

Cambridge TECHNICALS LEVEL 3

Cambridge
TECHNICALS

IT

Understanding the case study
June 2017 exam paper

Unit 2 – Global information
Version 1



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INTRODUCTION

Unit 2, Global information, is one of the externally assessed units within the Level 3 Cambridge Technicals in IT qualification. The qualification page provides information relating to the unit contents, sample assessment material and other useful resources. See link below.

<http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technicals-it-level-3-certificate-extended-certificate-introductory-diploma-foundation-diploma-diploma-05838-05842-2016-suite/>

The Unit 2 assessment involves the use of a case study to test candidates understanding of how information is communicated. The case study relates to a specific exam session and year. A pre-release version of the case study can be downloaded from Interchange 8 weeks before the exam takes place.

Each case study provides candidates with a scenario and research points. These research points target areas of the unit specification and require candidates to apply the research to the case study. The research points form the basis for the questions in Section A of the exam paper.

The business name will always be fictitious. However, the location may be a real place and the functions carried out will be based on real life examples. These should be considered when candidates are completing their research. For example, *Progress BikeSafe* is a fictitious business name but the location of the business, South Lakeland is authentic and in Cumbria, North-West England.

The function of the business described in the case study will be based on facts. For example, the process of learning and qualifying to ride a motorbike as described in *Progress BikeSafe* is taken from the process that exists currently in the UK.

Built into the case study is information that relates to the areas covered by the research points. This information provides the candidates, and you, with a starting point for the research and any improvements/changes that need to be recommended.

Each research point will relate to a question or questions in Section A of the exam paper. It is important, therefore, that all parts of the research points are fully covered by candidates during their research. Candidates should be informed about the differences in the context of the exam papers and, therefore, their answers. Section A should be fully and clearly answered within the context of the case study. Generic answers provided in Section A are unlikely to achieve all marks allocated for the question.

Section B of the exam paper does not relate to the case study. Candidates should answer Section B only in the specific context given in each question.

Each question in the exam paper will include a keyword or Command Verb. Candidates should be aware of the different requirements of each Command Verb and how the use of these will dictate the way the answer is to be structured. A resource relating to Command Words is available on the OCR website by following this link:

<http://www.ocr.org.uk/Images/273311-command-verbs-definitions.pdf>

TOP FIVE, TOP TIPS

1. Work the research points related to the case study yourself locating any points that need to be considered during the research.
2. Look for similar scenarios in real life that can help frame the scenario for the candidates.
3. Encourage candidates to identify the relevant points from the case study that relate to each research point. These should be used as the starting point for the research.
4. Don't just cover in class teaching the unit content that relates to the case study. The questions in Section B, worth 40 marks, can be taken from any part of the unit content.
5. Look at past Examiners Reports, available on the qualification page and past exam papers and mark schemes – available on Interchange. These will show how the questions in section A related to the research points. The mark scheme will also provide examples of how marks were awarded for each type of Command Verb and highlight common errors made by candidates. Also look at the Combined Feedback resource. This resource combines the exam paper, mark-scheme and Examiner's Report along with a range of candidates' answers and commentaries. Combined Feedbacks are produced for all the examined units (Units 1, 2 and 3) and are available from Interchange.

QUESTION 1

Question 1 was linked directly to the excerpt from the learner database provided in the case study

LearnerID	BikeHire	EngineSizecc	CBT	Theory	Module1	DatePassed1	Module2	DatePassed2	AdvancedSkills
1	<input checked="" type="checkbox"/>	395	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	07/01/2016	<input type="checkbox"/>		
2	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
3	<input checked="" type="checkbox"/>	595	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	09/06/2016	<input checked="" type="checkbox"/>	02/07/2016 MW	
4	<input checked="" type="checkbox"/>	125	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		

together with the third research point.

- **How, and why, different information styles are used in a database.** CS

There were also other pieces of information contained in the case study regarding the legal situation that restricts the learners to three engine sizes until they have successfully completed the course

The engine size of the motorbike will depend on the previous driving and riding history of the learner but can only be 125cc, 395cc or 595cc. CS

The database and research point were linked to section 2.1 in the specification – **Information styles and their uses.** UD
In this section of the specification a list of different information styles is presented and it is expected that through their learning:

- **Candidates should know about different information styles** UD
- **This should lead to an understanding that different styles of information are used for different purposes.**

The excerpt shows the fields and some records from the database During the preparation lessons ALL the different data types shown in the table and the reasoning behind their use should have been discussed and researched as to their suitability.

Answer all the questions.

Section A

This section relates to the case study on Progress BikeSafe.

1 The learner records database includes different information styles.

(a) (i) Identify the information style of the EngineSizecc field in the learner progress database table, see **(Fig.1)**.

..... [1]

The question has a keyword of IDENTIFY with one allocated mark. When answering this question, the candidate had to provide a single word.

Included in the pre-release material was information about the engine sizes that can be used when the learners are learning to ride a motorbike. This information was given in number form. Taking this information, acceptable information styles could include number, numerical or integer. CS

In addition to this information, an excerpt from the learner progress database table, shown above, was provided to the candidates in the case study. The excerpt shows the fields and some records. The excerpt shows the EngineSizecc field with records that included the corresponding engine sizes taken from the case study.

QP

(ii) Explain why this information style has been used.

.....

.....

.....

.....

..... [3]

The question has a keyword of EXPLAIN with three allocated marks. When answering this question, the candidate had to provide a three-part answer. There needed to be an identification of why the information style had been selected. This should then be developed to provide two further points relating to the use of this information style in the database.

Included in the case study was information about the sizes of engines that can be used when learners are learning to ride a motorbike. The case study also states that it is ONLY these engine sizes that can be used by the learners. As part of the background research into the scenario for the case study, candidates should have become aware that all engine sizes are only measured in whole numbers.

Further on in the case study information is given about the validation routines that have been incorporated into the database.

Progress BikeSafe has incorporated validation routines into the database, such as drop-down lists, to minimise data entry errors. CS

A clue has been given in the case study in that validation routines have been set on the database. This should lead candidates to consider what validation routines can be set and used. For this field there are only three engine sizes, which are numerical. Therefore, a validation routine setting the format of this field to accept numbers only would be one appropriate validation routine for this field.

QP

(b) Identify one field in the learner progress database table which is the Boolean information type.

..... [1]

The question has a keyword of IDENTIFY with one allocated mark. When answering this question, the candidate had to provide a single word/phrase.

An excerpt from the learner progress database table, shown above, was provided to the candidates in the case study. The excerpt shows the fields and some records. It can be seen from the excerpt that some of the fields use a tick box. This visual clue should enable candidates to see that the tick box used is of the Boolean information style as the box is either ticked or not.

QUESTION 2

QP

2 Progress BikeSafe is concerned about the security of the data held on the learner records database.

Explain how tiered levels of access can be used to maintain the security of the database.

.....
..... [4]

Question 2 was directly linked to the learner database and the logical protection methods that could be used to maintain security.

The question also directly related to bullet point 5 in the research points in the case study:

- **Different types of logical protection methods and how these can be used by Progress BikeSafe.** CS

There were also other pieces of information contained in the case study regarding the contents of the database and who was able to access this.

The database records data on:

- **confidential details for each learner, for example contact details;**
- **the progress of each learner through the licensing process;**
- **learners undertaking advanced skills riding;**
- **learners undertaking the speed awareness course.** CS

Progress BikeSafe employs office staff who carry out administration procedures, including updating the database and dealing with enquiries from learners. They also schedule courses and book theory and practical tests on behalf of learners. CS

The research point was linked to section 6.6 in the specification - **logical protection.** UD In this section of the specification a list of different logical protection methods is presented and it is expected that through their learning:

- **Candidates should know about the different protection measures to mitigate breaches in information security.** UD
- **This should lead to an understanding and justification of different measures that can be used in a given context.** UD

During the preparation lessons ALL the different logical protection measures and how each could be used should have been discussed and researched.

The question has a keyword of EXPLAIN with four allocated marks. When answering this question, the candidate had to provide an answer that was within the context of *Progress BikeSafe*. There needed to be consideration of the different levels of access and how these would maintain the security of the database.

The case study provides details of the contents of the learner database. The contents include confidential learner details and the learner progress. **The case study also provides information relating to the staff of Progress BikeSafe who access and update the database.** CS

There are currently no protection methods in place for this database, none have been detailed in the case study. As confidential details must be kept safe, part of the research the candidates need to complete would be to research the different logical protection methods that could be used to secure the database.

Currently the database is updated by a group of staff – the office staff. There is no indication of how many office staff there are but the use of the word ‘they’ in the case study can be taken as meaning more than one. CS

As there is more than one member of office staff an issue may arise when updates are being completed by two, or more, office staff at the same time. This could cause issues with the integrity of the database. To alleviate this, one method that could be used is tiered levels of access. By implementing this protection methods, only staff who have the correct permission will be able to edit or delete any records on the database.

QUESTION 3

QP

3* Progress BikeSafe holds learner details in its database and has to comply with the Data Protection Act (DPA).

Discuss the actions that should be taken by Progress BikeSafe to comply with the Data Protection Act (DPA).

.....

.....

.....

.....

.....

..... [10]

Question 3 was directly linked to the data stored in the database and legislative implications of the storing of this data.

The question also directly related to bullet point 5 in the research points in the case study:

- **The legislation relevant to the storage of data and the actions required to comply with the legislation.** CS

There were also other pieces of information contained in the case study regarding the contents of the database:

The database records data on:

- **confidential details for each learner, for example contact details;**
- **the progress of each learner through the licensing process;**
- **learners undertaking advanced skills riding;**
- **learners undertaking the speed awareness course.** CS

The research point was linked to section 4.1 in the specification – **UK legislation and regulation relating to the storage and use of information.** UD In this section of the specification a list of current UK legislation and regulations is presented and it is expected that through their learning:

- **Candidates should know about the different legislation and regulations that relate to the storage and use of information.** UD
- **This should lead to an understanding** UD **of the actions holders of information can take to comply with legal and regulatory requirements.**

During the preparation lessons ALL the different legislation and regulations relating to the storage of information, and the actions that should be taken to comply with these, should have been discussed and researched.

The question has a keyword of DISCUSS with 10 allocated marks. A * can be seen by the question number, this informs candidates that the quality of the extended response will be assessed when this question is being marked. Candidates need to provide an answer that covers a range of actions that need to be taken. The important clue as to the focus of the question was 'actions'. When candidates are developing the answer to a discuss question, they should keep referring back to the question. Candidates who provided a response that focussed simply on the eight DPA principles limited their accessibility to the higher level marks.

The case study provides clues as to the type and sensitivity of the data and information held in the learner database. One clue is that **'confidential details for each learner, for example contact details'** CS are stored.

A further clue about non-compliance with the actions needed was **The actual database table contains all the data about every learner from when Progress BikeSafe began operating as a business in 2014.** CS

The research point requires candidates to consider the legislation relating to the storage of data. The main focus of the research should have been on the DPA and the actions which Progress BikeSafe needed to take to comply with the DPA.

One of the compliance actions for the DPA is that data/information needs to be removed to ensure that data/information is not kept for longer than necessary. As the database contains details of all learners since 2014 part of the research should have highlighted that this requirement is not being met by Progress BikeSafe. This non-compliance could form the starting point for the research.

QUESTION 4

QP

4 The learner records database is backed up to a CD at the end of every working day.

Identify one other portable storage device which could be used. Justify your choice.

Device

.....

Justification

..... [5]

Question 4 was directly linked to the learner database and how this database is backed up.

The question also partly related to bullet point 1 in the research points in the case study:

- **How different types of information access and storage devices can be used in *Progress BikeSafe*.** CS

There were also other pieces of information contained in the case study regarding the database and current back-up procedures.

The school has approximately 500 learners each year. CS

Learner records are stored on a database which is backed up at the end of every working day. The back-up is stored on a CD which is placed in a fireproof safe. CS

The actual database table contains all the data about every learner from when *Progress BikeSafe* began operating as a business in 2014. CS

The research point was linked to section 1.2 / 1.3 in the specification –types of information storage media and **types of information access and storage devices. In this section of the specification a list of different storage media and information access and storage devices is presented and it is expected that through their learning:** UD

- **Learners should know about the different types of information storage media and devices and their characteristics.** UD
- **This should lead to an understanding of the use and advantages / disadvantages of both media and devices in a given context.** UD

During the preparation lessons ALL the different types of storage media and devices, including the characteristics, purpose, advantages and disadvantages should have been discussed and researched.

The question had two keywords, IDENTIFY and JUSTIFY with five allocated marks. This type of question requires candidates to identify for one mark with the remainder of the marks, four, allocated for the justification. To be considered for marks for the justification part of the answer, the mark for the identification must have been awarded. Where questions use this combination of keywords it is important that candidates correctly read the question. Where candidates failed to define that the device they were identifying was portable/external they were unable to access the marks allocated for the justification.

The case study had provided clues as to how many records are currently stored in the database and how many records are added to the database each year:

The school has approximately 500 learners each year. CS

The actual database table contains all the data about every learner from when *Progress BikeSafe* began operating as a business in 2014. CS

These clues should have lead candidates to realise that the database currently holds approximately 1500 records with this number increasing by approximately 500 each year. This number should have been reviewed by candidates considering the research carried out relating to legislation and one of the required actions - removing learners from the database so that data/information isn't held for longer than necessary.

The research carried out by the candidates about the different storage devices should have included the characteristics and the advantages and disadvantages of each. The database is currently backed up to a CD which is stored in a fire proof safe. The question then requires candidates to recommend an alternative which is portable. The research should have covered the characteristics which would enable candidates to select a portable and external storage device. The researched advantages and disadvantages would enable candidates to provide the justification for their identified choice.

QUESTION 5

QP

5* Progress BikeSafe sends emails to its part-time staff to inform them of dates of future courses.

Discuss the benefits and limitations of using this communication method.

.....

..... [10]

Question 5 was directly linked to the communication with the different groups of people that currently occurs within *Progress BikeSafe*.

The question also partly related to bullet point 2 in the research points in the case study:

- **Different types of www.technology networks and the characteristics that make them suitable for *Progress BikeSafe* including how email communication can be used.** CS

There were also other pieces of information contained in the case study regarding the possible limitations to email communication.

***Progress BikeSafe* is a driving school which specialises in teaching people to ride motorbikes. The school is based in South Lakeland and has learners who come from all over The Lake District.** CS

Once the motorbike licence test has been passed, *Progress BikeSafe* can provide lessons in advanced riding skills such as safe riding on rural lanes and motorways. CS

Some of the riding trainers work on a part-time basis, for example, the staff who train learners on the advanced skills riding courses. At the moment all communication with part-time staff is completed by phone or email. The communication includes confirmation of dates, times of courses and the names of learners who will be attending the course. CS

The research point was linked to section 3.2 in the specification – **Categories of information used by individuals.** UD
In this section of the specification a list of different information categories is presented and it is expected that through their learning:

- **Candidates should know about the different categories of information and how they can be used by different holders of information.** UD
- **This should lead to an understanding of the benefits and limitations of the use of different categories of information by holders of information.** UD

Email has been specified in the research point. The research carried out by the candidates should, therefore, focus on this including the benefits and limitations. However, ALL the other categories of information included in the list must be covered during the teaching of this unit.

The question has a keyword of DISCUSS with 10 allocated marks. A * can be seen by the question number, this informs candidates that the quality of the extended response will be assessed when this question is being marked. Candidates need to provide an answer that covers a range of benefits and limitations of the use of email, including examples relevant to *Progress BikeSafe*.

During the research carried out by the candidates the location of *Progress BikeSafe* within the Lake District, should have been considered. Candidates should have realised, during their research, that some areas of the UK have limited internet access and mobile phone coverage, including 3G and 4G. These could result in issues when sending or receiving emails.

The emails are sent to the part-time staff. A further clue is that the emails sent include course details. This clue should have lead candidates to realise that the part-time staff are not based in the office of *Progress BikeSafe*. With part-time working it is not always guaranteed that staff will check their emails on a regular basis, this may cause issues if an email is not read in time for the start of the course. Sending emails could enable the information to be saved or kept in the inbox and referred to at a later date. Whilst this can be seen as a benefit, this point could also be a limitation as the information stored could have a reduced security level. **CS**

During the research, candidates should provide an example, related to *Progress BikeSafe*, for each benefit and limitation they have found.

QUESTION 6

Question 6 was directly linked to the proposed implementation of an intranet.

The question also partly related to bullet point 2 in the research points in the case study:

- **Different types of www.technology networks and the characteristics that make them suitable for Progress BikeSafe including how email communication can be used.** CS

There were also other pieces of information contained in the case study regarding the information that would be put onto the intranet for the part-time staff to access:

The communication includes confirmation of dates, times of courses and the names of learners who will be attending the course. CS

Progress BikeSafe is considering implementing an intranet to enable staff to access learner and course details. CS

The research point was linked to section 1.5 in the specification – **World Wide Web (WWW) technologies.** UD

In this section of the specification a list of different technologies is presented and it is expected that through their learning:

- **Candidates should know about the different types of www.network technologies and their characteristics.** UD
- **This should lead to an understanding of the purpose of the different technologies in a variety of contexts.** UD

During the preparation lessons ALL the different types of www. technology networks, their characteristics and how each could be used should have been discussed and researched.

QP

6 Progress BikeSafe is considering using an intranet to enable the part-time staff to access their course details.

(a) Describe what is meant by an intranet.

.....

..... [2]

This question has a keyword of DESCRIBE with two allocated marks. Candidates should provide a description of the purpose of an intranet. The answer to this question could be generic or applied to *Progress BikeSafe*.

Whilst the research relating to different types of www. technology networks was being carried out candidates should have considered the purpose of each. This question links to the purpose of an intranet.

QP

(b) Identify and describe two characteristics of an intranet which would make it suitable for part-time staff to access their course details.

1

.....

2

..... [6]

The question had two keywords, identify and describe with six allocated marks. Candidates had to identify and describe **two** characteristics – the two is in bold to highlight this to the candidates. This type of question requires candidates to identify two characteristics for two marks, one for each, with the remainder of the marks, four, allocated for the descriptions, each being worth two marks. To access the marks for the descriptions, the mark for the identification must have been awarded.

The research carried out by the candidates should have included the characteristics of an intranet. A characteristic is a 'distinguishing feature'. For example, one characteristic of an intranet is security as an intranet is, by definition, a closed, private network. Candidates needed to select two of these characteristics which would make them suitable for the part-time staff to access the course details.

The characteristics selected should take into account the details that are included in learner and course details that would be accessed by part-time staff using the intranet.

CASE STUDY

OCR
Oxford Cambridge and RSA

Level 3 Cambridge Technical in IT
05838/05839/05840/05841/05842/05877

Unit 2: Global information

INSERT

Wednesday 17 May 2017 – Afternoon

INSTRUCTIONS FOR LEARNERS

- This is a clean copy of the pre-release material which you should already have seen.
- You should refer to it when answering the examination questions which are printed in a separate booklet.
- You may **not** take your previous copy of the pre-release material into the examination.
- You may **not** take notes into the examination.

INFORMATION FOR LEARNERS

- This document consists of 4 pages. Any blank pages are indicated.

INSTRUCTION TO EXAMS OFFICER/INVIGILATOR

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C186/4706/7 OCR is an exempt charity. **Turn over**

In the following version of the case study, we've indicated where sections of information relate to the specific questions within the question paper.

OCR LEVEL 3 CAMBRIDGE TECHNICALS IN IT

UNIT 2 UNDERSTANDING THE CASE STUDY
JUNE 2017 EXAM PAPER

Organisational profile

Introduction

Progress BikeSafe is a driving school which specialises in teaching people to ride motorbikes. The school is based in South Lakeland and has learners who come from all over The Lake District. **Q1**

The school provides theory lessons to enable their learners to pass the theory component of the motorbike licence test. In addition, the driving school also provides practical lessons to develop the learners' competence on riding a motorbike. The practical lessons enable them to pass the skillsbased components of the motorbike licence test.

Once the motorbike licence test has been passed, *Progress BikeSafe* can provide lessons in advanced riding skills such as safe riding on rural lanes and motorways. **Q2**

Services

The main services provided by *Progress BikeSafe* are:

- theory lessons;
- basic motorbike practical lessons;
- advanced skills practical lessons;
- advice and guidance on the equipment needed for riding a motorbike, for example helmets and clothing.

Progress BikeSafe is able to hire motorbikes to their learners to complete the Compulsory Basic Training (CBT) and each of the practical modules. The engine size of the motorbike will depend on the previous driving and riding history of the learner but can only be 125cc, 395cc or 595cc. **Q3**

To ride a motorbike requires the successful passing of the CBT. *Progress BikeSafe* offers this training as a 1 day course. Following this training, learners have to pass the theory part of the test.

The theory test may have already been completed if the learner has been driving a car. This prior achievement can be used to gain a motorbike licence.

When the theory test has been successfully completed, a 2 module practical test must be taken. Both modules must be passed before a motorbike licence can be issued to the learner. Module 1 is an off-road practical test, whilst the focus of module 2 is on-road riding.

Module 1 must have been successfully completed before a learner can take the module 2 test. If a learner fails module 1 then they must wait 3 working days before taking the module test again. If module 2 is failed then the learner must wait for 10 working days.

Learner records

The school has approximately 500 learners each year. **Q4** The learners' progress through the licence process varies with some learners having to take further lessons to enable them to pass one of the practical skills modules.

A learner may also have to undertake a course of practical skills lessons if, for example, they have lost their licence due to dangerous riding or through fixed penalty points going on their licence. *Progress BikeSafe* is also part of the nationwide speed awareness initiative where riders have to take a course following them being caught doing excessive speeds by the police.

Learner records are stored on a database which is backed up at the end of every working day. The back-up is stored on a CD which is placed in a fireproof safe. **Q5**

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Q#

The number indicates the question number (from the question paper) the text from the case study relates to.

Organisational profile

Introduction

Progress BikeSafe is a driving school which specialises in teaching people to ride motorbikes. The school is based in South Lakeland and has learners who come from all over The Lake District. Q5

The school provides theory lessons to enable their learners to pass the theory component of the motorbike licence test. In addition, the driving school also provides practical lessons to develop the learners' competence on riding a motorbike. The practical lessons enable them to pass the skillsbased components of the motorbike licence test.

Once the motorbike licence test has been passed, Progress BikeSafe can provide lessons in advanced riding skills such as safe riding on rural lanes and motorways. Q5

Services

The main services provided by *Progress BikeSafe* are:

- theory lessons;
- basic motorbike practical lessons;
- advanced skills practical lessons;
- advice and guidance on the equipment needed for riding a motorbike, for example helmets and clothing.

Progress BikeSafe is able to hire motorbikes to their learners to complete the Compulsory Basic Training (CBT) and each of the practical modules. **The engine size of the motorbike will depend on the previous driving and riding history of the learner but can only be 125cc, 395cc or 595cc.** Q1

To ride a motorbike requires the successful passing of the CBT. *Progress BikeSafe* offers this training as a 1 day course. Following this training, learners have to pass the theory part of the test.

The theory test may have already been completed if the learner has been driving a car. This prior achievement can be used to gain a motorbike licence.

When the theory test has been successfully completed, a 2 module practical test must be taken. Both modules must be passed before a motorbike licence can be issued to the learner. Module 1 is an off-road practical test, whilst the focus of module 2 is on-road riding.

Module 1 must have been successfully completed before a learner can take the module 2 test.

If a learner fails module 1 then they must wait 3 working days before taking the module test again. If module 2 is failed then the learner must wait for 10 working days.

Learner records

The school has approximately 500 learners each year. Q4 The learners' progress through the licence process varies with some learners having to take further lessons to enable them to resit one of the practical skills modules.

A learner may also have to undertake a course of practical skills lessons if, for example, they have lost their licence due to dangerous riding or through fixed penalty points going on their licence. *Progress BikeSafe* is also part of the nationwide speed awareness initiative where riders have to take a course following them being caught doing excessive speeds by the police.

Learner records are stored on a database which is backed up at the end of every working day. The back-up is stored on a CD which is placed in a fireproof safe. Q4

The database records data on:

- confidential details for each learner, for example contact details; **Q3**
- the progress of each learner through the licensing process;
- learners undertaking advanced skills riding;
- learners undertaking the speed awareness course. **Q2 Q3**

Fig.1 shows an excerpt from the learner progress database table, showing some complete records. The actual database table contains all the data about every learner from when Progress BikeSafe began operating as a business in 2014. Progress BikeSafe has incorporated validation routines into the database, such as drop down lists, to minimise data entry errors. **Q1 Q3 Q4**

Staffing

Progress BikeSafe employs office staff who carry out administration procedures, including updating the database and dealing with enquiries from learners. They also schedule courses and book theory and practical tests on behalf of learners. **Q2**

Some of the riding trainers work on a part-time basis, for example, the staff who train learners on the advanced skills riding courses. At the moment all communication with part-time staff is completed by phone or email. The communication includes confirmation of dates, times of courses and the names of learners who will be attending the course. **Q5 Q6**

Progress BikeSafe is considering implementing an intranet to enable staff to access learner and course details. **Q6**

Appendix

Excerpt from the learner progress database table

LearnerID	BikeHire	EngineSizecc	CBT	Theory	Module1	DatePassed1	Module2	DatePassed2	AdvancedSkills
1	<input checked="" type="checkbox"/>	395	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	07/01/2016	<input type="checkbox"/>		
2	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
3	<input checked="" type="checkbox"/>	595	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	09/06/2016	<input checked="" type="checkbox"/>	02/07/2016 MW	
4	<input checked="" type="checkbox"/>	125	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		

Fig.1

To prepare for the examination, you should research the following themes:

- How different types of information access and storage devices can be used in *Progress BikeSafe*. **Q4**
- Different types of www.technology networks and the characteristics that make them suitable for *Progress BikeSafe* including how email communication can be used. **Q2 Q5 Q6**
- How, and why, different information styles are used in a database. **Q1**
- The legislation relevant to the storage of data and the actions required to comply with the legislation. **Q3**
- Different types of logical protection methods and how these can be used by *Progress BikeSafe*.



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