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IT

Unit **2: Global Information**

Level 3 Cambridge Technical in IT

Mark Scheme for June 2017

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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.

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Question			Answer	Marks	Guidance
1	**a**	**i**	• Numerical / number / integer	1	For 1 mark Not real – engine sizes do not have decimals
1	**a**	**ii**	• Engine sizes are whole numbers (1) • Validation can be set (1) to only accept numbers (1)] • A dropdown list (1) can be used to minimise data entry errors (1) • Any other valid suggestion	3	Points marking approach Accept reasons why other field / data types have not been used.
1	**b**		• Bike Hire (1) • CBT (1) • Theory (1) • Module1 (1) • Module2 (1)	1	For 1 mark
2			• The actions that can be carried out by users (1) can be limited (1) • The actions are based on the username of the user (1) • Some users / instructors can only read data (1) this will stop edits being made by lots of people (1) • Higher grade staff / managers (1) will be able to read and	4	Points marking approach

<table>
<tr><th colspan="3">Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td></td><td></td><td></td><td>edit data (1)

• This provides an audit trail (1) and limits access to data (1)
• Access permissions can be used (1) to restrict user access / control of data (1)
• Access rights can be set as read only (1) or read/write (edit) data (1).
• Any other valid suggestion</td><td></td><td></td></tr>
<tr><td>3*</td><td></td><td></td><td>Indicative content

• send copy of data held to learners, at regular intervals so that they can check it for accuracy and update it
• put security measures in place so that the learners personal data is protected against e.g. people phoning in to Progress BikeSafe would have to answer security questions. unauthorised/unlawful processing / accidental loss/damage/destruction
• request only the necessary information relevant to courses required so that the data collected is adequate, relevant and not excessive for the purpose
• remove a learners data from the system if they ask so that data is not kept longer than necessary
• provide details of the data controller to learners so that they can write to request access to the data stored about them
• include questions about direct marketing on forms completed by learners so that learners can opt out if they wish

• staff training on what they can and cannot do with the data (e.g. must not pass it on to a third party without express permission of the owner of the data)</td><td>10</td><td>Levels of response marking approach

<table><tr><td>7 - 10 marks</td><td>Candidate has shown a detailed level of understanding by discussing more than one action that could be taken to comply with the DPA.
Relevant examples will be used to support discussion and ideas will be expressed clearly and fluently.
There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</td></tr><tr><td>4 – 6 marks</td><td>Candidate has shown a good level of understanding by explaining at least one action that could be taken to comply with the DPA.
Some examples will be used to support explanations which may not be relevant and may at times detract from fluency of narrative.
At the bottom of the mark band the candidate may have described a single action.
There is a line of reasoning presented with some structure. The information</td></tr></table></td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td></td><td></td><td></td><td>• Any other valid suggestion</td><td></td><td>
<table>
<tr><td></td><td>presented is in the most part relevant and supported by some evidence.</td></tr>
<tr><td>1 – 3 marks</td><td>Has identified points relevant to the actions that could be taken.
Limited use of examples to accompany description and ideas will be poorly expressed.
At the bottom of the mark band as single action may have been identified with an example.
The information is basic and communicated in an unstructured way.
The information is supported by limited evidence and the relationship to the evidence may not be clear.</td></tr>
<tr><td>0 marks</td><td>Nothing worthy of credit.</td></tr>
</table>
</td></tr>
<tr><td>4</td><td></td><td></td><td>Device
• <u>Portable / external</u> hard drive (1st)
• Memory / USB Stick (1st)
• <u>Portable</u> SSD (1st)

Justification
• Large amounts of data (1) can be saved (1)
• Devices can be used to store backup (1) and taken off premises / stored off-site (1)
• Portability (1) means is a fire / example of other event (1) happens the backups are safe (1) so data can be restored (1)</td><td>5</td><td>The device must be correct to enable marks for the justification to be awarded.

DNA USB on its own.

Hard drive / SSD must be qualified as portable / external

1 mark for method, up to 4 for justification</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td></td><td></td><td></td><td>• Any other valid suggestion</td><td></td><td></td></tr>
<tr><td>5*</td><td></td><td></td><td>Indicative content

Benefits
• Emails are delivered extremely fast when compared to traditional post.
• Emails can be sent 24 hours a day, 365 days a year.
• Webmail means emails can be sent and received from any device, anywhere in the world, that has an internet connection
• Cheaper than using traditional post
• Emails can be sent to one person or a group
• An audit trail can be kept
• Attachments can be sent e.g. application forms to attend a course
• Any other valid suggestion

Limitations
• The recipient needs access to the Internet to receive email.

• Viruses are easily spread via email attachments

• Phishing

• No guarantee the mail will be read until the user logs on and checks their email.

• Possible incompatibility between system for opening attachments</td><td>10</td><td>Levels of response marking approach

<table>
<tr><td>7 - 10 marks</td><td>Candidate has shown a detailed level of understanding by discussing more than one benefit and limitation of using email.
Relevant examples will be used to support discussion and ideas will be expressed clearly and fluently.
There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</td></tr>
<tr><td>4 – 6 marks</td><td>Candidate has shown a good level of understanding by explaining at least one benefit and/ or limitation of using email.
Some examples will be used to support discussion which may not be relevant and may at times detract from fluency of narrative.
At the bottom of the mark band the candidate may have described a single benefit or limitation to using email.
There is a line of reasoning presented with some structure. The information presented is in the most part relevant and supported by some evidence.</td></tr>
<tr><td>1 – 3 marks</td><td>Candidate has identified points relevant to the use of email.
Limited use of examples to accompany description and ideas will be poorly expressed.
At the bottom of the mark band a single benefit / limitation may be identified with</td></tr>
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<table>
<tr><th colspan="3">Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td></td><td></td><td></td><td>• Emails may go into junk / spam folder and be deleted without being seen
• Lack of security leading to the possibility of emails being intercepted
• Any other valid suggestion</td><td></td><td><table><tr><td></td><td>an example.
The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</td></tr><tr><td>0 marks</td><td>Nothing worthy of credit.</td></tr></table></td></tr>
<tr><td>6</td><td>a</td><td></td><td>• A private network / VPN (1)
• An internet within the internet (1)
• Only accessible to staff of Progress BikeSafe / people with access credentials (1)
• Any other valid suggestion</td><td>2</td><td>Points marking approach</td></tr>
<tr><td>6</td><td>b</td><td></td><td>• Speed (1st) documents can be placed on intranet (1) and accessed without having to wait for hard copies to arrive (1)
• Security (1st) learners details will be kept safe (1) as only people with access credentials can access documents
• Access levels (1st) staff can have access to what they need</td><td>6</td><td>Points marking approach</td></tr>
</table>

Question			Answer	Marks	Guidance
			(1) for example part time staff can only access documents relevant to them (1) • Accessibility (1st) staff can access the documents from a variety of devices (1) at any time / from anywhere (1) • Any other valid suggestion		

Section B					
7	**a**	**i**	• Data that can be observed (1) but not measured (1) • Deals with description / text / written form • (1) • Example e.g. colour of clothes (1) • Any other valid suggestion	3	Points marking approach Example must relate to a clothing retailer
7	**b**	**ii**	• Name (1) • Gender (1) • Age (1) • Preference for types of clothing (1) • Any other valid suggestion	2	Points marking approach

<table>
<tr>
<td>7</td>
<td>b</td>
<td></td>
<td>
Indicative content

If quality of information is not good then the information collected will be worthless
Good quality information needs to be collected to enable retailer to analyses the collected information
Information collected should be:

Reliable
Valid
Relevant
Accurate

Survey needs to be targeted at a range of demographic categories
Range of types of questions, e.g. opinions etc.

</td>
<td>7</td>
<td>
Levels of response marking approach
<table>
<tr><td>5 - 7 marks</td><td>Candidate has shown a detailed level of understanding discussing the factors involved with collecting information in detail.

Relevant examples will be used to support discussion and ideas will be expressed fluently.</td></tr>
<tr><td>3 – 4 marks</td><td>Candidate has shown a good level of understanding explaining the factors involved with collecting information, although the explanation may be one-sided.

Some example(s) will be used to support explanations which may not be relevant and may at times detract from the fluency of the narrative.

At the bottom of the mark band the candidate may have described a single factor involved.</td></tr>
<tr><td>1 – 2 marks</td><td>Candidate has identified points relevant to the factors involved with the collection of information.

Limited use of examples to accompany description and ideas will be poorly expressed.

At the bottom of the mark band, a single point may be identified with an example.</td></tr>
<tr><td>0 marks</td><td>Nothing worthy of credit.</td></tr>
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7	**c**		**Benefits** • Survey can be linked to a spreadsheet (1) so results are directly imported (1) • Data can be ordered / grouped (1) according to pre-set rules (1) • Cell names (1) can be used to categorise data (1) • Any other valid suggestion **Limitations** • Data can be incorrectly imported (1) if survey does not follow format of spreadsheet (1) • Inexperienced users (1) could delete data (1) • A spreadsheet cannot manipulate text (1) so questions on survey need to be numerical (1) • Any other valid suggestion	6	Points marking approach Max 2 benefits and 1 limitation.

7	**d**		• Graphs / charts (1) can be used to convey numerical information (1) • Modelling / what-if questions can be used (1) to determine impact of variables on data (1) • Many people can use the spreadsheet (1) with cells being locked to avoid changes (1) • Statistical data can be found (1) by using functions / formulae (1) • Any other valid suggestion	6	Points marking approach
8	**a**		• Identity fraud (1) as personal details may have been stolen • Loss of finances (1) credit cards / loans could be taken out (1) • May have to reset all passwords (1) to ensure details held by other organisations do not get compromised (1) • May have to spend time (1) contacting other organisations who hold their personal data / checking credit files (1) • Any other valid suggestion	4	Points marking approach Max 2 impacts

8	**b**		• Makes it illegal to gain unauthorised access to computer material (1) the breach (1) means that access has been gained (1) • Unauthorised access with the intent to commit further offences (1) data may have been stolen (1) to enable identity theft to take place (1) • Unauthorised alterations may have been made (1) account details may have been changed (1) to the benefit of the hackers (1) • Any other valid suggestion	6	Points marking approach
8	**c**		• So staff are aware of the legal obligations (1) • To ensure all staff (1) know the procedures for handling information (1) • To ensure that the policy is written down (1) and can be referred to (1) • Any other valid suggestion	3	Points marking approach
8	**d**		• Shredding (1) • Any other valid suggestion	1	For one mark

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