

Examiners' report

CAMBRIDGE TECHNICALS LEVEL 2 (2016)

IT

**OCR Level 2 Cambridge Technical
in Digital Business Technologies**

Award: 05882

OCR Level 2 Cambridge Technical in IT

Certificate: 05883

Diploma: 05884

Unit 1 Summer 2025 series

Contents

Introduction	4
Unit 1 series overview	5
General comments on the paper.....	5
Learning outcome 1: questions 1, 10, 14, 16, 18, 25, 32, 40	6
Learning outcome 2: questions 5, 7, 9, 11, 15, 22, 23, 24, 27, 38, 39	6
Learning outcome 3: questions 3, 4, 6, 8, 17, 21, 28, 34	6
Learning outcome 4: questions 2, 12, 13, 19, 26, 30, 35, 36	7
Learning outcome 5: questions 20, 29, 31, 33, 37	7
Appendix 1 Questions	8
Question 1	8
Question 2	8
Question 3	9
Question 4	9
Question 5	9
Question 6	10
Question 7	10
Question 8	10
Question 9	11
Question 10	11
Question 11	12
Question 12	12
Question 13	13
Question 14	13
Question 15	13
Question 16	14
Question 17	14
Question 18	14
Question 19	15
Question 20	15
Question 21	15
Question 22	16
Question 23	16
Question 24	17
Question 25	17

Question 26	17
Question 27	18
Question 28	18
Question 29	19
Question 30	19
Question 31	20
Question 32	20
Question 33	20
Question 34	21
Question 35	21
Question 36	22
Question 37	23
Question 38	23
Question 39	24
Question 40	24
Copyright information	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. 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 1 series overview

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
- performed very well in Learning Outcome 4 (Knowledge of the use of the World Wide Web) - also performed well in Learning Outcome 5 (Knowing the benefits of using IT in business) - performed well on a range of item types including matching tasks and true/false questions.	- performed worst on items where they needed to select three - were not familiar with questions aimed at functions of utility software.

General comments on the paper

The entry size for the June 2025 series was lower than June 2024, and significantly lower than January 2025.

The mean mark scored by candidates was higher than any other recent series. The mean mark increased in comparison to June 2024 by approximately 4 marks, but was very similar to the mean mark in January 2025.

The 'achieved' boundary was set at 27 for this series. This was higher than January 2025, and 3 marks higher than June 2024.

Assessment for learning



Centres are always advised to focus not only on the knowledge requirements across the five learning outcomes for this unit but also ensure learners are familiar with the different assessment styles used in this summative assessment – i.e., linking boxes, true/false, diagram-related questions and select 'three'.

Performance across the learning outcomes in this series was fairly well balanced, but candidates performed best in questions aimed at Learning Outcome 4, which was also the case in January 2025. Candidates performed overall less well in questions aimed at Learning Outcomes 1 and 2.

Learning outcome 1: questions 1, 10, 14, 16, 18, 25, 32, 40

This learning outcome covers knowledge of hardware components. Learning Outcome 1 is one of the weightier learning outcomes within the unit and as a result centres should spend more time with their candidates to develop knowledge around types of computer systems, networks, connectivity methods, topologies, network protocols, computer components, devices, and fault diagnosis.

Questions aimed at this learning outcome were answered less well than questions aimed at other learning outcomes, except Learning Outcome 2 where candidates performed to a similar standard.

Candidates performed very well on Questions 1 and 9 but found it difficult to identify a connectivity method or to identify a port as a firewire port.

Learning outcome 2: questions 5, 7, 9, 11, 15, 22, 23, 24, 27, 38, 39

This Learning Outcome requires candidates to know about software components. It is the highest weighted learning outcome in the examination with 25% of questions assessing this area of knowledge.

Responses were of a similar standard on this learning outcome as Learning Outcome 1, and to a lower standard than all other learning outcomes.

Candidates performed particularly well on Questions 11 and 15, but they were not familiar with questions aimed at functions of utility software and types of application software. Overall performance across the paper was less successful on Questions 38 and 39, which were aimed at this area of the specification.

Assessment for learning



Candidates need to know the functions of utility software.

Learning outcome 3: questions 3, 4, 6, 8, 17, 21, 28, 34

This learning outcome covers knowledge of installing and upgrading hardware and software.

Candidates' overall performance on this learning outcome was a little better than on Learning Outcomes 1 and 2.

Candidates performed well on Questions 17, 21 and 34, but were not familiar with aspects of a test plan. They also found it difficult to identify three safety responsibilities of the individual.

Assessment for learning



Select three questions were the item type that candidates found the most challenging on the paper.

It would benefit candidates to practice these item types.

Learning outcome 4: questions 2, 12, 13, 19, 26, 30, 35, 36

This learning outcome requires candidates to know about the use of the world wide web.

Candidates' overall performance was strongest in this learning outcome.

Candidates performed very well on all questions aimed at this learning outcome, particularly Question 2. The lowest performing question on this learning outcome involved knowledge of the uses of social media.

Learning outcome 5: questions 20, 29, 31, 33, 37

This learning outcome covers knowledge of the benefits of using IT in business. This is the lowest weighted learning outcome in the examination and candidates performed well in this area.

Candidates performed particularly well on Questions 20 and 33, but found it challenging to identify the description of forecasting in business.

Assessment for learning



Candidates would benefit from some more support on the area of the specification which addresses the use of IT in business.

Appendix 1 Questions

Question 1

Identify the type of computer system shown in the image.

Image of a games console © leonori/Shutterstock

A Games console

B Laptop

C Netbook

D PC

[1]

Question 2

Which **one** of these is a benefit of making a video call rather than an audio call?

A Connection is faster.

B Equipment is cheaper to purchase.

C The sound quality is better.

D You can read the facial and body language of the other person.

[1]

Question 3

Which **one** of these is the **final** step of an upgrade?

- A Deciding a solution
- B Identifying the need
- C Investigating the solution
- D User acceptance testing

[1]

Question 4

Which **one** of these would **not** be included in a test plan?

- A Actual result
- B Expected result
- C Item number
- D Mission statement

[1]

Question 5

Which **one** of these is a function of an operating system?

- A Composes email messages
- B Manages resources
- C Sorts records
- D Uses AutoSum

[1]

Question 6

Is the statement below **true** or **false**?

Employees are responsible for arranging their own medical screening.

True

False

[1]

Question 7

Which **one** of these best describes audio in multimedia?

A A moving picture

B A sound that can be heard

C Still images that have been manipulated to create moving images

D The effect between slides

[1]

Question 8

Which **one** of these best describes the purpose of the item shown?

Image of anti-static wristband
© Shahril KHMD / Shutterstock

A It helps to disperse static electricity.

B It provides better sound quality.

C It provides virtual reality for the user.

D It tests for a live electrical wire.

[1]

Question 9

Which **one** of these is **not** a feature of a smart phone?

A It has a digital camera.

B The battery never needs charging.

C Video chatting.

D Web browsing.

[1]

Question 10

Where can an embedded system be found?
Select **three** statements.

A Laptop

B Security light system

C Smart phone

D Vending machine

E Washing machine

[1]

Question 11

Which **one** of these is a mobile app usually designed for?

A Desktop PC

B Laptop

C Netbook

D Smart phone

[1]

Question 12

Which of these are ways to minimise risk when using the world wide web?
Select **three** statements.

A Enable automatic app and software updates.

B Leave Bluetooth turned on when **not** in use.

C Select the 'keep me logged in' option on websites.

D Use strong passwords.

E Use two-factor authentication.

[1]

Question 13

Which **one** of these can help a doctor to diagnose a patient's condition?

- A
- B
- C
- D

[1]

Question 14

Which **one** of these is a feature of a netbook?

- A
- B
- C
- D

[1]

Question 15

An app is created where the user must swap coloured blocks to match pieces of the same colour.
Which **one** of these best describes this type of app?

- A
- B
- C
- D

[1]

Question 16

Drag and drop each diagram of a network topology from the options below to the box with the correct type.

Options



Bus

Mesh

Star



[1]

Question 17

Is the statement below **true** or **false**?

It is the responsibility of the employer to provide sight checks.

True

False

[1]

Question 18

Which **one** of these is a connectivity method?

A Display port

B HDMI

C VGA

D Wireless

[1]

Question 19

Which **one** of these is a benefit of using the world wide web to access a bank account?

A Interest rates are hidden.

B There are more physical banks.

C You can access your account any time.

D You need to leave the house.

[1]

Question 20

Which **one** of these would be the most appropriate when explaining a new product to a room full of potential customers?

A Compiler

B Email

C Presentation software

D Project management software

[1]

Question 21

Which **one** of these checks whether an upgrade is suitable for the current system?

A Compatibility check

B Digit check

C Format check

D Range check

[1]

Question 22

Drag and drop the type of application software from the options below to the box with the correct description.

Options

Database

CRM

Compiler

Allows interactions with customers to be managed.

An organised collection of structured data stored electronically.

Translates source code into machine code.

[1]

Question 23

Which **one** of these is currently used as a mobile Operating System (OS)?

A Android

B macOS

C Solaris

D Windows

[1]

Question 24

Which **one** of these is a risk when formatting a computer hard drive?

A May cause accidental deletion of important data.

B May cause an electrical spark.

C May damage the disk.

D May produce a defragmentation issue.

[1]

Question 25



Which **one** of these ports is shown in the image?

A Display port

B Firewire

C HDMI

D USB

[1]

Question 26

Which **one** of these is **not** a common use of a social media site?

A Communication

B Compression

C File sharing

D Marketing

[1]

Question 27

Which **one** of these is the utility software that duplicates the state, files and data of a computer system?

A Disk drive clean-up

B Operating system backup

C Performance monitor

D Task manager

[1]

Question 28

Which of these are health and safety responsibilities of the individual?
Select **three** statements.

A Carrying out risk assessments

B Providing safety shoes

C Reporting anything unsafe

D Using correct health and safety practice

E Using tools correctly

[1]

Question 29

Which **one** of these is a benefit to businesses of using planning software?

- A It automatically produces a meeting agenda.
- B It digitally creates drawings or models of future products.
- C It is software that creates precision drawings.
- D It organises projects into tasks with achievable deadlines.

[1]

Question 30

Which of these are risks of using emails to send attachments?
Select **three** statements.

- A Collaborative working
- B Identity theft
- C Lower delivery costs
- D Phishing
- E Viruses

[1]

Question 31

Which **one** of these is **not** a benefit of using IT for data collection?

- A Data collection costs less.
- B Data collection takes less time.
- C The data collected can be biased.
- D The data collected can be from a wider audience.

[1]

Question 32

An IP is a type of protocol.

Which **one** of these does IP stand for?

- A Installation Protocol
- B Interface Protocol
- C Internal Protocol
- D Internet Protocol

[1]

Question 33

Is the statement below **true** or **false**?

Social networking platforms can be used to create content to promote business products.

True

False

[1]

Question 34

Which **one** of these should be done before installing an upgrade so that you have a copy of your data in case of error?

A Identify health and safety requirements

B Install a firewall

C System backup

D User acceptance testing

[1]

Question 35

Is the statement below **true** or **false**?

Machine learning and artificial intelligence are the same.

True

False

[1]

Question 36

Drag and drop each description from the options below to the box with the correct type of cloud related activity.

Options

Being able to access a network without being physically present.

Use of resources and data stored on the cloud to restore a computer system after an unexpected hardware failure.

Provides simultaneous access for multiple users to a set of files stored in the cloud.

Disaster recovery

File sharing

Remote access

[1]

Question 37

Which **one** of these best describes forecasting in business?

A Using a decision-making tool

B Using a digital audio file

C Using a method of data capture

D Using a weather indicator

[1]

Question 38

Which of these are functions of system monitoring?
Select **three** statements.

A Acting as a firewall

B Compressing a file

C Managing tasks

D Viewing events

E Watching the performance of a CPU

[1]

Question 39

Which **one** of these types of utility software includes defragmentation?

- A Backup tools
- B System monitoring
- C System upkeep
- D Troubleshooting tools

[1]

Question 40

Drag and drop each aspect of using POST from the options below to the box with the correct description.

Options

The role of BIOS

The role of beep codes

The POST process

Alerts users to a specific problem.

Carries out the boot process.

Determines if the hardware is working as expected.

[1]

Copyright information

Questions 16 and 25: OCR is aware that third party material appeared in this exam but it has not been possible to identify and acknowledge the source.

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 exam paper builder platform for a range of our qualifications. [Find out more](#).

Free for all OCR centres with an Interchange account, it allows unlimited users per centre. We require an [Interchange](#) username to verify your centre's users for ExamBuilder.

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

Once you have an Interchange username, use the form on [this page](#) to sign up for ExamBuilder, or ask an existing user at your centre to create an ExamBuilder account for you.

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 the link to the **Online courses** under the **Assessment** or **Training** tab – hover over **Assessment** or **Training** on the horizontal menu and select **Online courses** from the dropdown.

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?

We recommend all teachers complete the module on Online courses – NEA for their subject. These courses provide subject-specific information about course content; how to prepare for planning, marking and submitting; and support with understanding the marking criteria.

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.

Tell us what you think

Your feedback plays an important role in how we develop, market, support and resource qualifications now and into the future. We want you and your students to enjoy and get the best out of our qualifications and resources, but to do that we need your honest opinions to tell us whether we're on the right track or not.

You can email your thoughts to resources.feedback@ocr.org.uk or visit our [feedback page](#) to learn more about how you can help us improve our resources.



Designing and testing in [collaboration with you](#) and your students



Helping young people develop an [ethical view of the world](#)



Equality, diversity, inclusion and belonging (EDIB) are [part of everything we do](#)

Contact the team at:

☎ 01223 553998

🖥 ocr.org.uk

To stay up to date with all the relevant news about our qualifications, register for email updates at ocr.org.uk/updates

Visit our Online Support Centre at support.ocr.org.uk



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

OCR is a Company Limited by Guarantee and an exempt charity. Registered in England. Registered office: The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number: 3484466.

We operate academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers.

We are committed to providing a fully accessible experience across all our products, platforms, and websites. Find out more about our [accessibility standards](#).

© OCR 2025. All rights reserved. We retain the copyright on all our publications. However, our registered centres are permitted to copy and distribute our material for their own internal use, in line with any specific restrictions detailed in the publication. Find out more about our [copyright policies](#).

We update our publications regularly so please check you have the most up-to-date version.

We cannot be held responsible for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication and do not guarantee that any content on such websites is, or will remain, accurate or appropriate.

When we update our specifications, you'll see a new version number and a summary of the changes. While we do our best to reflect these changes in all associated resources on [Teach Cambridge](#), if you notice any discrepancies, please refer to the latest specification on our website and [let us know](#).

Our resources do not represent any teaching method we expect you to use. We cannot be held responsible for any errors or omissions in our resources.