



Oxford Cambridge and RSA

Cambridge National

IT

R050/01: IT in the digital world

Level 1/2 Cambridge National Certificate/Award/Diploma

Mark Scheme for January 2025

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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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MARKING INSTRUCTIONS

PREPARATION FOR MARKING RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood 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 (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

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 RM Assessor 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. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. There is an NR (**No Response**) option. Award NR (No Response):
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')

- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. 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.**
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **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

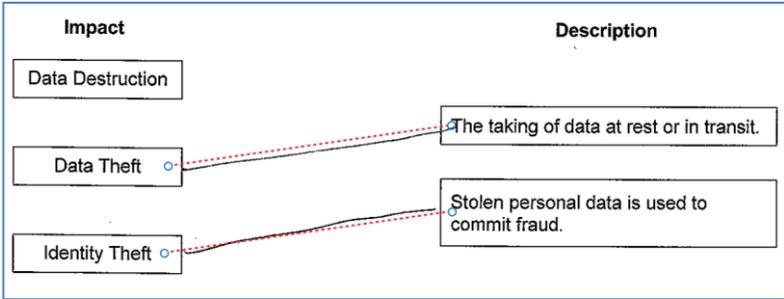
11. Annotations

Annotation	Meaning
	Tick
	Cross
	Blank page (mandatory for all units)
	Benefit of doubt
	Too vague
	Noted but no credit given
	No example
	Benefit of doubt not given
	Not answered question
	Level 3
	Level 2
	Level 1
	Repeat

Question	Answer	Mark	Guidance
Section A			
1	<p>One from e.g.</p> <ul style="list-style-type: none"> • Annotation (1) • Arrows (1) • Box (1) • Button (1) • Colours (1) • Drop down (1) • Fonts (1) • Generic <u>text</u> (1) • Image (1) • Labels (1) • Layout grid (1) • Logo (1) • Placeholder (1) • Progress bar (1) • Shapes (1) • Award credit for any other suitable response 	1	<p>Accept equivalent terminology for an item on a wireframe.</p> <p>Do not accept</p> <ul style="list-style-type: none"> • Line on its own – TV • Connecting line
2	<ul style="list-style-type: none"> • C / Operating System (1) 	1	Correct Answer Only (CAO)

Question	Answer	Mark	Guidance
Section A			
3	<p>Two from e.g.</p> <ul style="list-style-type: none"> • Audio / Voice (1) • Gesture (1) • Keyboard (1) • Motion/Movement (1) • Microphone (1) • Mouse (1) • Pinch (1) • Swipe (1) • Touch/Touchscreen (1) • Track pad (1) • Award credit for any other suitable response 	2	Accept equivalent terminology
4	<p>One from e.g.:</p> <ul style="list-style-type: none"> • Decimal (1) • Floating point/ Float (1) • Numeric / Number/ Numerical (1) • Real (1) • Award credit for any other suitable response 	1	Accept mathematical and programming definitions
5	<p>Two from:</p> <ul style="list-style-type: none"> • Characters (1) • Letters (1) • Numbers (1) • Spaces (1) • Symbols (1) 	2	<p>Accept equivalent terminology</p> <p>Order is irrelevant</p> <p>Repeated use of same word = REP</p> <p>Do not accept</p> <ul style="list-style-type: none"> • Examples of (a, b, 1,3,)

Question	Answer	Mark	Guidance
Section A			
6	<p>Two from e.g.:</p> <ul style="list-style-type: none"> • Book/Journal (1) • Government Statistics (1) • Library (1) • Leaflets (1) • News broadcast (1) • Newspapers (1) • Research reports (1) • Social media (1) • <u>Someone else's</u> survey (1) • Website/Internet/ Blog/Vlog (1) • Award credit for any other suitable response 	2	<p>Accept equivalent terminology</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • Magazine (or equivalent)
7	<p>One from:</p> <ul style="list-style-type: none"> • Network attached storage (1) • Network attached system (1) • Network attached software (1) 	1	Accept equivalent spelling
8	<ul style="list-style-type: none"> • A Black (Hat) (1) 	1	

<p>9</p>		<ul style="list-style-type: none"> • Data Theft – The taking of data at rest or in transit (1) • Identity Theft – Stolen personal data is used to commit fraud (1) 	<p>2</p>	<p>Two lines from/to one box = TV</p>
<p>10</p>		<p>One from e.g.</p> <ul style="list-style-type: none"> • (Data) erasure (1) • (Data) overwriting (1) • (Data) wiping (1) 	<p>1</p>	<p>Accept equivalent terminology</p>
<p>11</p>		<p>One from</p> <ul style="list-style-type: none"> • Device to device / D2D (1) • Human to device / H2D (1) • Device to human / D2H (1) 	<p>1</p>	<p>Accept equivalent terminology</p>

Question	Answer	Mark	Guidance	
Section B – Bank Savings Account				
12	(a)	<p>Up to two marks for each characteristic of a laptop e.g.</p> <ul style="list-style-type: none"> • App store • Biometrics • (Integrated) keyboard • Memory • (Integrated) mouse • Operating system • Portable • Touchscreen • Web browser • Wireless/wired connectivity • Award credit for any other suitable response <p>e.g.</p> <ul style="list-style-type: none"> • Screen (1) means no other devices needed (1) • Mouse (1) to move around the account/HCI (1) • Microphone/Speakers (1) to allow visual impaired access account/use HCI (1) • Can use Wi-Fi (1) to link to bank website (1) • Operating system (1) that allows download/use of web browser (1) • Keyboard (1) to enter log in details (1) • Savings account can be accessed anywhere (1) as the laptop is portable (1) • Touch id (1) allows quick access to account/HCI (1) <p>Award credit for any other suitable response</p>	4	<p>Read whole response and mark to the candidates' advantage:</p> <ul style="list-style-type: none"> ○ One mark for characteristic <p>AND/OR</p> <ul style="list-style-type: none"> ○ One mark for reasoning of suitability in context

12	(b)	<p>Two from e.g.</p> <ul style="list-style-type: none"> • Digital assistant (1) • PC / desktop (computer) (1) • Smart watch (1) • (Smart/Mobile) phone (1) • Smart TV (1) • Tablet (1) • Award credit for any other suitable response 	2	<p>Do not accept</p> <ul style="list-style-type: none"> • Laptop • Mobile device - TV <p>Accept examples e.g. iPad, Echo,</p>
13	(a)	<p>Two advantages to customers from e.g.:</p> <ul style="list-style-type: none"> • Accessibility options provided (1) • Allows use of touchscreen/range of interactions (1) • Can input/output details easily [using HCI] (1) • Can view/check account [using HCI] (1) • Don't need to go to the bank (1) • Fast/quick option selection [on HCI] (1) • Flexibility of access/time/location (1) • Increased security (1) • No need to talk to staff (1) • Personalised experiences/own account (1) • Reduces chances of making mistakes (1) • Simplifies access/use of system (1) • They can access the banking system (1) • Award credit for any other suitable response 	2	<p>Accept equivalent terminology</p> <p>Do not accept</p> <ul style="list-style-type: none"> • Easier/faster, without qualification • Connectivity methods- this is not directly relevant to the HCI use

13	(b)	<p>Two disadvantages to customers from e.g.</p> <ul style="list-style-type: none"> • Data could be entered/submitted incorrectly (1) • Device limitations (1) • Forgotten login details (1) • HCI may not link/ give access (1) • HCI may not work/corrupted/unresponsive (1) • Incorrect programming causes wrong account to be displayed (1) • Lack of accessibility functions/features (1) • Lack of compatibility on different devices (1) • Lack of familiarity/consistency/learnability (1) • May not display properly (1) • Not speaking to someone in bank (1) • Pharming (1) • Phishing (1) • Poor design causing confusion (1) • Award credit for any other suitable response 	2	<p>Accept equivalent terminology</p> <p>Do not accept</p> <ul style="list-style-type: none"> • Lack of access to device • Lack of connectivity- not directly relevant to the HCI use
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	(c)	<p>Up to two marks for an explanation e.g.</p> <ul style="list-style-type: none"> • Memory demands • Device capability • HCI options range • Impact on other applications • Award credit for any other suitable response <p>e.g.</p> <ul style="list-style-type: none"> • Lots of options on the HCI (1) will increase the memory demands (1) • Some devices may not have a large memory (1) so they cannot display the HCI properly (1) • Different devices will have different memory levels (1) all need to be considered/designed for (1) • Award credit for any other suitable response 	2	<p>Read whole response and mark to the candidates' advantage:</p> <ul style="list-style-type: none"> ○ One mark for memory consideration <p>AND/OR</p> <ul style="list-style-type: none"> ○ One mark for reasoning in context of question <p><i>NB: question does not ask for one explanation – two linked points are acceptable</i></p> <p>Do not accept</p> <ul style="list-style-type: none"> • Storing information/actions
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<p>14</p>		<p>If the response is not a mind map = NAQ The type of mind map is not specified.</p>	<p>8</p>	<p>Indicative content:</p> <p>Layout</p> <ul style="list-style-type: none"> • Central theme • Node (s) • Sub-node (s) • Connector lines • Grouping of concepts • Award credit for any other suitable response <p>Content</p> <ul style="list-style-type: none"> • Buttons for navigation • Colour scheme • Contact details of bank • Error messages • Fonts (types, sizes, alignments) • Help messages • House style • Logo • Password box • Password reset link • Search facility • Username box • Award credit for any other suitable response 																							
		<table border="1"> <thead> <tr> <th colspan="2">LAYOUT</th> <th rowspan="5" style="text-align: center; vertical-align: middle;">+</th> <th colspan="2">CONTENT</th> <th rowspan="5" style="text-align: center; vertical-align: middle;">=</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4 marks</td> <td>More than 1 clear sub-node</td> <td style="text-align: center;">4 marks</td> <td>All content relevant</td> <td style="text-align: center;">Level 3: 7 or 8 marks</td> </tr> <tr> <td style="text-align: center;">3 marks</td> <td>1 clear sub - node.</td> <td style="text-align: center;">3 marks</td> <td>Most content relevant</td> <td style="text-align: center;">Level 2: 4 – 6 marks</td> </tr> <tr> <td style="text-align: center;">2 marks</td> <td>At least 2 nodes</td> <td style="text-align: center;">2 marks</td> <td>Some content relevant</td> <td style="text-align: center;">Level 1: 1 - 3 marks</td> </tr> <tr> <td style="text-align: center;">1 mark</td> <td>Limited structure</td> <td style="text-align: center;">1 mark</td> <td>Limited content relevant</td> <td></td> </tr> </tbody> </table>		LAYOUT		+	CONTENT		=	TOTAL	4 marks	More than 1 clear sub-node	4 marks	All content relevant	Level 3: 7 or 8 marks	3 marks	1 clear sub - node.	3 marks	Most content relevant	Level 2: 4 – 6 marks	2 marks	At least 2 nodes	2 marks	Some content relevant	Level 1: 1 - 3 marks	1 mark	Limited structure
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1 mark	Limited structure		1 mark	Limited content relevant																							

15	(a)	<p>(i) Up to two marks for explanation of purpose of technical testing e.g.</p> <ul style="list-style-type: none"> • Allow for remedial action • Check connectivity methods • Check end user likes product • Check functionality • Check security works • Check usability • Compatibility with other platforms/software • Identify errors • Quality assurance • Award credit for any other suitable response <p>e.g.</p> <ul style="list-style-type: none"> • To check the HCI works properly (1) as a user would use it/expects (1) • To test the buttons on the HCI (1) to ensure users can navigate the HCI (1) • To identify faults (1) such as security not working (1) • To identify any faults (1) so they can be resolved (1) • To allow the end user to check the HCI meets their needs (1) and make changes if needed (1) • To check the functionality (1) so that it is fit for purpose/meets client's requirements (1) • Award credit for any other suitable response 	2	<p>Read whole response and mark to the candidates' advantage:</p> <ul style="list-style-type: none"> ○ One mark for purpose <p>AND/OR</p> <ul style="list-style-type: none"> ○ One mark for reasoning in context of question <p><i>NB: question does not ask for one explanation – two linked points are acceptable</i></p>
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15	(a)	<p>(ii) Up to two marks for each explanation</p> <p>Advantage to the bank e.g.</p> <ul style="list-style-type: none"> • Know app works • Know customers can access accounts • Reduced security issues • Quality assurance • Cost effective • Highlight possible improvements • Award credit for any other suitable response <p>e.g.</p> <ul style="list-style-type: none"> • Bank will know that the app works (1) so customers will be able to access their accounts (1) • Any security issues will be seen (1) and issues can be addressed before launch (1) • Ensures that the product works as intended (1) and lowers the risks of customer dissatisfaction (1) • Award credit for any other suitable response <p>Disadvantage to the bank e.g.</p> <ul style="list-style-type: none"> • Time taken to test • Increased development costs • Not all devices/browsers can be covered • Delay in release • Award credit for any other suitable response <p>e.g.</p> <ul style="list-style-type: none"> • Testing could increase the costs of the project (1) due to the time taken to test fully (1) • Test results could give false answers (1) leading to issues being missed (1) • Test results (1) could lead to high cost for fixing issues (1) • Award credit for any other suitable response 	4	<p>Read whole response and mark to the candidates' advantage:</p> <ul style="list-style-type: none"> ○ One mark for advantage/disadvantage <p>AND/OR</p> <ul style="list-style-type: none"> ○ One mark for reasoning in context of question
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15	(b)	<p>Up to two marks from e.g.</p> <ul style="list-style-type: none"> • Accessibility -check access for people with disabilities • Beta- small group of users • Contextual – observe behaviour when using app • Exploratory – user roams app freely • Formative – testing/feedback of versions • Usability- how well user can use app • Award credit for any other suitable response <p>e.g.</p> <ul style="list-style-type: none"> • Entry of login details (1) to check allowed onto the system (1) • Use on different devices/browsers (1) to check can use/see the interface (1) • Number of clicks taken (1) to get to a specific function in the HCI (1) • Navigation (1) to see how long it takes a user to use the system (1) • Award credit for any other suitable response 	2	<p>Read whole response and mark to the candidates' advantage:</p> <ul style="list-style-type: none"> ○ 1st mark for example ○ 2nd mark for reasoning in context of question <p>Accept example of people or type of testing</p> <p>Do not accept</p> <ul style="list-style-type: none"> • Checking user is human not a bot
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16	(a)	<p>Account number</p> <table border="1"> <tr> <td data-bbox="461 172 779 363"> <ul style="list-style-type: none"> Alphanumeric/Text (1st) </td> <td data-bbox="779 172 1261 363"> <p>Two from e.g.:</p> <ul style="list-style-type: none"> contains numbers (1) contains letters (1) cannot be numeric (1) Award credit for any other suitable response </td> </tr> </table> <p>Account holder data of birth</p> <table border="1"> <tr> <td data-bbox="461 395 779 651"> <ul style="list-style-type: none"> Date (1st) </td> <td data-bbox="779 395 1261 651"> <p>Two from e.g.:</p> <ul style="list-style-type: none"> Field is formatted (1) <ul style="list-style-type: none"> to dd/mm/yyyy (1) Range check (1) <ul style="list-style-type: none"> to check correct age of user for account (1) Award credit for any other suitable response </td> </tr> <tr> <td data-bbox="461 651 779 874"> <ul style="list-style-type: none"> Number/Real (1st) </td> <td data-bbox="779 651 1261 874"> <p>Two from e.g.:</p> <ul style="list-style-type: none"> Contains numbers (1) converted/formatted to date by system (1) Data stored as number (1) Award credit for any other suitable response </td> </tr> </table> <p>Balance</p> <table border="1"> <tr> <td data-bbox="461 906 779 1137"> <ul style="list-style-type: none"> Currency (1st) </td> <td data-bbox="779 906 1261 1137"> <p>Two from e.g.:</p> <ul style="list-style-type: none"> Contains numbers (1) <ul style="list-style-type: none"> formatted to appear as £ (1) Bank uses (1) <ul style="list-style-type: none"> UK pounds (1) Award credit for any other suitable response </td> </tr> <tr> <td data-bbox="461 1137 779 1391"> <ul style="list-style-type: none"> Number/Decimal/Real (1st) </td> <td data-bbox="779 1137 1261 1391"> <p>Two from e.g.:</p> <ul style="list-style-type: none"> Contains numbers (1) <ul style="list-style-type: none"> formatted as £ by system (1) Value stored as number (1) <ul style="list-style-type: none"> Use decimal two places (1) Balance is calculated (1) Award credit for any other suitable response </td> </tr> </table>	<ul style="list-style-type: none"> Alphanumeric/Text (1st) 	<p>Two from e.g.:</p> <ul style="list-style-type: none"> contains numbers (1) contains letters (1) cannot be numeric (1) Award credit for any other suitable response 	<ul style="list-style-type: none"> Date (1st) 	<p>Two from e.g.:</p> <ul style="list-style-type: none"> Field is formatted (1) <ul style="list-style-type: none"> to dd/mm/yyyy (1) Range check (1) <ul style="list-style-type: none"> to check correct age of user for account (1) Award credit for any other suitable response 	<ul style="list-style-type: none"> Number/Real (1st) 	<p>Two from e.g.:</p> <ul style="list-style-type: none"> Contains numbers (1) converted/formatted to date by system (1) Data stored as number (1) Award credit for any other suitable response 	<ul style="list-style-type: none"> Currency (1st) 	<p>Two from e.g.:</p> <ul style="list-style-type: none"> Contains numbers (1) <ul style="list-style-type: none"> formatted to appear as £ (1) Bank uses (1) <ul style="list-style-type: none"> UK pounds (1) Award credit for any other suitable response 	<ul style="list-style-type: none"> Number/Decimal/Real (1st) 	<p>Two from e.g.:</p> <ul style="list-style-type: none"> Contains numbers (1) <ul style="list-style-type: none"> formatted as £ by system (1) Value stored as number (1) <ul style="list-style-type: none"> Use decimal two places (1) Balance is calculated (1) Award credit for any other suitable response 	9	<p>Data type must be correct for other marks to be considered.</p> <p>1 mark for correct data type/ field (max 3)</p> <p>Marks 2 and 3 for justification in context</p> <p>Justification must link to the data type stated.</p>
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<ul style="list-style-type: none"> Number/Decimal/Real (1st) 	<p>Two from e.g.:</p> <ul style="list-style-type: none"> Contains numbers (1) <ul style="list-style-type: none"> formatted as £ by system (1) Value stored as number (1) <ul style="list-style-type: none"> Use decimal two places (1) Balance is calculated (1) Award credit for any other suitable response 													

16	(b)	<p>One from:</p> <ul style="list-style-type: none"> • Data Protection Act / DPA (1) • General Data Protection Regulations / GDPR (1) 	1	
17	(a)	<p>Up to two marks for an explanation e.g.</p> <ul style="list-style-type: none"> • Ability to restore data • Business continuity/restoration • Copy of the data • Encrypted whilst stored • Kept off site • Reduce risk of data loss • Award credit for any other suitable response <p>e.g.</p> <ul style="list-style-type: none"> • The bank can quickly restore data (1) so business can be running again (1) • Corrupted data is inaccurate data (1) and can be replaced with last saved version (1) • Quickly getting back up and running (1) as the data has not been lost (1) • An extra copy of the data (1) even if original destroyed/stolen/deleted data (1) • If bank/original data is attacked (1) a second version is safe/protected/not harmed (1) • Award credit for any other suitable response 	2	<p>Read whole response and mark to the candidates' advantage:</p> <ul style="list-style-type: none"> ○ One mark for use of secure back-up <p>AND/OR</p> <ul style="list-style-type: none"> ○ One mark for reasoning in context of question <p><i>NB: question does not ask for one explanation – two linked points are acceptable</i></p>

	(b)		<p>Two from e.g.:</p> <ul style="list-style-type: none"> • Access rights and permissions / Access levels (1) • Anti-virus/malware (1) • Automatic updates (1) • Encryption (1) • Firewall (1) • Real time back-up (1) • Two-Factor Authentication / (2FA) (1) • Username and passwords (1) • Award credit for any other suitable response 	2	<p>Do not accept</p> <ul style="list-style-type: none"> • Physical methods
18	(a)		<p>Up to two marks for an explanation e.g.</p> <ul style="list-style-type: none"> • Attached details/documents • Cost reduction • Customers can view of range of devices • Send same email to many people • Speed of contact • Award credit for any other suitable response <p>e.g.</p> <ul style="list-style-type: none"> • Bank already has email addresses of all customers (1) so can send the email quickly (1) • Sending an email is cheaper than sending the information by post (1) as postage is expensive (1) • Bank can add extra details (1) by attachment /link to social media pages (1) • Emails will get to customers quicker than mail/post (1) which can take a days (1) • Award credit for any other suitable response 	2	<p>Read whole response and mark to the candidates' advantage:</p> <ul style="list-style-type: none"> ○ One mark for advantage <p>AND/OR</p> <ul style="list-style-type: none"> ○ One mark for reasoning in context of question <p>Do not accept:</p> <ul style="list-style-type: none"> • Email is free • Email is quick/easy without qualification

(b)		<p>Indicative content</p> <p>Purpose of Social Media</p> <ul style="list-style-type: none"> • To inform people/customers • To entertain people • To connect people/with customers • To build customer relationships • To tell people about security measures • Award credit for any other suitable response <p>Advantages of bank using social media</p> <ul style="list-style-type: none"> • Social media widely used so can to lots of customers/people • Posts can widen the customer base if they are good/popular • Posts/information can be shared • Extra links/details can be added to posts • Videos/images/audio can be used to explain/engage • Award credit for any other suitable response <p>Disadvantages of bank using social media</p> <ul style="list-style-type: none"> • Not all people use social media so some customers will be missed • Lots of false information on social media so people may not believe its genuine • Trolls can post negative comments/feedback • Need staff who can create effective posts – costs money and time • Posts/links can be hijacked with fake links to get peoples details • Award credit for any other suitable response 	9	<p>Level 3 (high): 7-9 marks A thorough discussion which shows detailed understanding:</p> <ul style="list-style-type: none"> • Detailed knowledge and understanding that explains the purpose of social media use. • At least one advantage of social media use is explained • At least one disadvantage of social media use is explained • Relevant and appropriate examples are given. • Consistently used appropriate terminology. <p>Level 2 (mid): 4-6 marks An adequate discussion which shows sound understanding:</p> <ul style="list-style-type: none"> • Sound knowledge and understanding that describes the purpose of social media use. • Describes at least one advantage and/or disadvantage of using social media • Some relevant examples are provided although these may not always be appropriate. • Some use of appropriate terminology. <p>Level 1 (low): 1-3 marks A brief discussion which shows limited understanding:</p> <ul style="list-style-type: none"> • Limited knowledge and understanding of the purpose of social media use. • Few advantages(s) and or disadvantage(s) are identified. • Examples used may not be relevant to context • Little or no use of appropriate terminology. <p>0 marks No response worthy of credit.</p>
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19		Two from e.g. <ul style="list-style-type: none">• Adware (1)• Botnet (1)• Keyloggers (1)• Ransomware (1)• Scareware (1)• Spyware (1)• Trojan (Horse) (1)• Virus (1)• Worm (1)• Award credit for any other suitable response	2	Accept equivalent wording
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