

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

IT

05838–05842, 05877

Unit 2 Summer 2023 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 words 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 few candidates were unfamiliar with the context of the case study - for this external examination this was PH Island Hopping (PHIH). This apparent lack of familiarity limited candidates' accessibility to many of the questions in Section A of the external examination where the questions are 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 Teach Cambridge that relate to the interpretation of the case study and exemplification/analysis of candidate responses from previous sessions.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • applied their responses in Section A to the pre-release case study • answered questions and provided examples in Section B in the context of the context of a company conducting online surveys • 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 and examples which did not apply to the context in Section B.

OCR support



OCR has produced a [teacher guide for command verbs and definitions](#) to support you and your learners.

The [exemplar candidate work](#) is also helpful to you to see how we mark this unit.

Section A overview

This section of the external examination was directly linked to the case study, PH Island Hopping (PHIH).

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

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

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

Question 4 was directly linked to bullet points 1 and 5 of the research points.

Question 5 was directly linked to bullet points 2 and 4 of the research points.

OCR support



See [further guidance](#) relating to the case study, research bullets and how these relate to the questions in Section A.

Question 1 (a), (b) and (c)

1 Details of the passengers are stored in the booking database below.

Passengers ×											
Passenger ID	First Name	Family Name	Passport	Issuing Country	Departing Port	Arriving Port	E-Ticket	Address 1	PostCode	Country	
2	Kofi	Azmi	6740295	Greece	Rhodes	Aegina	<input type="checkbox"/>	45 Athena Street		Greece	
3	Beth	Riley	253790	UK	Rhodes	Mykonos	<input checked="" type="checkbox"/>				
4	Tom	Riley	978452	UK	Rhodes	Mykonos	<input checked="" type="checkbox"/>				
5	Shanti	Zayn	87695935	USA	Rhodes	Santorini	<input type="checkbox"/>	2781 Main Street	NJ5625	USA	

(a) Identify the **category of information holder** the issuing country of the passports would be included in.

..... [1]

(b) Identify the **information style** that has been applied to the Passport field.

..... [1]

(c) Complete the table below to show **two other** information styles used in the booking database and the fields they are used on.

Information style	Field

[4]

This question focused on the categories of information holders and the differing information styles applied to the PHIH booking database.

Many candidates were able to correctly identify that the category of information holder, Question 1(a), would be government. The information style applied to the 'Passport' field, Question 1(b), was mostly identified as being numerical/number. Where candidates were able to correctly identify this information style, they were able to provide two different information styles used in the booking database as required by Question 1(c).

Where candidates did not gain the marks for Question 1(c) this was because responses were detailed in the incorrect box, for example, the information style being detailed in the field box. Another common issue was the failure to provide the specific field name, for example port rather than the actual fields of departing port or arriving port.

Question 2

- 2 Each morning, exchange rates are taken from the European Central Bank's (ECB) website. Identify the **information source** these exchange rates would be included in. Justify your choice.

Information source

Justification

.....

.....

.....

.....

.....

.....

[4]

Details were provided in the case study about how the price of the tickets, detailed in euros, is converted to different currencies. Some of the responses to this question appeared to demonstrate a knowledge gap relating to the different types of information sources as defined in the unit specification and confusion between information sources and data types.

Where candidates did provide the correct response, external, they then went on to provide a clear and detailed justification. Acceptable justifications included that the exchange rate is taken from an outside organisation, the ECB, with the exchange rates being sourced from the ECB website.

If candidates did not access the mark allocated for identifying the correct information source, they could not be considered for marks for the justification.

Question 3

3 Each morning the administration staff email a **passenger list** to each port.

Identify **one** characteristic of information that should be demonstrated by the **passenger list**.

Justify your choice.

Characteristic

Justification

.....

.....

.....

.....

.....

[3]

Details were provided in the case study about how the passenger list is collated and used within PHIH. Some of the responses to this question appeared to demonstrate a knowledge gap relating to the different characteristics of the quality of information as defined in the unit specification. Some candidates provided incorrect responses that related to the actual data that would be included in the passenger lists, for example, passenger names.

Acceptable characteristics, as defined in LO2.3 of the unit specification, included 'valid', 'dependable', and 'accurate'. Where candidates did provide a correct characteristic, they then went on to provide a clear and detailed justification. Acceptable justifications included that the passenger list would be used to check passengers joining or leaving the ferry at a port to make sure the correct passengers were onboard.

If candidates did not access the mark allocated for identifying a correct characteristic of information, they were unable to be considered for marks for the justification.

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 logical protection methods that could be used by PHIH to maintain the security of the booking database.

The case study provided details relating to the details stored in the booking database by PHIH and this should have led to responses to this question focusing on the importance of protecting this data through the use of logical protection measures.

Acceptable methods included the use of password protection, tiered levels of access, firewalls, and encryption. However, some candidates demonstrated a knowledge gap by including, or totally focusing their response on, physical protection measures. This strategy limited the marks available to the lowest mark band or being given zero marks for not applying their response to the question.

The greatest barrier to candidates being given the higher marks in the middle mark band was the lack of application to the case study and the level of detail provided. For example, describing the rules for selecting a password would then need to go on to provide further detail about how these rules would increase security.

The level of detail provided, the evidence of explanations, with appropriate application, and examples related to PHIH could help 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 security methods including examples applied to PHIH and the correct use of subject specific terminology.

Assessment for learning



To do well on Section A 'discuss' questions candidates need to provide details and respond using the information provided in the pre-release case study. They need time to practice these skills during the teaching and learning phase in order to be able to access the higher mark bands in the exam.

Question 5 (b)

(b) Describe **one** advantage and **one** disadvantage to the passengers of **podcasts** being used to show the journey between two island ports.

Advantage

.....

.....

.....

.....

Disadvantage

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.....

.....

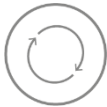
[4]

The focus of this question was on the advantages and disadvantages to the passengers of the use of podcasts. Many candidates did not focus their response on the passengers but on PHIH. Candidates should be encouraged to target their responses on the focus as detailed in the question.

Those candidates who focused their response on the passengers and podcasts provided acceptable details including the fact that the podcasts can include subtitles so passengers who speak languages different from Greek can access the podcast commentaries. Acceptable disadvantages included the fact that a stable internet connection is required to be able to access the podcast without experiencing buffering or lagging.

Candidates should also be encouraged to consider any number requirements defined in a question. For example, in this question only one advantage and one disadvantage were required with the first response for each being considered for marks.

Assessment for learning



Candidates need to read the question carefully and make sure they only give the required number of responses. If they give more than is required, then only the required amount will be marked starting at the top of their response. For example, if the question asks for two points and they give three, only the first two they have written will be marked.

Question 5 (c)

- (c) To **conform** to the requirements of the UN Convention on the Rights of Persons with Disabilities (UNCRPD) users of the PHIH website can activate screen readers.

Identify and describe **two other** methods that can be used on the website to **conform** with the UNCRPD.

Method 1

.....
.....
.....
.....
.....

Method 2

.....
.....
.....
.....
.....

[6]

The question focused on the methods that could be used to comply with the UNCRPD. An example was provided in the question, that being screen readers. This meant that responses provided by candidates should not include screen readers, or the equivalent of text-to-speech, as the question required two other methods.

Many candidates were able to identify features that should be included on the website to conform with the UNCRPD. This enabled the description response to be considered for marks. Acceptable responses included Alt Tags and subtitles.

One common issue was that some of the methods identified were too vague. For example, changing text size is too vague at this level to be considered for a mark. To achieve a mark for this the response needed to clearly state, increase text size.

It did, however, appear that some candidates did not read the question correctly, providing responses which related to the use of braille for those people who have visual impairments. This would not be appropriate on a website and so gained none of the marks allocated for this part of the question.

Section B overview

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

The scenario for this section related to a company who conducts online surveys on behalf of their clients about entertainment viewing habits. As such, all examples, where required, should be applicable to this scenario.

Question 6 (a)

ETVS carries out online surveys about people's entertainment viewing habits on behalf of its clients. The surveys focus on streaming services and pay-to-view programmes, as well as those available through free services.

6 The employees create the surveys by accessing the company intranet.

(a) Identify **two** characteristics of an intranet.

1

.....

2

.....

[2]

This question focused on the characteristics of an intranet. The command word 'identify' means that a word or short phrase is required. Many candidates were correctly able to identify that one characteristic is 'private'. However, this response was then repeated, in many cases, by candidates stating that authorisation/username and password were required to access the intranet. This is a repeat of private and, as such, was not given a further mark.

The other acceptable response, as defined in LO1.5, was 'closed'. Acceptable alternative response for this was that it can only be accessed internally within ETVS.

Question 6 (b) (i), (ii) and (iii)

(b) Based on the target audience for each survey, ETVS uses the 'identify potential sources' stage of data analysis.

(i) Explain what happens during this stage of data analysis.

.....

.....

.....

.....

.....

.....

..... [3]

(ii) Identify and describe the next data analysis stage.

Stage

.....

Description

.....

.....

.....

..... [3]

(iii) Identify one other data analysis stage.

.....

..... [1]

Question 6(b) focused on the stages of data analysis as defined in the unit specification, LO3.4. Many candidates had a knowledge gap for this part of the specification.

Part (i) required candidates to explain what happens during the third stage of data analysis – identify potential sources. Many of the responses to this part of the question were vague, again indicating a knowledge gap relating to this learning outcome. During this stage of data analysis, a range of sources are identified, however, these sources must be dependable to make sure the required information is suitable, meeting the objectives. Many candidates referred to data in their response, at this point of data analysis the focus is on the sources not the data which will be collected later in the process.

Part (ii) of the question required candidates to identify and describe the next stage of data analysis. This is source/select information. Many candidates provided vague responses such as 'select' which does not fully meet the requirements. Where questions, such as this part, require the identification of a specific element of the unit specification it is important that full and complete details are provided.

Where candidates did provide a full, complete, and correct stage they were able to provide a description which could be considered for marks.

Part (iii) of the question required the identification of one other data analysis stage. Many candidates were able to access the allocated mark, with the most common response being 'Identify the need'. However, there were instances of incomplete and vague responses being provided, for example 'Share' or 'Analyse'; this type of response could not be considered for marks.

Assessment for learning



Candidates need to know about the eight different stages of data analysis. LO3.4 in the specification. They need to be able to state what the stages are and describe what happens in each stage.

Question 6 (c)

- (c) The target audience complete and submit the surveys online using an **extranet**. Identify and describe **one** characteristic of an **extranet**.

Characteristic

Description

[3]

This question focused on a characteristic of an extranet, LO1.5. Many candidates had confused an extranet with the internet with characteristics such as open and public being provided as a characteristic. Where candidates did provide a correct characteristic such as part shared access, they were then able to provide an appropriate description.

If candidates did not access the mark allocated for identifying a correct characteristic of information, they were unable to be considered for marks for the justification.

Question 7 (b)

- (b) Using an example related to the surveys, describe the **difference** between data and information.

.....

.....

.....

.....

.....

.....

..... [3]

This question required candidates to describe the difference between data and information, LO3.1. Those candidates who provided details relating to data, with an example and then went on to provide details relating to information, using the same example converted into information performed well in this question.

The example used must, as with previous questions in Section B, have been applied to the surveys used by ETVS about entertainment viewing habits.

Question 7 (c)

- (c) Some of the stored data can be partially or completely anonymised.
Describe **one difference** between partially and completely anonymised data.

.....

.....

.....

..... [2]

This question related to LO2.2. Many candidates responded to this question by using an example of the difference between partially and fully anonymised data. Often, this was using the example of debit or credit card numbers. This was an acceptable strategy and good example and resulted in many candidates accessing all allocated marks.

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