

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 2023

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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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This document consists of 19 pages

PREPARATION FOR MARKING ON-SCREEN

1. Make sure that you have accessed and completed the relevant and training packages for on-screen marking: *RM ASSESSOR Online Training* and the *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the Instructions for On-Screen Marking and the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM ASSESSOR and mark the **required number** of practice responses and the **required number** of standardisation responses.

PREPARATION FOR PAPER BASED MARKING

1. Make sure that you have accessed and completed the relevant training for paper-based marking.
2. Make sure that you have read and understood the Instructions for Specialist Marking and the mark scheme and the question paper for this unit.
3. Before the Standardisation meeting you must mark at least 10 scripts from several centres. Use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting

MARKING INSTRUCTIONS – FOR MARKING ON-SCREEN AND FOR PAPER BASED MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the Scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM ASSESSOR messaging system, or by email.

5. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional

judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Award No Response (NR) if:
- there is nothing written in the answer space.

Award Zero '0' ifo:










- anything is written in the answer space and is not worthy of credit (this includes text and symbols).



Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

7. The RM ASSESSOR **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your team leader, use the phone, the Scoris messaging system, or e-mail.
8. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:



Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

9. These are the annotations, (including abbreviations), including those used in RM ASSESSOR, which are used when marking

Stamp	Ref No.	Annotation Name
.....	151	Highlight
	1681	BP
	11	Tick
	201	TV
	811	SEEN
	1121	NE
	501	NAQ
	331	L3
	321	L2
	311	L1

	21	Cross
	31	BOD

MARK SCHEME

SECTION A				
Question		Answer/Indicative content	Mark	Guidance
1		For 1 mark: <ul style="list-style-type: none"> TRUE (1). 	1	Correct Answer Only (CAO)
2		For 2 marks: <ul style="list-style-type: none"> Security Infrared Sensor/A device which senses movement (1). Bar Code Reader/A device used to check stock levels (1). <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>security infrared sensor</p> </div> <div style="text-align: center;">  <p>barcode reader</p> </div> <div style="text-align: center;"> <p>Description</p> <div style="border: 1px solid black; padding: 2px; width: 100px; margin: 5px auto;">A device for collecting customer feedback.</div> <div style="border: 1px solid black; padding: 2px; width: 100px; margin: 5px auto;">A device used to check stock levels.</div> <div style="border: 1px solid black; padding: 2px; width: 100px; margin: 5px auto;">A device which detects movement.</div> </div> </div>	2	If either digital device is linked to two (or more) descriptions, no marks can be awarded for that digital device

SECTION A				
Question		Answer/Indicative content	Mark	Guidance
3		<p>One from:</p> <p>e.g.</p> <ul style="list-style-type: none"> Easier for a person to understand/interpret/compare results (or very close equivalent) (what the survey data means) (1). NOT “EASIER TO READ” Sums/summarises up the findings (of the survey) (1). Easier to recognise trends (in the survey/data) (1). Chart is <u>visual</u> (1) 	1	<p>Award first answer only</p> <p>Any reasonable answer which links the effectiveness of charts with the survey data.</p> <p>Answer is about the presentation of data, not the process of creation.</p> <p>Do not award</p> <ul style="list-style-type: none"> Data is clear (TV) on own It is organized TV (on its own) Clear/easy to read (TV) on own. Clearly presented (TV) on own Can see how many people gave an answer (TV)

4		<p>Up to two marks for a valid description. e.g.</p> <ul style="list-style-type: none"> • It captures information and ideas//to write down/add ideas (1)on one sheet (1) • All ideas are together (1) so easier to organize/manage (1) • Clearly presents//visually presents ideas (1) so easier to understand (1) • It allows an individual to use keywords rather than text (1) which simplifies the information provided (1). • It helps to sort information and ideas into groups (1) to contextualise the information in a meaningful way (1). • It is a graphical way (1) to represent an idea/concept//to show ideas/tasks/explore possible solutions (1)which makes it easier <u>to understand</u> (1). • It is a design tool that (1) allows for visual develop/organise ideas (1) by breaking ideas down into smaller parts (1).... ...which makes them easier <u>to understand</u> (1) • Used to present initial ideas out a project (1) by presenting (themed) idea(s) as branch(es) (1) 	2	<p>Mark first attempt at answer only.</p> <p>NB – easier to understand may only be given as an extension and may only be awarded once</p> <p>Candidate may exemplify the ideas or information. Accept any reasonable type of idea or information.</p> <p>Use a mix and match approach in relation to bullet points.</p> <p>Do not Award:</p> <ul style="list-style-type: none"> • Generate ideas (as an answer on its own) – however, if this is followed by (for eg) “and write them down”, this is awardable. • Any claim that it <u>shows</u> a plan. Mind map is NOT a plan BUT – can be used as part of the planning process/as a planning tool. <p>e.g.</p> <ul style="list-style-type: none"> • it is a planning tool/can help plan (1) • It shows a plan (0) • Any expansion stating that it is quick and/cheaply/or easy. Where quick and or easy given, treat as an attempt e.g. to add ideas (1) quickly (0) • Easy to read (as main point OR expansion)
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5		For 1 mark: <ul style="list-style-type: none"> Measurable (1). 	1	<p>Where more than one tick given, no marks can be awarded.</p> <p>Where tick is NOT in the box, but meaning is clear, you may award a mark.</p>
6		For 1 mark: <ul style="list-style-type: none"> FALSE (1). 	1	
7	(a)	One from: e.g. <ul style="list-style-type: none"> Client requirements/User requirements (1). User constraints (1). Any component of the above – e.g. Budget (1) Success criteria (1) 	1	<p>Mark first attempt at answer only.</p> <p>Do Not Award:</p> <ul style="list-style-type: none"> Mind map (TV) (However, mind map of an identified relevant aspect would be fine).
7	(b)	One from: <ul style="list-style-type: none"> <u>Deliverable/final</u> product (1). Test results (1). Phase/iterative review (1) 	1	<p>Mark first attempt at answer only.</p> <p>Do Not Award</p> <ul style="list-style-type: none"> Initial product Prototype

SECTION B NotFilms				
8	(a)		<p>Up to three marks for each of two explanations: e.g.</p> <ul style="list-style-type: none"> • gives a structure to the project delivery//structured approach (1) checks that all necessary steps are taken/ nothing is missed out (1) in the required order (1) so improved chance of success (1) • the outcomes of each step of the project are identified (1) and recorded (1) and can inform progress/future stages (1) • assigns responsibilities to individuals or groups (1) and roles to individuals or groups (1) therefore everyone knows what to do (1) • helps communication (1) makes sure that project team members and the clients receive the correct information (1) at the appropriate time (1). • aids planning of resources (1) to improve chance that they are available at the correct time (1). • checks that costs are monitored (1) to make sure that the budget is not overspent. (1). • checks that each step is completed on time (1) so that the project is kept on track (1) and may need to speed up (1) • identifies the need for additional resources to be provided (1) • identifies planned review dates and documentation in timely manner (1). • provides clients and project teams with appropriate information to make decisions (1) • Identifies any issues (may exemplify) (1) so that these can be mitigated (1) 	<p>6</p> <p>Mark first two attempts at answer only. However, where candidate reiterates for emphasis or clarification, this is NOT a repetition (especially when given within the same section of the answer). Treat this as an attempt at expansion and read on.</p> <p>Answer may focus on using the project life cycle as a whole OR the implication of one phase (which would be completed as part of the overall use of the PLC). E.G. Planning phase.</p> <p>These points are all valid and may be combined. However, where the answer mixes and matches, the explanation MUST fit the original advantage identified.</p> <p>Do Not Accept</p> <ul style="list-style-type: none"> • Ensures/guarantees of success (be wary of answers that claim something will definitely happen/absolutes – some MAY be correct, but some may not. <u>Seek clarification if needed.</u>) • Ensures/guarantees no time/resources are wasted • Ensures/guarantees/will be that project is completed <u>on time</u> • PLC is easy to follow. Where given, treat as an attempt of the nature intended by candidate (identification or explanation point). If given, mark with a cross, but carry on marking if it is the first part of an explanation, to look for a second explanation point. • Efficiency as a concept – candidate has to exemplify

					<ul style="list-style-type: none">• Easy to create the website TV – not wrong, so may be expanded <p><u>NB “Make sure” MAY be synonymous with checking, therefore this IS acceptable.</u></p>
	(b)	<p>Up to two marks for a valid description. e.g.</p> <ul style="list-style-type: none">• The outputs for the iterative review (1) are the inputs into the next stage (1) or they inform actions to be implemented within the current phase (1).• It is used to measure the progress of the project (at that stage) (1) to provide information to stakeholders to gather feedback (1).• It allows team members to show the contributions they have made//can get work checked (1) and to receive feedback to improve <u>the project under development</u> (1).• Checks if phase is complete/identifies issues (1) so they can be rectified/so mistakes can be rectified (1)so that they can move on (1) ...to avoid future problems with the <u>project itself</u>/later on <u>in the project</u> (1)	2	<p>Read whole answer and mark to the candidate’s best advantage</p> <p>Question is about the (repeated) use of iterative reviews during the lifetime of a project and NOT about a specific review at any identified/implied stage.</p> <p>Read all and award to best advantage.</p> <p><u>Where candidate uses make sure or ensure as a consequence of a review this is acceptable.</u></p> <p>Do Not Award</p> <ul style="list-style-type: none">• Discussion of a specific review• They can see what went well• They know what could have been done better• “So they do it better next time”• Any reference to improving future practice on other projects (“So they can improve something” TV)	

9	a)	i)	One from (accept abbreviations) <ul style="list-style-type: none"> • Trademarks Act (1). • Intellectual Property Act (1). • The Patents Act (1). 	1	Mark first attempt at answer only. Do not award: <ul style="list-style-type: none"> • Copyright (even if given in full)
		ii)	For 1 mark: e.g. <ul style="list-style-type: none"> • Data Protection (Act) / General Data Protection Regulation (Accept “Act” instead of regulation)/DPA/GDPR (1). • Computer Misuse Act (1). • Police and Justice Act (1). • Investigatory Powers Act (1). 	1	Mark first attempt at answer only.

	b	<p>Up to two marks for a valid description.</p> <p>e.g.</p> <ul style="list-style-type: none">• Customers personal details must be securely stored by the business (1st) and so they have to spend money on anti-virus (1)• Measures must be taken to keep customer information safe (1st) because if it is stolen, there would be a fine (1)• Cannot share (personal) information with others without permission (1st) and so have to restrict who has access (1)• (Personal) data can only be used for the purpose to which it was collected (1st) so you could not use it for a different purpose (1)• (Personal) data can not be kept for longer than necessary (1st) and so should be deleted once the task (for which it was collected) is complete (1)• It requires a company to put in place policies and procedures (1st):<ul style="list-style-type: none">○ provide staff training (1)○ to meet the requirements of the legislation which can be costly (1)	2	<p>The candidate does NOT need to have been awarded a mark for 9a(ii) to be awarded marks for this question. <u>However, answer MUST be about any constraint on the use of customer data.</u></p> <p>Mark first attempt at answer only. Answer may be in the form of a description, or an identification of a constraint and why it is important/has to be followed. This includes the imposition of a fine if the constraint is not observed.</p> <p><u>Read whole answer for expansion – in some cases candidates will give two constraints, but expansion of both is valid.</u></p> <p>No second mark if constraint not given.</p> <p>Where constraints for the other acts are given, contact TL for guidance</p> <p>Do Not Award</p> <ul style="list-style-type: none">• Incomplete constraints – such as “Customer data can not be shared”. Constraint not in full, as no indication of “without permission”										
10	a)	<table><tr><th>Data Type</th><th>Field</th></tr><tr><td>Alphanumeric</td><td>Postcode (1)</td></tr><tr><td>Currency</td><td><u>Rental</u> Price (1)</td></tr><tr><td>Date</td><td>Start of <u>Rental</u> (1) or End of <u>Rental</u> (1)</td></tr><tr><td>Text</td><td>Title (1) or <u>First Name</u> (1) or <u>Last Name</u> (1)</td></tr></table>	Data Type	Field	Alphanumeric	Postcode (1)	Currency	<u>Rental</u> Price (1)	Date	Start of <u>Rental</u> (1) or End of <u>Rental</u> (1)	Text	Title (1) or <u>First Name</u> (1) or <u>Last Name</u> (1)	4	<p>One mark per data type.</p> <p>For each row, mark first attempt at answer only (an attempt is where an answer has been written in the field).</p> <p>Mark each row individually (Treat overall as four individual questions)</p> <p>Ignore errors in spelling, as long as the field can be identified.</p>
Data Type	Field													
Alphanumeric	Postcode (1)													
Currency	<u>Rental</u> Price (1)													
Date	Start of <u>Rental</u> (1) or End of <u>Rental</u> (1)													
Text	Title (1) or <u>First Name</u> (1) or <u>Last Name</u> (1)													

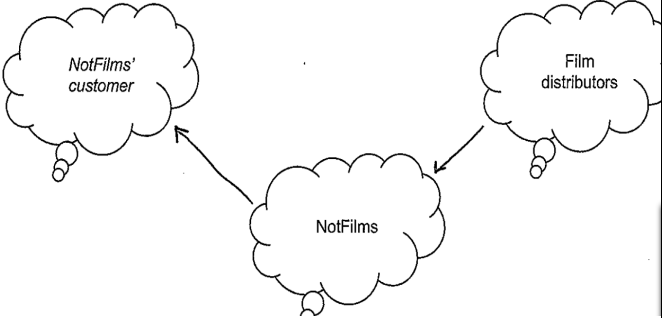
10	b	i)	For 1 mark; <ul style="list-style-type: none"> Object (1). Blob – binary large object (1). 	1	Mark first attempt at answer only.
		ii)	Up to three marks for a valid reason with supporting justification. e.g. <ul style="list-style-type: none"> Provides a list <u>of films</u> that are available (1), whereas other methods would allow the customer to type in any film title (1) that they may not hold (1). Restricts the user to a limited list of choices (of films) (1) so that you don't get variation of (film) titles (1) which would not be recognised by the system (1) No need for typing (1) (so) Customers won't be able to make spelling mistakes //mistakes in the film title (1) so process is faster (1) increasing customer satisfaction (1) More accurate (1) all choices are in one place (1) so customers can see what is on offer/saves customer time/increased customers satisfaction (1) 	3	<p>If each answer taken as a whole can be considered a reason and justification, up to three marks may be awarded.</p> <p>Mark first attempt at <u>reason</u> only. If reason given is CLEARLY WRONG, stop marking, however, if it is merely not enough, continue. Justification must match the reason. Where no marks awarded for reason, no further marks may be awarded. The structure is one mark for any reasonable reason and two further marks for a sensible, related justification.</p> <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. NB Some justifications can be presented as explanations. E.g. Restricts choice could be a reason or a justification.</p> <p>Do not award</p> <ul style="list-style-type: none"> Faster/easier on own (these concepts may be awarded when part of a larger answer) Limits user choice (mark as REP) Easier to access

SECTION C				
NotFilms				
11		<p>A discussion of the impacts and consequences of the theft of the customer data on NotFilms.</p> <p>Indicative content:</p> <p>Consequences:</p> <ul style="list-style-type: none"> • Loss of current customers. • New Customers may decide to go elsewhere. • Ransomware demands. • Downtime. • Investigation costs. • Data recovery costs. • Lawsuits. • Reputational damage. • Heavy fines levied by the Information Commissioner's Office (do not penalize if the learner does not mention the ICO by name). • Loss of customer loyalty. • Expensive lawsuits and damages by individual customers or groups of customers. • The business fails and goes into liquidation. 	8	<p>Band 3: [6-8 marks] Learner explains more than one consequence of the theft of the customer data on NotFilms.</p> <p>Relevant and appropriate contexts are provided to support narrative.</p> <p>Specialist terms will be used correctly and appropriately.</p> <p><i>Any relevant explanation of an impact AND consequence is sufficient for bottom of mark band.</i></p> <p>Band 2: [3-5 marks] Learner describes at least one consequence of the theft of the customer data on NotFilms.</p> <p>Opportunities will be missed to link these into the context of theft of customer data on NotFilms</p> <p>Specialist terms will be used appropriately and for the most part correctly.</p> <p><i>Any relevant explanation of an impact or consequence is sufficient for bottom of mark band.</i></p> <p>Band 1: [1-2 marks] Learner has identified points relevant to the theft of the customer data There will be little, if any, use of specialist terms.</p> <p>0 marks No response worthy of credit.</p>

12		<p>Up to three marks for a valid explanation. e.g.</p> <ul style="list-style-type: none"> • Reliability (1): <ul style="list-style-type: none"> ○ if a server goes down there is another one to take over (1). ○ so all resources are safe (1) ○ (therefore) service is not interrupted (1). • Cost savings (1): <ul style="list-style-type: none"> ○ no need to purchase/maintain hardware/ utilities (1). ○ no need to employ specialist (IT) staff/experts (1). • Global accessibility (1): <ul style="list-style-type: none"> ○ NotFilm staff/customers can access (data) from anywhere (1) allows for a wider/larger audience (1) improved profit/revenue (1) ○ improves employee productivity/satisfaction /open to a wider audience (1) improved profit (1) • Easier recovery from system failures (may exemplify) (1) <ul style="list-style-type: none"> ○ instant access to backups (1). ○ recovery arrangements guarantee continuity of business functions (1). • Scalability (1): <ul style="list-style-type: none"> ○ (as the business grows the cloud provider) can provide additional storage (1). ○ can increase user numbers and/or bandwidth, at a cheaper cost (1). • Environmental benefits (1): <ul style="list-style-type: none"> ○ less energy used (in storing data) (1). ○ removes need for disposal of (legacy) IT equipment. 	<p>3</p> <p>Focus may be on customer data OR on the delivery of films.</p> <p>Mark first attempt at answer only.</p> <p>NB – this NOT a 1st mark answer question. If each answer taken as a whole can be considered a reason and explanation, up to three marks may be awarded.</p> <p><u>Other examples are acceptable if they are clearly linked to the known reasons for using cloud storage facilities.</u></p> <p>Do Not Award:</p> <ul style="list-style-type: none"> • Reduced chance of cyber security attack (Mark as REP) • Easier to access • Its online (as first answer or expansion) • A negative “however” of an advantage – ie. “Can access whenever (1) but only if have access to the internet (0)”.
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13	a.	<p>Up to two marks for a valid description of any relevant form of social engineering:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Phishing (1) cyber criminals impersonate legitimate organisations (1). • Pre-Texting (1) attacker creates a fake scenario/encourages that are trustworthy (1). • Scam Emails.(1) impersonating a person or a business (1). • Baiting (1) uses a false promise to lure victim in (1) • Shoulder surfing (1) looking over someone's shoulder as they enter data (1) • Malicious email attachment (1) installs a Trojan or a virus (1). • Quid pro quo (1) swapping data for (e.g.) data/incentive (1) • Pharming (1) attacker sends an email//directs the intended victim to// <u>including a weblink</u> (1) 	2	<p>Mark first attempt at answer only (answer may be identification or method, or a descriptive point).</p> <p>Does not need to state the name of the process.</p> <p>Someone could send an email disguised as NotFilms (1) and include a link to a fake website where they could give what is needed to access the personal details (1) (Include Fake website is not enough for second mark. Must have the concept of information being given)</p> <p>Do not award:</p> <ul style="list-style-type: none"> • Marks for repetition of the question – ie “they will persuade”. • Tail gating
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13	b.	<p>Up to three marks for a valid explanation.</p> <p>e.g.</p> <ul style="list-style-type: none"> • The website//server cannot cope with the level of activity (1st) and (website) crashes (1) causing server/hosting issues (1). • The website will crash//server overwhelmed (1st) resulting in website down time (1), causing server/hosting issues (1). • It can result in lost time/money (1st) because of overtime to IT staff (1) who need to repair the system/have not been able to work whilst system down (1). • It can result in lost revenue/money (1st) because system crashes (1) making it not available to customers wishing to purchase products (1) so may take customer elsewhere (1). • NotFilms staff would be unable to access (1st) the website can become more vulnerable (to hacking) (1). There will be a loss of customer confidence (1) and loss of reputation (1). • Recovery from a DDOS attack is difficult/time consuming (1st) because requires specialist staff (1) which has a cost implication (1) 	3	<p>Mark first attempt at answer only.</p> <p>Ignore any attempt to describe what is meant by a DDOS attack – even if it is wrong.</p> <p>Accept “shut down” as equivalent to cease or pause trading</p> <p>Do Not Award:</p> <ul style="list-style-type: none"> • Descriptions of what is meant by DDOS
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14		<p>For 2 marks:</p> <ol style="list-style-type: none">1. Arrow from Film Distributors to NotFilms (1).2. Arrow from NotFilms to the Customer (1). 	<p>2</p> <p>Where no direction shown (no arrow heads, for example) no mark may be awarded. Where direction is the wrong way, no mark may be awarded.</p> <p>Where more than two arrows, take one mark off what would otherwise be awarded for each extra arrow.</p> <p>NB Double head arrow counts as two arrows.</p>
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15	a	<p>Up to two marks for a valid description: e.g.</p> <ul style="list-style-type: none"> • Easy/efficient to communicate with all customers (1) wherever they are located (1) • Fast/easy transmission of information (1). • Reduces costs (1) as no postage involved (1). • Can send a message <u>to a lot</u> of people (1) at the <u>same time/with one email</u> (1)...which is quicker/saves time (1) • Emails are targeted at NotFilms customers (1) unlike social media which is broadcast (1) 	2	<p>Mark first attempt at advantage only</p> <p>Any reasonable advantage can be accepted, as long as fits the context of NotFilms sending out an email to inform customers (i.e., NotFilms are NOT expecting a response and these emails are generic and so are not targeted at individual customers).</p> <p><u>Read whole answer for expansion – in some cases candidates will give two advantages, but expansion of both is valid.</u></p> <p><u>Do Not accept:</u></p> <ul style="list-style-type: none"> • Lots of people use email/email is popular. • Easy to access • Direct contact
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	b	<p>Up to two marks for a valid description: eg:</p> <p>Accessibility – sample answer</p> <ul style="list-style-type: none"> • Must be written so that the (individual) customer can read it (1) for example, dont use wingdings (1) • Its not personalised (1) and so may beyond the individual's understanding (1) • Information is in one big block (1) which will dissuade the customer from reading it (1) <p>Useability – sample answer</p> <ul style="list-style-type: none"> • Explaining technical details to customers (1) with no technical knowledge (1). <p>Comprehension – sample answer</p> <ul style="list-style-type: none"> • Confusing content (1) which is not easy for a non-specialist to follow (1). • Information not as detailed as needed (1) resulting in incorrect action (1) <p>DPA</p> <ul style="list-style-type: none"> • Must not include sensitive information (1) as this is against the law (1) <p>Location/method of presentation</p> <ul style="list-style-type: none"> • People receive a lot of emails (1) customer may not read it//may skim read it (1) 	2	<p>Mark first attempt at answer only. Read whole answer for description of limitation.</p> <p>Any reasonable limitation is acceptable. The examples exemplify the level of response required.</p> <p>Areas for consideration include:</p> <ul style="list-style-type: none"> • Accessibility • Useability • Comprehension • Legal considerations • Location or method of presentation <p>Do Not Award</p> <ul style="list-style-type: none"> • Email will go to spam (including if it says not read because of this <u>(even if presented in reverse)</u>) • You may not have email • Email might not be working • No internet connection • Any answer about response • Character limits • Emails go into spam
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SECTION D The Five Book Shops				
16	a)		<p>Up to three marks for a valid reason with supporting justification.</p> <p>e.g.</p> <ul style="list-style-type: none"> • Ready made range of professional looking templates for different types of publication (1) so therefore this... <ul style="list-style-type: none"> ○ Allows text to be formatted quickly (1) and without the need for the creator to have to design their own layout (1). ○ reduces time taken (1). • Easy to use <u>wizards</u> (1) <ul style="list-style-type: none"> ○ which allows the creator to devise a presentation format without prior experience (1). ○ Provides design ideas which can be adapted by the creator (1). • Images and text can be placed in frames//added (1) <ul style="list-style-type: none"> ○ which can be easily moved or adjusted (1). ○ to fit a particular location or to fit a particular space (1) ○ which is visually appealing/attractive/look good (1) ○ increases engagement//attracts attention (1). ○ which explain more clearly/easier to understand (award as expansion ONLY) (1) 	<p>3</p> <p>Mark first attempt at reason only.</p> <p>Justification must match the reason. Where no marks awarded for reason, no further marks may be awarded.</p> <p>One mark for any reasonable reason and two further marks for a sensible, related justification.</p> <p>Read whole answer and mark to candidate's best advantage. Justification and reason may be reversed.</p> <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>Allow mix and match, but points must work together, or they are separate answers and so only award/consider the first.</p> <p>Do Not Accept</p> <ul style="list-style-type: none"> • Familiarity with the software • It has all that you need to make a leaflet – this is not enough on its own, but is NOT WRONG, so continue marking.

16	b)	i)	<p>For 1 mark:</p> <p>Concept of complete destruction + electronic media e.g.</p> <ul style="list-style-type: none"> • <u>Complete</u> destruction of data <u>stored on electronic media</u> (or very close equivalent) (1). • <u>All data</u> held <u>on a disk</u> is destroyed (1) • When the hardware (1) containing the data is destroyed so no data can be recovered (1) 	1	<p>Do not award:</p> <ul style="list-style-type: none"> • Complete destruction (on its own) (TV) • Physical destroying data (on its own) (TV) • Making data unreadable/unrecoverable (TV) • Any description of a method (Destroying data with a hard drive shredder)
		ii)	<p>TWO from: e.g.</p> <ul style="list-style-type: none"> • Drilling (1), • Grinding (1), • Shredding/use a shredder (1). • Crushing (1) • Incinerating/set fire to it/melting (CHECK PAPERS) (1) • Hit it with a hammer (1) <p>MUST be an action other than destroy as destroy is in the question.</p>	2	<p>Mark first TWO attempts at answer. Lines are only for guidance, so two attempts may be on the same line.</p> <p>DO NOT treat an attempt at clarification as a second attempt.</p> <p>Answer may be a method, or may be a device (such as shredding/use a shredder but must be an action)</p> <p>Do not award:</p> <ul style="list-style-type: none"> • Overwrite • Magnetic wipe • Microwaving

17	a)	<p>Up two marks for identifying and describing an example: e.g.</p> <p>This answer is in two parts:</p> <ul style="list-style-type: none"> One mark for concept of malice on the part of the person sharing OR the person using the data (1) One mark for concept of data being <u>shared/accessed</u> without permission (1) <p>e.g.</p> <ul style="list-style-type: none"> An employee takes <u>unauthorised</u> copies of customer data (1) and sells it to a hacker (1) 	2	<p>Mark first attempt at reason only.</p> <p>Mark first reason given. However, description can come from the whole body, so please read whole answer, looking for description of the reason awarded.</p> <p>Any reasonable form of unethical use of data or information with a sensible example is acceptable.</p> <p><u>An unethical activity is one where permission is lacking for an activity and the activity itself OR the sharing of the data has malicious intent.</u></p> <p>NB Some activities may be both illegal and unethical.</p>
	b)	<p>Up two marks for identifying and describing an example: e.g.</p> <p>This answer is in two parts:</p> <ul style="list-style-type: none"> One mark for concept of malice/misuse on the part of the person using the equipment (1) One mark for concept of use of equipment in a way that was not intended (but which fits its technical role – ie. A keyboard is used to enter text etc) (1) <p>Up two marks for identifying and describing an example: e.g.</p>	2	<p>Mark first attempt at answer only.</p> <p>Any reasonable form of unethical use of equipment is with a sensible example is acceptable. (In this context “use” means use of equipment for the generic purpose for which it was intended (so, use of a keyboard to enter data, use of business external hard drive)).</p> <p>NB Some activities may be both illegal and unethical. As a marking guidance, the answer given must satisfy BOTH</p> <p>a) Is there malice in the use of using the equipment? b) Is it done without permission?</p> <p>Do Not Award</p> <p>Answers which do not pass tests a and b above Hard drives are thrown away</p>

			<ul style="list-style-type: none"> Using facial recognition software and cameras (1) to track the movements of individuals or groups without their knowledge or agreement (1). Using third party/business computers to access online resources (1) without permission (1). Using business equipment (1) to access banned websites (1), Running own business (1) using company resources (1). Use computers to download things that are not needed (1) such as games (1) (Work) keyboard is used to scam people (1) by sending them phishing emails (1) 		<p>Destroying hardware Using hardware as a weapon Selling hardware Leaving a computer logged on</p>
18			<p>A discussion of the distribution channels which could be used by Book Sellers International to present the information to a global audience</p> <p>Indicative content:</p> <p>Distribution channels e.g.:</p> <ul style="list-style-type: none"> Targeting Blogs. Facebook. Twitter. You Tube. Podcasts. Infographics. Social media. Vlogs Apps . 	10	<p>Band 3: [7-10 marks] Learner explains more than one distribution channel that Book Sellers International could use.</p> <p>Relevant and appropriate contexts are provided to support narrative.</p> <p>Specialist terms will be used correctly and appropriately.</p> <p><i>Any relevant explanation of a presentation method and a distribution channel is sufficient for bottom of mark band.</i></p> <p>Band 2: [4-6 marks] Learner describes at least one distribution channel that Book Sellers International could use.</p> <p>Opportunities will be missed to link these into the context of the purpose of Book Sellers International.</p> <p>Specialist terms will be used appropriately and for the most part correctly.</p>

					<p><i>Any relevant explanation of an impact or consequence is sufficient for bottom of mark band.</i></p> <p>Band 1: [1-3 marks] Learner has identified points relevant to distribution channels. There will be little, if any, use of specialist terms.</p> <p>0 marks No response worthy of credit.</p>
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SECTION E The Five Book Shops				
19			For 2 marks: e.g. <ul style="list-style-type: none"> • age (1), • gender (1), • sexuality (1) • political beliefs (1) • income (1), • employment status (1), • location/where people are from (1), • level of education (1) • ethnicity/race (1) • language spoken (1) 	2 Mark first TWO attempts at answer. Lines are only for guidance, so two attempts may be on the same line. DO NOT treat an attempt at clarification as a second attempt. Accept any demographic means of differentiating between groups. E.g. geography, education level. Do Not Award: <ul style="list-style-type: none"> • Application of demographic/action as a result of demographic – such as “target students”

20		<p>Up to two marks for a valid explanation: e.g.</p> <ul style="list-style-type: none"> • Can be more focused on how to support the book shops (1) in improving its offering (1). • Involves actual customers (or very close alternative) (in proposed changes) (DNA “local customers” – mark as TV and continue reading as necessary) (1) and creates a positive connection between customers and the book shops (1) • Customer-oriented solutions (1) which ensure that customers receive the service, product or information they require (1). • Consumers can be recruited from specific demographics (1) to identify potential new markets or adjustment to current offerings (1). • More reliable results (1) panel is in person (1) so facial expressions can be seen (1) • More reliable/focused results (1) as panel is actual customers (1) 	2	<p>Be aware of preamble – such as the panel will have volunteered or are local. These points are not work marks, but are NOT incorrect, so carry on marking.</p> <p>Explanation must of why it is an advantage OR how the advantage is caused.</p> <p>Award any answers that can happen in a consumer panel including “they can gather data/ask specific questions”.</p> <p>Answer must be about the process, of gathering information and/or why the information gathered is of better quality, not what is actually discovered. .</p>
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21		<p>Up to four marks for each of two success criteria <u>that allow success to be measured</u> plus supporting justifications.</p> <p>e.g.</p> <ul style="list-style-type: none"> Increased footfall/new customers (1). This is important becauseincreased purchases resulting in increased profits (1) Improved conversion rate (1). This is important because visitors become customers therefore generating income (1). Increased average time that visitors spend on each page of the website (1) This is important and confirms that content is interesting and attractive to potential customers (1). There must be more customers than there currently are (1) which will increase (for e.g.) profits (1) 	4	<p>Read whole answer and mark to candidate's advantage</p> <p>DO NOT treat an attempt at clarification as a second attempt</p> <p>Remember that the success criteria also means people accessing the website and buying online. However, be aware of the difference between a success criteria (a fixed target/outcome) and a measure of success (How many people are using it). Criteria is a boundary or target over which one must pass and is measurable – such as “An increase in the number of” or “new customers” – “new” here implies an increase, as they did not previously exist. “The number of” is not enough</p> <p><u>Do Not Award</u></p> <ul style="list-style-type: none"> An expansion on the lines of “it shows it was effective”. This is REP of question.
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