

**2004 HSC Notes from
the Marking Centre
Information Technology VET**

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2004 HSC NOTES FROM THE MARKING CENTRE INFORMATION TECHNOLOGY VET

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Information Technology (VET). It comments on candidate responses to the 2004 Higher School Certificate Examination, indicates the quality of candidate responses and highlights the relative strengths and weaknesses of the responses in each question and each section.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2004 Higher School Certificate Examination, the Marking Guidelines and support documents which have been developed by the Board of Studies to assist in the teaching and learning of Information Technology.

General Comments

In 2004, 3495 candidates attempted the Information Technology examination. This is the fourth year this subject has been examined.

Teachers and candidates should be aware that examiners may 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. This reflects the fact that the knowledge, understanding and skills developed through the study of discrete sections, should accumulate to a more comprehensive understanding than may be described in each section separately.

Section I

Multiple choice

Question	Correct Response
1	B
2	C
3	C
4	B
5	D
6	D
7	B
8	A

Question	Correct Response
9	C
10	D
11	A
12	D
13	C
14	B
15	A

Section II

Question 16

This question was generally well answered with a high proportion of candidates scoring at least 4 marks. There were very few non attempts, with a name being supplied for every role, even if it meant repeating a name.

The roles of contractor (Lin) and Computing support (Charlie) were the two most frequently confused.

Mary, as Help desk and Clare, as supplier were identified by almost all candidates.

Joe, as internal client and Eric, as external client were also well recognised, although some candidates did confuse Eric with Lin.

Question 17

The majority of candidates scored at least 3 marks for this question. The question was interpreted properly and answered appropriately by most of the candidates.

- (a) The sender (Mr Lee) and the receiver (ABC Computer company) were readily identified, but candidates obviously did not understand what was meant by 'medium' (telephone); a number of candidates identifying Kylee as the medium.
- (b)
 - (i) The rudeness of the answer was recognised and appropriate polite responses were supplied but many responses did not suggest that the caller was having problems hearing the employee nor did they seek to keep the conversation flowing.
 - (ii) Again the rudeness was addressed but many candidates merely rephrased line 13 and did not use active listening techniques to elicit more information to identify Kylee for the client. Kylee's last name and/or department or a call reference number could have been requested.
 - (iii) An appropriate response required more than a polite restatement of the suggestion to try again tomorrow. The caller should not have been summarily dismissed; some effort should have been made to suggest that Kylee will return the call or an offer of assistance from the software department.
- (c) Many candidates 'identified' actions rather than 'outline' as required by the question. A few candidates missed the point and said that Kylee should contact Mr Lee on her return to work. A number of candidates stated what Kylee should have done in processing the order and did not suggest that information be made available to other relevant staff to answer Mr Lee. Many suggested that Kylee should have given Mr Lee her full name and department or an alternative contact in her absence.

Question 18

- (a) The majority of candidates answered this part correctly. Candidates were required to read the log to identify the correct reason.
- (b) Again the majority of candidates correctly answered this part by reading and reiterating the log.
- (c) The majority of candidates did not answer this part well. Candidates had difficulty differentiating between files/permissions and records/locking. Those that did understand locking/unlocking, had problems in describing the action of 'written'.

- (d) The majority of candidates answered this part well, correctly identifying the game ‘solitaire’ and the user ‘foxtrot’. For part (ii), candidates described the consequences for violating company policy, such as disciplinary action, to termination of employment.

Question 19

In general candidates responded poorly to question 19. Better responses showed an understanding of access methods - how to physically write data to or read data from a storage device. Responses that listed the steps taken to open or save the file, or named the storage device, showed a poor understanding of access methods.

Technical features were required and candidates were expected to list up-to-date industry standard storage capacities, using numerical values and units such as megabytes and gigabytes. The key focus for this question was to identify distinguishing technical features. It is recommended that candidates should become familiar with current general hardware specifications.

Some candidates were vague in their response to question 19 (b) and their answers clearly did not relate to floppy disks.

Question 20

This question was well answered with most candidates appropriately assessing the actions described in the scenarios by making direct reference to the ULA by either using a direct quote or specifically referring to the correct section from the ULA. However, some candidates gave an unethical personal judgement rather than adhering to the conditions of the legal documents. Some candidates, rather than addressing the question, described the actions that must be taken to fix the problem.

Section III – Options

Candidates were required to attempt two of the following questions:

Question 21

This question was attempted by approximately 60% of candidates.

The question required a report to be written, linking three software applications to routine tasks and stating advantages and features of the chosen application.

Candidates gaining marks in the higher ranges demonstrated a clear understanding of the report format and the uses of the three stated software applications. The reports were clearly laid out and contained features/advantages with detailed and relevant justifications. Candidates in this range also had a clear understanding of the structure of common business documents, eg Annual Report. Responses in this range related directly to the scenario given in the question and used extensive IT terminology.

Mid-range responses addressed all parts of the question but lacked detail. A common response in this range linked the software applications to the tasks and gave a justification for each. Candidates used a basic report format and expressed themselves in a business/industry manner. These candidates did not score in the higher range because their response lacked sufficient justification.

Lower range responses in general failed to address all five routine tasks adequately. Integration of data in the annual report was the most common omission in this mark range. Often candidates did not justify the application packages or simply listed features of the application package without adequately relating these features to the routine tasks stated in the question. Correct IT terminology was often lacking in these responses as was an appropriate organisation of the response.

Candidates need to focus on specific areas to improve responses for this type of question. In the future candidates need to:

- develop an understanding of the B.O.S. Glossary of Key Words (recommend and justify).
- develop literacy skills in writing extended responses.
- apply knowledge to the scenario given in the question.
- plan their response and elaborate to a greater degree.

Question 22

This question was answered by approx 60% of candidates with most candidates showing a basic understanding, however few were able to effectively analyse the issue to show a detailed or in-depth understanding.

Many candidates:

- identified the importance of the system requirements yet did not acknowledge this until the installation stage.
- acknowledged the importance of research but did not indicate by what means the research was carried out.
- thought that shopping at common retail outlets was the best way to purchase software.
- addressed the updating of company records but failed to indicate how or why this was done.

Better responses were structured in a report format and included elements such as title page, headings and sub headings, date, author, table of contents and introduction. These candidates were also able to demonstrate some evidence of analysis by discussing such implications as:

- Register software online so that the manufacturer can contact the user when upgrades and/or patches are produced to improve the existing software, providing a benefit to the organization.
- Keeping of accurate records of software; date purchased, name, licenses, location of original CD's, computers installed on, etc, should be kept so that:
 - In the event of fire it assists insurance claims
 - For reference when purchasing extra licenses or upgrading existing software
- Minimum hardware specifications must be met so that the software will run efficiently on the organisation's computers, avoiding unforeseen expense to upgrade computers.
- Thorough research may provide an off-the-shelf solution at a fraction of the cost of custom software, but will still meet the needs of the organization.
- Researching the available software, selecting a suitable application will benefit the company, providing increases in productivity in a range of areas:
 - More user friendly

- Increased user satisfaction
- Able to produce higher quality output
- Custom software could be written specifically for the organisation's needs, though this would be at considerable extra cost.

Very few candidates showed any evidence of planning their response. This led to responses being repetitive, lacking logical sequence, difficult to read with very few headings and sub headings. Candidates have about 30 minutes to answer each extended response question. They should use this time to PLAN, RE-READ, EDIT, ADD, DELETE, ADJUST AND REWRITE their response. A logical, well reasoned and presented response with relevant information is more likely to score well.

Extended response questions give candidates the opportunity to indicate what they know. This question was particularly broad in its scope so candidates were able to diverge, yet still be relevant in their answers. A large number of candidates tended to focus on one component throughout their answer.

Unfortunately many candidates are still unfamiliar with the BOS Glossary of Key Words. Few candidates knew how to show analysis in their answers.

Teachers and candidates may wish to re-visit the Standards Packages, Glossary and past papers in order to improve the standard of extended response.

Strategies could include:

- Practising individual questions in groups to allow candidates to see answers and ideas they may not have otherwise seen
- Providing dot points answers to questions and candidates composing their own answers including analysis of each component

Peer marking using past marking guidelines to demonstrate the importance of legible, logical and well reasoned, responses

Question 23

This question was attempted by approximately 80% of candidates.

Like questions 21 and 22 candidates were required to write a report which included addressing 5 components.

The report had to detail, and make judgements about, the procedures required to setup new workstations and had to make reference to OHS principles at **every stage** of the setup process.

Candidates who scored in the higher mark range:

- Addressed all of the five components.
- Demonstrated a clear understanding of the setup process and identified several steps in each of the 5 components.
- Stated the procedures and OHS considerations **AND** gave reasons for their inclusion, eg tie up cables to prevent trip hazard.
- Provided responses that were well organised, used appropriate IT terminology and used a report format.
- Demonstrated extensive knowledge of IT functions and terminology, with particular reference to 'Test each new system', eg they were aware of the boot process including POST, checking BIOS.
- Explained OHS principles in relation to the scenario.

Mid range responses

- Addressed all or most of the components but lacked detail in the procedures they identified for each component. Many of these candidates wrote 'check the hardware against the packing list.

A better response also provided reasons, eg ‘check the hardware against the packing list and contact the supplier if parts are missing or broken’.

- Linked **OHS issues** with the procedures in some or all components.

Low range responses

- Were incomplete and either failed to refer to OHS issues or failed to identify the procedures required.
- Included rewriting the question and providing no further expansion.
- Neglected to write in report format and wrote an account, eg ‘we unpacked the boxes’.
- Lacked knowledge of IT functions and terminology with particular reference to ‘Test each new system’, eg ‘turn on power and see if applications and peripherals are working’, rather than testing the **system**. Candidates did not show an understanding of the boot process.
- Referred to OHS principles in a very superficial manner without explaining what these principles are, eg ‘follow OHS guidelines’.

Candidates need to focus on the following specific areas to improve responses to this type of question:

- Develop thorough understanding and practice in the use of the BOS glossary of keywords (including identify and evaluate).
- Extensive practice in answering extended response questions relating their knowledge to the scenario.
- Improve knowledge of IT functions and terminology with particular reference to ‘Test each new system’.

Information Technology

2004 HSC Examination Mapping Grid

Question	Marks	Unit of competency / Element of competency
Section I		
1	1	ICAITU004C Applying Occupational Health and Safety Procedures
2	1	ICAITTW001B Work effectively in an IT Environment
3	1	ICAITTW001B Work effectively in an IT Environment
4	1	ICAITTW002B Communicate in the workplace
5	1	ICAITTW002B Communicate in the workplace
6	1	ICAITTW007B Maintain equipment and consumables
7	1	ICAITTU0012C Design organisational documents using computer packages
8	1	ICAITTU012C Design organisational documents using computer packages
9	1	ICAITTU005C Operate computer hardware
10	1	ICAITTU005C Operate computer hardware
11	1	ICAITTS015B Install software applications
12	1	ICAITTS015B Install software applications
13	1	ICAITU006C Operate computer package
14	1	ICAITU006C Operate computer package
15	1	ICAITU006C Operate computer package
Section II		
16	6	ICAITTW001B Work effectively in an IT environment
17	7	ICAITTW002B Communicate in the workplace
18	9	ICAITS017C Maintain system integrity ICAITTW001B Work effectively in an IT environment
19	7	ICAITU005C Operate computer hardware
20	6	ICAITS015B Install software applications
Section III		
21	15	ICAITU013C, ICAITU006C, ICAITTW001B, ICAITTW002B
22	15	ICAITS015B, ICAITTW001B, ICAITTW002B
23	15	ICAITU004C, ICAITS014C, ICAITTW001B, ICAITTW002B

2004 HSC Information Technology Marking Guidelines

Section II

Question 16

Competencies assessed: ICAITTW001B

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> One mark for each role correctly matched with name 	1–6

Question 17 (a)

Competencies assessed: ICAITTW002B

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Correctly identifies all the elements of this communication 	1

Question 17 (b) (i), (ii) and (iii)

Competencies assessed: ICAITTW002B

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides an appropriate customer service response to the three lines in the conversation 	3
<ul style="list-style-type: none"> Provides an appropriate customer service response to two lines in the conversation 	2
<ul style="list-style-type: none"> Provides an appropriate customer service response to one line in the conversation 	1

Question 17 (c)*Competencies assessed: ICAITW002B***MARKING GUIDELINES**

Criteria	Marks
• Outlines at least two relevant actions which would keep the client informed	3
• Outlines one relevant action which would keep the client informed	2
• Identifies one or more relevant actions which would keep the client informed	1

Question 18 (a)*Competencies assessed: ICAITS017C***MARKING GUIDELINES**

Criteria	Marks
• Correctly identifies permission as reason for denying access	1

Question 18 (b)*Competencies assessed: ICAITS017C***MARKING GUIDELINES**

Criteria	Marks
• Identifies User Alpha and gives an appropriate explanation	2
• Identifies User Alpha OR • Gives an appropriate explanation	1

Question 18 (c) (i)*Competencies assessed: ICAITS017C***MARKING GUIDELINES**

Criteria	Marks
• Appropriate explanation for action	1

Question 18 (c) (ii)*Competencies assessed: ICAITS017C***MARKING GUIDELINES**

Criteria	Marks
• Appropriate explanation for action	1

Question 18 (c) (iii)*Competencies assessed: ICAITS017C***MARKING GUIDELINES**

Criteria	Marks
• Appropriate explanation for action	1

Question 18 (d) (i)*Competencies assessed: ICAITS017C***MARKING GUIDELINES**

Criteria	Marks
• Correctly identifies the user	1

Question 18 (d) (ii)*Competencies assessed: ICAITS017C, ICAITW001B***MARKING GUIDELINES**

Criteria	Marks
• Describes TWO appropriate consequences	2
• Describes one appropriate consequence	1

Question 19 (a)*Competencies assessed: ICAITU005C***MARKING GUIDELINES**

Criteria	Marks
• One mark for each correct access method and each capacity accurately identified using technical measurement	1–6

Question 19 (b)*Competencies assessed: ICAITU005C***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Correctly identifies one disadvantage of using a floppy disk as a storage media	1

Question 20 (a)*Competencies assessed: ICAITS015B***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Accurate assessment of appropriateness of the action with specific reference to the Agreement	2
<ul style="list-style-type: none">• Accurate assessment of appropriateness OR <ul style="list-style-type: none">• Reference to the Agreement	1

Question 20 (b)*Competencies assessed: ICAITS015B***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Accurate assessment of appropriateness of the action with specific reference to the Agreement	2
<ul style="list-style-type: none">• Accurate assessment of appropriateness OR <ul style="list-style-type: none">• Reference to the Agreement	1

Question 20 (c)*Competencies assessed: ICAITS015B***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Accurate assessment of appropriateness of the action with specific reference to the Agreement	2
<ul style="list-style-type: none">• Accurate assessment of appropriateness <p>OR</p> <ul style="list-style-type: none">• Reference to the Agreement	1

Section III

Question 21

Competencies assessed: ICAITU013C, ICAITU006C, ICAITW001B, ICAITW002B

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Addresses all components of the question as detailed below • Provides a cohesive, well reasoned response that reflects a high level of organisation, judgement, synthesis and problem solving skills • Demonstrates an in depth understanding of IT functions with reference to the scenario used in the question • Consistently uses precise IT terminology to a professional level • Communicates in the manner required by the question consistently using standard industry formats 	13–15
<ul style="list-style-type: none"> • Addresses all components of the question as detailed below • Provides a cohesive, well reasoned response showing significant organisational and problem solving skills • Demonstrates a detailed understanding of IT functions with reference to the scenario used in the question • Uses precise IT terminology to a level acceptable in industry • Communicates in the manner required by the question using standard industry formats 	10–12
<ul style="list-style-type: none"> • Addresses some or all components of the question as detailed below • Provides a response displaying some organisation and problem solving skills • Demonstrates a basic understanding of IT functions with limited reference to the scenario used in the question • Uses basic IT terminology • Communicates in the manner required by the question using some elements of industry format 	7–9
<ul style="list-style-type: none"> • Addresses some or all components of the question as detailed below • Provides a response displaying limited organisation and problem solving skill • Demonstrates a limited understanding of IT functions • Uses some IT terminology • Does not communicate in the manner required by the question and does not use industry formats 	1–6

Question 22
Competencies assessed: ICAITS015B, ICAITTW001B, ICAITTW002B
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Addresses all components of the question as detailed below • Provides a cohesive, well reasoned response that reflects a high level of organisation, judgement, synthesis and problem solving skills • Demonstrates an in depth understanding of IT functions with reference to the scenario used in the question • Consistently uses precise IT terminology to a professional level • Communicates in the manner required by the question consistently using standard industry formats 	13–15
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<ul style="list-style-type: none"> • Addresses some or all components of the question as detailed below • Provides a response displaying limited organisation and problem solving skill • Demonstrates a limited understanding of IT functions • Uses some IT terminology • Does not communicate in the manner required by the question and does not use industry formats 	1–6

Question 23

Competencies assessed: ICAITU004C, ICAITS014C, ICAITTW001B, ICAITTW002B

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Addresses all components of the question as detailed below • Provides a cohesive, well reasoned response that reflects a high level of organisation, judgement, synthesis and problem solving skills • Demonstrates an in depth understanding of IT functions with reference to the scenario used in the question • Consistently uses precise IT terminology to a professional level • Communicates in the manner required by the question consistently using standard industry formats 	13–15
<ul style="list-style-type: none"> • Addresses most or all components of the question as detailed below • Provides a cohesive, well reasoned response showing significant organisational and problem solving skills • Demonstrates a detailed understanding of IT functions with reference to the scenario used in the question • Uses precise IT terminology to a level acceptable in industry • Communicates in the manner required by the question using standard industry formats 	10–12
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