

**CAMBRIDGE TECHNICALS LEVEL 3 (2016)** 

Examiners' report

05838-05842, 05877

**Unit 1 Summer 2024 series** 

# Contents

r	troduction	3
U	nit 1 series overview	4
S	ection A overview	5
	Question 1	5
	Question 2	5
	Question 3	6
	Question 4	6
	Question 5	7
	Question 6	7
	Question 7	8
	Question 8	8
	Question 9	9
	Question 10	9
	Question 11	10
	Question 12	10
	Question 13	11
	Question 14	11
	Question 15	12
S	ection B overview	13
	Question 16 (a)	13
	Question 16 (b)	14
	Question 16 (c)	16
	Question 16 (d)	16
	Question 17	17
	Question 18	17
	Question 19	18
	Question 20 (a)	19
	Question 20 (b)*	20
	Question 20 (c)	21
	Question 20 (d)	22
	Question 21 (a)	23
	Question 21 (b)	23
	Question 21 (c)*	
	Question 21 (d)	24
	Question 22	25

### 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.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

#### Would you prefer a Word version?

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

Simply click on File > Export to and select Microsoft Word

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

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

#### Unit 1 series overview

Overall candidates attempted most of the questions on the question paper. Section A was in the main answered well. Section B saw candidates picking up marks for knowing the content of the specification across a range of questions. However, marks were dropped by candidates where they did not expand their answer fully. This was either due to a lack of technical understanding in questions such as Questions 18, 20 (a), and 20 (b) or by not applying their answer to the context.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul> <li>Gained 10 or more marks in Section A.</li> <li>Picked up the knowledge marks in questions across the whole of Section B.</li> <li>Demonstrated a sound level of knowledge.</li> <li>Explained their answers clearly demonstrating the understanding.</li> </ul>	<ul> <li>Did not have a basic level of knowledge of the unit content, leading to poor performance in Section A.</li> <li>Did not relate their answers to the context in line with the demands of a vocational qualification.</li> <li>Were not specific in their writing, leading to unclear responses.</li> <li>Showed a lack of technical understanding of several aspects of the unit content.</li> </ul>

## Section A overview

This section contains 15 multiple choice questions that do not rely on any context. These are designed to test knowledge recall. Candidates who picked up 10 or more marks in this section tended to go on pick up marks across the rest of the question paper to gain a creditable final mark.

Que	estic	n 1	
1	ΑP	ersonal Computer that contains a hard disk drive uses	storage.
	Α	Flash	
	В	Internal	
	С	Portable	
	D	Removable	[1]
		, answered well. Candidates who chose an incorrect answer did not fand 'hard disk' in the question.	ocus on the key words
Que	estic	on 2	
2	101	01110 is an example of which number system?	
	Α	Binary	
	В	Decimal	
	С	Denary	
	D	Hexadecimal	[1]
Gen	erally	answered well.	

3	Which productivity software is the <b>most</b> appropriate to organise a user's contacts?		
	Α	Email	
	В	Multimedia	
	С	Translator	
	D	Word Processor	
			[1]
		tion saw a mixed set of responses. Candidates who did not answer the term of 'most appropriate'.	nis correctly did not focus
Que	estio	n 4	
4		ch business software allows users to work together using combina video?	ations of text, images
	Α	CAD	
	В	Expert Systems	
	С	Multimedia	
	D	Project Management	
			[1]
Gen	erally	answered well.	

5	Whi	ch of the following enables audio calls over the internet?	
	Α	Cellular	
	В	Instant Messaging	
	С	SMS	
	D	VOIP	[1]
Generally answered well. However, candidates who did not answer correctly tended to focus on the method that is used for calling using a mobile phone, cellular, rather than the internet aspect of the question.			
0		0	
Que 6	estio Whi	n 6 ch problem is usually caused by having too many applications rur	nning at the same time?
	Α	Software freeze	
	В	Unexpected hardware behaviour	
	С	Unexpected power off	
	D	Unexpected rebooting	
			[1]
Gen	erally	answered well.	

7	Which of the following is a TCP/IP protocol for sending and receiving emails?			
	Α	FTP		
	В	HTTP		
	С	ICMP		
	D	SMTP		[1]
Gene	erally	answered well.		
Que	estio	n 8		
8	Whi	ch of the following allows more than one server to run on one piec	e of hardware?	
	Α	Client Virtualisation		
	В	Cloud Virtualisation		
	С	Server Virtualisation		
	D	Storage Virtualisation		[1]
				1.1
Gene	erally	answered well.		

9	192	2.168.1.1 is the default IP Address for the main server on a network	. It is also the:
	Α	Default Gateway	
	В	MAC Address	
	С	PSTN	
	D	Subnet Mask	[1]
			1.1
Gen	erally	answered well.	
Que	estic	on 10	
10		ch method of communication allows short messages, images or view people?	deos to be shared with
	Α	IDE	
	В	Letters	
	С	Reports	
	D	Social networking	[1]
Gen	erally	answered well.	

11	The ability to plan and implement tasks is an example of which personal attribute?		al attribute?	
	Α	Determination		
	В	Leadership		
	С	Respect		
	D	Time management		[1]
		stion led to a mix of responses showing candidates were not fully award in the specification and what they entail.	e of the personal	
Que	estic	on 12		
12	Kee	eping data safe from unauthorised access is an example of which of	perational issue?	
	Α	Disaster planning and recovery		
	В	Health and safety		
	С	Organisational policies		
	D	Security of information		[1]
Car	oroll.	v anautorod wall		
Gen	erany	answered well.		

13	Phis	hing is an example of:			
	Α	blocking access to data			
	В	deleting data			
	С	listening to data transfers			
	D	obtaining confidential data		[1]	
Gene	rally	answered well.			
0	a4:a	- 44			
Que	Stio	n 14			
14	Whi	ch physical security technique protects data by making it permaner	ntly unreadable?		
	Α	Biometrics			
	В	Locks			
	С	Privacy screens			
	D	Shredding		<b>[41</b> ]	
				[1]	
	Generally answered well. Candidates who did not answer this question correctly missed the aspect of permanently unreadable' in the question.				

15	Wh	ch method of disposal replaces existing data with new data?	
	Α	Electromagnetic wipe	
	В	Encryption	
	С	Overwrite data	
	D	Physical destruction	[1]
Ger	erally	v answered well	

#### Section B overview

This section was based on a scenario focusing on a national chain of juices bars. Hence, to gain full marks in questions, candidates had to apply their knowledge to the context. This reflects the vocational aspect of the qualification. As a result, where candidates tended to pick up the 'knowledge' mark(s) in a question, the vocational application was not awarded as often. This restricted the overall marks awarded for some candidates. This ability to apply the knowledge to the context is where centres are advised to direct their attention for future sessions.

#### Question 16 (a)

Blue Milk Cantina is a large chain of juice bars across the UK. They have recently updated the IT systems at the Head Office and the distribution warehouse. Head Office deals with staffing and wages, while the warehouse holds the stock for the juice bars. The warehouse uses robots to move the stock around.

The managers in the juice bars use tablet computers to place orders, keep track of staffing hours and to communicate with Head Office.

16	The juice bar managers place an order each week using the tablet computers.
(a)	Identify <b>two</b> input devices that could be used to place the order.

1	
2	
	[2]

Most candidates correctly identified two input devices with the most common answers being mouse, keyboard and touch screen.

#### Question 16 (b)

orders.	
Benefit	
Limitation	
	[4]

Most candidates were able to identify a benefit and/or limitation of using a tablet computer. However, in line with comments made earlier in this section of the report, candidates missed out on the expansion mark by not relating it to the context. For example, candidates would prefer to use a tablet to take orders from the tables i.e. the customers. This was not appropriate for this context-based question as it was asking about the weekly orders being placed by the manager.

#### Exemplar 1

# Benefit Its highly portable as it is conpact and hight which is antice convenient for passen those managers. Limitation (equires battery to be changed paths for Use It is to charged then the Conpany Ull Not be dole to place

The candidate identifies both a benefit and a limitation of using tablet computers. The limitation gains the second mark as it clearly explains how the limitation impacts the use in the context. The benefit however, is too vague, how is it convenient for the managers? The candidate needed to expand on this by possibly talking about being able to work in a different part of the building/ bar.

#### Question 16 (c)

2	(c)	Each tablet connects to the internet and the company WAN using Wifi in the juice bars.
2		
2		1
2		
		2
[4		
		[4]

There were a wide range of responses seen to this question showing a wide range of knowledge and understanding across the cohort this session. In the main, candidates were able to identify at least one type of communication hardware as stated in the specification. However, the descriptions of their use tended to be generic and showed a lack of technical understanding relevant to a Level 3 qualification. As a result, the expansion marks were not awarded as often as expected. Candidates need to be clearer and more precise in their answers.

#### Question 16 (d)

(d)	Head Office are buying new tablet devices to capture promotional images for use online.
	Identify a minimum storage capacity required for this device, including the unit of measurement.
	Storage capacity
	Unit of measurement
	[2]

This question was not well answered. Candidates did not read the question carefully and as a result, lost marks. The question asked for minimum storage capacity for this context, not the capacity that they would like based possibly on their own devices.

What **type** of software is this an example of?

17 Blue Milk Cantina use an app to manage staffing hours and wages.

#### Question 17

	•
	[1]
Gen	erally answered well with a range of appropriate responses.
Que	estion 18
18	Blue Milk Cantina use a Multiuser Operating System for the personal computers at Head Office.
	Describe one benefit and one limitation of using a Multiuser Operating System.
	Benefit
	Limitation
	[4]

Most candidates gained at least one mark for the benefit of allowing multiple users to access the system. However, candidates tended to show a lack of technical understanding of how this is a benefit in the context. For a limitation, the most common answer was for an increased security risk; however, expansion for this was often not well-written. This led to marks being lost.

19	Each week a video conference meeting is held between Head Office and all of the juice bar managers.
	Explain <b>one</b> advantage and <b>one</b> disadvantage of using video conferencing for this meeting.

Advantage
Disadvantage
[6]

Due to how education has changed in these recent years, this question was generally well-answered with candidates tending to gain at least two marks. These tended to be where candidates were able to relate their own experience of using video conferencing to this question. However, as already stated in this report, marks were lost for candidates not being clear in their expansion in this context.

#### **Assessment for learning**



Candidates need to read the questions carefully and then answer in the context of the question. This question is specifically about a meeting between the Head Office and all the juice bar managers. The question asks for advantages and disadvantages for this meeting. To gain all the marks candidates need to the answer in this context specifically, and not with generalised advantages and disadvantages.

#### Question 20 (a)

20	The Head	Office IT	system	has one	server tha	t is used	for multi	ple functions.
----	----------	-----------	--------	---------	------------	-----------	-----------	----------------

(a)	Identify and describe <b>two</b> advantages of separating the web and mail servers from the main file server.	
	1	
	2	
	[4	11

A wide range of marks were awarded on this question; however, marks were lost due to a lack of technical understanding of how servers are set up and work. Many vague answers regarding improved organisation, can find documents easier, were seen demonstrating this lack of understanding. Where candidates did perform well, they were clear about the advantages such as increased security for the file server as any virus on an email would not impact the file server.

#### Question 20 (b)\*

(b)*	The Head Office IT system consists of 8 personal computers, one server a	and a three-in-one
	scanner/printer/copier.	

Identify a suitable network topology that could be used at the Head Office. Justify your choice including reference to the hardware required.

Network topology:	 	
Justification	 	
	 	[10]

The most popular topologies seen in responses were bus, star and mesh. As designed, this question did show a wide range of understanding across the cohort of candidates this session. Candidates who performed poorly on this question tended to become confused in their reasoning for the topology identified not clearly explaining the points that they were making. This often led them to explaining the benefits of another topology rather than the one they identified. Those candidates who did answer the question well clearly justified the topology identified, explaining fully their reasoning in context. These candidates also included the hardware required, as stated in the question.

#### Exemplar 2

Network topology: But Aesta feet to hear Staw
Justification Star would be suitable here beaute
It requires are server and other hardward can
be added on star is a vegul because
It has all computers and hardware connected
to one server meaning I fore computer
or Pille of hardware stops working the vest
will keep working but the downside is up
the server stops working cueryphing will stop

[6]

The candidate has clearly identified a plausible network topology – a Star network. They have then described one point of the network regarding how if one computer stops working in the topology the others are not impacted. The candidate adds to this that if the server stops then the whole network would as well. At no point in the response does the candidate expand on this main point and convert it into an explanation, why this is beneficial i.e. it allows for the rest of the network to continue to operate whilst the one computer is repaired/replaced due to the individual connections to the server. As a result, the answer cannot be placed in Level 3, where the marking criteria for that level refers to candidates explaining the points they make. Further to this, the candidate does refer to any hardware required for the network, other than the devices included in the question.

This response can be placed at the top of Level 2 this session as there is an adequate justification based on one point being described. There is some reference to the hardware required as stated in the question, however, none other than that mentioned in the question. The reasoning shown in the response shows some structure but is lacking in detail.

#### Question 20 (c)

(c)	Updates to the firmware for the warehouse robots come with a Standard Operating Procedure (SOP).
	Identify and describe <b>three</b> advantages of using a SOP when updating the firmware.
	1
	2
	3

This question was not answered well with the level of understanding about a Standard Operating Procedure. Many candidates referred to the robots using an SOP rather than the use of an SOP by the staff to update the robots' firmware.

#### **Misconception**



Candidates were not clear about what a Standard Operating Procedure is and what/who it's aimed at.

#### Question 20 (d)

	[4]
	2
	1
	Identify and describe <b>two</b> barriers to communication for the ICT technicians working in the warehouse.
(d)	The warehouse has a range of hardware and software that is maintained by a team of ICT technicians.

The barriers to communication are clearly stated in the specification yet this question was not well-answered by a significant number of candidates. Candidates who did well on this question tended to select noise or language as a barrier. They then described these well in the context of the ICT technicians working in the warehouse.

#### Question 21 (a)

21	The IT technicians must keep the warehouse IT systems running with minimal downtime.	
(a)	Identify and describe <b>two</b> personal attributes that the IT technicians should have.	
	1	
	2	
	[4]	
Once again, this question was based on content clearly stated in the specification. While many candidates gained at least one mark on this question, many marks were dropped. This was either for not describing the attribute in relation to the context of the question or by mixing the terminology up with		

Once again, this question was based on content clearly stated in the specification. While many candidates gained at least one mark on this question, many marks were dropped. This was either for not describing the attribute in relation to the context of the question or by mixing the terminology up with other content in the Unit 1 specification. The most common confusion was use of terminology from Section 4.4. Candidates need to know where the content sits in the specification, especially in relation to the key terms used in the questions, in this case, personal attributes.

## Question 21 (b)

(b)	The IT technicians are members of the Chartered Institute for IT.
	Describe <b>one</b> benefit to the IT Technician for being a member of a professional organisation.
	[2]

This question saw a mixture of responses, with in the main a degree of confusion about the role of a professional organisation. Candidates also missed marks by not reading the question fully and not relating the benefit to the technician. Many answers were referring to the benefit to a business or organisation.

### Question 21 (c)\*

	2 (0)	
(c)*	One of the juice bar managers has been caught stealing cash from the till. The staff in the juice bar knew about it but did not report it as they were worried about their jobs. Blue Milk Cantina is to implement a company whistleblowing policy.	
	Discuss the issues that should be included in the whistleblowing policy.	
	[10]	
This question, was in the main, answered well by candidates. Candidates who did well on this question focused on a small number of issues and developing their answers fully. Candidates who did not do as well, tended to list or briefly described several issues, taking a scatter approach to their response. The higher levels of the mark scheme refer to the use of well-developed reasoning, which by addressing too many issues, is very difficult to do. Candidates will benefit from focusing on fewer points but explaining them more fully in context.		
Que	estion 21 (d)	
(d)	Identify the organisational policy that would include using the network in a professional manner, as one of its principles.	
	[1]	

This question was not answered well. Candidates in the main were not clear about the relevant policy.

22	Head Office need to keep the data on the main server secure.
	Identify <b>one</b> physical security measure that could be used to protect the server room.
	[1]

25

This question was generally answered well. However, some candidates were not clear about the difference between physical and logical security measures.

# Supporting you

# Teach Cambridge

Make sure you visit our secure website <u>Teach Cambridge</u> to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

**Don't have access?** If your school or college teaches any OCR qualifications, please contact your exams officer. You can <u>forward them</u> this link to help get you started.

# Reviews of marking

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the <a href="OCR website">OCR website</a>.

## 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 for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

# Signed up for ExamBuilder?

**ExamBuilder** is a free test-building platform, providing unlimited users exclusively for staff at OCR centres with an Interchange account.

Choose from a large bank of questions to build personalised tests and custom mark schemes, with the option to add custom cover pages to simulate real examinations. You can also edit and download complete past papers.

Find out more.

You will need an Interchange account to access our digital products. 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.

# **Online courses**

# Enhance your skills and confidence in internal assessment

#### What are our online courses?

Our online courses are self-paced eLearning courses designed to help you deliver, mark and administer internal assessment for our qualifications. They are suitable for both new and experienced teachers who want to refresh their knowledge and practice.

# Why should you use our online courses?

With these online courses you will:

- learn about the key principles and processes of internal assessment and standardisation
- gain a deeper understanding of the marking criteria and how to apply them consistently and accurately
- see examples of student work with commentary and feedback from OCR moderators
- have the opportunity to practise marking and compare your judgements with those of OCR moderators
- receive instant feedback and guidance on your marking and standardisation skills
- be able to track your progress and achievements through the courses.

# How can you access our online courses?

Access courses from <u>Teach Cambridge</u>. Teach Cambridge is our secure teacher website, where you'll find all teacher support for your subject.

If you already have a Teach Cambridge account, you'll find available courses for your subject under Assessment - NEA/Coursework - Online courses. Click on the blue arrow to start the course.

If you don't have a Teach Cambridge account yet, ask your exams officer to set you up – just send them this <u>link</u> and ask them to add you as a Teacher.

Access the courses **anytime**, **anywhere and at your own pace**. You can also revisit the courses as many times as you need.

#### Which courses are available?

There are **two types** of online course: an **introductory module** and **subject-specific** courses.

The introductory module, Building your Confidence in Internal Assessment, is designed for all teachers who are involved in internal assessment for our qualifications. It covers the following topics:

- · the purpose and benefits of internal assessment
- the roles and responsibilities of teachers, assessors, internal verifiers and moderators
- the principles and methods of standardisation
- the best practices for collecting, storing and submitting evidence
- the common issues and challenges in internal assessment and how to avoid them.

The subject-specific courses are tailored for each qualification that has non-exam assessment (NEA) units, except for AS Level and Entry Level. They cover the following topics:

- the structure and content of the NEA units
- the assessment objectives and marking criteria for the NEA units
- examples of student work with commentary and feedback for the NEA units
- interactive marking practice and feedback for the NEA units.

We are also developing courses for some of the examined units, which will be available soon.

# How can you get support and feedback?

If you have any queries, please contact our Customer Support Centre on 01223 553998 or email <a href="mailto:support@ocr.org.uk">support@ocr.org.uk</a>.

We welcome your feedback and suggestions on how to improve the online courses and make them more useful and relevant for you. You can share your views by completing the evaluation form at the end of each course.

#### 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
- **y** twitter.com/ocrexams
- instagram.com/ocrexaminations
- inkedin.com/company/ocr
- youtube.com/ocrexams

#### We really value your feedback

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





Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.



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

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2024 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.

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

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

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

You can copy and distribute this resource in your centre, in line with any specific restrictions detailed in the resource. Resources intended for teacher use should not be shared with students. Resources should not be published on social media platforms or other websites.

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

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

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