

Examiners' report

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

IT

OCR Level 3 Cambridge Technical in IT

Certificate: 05838

Extended Certificate: 05839

Introductory Diploma: 05840

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Unit 2 Summer 2025 series

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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](#).

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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 Parcel Service (PHPS). 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, PHPS.

Question 1 was directly linked to bullet points 1 and 3 of the research points.

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

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

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

Question 5 was directly linked to bullet point 3 of the research points.

Question 6 was directly linked to bullet point 4 of the research points.

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 1 (a)

1 The PHPS website includes the video information style.

(a) Explain why PHPS used this information style to explain the registration process.

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..... [3]

The focus of this question was on the video information style which explained the registration process and how to arrange a collection. Details were provided in the pre-release case study about the details that are needed during registration and the booking of a collection.

Many candidates were able to access two of the three marks allocated to the question. The most common response was that it can be easier to understand the processes if customers are shown visually rather than having to read lots of text.

Question 1 (b)

- (b) Describe **one** disadvantage to the customers of the website using the video information style to explain the registration process.

.....

.....

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..... [2]

This question was focussed on the customers of PHPS. Those candidates who applied their responses to the customers were able to access both allocated marks. The most common response was that a stable internet connection is required so those customers who do not have this may experience buffering or lag.

Some candidates applied their responses to PHPS rather than the customers. This strategy did not enable the responses to be considered for marks.

Assessment for learning



It is important that candidates consider the focus of a question and relate their responses to this.

Question 1 (c)

As part of the registration process, payment details are entered.

(c) Explain why it is important that the payment details are encrypted in transit.

.....

.....

.....

..... [2]

This question focussed on why payment details should be encrypted in transit. The responses needed to focus on the importance of these details being encrypted rather than a generic explanation of what encryption is.

There did appear to be a misconception in the response provided by some candidates in that encryption stops the payments details being read. Encrypted details can be read but they cannot be understood by anyone who intercepts them. Some candidates provided responses which were the converse of the question for example, what could happen if the payments details were not encrypted. This strategy was acceptable with marks being awarded where appropriate.

Question 2 (a)

2 When a customer logs into the PHPS website their collection details are shown by default on an interactive webpage.

(a) Identify the **information format** of this webpage. Justify your choice.

Format

.....

Justification

.....

.....

.....

[3]

This question focussed on the information format of the webpage after customers have logged in. Details about this process were included in the pre-release case study.

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

Many candidates were able to access the marks allocated for identifying the information format of the webpage, Dynamic. The pre-release case study advised that after a customer logs-in, their collection details are shown. Each customer sees their own collection details so the format of the website must be dynamic as it is different for each customer. This was also the most common response where dynamic had been provided as a correct format.

Question 2 (b)

The information collected by the delivery details form can be classified as primary data.

- (b) Explain, using an example from the interactive form, why this information would be classified as **primary data**.

.....

.....

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.....

.....

..... [3]

Many candidates were able to explain why the information collected by the form would be primary data. Some candidates then went on to provide examples that did not relate to the information required, PHPS or repeated the example provided, delivery details, in the question.

All examples, when required by a question, must relate to the context of the question.

Exemplar 1

It would be classified as primary data as it is being ~~colld~~ collected by PHPS from the customers and there is no third party included. Example the customer has log into the website when wanting to book a collection. Then the customer must complete the delivery details using a form shown on the webpage. [3]

This exemplar demonstrates this point. The candidate has provided an explanation of why this is primary data – collected from the customer with no 3rd party included. If the rest of the response is read the example provided, delivery details, is given in the question so cannot be considered for marks.

Acceptable examples would include address, height of parcel and if the address is residential or business. All these details were provided in the pre-release case study.

Question 3 (a)

3 Couriers access their collection and delivery lists through a smartphone.

(a) Identify the type of storage device the **smartphone** would be included in.

.....
..... [1]

Most candidates were able to identify that the smart phone is a handheld device.

Question 3 (b)

(b) Describe **two** advantages to the **couriers** of using the smartphone when collecting and delivering parcels.

1
.....
.....
.....
2
.....
.....
.....
[4]

The focus of this question was on the advantages of the couriers using a smartphone.

The responses to this question were varied with many candidates achieving at least one mark allocated for each advantage.

Where candidates did not access the 2nd allocated mark for the advantage this tended to be due to the lack of detail provided. For example, an advantage to the couriers is that the smart phone has a camera.

To achieve the second allocated mark, this needed to be expanded to include details relating to what the camera could be used for in the context of collecting and delivering parcels, e.g. to prove the delivery has taken place or where the parcel was collected from based on customers instructions. Generic responses such as, a photo can be taken, did not attract marks as this is too vague.

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

Question 4*

PHPS stores customer details. They must comply with the Data Protection Act (DPA).

4* Discuss the actions that PHPS must take to comply with the DPA.

.....

.....

.....

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.....

.....

..... **[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 using a * next to the question number with candidates being informed of this in the rubric on the front of the examination paper.

The focus of the question was on the actions needed to be taken rather than a generic discussion of the principles of the DPA. Details were provided in the pre-release case study relating to the customer details that are stored by PHPS.

To be given a mark in the middle mark band, candidates had to describe the actions that needed to be taken by PHPS to comply with the DPA.

Acceptable actions included sending a copy of the data stored to customers so it can be checked for accuracy and updated where needed and introducing security measures, so the stored details is protected against, for example, unauthorised access. Many candidates focused their answer on security and the different types that could be implemented. This only focusses on one action – security measures meaning this strategy limited marks to the middle mark band.

The level of detail provided, the evidence of explanations, with appropriate application, and examples related to PHPS 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 PHPS 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 5 (a)

5 A disaster recovery policy is being introduced by PHPS.

(a) Explain why PHPS should introduce a **disaster recovery policy**.

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.....

.....

..... [3]

This question demonstrated a knowledge gap relating to this area of the unit specification, LO6.4. Many candidates provided response that related to the loss of parcels and compensation to customers.

Where candidates provided a relevant response, they were able to access all allocated marks providing details that included, for example, staff responsibilities and tasks to be completed will be defined meaning the response to the disaster will be coordinated.

Question 5 (b)

(b) Identify **two other** protection measure policies that PHPS could introduce.

1

.....

2

.....

[2]

Many candidates appeared to have mis-read this question and provided responses relating to protection measures rather than policies. Where candidates did provide policies there was a large number who included a disaster recovery policy.

This was discounted by the question by the words 'two other'. This meant that these candidates were only able to access, at most, one of the two marks allocated to the question.

Exemplar 2

- 1 Locking rooms that hold sensitive information.
- 2 encrypting data.

This exemplar demonstrates this point. The candidate has provided two different protection measures rather than, as required by the question, protection measure policies. Candidates must be encouraged to fully read the question before beginning their response.

Question 6 (a)

6 Customers can track their parcels using the tracking number.

(a) Explain why the tracking number should demonstrate the characteristic of **validity**.

.....

.....

.....

.....

.....

..... [3]

This question focussed on why tracking number should demonstrate validity rather than a generic explanation of what validity is. Details about the tracking number and how it is used by PHPS were included in the pr-release case study.

Many responses related to PHPS and the couriers rather than how the customer uses the tracking number and why it is important that this number is valid. Acceptable responses included the fact that a correct number will ensure the customers are tracking their parcel with the correct details being retrieved against the tracking number.

Some candidates provided responses which were the converse of the question for example, what could happen if the tracking number were not valid. This strategy was acceptable with marks being awarded where appropriate.

Question 6 (b)

(b) Identify the **data analysis tool** that the tracking details would be included in.

Justify your choice.

Data analysis tool

.....

Justification

.....

.....

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.....

.....

[4]

This question focussed on the data analysis tool the tracking details could be included in. Details about the use of the tracking details were included in the pre-release case study.

If candidates did not access the mark allocated for identifying the correct data analysis tool, they could not be considered for marks for the explanation.

Many candidates were able to access the mark allocated for identifying the data analysis tool. 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 two of the three marks allocated for the justification.

Acceptable answers included details relating to the location of the parcel will be shown at different check points from collection to delivery.

Section B overview

Candidates did not need to apply their responses to PHPS in this section of the exam.

The scenario for this section related to a national pet retailer that has a physical presence and a website where customers can buy pet supplies. As such, all examples, where required, should have been applicable to this scenario.

Question 7 (a)

A national retailer sells pet food, treats and accessories such as dog water bowls. The retailer has a physical presence but also sells through their website.

7

(a) Identify the category of information holder the retailer would be included in.

.....
..... [1]

This question targeted LO1.1 – holders of information. Most candidates were able to correctly identify the retailer as being included in the business category.

Question 7 (b)

The website includes photographs of each stock item.

(b) Describe **one action** that the **retailer** needs to take to ensure compliance with the Copyright, Designs and Patents Act.

.....
.....
.....
..... [2]

Candidates needed to describe one action to be taken to comply with the copyright, Designs & Patents Act (CDPA). The responses to the questions demonstrated that candidates had a good knowledge of the actions to be taken to comply with this Act.

The question detailed that photographs of each stock item are included on the website. Many candidates were able to provide a response that detailed how the retailer should ask the suppliers of the stock / copyright owners for permission to use their images.

Question 7 (c)

The retailer stores and uses data and information about customers and stock.

Some of the information can be included in the non-sensitive information classification type.

(c) Explain, using an example, what the **non-sensitive** information classification type means.

.....

.....

.....

.....

.....

..... [3]

This question focussed on LO2.2, information classification. Many candidates demonstrated that candidates had a good knowledge about this area of the unit specification with most being able to explain that non-sensitive information does not cause harm if released to the public.

The examples provided by many candidates did not apply to the customers and stock. For example, the year of a student at school is not relevant as this cannot be applied to either the customers or the stock. Acceptable example could include the price of a stock item or number of a specific item in stock.

Question 7 (d)

(d) Identify **two** stakeholders of the non-sensitive information stored by the retailer.

1

.....

2

..... [2]

Many candidates provided two different stakeholders in response to this question, with the most common being customers and employees.

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 7 (e)

The retailer partially anonymises some of the stored customer data.

(e) Explain what **partially anonymised** means.

.....

.....

.....

..... [2]

This question focussed on LO2.2, information classification. Many candidates were able to access both marks allocated to the question providing answer relating to some of the data will be replaced by a symbol. Again, this demonstrated that candidates have a good level of knowledge relating to this area of the unit specification.

Question 7 (f)

(f) Partially anonymise the customer data 997 234 0019

..... [1]

This question was generally answered well with the number being partially anonymised usually by using a *.

Where candidates did not gain marks, this was because they did not partially anonymise the number provided, removing some of the numbers provided in their answer.

Exemplar 3

..... 997 0019 [1]

This exemplar exemplifies this point. The candidate has removed part of the provided number, 997 234 0019, providing a response of 997 0019. This is not partially anonymising the provided number. An acceptable response would be 997 *** 0019.

Question 7 (g)

(g) Identify **two other** information classification types.

- 1
-
- 2
-
- [2]

Many candidates were able to provide two other information classification types. However, there were instances of non-sensitive / partially anonymised being provided as responses. These were discounted by the question by the words 'two other'. This meant that these candidates were only able to access, at most, one of the two marks allocated to the question.

Question 8 (a)

8 The retailer uses the stored stock data to analyse sales each year.

(a) Explain how the retailer can use **charts and graphs** when analysing the yearly sales.

-
-
-
-
-
-
- [2]

This question focussed on LO2.1. Many candidates were able to access the allocated marks with the most common responses relating to charts and graphs provide data in a visual way so trends and patterns can be identified.

Question 8 (b)

The stock data has been intentionally destroyed.

- (b) Identify and describe **two** methods which could have been used to intentionally destroy the stock data.

Method 1

Description

.....

.....

.....

.....

Method 2

Description

.....

.....

.....

.....

[6]

This question focused on LO6.2. Candidates needed to provide a correct method before the description could be considered for mark.

Many candidates were able to identify two methods with the most common responses being hacking and physical destruction. Some candidates limited their accessibility to the marks allocated for the description by repeating the question rather than focussing this on the identified method of intentional destruction.

There were instances of candidates providing repeated methods, for example shredding and physical destruction of hardware. This strategy limited the marks that could be awarded.

Question 9 (a)

- 9 The retailer has some employees that work remotely. The employees communicate internally using a secure online area.

The secure online area can be accessed using the internet.

- (a) Describe what **internet** means.

.....

.....

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.....

.....

..... [3]

Many candidates were able to provide a correct description relating to the internet. The most common description related to the internet being a global network of interconnected networks.

There were some instances of candidates confusing the internet with the World Wide Web (WWW).

Question 9 (b)

- (b) Identify **one** information access device that the employees could use to access the secure online area.

.....

..... [1]

Most candidates were able to provide a relevant information access device with the most common responses being laptop and smart phone.

Question 9 (c)

(c) Identify **two** ways the **employees** could use the secure online area to communicate.

1

.....

2

.....

[2]

Candidates needed to provide two ways the secure online area could be used by the staff of the retailer. Many candidates appeared to draw on their own experiences of using online areas with many gaining both allocated marks. The most common responses were video calls and document sharing.

Some candidates provided SMS as a response. This was not an acceptable response as SMS are generally sent using a mobile phone network.

Question 9 (d)*

(d)* Discuss the benefits and limitations of the employees using a secure online area to communicate internally.

.....

.....

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.....

.....

..... [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 using a * next to the question number with candidates being informed of this in the rubric on the front of the examination paper.

The focus of the question was on the benefits and limitations to staff of using the secure online area to communicate.

To be given a mark in the middle mark band, candidates had to describe benefits / limitations to the staff of using the online secured area.

Acceptable benefits included documents being able to be shared and worked on in real-time and diaries can be shared to see the work commitments of staff. Acceptable limitations included that the system is vulnerable to, for example, hacking which can lead to data breaches of sensitive business data.

The level of detail provided, the evidence of explanations, with appropriate application, and examples related to the use of the area to communicate 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 benefits and limitations including examples applied to the staff and retailer and the correct use of subject specific terminology.

Assessment for learning



To do well on Section B 'discuss' questions candidates need to provide details and respond using the context provided in Section B. 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 10

The retailer is updating their stock control system. As part of this process a Level 1 Data Flow Diagram (L1 DFD) will be created.

- 10** Complete the table below to show if components of a L1 DFD can be linked.

Use a tick to show an acceptable link and a cross to show an unacceptable link.

Data Flow links	Data Store	External Entity	Process
Data Store			
External Entity			
Process			

[3]

This question focused on the LO5.2 the connectivity rules for drawing a L1 DFD. Many candidates were able to provide the correct component links. The most common error was to show an external entity having an acceptable link to a data store.

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- the assessment objectives and marking criteria for the NEA units
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- interactive marking practice and feedback for the NEA units.

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