CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

IT

Unit 2 January 2019 series

Version 1

Contents

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates. The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report. A full copy of the question paper can be downloaded from OCR.

Unit 2 series overview

It was pleasing to note that the overall performance of the candidates had improved from the January 2018 session. However, it was also noted that many candidates still demonstrated knowledge gaps in relation to the unit content. Centres should ensure that candidates are familiar with all areas of the unit content prior to being entered for the external examination.

The correlation between content, context and command word also appeared to be limited. Candidates should be aware of the differing command words, e.g. identify, describe, explain, discuss, and the demands of each of these. Candidates should also be familiar with the concept that questions may have a specific focus. It is this focus which should be considered by candidates when composing their responses to questions.

In this unit, a pre-release case study is issued; this provides the context for Section A of the external examination. Many candidates seemed unfamiliar with the context of the case study; for this external examination this was PH Your Flowers. This apparent lack of familiarity limited candidates' accessibility to many of the questions in Section A of the external examination where the questions are directly linked to this case study.

The case study also includes some research prompts for candidates. These prompts should not be ignored as the knowledge gained through completing the research will enhance accessibility to the questions in Section A.

Section B of the external examination does not require candidates to link their responses to the case study. It was, however, noted that there was evidence of knowledge gaps from the candidates' responses in this section.

There are many resources available which can be used during the teaching of this unit. Centres are encouraged to access the resources available from the OCR website that relate to the interpretation of the case study and exemplification /analysis of candidate responses from previous sessions.

Section A overview

This section of the external examination was directly linked to the case study, PH Your Flowers.

Question 1 was directly linked to bullet point 1 of the research points.

Question 2 was directly linked to bullet point 2 of the research points.

Question 3 was directly linked to bullet points 3 and 4 of the research points.

Question 4 was directly linked to bullet point 5 of the research points.

Question 5 was directly linked to bullet point 1 of the research points.

Question 1(a)(i)

1   (a)   Photographs of the flowers are shown on the website.

  (i)   Identify the information style in which the photographs would be included.

....**[1]**

Part a(i) of the question required candidates to identify the information style in which photographs would be included. Many candidates were able to correctly identify this as being graphics although images was also an acceptable answer.

Question 1(a)(ii)

  (ii)   Explain why this information style has been used.

....

....

....

....

....

....**[3]**

The second part of this question required candidates to explain why the graphical information style had been used. Many candidates were able to provide answers that referred to the fact that the images would provide a visual representation of the available flowers which customers could then use to make a choice before they purchased flowers or that graphics are more effective than a textual description of flowers.

Fewer candidates provided the more technical answers relating to the fact that the photographs would be in individual files so the website could be changed as the choice of flowers changed throughout the year.

Question 1(b)

(b) Identify the category of information holder that PH Your Flowers would be included in.

....**[1]**

The final part of the question required candidates to identify the category of information holder that PH Your Flowers would be included. Many candidates were able to correctly identify this as being a business.

Question 2 (a)

2 Customers have the option to create an account with PH Your Flowers.

(a) Identify and describe **two** cost impacts to PH Your Flowers of keeping customer details securely.

[6]

Cost Impact 1 ....

....

Description...

....

....

....

Cost Impact 2 ....

....

Description...

....

....

....

The focus of this part of the question was on the cost impacts of keeping customer details secure. In the case study, and in the stem of the question, it was defined that customers have the option of creating an account with PH Your Flowers when they place an order. This prompt should have led to an understanding of the need to keep customer details secure and how this could be achieved.

Many candidates were able to provide answers that related to the increased need for software, hardware, and training. A further acceptable answer was that increased security may need to be implemented. Most candidates were then able to expand the identification to provide an explanation of these impacts. For example, extra costs may be incurred as encryption/firewall software may need to be purchased. Some candidates provided answers that related to the cost impact if customer details were not kept secure, for example, that this would lead to fines as legislation had been broken. These were acceptable answers.

Question 2 (b)

(b) Identify and describe **one** logical security method that could be used to keep customer details secure.

Logical Security Method ....

Description..

....

....

....

....

....

[4]

Many candidates were able to identify and describe an appropriate logical security method that could be used to keep the customer details secure. If candidates didn't identify a suitable method, they were unable to access the marks allocated for the description.

Acceptable answers included passwords and encryption. It was notable, however, that some candidates didn't read the question correctly and provided answers that related to physical security.

Question 3 (a)

3 (a) The delivery address postcode is checked by an external website.

Explain why the postcode is checked during the ordering process.

....

....

....

....

....

....**[3]**

This question focused on one of the steps taken during the online ordering process. Customers have to input the delivery address postcode which is then checked by a third party website. Many candidates seemed to understand this process and were able to provide acceptable answers. The postcode is checked to ensure that, for example, it is valid as user error on input could have occurred which can lead to the postcode not being found on the third party website. In this case, the customer is able to check the postcode they have input and correct any highlighted errors. The case study provides details about how the postcode can be used in that an address autofill facility is provided where the customer selects the correct delivery address for the options provided.

Question 3 (b)

(b) Customers input their payment details.

Identify the information classification in which these payment details would be included.

....**[1]**

Many candidates were able to provide an acceptable response. However, a significant number felt the payment details were personal rather than the correct sensitive or confidential.

Question 3 (c)

(c) Explain reasons why PH Your Flowers uses a trend and pattern identification data analysis tool to analyse its sales.

....

....

....

....

....

....**[3]**

Many candidates provided good answers to this question. The most commonly seen answer related to the fact that PH Your Flowers could use this data analysis tool to see the flowers that sold well and at what time of year. These candidates then went on to provide an example which, usually, related to the increased sales of roses at Valentines day. The more able candidates then expanded this example providing details about more stocks of roses would have to be bought.

Other acceptable answers related to the fact that interpretation of sales can be charted on a graph which show sales of flowers/options/additions over a given time scale. Correct examples of the type of graph were credited with a mark.

Question 4 (a) (i)

4 (a) Customers can choose to receive or opt-out of receiving marketing communications from PH Your Flowers.

   (i) Identify the regulation that relates to this.

   ....**[1]**

The correct answers to this question included Privacy and Electronic Communications Regulation (PECR), DPA and GDPR. Many candidates were able to access this mark although it was concerning to note that some candidates demonstrated knowledge gaps providing answers such as Computer Misuse Act or Freedom of Information Act.

Question 4 (a) (iI)

   (ii) Explain **one** action that should be taken by PH Your Flowers to comply with this regulation.

   ....

   ....

   ....

   ....

   ....

   ....**[3]**

Candidates needed to provide a correct answer to part (i) of this question to be considered for marks for part (ii). It was pleasing to note that many candidates were able to provide acceptable answers to this part of the question. The case study provided details relating to the fact that a customer can opt-in or opt out of receiving marketing communications.

The most common acceptable answers related to providing an option box on the ordering page and different options relating to how the customer wanted to be contacted, for example by email, text, letter.

The more able candidates then went onto expand their answer by providing details about only contacting the customer if they had opted in and only to use the preferred communication method.

 A further acceptable answer included the fact that if cookies are used on the website then the customer must be alerted to this and given the option to opt out. The use of cookies, if agreed to, could then provide the customer with personalised advert based on their previous browsing and purchasing history.

Question 4 (b)

(b) PH Your Flowers advertises that it has a Green IT policy.

Describe **two** benefits to PH Your Flowers of using Green IT.

1..

....

....

....

2..

....

....

....

[4]

This part of the question focused on the benefits to PH Your Flowers of using Green IT. Generic answers such as decreasing the carbon footprint did not provide a benefit and, as such, weren't credited with marks. Many candidates also didn't expand their answers. For example, simply stating that more customers would use the business without providing further details such as, this would lead to increased profits.

Acceptable benefits of using Green IT included reduction in costs because power can be saved as computer devices are switched off when not in use.

Question 5

5* PH Your Flowers has just created a social media account.

Discuss the advantages and disadvantages to PH Your Flowers of using social media to promote the business.

[10]

This question was marked using a banded response method. Candidates were given marks based on the level of detail included in their response, and the application of their response to PH Your Flowers.

The question also incorporated the quality of the response in terms of correct use of technical terms and the coherent use reasoning. This is denoted using a '*' next to the question number with candidates being informed of this in the rubric on the front of the examination paper.

To be given a mark in the middle mark band candidates had to describe at least one advantage and/or disadvantage to PH Your Flowers of using social media to promote their business. Most candidates were able to access a mark in the middle mark band. The greatest barrier to candidates being given the higher mark in the middle mark band was the lack of application to the use of social media to promote the business. Many candidates provided answers relating to cyber-bullying which, although a valid issue, does not relate to promoting the business.

The level of detail provided and the evidence of explanations, with appropriate application and examples related to PH Your Flowers, enabled candidates to be considered for a mark in the highest mark band. Candidates who achieved a mark in the highest mark band provided explanation of the advantages and disadvantages to PH Your Flowers; incorporated in their answers were valid applications and examples.

Acceptable advantages included the use of the like and share features that can increase the awareness of the business and that good reviews could increase the customer base as people can see that the business has good reviews. Acceptable disadvantages included the fact that time needs to be taken to keep the page updated and to respond to questions and reviews. A further disadvantage could be that any negative comments – true or false – can be seen by everyone who has access to the social media page.

Section B overview

Candidates did not need to apply their responses to PH Your Flowers in this section of the external examination.

The scenario for this section related to a dental practice. As such, all examples, where required, should be applicable to a dental practice.

Question 6 (a)

6   (a)   One of the stages that will occur during the data analysis will be to define the scope.

Identify **three other** stages of data analysis.

1...

2...

3...

                                                                                        [3]

The stages of data analysis are clearly defined in the unit specification. Many candidates demonstrated a knowledge gap about this part of the specification, However, many candidates were able to access 1 mark for correctly identifying the stage 'identify the need'.

Question 6 (b)

(b)   During the data analysis Data Flow Diagrams (DFDs) may be created.

One component of a DFD is a data store.

Draw and label symbols for **two other** DFD components.   **[4]**

Again, many candidates demonstrated a knowledge gap about this part of the specification. The question asked for DFD symbols, but many candidates provided answers that related to flow charts.

Where candidates did demonstrate some knowledge about DFD symbols they didn't read the question correctly and provided a symbol, and label, for a data store which had been provided in the question.

Question 6 (c)

(c) Describe **one** benefit and **one** limitation to the dental practice of using a contact management system.

Benefit ....

....

....

....

Limitation ....

....

....

....

[4]

This question was generally answered badly with many candidates demonstrating a knowledge gap relating to contact management systems.

Those candidates who were given marks provided benefit answers which related to the fact that patients' details can be stored with appointments being saved against the patients records. The most common limitation provided was that correct details must be input to ensure patients can be contacted.

Question 6 (d)

(d) Explain why the dental practice should have a disaster recovery policy relating to its contact management system.

....

....

....

....**[4]**

This question was another where candidates showed knowledge gaps. The most common misconception was that the policy was responsible for making sure data was safe. A disaster recovery policy provides details of what should happen, and who is responsible, if a disaster happened to the contact management system.

Those candidates who were given marks provided details relating to this. For example the policy will tell staff who has responsibility for ensuring that data from the contact management system is backed up on a regular basis. This will ensure that if a disaster does happen the contact management system can be restored quickly with minimal loss of data.

Question 6 (e)

(e) Identify and describe **one** physical protection method that could be used to reduce the risk of a disaster occurring to the contact management system.

Physical Protection Method ....

Description...

....

....

....

....**[4]**

It was unfortunate that some candidates didn't comprehend the fact that this part of the question requires a physical production method and provided answers relating to logical security methods.

There are also many instances of candidates identifying security guards. This would not be appropriate in the context of the dental practice. However, many candidates were able to identify a relevant physical protection method and were able to gain marks for the description.

Question 7 (a)

7   The dental practice is updating its website.

   (a) Explain, using an example, how the dental practice could make use of animated graphics
        on its website.

   ....

   ....

   ....

   ....[4]

Many candidates were able to answer this question well. However, they didn't provide an example relating to the dental practice which meant they were unable to access the mark allocated for the example. The most common answers seen related to the fact that animations can show a process easier than a textual description of the process.

Question 7 (b)

   (b)* The updated website will include an interactive form which will enable new patients to
        register and current patients to book appointments.

        Discuss how the integration between the interactive form and the contact management
        system will enable the system to be more efficient in the collecting, retrieving and storing
        of patient data and information.

                                                                                                        [10]

This question was marked using a banded response method. Candidates were given marks based on the level of detail included in their response, and the application of their response to the scenario.

The question also incorporated the quality of the response in terms of correct use of technical terms and the coherent use reasoning. This is denoted by using a '*' next to the question number with candidates being informed of this in the rubric on the front of the examination paper.

Again, this question demonstrated knowledge gaps relating to how systems can be integrated. The interactive form could be used by two groups of patients – new and existing. To be given a mark in the middle mark band candidates needed to describe the integration between the two systems. A description that included some application to the new patients registering would have their details automatically saved in the contact management system or existing patients could input their patient number when making an appointment which would then be saved against their record would achieve a mark in the middle mark band.

To meet the requirements of the top mark band, candidates should have included some references to the collecting, retrieving and storing of patient data and information.

Question 7 (c)

(c) The contact management system holds data and information about patients.

Using an example relating to the dental surgery, describe the difference between data and information.

....

....

....

....**[3]**

Many candidates did not know the difference between data and information. Where candidates did demonstrate correct knowledge they were unable to provide an example so limiting accessibility to one of the marks allocated to this question.

Question 7 (d)

(d) The Data Protection Act and Freedom of Information Act provide individuals the right of access to data and information.

Compare the rights of individuals relating to the access to information under the Data Protection Act and the Freedom of Information Act.

....

....

....

....**[4]**

Although it was obvious that candidates did have a working knowledge of both the Data Protection and Freedom of Information Acts, many misread the question. Acceptable answers included the fact that, under the Data Protection Act, only the data subject can request information about themselves whilst anyone can apply for information about a public body under the Freedom of Information Act.

The focus was on the comparison of access to information and the difference between these two Acts rather than the purpose of these. To achieve 2 marks a correct point about both Acts needed to have been made. If points about access had been made about either Act, then a maximum of 1 mark could be given. To be given the full allocated marks for this question, two complete comparisons needed to be made.

Copyright

Any reference to existing companies or organisations is entirely coincidental and is not intended as a depiction of those companies or organisations.

Supporting you

For further details of this qualification please visit the subject webpage.

Review of results

If any of your students' results are not as expected, you may wish to consider one of our review of results services. For full information about the options available visit the OCR website. If university places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications.

Attend one of our popular CPD courses to hear exam feedback directly from a senior assessor or drop in to an online Q&A session.

https://www.cpdhub.ocr.org.uk

Looking for a resource?

There is now a quick and easy search tool to help find **free** resources for your qualification:

www.ocr.org.uk/i-want-to/find-resources/

www.ocr.org.uk

OCR Customer Support Centre

Vocational qualifications
Telephone 02476 851509
Facsimile 02476 851633
Email vocational.qualifications@ocr.org.uk

Cambridge Assessment

CERTIFIED LR ISO 9001

UKAS MANAGEMENT SYSTEMS 001