

CAMBRIDGE NATIONALS

Examiners' report

ICT

J800, J810, J820

R001 January 2021 series

Contents

| | |
|----------------------------|----|
| Introduction | 3 |
| R001 series overview | 4 |
| Section A overview | 5 |
| Question 1 | 5 |
| Question 2 (a) (i) | 5 |
| Question 2 (a) (ii) | 6 |
| Question 2 (b) | 7 |
| Question 2 (c) | 7 |
| Question 3 (a) | 8 |
| Question 3 (b) | 8 |
| Question 3 (c) | 8 |
| Question 3 (d) | 10 |
| Question 4 (a) | 10 |
| Question 4 (b) | 11 |
| Section B overview | 12 |
| Question 5 (a) | 12 |
| Question 5 (b) | 12 |
| Question 5 (c) | 12 |
| Question 5 (d) | 13 |
| Question 6 (a) | 14 |
| Question 6 (b) | 14 |
| Question 6 (c) | 15 |
| Question 6 (d) | 15 |
| Question 7 | 16 |

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. A selection of candidate answers are also provided. 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.

Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on **File > Export to** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

R001 series overview

We are almost at the final examination series of this excellent course and so we expected entry numbers to reflect this. The added impact of the current pandemic reduced numbers further so that the total number of entries numbered in the tens, rather than the thousands, as has previously been the case.

| <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">• Worked within the confines of the scenario to provide answers that fitted the context. This is a vital skill in any applied examination.• Focused on the key words in each question, so that questions that asked for a description had a number of points made, while questions that asked for an explanation focused on why a certain factor or impact was efficacious. | <ul style="list-style-type: none">• Failed to complete pre-release tasks and so were ill-prepared for the contextual questions set.• Gave answers that did not follow the demand of the key words for each question. |

Section A overview

Section A was based on the first of two scenarios and was based on James, the manager of a Conference Centre.

Question 1

- 1 James employs a full-time secretary. The secretary uses a desktop computer.

Identify **three** features of desktop computers that make them different from laptop computers.

- 1
-
- 2
-
- 3
-
- [3]

As is typical of this paper, the first question was intended to settle nerves by asking a relatively simple question. Candidates were asked to identify three points of difference between desktop and laptop computers. Candidates were able to answer by identifying features of desktop computers OR laptop computers. Marks were given if the difference identified was supportable and fitted the level of understanding commensurate within this level of examination. Therefore, answers such as desktop not requiring batteries were accepted, as, to the average candidate, this would be seen as a difference.

Candidates generally did well on this question, although some did show some minor lack of understanding. Most candidates scored at least 1 mark here, with many achieving full marks.

Question 2 (a) (i)

- 2 Diary management software is used to store details of future conference bookings.

- (a) (i) Identify and describe **one** feature of diary management software that may reduce the possibility of James forgetting about a future conference booking.

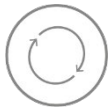
-
-
-
-
-
-
- [3]

There are many features of diary management software that could have been the basis of an answer for this question. Typically, candidates identified reminders as their chosen feature, and then followed with this some indication that this would be given in advance, which was a good answer.

Exemplar 1

It sets reminders which notify's the user of when
 a booking takes ^{place} a couple days before. it allows the
 user to plan what to do beforehand.
 Shows any clashes with any other important date.
 [3]

In this response, the candidate has written enough to justify 2 marks. The reference to “when a booking takes place” was taken as equivalent to when a booking occurs. However, the final extension attempt – “It allows the user to plan etc” - is not a description of the reminder, but an implication of being reminded. In effect, had the question asked the candidate to identify and explain a positive impact of one feature of diary management software, this would have been a 3 mark answer. However, this was not the question that was asked.

| | | |
|--|-----|---|
|  | AFL | <p>Please consider asking candidates to practice their explanations and descriptions. When doing so, the command word is obviously key, but so is the number of marks available. For example, if an explain question is worth 3 marks, a typical and success structure would be to identify an advantage (for example), state something more about the advantage and then state why this is an advantage. Please focus on what the candidate is being asked to explain. If it's an advantage, candidates should be stating why the identified advantage is an advantage. Where candidates begin such explanations with phrases such as “this is good because”, their explanation is suitable.</p> |
|--|-----|---|

Question 2 (a) (ii)

- (ii) Identify **one other** feature of diary management software that may reduce the possibility of James forgetting about a future conference booking.

.....
 [1]

Candidates were able to identify any other feature that would achieve the desired outcome.

Exemplar 2

Creates a to do list which would remind the secretary to
 tell James of what he needs to get done. [1]

This response, from the same candidate as previously, is an example of fairly typical practice, where candidate provided more information than was required. While it is good to see this level of understanding, the candidate merely needed to write “to do lists” and the mark would have been given. This therefore represents bad exam practice.

Question 2 (b)

- (b) Explain **one** advantage to James of sharing the editing rights to the diary management software with his secretary.

.....

.....

.....

..... [2]

When asked to explain an advantage, candidates should first state the advantage and then state why this is an advantage. When considered together, these two comments make up an explanation, especially when joined by “because” or “therefore”.

The question was specifically about sharing editing rights, and while most candidates appreciated that this meant that both James and the secretary could edit the diary, few were able to say why this were useful. At the simple level, candidates could have stated that this meant that there was (even) less chance of missing an event, or that the diary could be updated even when James was unable to do so. However, few candidates were able to give a suitable explanation of their stated advantage.

Question 2 (c)

- (c) Identify **two** advantages to James of being able to access the diary management software using his smartphone.

1

.....

2

..... [2]

This question was signposted in the scenario and the preparatory tasks. While some candidates were able to give two advantages, other candidates thought that the question focused on the features of smartphones, which had been a preparatory research task, and so gave features, rather than advantages of being able to access diary management software.

Question 3 (a)

- 3 Each week James works out how much profit the Progress Conference Centre (PCC) has made over the previous seven days.

(a) Identify the **most suitable** type of software that James could use to work out the profit.

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

Most candidates identified “spreadsheet software” or a suitable alternative. As with Exemplar 2 (above) some candidates chose to write whole sentence answers (such as “the most suitable is spreadsheet software”). While this is clearly correct, this is again poor exam practice, as the mark was given for “spreadsheet”.

Question 3 (b)

- (b) Describe **one** feature of the software you have identified in **part (a)** that makes it suitable for working out the profit.

.....
.....
.....
..... [2]

This question was intended as a low demand question which most candidates would answer well. This proved to be the case, and many candidates gave answers based on various functions, or the ability of spreadsheet software to do calculations. However, where candidates claimed that spreadsheet software included a calculator, this was not given.

Question 3 (c)

- (c) The weekly profit report contains sensitive information that needs to be protected from unauthorised access.

Compare the use of password protection and encryption as methods of protecting the information in the weekly profit report from unauthorised access. [9]

When asked to compare two methods or procedures, they should be pointing out areas of similarity and difference. To achieve a mark from Level 3, these comparisons should be explanations.

It is worth stressing that context is important to Level of Response questions. It is not sufficient for candidates to write an anodyne textbook answer in an applied paper. Rather, candidates need to link their answer to the specific scenario of the question.

Exemplar 3

Password protected ^{documents} ~~documents~~ allows ^{access to} only those who have the password. Encryption is when the ^{information} ~~data~~ on the document is encrypted into something that can not be read without a key. Password protection is a safe way to protect documents from unwanted people, it makes it harder to steal or access the document. Encryption, however, has the advantage that even if the document may be stolen the person who stole the information will not be able to understand it. Passwords can be given to only those who you trust making it highly unlikely for the information to be leaked or stolen. Encryption allows only those who have a key to ^{decrypt} ~~decrypt~~ and understand the document which means that if someone was to steal also the key as well as the document they can access and understand the information/data. In conclusion both passwords and encryption ~~is~~ are good ways to restrict access to the information stored on the computers however password protected documents are harder to steal ~~now~~ and encrypted documents are harder to decipher once it is stolen.

This candidate has adopted a point and compare approach to this question and has explained the comparisons. However, this answer is missing context throughout. The question focuses on sensitive information in a weekly profit report and yet no mention is made of this. Had this been mentioned, higher marks would have been given.

Question 3 (d)

- (d) Identify **two** methods, **other** than passwords or encryption, that could be used to restrict access to the information stored on James' computer.

1

.....

2

.....

[2]

Any methods of restricting access to information were accepted, including physical security.

Some candidates identified setting documents to read only as a protection method. This would not restrict access to information.

Question 4 (a)

- 4 Guests at PCC are provided with free Wi-Fi access.

- (a) Identify **two** devices that would be needed to create a Wi-Fi network.

1

.....

2

.....

[2]

An understanding of key hardware is central to success on this qualification. Candidates are expected to understand the role of devices in several different contexts. Despite this requirement, and mentioned in many of these reports, many candidates continue to assert that cables are a device.

Question 4 (b)

- (b) The cleaning staff have tablet devices so that they can access the room management system in the hotel. This allows them to know when guests have checked out.

Explain why using the tablet devices may mean that cleaning staff can clean more rooms each hour.

.....

.....

.....

..... [4]

Where candidates had done their preparatory research, there were some excellent and creative answers to this question. Candidates appreciated that the ability to be informed of a guest's departure while in the body of the hotel, and not have to return to the main reception area, was clearly more efficient.

Virtually all candidates achieved at least 1 mark for this question, with many getting full marks. Where candidates did not achieve full marks, this was typically because they gave simplistic and short answers that suggested a lack of preparation.

Section B overview

The second section of the paper focused on the work of Sarah, a client at the Conference Centre.

Question 5 (a)

- 5 Sarah has created a presentation to welcome delegates to the Page Turn Publishing (PTP) training conference.

(a) Identify the **most suitable** input device to capture **images** to use in the presentation.

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

Question 5 (b)

(b) Identify the **most suitable** input device to capture **sound** to use in the presentation.

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

Question 5 (c)

(c) Identify the **most suitable** input device to allow **text** to be added to the presentation.

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

Questions 5a, b and c all focused on input devices. A disappointingly large number of candidates simply did not know what an input device was and gave answers such as output devices, the computer or wild guesses.

Question 5 (d)

- (d) Complete the table below to explain how each of the listed features could be used as part of the presentation. **Your explanations must be different for each.**

| Feature | How this feature could be used... |
|---------|---|
| images | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |
| sound | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |
| text | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |

[6]

This sort of question has been asked in the past with mixed levels of success. In this instance, it was a highly successful question, with some really good answers that fitted the scenario well. That having been said, where candidates gave uses that did not fit, this was not given. For example, the claim that a voice could be recorded making a weird noise so that delegates would be startled and ask, "what was that" was not given, as it would not be suitable for a professional presentation.

Many really good examples of uses were given. These tended to focus on clarifying points that were made in the presentation.

Question 6 (a)

6 Sarah has updated the operating system on her laptop.

(a) Identify **three** features of an operating system.

- 1
-
- 2
-
- 3
-

[3]

This was probably the most technical question on the paper and the answers reflected this. Some candidates identified operating systems, while others identified devices, or gave vague answers such as “includes tools”.

Very few candidates achieved full marks for this question and a sizeable minority did not attempt an answer.

Question 6 (b)

(b) Describe **two** benefits to Sarah of updating the operating system on her laptop.

- 1
-
-
-
- 2
-
-
-

[4]

This was again, a question that required a technical understanding. Candidates performed similarly to the previous Question 6(a). Many candidates felt that updating an operating system (OS) would make a computer run faster. Some claimed that it gave easy access, while others claimed that this would automatically save all her files.

Occasionally, a candidate stated that an updated OS gave access to more advanced software, or improved security, but this was disappointingly infrequent.

Question 6 (c)

Sarah needs to log onto the Wi-Fi at PCC. When she searches for the available Wi-Fi connections, she finds three networks as shown in **Fig. 1**.

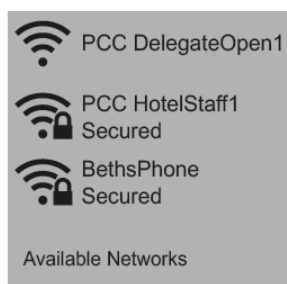


Fig. 1

(c) Identify the network from **Fig. 1** that Sarah should connect to.

..... [1]

For some reason, this is my favourite question of the paper!

Sarah was a client, not staff. Where candidates appreciated this, this question posed little demand. However, many candidates thought she was hotel staff and so identified the second network.

No candidates selected BethsPhone as the network. One candidate numbered the networks and answered, “number 1”, this was accepted as a correct answer.

Question 6 (d)

(d) Explain why PCC has two Wi-Fi networks.

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

This question was answered well. Many candidates achieved 2 marks for this question, with very few achieving full marks.

Exemplar 4

PCC DelegateOpen 1 ~~could be~~ is a network which allows anyone to join making it less secured. Unlike PCC Hot Staff 1 secured has limited access meaning that only staff members can access to it ~~into~~ so that no valuable information is lost or stolen. [3]

This is one of the few examples of full marks being given. The candidate has followed the procedure highlighted in the AfL section above and has identified, described and then clarified, thereby making a very clear explanation.

Question 7

- 7 When delegates arrive at PCC, they must register at reception. Sarah provides reception staff with a data capture form on a tablet for delegates to fill in.

Use the space below to design a **suitable** data capture form to collect delegate registration data.

Marks will be awarded for:

- information collected
- layout of design
- suitability of features for an online form.

[9]

Some very good marks were achieved for this question. However, as is typical, apart from a very small number of cases, few candidates included features of online forms, such as submit buttons. In a few cases, candidates did not draw a data capture form.

Supporting you

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](#).

Active Results

Review students' exam performance with our free online results analysis tool available for GCSE, A Level and Cambridge Nationals.

It allows you to:

- review and run analysis reports on exam performance
- analyse results at question and/or topic level
- compare your centre with OCR national averages
- identify trends across the centre
- facilitate effective planning and delivery of courses
- identify areas of the curriculum where students excel or struggle
- help pinpoint strengths and weaknesses of students and teaching departments.

Find out more at ocr.org.uk/activeresults.

Supporting you through 2020-2021

Our priority is supporting you and your students as you prepare for summer 2021 exams. We'll update our [website information](#) regularly with resources, guidance and key information.

Take a look at our support for:

- [Teachers](#)
- [Students](#)
- [Exams officers](#)
- [Assessment specialists](#)

Keep up-to-date

We are sending a weekly roundup to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

OCR Professional Development

Attend one of our popular CPD courses to hear directly from a senior assessor or drop in to a Q&A session. All our courses for the academic year 2020-2021 are being delivered live via an online platform, so you can attend from any location.

Please find details for all our courses on the relevant subject page on our [website](#) or visit [OCR professional development](#).

Signed up for ExamBuilder?

[ExamBuilder](#) is the question builder platform for a range of our GCSE, A Level, Cambridge Nationals, Cambridge Technicals and Functional Skills qualifications. See the full list of available qualifications in the [sign up form](#).

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our Customer Support Centre.

General qualifications

01223 553998

general.qualifications@ocr.org.uk

Vocational qualifications

02476 851509

vocational.qualifications@ocr.org.uk

For more information visit

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

 **ocr.org.uk**

 **[/ocrexams](https://www.facebook.com/ocrexams)**

 **[/ocrexams](https://twitter.com/ocrexams)**

 **[/company/ocr](https://www.linkedin.com/company/ocr)**

 **[/ocrexams](https://www.youtube.com/ocrexams)**

We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.



I like this



I dislike this



**Cambridge
Assessment**

OCR is part of Cambridge Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2021 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

You can copy and distribute this resource freely if you keep the OCR logo and this small print intact and you acknowledge OCR as the originator of the resource.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.