

Cambridge **NATIONALS LEVEL 1/2**



ICT

**Combined feedback on the June 2016
exam paper**

Unit R001 – Understanding computer systems

Version 1



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INTRODUCTION

This resource brings together the questions from the June 2016 examined unit (Unit R001), the marking guidance, the examiners comments and the exemplar answers into one place for easy reference.

The marking guidance and the examiner's comments are taken from the Report to Centre for this question paper.

The Question Paper, Mark Scheme and the Report to Centre are available from:

<https://interchange.ocr.org.uk/>

OCR
Oxford Cambridge and RSA

Wednesday 18 May 2016 – Morning

LEVEL 1/2 CAMBRIDGE NATIONAL IN ICT

R001/01: Understanding Computer Systems

Duration: 1 hour

Other materials required:
None

Candidate's name: _____

Candidate's centre number: _____

Candidate's number: _____

INSTRUCTIONS TO CANDIDATES

- The Case Study Insert can be found inside this document.
- Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters.
- Use black ink. HB pencil may be used for graphs and diagrams only.
- Answer **all** the questions.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Write your answer to each question in the space provided. Additional paper may be used if necessary but you must clearly show your candidate number, centre number and question number(s).
- Do not write in the bar codes.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **60**.
- This document consists of 12 pages. Any blank pages are indicated.

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ICT 1/1/16/01/01

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ICT

Unit **R001/01: Understanding Computer Systems**

Level 1/2 Cambridge National Certificate/Award/Diploma in ICT

Mark Scheme for June 2016

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Cambridge Nationals

ICT

Level 1/2 Cambridge National Award in ICT **J800**

Level 1/2 Cambridge National Certificate in ICT **J810**

Level 1/2 Cambridge National Diploma in ICT **J820**

OCR Report to Centres June 2016

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CASE STUDY

Information for Learners

Gyms offer people the opportunity to exercise in a number of ways. As well as the use of weights and exercise machines, gyms also offer a range of classes, each led by an instructor. People who want to attend a class usually have to sign up to show their interest (Scenario 1).

Gym instructors are usually self-employed and may lead and organise classes at many different gyms. As well as working with large groups, instructors also work as Personal Trainers on a one-to-one basis (Scenario 2).

Scenario 1

Fun Gym is based in a converted warehouse in London. The gym has two weights rooms, one studio for aerobics and other classes and a room with 30 static bikes used for group cycling classes. The studio and the room with the static bikes are each equipped with one computer and a speaker system.

The gym has a website, which is its main form of advertising. Bridget, the owner of the gym, uses web-authoring software on a computer in her office to maintain the website. The website has a 'news' section, which includes photographs and features on instructors, members and special events. Bridget takes most of the photographs for this section herself, and optimises them so that they are suitable for use. The website includes a 'members only' section. This is a restricted area that members use to book their classes.

The gym runs classes throughout the week, staffed by instructors. All instructors at the gym are self-employed and are paid a fee for each session they lead. At the end of every month Bridget sends each instructor an email with an attached encrypted file. The file contains the details of their earnings for the month and the date that the money will be transferred to their bank account.

Scenario 2

Tom is a gym instructor who leads and organises four group-cycling classes a week at Fun Gym. He also works at other gyms and competes in cycling competitions. He sometimes has to travel to these competitions and so is unavailable for work on those days when he is competing.

Tom has seven private clients and, every month, he emails them details of forthcoming events and competitions.

Tom plans his classes for the week to include fast sprints, hill climbs and cool-down sessions. He selects suitable music from his home computer to use with his classes. Tom transfers the music to a storage medium which he then takes with him to each gym.

Tom wants to attract more members to his classes so he has decided to create posters advertising the forthcoming week's sessions. These posters will combine graphics and text.

Tom would like to work in primary schools and so has been developing a course for younger children. He has been researching into the use of video games which simulate sport and exercise. He is particularly interested in those video games which use specialist input devices to involve the player directly in exercise.

Tom has recently been the victim of cyber-bullying and has been researching methods that he could use to reduce the chance of this bullying continuing.

Preparation

To prepare for the examination, you should research into the use of ICT in a gym.

This should include:

- hardware and software required to support the business function of the organisation;
- the use of restricted areas of websites that provide members with special services, such as the ability to book classes and any restrictions which may be placed on the use of such areas;
- the content included in posters that would be displayed in a gym and methods by which these
- posters can be created;
- legal issues.

You should also research into:

- how and why files may be encrypted;
- different methods of optimising image files for displaying on websites and the benefits and drawbacks of these, as well as the factors that affect which might be used;
- methods by which software can be used to carry out calculations;
- the use of storage media to transfer files between locations and other methods by which users can access files remotely;
- the correct and efficient use of email when communicating within a business setting;
- the use of game controllers and specialist input devices.

GENERAL EXAMINER COMMENTS ON THE PAPER

Candidates coped well with the scenario and had clearly done a good deal of preparation for the external assessment. Overall, the performance by all candidates was in line with expectations. Questions that had been expected to prove difficult discriminated well, whilst others that were intended to be accessible to all were answered well by the vast majority of candidates.

The nature and style of the questions asked in this paper followed the format used in most of the preceding versions and candidates coped with this format accordingly. However, as with previous papers, other than those candidates operating at the very top end of the grade boundaries, there was still an apparent lack of technical understanding across the cohort. However, alongside this, the number of scripts with no answer, or which included answers that were, apparently, guessed at, was down on previous series.

Finally, candidates continue to make good progress with the concept of this being an applied paper, where answers have to match the context within which the questions have been set. However, as will be discussed below, this was not necessarily reflected in the answers to all questions.

Question 1

SECTION A

The questions in this section are based on scenario 1 in the case study and background research.

1 Bridget uses web-authoring software to maintain the Fun Gym website.

(a) Identify **one** input device that Bridget can use to add text to the website.

..... ONE from: [1]
e.g.

- Keyboard (1).
- Mouse/touchpad/tracker ball (1).
- Microphone (1).
- Sip and puff device (1).
- Head pointer (1).
- Graphics tablet (1).
- Touchscreen (1).

(b) Web-authoring software includes many tools to help create a website. One of these tools is the spell checker.

Explain how the use of the spell checker tool improves the effectiveness of the website.

..... Up to TWO marks available:

- e.g. Spell checker looks for/shows spelling errors (1) spelling errors make a document look poor quality/can cause confusion (1).
- Misspellings can lead to misunderstandings (1) fewer misspellings means the meaning is clearer (1).
- Minimise errors in the document (1) which makes it easier to understand (1).

..... [2]

(c) Identify **two** output devices that Bridget needs as part of her computer system when working on the website. For each device, state its purpose.

Device 1 Up to TWO marks available per answer
 Purpose **Monitor (or equivalent)** (1)
 e.g.

- Allows the user to see what they are doing on the computer (1).

 Device 2 **Printer** (1)
 Purpose e.g.

- To print (1).
- To create a hard copy of the website (1).

Speaker/headphones (1) [4]
 e.g.

- To listen to/produce sound (1).

Mark Scheme Guidance

1 (b)

1 mark for what spell checker does (1) and second for why this makes the website more effective (1).

Ignore any reference to professionalism – read on to consider the whole of the answer.

1 (c)

Other output devices would not suit the scenario.

For each answer must correctly identify a device **before** the second mark can be awarded.

“Sound system”TV – not an output device.

Examiner comments

Question 1 included the usual settling questions and candidates coped well with 1a and 1c. However, question 1b required candidates to comment on the impact of the spell checking tool on the effectiveness of a website. Whilst many were able to identify that a website with few spelling errors would be easier to understand, there was a large number who suggested that the website would be more professional. This answer is rarely accepted, if ever, as an implication, not least because professionalism as a concept is hard to define.

Question 2

- 2 The Fun Gym website has a 'news' section that includes photographs and articles about instructors and special events.

(a) Identify **one** input device that can be used to capture photographs to use on the website.

..... ONE from: [1]

- (Digital) camera (1).
- Scanner (1).
- Webcam (1).

- (b) Bridget is not a very good photographer and the photographs that she takes often have to be edited to make them suitable for use on the website.

Explain **one** reason why a photograph may need to be edited to make it suitable for use on the website.

..... Up to TWO marks available for point and expansion: [2]

..... Award one mark for identifying what is wrong, or what needs to be
..... done, and second for how this should be fixed/how it is a benefit.

..... Answers which deal solely with the expansion may be awarded one
..... mark.

Answer may refer to content –

e.g.

- She might take a picture of the gym with some rubbish on the floor (1) so she could use the clone tool to remove it (1).
- Remove toilet block from the back of the photograph (1) so that the photograph focusses on the client (or equivalent) (1).

Answer may refer to technical issues with the photograph

e.g.

- Remove red eye from the photograph (1) so that people's natural eye colour is shown (1).
- Make the photograph lighter (1) so that more details can be seen/ the event appears to be taking place on a sunny day (1).

(c) Bridget optimises her photographs before she adds them to her website.

Discuss the factors that Bridget should consider when optimising photographs for display on her website.

Discuss the factors that Bridget should consider when optimising photographs for display on her website.

Candidate may consider:

Optimization via:
e.g.

- Compression.
- Image type.
- Image cropping.
- Colour reduction.
- Image resolution.
- Image size.

Benefits
e.g.

- Removal of excess content.
- Reduced file size.
- Reduced file storage requirements.
- Quicker downloads.
- Reduced demands on web server.

Drawbacks

- Impact will depend on method chosen.
- Lossy will reduce quality.
- Colour range.
- Image quality.

[8]

Mark Scheme Guidance

2 (a)

DO NOT accept phones or tablets (or equivalent) as answers as they have to have the camera device on them.

2 (b)

This question is about how **poor quality photographs** may be improved by editing, and not about the range of tools available or adding layers and extra items.

Acceptable answers must refer to how photographs taken by an inept photographer may be improved.

Image is too large, for example, is irrelevant.

For full marks, answer must state why the edit has improved the photograph.

Ignore any reference to professionalism – read on to consider the whole of the FIRST answer.

Candidates **DO NOT** have to identify the specific tool they would use.

DO NOT accept any answer dealing with changing file types or file names or size.

2 (c)

For Level 3

Graphic compression as the example

They will discuss the impact of compression on file size and on image quality, as two sides of the discussion.

The description of each will be balanced and describe in detail why each factor is important.

The candidate will be talking about images on a website.

LEVEL Three (7–8 marks)

At the top end of the mark band, there will be two factors **explained** in context. These will form part of a clear discussion of issues.

Specialist terms, where used, will be used correctly and appropriately with a clear technical understanding.

At the bottom end of the mark band, answers will include two factors that have been explained in context, but the explanations may be weaker, argument may not be balanced, or there is not a clear discussion of issues.

Level 2 (4–6 marks)

At the top end of the mark band, there will be two factors **described** in context, OR one factor (only) **explained** in context.

Answers at this level may not include clear technical understanding.

At the bottom end of the mark band, there may be only one factor described. This may be either a poor description in context, or a description that is not in context.

OR

Two factors poorly described, but not in context

Level 1 (1–3 marks)

At the top end of the mark band, there may be one factor poorly described.

There may be no context.

There will be no use of specialist terms.

At the bottom end, simply identifying one area of consideration is worth 1 mark.

Zero marks

Answers with no valid content.

Examiner comments

Question 2 followed on from the format of 1a and 1c and did not present much of a challenge to the vast majority of candidates. However, question 2b had a very clear context and this did provide something of a challenge. Whilst some candidates did appreciate that the issue was how to remedy a poor photograph taken by a bad photographer, others suggested answers that were not suitable. For example, answers that dealt with resizing or making the image less blurry were not awarded marks. However, answers that dealt with removing inappropriate items, for example, were.

Question 2c was a banded response. Despite optimisation being clearly flagged in the pre-release, there was a clear lack of basic understanding around this concept. Candidates often talked about checking that the content was appropriate or legal and did not address the focal point of the question. When candidates did have an understanding of optimisation, they rarely dealt with the positive and negative factors that would impact on the decision about optimising pictures. Compared to previous years, the number of candidates achieving marks in Mark Band 3 was somewhat reduced.

Question 3

- 3 Members who want to book a class have to enter a user ID and password to log on to the 'members only' section of the website.

(a) Explain **one** reason why the 'members only' section of the website is protected by a password.

Up to TWO marks available:

e.g.

- So that each member (1) can only book for themselves (1).
- The booking is linked to the log on (1) to avoid booking for someone else(1).
- To restrict booking (1) to members only (1).
- It may include personal information (about members)(1) that needs to be kept private/not stolen/not hacked (1).
- So that each member's preferences/settings/details (1) can only be looked at by that member (1).

[2]

(b) Software on the Fun Gym website stops members from booking the same session twice.

Describe **one** benefit to Fun Gym of restricting members from booking the same session twice.

Up to TWO marks available:

e.g.

- Spaces are limited (1) so they do not want to waste spaces on duplicates (1).
- To avoid errors (1) so that they get a more accurate number of people (1).
- More sessions will be available (1) for people to pay for (1).
- To stop clashes (and cancellations) (1) so that more sessions are available (1).

[2]

(c) When a member logs on to the 'members only' section, the website displays a list of those classes that the member has already booked.

Describe **one** benefit to members of displaying this information.

Up to TWO marks available for ONE benefit:

e.g.

- Members are able to check/are reminded/can see/know (1) when they next have a booking (1) so they do not miss the booking (1).
- Members can see (1) that they have many/few bookings in a set period (1).
- It helps members to plan their exercise (1) because they can see when they have sessions booked (1).
- Past sessions are shown (1) so they can be tracked (1).
- So that members know (1) when they are able to book a session (1).

[2]

Mark Scheme Guidance

3 (a)

The reason could be for the members OR the Gym.

Answer should be in the form reason (1) plus expansion (1)

BE careful not to mark a repeat of the question.

3 (b)

MUST be a direct benefit to Fun Gym.

Do not accept “stops accidental booking” as in the stem.

3 (c)

MUST be a benefit to the member

Examiner comments

Questions 3a, b and c came as a related group. Of the three, 3a was the best answered, with many candidates linking the need to protect access (whether to protect private data or stop non-members making bookings) to the need for a passport. Question 3b asked for a benefit to the Gym of stopping members booking the same session twice and, unfortunately, seemed to confuse many candidates who gave answers that were benefits to members. Question 3c then asked for a benefit to members. Generally, candidates were better able to answer this question than question 3b.

Question 4

- 4 Instructors are paid for each class they lead.

Bridget uses a spreadsheet to calculate how much each instructor should be paid each month.

- (a) Explain **two** reasons why spreadsheet software is suitable for calculating each instructor's monthly pay.

- 1 Up to FOUR marks in total, MAX two marks per answer:
e.g
- Spreadsheets have functions/formulae/specialist tools (1) that multiply hours and pay rates(1).
 - Accurately multiplies hours and rates (1) so there won't be any mistakes (1).
- 2 Separate (or equivalent) sheets can be set up (1) one for each instructor (1).
- Functions/formulae can refer to fixed cells (1) which hold set values (1).
 - When you change one value (1) all other answers (based on that value) will automatically change/auto update (1).
- [4]

- (b) At the end of each month, each instructor is sent an encrypted file which shows their earnings for the month.

Explain **one** reason why Bridget encrypts these files before sending them.

- Up to TWO marks available:
- The data is private (1) and so Bridget has to protect it (1).
 - The DPA (1) says that Bridget has to protect private/personal (one of) data (1).
 - To protect the data (1) in case the email is intercepted/mis-delivered/hacked (1).
 - So that if the email is intercepted (1) the data will not be accessible (1) which prevents information theft (1).
- [2]

Mark Scheme Guidance

4 (a)

Answers are about why spreadsheet software is suitable **for calculation**. DO NOT accept answers which are about graphing, or other possible uses of spreadsheet software.

DO NOT accept "it is what they are for"/"Its specialist software for this purpose". There must be understanding of why the software is applicable to this purpose.

4(b)

Award one mark for "DPA"/Data Protection Act on its own.

DO NOT differentiate between data and information.

Underline means that section must be present for mark to be awarded.

DO NOT accept "prevent theft" of the file – its about access to data (accept theft of data).

Examiner comments

Question 4a deliberately focussed on a narrower use of spreadsheets than has previously been the case when this type of software has featured in the paper. This subtlety was, unfortunately, missed by most candidates, who gave general answers that could have been about the use of spreadsheets in any context. As indicated above, candidates are increasingly giving answers that are in context or are based on the context. However, when faced with a marginally more technical question such as this one, this improvement seems to disappear.

Question 4b followed the previous question in that it required a more technical understanding and split the cohort into two very discrete groups – those who knew the answer and those who did not. Unfortunately, the latter greatly exceeded the former.

Question 5

SECTION B

The questions in this section are based on scenario 2 in the case study and background research.

Question 5

5 Tom uses music in his classes.

(a) Identify **two** file types that would be suitable for Tom to use to store music digitally.

- 1
2 [2]

TWO marks available for any TWO suitable types.

E.g.

- Wav (1).
- AIFF (1).
- AU (1).
- PCM (1).
- MP3 (1).
- ACC (1).
- MP4 (1).
- M4A (1).
- Flac(1).
- AAP(1).
- Windows Music Player (1).

(b) Tom wants the music he has at home to be available for use in his classes.

(i) Identify **two** types of portable storage media that would be suitable for this purpose.

- 1
2 [2]

TWO from:

e.g.

- DVD (1).
- CD (1).
- Blu-Ray (1).
- SD Card (SDHC) (1).
- Hard drive (1).
- (USB) memory stick (or equivalent) (1).
- Cassette (1).

(ii) Tom sometimes forgets to bring his storage media to his classes and so he is interested in other methods he could use so that his music is available to be played.

Describe **one** other method Tom could use to make the music he has selected available for him to play in his classes.

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

Up to TWO marks for any suitable answer that fits the context:

E.g.

- Place all of his tracks on the cloud (1) and access using wifi/3g/4g/the internet (when at the gym) (1).
- Set up his home computer as a server (on the web (1) and sign in to the computer (at the gym) (1).
- Set up a VPN on his home computer (1) and sign in (when at the gym) (1).
- Streaming (1) over internet(1).

- (c) Identify **one** possible legal implication of Tom using music in his classes and explain how this may be avoided without Tom having to stop using the music.

Up to three marks available for implication of **playing music to a class** (1) and suitable solution (2) (max 2):

ONE FROM:
E.g.

Possible legal implications include:

- Breaking copyright Act/Breach of copyright(1).
- Take account of copyright (1).
- Asked to pay compensation (1).
- Asked to acknowledge ownership (1).
- Be given a fine (1).
-

PLUS

Possible solutions:

- Purchase a PRS licence (1) which allows him to play music legally (1).
- Ask for permission/licence directly/pay a fee (1) from/to the copyright holder (1).

[3]

Mark Scheme Guidance

5 (a)

Only accept audio file **types**.

DO NOT ACCEPT Apps.

5 (b) (i)

DO NOT accept "USB" on its own. Mark as Too Vague.

Cloud is not a portable storage media.

Mobile phones, tablets, MP3 players and other computer devices or equivalents are NOT acceptable as NOT media.

"Optical media" is TV.

"Disc" is TV.

5 (b) (ii)

DO NOT accept use of any form of storage media as an answer for this question.

ANY other method that is based on remote access or virtual storage is acceptable.

5 (c)

Award the first mark for an implication (MAX 1 mark) and then two further marks for a suitable remedy. DO NOT award the expansion if it does not fit the legal implication given.

The implication MAY not be expressly stated, but can be implied from the answer. For example, if candidate states JUST “copyright act” but does not state “breaking or breached or considered etc”, this mark may not be given, but expansion can.

DO NOT award – “reported to the police”.

DO NOT award two identify answers as an explanation.

Examiner comments

Question 5 focussed on Tom’s work for the Gym. The first two questions were slightly more technical than those that opened section A of the paper and proved something of a challenge, with many candidates confusing devices, file types and media. Question 5bii required candidates to work with the context and realise that if Tom forgot one form of storage media, he would not remember another. This did catch some candidates out. Incidentally, any one who forgets their storage media in such an important situation was also considered to be someone who would forget their phone.

Question 5c was a slight twist on previous questions and was structured so that candidates could not simply write ‘copyright’ and receive a mark. Many candidates gave full and clear answers to this question.

Question 6

Question 6

6 Every week Tom creates a poster advertising the next week's sessions.

(a) Identify the **most** suitable **type** of applications software for this purpose.

..... • Desktop Publishing Software/DTP (1). [1]

(b) Describe **one** feature of this software, other than a spell checker, which Tom could use when creating the poster.

.....

 Up to TWO marks for a full description of
 any feature of DTP software that could be
 used:

 e.g. [2]

- Text/graphic fields (1) can be used to add content to the page (1).
- Page layout tools (1) used to organise where elements will be placed on the poster (1).
- Templates (1) can be used to create a common layout (1).
- Wizards (1) used to create standard documents (1).
- Word art (1) to create titles (1).

Mark scheme guidance

6 (a)

Trade names are acceptable.

6 (b)

This answer is NOT dependent on 6a (you may award if 6a is wrong).

DO NOT award spell checker.

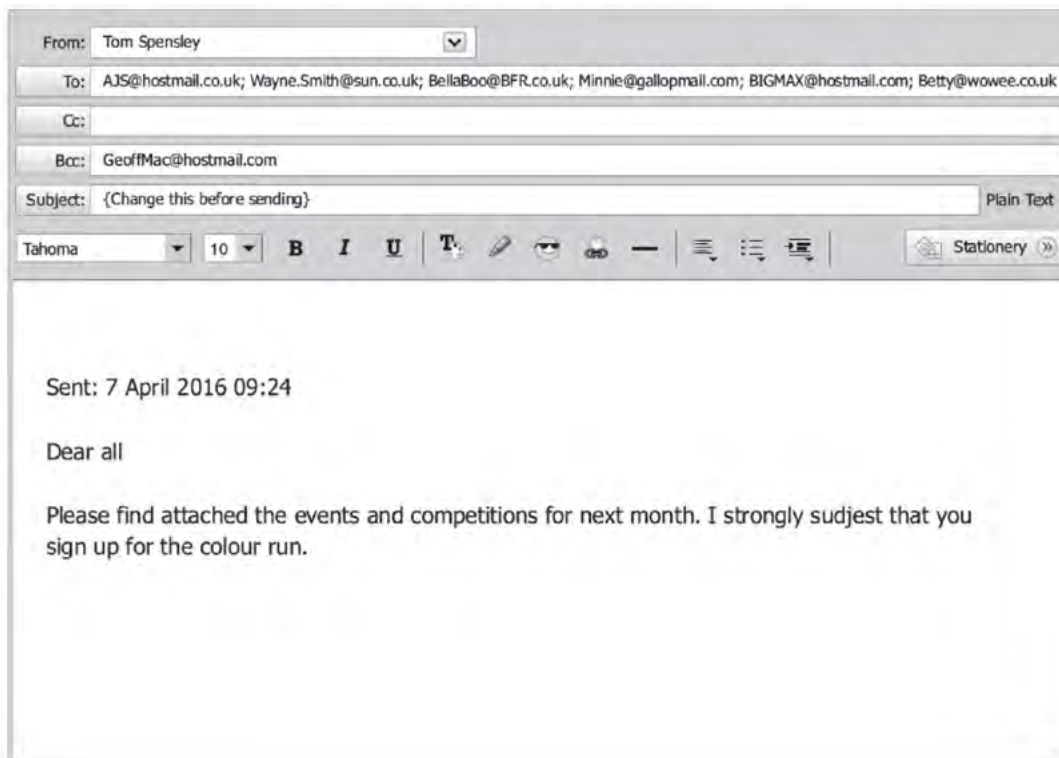
DO NOT award extension mark if feature mark not awarded.

Examiner comments

Question 6 focussed on the use of DTP software and features thereof. Many candidates gave really good answers to these two questions and seemed very happy to explain in full how their chosen feature could be used.

Question 7

- 7 At the start of each month, Tom sends a group email to each of his private clients.



Tom made five errors when writing the group email opposite. Complete the table below to identify each error and why it is an error.

	Error	Why this is an error
(i)	<p>Up to TEN (5 x 2) marks available.</p> <p>Subject (line) (has not been changed/lack of (suitable) title (1) (Accept "no title")) e.g.</p> <ul style="list-style-type: none"> • Reader will not know what the email is about (1). • Makes Tom look like he lacks attention to detail (1). <p>Suggest has been spelt <u>sudjest</u> (1) e.g.</p> <ul style="list-style-type: none"> • This is the wrong spelling (of the word) (1). <p>Email addresses are not all in the BCC section (1) e.g.</p> <ul style="list-style-type: none"> • Email address should be kept secret (1). • Makes Tom look like he lacks attention to detail (1). <p>No attachment (1) e.g.</p> <ul style="list-style-type: none"> • Tom has said that he has added an attachment (1). • Makes Tom look like he lacks attention to detail (1). <p>No signature/sign off (or equivalent) (1) e.g.</p> <ul style="list-style-type: none"> • It is good practice to include a signature (1). • A signature makes the email appear more formal (1). • Makes Tom look like he lacks attention to detail (1). • Customer may not be clear who it is from (1). 	
(ii)		
(iii)		
(iv)		
(v)		

[10]

Mark scheme guidance

Candidate may identify issues in any order.

Award two marks for each answer that identifies the mistake and explains why it is a mistake.

Read the whole answer (left and right cells) and mark to candidates' best advantage, but ONLY where the expansion matches the identified problem. Reason may be an implication rather than why it is an error.

Only award each of the following once only:

- **makes Tom look like he has not paid attention**
- **Makes Tom seem impolite**
- **Creates a poor impression**

IF candidate swaps the "Error" and "what caused the error" answers, marks can still be awarded if the pairing is correct.

"Spelling" on its own is sufficient for 1 mark.

Examiner comments

Question 7 was a slight departure from the style of previous questions which caught some candidates out. The spelling of email addresses was not incorrect, nor was the inclusion of time. Many candidates scored well here but where there were problems in accessing the marks available this was because they did not state why the error was an error.

Question 8

8 Tom has recently been the victim of cyber-bullying.

(a) Describe **one** form this cyber-bullying could have taken.

- Up to TWO marks for any suitable example of cyberbullying
- e.g.
- • (Abusive) message (or equivalent) (1) on social media (or example) (1).
 - • Someone posting comments to start an argument (1) on a website (or example) (1). [2]

(b) Describe **two** ways that Tom should deal with this cyber-bullying to reduce the chance of it happening again.

- 1 Up to FOUR marks available (two marks MAX per description)
- e.g.
- • Report to the police/trusted adult/website etc (1) by clicking on the report button/ask them to take action (or example) (1).
 - • Block the sender or email, for example (1) on the account/so they can no longer contact him (1).
 - 2 • Ignore the comments (1) so that the sender does not get any enjoyment/feedback (or equivalent) (1).
 - • Screen shot the comment (1) to use as evidence(1).
 - • Make settings private/closed groups (1) so cannot be found (1). [4]

Mark scheme guidance

8 (a)

Answers should identify the “cyber” aspect and the “bullying” aspect.

i.e Facebook (1) message (1) is acceptable. The bullying aspect is inherent in the question.

Social media in its widest sense – including email and text(ing).

8 (b)

DO NOT accept “delete the message”.

“Report it” is sufficient for one mark.

Answer must be in form.

Way (1) expansion (1).

Where a candidate has explained their answer, rather than describe, you may award this answer if it is a valid answer e.g. Report to the police (1) so that they can investigate (1).

Examiner comments

Question 8 was really gratifying and showed a really good level of understanding of e-safety issues. Many candidates were fully aware of how to deal with cyber bullying and, again, gave competent, descriptive answers.

Question 9

- 9 Tom has been researching into the use of games consoles and specialist input devices to increase children's participation in exercise.

Identify **two** specialist input devices that would involve players directly in exercise whilst using games consoles.

1 TWO from:

2 e.g.

[2]

- Dance mat (1).
- Drum kit (1).
- Guitar (1).
- Microphone/mic (1).
- Kinect/Camera (1).
- Wii remote/wiimote (1).
- Wii step (1).
- Movement sensitive controller (1).
- Stationary bike (1).
- Infrared sensor/controller (1).
- Pressure pad (1).

Mark scheme guidance

Award any input device that would allow the user to simulate the physical activity AND take part in exercise.

Accept trade names.

Remote control AND sensor on their own are both too vague.

Examiner comments

Question 9 allowed candidates to explore their imagination. It would appear from the answers given that some candidates could not quite believe that the answer 'dance mat' was sufficient for one mark and so gave some very inventive answers about what a dance mat was.



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