Cambridge Technicals

IT

Level 2 Cambridge Technicals Certificates in IT **05883**

Level 2 Cambridge Technicals Diplomas in IT **05884**

OCR Report to Centres January 2018

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This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

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OCR REPORT TO CENTRES

Unit 1 Essentials of IT

General Comments

Learners taking the first CBT assessment for this unit in January performed reasonably well, particularly given the breadth of knowledge to be covered in one term of teaching. Centres would be advised to focus not only on the knowledge requirements across the five learning outcomes for this unit but also ensure learners are familiar with the different assessment styles used in this summative assessment – i.e. linking boxes, true/false, diagram-related questions and select 'three'.

Learning Outcome 1:

Performance on this LO was the weakest which covers knowledge of hardware components. This is one of the more weighty LO's within the unit and as a result centres should spend more time with their learners developing knowledge around types of computer system, network, connectivity methods, topologies, network protocols, computer components, devices and fault diagnosis.

Learning Outcome 2:

Performance on this LO was pleasing, particularly given this is the heaviest weighted LO within the unit. Learners seemed more prepared for software-based questions rather than questions that had more of a hardware focus. This is a knowledge gap that needs closing for future series, especially as scoring a healthy return of marks on LO1 and LO2 goes a long way to securing an overall 'Achieved' for this unit.

Learning Outcome 3:

The focus of LO3 builds on LO1 and LO2 and requires learners to demonstrate knowledge of how to install and upgrade hardware and software. Performance on this LO was distinctly average and centres should ensure the gaps in LO1 (hardware) and LO2 (software) are addressed so learners have the best possible opportunity to succeed on this LO.

Learning Outcome 4:

Performance on this LO was the strongest with learners demonstrating a good level of knowledge of the use of the world-wide web. This may partly be down to the fact learners are effective digital users on a daily basis which afforded them a greater level of familiarity in relation to this LO.

Learning Outcome 5:

This LO carries the smallest weighting in the unit and performance was generally disappointing. The LO is holistic in nature and draws together the learning from the unit to reflect on the practical uses of IT within business. Learners may find that as they study the internally-assessed units familiarity with this LO will naturally improve as they are required to use IT in different ways to meet the needs of different client briefs.

Unit 2 Essentials of Cyber Security

General Comments:

The overall performance of the candidates, given this is the first cohort through was generally pleasing. A large majority passed the unit but unfortunately there were no distinctions.

There are three things that make up a good response: knowledge, examination technique and application to the scenario. The knowledge is about learning the material and having an understanding of the specification and the terminology within it. Examination technique is about looking at the key word in the question and tailoring the response to meet it –identify, describe, explain and discuss all require a different style of response. The application to the scenario is, generally, good but there are still occasions where the example does not reflect the scenario in the question but is a learnt example.

Comments on Individual Questions:

Question No.

1a	This question was knowledge based. Candidates generally did well but duplicate answers were often seen, for example, “to protect data” and “to keep data safe” which could only be credited once.
1b	There was only one correct answer for this question which the majority of candidates correctly identified.
1c	This question was also knowledge based and candidates with a solid grasp of the specification achieved both marks.
2a	Candidates were required to identify the cyber security incident and then to go on to describe what incident they had identified. Whilst many did this a considerable number failed to identify to incident. The most common incident was hacking. Some candidates gave accidental or unintentional incidents such as clicking on links or downloading viruses which gained no credit.
2b	This question focused on the accidental incidents. It used the same question structure as 2a and required an identification. The question gave downloading files in the stem and it was unfortunate that many candidates did not link this with the question and gave responses based on downloading files – such as viruses.
2ci	This question stuck at the very heart of this unit – the reasons why cyber security is necessary and it was disappointing to see a lack of understanding of depth in the responses of the candidates. An explanation needs to give a reason and it should be a positive reason – why should something be done. Many of the responses seen lacked clarity.
2cii	Generally this was very well done with the majority of candidates acquiring both marks.
2d	The question asked for one characteristic – many answers listed many different characteristics of a strong password with no description thus only gaining one mark. The question did not ask for the reasons why a strong password was required which was the question that a number of candidates chose to answer instead.

3a	The question was looking at the threats that could manifest themselves after downloading an attachment. Most answers focused on hacking or viruses, both acceptable but failed to describe the threat and so only achieved a single mark.
3bi	With only a single correct answer it was pleasing to see that the majority of candidates got this correct.
3bii	A repetition of the question was a common way to start the response to this question and gained no marks. The focus of the answer was on how the Act was broken and unfortunately this was missed by many candidates. There was good awareness of the Act and its principles but this was not related to the question.
3c	This question required a scenario based response – the focus was on the security of the webpage. Many candidates gave generic responses that did not link to the webpage or how its security was increased.
3d	This was a polarising question with candidates either aware of an AUP or guessing at a response. It was unfortunate that many were in the latter category. Candidates who were aware and gave specific examples scored highly.
3ei	Most candidates gave a physical security method, those that failed to gain marks did so because they gave a logical method.
3eii	Responses here needed to ensure that the server could still be used. A description of the method identified in 3ei was common rather than the explanation required by the question.
3f	As a discussion the response to this question required extended writing. The focus was the impact on Progress Vets – many candidates gave general impacts or impacts on customers rather than the Vet itself. Loss of reputation and customers were the most common answers that were seen but there was a lack of depth following this. The discussion needs to consider how Progress Vets were impacted by the incident – what were the consequences of the impact. Too many responses were single sentences and moved to a different point rather than taking the single point, looking at the impact and then the consequence. A paragraph a point is required to gain the depth required to achieve high marks in this type of question.

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