

Cambridge National

Information Technologies

R012/01: Understanding tools, techniques, methods and processes for technological solutions

Level 1/2 Cambridge National Certificate/Award/Diploma

Mark Scheme for January 2022

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

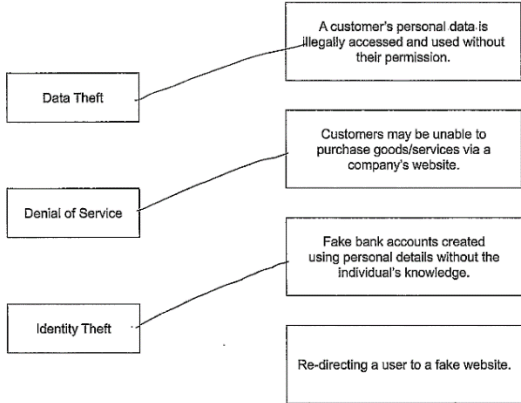
| <i>Stamp</i> | <i>Ref No.</i> | <i>Annotation Name</i> | <i>Description</i> |
|-------------------------------------------------------------------------------------|----------------|------------------------|----------------------------------------|
| | 151 | Highlight | Highlight (mandatory for all units) |
|  | 1681 | BP | Blank page (mandatory for all units) |
|  | 11 | Tick | Tick |
|  | 201 | TV | Too vague |
|  | 811 | SEEN | Noted but no credit given/ Empty pages |
|  | 1121 | NE | No example |
|  | 191 | NBOD | Benefit of doubt not given |
|  | 501 | NAQ | Not answered question |
|  | 331 | L3 | Level 3 |
|  | 321 | L2 | Level 2 |
|  | 311 | L1 | Level 1 |
|  | 21 | Cross | Cross |
|  | 31 | BOD | Benefit of doubt |
|  | 271 | REP | Repeat |

Section A

| Question | Answer | Marks |
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| 1 | | ONE from: e.g. <ul style="list-style-type: none"> • Spreadsheet (1) • Word Processing (1). • Slide Show (1) • Database (1) | 1 | Accept trade names Do Not Accept: Desktop publishing |
| 2 | | <ul style="list-style-type: none"> • <u>Desktop Publishing</u>/er (1). | 1 | |
| 3 | | e.g. <ul style="list-style-type: none"> • The customer does not need to enter a <u>URL/web address</u> (1). • It is quick(er) (to scan the QR code) (1). • The customer can access this using mobile devices/(smart) phones (1). • No personal data is needed <u>to access</u> (the form) (1) • Any other valid suggestion. | 1 | Mark first benefit given Where the candidate gives two answers (such as “it is easier and saves time”), mark the first answer only. Do Not Accept: <ul style="list-style-type: none"> • Easier/easy • Convenient • Does not require complex software • Does not require internet access N.B. Award the gist of the answer given. For example, if candidate states the advantage given here within a more general answer – such as “can be accessed anywhere with a mobile device”, award the mark. |

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| 4 | | <p>ONE from:</p> <p>e.g.</p> <ul style="list-style-type: none"> • It (automatically) counts/records <u>the number of visitors entering the store</u> (1) • To see how many customers enter/use the shop (1) • A member of staff does not need to count (1) • Eliminates human error (1) • It is (more) accurate (1) • It is a way of gathering statistical data/information (1). • It can be used to estimate the number of visitors in the future (1). • It can be used to identify the number of staff for future days (1). • Can show times of peak demand (1) • (Statistical data) can be automatically stored in software (1). • Any other valid suggestion. | 1 | <p>Accept direct implications as well as first level indirect implications.</p> <p>Do Not Accept:</p> <ul style="list-style-type: none"> • See how popular the shop is (TV) • Any use of the pressure pad other than recording when a customer enters the shop (such as sets off an alarm) • Automatic on its own |
| 5 | | <p>e.g.</p> <ul style="list-style-type: none"> • Grey hat hacks into a system for fun//to troll//personal satisfaction//(just) to prove you can do it (1). • Grey hat purpose has no malicious intent (1). • Grey hats can provide companies information on weaknesses (1). • Grey hats are not employed by an organisation they are trying to hack (1). • Any other valid suggestion. | 1 | <p>Mark first answer only. However, where first answer is NOT wrong, and is expanded on, this can be awarded</p> <p>e.g. “Illegally hacking (ignore – not wrong) but with no malicious intent (1)”</p> <p>Do Not Accept:</p> <ul style="list-style-type: none"> • A general definition of hacking – mark as TV • You pay someone to hack into your account (white hat hacker) |

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|----------------------------------------------|------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|----------------------------------------------------------------------------------------------|------------------------------------------|--|---------------------------------------|--|----------------------------------------------|---|---|--|
| 6 | | | <table><tr><td>Information Calculation</td><td>Tick</td></tr><tr><td>Information = Data + [Context] + Example</td><td></td></tr><tr><td>Information = Data + Type + [Example]</td><td></td></tr><tr><td>Information = Data + [Context] + [Structure]</td><td>✓</td></tr></table> | Information Calculation | Tick | Information = Data + [Context] + Example | | Information = Data + Type + [Example] | | Information = Data + [Context] + [Structure] | ✓ | 1 | |
| Information Calculation | Tick | | | | | | | | | | | | |
| Information = Data + [Context] + Example | | | | | | | | | | | | | |
| Information = Data + Type + [Example] | | | | | | | | | | | | | |
| Information = Data + [Context] + [Structure] | ✓ | | | | | | | | | | | | |
| 7 | | |  | 3 | Do Not Award: Any attempt to link two impacts to a single cyber security term. | | | | | | | | |
| 8 | | | <ul style="list-style-type: none">Any mention of the use of a magnet/magnetism (1) | 1 | | | | | | | | | |

Section B

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| 9 | a | <p>ONE mark per correctly placed answer</p> <ul style="list-style-type: none"> • Before a detailed project plan can be created in the <u>planning</u> (1) phase of a project, • a <u>feasibility</u> (1) report is needed which is conducted • during the <u>initiation</u> (1) phase of the project. | 3 | <p>Treat each answer as a separate attempt.</p> <p>This includes where a candidate has used the same answer three times.</p> |
| 9 | b | <p>e.g.</p> <ul style="list-style-type: none"> • The project is more likely to succeed (1) because the targets are sensible (accept equivalent expansion) (1) • Targets provide success criteria (1) which can be used to assess the outcome of the project (1) so that future projects can be improved (1) • Targets are <u>specific/clear/measurable/monitorable</u> (1) <ul style="list-style-type: none"> ○ So will be easy to follow (1) ○ so progress/outcome can be easily measured (1) and changes made if necessary (1) ○ so Amir/the team knows precisely what he has to do (1) • Targets are <u>achievable</u> (1) therefore they can actually be done/achieved//are possible outcomes (1) so improving//ensuring the chances of success (1) • Targets are <u>realistic</u> (1) so are things that Amir can actually do (1) which which means the project has an increased likelihood of success//will succeed (1). • The inclusion of timings gives clear targets for completion time/deadline (for each task/overall) (1) <ul style="list-style-type: none"> ○ so tasks can be ordered (1) so you can identify sequential tasks (1) ○ the team knows how long they have to complete each task/the task overall (1) ○ the project can/will be completed in a set time//on time (1) ○ can check project is on track/time (1) ○ will know when to finish (accept “will know correct timings” – this is just acceptable) (1) • Any other valid suggestion. | 4 | <p>Mark first TWO benefits given. However, do not confuse a clarification or a reiteration of an answer for a second answer.</p> <p>Defining SMART – i.e. specific, etc. = no marks. The question is asking for benefits which need to be qualified. However, do not treat any use of Specific, Measurable, Achievable, Realistic or Times as a repetition of the question.</p> <p>Assume that all targets will be met and so do not discriminate between a possible outcome (“this could happen”) and a definite outcome (“this will happen”).</p> <p>NB – “Project is more likely to//will succeed” may be applied to any suitable answer OR as a stand- alone answer, but accept once only</p> <p>Allow “targets” and “the project” as interchangeable terms. For measuring progress, accept “measure the project”</p> <p>More than one benefit may be applied to each of the components of SMART</p> <p>Do Not Allow:</p> <ul style="list-style-type: none"> • Benefits that are clearly not benefits to Amir • “efficiently” – TV |

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| 10 | | <p>Planning tool: ONE from:</p> <ul style="list-style-type: none"> • Visualisation diagram (1st) • Gantt (1st) • PERT (Project Evaluation and Review Technique) (1st) • Critical path (1st) • Flow chart (1st) • Mind map (1st) • Task list (1st) <p>Justification (for visualisation diagram): e.g.</p> <ul style="list-style-type: none"> • <u>Provides/there is/you can see a rough drawing/detail/design/layout</u> of the mobile app (1) so it can be seen in pictures (1). <ul style="list-style-type: none"> ○ <u>The plan for the end result can be seen (1) only. Must have the presentation of the design AND that is visual for two marks.</u> • Clear to read (1) • See how the product will look (1) which is more accessible than a description (1) which improves understanding of the project (1). • Placement of images/text can be seen (1). • Shows the <u>format/layout</u> (1) to client (1). • Can show client (1) to receive feedback/make changes (1). • Any other valid suggestion.(1) <p>Justification (for Gantt Chart): e.g.</p> <ul style="list-style-type: none"> • Includes time schedule (1) • Resources for each task can be shown/linked (1) • Shows what needs to be done/tasks (1) and when//in what order (1) • Clear to read (1) | 3 | <p>NB Justification can be achieved by identifying two reasons why the tool is suitable or by expanding one answer. Read the whole answer, looking for two reasons or one expanded answer. Award to candidate's best advantage.</p> <p>Identification of the planning tool may occur anywhere in the answer – the layout is a guide anywhere. Please read whole answer.</p> <p>Justification for other planning tools should be of the same standard as those shown here</p> |
| 11 | | <ul style="list-style-type: none"> • Execution (1). | 1 | CAO. |

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| 12 | | <p>Data type: Limited choice//drop <u>down</u> box//drop <u>down</u> list//combo box (1st). e.g.</p> <p>Justification:</p> <ul style="list-style-type: none"> • Restricts the user to a limited set of choices (1) so you don't get variations of titles which will not be recognised by system (1). • Ensures that the information is correctly spelt/valid (1) because you don't need to type in the names of classes (1). • Presents a list of (valid//pre-defined) classes (1) from which the customer can choose <u>one</u> (1) so they don't choose irrelevant ones//available ones (1) • More accurate (1) • All choices are in one place (1) so customers can see what's on offer (1) • Any other valid suggestion. | 3 | <p>Identification of the data type may occur anywhere in the answer – the layout is a guide anywhere. Please read whole answer.</p> <p>NB Justification can be achieved by identifying two reasons why the data type is suitable or expanding one answer. Read the whole answer, looking for two reasons or one expanded answer. Award to candidate's best advantage.</p> <p>Do Not Award:</p> <ul style="list-style-type: none"> • Easier on its own • Quicker on its own • Data theft • Drop box |
| 13 | i | <ul style="list-style-type: none"> • <u>Copyright</u>, Designs and Patents (Act) (1). | 1 | Ignore any misspelling of copyright. |

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| 13 | ii | <p>Up to TWO marks for a full description (do not award marks for an expansion that attempts to explain).</p> <p>e.g.</p> <ul style="list-style-type: none"> • Amir needs to <u>contact/ask</u> the owner (accept other stakeholders as relevant) (1) to seek/gain permission (1) (to use images from the owner//website) (1) that are not owned by him/PP (1) and comply with any request made by the owner//website (in order to use the image)//accept examples of requests (make payment, give credit etc) (1). • Amir could take/use his own images (1) rather than ones owned by other people (1) • Amir could register his own images to protect (1) as being the owner of the image (1). • Ensure images are primary sourced (1) so you own the right to use the asset (1). • Seek images that are copyright compliant (1) using appropriate stocks images (1). • Use appropriate searches to search images (1) that can be re-used/modified (1). • Use applications that use compliant images (1), such as (accept any exemplification of an application that is a suitable source) (1), etc... • Any other valid suggestion. | 2 | <p>Answer is NOT dependant on 13i</p> <p>Accept any action that is required to comply with the Act, not just those associated with using the images on the website.</p> <p>Mark the first “way” given.</p> <p>Accept “website” and “owner” as being equivalent.</p> <p>Possible acceptable stakeholders may include:</p> <ul style="list-style-type: none"> • Owner • Website • Copyright holder • Person who took the photo//created the image • Person who uploaded the image (to the website) • Author <p>Do Not Accept:</p> <ul style="list-style-type: none"> • “....so can use the images legally” as an extension – this is a repeat of the question • “Do not use an image” on its own |
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| 14 | | <p>Up to TWO marks: e.g.</p> <ul style="list-style-type: none"> • Employees could have a <u>biased</u> opinion (1) because they work for PP (accept other similar reasons why employee may be biased) (1) and may not provide valid feedback on changes//may say the product is better than it is (1). • Employees may not be <u>reliable</u> (1) because they work for PP (accept other reasons why employee may not be reliable) (1) in giving a balance opinion on the app (1). • Employees could not want to//be scared to give negative feedback (1) because they work for PP (accept other similar reasons why employee may be scared) (1) so may lie (about the app being good) (1). • Because employees work for PP (1) employees could be influenced before testing the app [by PP] (1) and would not give a <u>valid</u> opinion (1). • Because employees work for PP (1) employees are over-familiar with the company (1) and therefore not give a balanced view (1). • Employees may not go to a gym (1) and so would not know what is expected of the app (1) • Any other valid suggestion. | 2 | <p>Answers may be reversed.</p> <p>Allow mix and match where appropriate</p> <p>Mark the first attempt at an example only – but be aware that an answer may appear to be wrong or too vague in the first sentence may be clarified later in the answer.</p> <p>For justification – read whole answer</p> <p>Answer may focus on employees OR the feedback.</p> <p>E,g,</p> <p>Employees may be biased (1) The feedback/it may be biased (1)</p> |
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| 15 | | <p>Up to TWO marks per description e.g.</p> <ul style="list-style-type: none"> • <u>Operational//data impact</u> (1) NB – may only award if not given elsewhere • <u>Financial impact</u> (1) NB – may only award if not given elsewhere • <u>Reputational impact</u> (1) NB – may only award if not given elsewhere • ANY impact of data loss/manipulation/amendment e.g data is (easily) lost (1) as it can not be retrieved/replaced//it would be permanently lost (1) and so copies can be provided (if requested by customer) (1). This is an operational impact (1) • Unable to retrieve money//charge for classes (1) as will not know who has booked(1) this is a financial impact (1) • Will not know how much income is being generated (1) and therefore could have cashflow issues (1). This is a financial impact (1) • The DPA has been breached (1) business could be <u>fined/sued</u> (1). This is a financial//reputational impact (1) • Could lose customers (if personal data is breached) (1) and therefore lose money (1). This is a financial impact (1) • Customers could lose trust in PP (if personal data is lost) (1)//and has to be asked for again (1). This is a reputational impact. (1) • any other valid suggestion. | 4 | <p>Mark first TWO impacts given. These may both be in the first section. However, do not confuse a clarification or a reiteration of an answer for a second answer.</p> <p>Whilst the question is based on an assumption that an attack has occurred and data is lost, this is not stated in the question. Therefore, a candidate who states that there may be no implication if no attack actually occurs may be awarded. E.g.</p> <p>“there will be no impact (1) if there is no attack (1)</p> <p>NB –</p> <ul style="list-style-type: none"> • this is NOT a first answer question. • You are marking the impact and NOT the cause of the problem. Data being changed and data being deleted by a hacker are both the cause of the problem, not the impact. <p>Do Not Award:</p> <ul style="list-style-type: none"> • Any comment about an attack or type of attack but can award the impact. <p>e.g.</p> <p>Therefore “if there is an attack (0) the data can not be restored (1)</p> <ul style="list-style-type: none"> • Repetition of the question • Any answer about use of the data by a third party, including for blackmail etc • “The app has failed – therefore....” |
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Section C

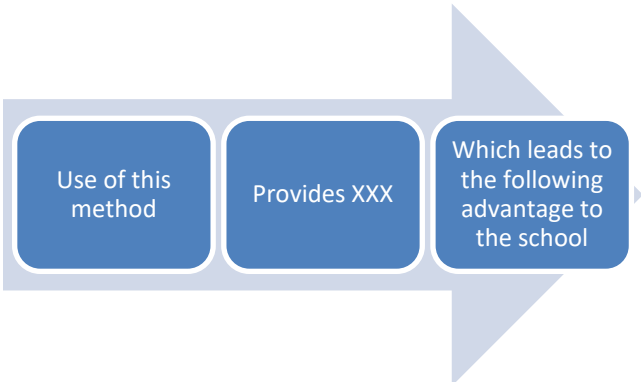
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| 16 | | <p>ONE mark per correct answer e.g.</p> <ul style="list-style-type: none"> • Customer will be able to <u>see recent information</u>//information is <u>up to date</u>//Information is presented in <u>real-time</u> (1) • Information is (more) accurate (1) • Customers will know what classes are available (1). • Customers know available spaces//if there is space (1). • Customers can book on/off the classes (1). • Their list of booked classes is updated <u>as soon as</u> they have booked (1) • Customers can be notified if a place becomes available//receive updates (1) in real time (1) • Any other valid suggestion (must relate to the use of real time data). | 2 | <p>Mark first two advantages given. However, where candidates restate the question, do not treat as an attempt. Furthermore, if candidate restates answer, do not treat as an attempt – this is usually an attempt at a clarification.</p> <p>e.g “information is more accurate (1) it is given in real time” (ignore)</p> <p>Treat information and data as interchangeable terms for this answer</p> <p>NB – Line numbers are for guidance only.</p> <p>Be aware that candidates could give two answers in the first line if they so wish.</p> |
| 17 | | <p>ONE from:</p> <ul style="list-style-type: none"> • Alphanumeric (1). • AutoNumber (1). • Number/numeric/numerical/integer/real (1). • Text (1) • String (1). | 1 | |

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| 18 | | <p>Up THREE marks for correct identification and justification</p> <p>Biometric (access)//example of biometric (1st). Justification:</p> <ul style="list-style-type: none"> • Only the <u>recognised user</u> can gain access (1) which prevents unauthorised access (1) so cannot be accessed by (just) anyone (1). • Uses/these are physical characteristics (of the user)//uses (e.g.) face ID (1) so cannot be accessed by (just) anyone (1) <p>Voice activation (1st). Justification:</p> <ul style="list-style-type: none"> • It will only recognise user's voice to gain access (1) which prevents unauthorised access (1) and so cannot be accessed by (just) anyone (1). <p>Keep screen out of view (1st) Justification:</p> <ul style="list-style-type: none"> • This would prevent shoulder-surfing (1) which prevents unauthorised access/viewing (1) so cannot be accessed/seen by (just) anyone (1) <p>.</p> | 3 | <p>Identification of the physical security may occur anywhere in the answer – the layout is a guide anywhere. Please read whole answer.</p> <p>NB Justification FOR THIS question MUST be an expanded point for two marks. <u>However, read the whole justification and award to candidate's best advantage.</u></p> <p>Do Not Accept:</p> <ul style="list-style-type: none"> • Physical security that does not fit the scenario - such as security guards, or locked doors. • Password or other logical security measure |
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| 19 | | <p>Cloud Storage:</p> <p><u>Accept “online system” as being synonymous.</u></p> <p>Themes for possible benefits may include</p> <ul style="list-style-type: none"> • The ability to access files from any location or any device,. • Access can be granted to another user. • Reduced need to make backups • Scalability <p>Themes for possible drawbacks may include:</p> <ul style="list-style-type: none"> • (More likely to be) hackable • Access to data is only possible with an internet connection. • On-going fee for cloud storage. <p>Physical Storage:</p> <p><u>Neither paper based nor filing cabinet storage is applicable in this context.</u></p> <p>Themes for possible benefits may include:</p> <ul style="list-style-type: none"> • One-off cost. • Fast <u>access</u> and <u>retrieval</u> • Portability. <p>Themes for possible drawbacks may include:</p> <ul style="list-style-type: none"> • Risk of theft • Potential loss of portable physical storage. • Can be easily damaged,. • More vulnerable to abrupt power loss and electro-magnetic fields. • Replacement cost. | 10 | <p>Level 3 (8 – 10 Marks):</p> <ul style="list-style-type: none"> • Use of explanation to discuss positives and negatives of both systems in context <p>Level 2 (4 – 7 Marks):</p> <ul style="list-style-type: none"> • Use of description to discuss positives and negatives of both systems. • Answers may not be in context and may not be balanced. <p>Level 1 (1 – 3 Marks):</p> <ul style="list-style-type: none"> • Identification of impacts • Answers will not be in context • Answers may not be balanced <p>0 marks</p> <ul style="list-style-type: none"> • No answer worthy of credit. |
| 20 | | <ul style="list-style-type: none"> • Data Protection/GDPR (1) | 1 | CAO. |

Section D

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| 21 | | <p>Up to TWO marks available per explanation.</p> <p>e.g.</p> <ul style="list-style-type: none"> • Set clear objectives (at the start of the projects (1) against which final success will be measured (1) • Provides clear objectives for the project (1) that must be delivered <u>when completed</u> (1) • Provides a measure/goals (1) to support the review phases of the project (1)// Success criteria may be used to evaluate (accept “track progress of”) the project (1) during the phase review (1) • The expected outcomes are clear (1) so success can be quantified (at the end) (1) • Allows the success of the project to be measured (1) by collecting feedback from students/staff (1). • It will inform <u>the final project review</u> (1) so lessons can be learnt (1). • It sets outcomes/goals (NOT “criteria”) (for the project) (1) that can be used to judge the success of the project//can motivate the team (towards a target) (1). • Allows a (feasibility) <u>report/proposal</u> (or any other acceptable document) to be created (1) which checks//judges if the project is possible//can be done (1) • Any other valid suggestion. | 4 | <p>Mark first TWO reasons given. However, do not confuse a clarification or a reiteration of an answer for a second answer.</p> <p>Candidates may answer by giving a generic answer. This may focus on the role that success criteria have on the initiation or other phases, or may simply be of the nature of “This is when it is usually done (1) because..... (1)</p> <p>Be prepared to accept confusion about which phase may include evaluation.</p> <p>Do Not Accept:</p> <ul style="list-style-type: none"> • This will ensure that.... • Shows the constraints of the project NB Time and legal restrictions are constraints • Any answers that clearly state that success criteria are used as part of day-to-day checking – such as “it provides a checklist that can be checked off as they work through the project” |
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| 22 | | <p>NB – Marks may only be awarded where candidate is reflecting on <u>identified advantage(s)</u> of the data collection method highlighted in Fig 6. Having identified an advantage, a discussion of better quality//more data as a result of that advantage is acceptable.</p> <p>Do not award marks for a discussion solely about the use of data, <u>where no advantage</u> of the method of collection has been included.</p> <p>Potential impacts and advantages of the system could include: e.g.</p> <ul style="list-style-type: none"> • They have collected feedback and names • Clear//valid feedback • A quick method of giving feedback on food quality. • Device location near exit of canteen increases potential feedback from students. • More students complete the feedback • Feedback (form) is easy to use • Errors in data entry reduced • Responses go directly to a database • Questions are asked at the right place at the right time • More data leads to more reliable analysis <p>However, none of these can be awarded if not linked to advantages to the school and/or WCA.</p> | 8 | <p>Level 3 (7 – 8 marks):</p> <ul style="list-style-type: none"> • Use of explanation to discuss advantages to BOTH the school and WCA <p>Level 2 (4 – 6 marks):</p> <ul style="list-style-type: none"> • Use of description to discuss advantages to BOTH the school and WCA <p>Level 1 (1 – 3 marks):</p> <ul style="list-style-type: none"> • Identification of advantages <p>0 marks No answer worthy of credit.</p>  |
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| 23 | | <p>ONE mark available: e.g.</p> <ul style="list-style-type: none"> • Slow internet (1) • Poor/bad internet/wi-fi connection (1) • Wi-fi/internet down//no internet connection//internet unavailable (1) • Wi-fi disconnecting (1) <p>Too many users (on network), <u>reducing bandwidth</u> (check wording) (1)</p> <p>Interference from other devices (1)</p> | 1 | <p>Mark first issue given.</p> <p>Accept any inference that the internet is not available. e.g.</p> <ul style="list-style-type: none"> • down • lost/loss/stopped • but Do Not award – glitchy (TV) <p>Do Not Accept:</p> <ul style="list-style-type: none"> • Buffering • Too many users on the website type answers – NAQ • System error answers • Download speed answers |
| 24 | | <p>Section 1: Potential concerns over data collection and use (may be legal or general. MUST be based solely on excess data being collected) e.g.</p> <ul style="list-style-type: none"> • Asking for//collecting the student name/DOB/personal information (1) is an invasion of privacy (1). • Students may want to keep their identity private/hidden (1) • WCA is collecting more information <u>than is necessary</u> (about the student) (1) than is required for the analysis (1). • WCA has not identified the need for collecting the student name and DOB (1) should be indicated/agreed by the parents (1). • Data being stored on the student (1) may not be compliant with DPA laws in the UK //meet a relevant identified DPA requirement (1). • We need to keep (within) DPA rules (1) • Any other valid suggestion. | 6 | <p>Award one mark per valid answer. NO more than four marks per section.</p> <p>For full marks, there must be at least one mark awarded for each section. For five marks, there must be at least one mark awarded in two sections.</p> <p>NB – Candidates can repeat answers and be awarded marks. This is especially true of the first two sections, where a concern could be stated in legal terms.</p> <p>A consequence is any outcome of the data being collected. This is NOT limited to legal consequences.</p> |

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| | | <p>Section 2: Legal impact (MUST be based solely on excess data being collected) : e.g.</p> <ul style="list-style-type: none"> • Obey the law (1) Collect/use/store (student) information if permission is asked (1) before it is collected (1) from parents/students (1). • Can only ask for data that is required//meets the needs of the project (1) for the purpose of feedback/analysis (1) so (e.g.) age/name is not required (1) but feedback is (and can be collected) (1) • Can only ask for food ratings etc. (1) NB – if candidate is using this answer, the list of data that can only be asked for MUST be correct AND award ONLY one mark – irrespective of how many items given • Any other valid suggestion. . <p>Section 3: Consequences of using the data – DOES NOT need to be a legal consequence. For legal consequences, ANY aspect of the DPA may be used: e.g.</p> <ul style="list-style-type: none"> • It breaks the DPA (principles) (1) and so WCA could be fined (1). • A (government) ICO (1) could be called in to investigate issues on collecting more data than required (1) leading to fine/court case (1). • Because data can be linked to an individual student (1st) students may avoid giving feedback//feedback might be false (1) • Parents may view the collection of (personal) data as an invasion of privacy//illegal/overzealous (1st) and would instruct their child not to give it//would not be happy that it is being collected (1) • If there is a data breach (student data may be lost) (1) leading to a loss of trust in the school (1) • The school will not use you anymore (1) until you remedy this situation (1) • Any other valid suggestion. | <p>o Not Accept:</p> <ul style="list-style-type: none"> • Answers that are about the quality of the data • Answers that are about the security of the data for section 1 and 2 • The question is about the data that is being collected ON STUDENTS • Any attempt to justify the collection of personal data – such as “use it for a (named different purpose)” or “Do not display the information “ |
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Section E

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| 25 | | <p>I</p> <p>TWO marks for a description e.g.</p> <ul style="list-style-type: none"> • (They have taken account of) young people struggle with lots of words (etc). (1) (this is mitigated by -) They have not used lots of words (1) • Information is presented in a <u>simple way</u> (1) using (accept suitable element item – see below) (1) • Identifies TWO ways in which feedback has been displayed <p>TWO from</p> <ul style="list-style-type: none"> ○ Use of space ○ Use of colour ○ Use of contrast/brightness ○ Use of emojis/icons ○ Use of simple text/words ○ Reduced content ○ Text formatting ○ Lear boxes ○ Use of diagrams/graphs <ul style="list-style-type: none"> • Any other valid suggestion. | 2 | <p>Age has been considered – the question has asked for ways in which age has been considered. Therefore, age means that data must be readable for young people – this is the consideration.</p> <p>As a result, you are either looking for a direct description of an issue and a response OR looking for two points made about how the information has been presented.</p> <p>Answer can therefore be a matched answer as represented by the first and second bullet points here, or two individual examples of the suitable presentation of information</p> <p>Do Not Award:</p> <ul style="list-style-type: none"> • Mention of a specific demographic on its own |
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| 25 | | ii | <p>e.g.</p> <ul style="list-style-type: none"> • Location on a [large] digital screen (1) for pupils and staff to clearly see [in the canteen] (1). • It is shown in an open access area (1) therefore all stakeholders (accept examples) can see it (1) • High contrast between objects and elements [grey scale] (1) makes it easier to engage with the information (1). • Few objects and simple language (1) to support young audience to understand the information (1). • Large amounts of white space (1) to support readability of content for younger people (1). • Text is suitable format (1) that can be understood by students/staff with accessibility requirements [by example] (1). • Clear boxes showing what each thing is (1) makes information easier to understand (1) • Use of icons/emojis (1) to reduce the number of words on the screen//are understood by a younger person (1). • Any other valid suggestion. | 2 | <p>Accessibility is the ability to access.</p> <p>This includes the design and layout of the information, as well as where it is located.</p> <p>The question is asking for a description of how accessibility has been considered and what has been done as a consequence. For example, bright lights may affect how accessible the information is.</p> <p>This is the impact of accessibility.</p> <p>Therefore, the candidate can state two decisions//actions that have been taken as a consequence for two marks. Treat the first answer given here for each mark point as a suitable standalone answer</p> <p>OR</p> <p>They can describe one response in detail for two marks.</p> |
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| 26 | | <p>Up to three marks available. Candidate may identify a distribution channel OR an example of that distribution channel (please see 6.2.2 E of the syllabus for clarification)</p> <p>Messaging Service//e.g. email (1st). Justification: e.g.</p> <ul style="list-style-type: none"> • Parents can receive digital communication in the form of text and/or image (1st) so they know what the children think about the canteen services (1). • Can be <u>sent</u> (NOT “delivered”) to all parents //many people (1st) at the same time//at once//quickly (accept instantaneously – BOD) (1) • Can be viewed from anywhere (This applies to ANY distribution channel) (1) • Can add images/text (1) PLUS purpose of the item added (e.g. to show the results//explain why the data has been collected) • Include a link (1) which can present the data (if clicked on) (1) • Can send to one person or many (1) • Email is free (1) <p>Website//e.g. school/canteen website (1st). e.g. Justification:</p> <ul style="list-style-type: none"> • Parents/interested parties/everyone could access the website (1st) to view the results of the canteen survey (1). | <p>3</p> <p>Mark first attempt only</p> <p>Acceptable distribution channels:</p> <ul style="list-style-type: none"> • Messaging service • Website • VOIP • Multimedia • Cloud based • (Mobile) apps <p>For other channels, justification should be of the standard given here.</p> <p>NB Justification can be achieved by identifying two reasons why the channel is suitable or expanding one answer. Read the whole answer, looking for two reasons or one expanded answer. Award to candidate's best advantage.</p> <p>Identification of the distribution channel may occur anywhere in the answer – the layout is a guide anywhere. Please read whole answer.</p> <p>Do Not Award</p> <ul style="list-style-type: none"> • Easily on its own • Quicker on its own • Efficient on its own |
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| 27 | | <p>Up to TWO marks for a fully explained benefit e.g. Benefits:</p> <ul style="list-style-type: none"> • Can see patterns/trends (1) to produce comparative evidence against other schools//to compare data from schools (1) which could be used for improvement of their service (1 – extension only NOT standalone) • Allows (positive) comparison with a wider picture (1st) leading to (positive implication – to be identified by candidate) (1) • Easier to share [centralised] data/information (1) with a range of [linked] schools (1). • Data can be shared between schools (1st) more easily (1 – extension only – NOT standalone) • It includes data from other schools/companies/organisations/geographical locations/demographics (1) so wider comparisons can be made//similar issues/remedies identified (1) • It is data on a large scale (1) so comparison is more valid (1) (and so) truly highlights what needs to be done//decisions (based on the data set) are more valid (1) • Any other valid suggestion. <p>Up to TWO marks for a fully explained drawback e.g. Drawbacks: Allows (negative) comparison with a wider picture (1st) leading to backlash//(negative implication to be identified by candidate) (1)</p> <ul style="list-style-type: none"> • Different formats of data [Text, Numbers, Currency, Boolean etc.] could be received (1) could mean the big data collection may have to be manipulated into one consistent data type (1). • May not know if the content is factually correct//some data may be wrong (1) (therefore) results could be skewed (1). • Any other valid suggestion. | 4 | <p>Award first answer in each case</p> <p>Do Not Award:</p> <ul style="list-style-type: none"> • Data will be more vague • It's a lot of data to process//takes time to process • Easy to search – TV • Data is organised in groups – better organised • Data is duplicated |
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OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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