

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

IT

05838–05842, 05877

Unit 2 January 2022 series

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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 and the mark scheme can be downloaded from OCR.

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Unit 2 series overview

It was pleasing to note that the overall performance of the candidate continues to improve. However, it was also noted that many candidates still demonstrated knowledge gaps in relation to the unit content. Centres should make sure that candidates are familiar with all areas of the unit content before being entered for the external examination.


The correlation between content, context and command word still 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. A limited number of candidates appeared to be unfamiliar with the context of the case study, for this external examination this was a book charity, Book_Shelve. This apparent lack of familiarity limited candidate's 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.

	OCR support	Further guidance relating to the case study, research bullets and how these relate to the questions in Section A can be found here .
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<i>Candidates who did well on this paper generally did the following:</i>	<i>Candidates who did less well on this paper generally did the following:</i>
<ul style="list-style-type: none"> • Applied their responses in Section A to the pre-release context • Answered questions in Section B in the context of the context of the hairdressers • Understood the question command words and the demands of these. 	<ul style="list-style-type: none"> • Provided limited application of the responses in Section A to the pre-release case study • Provided responses which did not apply to the context in Section B.

Section A overview

This section of the external examination was directly linked to the case study, Book_Shelve.

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

Question 2 was directly linked to bullet points 1 and 4 of the research points.

Question 3 was directly linked to bullet point 5 of the research points.

Question 4 was directly linked to bullet points 2 and 3 of the research points.

Question 5 was directly linked to bullet points 2 and 3 of the research points.

Question 1 (a)

This section relates to the case study on Book_Shelve.

1 Book_Shelve use magnetic media to store a back-up copy of the books database.

(a) Identify **two** magnetic media devices.

1

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2

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[2]

This part of Question 1 required candidates to identify two magnetic media devices. A misconception was that magnetic media devices included solid state media devices. Where candidates did provide a correct response, for example hard disc drive, they then went on to provide a further response, for example external hard disc drive. This strategy limited the marks given as these are the same device.

Question 1 (b)

- (b) Describe **one** advantage and **one** disadvantage to Book_Shelve of using magnetic media to store the back-up copy of the books database.

Advantage

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Disadvantage

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[4]

The focus of this part of the question was on the advantage and disadvantage to Book_Shelve of using a magnetic media device to store the back-up copy of the books database. Many candidates were able to access 1 mark each for the advantage and disadvantage. To access the 2nd mark allocated for the advantage and disadvantage the response needed to be fully applied to Book_Shelve. However, many candidates provided vague descriptions which did not apply to Book_Shelve and the books database.

Question 2 (a) (i) and (ii)

2 The available books are shown on the catalogue of books section of the website.

(a) (i) Identify the type of information system structure the catalogue of books section on the Book_Shelve website would be included in.

..... [1]

(ii) Describe **two** benefits of this type of information system structure.

1

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2

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[4]

This question focuses on the books section of the website. Full details about access to this section were provided in the case study. To be able to access this section of the website, centres needed to register with Book_Shelve when log-in details would be provided. This should have led candidates to understand that this section would be included in the closed information system structure, part a(i) of the question.

Part a(ii) then required candidates to provide two benefits of a closed system. This question demonstrated a knowledge gap for many candidates.

Acceptable responses included audit trails can be available and the section is only available to registered users.

If candidates did not access the mark allocated for part a(i) they were unable to be considered for marks for part a(ii).

Question 2 (b) (i) and (ii)

(b) Only registered users can access the catalogue of books section of the website.

(i) Identify the logical protection method that is used to access the catalogue of books section of the website.

..... **[1]**

(ii) Explain how this logical protection method will increase the security of the catalogue of books section.

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..... **[3]**

Details were provided in the case study which related to the requirements for access to the books section. To be able to view, and query, the books section, a user name and password (log-in details) must be input. This formed the response required for part b(i) of this question.

Part b(ii) focused on how log-in details can increase security. Where candidates had been given marks for part b(i) they were able to provide an explanation which accessed all the allocated marks. Acceptable responses included the fact that access to the catalogue can be restricted to authorised users as log-in details are needed.

If candidates did not access the mark allocated for part b(i) they were unable to be considered for marks for part b(ii).

Question 2 (c)

(c) The schools can change the auto-generated password to be more memorable.

Identify **two** rules that should be followed by the schools when changing the auto-generated password.

1

.....

2

.....

[2]

The focus of this question was the rules to be followed when changing the auto-generated password. Many candidates were able to provide two acceptable rules which included identification of a minimum length of 8 characters and using upper and lower case letters.

Some candidates appeared to have misread the question and provided responses related to, for example, keeping the password secret. While this is a valid point this does not relate to changing the password. Candidates should be encouraged to read questions properly to maximise the marks that could be given.

Question 3

3* Some of the schools that order books from Book_Shelve are located in developing countries.

Discuss the access issues that could arise in these countries when the schools are ordering books from the Book_Shelve website.

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..... **[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 case study.

The question also incorporated the quality of the response in terms of correct use of technical terms and the coherent use of reasoning. This is denoted by the use of 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 the access issues, research bullet point 5, that could arise for the centres who order books. Three of these countries were detailed in the case study.

Acceptable access issues included limited internet access, intermittent access due to location and geographical limitations or upload and download speeds being slow.

The greatest barrier to candidates being given the higher mark in the middle mark band was the lack of application to the case study and the level of detail provided.

The level of detail provided, the evidence of explanations, with appropriate application, and examples, to Book_Shelve could enable candidates to be considered for a mark in the highest mark band. Candidates who achieved a mark in the highest mark band provided detailed explanation of a range of different access issues using subject specific terminology.

Some candidates provided responses which focused on, for example, delivery issues. While this may be an issue for developing countries, this is not an access issue as defined by the unit specification. As such, no credit could be given for this type of point.

Question 4 (a)

4 The schools can query the catalogue of books to find books that meet their requirements.

(a) Identify the information management process that the query would be included in. Describe the process that takes place.

Process

Description

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.....

[4]

The focus of this question is the type of information management process that would be used when the catalogue is being queried by centres, this process was defined in the case study. The process would be retrieving as search criteria are used to retrieve the results of the query. Candidates could be given marks for the description if they did not correctly identify the process.

Many candidates were able to describe the process that is carried out when the catalogue is being queried by the centre. However, some of the responses were vague and were unable to be given marks. For example, one of the criteria that is used, which is defined in the case study, is subject and type of books. Many candidates provided a response which include one of these options but not both, as required for the mark. Candidates should be encouraged to be specific in their responses to make sure that marks can be given.

Question 4 (b)

(b) Identify the type of source of the data held in the books catalogue.

..... **[1]**

The source of the data held in the books catalogue is internal. Details are provided in the case study about who inputs the data when the books donation is received at the Book_Shelve warehouse in Somerset.

Question 5 (a)

- 5 (a)** The photographs and statement from a school who have received books would be included in the external communication category of information.

Explain why the photographs and statement would be included in the external communication category of information.

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..... [4]

Many candidates were able to provide an indication that the photographs and statements would be included in the external category as they came from the centres rather than Book_Shelve. However, they were unable to provide further explanation for this categorisation. As such, this question demonstrated a knowledge gap for many candidates.

Acceptable responses could include the fact that these are created externally and sent to Book_Shelve or they have come from centres who have received the books.

Question 5 (b)

- (b) Schools send videos to Book_Shelve to show the impact the books have had on their students. The videos use the schools' native languages.

The subtitle information style is used to ensure that English language speakers can understand the videos.

Justify the use of the subtitle information style.

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..... **[4]**

Many candidates were able to provide a full and complete justification of the use of subtitles in this situation. Candidates covered a range of justifications including the subtitles could help those with a hearing impairment to understand the message in the video or that the speech in the video will be translated from the native language into English subtitles.

Section B overview

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

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

Question 6 (a)

- 6 A hairdressers has clients including men, women and children. They are considering a new computer system to manage the bookings and to enable clients to book their appointments through an online booking system.

- (a) Identify the classification of information the appointments would be included in.

Justify your choice.

Information

Justification

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.....

.....

[3]

The focus of this question related to the appointment data held by the hairdressers. Few candidates were able to correctly identify that this data would be business information. If candidates were unable to correctly identify the data as business data, they were unable to be considered for marks for their justification. This question demonstrated a knowledge gap for many candidates. Information classification is included in the unit specification LO2.2.

Acceptable justifications included the data is critical and relevant to the successful running of the hairdressers.

Question 6 (b)

(b) As part of the development process a Data Flow Diagram (DFD) will be created.

One component of a DFD is an external entity.

Draw and label symbols for **two other** DFD components

Component	Label

[4]

There are a range of symbols which can be used to create a L1 DFD. It was noticeable that many candidates provided labelled symbols that would be used in a flowchart so limiting their accessibility to the allocated marks. Candidates were able to access mark for just drawing the symbol but to achieve all marks allocated these also had to be labelled.

Question 6 (c)

(c) Qualitative data will be used in the online booking system.

Describe, using an example related to the booking system, what is meant by qualitative data.

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[3]

Many candidates appeared to confuse qualitative data, the focus of this question, with quantitative data. This strategy meant that no marks could be given. To be given all marks an example needed to be provided. This example needed to be applicable to the booking system at the hairdressers. Those candidates who provided a relevant response in their response to this question were able to achieve all the allocated marks.

Question 7 (a)

7 The hairdressers has been advised about security breaches.

(a) One impact of a breach in information security is the loss of services and access to these services.

Describe **two other** impacts that could occur as a result of a security breach.

1

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2

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[4]

Many candidates were able to provide two descriptions of impacts that could occur as a result of a security breach, so achieving all marks allocated to this part of the question. However, there was a high incidence of candidates providing responses that related to loss of, and access to, services. As these were given in the question these responses could not be considered for marks. Candidates should be aware that if examples are provided in a question, these examples must be excluded from their responses.

Question 7 (b)

- (b)** The hairdressers will be storing client details including names, addresses and contact details including mobile numbers and email addresses.

Explain why the client details would be included in the personal classification of information.

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..... **[4]**

Candidates were able to provide brief details about the inclusion of client details in the personal classification. Many of the responses were superficial in nature which demonstrated a knowledge gap. Information classification is included in the unit specification LO2.2.

The most common responses related to the fact that these details are private / sensitive and should not be in the public domain unless permission has been granted by the data holder.

Question 7 (c) (i) and (ii)

(c) (i) Identify the legislation that relates to the storing of client data.

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..... [1]

(ii) Describe **two** actions that should be taken by the hairdressers to comply with this legislation.

Action 1

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Action 2

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..... [4]

Candidates had to identify the legislation that relates to the storing of the client data. Many candidates were able to correctly identify this as the DPA. This enabled the response for part (ii) of the question to be considered for marks. Most candidates were able to provide descriptions of two actions that needed to be taken. Acceptable responses included that fact that the data should be stored securely with access limited to authorised staff.

Question 7 (d)

- (d) The new booking system will enable clients to book their appointments online. The clients will be able to see the available days and times for the appointments. The client will be able to select the stylist they want to cut their hair and confirm the appointment. This appointment will then no longer be available for booking by other clients.

Discuss the consequences to the hairdressers if the client and booking information is of poor quality.

[10]

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

The question also incorporated the quality of the response in terms of correct use of technical terms and the coherent use of reasoning. This is denoted by the use of 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 consequence of poor information to the hairdresser. The differentiating factor when awarding marks for this, and other extended writing questions, is the depth of the response. It may be that candidates had identified many consequences but unless these were described, with relevant examples provided, a mark in the lowest mark band would be given.

To be confidently given a mark in the top mark band, candidates need to provide explanations of the points they are raising including relevant examples, using subject specific terminology.

Applicable points included missed appointments as the booking system was showing incorrect information, appointments being shown on the booking system which are not available but can still be booked. The ultimate consequence to the hairdresser would be a loss of reputation and trust from clients which could lead to clients going to a different hairdresser.

Question 8 (a)

8 The hairdressers wants to use Green IT to increase its reputation with clients.

(a) Describe the purpose of Green IT.

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[3]

Many candidates were able to achieve all marks allocated to this question. The most common responses related to being environmentally aware by decreasing their carbon footprint which would lead to a reduction in global warming.

Question 8 (b)

(b) Describe **two** benefits to the hairdressers of using of Green IT.

Benefit 1

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Benefit 2

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[4]

It was pleasing that many candidates were able to provide two benefits to the hairdressers of Green IT. However, some candidates provided responses relating to the increase in reputation. As this was provided in the question it was not acceptable as a response.

The most commonly provided response related to a decrease in energy costs as devices would not be left switched on. Other acceptable responses related to the hairdresser being able to reduce the use of paper as information and data would be stored electronically.

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