed information gleaned from the resource material with little analysis of the implications of the maintenance log. Candidates often concentrated on only one aspect of the situation, either lack of training or poor maintenance, but not both.

Information Technology

2002 HSC Examination Mapping Grid

Question	Marks	Units of competency
1	1	ICAITU013B
2	1	ICAITU013B
3	1	ICAITS017B
4	1	ICAITS015B
5	1	ICAITS015B
6	1	ICAITU005B
7	1	ICAITU005B
8	1	ICAITU007B
9	1	ICAITU007B
10	1	ICAITS014B
11	1	ICAITU006B
12	1	ICAITU006B
13	1	ICAITU006B
14	1	ICAITU012B
15	1	ICAITU012B
16	9	ICAITU006B/ICAITU013B
17	8	ICAITU012B
18	7	ICAITW001B
19	11	ICAITS014B/ICAITU007B
20	15	ICAITS015B/ICAITU012B
21	15	ICAITS017B
22	15	ICAITU005B/ICAITU007B

2002 HSC Information Technology (VET) Marking Guidelines

Question 16 (a) (i)

Competencies assessed: ICAITU006B/ICAITUO13B

MARKING GUIDELINES

Criteria	Marks
• Six (6)	1

Question 16 (a) (ii)

Competencies assessed: ICAITU006B/ICAITU013B

MARKING GUIDELINES

Criteria	Marks
• Three (3)	1

Question 16 (a) (iii)

Competencies assessed: ICAITU006B/ICAITU013B

MARKING GUIDELINES

Criteria	Marks
• Two (2)	1

Question 16 (b) (i)

Competencies assessed: ICAITU006B/ICAITU013B

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies ONE problem that may be encountered	1

Question 16 (b) (ii)

Competencies assessed: ICAITUO06B/ICAITUO13B

MARKING GUIDELINES

Criteria	Marks
• Provides reason/s supporting an appropriate action to address the identified problem	2
• Provides an appropriate action ONLY	1

Question 16 (c) (i)

Competencies assessed: ICAITUO06B/ICAITUO13B

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies the appropriate file	1

Question 16 (c) (ii)

Competencies assessed: ICAITUO06B/ICAITUO13B

MARKING GUIDELINES

Criteria	Marks
• Provides an appropriate field or fields	1

Question 16 (c) (iii)

Competencies assessed: ICAITUO06B/ICAITUO13B

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies customer OR • Indicates that field does not exist or no record will be found	1

Question 17 (a)

Competency assessed: ICAITU012B

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies ONE file format	1

Question 17 (b)

Competency assessed: ICAITU012B

MARKING GUIDELINES

Criteria	Marks
• Clearly identifies a range of differences between the Internet and an intranet	2
• Provides an isolated difference	1

Question 17 (c)

Competency assessed: ICAITU012B

MARKING GUIDELINES

Criteria	Marks
• Identifies a range of considerations supported by an appropriate rationale	2–3
• Identifies a consideration/s without rationale	1

Question 18 (a)

Competency assessed: ICAITTW001B

MARKING GUIDELINES

Criteria	Marks
• Provides a clear and comprehensive response outlining the purpose of EEO	2
• Lists some details that relate to the purpose of EEO	1

Question 18 (b)

Competency assessed: ICAITW001B

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies 3 types of discrimination that may occur in the workplace	3
• Correctly identifies 2 types of discrimination that may occur in the workplace	2
• Correctly identifies 1 type of discrimination that may occur in the workplace	1

Question 18 (c)

Competency assessed: ICATTW001B

MARKING GUIDELINES

Criteria	Marks
• Provides a comprehensive explanation for a range of rights relating to discrimination in the workplace	3–4
• Identifies a right/s with limited explanation relating to discrimination in the workplace	2
• States a right/s relating to discrimination in the workplace	1

Question 19 (a)

Competencies assessed: ICAITS014B/ICAITU007B

MARKING GUIDELINES

Criteria	Marks
• Correctly names AND identifies an appropriate device for four (4) ports	4

Question 19 (b)

Competencies assessed: ICAITS014B/ICAITU007B

MARKING GUIDELINES

Criteria	Marks
• Provides reasons for the use that relate to the port chosen	2
• Provides one reason for the use that relates to the port chosen	1

Question 19 (c)

Competencies assessed: ICAITS014B/ICAITU007B

MARKING GUIDELINES

Criteria	Marks
• Identifies a comprehensive range of similarities and differences between each	4–5
• Provides some similarities and differences for each	2–3
• Identifies a characteristic/s of serial or parallel data transmission	1

Question 20

Competencies assessed: ICAITS015B, ICAITU012B, ICAITW001B, ICAITW002B

MARKING GUIDELINES

Criteria	Marks
• Communicates a well reasoned and comprehensive response presented in a justified sequence using technical terminology. Sound explanation underpins each step	13–15
• Communicates in a clear and sequential manner using technical terminology. Good explanation for most steps	10–12
• Communicates ideas clearly using industry terminology. Sequence includes most steps. Explanation supports these steps	7–9
• Uses some appropriate industry terminology. Exhibits some order for actions and provides elementary explanatory for each action	4–6
• No, or limited, use of appropriate technical terminology. Poor explanation and no rational sequence	1–3

Question 21

Competencies assessed: ICAITTS017B, ICAITW001B, ICAITW002B

MARKING GUIDELINES

Criteria	Marks
• Communicates in a well reasoned and cohesive response using technical terminology. Provides a detailed and accurate response that addresses all areas	13–15
• Communicates in a clear and sequenced manner using technical terminology. Sound explanation addresses most areas	10–12
• Communicates ideas clearly using industry terminology. Response addresses most areas and provides explanation	7–9
• Uses some appropriate industry terminology. Response is able to identify some benefits, efficiencies or advantages	4–6
• No, or limited, use of appropriate technical terminology. Poor explanation that focuses on single aspect	1–3

Question 22

Competencies assessed: ICAITTU005B, ICAITU007B

MARKING GUIDELINES

Criteria	Marks
• Communicates in a well reasoned and cohesive response using technical terminology. Provides a detailed and accurate response that addresses all areas	13–15
• Communicates in a clear and sequenced manner using technical terminology. Sound explanation that addresses most areas	10–12
• Communicates ideas clearly using industry terminology. Response addresses most areas and provides explanation	7–9
• Uses some appropriate industry terminology. Response is able to identify some causes, implications and offers suggested improvements	4–6
• No, or limited, use of appropriate technical terminology. Poor explanation that focuses on single aspect	1–3