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Examiners' report

INFORMATION TECHNOLOGIES

J808

R012 January 2023 series

Contents

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 is 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.

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R012 series overview

Most questions were answered by most candidates. Instances of candidates answering only a few questions and leaving the rest blank are very much fewer than has been the case in previous sessions.

There has been an improvement in technical understanding of the specification content over the past few series. Candidates now seem better able to answer questions about planning, especially the tools involved in that planning. There is clear evidence that candidates who attempted this paper had been well schooled in the techniques of project management, and this is likely to be due to their having completed this unit of the course.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
- demonstrated a sound understanding of the whole of the specification content - produced well-structured responses that developed from an original point to answer the question as set - attempted every question - used context as both a guide and restriction when answering.	- tended to ignore the structure of the question and did not plan their responses. For example, when asked to give one (for example) feature, would often give two or three, with each appearing to be an after-thought - lacked technical understanding - did not attempt the Level of Response questions. Typically, these questions are quite accessible, and so even a few marks may be scored relatively easily.

Section A overview

Section A consisted of seven stand-alone questions. Each question was unrelated to the others in this section and there was no over-arching scenario for the section. However, each question had, to differing degrees, its own scenario. Questions were intended to give candidates the opportunity to show basic understanding and not be challenging.

This is standard practice for Section A.

Question 1

1 A coffee shop enters the results of a survey into a spreadsheet. The results are called data.

Is this statement **true** or **false**?

.... **[1]**

Question 2

2 Draw a line to link **each** digital device with its correct description.   **[2]**

Digital Device	**Description**

security infrared sensor

A device for collecting customer feedback.

A device used to check stock levels.

barcode reader

A device which detects movement.

Question 3

3   Tom is presenting the results of a survey in a chart.

Identify **one** advantage of presenting the results in this way.

....

.... **[1]**

Question 4

4   A mind map is used by a project team. Describe **one** purpose of a mind map.

....

....

....

.... **[2]**

Question 5

5   What does the 'M' in SMART goals stand for?   **[1]**

Place a tick in the box next to the correct answer.

	Tick
Manageable	
Measurable	
Method	
Minimal	

Questions 1 to 5 offered little challenge to the majority of candidates. However, candidates do need to take account of the level of demand of even the most accessible questions. Question 3 required candidates to identify an advantage of presenting the results of a survey in a chart. While many candidates answered by saying that results were visual or were easier to understand, others stated that results were easy to read. This response is not up to the standard of the paper and so was not accepted. However, where candidates stated that the results were easy to read **and therefore understand**, this was awarded.

Similarly with Question 4. Candidates were expected to describe a purpose of a mind map. At the simplest level, a mind map is used to record and present ideas. Either of these statements would have gained candidates a mark and, indeed, many candidates did give these responses. However, others claimed that a mind map was itself a plan, for example. This was not accepted.

Question 6

6   A cyber-security attack has deleted some customer records from a business system.

This is an example of data destruction.

Is this statement **true** or **false**?

.... **[1]**

Only a small number of candidates got this question correct.

Question 7 (a) and (b)

7   A project team is preparing a project plan.

(a)   Identify **one** input for the initiation phase.

.... **[1]**

(b)   Identify **one** output from the execution phase that is an input into the evaluation phase.

.... **[1]**

This question came in two parts. Both were linked to the project plan.

This question reflected an improved performance by the cohort as a whole. Historically, candidates have not performed well on questions about specifics of the project plan. However, in this series, candidates generally got both available marks for Question 7. This understanding of the project plan was reflected in other questions to do with planning, later in the paper.

Section B overview

Section B covered Questions 8 to 10. Each question was based on a scenario about NotFilms, a video streaming company that was in the process of developing a website.

Read the scenario below. Questions 8–10 relate to this scenario.

'NotFilms' is a company offering films for rent to stream over the internet. A project team will be following the project life cycle for the development of the company's website. It will hold regular meetings to review progress. One of the key considerations is that the company must comply with current legislation.

The website will need customers to complete a data capture form.

This will allow customers to:

- create an online account using their email address and a password that they will create themselves
- verify their new account using the link emailed to them by NotFilms
- click on the link to activate their account
- insert their payment details to pay the rental fees for the films.

Once the account is created, customers can sign in and:

- select a maximum of two films to rent at any given time
- have access to the films for 48 hours once payment has been approved.

Question 8 (a) and (b)

8   **(a)**   Identify and explain **two** advantages to the project team of following the project life cycle to develop the website.

1 ....

....

....

2 ....

....

....

....

[6]

(b) Describe the purpose of iterative reviews during the project life cycle.

....

....

....

.... **[2]**

Question 8a required candidates to identify and explain two advantages of using the project life cycle to develop the website. Candidates were presented with number 1 and number 2 on the answer paper for them to give their answers. Centres are reminded that these numbers are for guidance only, and candidates can write their answer as one continuous flow. In this instance, many candidates chose to do so.

As alluded to above, candidates did very well on this question. Answers ranged from the advantages of using the project life cycle as a whole – and generally focussed on the advantages of a structured approach when doing so – through to advantages of specific aspects of the project life cycle, such as the use of feasibility reports to assess whether the project should go ahead.

Question 8b specifically focussed on the purpose of iterative reviews. Where candidates focussed on the purpose, as required, they tended to do well. Typically, answers were of the nature of 'iterative reviews check that everything that should have been done has been done, and if not done, the phase is repeated'. Such responses gave a very clear indication that the candidate knew the purpose and the benefit of the iterative review.

An issue that is becoming increasingly prevalent, and was quite obvious on this question, was that of the use of colloquial terms. Candidates used a wide and varied range of terms for checking that a project was on time or had been completed to the required standard. These ranged from technical terms, such as checking against success criteria, through to "seeing how its all going" and beyond. Where such terms were clear, this was accepted, but this is very much a grey area and is one where centres should be aware that there is some concern. This is a technical paper and candidates should be able to use technical terms correctly.

Assessment for learning – use of language

When questioning candidates in preparation for the exam, in order to develop their use of technical terms, challenge the use of lay terms. Where a candidate does not use a technical term, ask then to restate their answer, but this time, using more technical language.

By practising these skills, grey areas where examiners are being asked to interpret a candidate's use of non-technical terms and gauge whether these meet the requirements of the exam, will be reduced.

Question 9 (a) (i), (ii) and (b)

9 **(a)** Identify the legislation that NotFilms must comply with because:

(i) it rents out the films created by the film companies.

.... **[1]**

(ii) it stores customer information.

.... **[1]**

(b) Describe **one** constraint that the legislation identified in **part (a)(ii)** will have on the website project.

....

....

....

.... **[2]**

Question 9 a (i) proved to be a challenge to virtually all candidates. Most candidates stated that the relevant legislation was the Copyright, Design and Patents Act, which was incorrect.

Question 9 a (ii) was dealt with far more successfully by candidates. The most frequent answer given was the Data Protection Act, or variations thereof.

Question 9 (b) assumed that Question 9a(ii) had been correctly answered and was marked with that assumption in mind, so that any implication that fitted one of the acceptable answers for Question 9a(ii) was accepted. Furthermore, it took the concept of "the project" in its widest sense, so candidates could consider the finished item.

However, candidates were expected to base their response on a specific constraint of the relevant Act, rather than an implication of that restriction. As an example, candidates first needed to state one of the implications of the Data Protection Act, such as that data must be accurate and up to date. Having then stated that constraint, they could expand the response by stating, for example, "therefore, NotFilms must go back to customers to check the data they hold". Where the first part of the response was not given, the expansion was insufficient on its own.

Where candidates focussed on the Data Protection Act, candidates scored well on the question.

Question 10 (a), (b) (i) and (b) (ii)

10　**Fig. 1** shows part of a data capture form used by NotFilms with the following fields:

NotFilms Customers						
Title	**First Name**	**Last Name**	**Post Code**	**Rental Price**	**Start of Rental**	**End of Rental**

Fig. 1

(a)　Select a field from **Fig. 1** that matches **each** data type shown in the table below. Insert the field you have chosen against the matching data type.　　　　　　　　　　**[4]**

Data Type	**Field**
Alphanumeric	
Currency	
Date	
Text	

(b)　**(i)**　NotFilms has informed customers that it wants to add photo IDs to its data capture form.

　　　　Identify this data type.

　　　　.. **[1]**

(ii) The data capture form will use limited choice as a data type for the film titles.

State **one** reason why limited choice is the **most** appropriate data type for this field.

Justify your answer.

Reason ....

....

Justification ....

....

....

....

[3]

Question 10 (a) the vast majority of candidates scored 4 marks for this question.

Question 10 (b) (i) proved to be more of a challenge, with only a relatively small number of candidates correctly identifying object or Blob as the data type.

Question 10 (b) (ii) also proved something of a challenge to a large number of candidates. A large number did not know what a limited choice data type was and so either left the question out, or appeared to guess the response.

Others did appear to know, but then described a limited choice data type as one where choice was limited. This is a repeat of the question, and so was not awarded.

Other candidates gave good responses that focussed on efficacy of using a limited choice data type. These tended to state that a limited choice data type presented a list from which one item could be chosen, and so the item chosen had to be available. Therefore, this eradicated the possibility of random films being chosen, which would itself improve customer satisfaction. Responses such as this, which follow a chain of thought and are logical, were quite frequent in answer to this question.

It should be noted that, as with Question 8 (a), the prompts of reason and justification were for guidance only and, consequently, some candidates tended to repeat their initial reason in their justification, but with more detail. This is typical for questions such as this at this level and so markers marked the whole answer as a whole in order for candidates to be given the most available marks possible for the question.

Exemplar 1

(ii) The data capture form will use limited choice as a data type for the film titles.

State **one** reason why limited choice is the **most** appropriate data type for this field.

Justify your answer.

Reason ...Prevents ~~has~~ the input of false data.

Justification ...This means that NotFilms ~~can~~ can eliminate human error of ~~that is~~ the film titles will be listed out with the correct titles of each film. Therefore, ~~the~~ NotFilms can find the film in the ~~list~~ list of film names to avoid inputting the wrong name. **[3]**

In this example, the candidate has clearly focussed on the efficacy of this data type. Their response is developed from a clearly stated and strong starting point and is, overall, an example of a well answered question.

Section C overview

Section C further developed the scenario first introduced in Section B. In Section C, the website has been created and the number of customers and the number of films have both now increased significantly. NotFilms has also been hit by a cyber security attack.

Read the scenario below. Questions 11–15 relate to this scenario.

The NotFilms website has been created. The number of customers has increased to more than 100 000 with customers accessing the service from all over the world. NotFilms now offers over 50 000 films for rent.

NotFilms has been the victim of a cyber-security attack which resulted in the theft of all customer data. Following the cyber-security attack, NotFilms is moving all its data storage to the Cloud.

NotFilms understands that the risk of a cyber-security attack is reduced for data stored on the Cloud. NotFilms knows that customers are still at risk from social engineering attacks.

Customers will be informed of the decision to move to the Cloud by email.

Question 11

11 Discuss the consequences on NotFilms of the theft of the customer data.

....

....

....

....

....

.... **[8]**

Question 11 was a Level of Response question. These questions are marked both on the content and the manner in which candidates respond. Those candidates who gave explanations of the consequences on NotFilms of the theft of customer data tended to score at the very top end of the range of marks available. Due to the nature of the question, many candidates tended to give a consequence, such as a reduction in customer trust, and why this had occurred. This is a fine example of a simple explanation and is indicative of the standard required for Mark Band 3 for the question. Where candidates then further developed such responses, to explain that a loss in customer trust then led to a decline in the number of customers , or a reduction in revenue, their marks increased further.

Overall, in terms of marks scored by candidates, this was one of the more successful Level of Response questions of recent years and shows a real development in candidates' performance. Not only were the responses better structured to match the demands of the key words, but they were also better focussed, so candidates largely did not fall into the trap of answering question based on the impact on customers rather than NotFilms.

Question 12

12 Identify and explain **one** advantage to NotFilms of moving to the Cloud to distribute films to a global audience.

....

....

....

....

....

.... **[3]**

Candidates were told in the scenario for the question that the move to data being stored on the Cloud would result in a reduction in the risk of a cyber security attack. As a result, marks were not given for repeating this answer. This affected a large minority of candidates.

Other candidates focussed on the impact of the move to the Cloud on NotFilms' ability to trade internationally. Where candidates did focus on this aspect. They did extremely well.

Exemplar 2

one advantage of using the Cloud for NotFilms is that movies can be accessed anywhere. This means NotFilms can access the data if there is a internet connection. Therefore, the business does not have to physically be in the building to access the data. **[3]**

This example is taken from the same candidate as used as the exemplar for Question 10bii. This is presented as a further example of how to structure an argument within a fairly short answer, and still achieve full marks. The response has an initial point, a development of that point and then the implication of the developed point. As with the previous example by this candidate, this is a very well answered question.

Question 13 (a) and (b)

13 **(a)** Describe **one** social engineering technique that could be used to persuade a customer to provide access to their personal details on the Cloud.

....

....

....

.... **[2]**

(b) One threat that could occur to the NotFilms website is a Distributed Denial of Service (DDoS) attack.

Identify and explain **one** impact of a DDoS on NotFilms.

....

....

....

....

....

.... **[3]**

This question focussed on attacks on NotFilms.

Question 13 (a) asked candidates to describe a social engineering attack. The vast majority of candidates identified an attack, and then developed their response to describe that attack. However, other candidates described an attack without specifically identifying the attack to which they were referring. For this second method, as long as the description fitted a recognised form of social engineering attack, marks were given. Overall, Question 13a was very well answered.

Question 13 (b) focussed on a Distributed Denial of Service (DDoS) attack. A few candidates chose to comment on how unlucky NotFilms must be as an organisation, which may or may not be true, but is, equally, irrelevant. Other candidates described what was meant by a DDoS attack, which was not required.

In order to answer the question, candidates had to first state a direct impact on NotFilms. This could, for example, be that there would be a loss of money, or that a DDoS attack needs to be recovered from. Having then identified this direct impact, they could expand their responses to include consequences that develop from the first one identified. Candidates who gave, for example, a loss of reputation as their response, but did not state that the website would be unavailable, were not given marks.
Overall, the majority of candidates understood what a DDoS attack was and showed good technical understanding and exam technique, to give good responses.

Question 14

14 NotFilms accesses the films it rents out through film distributors via the Cloud. Customers access the films they rent from NotFilms via the Cloud.

Draw arrows between the Clouds to show how the film rented from NotFilms reaches the customer. **[2]**
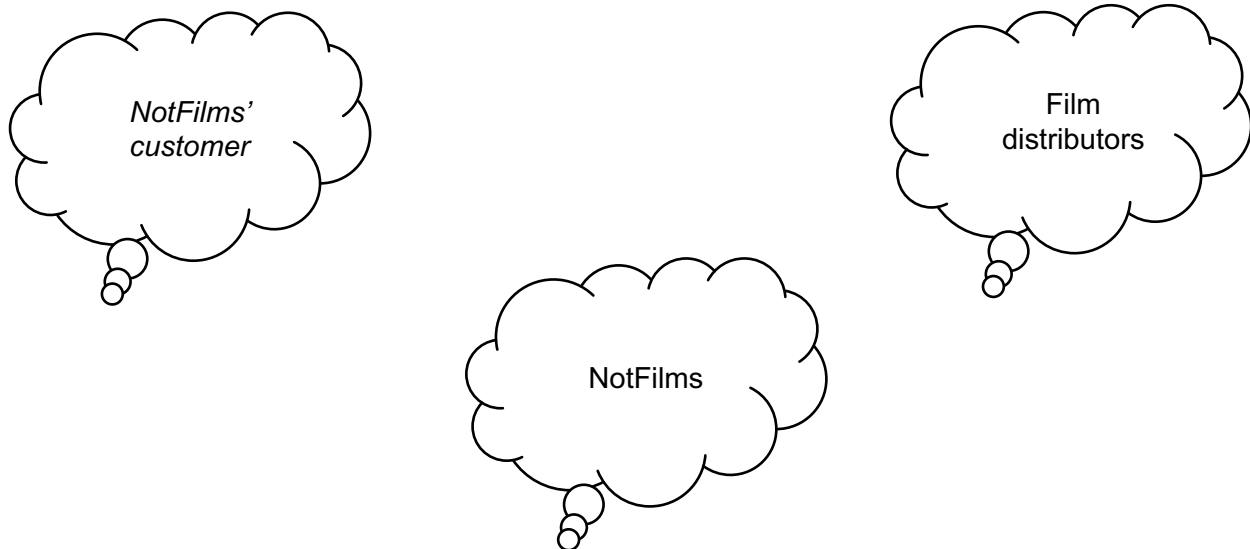
This was a relatively new question type for this paper. Overall, it was well answered but some candidates provided lines, and so there was no indication of the direction of flow and so marks could not be given (the question specifically asked for arrows). Other candidates either got the links wrong or gave too many links. A small minority of candidates did not attempt the question.

Question 15 (a) and (b)

15 NotFilms uses email to contact its customers.

(a) Identify and describe **one** advantage to NotFilms of using email to contact its customers.

....

....

....

.... **[2]**

(b) Information will be included in the **body** of each email.

Describe **one** limitation on this information.

....

....

....

.... **[2]**

This question focussed on the use of email to contact customers. Candidates were told in the scenario that the email would inform customers of the decision to move to the Cloud. As this email would, clearly, be informational, candidates were expected to focus on the use of email to deliver information, rather than as a means of two-way communication.

For Question 15 (a), many candidates stated that an email can be sent to many people at the same time and so time is saved. This is an efficient and effective answer and was given 2 marks.

Question 15 (b) proved to be slightly more challenging. Candidates were expected to comment on the limitations of the information that was being included in the body of a generic email. While some correctly answered that personal information should not be included, for example, other candidates focussed on emails going into spam folders or having a maximum character length, neither of which were accepted as answers.

Section D overview

Section D was based on a new scenario and focussed on a project by a group of book shops to develop a website to attract more customers. The scenario included information about current data security practices.

Read the scenario below. Questions 16–18 relate to this scenario.

Five small bookshops in neighbouring towns are working together to develop a website to try to attract more customers. They put together a project team for this task.

An IT security company has reviewed the data security practices of each of the bookshops. It found that staff:

- share passwords
- leave computers logged on
- throw old hardware into the skip at the local tip without removing the data from hard drives.

The bookshops have agreed that they will provide Book Sellers International with data on their book sales and publicity about their book-related events to attract a wider audience.

Question 16 (a), (b) (i) and (b) (ii)

16 The staff at the bookshops need guidance on secure working practices when using IT equipment and accessing/creating business data.

(a) A staff guide for good data security practices will be created using desktop publishing (DTP).

State **one** reason why DTP would be a suitable method to present the staff guide.

Justify your answer.

Reason ....

....

Justification ....

....

....

....

[3]

Part of the staff guide will relate to the physical destruction of data.

(b) (i) Describe the term 'physical destruction of data'.

....

.... **[1]**

(ii) Identify **two** methods the bookshops could use to physically destroy data.

1 ....

2 ....

[2]

The focus of this question was on data security practices.

Question 16a was based on the use of Desktop Publishing (DTP) software to create a staff guide. Across the cohort, there were some repeated errors with this question. Firstly, a small number of candidates did not know what DTP software was. In such cases, they tended to answer as if it was a form of slide show software. Secondly, a slightly larger number of candidates discussed why a user guide was a good idea, rather than why a specific type of software was best suited for its production, and, lastly, a similar sized group of candidates discussed DTP in such a generic way as to have given an answer that could describe any software. In such instances, candidates were not given marks.

However, alongside these candidates, other focussed on the use of templates, that are available within the software or on the ability to include images as well as text, which would lead to greater levels of understanding.

Question 16b(i) asked candidates to work with one aspect of the staff guide that focussed on the physical destruction of data. In answer to the question about what was meant by the term "physical destruction of data", many candidates simply repeated the question, and so achieved no marks. Others gave methods by which data could be destroyed. Again, such responses were not given marks.

Similar issues were evident in the second part of this question. (Question 16b(ii). Candidates were asked to identify two methods whereby bookshops could physically destroy data. Where candidates gave methods, they tended to achieve full marks for the question. However, some candidates either did not give methods, and simply stated devices – some of which were, at best debatable and vague – or gave methods which would not work or were not methods of physical destruction of data. For example, a magnetic wipe was not accepted, and neither was "burn", which was considered too vague, not least because the term "burn" has multiple meanings within the realms of IT.

Misconceptions – how to answer questions where a specific method is the focus

Where candidates are asked to give a reason why a specific type of software (or method of research, as asked in Question 20) is used, they need to avoid using generic responses, but focus on specific features of the method is being used. In effect, the question is asking "why is this software being used and not software type X". Where candidates do focus on a specific feature of the software, they tend to produce responses that are clearer and better aimed at the question. Generic responses, such as "they are clear" or "they can be attached to emails" are unlikely to be given marks in response to such questions. (See discussion of Question 20 for more on this topic.)

Question 17 (a) and (b)

The bookshop staff must understand their personal responsibilities to ensure that data, information, and equipment are not misused.

This includes both the accidental and deliberate misuse of data.

17 (a)   Identify and describe **one** example of the unethical use of **data or information**.

....

....

....

.... **[2]**

(b)   Identify and describe **one** example of the unethical use of **equipment**.

....

....

....

.... **[2]**

This question followed on from a small addition to the overarching scenario for Section D.

Both parts (17a and 17b) of this question caused issues, with few candidates achieving full marks. An unethical activity is one where permission is lacking for an activity AND there is malicious intent involved. Few candidates appreciated this, and so relatively few marks were given. The mark scheme allowed candidates to be awarded where, for example, they identified an activity that occurred without permission. Again, for example, this could be sharing personal data without permission, which would be given 1 mark. For Question 17b, candidates could state that using a work device for personal use was unethical, as this would fit the concept of something happening without permission.

While marks were scored for this question, candidates missed marks by giving responses that were imprecise. For example, some stated that selling data is immoral. Selling data itself is not immoral, and permission may even have been given for this to take place. However, selling data without permission is immoral. Where candidates did not include the "without permission" aspect, marks were not given and the response marked as being too vague.

Question 18

Book Sellers International collects data from bookshops around the world. The data includes:

- name of shop
- location of shop
- number of books sold by title and category
- local, national and international book events, including 'Book Festivals' and 'Meet the Author' tours.

The collected data will be analysed and used in a variety of different ways.

18   Book Sellers International will use distribution channels to present the analysed data to a global audience.

Discuss the suitability of different types of distribution channel for this purpose.   **[10]**

....

....

....

....

....

....

This question followed on from a small addition to the overarching scenario for section D.

As with Question 11, this Level of Response question was dealt with very well by the vast majority of candidates. There were some excellent discussions of types of distribution channels. Most tended to focus on the positive aspects of individual channels, but some also included the negative aspects. Both methods were equally acceptable. Again, as with Question 11, where candidates were able to explain their opinions, marks from the very top end of the mark range were awarded. Where candidates gave descriptions, these tended to be awarded in the middle mark range.

Unfortunately, some candidates misread the question as being "suitability of using different types of distribution channels" and concentrated on the efficacy of using a range of different channels for the purpose. These responses did not meet the requirements of the question and so were not given marks. Centres and candidates are reminded that Level of Response questions are best answered by including a degree of context. In a question such as this, where the term "for this purpose" is included, it is better that candidates include the context in the answer, as some answers that would otherwise be acceptable may be specifically excluded by the context of the question.

Assessment for learning – context

Another useful technique when assessing learners in preparation for the exam, is to ask the same question, but vary the context. A superficial example which is unrelated to the specification content would be to ask candidates to list five items they would take out with them on a standard walk if they lived in two distinctly different geographical areas. In answering this question, candidates should be aware that there are certain responses that are correct, whatever the context, and others that only suit one specific context. Skis, for example, may be perfectly sensible in some locations, but not others.

An example within IT would be use of storage devices. Some are suited to differing contexts, due to robustness and price, for example.

Section E overview

Section E closed the paper off by focusing on data gathering.

Read the scenario below. Questions 19–21 relate to this scenario.

The bookshops gather information from external sources including surveys and bookshops in different areas of the United Kingdom (UK). Consumer panels are used to gather information from local people.

The bookshops will use the information to promote different types of books to a variety of potential customers.

Question 19

19 Identify **two different** types of demographics that the bookshops could consider about potential customers.

1 ....

2 ....

[2]

Generally, this question was answered very well, with many candidates clearly stating two different types of demographics. Where marks were not awarded, this was generally because candidates had applied the demographic, rather than given the type. So, for example, "old people" and "young people" were given as two answers. The demographic is age, and so neither of these example answers were awarded. Again, the issue here is one of a lack of focus by candidates in their answers.

Question 20

20 Identify and explain **one** advantage to the bookshops of using consumer panels to gather information from **local** people.

....

....

....

.... **[2]**

This question was referenced in the section above on Exam Technique, alongside the discussion on the efficacy of different software types for a given purpose.

The issue with this question was like that shown in Question 16. Despite the emboldening of the word 'local' in the question, some candidates focussed on generic answers about research, and therefore spoke about getting primary data, or lots of data.

However, others gave good answers, including the fact that a consumer panel could be face to face and that therefore body language could be seen, and so more accurate data could be gained, or people are less likely to lie. Others, again focussing on the live nature of consumer panels, stated that they allowed for off the cuff further questions to be asked, where an original question may not have achieved the level of clarity required.

Other candidates used the emboldened 'local' and answered about the population being more likely to actually use the shop and so the answers were more relevant. These answers were, again, acceptable.

Question 21

The project team who developed the website has identified the need for a review of its success after twelve months.

21 Identify **two** success criteria that could be used by the project team to confirm the positive impact of the website.

State why **each** of the success criteria is important.

1 ....

....

Why it is important ....

....

2 ....

....

Why it is important ....

....

[4]

Question 21 proved to be a challenge to many candidates. This seems to have been based on two factors.

Firstly, candidates did not answer the question asked and, secondly, did not fully understand the term "success criteria".

The question asked about measuring the positive impact of the project. In short, the question was about how good was it at increasing sales and customer awareness. The time scale was "after twelve months". Many candidates did not answer about measuring the positive impact but introduced other areas where success could be measured. These include vague answers about "does it work" through to more specific answers about "do people like the books?". Both example answers are not methods by which positive impact can be measured, and so did not result in marks being given.

For success criteria, these are considered to be measurable targets against which one can be assessed. In at least one case, a candidate stated "an extra 10,000 customers have been added". As this was clearly a measurable target, this was accepted. Other candidates were less direct, but gave equally measurable criteria, such as "are there more customers than there were a year ago?". Again, this is a success criteria, as it can be measured, and so was awarded.

However, other candidates gave areas of consideration, rather than criteria. For example, a common answer was "the number of people visiting the website". This becomes success criteria when one adds a specific value or method of comparison, such as 'more', but on its own, this was not given a mark.

However, some candidates did give success criteria and were awarded marks. Full marks for the question were rare, but for those candidates who successfully gave a success criterion, there was usually a further mark for stating why this was important.

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Access to Scripts

For Cambridge Nationals, we are trialling an easier way for Exams Officers to download copies of your candidates' completed question papers or 'scripts'. Your centre can use these scripts to decide whether to request a review of marking and to support teaching and learning.

Our free, on-demand service, Access to Scripts is available via our single sign-on service, My Cambridge. Step-by-step instructions are on our website.

Keep up-to-date

We send a monthly bulletin 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. Most of our courses are 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 and Cambridge Technicals qualifications. Find out more.

ExamBuilder is **free for all OCR centres** with an Interchange account and gives you unlimited users per centre. We need an Interchange username to validate the identity of your centre's first user account for ExamBuilder.

If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

Active Results

Review students' exam performance with our free online results analysis tool. For the January 2023 series, results analysis is available for Cambridge Nationals (moderated units only).

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.

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.

Call us on
01223 553998

Alternatively, you can email us on
support@ocr.org.uk

For more information visit
- **ocr.org.uk/qualifications/resource-finder**
- **ocr.org.uk**
- **facebook.com/ocrexams**
- **twitter.com/ocrexams**
- **instagram.com/ocrexaminations**
- **linkedin.com/company/ocr**
- **youtube.com/ocrexams**

We really value your feedback

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