OCR
Oxford Cambridge and RSA

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

IT

05838–05842, 05877

Unit 2 January 2025 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. 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 Teach Cambridge.

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 2 series overview

It was pleasing to note that the overall performance of the candidate continues to improve. However, it was also noted that many candidates still demonstrated knowledge gaps in relation to the unit content. Centres should make sure that candidates are familiar with all areas of the unit content before being entered for the external examination.

The correlation between content, context and command words still appeared to be limited. Candidates should be aware of the differing command words, e.g., identify, describe, explain, discuss, and the demands of each of these. Candidates should also be familiar with the concept that questions may have a specific focus. It is this focus which should be considered by candidates when composing their responses to questions.

In this unit a pre-release case study is issued; this provides the context for Section A of the external examination. A few candidates were unfamiliar with the context of the pre-release case study. For this external examination this was PH Cycle Challenge (PHCC). This apparent lack of familiarity limited candidates' accessibility to many of the questions in Section A of the external examination where the questions are linked to this case study. The case study also includes some research prompts for candidates. These prompts should not be ignored as the knowledge gained through completing the research will enhance accessibility to the questions in Section A.

Section B of the external examination does not require candidates to link their responses to the case study. It was, noted that there was evidence of knowledge gaps from the candidates' responses in this section.

There are many resources available which can be used during the teaching of this unit. Centres are encouraged to access the resources available from Teach Cambridge that relate to the interpretation of the case study and exemplification/analysis of candidate responses from previous sessions.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• applied their responses in Section A to the pre-release case study • answered questions and provided examples in Section B in the given context of an insurance company website • understood the question command words and the demands of these.	• provided limited application of the responses in Section A to the pre-release case study • provided responses and examples which did not apply to the context in Section B.

Section A overview

This section of the external examination was directly linked to the case study, PHCC.

Question 1 was directly linked to bullet points 1 and 2 of the research points.

Question 2 was directly linked to bullet point 3 of the research points.

Question 3 was directly linked to bullet point 2 of the research points.

Question 4 was directly linked to bullet points 1, 2 and 5 of the research points.

Question 5 was directly linked to bullet point 4 of the research points.

Question 1 (a) (i) and (ii)

1   Riders register on the Cycle Challenge website.

(a)
(i)   Identify the type of World Wide Web (WWW) technology this process uses.

....

.... **[1]**

(ii)   Identify **one** characteristic of this technology.

....

.... **[1]**

The focus of this question was on the WWW technology used during the registration process. Details were provided in the pre-release case study relating to the registration process. Where candidates did not provide a correct response for part a(i) of the question they were unable to be considered for marks for part a(ii). The characteristic required for part a(ii) had to link with the response provided for part a(i).

Many candidates were able to provide a correct response for part a(i) with the most common response being Internet with a characteristic being provided for part a(ii). Where candidates were not awarded a mark for part a(ii) this was because the response was too vague, for example easy to access.

Exemplar 1

1   Riders register on the Cycle Challenge website.

(a)
(i)   Identify the type of World Wide Web (WWW) technology this process uses.

The technology used ~~that~~ would be extranet

.... **[1]**

(ii)   Identify **one** characteristic of this technology.

extranet is securely open to the public

.... **[1]**

Looking at this exemplar the candidates has correctly identified Extranet for part a(i) which can be awarded 1 mark and enables part a(ii) to be considered for marks. However, the response for part a(ii) is too vague. The response includes details about secure and open which is contradictory. To have been awarded a mark for part a(ii) responses could include restricted/shared access.

Exemplar 1

Question 1 (b)

Registration details are stored in the Entry Database.

(b) Identify the information styles that have been applied to the Team and Individual Time fields.

Explain your choices.

Team field information style ....

....

Explanation ....

....

....

....

Individual Time field information style ....

....

Explanation ....

....

....

....

[6]

This question focused on the information styles used in the Entry Database. An excerpt from this was provided in the pre-release case study in Fig. 1.

If candidates did not access the mark allocated for identifying the correct information style, they could not be considered for marks for the explanation.

Many candidates were able to access the marks allocated for identifying the information style applied to each specified field. However, the explanations provided tended to focus on what the information style was rather than why it had been used. For example, many candidates provided details relating to the Boolean Information style as being either true or false. While this is theoretically correct, the explanation of why the Boolean information style was used in the context of PHCC was due to riders being part of a team or not. In section A all responses should be related to the case study.

Question 2 (a) and (b)

2   The registration process uses an open information structure.

(a)   Identify **two** characteristics of an open information structure.

1 ....

....

2 ....

....

[2]

(b)   Describe **two** advantages of using an open information structure during the registration process.

1 ....

....

....

....

2 ....

....

....

....

[4]

Many candidates demonstrated a knowledge gap relating to open information structures. These questions related to bullet point 3 of the research points and should have been included during the completed research.

Part (a) of the question related to the characteristics of an open information structure. Many candidates were unable to provide acceptable responses which included that an open information structure has the lowest security level, or it is able to interact with other systems.

Part (b) required candidates to describe two advantages of the open information structure being used during the registration process. Where candidates did not provide acceptable characteristics, they were unable to describe the advantages. Acceptable responses included details relating to riders being able to use their own devices and the system can interact with the payment websites so entry payments can be taken.

Assessment for learning

All research bullet points should be covered by candidates with the research being applied and related to the context provided in the pre-release case study.

Question 3

The Entry Database is stored on a shared device.

3　Describe **one** advantage and **one** disadvantage of using a shared device to store the Entry Database.

Advantage ....

....

....

....

Disadvantage ....

....

....

....

[4]

The focus of this question was on PHCC using a shared device to store the Entry Database. The responses to this question were varied with many candidates achieving at least 1 mark allocated for each advantage and disadvantage.

Where candidates did not access the 2ⁿᵈ allocated mark for the advantage and disadvantage this tended to be due to the lack of detail provided. For example, an advantage of using a shared device is that multiple users can access the shared device, to achieve the second allocated mark, this needed to be expanded to include details relating to 'at the same time'.

An acceptable disadvantage is that there is a greater risk of data being deleted or corrupted as multiple users can be working on the database at the same time.

Responses that related to faster, quicker, cheaper, easier do not attract marks unless clearly quantified and fully related to the focus of the question.

Assessment for learning
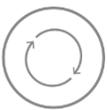
Where a question requires advantages/disadvantages or benefits/limitations, candidates should make sure the ones selected are appropriate and can be applied to the focus of the question and, in the case of Section A, the case study.

Question 4 (a)

4 Riders must use the tracking app when completing the Cycle Challenge.

(a) Identify the data analysis tool the tracking app would be included in.

Justify your choice.

Data analysis tool ....

....

Justification ....

....

....

....

....

....

[4]

The focus of this question was on the data analysis tool that the tracking app would be included in. Candidates had to provide an acceptable data analysis tool before the justification could be considered for marks.

Details were provided in the pre-release case study about how the tracking app could be used during the cycle challenge. Those candidates who provided the data analysis tool of geographic information system/location mapping, LO3.5 in the unit specification, were able to access at least 2 of the 3 marks allocated for the justification.

Acceptable answers included details relating to real-time location tracking of the riders and the location of the rider can be provided to within 2 – 5 metres and is not location limiting.

Question 4 (b)

The tracking app is accessed through the riders' smart phone. The smart phone is a handheld device.

(b) Identify and describe **one** characteristic of a handheld device that makes it suitable for riders to access the tracking app.

Characteristic ....

Description ....

....

....

....

....

[3]

The focus of this question was on the characteristic of a handheld device for the riders to use to access the tracking app. Candidates had to provide an acceptable characteristic before the description could be considered for marks.

Many candidates were able to identify an acceptable characteristic the most common of which was portable/portability. This meant that the description could be considered for marks with responses such as the device will be attached to the rider/bike and can be used anywhere. Other acceptable characteristics included uses a battery and has a screen.

Question 4 (c)*

Emergency contact details are stored by the Cycle Challenge charity in the Entry Database. The tracking app provides details of the location of riders.

(c)* Discuss how the principles of information security, including the risks and impacts, should be considered by the cycle charity when dealing with a rider having an accident.

....

....

....

....

....

.... **[10]**

This question was marked using a levels of response method. Candidates were given marks based on the level of detail included in their response, and the application of their response to the case study. The question also incorporated the quality of the response in terms of correct use of technical terms and the coherent use of reasoning. This is denoted by the use of a * next to the question number with candidates being informed of this in the rubric on the front of the examination paper.

To be given a mark in the middle mark band, candidates had to describe the principles of information security, including the risks/impacts, that PHCC need to consider if a rider has an accident.

Details were provided in the pre-release case study relating to the access to the entry database in case of an accident and how this data will be used.

Acceptable principles included confidentiality, integrity with these being applied to PHCC for example only the authorised country organiser will get the access code. Risks that were acceptable included unauthorised access to the Entry Database, data loss and data destruction.

Acceptable impacts included loss of access to the Entry Database and loss of information which could impact PHCC and the rider.

The greatest barrier to candidates being given the higher marks in the middle mark band was the lack of application to the case study, the level of detail provided and providing a range of impacts and consequences.

The level of detail provided, the evidence of explanations, with appropriate application, and examples related to PHCC could help candidates to be considered for a mark in the highest mark band. Candidates who achieved a mark in the highest mark band provided detailed explanation of a range of impacts and consequences including examples applied to PHCC and the correct use of subject specific terminology.

Assessment for learning

To do well on Section A 'discuss' questions candidates need to provide details and respond using the information provided in the pre-release case study. They need time to practice these skills during the teaching and learning phase in order to be able to access the higher mark bands in the exam

Question 4 (d)

The tracking app provides extra details for the rider.

(d) Identify **two** different information styles that are used in the extra details shown in the tracking app.
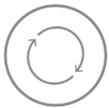
1 ....

....

2 ....

....

[2]

This question focuses on the tracking app. An excerpt from the tracking app was provided in Fig 2 in the pre-release case study. Most candidates were able to gain the 2 allocated marks with the most common responses being text and number.

Assessment for learning

Candidates need to read the question carefully and make sure they only give the required number of responses. If they give more than is required, then only the required amount will be marked starting at the top of their response. For example, if the question asks for two points and they give three, only the first two they have written will be marked.

Question 5

When the final times have been calculated, some of the data will be transferred between the UK and Australia.

5 Explain how the UK data protection legislation should be considered when transferring the data.

....

....

....

....

....

.... **[3]**

The pre-release case study provided details relating to the countries the cycle challenge is taking place in. These were the UK, USA and Australia. The focus of this question was on the transference of data between the UK and Australia with the relevant research bullet point being number 5. During the research candidates should have investigated the data protection legislation and regulation in different countries.

Candidates needed to provide details of how the UK data protection legislation should be considered. There were many instances of candidates providing details relating to the principles of the UK data protection legislation which did not answer the question.

Acceptable responses included checking the Australian data protection legislation is the same or higher than the UK and that if this is not the case then the data should not be transferred.

Section B overview

Candidates did not need to apply their responses to PHCC in this section of the external examination.

The scenario for this section related to publishing company selling educational booking including textbooks and revision guides. As such, all examples, where required, should have been applicable to this scenario.

Question 6

A publishing company sells educational books, including workbooks and revision guides. Schools can order and pay through a website or by telephoning the customer contact team during office hours. Orders are despatched the same day using a 24-hour courier service.

6   Describe **two** advantages to the schools of ordering the books through the website.

1 ....

....

....

....

2 ....

....

....

....

[4]

The focus of this question was the advantages to the schools of ordering books through the publishing company's website.

Many candidates were able to provide acceptable responses including the fact that schools can check the details of the books to ensure that meet their needs. There was a significant number of responses that detailed that schools could get the books fast as there is a 24 hour courier service. This is not an advantage of schools ordering through the website and did not attract any marks.

There was also a number of responses that detailed that schools could get their books faster; it was cheaper than going to a store and was easier. At this level response that relate to faster, quicker and cheaper need to be fully qualified to enable response to be considered for marks.

Question 7 (a)

7   Details about the books are shown on the website.

(a)   Identify the information classification the details would be included in.

Justify your choice.

Information classification ....

....

Justification ....

....

....

....

....

....

[3]

Where candidates did provide an appropriate information classification, LO2.2, they then went on to provide a clear and detailed justification. Acceptable classifications were business or public.

Many candidates were able to access all marks allocated to the question. The most common response was that the book details would be included in the public information classification with the justifications including details relating to the fact that anyone can access the details as they do not include sensitive details.

If candidates did not access the mark allocated for identifying the correct information classification, they could not be considered for marks for the justification.

Question 7 (b)*

(b)* Discuss the consequences to the publishing company if the books' details shown on the website are of poor quality.

....

....

....

....

....

.... **[10]**

This question was marked using a levels of response method. Candidates were given marks based on the level of detail included in their response, and the application of their response to the context of Section B. The question also incorporated the quality of the response in terms of correct use of technical terms and the coherent use of reasoning. This is denoted by the use of an Asterix (*) next to the question number with candidates being informed of this in the rubric on the front of the examination paper.

To be given a mark in the middle mark band, candidates had to describe at least consequence of poor quality book details being shown on the website. Relevant consequences included reduction in reputation, incorrect books being ordered by schools leading to refunds being processed, and incorrect prices being shown. Many candidates provided details relating to bad reviews on social media leading to a reduction in the level of trust and the negative impact on the publishing company's reputation.

The greatest barrier to candidates being given the higher marks in the middle mark band was the lack of application to the case study and the level of detail provided. For example, identifying relevant consequences but failing to apply these to the publishing company. The level of detail provided, the evidence of explanations, with appropriate application, and examples related to the publishing company and the books, could help candidates to be considered for a mark in the highest mark band.

Candidates who achieved a mark in the highest mark band provided detailed explanation of a range of consequences, included examples and correctly used subject specific terminology.

Question 8 (a)

8   Each order, including the schools' contact details, is saved on the order database.

(a)   Explain why the publishing company needs to comply with the Data Protection Act.

....

....

....

....

....

.... **[3]**

This question focused on LO4.1 in the unit specification. Candidates needed to explain why the publishing company need to comply with the Data Protection Act (DPA) rather than explaining what the DPA includes. Acceptable answers, based on details already provided in Section B, included that compliance should be maintained to avoid legal action, including fines, that would result if a data breech was to occur.

Candidates who provided details relating to the principles of the DPA were unable to access the marks allocated to this question.

Question 8 (b)

(b)   Identify **two** actions that the publishing company should take to comply with the Data Protection Act.

1   ....

....

2   ....

....

[2]

This question focused on the actions that need to be taken to comply with the Data Protection Act (DPA), LO4.1 in the unit specification. The question required two different actions so answers that repeated, for example, two different security measures only attracted 1 mark.

Those candidates who provided two different actions, such as appointing a data controller, were able to access all allocated marks.

Exemplar 2

1 Secure individuall (customers) details on databases with username + Passwords

2 ensuring that only authorised Staff can edit the data.

[2]

This exemplar demonstrates this point. Action 1 relates to securing the details with usernames and passwords, this is a security action. Action 2 is a repeat as this also relates to security.

Question 8 (c)

The order database can be categorised as a contact management system.

(c) Describe **one** limitation to the publishing company of using a contact management system.

....

....

....

.... **[2]**

Contact management systems are included in the unit specification, LO3.3. Many candidates demonstrated a knowledge gap relating to this LO. Where candidates did achieve marks, they provided details relating to staff needing to be trained as a contact management system includes many specific features and functions

Question 8 (d)

Each year, data cleansing is carried out on the order database.

(d) Identify **two** reasons why data cleansing should be carried out on the order database.

1 ....

....

2 ....

....

[2]

This question targeted LO3.5 of the unit specification. As with previous questions requiring a set number of responses candidates need to provide two different reasons. Many candidates provided acceptable response that included data cleansing should be carried out to ensure to check that data is up-to-date and to comply with the DPA.

Question 9 (a)

9 When an order is placed, a picking list is electronically sent to the packing department. A member of the packing team collects the books on the picking list.

(a) Identify the information management step that occurs when the picking list is sent to the packing department.

....

.... **[1]**

Few candidates were able to provide a correct answer to this part of the question, transmitting, so demonstrating a knowledge gap relating to parts of LO2.4 of the unit specification.

Question 9 (b)

The books are packed into a box. An address label is printed using the school's data on the orders database. Members of the packing team can only access the school's name and address.

(b) Identify the logical protection measure that is used when the school's name and address is being accessed.

Justify your choice.

Protection measure ....

....

Justification ....

....

....

....

....

....

[3]

This question targeted LO6.6 of the unit specification. Details were provided in the question that related to the members of the packing team only being able to see the schools name and address. These details should have been considered by candidates meaning that levels of access had been set on the orders database.

Where candidates provided an acceptable protection measure, they were able to provide a complete justification, for example the packing team can only see the schools name and address and nothing else stored on he orders database, they were able to access all marks allocated to the question.

If candidates did not access the mark allocated for identifying the correct protection measure, they could not be considered for marks for the justification.

Question 10 (a)

10 A report on the sales of the books is being created. Qualitative and quantitative data will be used in the report.

(a) Explain, using examples, the purpose of qualitative and quantitative data.

Qualitative data ....

....

....

....

....

....

Quantitative data ....

....

....

....

....

....

[6]

This question focused on the purpose of qualitive and quantitative data and how each could be used in the report being created by the publishing company. Qualitive and quantitative data are included in the unit specification in LO5.1.

Many candidates were able to provide the purpose of each type of data but then went on to provide examples that did not relate to the publishing company. All examples, when required by a question, must relate to the context of the question.

There was a small number of candidates who confused these data types so demonstrating a knowledge gap relating to the different data types shown in the unit specification.

Question 10 (b)

Images will be used in the report.

(b) Identify and describe **two** actions that should be taken to ensure compliance with the Copyright, Designs and Patents Act.

1 ....

....

....

....

2 ....

....

....

....

[4]

The Copyright, Designs and Patents Act is included in LO4.1 of the unit specification. This question focused on the actions that need to be taken when using images in a report. Many candidates were able to identify an action, for example checking the copyright status of an image, but were unable to provide further details.

Exemplar 3

1 ....1. They must ask for permission to use the images in the report

2 ....take own images. They can take their own images to use in the reports.

[4]

This exemplar demonstrates this point. The response provided for action one can be awarded 1 mark for details relating to asking for permission to use the images. To provide further detail to be awarded the second allocated mark, details relating to having to check who owns the copyright is required, then the publishing company would know who to ask for permission. Action two is also awarded 1 mark, for details relating to taking their own image. The second allocated mark would be awarded of the response had then provided details about by taking their own image the publishing company could be assured that it was original with no copyright attached.

Supporting you

Teach Cambridge

Make sure you visit our secure website **Teach Cambridge** 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 forward them 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 OCR 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 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 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.

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 Teach Cambridge. 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 link 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 support@ocr.org.uk.

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**
- **facebook.com/ocrexams**
- **twitter.com/ocrexams**
- **instagram.com/ocrexaminations**
- **linkedin.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.

I like this   **I dislike this**

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.