

Cambridge Technicals

IT

Unit 2: Global information

Level 3 Cambridge Technical in IT
05838 – 05842 & 05877

Mark Scheme for January 2025

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

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

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

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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 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 available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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, email or via the RM Assessor messaging system.

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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.
7. There is a 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:

To determine the level – start at the highest level and work down until you reach the level that matches the answer

To determine the mark within the level, consider the following

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

11. Annotations - These are the annotations to be used when marking Unit 2:

Annotation	Meaning	Annotation	Meaning
	Tick – correct answer		Omission mark
	Cross – incorrect answer		Highlight
	Plus – use for positives		Max
	Minus – use for negatives		Vague
	Unclear		Too vague
	Level 1		Repeat
	Level 2		Noted but no credit given
	Level 3		Not relevant
	Benefit of doubt		
	Blank Page		

12. **Subject-specific Marking Instructions****INTRODUCTION**

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

Question			Answer	Marks	Guidance
1	(a)	(i)	<ul style="list-style-type: none"> Internet (1) Extranet (1) 	1	<i>1 from list for 1 mark</i>
1	(a)	(ii)	<ul style="list-style-type: none"> Internet: <ul style="list-style-type: none"> Public (1) Open (1) Global (1) Extranet: <ul style="list-style-type: none"> Restricted access (to registered entrants) (1) Shared access (1) 	1	<p><i>The characteristic MUST link to the answer to a(i).</i></p> <p>Do not award any marks if 1a (i) is incorrect</p> <p>Mark the lower answer space- top is 1a(i)</p> <p><i>1 from list for 1 mark</i></p>
1	(b)		<p>Team Field</p> <ul style="list-style-type: none"> Boolean (1st) <ul style="list-style-type: none"> The riders are either (1) part of a team or riding as a single rider (1) Any other valid suggestion <p>Individual Time</p> <ul style="list-style-type: none"> Numerical / numbers / Integer(1st) <ul style="list-style-type: none"> The times are recorded (1) these are then calculated / sorted (and imported into the database) (1) Any other valid suggestion 	6	<p><i>Up to 3 marks each for the identification of the information style and an explanation</i></p> <p><i>The information style must be awarded a mark before the explanation can be considered.</i></p>
2	(a)		<ul style="list-style-type: none"> Can interact with other systems (1) Less secure than closed system / lowest security level (1) Can interact with a range of different software / hardware (1) Any other valid suggestion 	2	<i>Two from list for 1 mark each</i>

Question		Answer	Marks	Guidance
2	(b)	<p>Descriptions of two benefits of using an open information structure to include:</p> <ul style="list-style-type: none">• The riders can use the system from their own devices (1) as the registration system can interact with different devices / operating systems (1)• The registration system can interact with payment websites (1) so payments / entry fees can be taken (1)• Riders are able to use a range of connection methods (1) so are not limited to a specific location (1)• Any other valid suggestion	4	<p><i>Up to 2 marks for each description of a benefit of an open information structure during the registration process.</i></p>

Question	Answer	Marks	Guidance
3	<p>Descriptions of an advantage and disadvantage of using a shared device to include:</p> <p>Advantage</p> <ul style="list-style-type: none"> • Can be uploaded / downloaded (1) very quickly (1). • Can be accessed from anywhere in the world (1) with an internet connection (1) • Entries are kept secure (1) and can only be accessed by use of username & password (1) • Edits / changes can be made / seen (1) in real time (1) • (Increase in) collaboration (1) as organisers can see / make updates (1) • Organisers / multiple people (1) can access the device at the same time (1) • Any other valid suggestion <p>Disadvantage</p> <ul style="list-style-type: none"> • If there is no internet access (1) the contact details cannot be accessed in case of an emergency (1). • If the email (containing the code) does not arrive (1) the emergency contact details cannot be accessed (1). • Greater risk (1) of data / information being deleted (1) • Increased risk of security breaches (1) example i.e intentional tampering / destruction of data (1) • Any other valid suggestion. 	4	<p><i>Read whole answer & mark to candidates advantage</i></p> <p><i>Up to 2 marks each for a description of an advantage and disadvantage</i></p>

Question		Answer	Marks	Guidance
4	(a)	<p>The identification of the data analysis tool and a justification to include:</p> <ul style="list-style-type: none"> Geographical location / GIS / GPS / location mapping (1st) <p>Justification:</p> <ul style="list-style-type: none"> The tracking app will provide location of the rider (1) to within 2 – 5 meters (1) and is not location limiting (1) The location of the rider (1) will be provided in real time (1) through an internet connection (1) Family / other team members can track (1) the location of the rider (1) through the tracking app from anywhere / on any device (1) Riders (1) can use the data to see how many miles (1) they have ridden each day (1) Any other valid suggestion. 	4	<p>Read whole answer and allow mix & match of justification mark points.</p> <p>1st mark for correct identification of data analysis tool 2nd / 3rd / 4th marks for justification</p>
4	(b)	<p>The identification of a characteristic of a handheld device and a justification to include:</p> <ul style="list-style-type: none"> Portable / lightweight (1st) Will need to be carried by the rider (1) as the device will be attached to the bike / rider (1) Can transmit data wirelessly (1st) the rider will not be able to connect (1) to a static router for internet connection for the app to work (1) Will include a screen to show the tracking app (1st) so the rider knows where they are when completing a section (1) and will be able to see the further details / example (1) Has battery (1st) which makes it portable (1) so can be carried by rider (1) Any other valid suggestion 	3	<p>1st mark for characteristic 2nd / 3rd marks for justification</p> <p>Do NOT accept small as a characteristic</p>

Question		Answer	Marks	Guidance
4	(c)*	<p>Indicative content:</p> <p>Principles:</p> <ul style="list-style-type: none"> The information should only be accessed by the country organiser of the country where the emergency happens. Only authorised cycle challenge charity staff should deal with the emergency. Data integrity should be maintained to ensure the data / information is up-to-date, accurate, complete, and fit for purpose. Data should always be available to and usable by the challenge / country organisers and the emergency services. <p>Risks:</p> <ul style="list-style-type: none"> Unauthorised access to data including hacking. Accidental data loss. Intentional data destruction. Intentional tampering with the data. <p>Impacts:</p> <ul style="list-style-type: none"> Loss of access to data meaning the organisers cannot access the emergency details, so help cannot be given. Loss of information. <ul style="list-style-type: none"> Loss of reputation for the charity Riders / emergency contacts who have contact data stored. 	10	<p>Mark band 3 (7 - 10 marks) At the top of the level a thorough discussion which shows detailed understanding:</p> <ul style="list-style-type: none"> Explained more than one principle, and risk and impact Included relevant examples related to the challenge organisers & emergencies which are used to support discussion <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i> <p>Mark band 2 (4 – 6 marks) At the top of the level an adequate discussion which shows sound understanding:</p> <ul style="list-style-type: none"> Described at least one principle and risk / impact Included some examples which may not be relevant and may at times detract from fluency of narrative. <i>There is a line of reasoning presented with some structure. The information presented is in the most part relevant and supported by some evidence.</i> <p>Mark band 1 (1 – 3 marks) At the top of the level a basic justification, which shows limited understanding:</p> <ul style="list-style-type: none"> identification of generic points limited use of subject terminology <p>0 marks Nothing worthy of credit.</p>

Question		Answer	Marks	Guidance
4	(d)	<ul style="list-style-type: none"> • Date (1) • Number / Numerical / real / integer (1) • Text (1) 	2	<i>Two from list for 1 mark each</i>
5		<p>An explanation of UK data legislation transference between UK & Auz to include:</p> <ul style="list-style-type: none"> • All data has to follow the UK DPA legislation (1) whilst being processed (1) • Check that the DPA rules in Auz (1) are comparable with the UK DPA (1) • Check that the country it is being transferred to (1) has the same / higher level (1) of data protection legislation / security (1) • Data must not be transferred (1) unless the data protection legislation is the same / higher (1) • Ensure that data is secure / safe (1) when being transferred between UK & Auz (1) • ICO website (1) checked (1) for countries with adequacy (1) • No adequacy with AUZ (1) so safeguards and risk assessment (1) to be put in place (1) • Any other valid suggestion 	3	<p><i>Up to 3 marks for an explanation.</i></p> <p><i>Read whole answer and mark to candidates' best advantage</i></p>

Question	Answer	Marks	Guidance
SECTION B – Publishing company (PC)			
6	<p>Descriptions of two advantages of using the website to order books to include:</p> <ul style="list-style-type: none"> • Schools can order from any location / device (1) as long as an internet connection is available (1) • Time of ordering (1) is not limited to contact centre opening times (1) • Order history can be checked (1) to speed up re-ordering of book (1) • Details about the books can be seen before ordering (1) to check they are correct for the students (1) • Searches can be carried out on a website (1) to find books that exactly meet the schools' requirements (1) • Email confirmation of the order (1) can be sent automatically when an order is placed (1) • Payment can be made as soon as the order is placed (1) Payment details can be stored if PC used before / meaning finances can be tracked (1) • Any other valid suggestion 	4	<p><i>Up to 2 marks each for two descriptions of advantages</i></p> <p><i>The focus of the question is to the schools of ordering through a website</i></p>

Question		Answer	Marks	Guidance
7	(a)	<p>The identification of the information classification and a justification to include:</p> <ul style="list-style-type: none"> • Business (1st) <ul style="list-style-type: none"> ○ The books are part of the function (1) of the publishing company (1) ○ A book has an ISBN number (1) which is business information (1) ○ The details about the books are non-sensitive (1) information connected to the publishing company (1) ○ Any other valid suggestion. • Public (1st) <ul style="list-style-type: none"> ○ Anyone can access the details (1) as they are shown on the website (1) ○ The details would not cause harm (1) to the PC / users / school (1) ○ Do not include sensitive information (1) and would be needed to order the books (1) ○ Any other valid suggestion. 	3	<p>1st mark for correct identification of the information classification</p> <p>2nd / 3rd marks for justification</p> <p>If information classification is correct, then read whole justification and mark to candidates advantage</p>

Question		Answer	Marks	Guidance
7	(b)	<p>Indicative content:</p> <ul style="list-style-type: none"> Books ordered but not in stock leading to loss of revenue Stock levels shown incorrectly / not updated when books have been ordered leading to double ordering of a book Incorrect details / age range / qualifications leading to incorrect orders being delivered to schools Book details incorrect meaning confidence in publishing company is low Loss of reputation if online ordering page is unreliable Cost of order may be miscalculated meaning schools are over / under charged Any other valid suggestion 	10	<p>Mark band 3 (7 - 10 marks) At the top of the level a thorough discussion which shows detailed understanding:</p> <ul style="list-style-type: none"> Explained more than one consequence of poor information Included relevant examples related to the publishing company <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i> <p>Mark band 2 (4 – 6 marks) At the top of the level an adequate discussion which shows sound understanding:</p> <ul style="list-style-type: none"> Described at least one consequence of poor information Included some examples which may not be relevant and may at times detract from fluency of narrative. <i>There is a line of reasoning presented with some structure. The information presented is in the most part relevant and supported by some evidence.</i> <p>Mark band 1 (1 – 3 marks) At the top of the level a basic justification, which shows limited understanding:</p> <ul style="list-style-type: none"> identification of generic points limited use of subject terminology <p>0 marks = Nothing worthy of credit.</p>

Question		Answer	Marks	Guidance
8	(a)	<p>An explanation of why the publishing company has to comply with the DPA to include:</p> <ul style="list-style-type: none"> • Personal details (1) about schools are stored (1) which is sensitive information (1) • If the publishing company has a data breach (1) then they can be fined under the DPA (1) which can impact on the finances of the PC (1) • To avoid being sued / lawsuits / fines (1) if data was breached / put into public domain (1) • To maintain trust with schools (1) that their data is safe (1) • Any other valid suggestion 	3	<p><i>Up to 3 marks for a complete explanation</i></p> <p><i>Accept converse of question e.g. what would happen if the PC did not comply.</i></p>
8	(b)	<p>Two actions identified:</p> <ul style="list-style-type: none"> • Maintain security / example (1) • Check schools' data is up to date (1) • Remove schools' data when they stop using the PC (1) • Not use the data for any other purpose that that it was collected for (1) • To only collect / store data which is needed (1) • Not to keep the data for longer than is necessary (1) • Appoint a data controller (1) • Advise schools on what the data will be used for (1) • To train staff (1) • Any other valid suggestion 	2	<p><i>Two from list for 1 mark each</i></p>

Question		Answer	Marks	Guidance
8	(c)	<p>A description of one limitation of using a CMS to include:</p> <ul style="list-style-type: none"> • If there is no back-up (1) then schools details can be lost (1). • Data must be correctly input (1) for the CMS to work as intended (1) • The DPA must be considered (1) as holding personal details (1). • Staff need to be trained (1) as CMS can be complicated / have a lot of features (1) • Any other valid suggestion 	2	<i>Up to 2 marks for a description of a limitation of using a CMS</i>
8	(d)	<p>Two reasons for carrying out data cleansing to include:</p> <ul style="list-style-type: none"> • To remove out of date data (1) • To check data is up to date (1) • To remove any duplicate data (1) • To remove corrupt data (1) • To maintain accuracy / integrity of data (1) • To free up storage space (1) • To comply with the DPA (1) • Any other valid suggestion 	2	<i>Two from list for 1 mark each</i>
9	(a)	<ul style="list-style-type: none"> • Transmitting 	1	<i>Correct answer only</i>

Question		Answer	Marks	Guidance
9	(b)	<p>The identification of the logical protection measure and a justification to include:</p> <ul style="list-style-type: none"> • Tiered levels of access / user name & password (1st) • The packing team can <u>only</u> access / see (1) the contact / name & address details for the schools (1) • Access to data is limited (1) to what is needed for the job role (1) • Only those authorised (1) can access the data (1) • Any other valid suggestion 	3	<p><i>1st mark for correct identification of the logical protection measure</i></p> <p><i>2nd / 3rd marks for justification</i></p>

Question		Answer	Marks	Guidance
10	(a)	<p>Explanations of the purpose of qualitative & quantitative data to include:</p> <p>Qualitative:</p> <ul style="list-style-type: none"> • To provide descriptive details about data (1) • Data that cannot be measured (1) • Data that is in words (1) • To collect opinions (1) • Can be observed and collected (1) • Can be grouped according to categories (1) • Can be applied to people's emotions / perceptions (1) • Example e.g. Reviews of books (1) • Any other valid suggestion <p>Quantative</p> <ul style="list-style-type: none"> • To provide data that can be measured. (1) • Data that is in numbers (1) • Data that can be analysed (1) • Can be validated / verified (1) • Used to make predictions (1) • Can provide data in graphs / charts (1) • Example e.g. sales figures / ratings on a numerical scale(1) • Any other valid suggestion 	6	<p><i>Up to 2 marks each for an explanation of qualitative & quantitative data</i></p> <p><i>1 mark for an example for each</i></p> <p><i>Max 2 per explanation if no example.</i></p>

Question		Answer	Marks	Guidance
10	(b)	<p>The description of two actions to include:</p> <ul style="list-style-type: none"> • Check if the images are copyrighted (1) and then seek permission to use if they are (1) • Must contact the copyright owners (1) and ask for permission to use the images (1) • Must acknowledge (1) the owners of the image when they use it (1) • Remove the image (1) if the creator requests (1) • Ensure images used (1) do not contain any copyright material / logos / brands (1) • Use copyright free images (1) • Any other valid suggestion 	4	<i>Up to 2 marks each for 2 descriptions</i>

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