

**2005 HSC Notes from
the Marking Centre
Information Technology VET**

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2005 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 2005 Higher School Certificate examination, indicates the quality of candidate responses and highlights the relative strengths and weaknesses of the responses for each question in Sections II and III.

This document should be read along with the relevant syllabus, the 2005 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 2005, 2890 candidates attempted the Information Technology examination.

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	A
2	B
3	B
4	B
5	C
6	D
7	D
8	D

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

Section II

Question 16

This question was generally well answered with a high proportion of candidates scoring 5 or 6.

The most common errors occurred where candidates confused ‘document status’ and the indicator for version control.

Some candidates did confuse the ruler with the margin indicator and the heading ‘Rationale’ was often mislabelled as the header.

Question 17

- (a) (i) Change in font or text size was easily identified, but many candidates confused sans serif with serif font style descriptions for each diagram. A small minority of candidates identified features of Diagram 1 rather than discussing the changes applied to change Diagram 1 to Diagram 2 in relation to the text.
- (ii) In the majority of cases a watermark was identified as the formatting feature applied to the graphic. A small percentage of candidates simply responded that the image had been deleted. Some candidates discussed issues relating to layers and applied the concept of ‘send to back’ and levels of greyscale and transparency.
- (i) As the diagrams on page 12 indicated two separate hard copy layouts, many candidates correctly identified that Diagram 2 was representing a landscape page layout. Incorrect terminology was not rewarded. Some candidates described landscape as ‘horizontal’. This is not the correct use of terminology.

(b) (i) (ii) (iii)

Candidates experienced difficulty identifying 3 separate text-editing changes. Many responded in relation to formatting changes and hence these were considered changes which edited the text. However, true text editing changes involved the use of spell checking, grammar checking and search and replace features, all of which could have been applied to the changes made to Diagram 1 to achieve Diagram 2. Another common mistake involved candidates listing any changes in relation to Question 17(a) – that is, listing one text editing change, one graphic change and one page layout change. Candidates should read the question carefully before answering.

Question 18

- (a) Candidates answered this question satisfactorily. A number of candidates merely defined each of the terms without an example demonstrating its use. Candidates who clearly demonstrated a practical use for each of the three alternatives or provided a description of the application of each were awarded marks.
- (b) (i) A number of candidates did not take note of the verbs ‘explain’ and ‘describe’. Most candidates were able to identify compatibility as the reason for the error, but did not go on to explain their answer.
- (ii) A vast number of candidates did not closely read the question and missed the statement ‘on this file’, so their answers referred to actions that may not have solved the problem

with the file itself. There were a number of candidates who provided excellent descriptions of an appropriate action taken on the file.

Question 19

- (a) Generally candidates identified points to fix the problem yet did not expand those points into procedures for ordering and receipt of goods to ensure compatibility and system downtime. Teachers need to ensure that candidates understand the meaning of the term 'outline' to provide a response appropriate to the question.
- (b) Most candidates 'identified' several impacts on future Austec operations correctly, ie loss of reputation, profit loss, loss of current and future business. While it was only necessary to 'analyse' one impact for full marks, candidates had some difficulty in relating an impact to a long-term implication.

Some candidates displayed difficulty in understanding the scenario, ie re-ordering the memory upgrade and installing before the next training day, and how Austec was employed by human resource managers. Candidates need to thoroughly read, underline key words and plan an answer before attempting to answer the question.

Question 20

- (a) Most candidates identified reasons for performing a backup. Some candidates defined a full backup. The better answers explained why a full backup was selected: eg one tape was sufficient and it would take less time to restore rather than restore several partial backups; or the backups were done at night to minimise interruptions to the business.
- (b) This question was much better answered than 20(a). Candidates identified reasons for performing a partial differential backup. Some candidates defined a partial backup. The better answers explained why a partial backup was selected eg well written comparisons between partial differential and full backups, multiple backups stored on the same tape, more efficient use of tape.
- (c)
 - (i) Some candidates did not relate this part to the initial scenario on the previous page, ie tapes are 50Gb in size. Most candidates showed correct working and understood that four tapes were required for Friday's full backup, and that two tapes were needed for Monday to Thursday. Some candidates made simple mathematical errors such as not realising there were four week nights of partial incremental backups.
 - (ii) Most candidates had the correct restoration sequence. Better responses demonstrated a knowledge of the difference between differential and incremental partial backups.

A common mistake was that the partial backup from either Monday or Tuesday was omitted from the sequence of partial backups.

Section III – Options

Candidates were required to attempt two out of three questions.

General Comments

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

- develop a thorough understanding and practice in the use of the BOS 'Glossary of Keywords'
- extensive practice in answering extended response questions relating to a given scenario
- use their time effectively and not repeat the question in their response
- organise their response to reflect the structure of the question
- concentrate on answering the question, using sound reasoning and high level problem-solving skills rather than giving definitions and appearing to regurgitate class notes and textbooks
- familiarise themselves with the syllabus and have a good understanding of the performance criteria and HSC requirements.

Question 21

This question was attempted by approximately 64% of candidates.

Many candidates:

- did not address the whole question, or did not relate the issues with each item
- wrote about the use of the items, instead of addressing issues of supply, how the items should have been stored, disposing of items, and OHS implications
- wrote about the control of staff, instead of the control of stock items
- did not show an understanding of the process of supply of consumables eg checking items received against that ordered
- could not differentiate between different 'media' and the devices that used them
- were vague and general in their answers and needed to address specific items with recommendations.

Higher-range responses demonstrated a clear understanding of a report format, addressing ALL components of the question in an organised layout. Precise IT terminology was used. The issue of supply addressed such items as checking orders, monitoring usage, and stocktaking. Storage was secure, dry, with adequate shelving and clear labeling. Disposal mentioned recycling where appropriate, and OHS implications were addressed throughout the question.

Mid-range responses covered most components of the question but lacked detail. Some report structuring was missing, although many candidates did use sub-headings.

Lower-range responses had no report structure. Many responses were incomplete and failed to refer to OHS issues altogether. They provided only a superficial attempt at answering the question. There was a lack of knowledge of IT terminology.

Question 22

This question was attempted by approximately 52% of candidates.

Responses gaining marks in the higher range covered the five issues in detail. They related IT content to the scenario and utilised significant IT terminology. Responses in this range described in detail the software required, data issues, extensive help methods and demonstrated thorough ergonomic and workplace environment and system maintenance procedures.

Responses gaining marks in the mid-range failed to address all of the issues, but the issues they did address were often comprehensive and showed a good understanding of an IT work environment.

Responses scoring marks in the lower range either covered most of the issues with limited detail or only covered one or two issues adequately. Often these responses lacked organisation and did not relate to the scenario provided in the question. They failed to cover the issue relating to access, retrieval and manipulation of data and also failed to recognise that the use of the keyboard and equipment issue related to ergonomics and OHS.

The majority of candidates were able to link the business tasks to the appropriate software, describe at least two methods of accessing help and described system maintenance and security in terms of virus scanning and backing up.

Question 23

This question was attempted by approximately 80% of candidates.

Overall, candidates wrote stronger responses for the first three components, and showed a limited understanding of file attributes and the impact that installing or upgrading software has on system integrity.

Responses that scored in the higher mark range:

- addressed all five components from a workplace perspective
- provided detailed instruction for what, when, why and how each job/procedure was to be done and by whom the work should be carried out
- demonstrated good problem-solving skills
- related to the scenario
- consistently used industry terminology
- used the setting out required for a manual, with some including a contents page
- provided a cohesive strategy relating all 5 components to an overall plan.

Mid -range responses:

- addressed most of the components from a PC user's perspective
- showed a basic understanding of some of the jobs/procedures that could be performed at a school, but lacked detail
- used the bulleted points from the question as subheadings
- listed steps in operating certain packages (eg Nortons Antivirus) rather than explaining their role in maintaining system integrity.

Low-range responses

- addressed 1 or 2 components from a beginner's perspective
- sometimes restated the bullet points offering at best brief and general statements showing little problem-solving skills with limited, if any, reference to the scenario
- showed limited organisation.

Information Technology

2005 HSC Examination Mapping Grid

Question	Marks	Unit of competency / Element of competency
Section I		
1	1	ICAITU012C
2	1	ICAITS014C
3	1	ICAITTW002B
4	1	ICAITTW001B
5	1	ICAITU007B
6	1	ICAITU004C
7	1	ICAITS017C
8	1	ICAITU005C
9	1	ICAITU006C
10	1	ICAITU006C
11	1	ICAITU006C
12	1	ICAITU006C
13	1	ICAITU006C
14	1	ICAITU013C
15	1	ICAITS015B
Section II		
16	6	ICAITU012C
17 (a)	3	ICAITU006C
17 (b)	3	ICAITU006C
18 (a)	3	ICAITU013C
18 (b)	4	ICAITU013C
19 (a)	3	ICAITS014C
19 (b)	4	ICAITS014C

Question	Marks	Unit of competency / Element of competency
20 (a)	2	ICAITS017C
20 (b)	2	ICAITS017C
20 (c)	5	ICAITS017C
Section III		
21	15	ICAITU004C, ICAITU007B, ICAITTW001B, ICAITTW002B
22	15	ICAITTW001B, ICAITTW002B, ICAITU006C
23	15	ICAITTW001B, ICAITTW002B



2005 HSC Information Technology Marking Guidelines

Section II

Question 16

Competencies assessed: ICAITU012C

MARKING GUIDELINES

Criteria	Marks
• Identifies six word-processing features numbered correctly	6
• Identifies five word-processing features numbered correctly	5
• Identifies four word-processing features numbered correctly	4
• Identifies three word-processing features numbered correctly	3
• Identifies two word-processing features numbered correctly	2
• Identifies one word-processing feature correctly	1

Question 17 (a) (i)

Competencies assessed: ICAITU006C

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Correctly identifies a formatting feature, using correct terminology, associated with text 	1

Question 17 (a) (ii)

Competencies assessed: ICAITU006C

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Correctly identifies a formatting feature, using correct terminology, associated with graphics 	1

Question 17 (a) (iii)

Competencies assessed: ICAITU006C

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Correctly identifies a formatting feature, using correct terminology, associated with page layout 	1

Question 17 (b)

Competencies assessed: ICAITU006C

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies three different editing features 	3
<ul style="list-style-type: none"> Identifies two different editing features 	2
<ul style="list-style-type: none"> Identifies one editing feature 	1

Question 18 (a) (i)

Competencies assessed: ICAITU013C

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides an appropriate example 	1

Question 18 (a) (ii)

Competencies assessed: ICAITU013C

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides an appropriate example 	1

Question 18 (a) (iii)

Competencies assessed: ICAITU013C

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides an appropriate example 	1

Question 18 (b) (i)

Competencies assessed: ICAITU013C

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Explains a reason with reference to compatibility 	2
<ul style="list-style-type: none"> Identifies a reason 	1

Question 18 (b) (ii)

Competencies assessed: ICAITU013C

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Describes an appropriate action in relation to the file 	2
<ul style="list-style-type: none"> Identifies an appropriate action 	1

Question 19 (a)

Competencies assessed: ICAITS014C

MARKING GUIDELINES

Criteria	Marks
• Outline appropriate procedures	3
• Outline an appropriate procedure	2
• Identifies one or more appropriate procedures	1

Question 19 (b)

Competencies assessed: ICAITS014C

MARKING GUIDELINES

Criteria	Marks
• Analyses two or more ways the scenario would impact on the company in the long-term	4
• Analyses one way the scenario would impact on the company in the long term AND • Identifies other long-term impact(s)	3
• Analyses one long-term impact OR • Identifies two or more long-term impacts	2
• Identifies one term impact	1

Question 20 (a)

Competencies assessed: ICAITS017C

MARKING GUIDELINES

Criteria	Marks
• Explains implications for creating OR restoring backup	2
• Identifies a reason for creating OR restoring a backup	1

Question 20 (b)

Competencies assessed: ICAITS017C

MARKING GUIDELINES

Criteria	Marks
• Explains implications for creating OR restoring backup	2
• Identifies a reason for creating OR restoring backup	1

Question 20 (c) (i)

Competencies assessed: ICAITS017C

MARKING GUIDELINES

Criteria	Marks
• Identifies the minimum number of backup tapes required	2
• Provides some correct reasoning/working out	1

Question 20 (c) (ii)

Competencies assessed: ICAITS017C

MARKING GUIDELINES

Criteria	Marks
• Identifies correctly all steps in order	3
• Identifies all steps not in order	2
• Identifies some steps not in order	1

Section III

Question 21

Competencies assessed: ICAITU004C, ICAITU007B, ICAITW001B, ICAITW002B

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Addresses all components of the question Provides a cohesive, well reasoned response that reflects a high level of organisation, judgement, synthesise 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 components of the question 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 components of the question Provides a response displaying some organisational 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 elements of industry formats 	7–9
<ul style="list-style-type: none"> Addresses minimal components of the question Provides a response displaying limited organisation and problem solving skills Demonstrates a limited understanding of IT functions Uses some IT terminology Communicates in the manner required by the question using few elements of industry formats 	1–6

Question 22

Competencies assessed: ICAITU006C, ICAITW001B, ICAITW002B

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Addresses all components of the question Provides a cohesive, well reasoned response that reflects a high level of organisation, judgement, synthesise 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 minimal components of the question Provides a response displaying limited organisation and problem solving skills Demonstrates a limited understanding of IT functions Uses some IT terminology Communicates in the manner required by the question using few elements of industry formats 	1–6

Question 23

Competencies assessed: ICAITTW001B, ICAITTW002B

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Addresses all components of the question Provides a cohesive, well reasoned response that reflects a high level of organisation, judgement, synthesise 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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