



**GCE**

**ICT**

Unit **G061**: Information, Systems and Applications

Advanced Subsidiary GCE

**Mark Scheme for June 2014**

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning
	Blank Page – this annotation <b>must</b> be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Omission mark
	Benefit of doubt
	Subordinate clause/Consequential error
	Cross
	Expansion of a point
	Follow through
	Not answered question
	Benefit of doubt not given
	Point being made
	Repeat
	Slash
	Tick
	Too vague
	Zero (big)

**Subject Specific Marking Instructions**

**ADDITIONAL OBJECTS:** You **must** annotate the additional objects for each script you mark. If no credit is to be awarded for the additional object, please use annotation as agreed at the SSU, likely to be 'seen' or the highlighting tool.

### **CROSSED OUT, RUBRIC ERROR (OPTIONAL QUESTIONS) AND MULTIPLE RESPONSES**

**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. *(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.

Question		Answer/Indicative content	Mark	Guidance								
1	a	<p>2 from eg :</p> <p>The application of information (1)</p> <p>Rules applied to information (1)</p> <p>Understanding of information (1)</p> <p>Acquired through experience (1)</p> <p>Based on probabilities (1)</p>	2									
	b	<p>Marked as per grid:</p> <table border="1" data-bbox="517 536 1274 715"> <tr> <td>4</td> <td>Two complete comparisons</td> </tr> <tr> <td>3</td> <td>One complete comparison and one individual point</td> </tr> <tr> <td>2</td> <td>One complete comparison</td> </tr> <tr> <td>0-1</td> <td>One individual point about either side.</td> </tr> </table> <p>Points for comparison may include:</p> <p>Text is language based and need to understand whereas with video the images can be seen and understood without knowing the language.</p> <p>Video images can convey more information than text which is limited</p> <p>Text can be read at own pace and jumped ahead whereas video is linear and has to be watched from the beginning</p> <p>Video shows the actual products in use and is the truth and can be believed whereas text can be exaggerated.</p>	4	Two complete comparisons	3	One complete comparison and one individual point	2	One complete comparison	0-1	One individual point about either side.	4	Do not allow a blanket "the other one does not"
4	Two complete comparisons											
3	One complete comparison and one individual point											
2	One complete comparison											
0-1	One individual point about either side.											
	c	<p>2 marks each eg:</p> <p><b>Relevance:</b></p> <p>If it is not about the company (1) may confuse the customer (1)</p> <p>Making sure the content is linked to the topic (1) Not up to the customer to select the bits of information they need (1)</p> <p><b>Completeness:</b></p> <p>If only partial information 2(1) may not know the price for example (1)</p> <p>Not all required information being present (1)</p>	4	Allow examples of relevance/completeness for 1								

Question		Answer/Indicative content	Mark	Guidance
	d	2 marks per difference eg: Image library is created by the user (1) clipart library comes from a company/software (1) Image library is photos (1) clipart library is [mostly] cartoon (1) Image library is classified into categories by the user (1) clipart is searched in individual images (1)	4	Do not award second mark for "and is not" or equivalent1
2	a	3 from, matched pairs, 2 marks each eg: Name of the table (1) eg supplier / to uniquely identify the table (1) Primary key (1) unique identifier for record / link tables (1) Foreign key (1) link tables (1) Security permissions (1) what users can do to the table (1) Size of the table (1) data within the table calculated to give overall size (1) Relationships between tables (1) eg 1:M (1) Contents of the table (1) which fields the table contains (1)	6	
	b	1 for data type, 1 for reason: Number of guests: integer Reason: Cannot have half a guest Price quoted: Real/currency Reason: to allow decimal places/to give correct format	4	Do not accept number  If data type is incorrect but reason is valid, can still award the mark
	c	2 for description, 2 for example: Simple: 1 parameter Example eg: number of guests >10 Complex: more than 1 parameter Example eg: number of guests > 10 and town = coventry	4	Max 2 if no examples Examples must be related to Razzledazzle Allow words instead of symbols, eg equals instead of =
	d	2 from, matched pairs, 2 marks each eg: Data is shortened (1) allows more to be stored in same space (1) Quicker to enter data (1) less data to enter (1) Faster searches (1) data being compared is shorted/follows set pattern (1) Allows validation (1) data entered is reasonable/sensible/follows rules /less chance of error (1) Limited codes (1) allows validation to be used (1) Security (1) key needs to be known (1)	4	Do not accept answers to do with compression of files

Question		Answer/Indicative content	Mark	Guidance									
3	a	<p>2 from eg:            Allows you to do a task on the computer that you could do on paper (1)            Allows user complete a specific/single task (1)            Loaded on top of the operating system (1)            Max 1 for example eg: word processing/spreadsheets (1)</p>	2										
	b	<p>Marked as per grid below.</p> <table border="1"> <tr> <td>High</td> <td>5-6</td> <td>Candidate has given detailed reasons why the desktop publishing software should be used</td> </tr> <tr> <td>Medium</td> <td>3-4</td> <td>Candidate has described advantages for using desktop publishing software in the given situation.</td> </tr> <tr> <td>Low</td> <td>0-2</td> <td>Candidate has identified advantages for using desktop publishing software in the given situation.</td> </tr> </table> <p>Answers could include:            Use of frames to move objects around            In built templates based around leaflets            Integration of software with graphics package and word processing            Use of a pasteboard for holding text/images not being used</p>	High	5-6	Candidate has given detailed reasons why the desktop publishing software should be used	Medium	3-4	Candidate has described advantages for using desktop publishing software in the given situation.	Low	0-2	Candidate has identified advantages for using desktop publishing software in the given situation.	6	Use "P" at top to indicate response has been seen.
High	5-6	Candidate has given detailed reasons why the desktop publishing software should be used											
Medium	3-4	Candidate has described advantages for using desktop publishing software in the given situation.											
Low	0-2	Candidate has identified advantages for using desktop publishing software in the given situation.											
4	a	<p>Five correct (3)            Three correct (2)            Two correct (1)</p> <p>Correct sequence is:</p> <p>1 6 4 2 3 OR            2 6 4 1 3</p>	3	Use "P" next to correct response.  Add number of "P" to work out how many marks to award.									
	b	i	Area/object on the page (1) that can contain text/image (1)	2									
		ii	<p>1 from eg            Hold logo/picture/wordart(1)            Contain header/footer (1)</p>	1									

Question		Answer/Indicative content	Mark	Guidance
	c	<p>3 from eg            Smaller font type(1)            Smaller font size (1)            Narrower margins (1)            Reduce kerning (1)            Reduce line spacing (1)</p>	3	<p>No marks for changing content.            Margins are made smaller not wider            No marks for “change” on its own            No marks for font – must specify/imply type or size</p>
5	a	<p>2 from, 2 marks each, matched pairs eg:            Files cannot be shared (1) information required cannot be obtained (1)            Files imported could change content (1) giving incorrect data (1)            Need for additional training (1) to learn how to change formats (1)            Incompatibility(1) errors in conversion (1)</p>	4	<p>Allow mix and match of answers</p>
	b	<p>2 from for the description, 1 for example.            Buttons:            Object on the form (1) linked to a macro/action (1)            Example eg:            Move from one record to another/close the form (1)            Menus:            Set/group/list of commands (1) grouped together / pop up / drop down/cascading (1)            Example eg:            Navigation menu (1)</p>	6	<p>For menu – not “option” buttons             If example is given under description – allow as example</p>
	c	<p>2 from, matched pairs, 2 marks each eg:            Allows groups of individual commands to be placed under one action (1) less memory required (1)            Reduces time (1) computer can run instructions faster than human (1)            Reduces errors (1) all steps completed correctly [by computer] 1)            Groups of commands can be run quicker (1) than doing each individual action (1)            Standard set of commands can be run (1) allowing novice users to run complex sets of instructions (1)</p>	4	<p>Allow mix and match of answers</p>

Question		Answer/Indicative content	Mark	Guidance
6	a	<p>3 from, matched pairs, 2 marks each eg:            Allows variables to be changed (1) to see the answers to different questions (1)            Variables cells can be unlocked and formula cell locked (1) users can only change certain parts and not break the spreadsheet (1)            Allows different scenarios to be viewed/predictions to be made (1) and compared as rules remain the same (1)            Model can be emailed (1) multiple people can use the same basic model getting more variations (1)</p>	6	
	b	<p>4 from:            Give the basis for the formulas/functions to be created (1) eg IF function to determine different branches (1) and determine the constraints to be used within the model (1) eg such as maximum number of employees (1)            Can be used to limit entry (1) through validation (1) eg range (1)            Can be used to highlight important areas (1) through conditional formatting (1)</p>	4	
7	a	<p>2 from, 2 marks each:            Does not have to be person present (1) slideshow will continue without human intervention/person can do other things (1)            Can be looped (1) so it will always be running (1)            Every time the presentation is run it is the same (1) Razzledazzle know that everyone sees the same presentation (1)            Peripherals can be locked away (1) less change of theft/presentation being changed (1)</p>	4	
	b	<p>2 from, matched pairs, 2 marks each eg:            Made up of pixels (1) each pixel is a single colour (1)            Stores location of pixel (1) and colour of pixel (1)            Pixelates on enlarge/resized bigger / losing quality/blurred (2)            Uncompressed format (1) with large file size (1)</p>	4	Allow advantages/disadvantages as characteristics
	c	<p>1 for identification and 1 for example of use in presentation eg:            Graphics software (1) to edit/create an image (1)            Video editing software (1) to create/edit a video/animation (1)            Sound editing software (1) to create jingles/transition sounds (1)            Scanner software (1) to import paper based text/image (1)            Word processor (1) to write the text to go into the presentation (1)</p>	4	<p>Linked to producing the presentation</p> <p>Cannot get a mark for the use unless the identification of software is correct.</p>

Question		Answer/Indicative content	Mark	Guidance	
	d	1 from eg: [Remote] mouse (1) Clicker (1) Projector (1) Tablet (1) Speakers (1) Laptop (1)	1	Needs to be based on giving the presentation	
8		4 from eg: To identify the program to open the file (1) as different extensions are associated with different applications (1); A to allow the data to be stored differently within the file (1) that corresponds to the type of file (1) such as graphics/database (1); to allow for file types to be searched for (1) such as searching for .doc to find a word processed file (1)	4	Allow mix and match Allow max 1 for example	
9	a	4 from: To represent its members (1) and liaise with other professional bodies/government/industry/academics to initiate/inform debate on IT issues (1). Maintain relationship/affiliations (1) with a range of <a href="#">professional/government organisations</a> .(1) To keep its members up to date (1) with IT information (1) To produce books / training courses (1) to inform its members (1) To promote the study/practice of ICT (1) and to advance knowledge/education (1) To award qualifications (1) and to maintain standards (1)	4	May be written back to front	
	b	i	2 from, 2 marks each eg: Text based commands (1) at a prompt (1) Can have switches (1) to limit the commands (1) Can be scripted (1) commands put into a file and run sequentially (1)	3	Command prompt gets 1, command prompt where you type = 2
		ii	1 for example eg: To backup the system (1) Change user permissions (1) Delete old accounts (1)	1	Allow specific examples, e.g DIR Relevant to network manager

Question		Answer/Indicative content	Mark	Guidance
	c	<p>2 from, matched pairs, 2 marks each eg:            Data can be shared/orders processed (1) do not need the same employee /by any employee (1)            Centralisation of anti virus/backup/security (1) know that their personal details are safe (1)            If one computer breaks down (1) data is centralised so another computer can be used / data not lost /customer query answered (1)            All computers can be attached to a peripheral/printer (1) do not have to wait for employee to log off/log on to print (1)            Emails can be sent to employee (1) and picked up from any machine/faster response to query (1)</p>	4	Must be to the customer
	d	<p>6 from eg:            Stops unauthorised access (1) checks user/data is allowed (1)            Analyses packets (1) to prevents hackers from accessing the data /only allows people with correct credentials access (1)            Filters packets (1) to only allow those that pass through (1)            All data is checked to make sure it was requested by computer (1) preventing virus from getting to data (1)            If data not requested (1) then blocked / and logged (1)            Creates logs (1) so network manager can look at them and implement specific measures to counter threat (1)</p>	6	
	e	<p>2 from eg:            file is lost (1)            file is corrupted (1)            file gets a virus (1)            fire/flood/natural disaster (1)            mistake made and saved (1)</p>	2	

Question	Answer/Indicative content	Mark	Guidance
10	<p><b>Level 4 [9 – 11 marks]:</b>            The candidate is able to discuss clearly the impact and consequences. Candidates will show a detailed level of understanding and be able to explain in detail both the impacts <b>and</b> consequences of more than one position.            Logical arguments are produced to demonstrate a clear understanding of the question.            Ideas will be expressed clearly and fluently using specific knowledge to support and inform the discussion.            There may be a reasoned conclusion.            Subject specific terminology will be used accurately and appropriately.</p> <p><b>Level 3 [6 – 8 marks]:</b>            The candidate is able to discuss the impact(s) and consequences(s)            Candidates will show a limited understanding and be able to explain, at least one impact <b>and</b> associated consequence of a given position, however explanations may lack specific detail and/or concentrate on either an impact or consequence with a limited explanation of the other.            Subject specific terminology will be used accurately and appropriately.</p> <p><b>OR</b></p> <p>Candidates will have described a range of impacts to the entertainments industry and explained how the impact affects/has affected/will affect the entertainments industry.            Subject specific terminology will be used accurately and appropriately.</p> <p><b>Level 2 [3 – 5 marks]:</b>            The candidate is able to explain the impact(s) or consequences(s)            Candidates will show a limited understanding and be able to explain, at least one impact <b>or</b> consequence of a given position, however explanations may lack specific detail.            The explanation, though informed, may stray from the point but specific knowledge will be evident.            Some subject specific terminology will be used.</p>	11	<p>Use “P” at top of ALL pages to indicate response has been seen.</p> <p>Level 1 – identified            Level 2 – Explain impact or consequence <b>OR</b> describe range of impacts            Level 3 – Explain impact and consequences of one position (positive or negative) <b>OR</b> explained range of impacts            Level 4 – explained impact and consequences from more than one positive (could be positive/negative)</p> <p>If development is not future max of 5.</p>

Question	Answer/Indicative content	Mark	Guidance
	<p><b>OR</b></p> <p>Candidates will have described a range of impacts to the entertainments industry and described how the impacts affects/has affected/will affect the entertainments industry.</p> <p><b>Level 1 [0 – 2 marks]</b>  The candidate is able to identify the impact <b>or</b> consequences. The information may be poorly expressed and may be in the form of a list of points. Subject specific terminology may be limited or missing.</p> <p>Impacts and consequences may include:  Playing a character in a virtual full body environment, effects and experiences is in advance of standard parties, can hold them with people all over the world as not physically there, no need for air travel.  Interactivity of deciding story lines for movies – different audiences gain different experiences of the film, makes it difficult to review, if reviews not trusted then more difficult to chose which film to see.</p>		

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