



Cambridge Technicals Level 3

Information Technology

05838-05842 & 05877

Unit 2 Global Information

OCR Report to Centres June 2018

About this Examiner Report to Centres

This report on the 2018 Summer assessments aims to highlight:

- areas where students were more successful
- main areas where students may need additional support and some reflection
- points of advice for future examinations

It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

The report also includes links and brief information on:

- A reminder of our **post-results services** including **reviews of results**
- Link to **grade boundaries**
- **Further support that you can expect from OCR**, such as our CPD programme

Reviews of results

If any of your students' results are not as expected you may wish to consider one of our Reviews of results services. For full information about the options available visit the [OCR website](#). If University places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications: <http://www.ocr.org.uk/administration/stage-5-post-results-services/enquiries-about-results/service-2-priority-service-2-2a-2b/>

Grade boundaries

Grade boundaries for this, and all other assessments, can be found on the [OCR website](#).

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Unit 2 Global Information

1. General Comments:

It was pleasing to note that the overall performance of the candidates had improved from the January 2018 session. However, it was also noted that many candidates still demonstrated knowledge gaps in relation to the unit content. Centres should ensure that candidates are familiar with all areas of the unit content prior to being entered for the external examination.

The correlation between content, context and command word also appeared to be limited. Candidates should be aware of the differing command words, e.g. identify, describe, explain, discuss, and the demands of each of these. Candidates should also be familiar with the concept that questions may have a specific focus. It is this focus, which should be considered by candidates when composing their responses to questions.

In this unit, a pre-release case study is issued; this provides the context for Section A of the external examination. Many candidates appeared to be unfamiliar with the context of the case study, for this external examination this was Progress LakeSailing. This apparent lack of familiarity limited candidate's accessibility to many of the questions in Section A of the external examination where the questions are directly linked to this case study

The case study also includes some research prompts for candidates. These prompts should not be ignored as the knowledge gained through completing the research will enhance accessibility to the questions in Section A.

Section B of the external examination does not require candidates to link their responses to the case study. It was, however, noted that there was evidence of knowledge gaps from the candidates' responses in this section.

There are many resources available, which can be used during the teaching of this unit. Centres are encouraged to access the resources available from the OCR website that relate to the interpretation of the case study and exemplification / analysis of candidate responses from the 'Summer 2017' session. The exemplar candidate answers and commentary document is available from OCR Interchange (login required).

2. Comments on Individual Questions:

Section A

This section of the external examination was directly linked to the case study, Progress LakeSailing.

Q1 The focus of this question was on the use of a memory stick to backup the entry database and the different protection methods that could be used. This question linked to bullet points 1 & 2 of the research points.

Part (a) of the question required candidates to identify the type of information storage media a memory stick is included in. Many candidates were able to correctly identify this as being Solid State media.

Part (b) of the question required candidates to describe an advantage and disadvantage of using a memory stick to back up the entry database. Many candidates were able to provide a response that included the fact that a memory stick is portable and so could be used in different devices and that because a memory stick is small it can be easily lost. Some candidates felt that a memory stick did not have a large enough storage capacity to store all the entrants to the regatta. In the case study, it was clearly stated that there were only 300 entrants to the regatta and, as such, responses relating to storage size were not valid.

Part (c) of the question required candidates to explain how a password could be used to increase the security of the entry database. Many candidates were able to explain that a password would only give access to those who knew that password. However, there were many instances of candidates explaining what a password is and how it should be constructed. For example, a password should include a range of characters including numbers, letters and special characters. This type of response did not answer the question and, as such, gained 0 marks.

Part (d) of the question required candidates to identify and describe a physical security method that could be used to secure the laptop in the timing office.

If candidates failed to identify a suitable method then they were unable to access the marks allocated for the description.

It was unfortunate that some candidates failed to comprehend the fact that this part of the question require a physical protection method. There were also many instances of candidates identifying security guards. This would not be appropriate in the context of Progress LakeSailing. However, many candidates were able to identify a relevant physical protection method and were able to gain marks for the description.

Q2 The focus of this question was on the use of a spreadsheet when recording the regatta results. This question linked to part of bullet point 1 in the research points in the case study.

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Candidates needed to describe 2 advantages and 1 disadvantage of using a spreadsheet to record the regatta results. Many candidates were able to provide good responses to this question demonstrating a good level of knowledge and understanding. However, there were many instances of candidates providing responses that related to the generic aspects of spreadsheets rather than applying these to the recording of the results.

Q3 The focus of this question was on the internet access at the regatta. This question linked to bullet point 3 in the research points in the case study.

Part (a) of the question required candidates to identify the type of internet connection that is used during the regatta. The case study provides information about how the internet is accessed during the regatta – by using a dongle. Many candidates were able to provide an acceptable response to this part of the question. However, there were many instances of candidates providing ‘dongle’ as their response. This response did not provide the type of internet connection, simply the device through which the internet is accessed. As such, this response gained 0 marks.

Part (b) of the question focussed on the location of the timing office and how the location could affect the speed of the internet access. Many candidates were able to provide some indication relating to the geographical location of the timing office, with some consideration of the method of internet access, and how this can slow down the speed of internet access. Acceptable responses included the fact that there are hills and mountains in the LDNP which can slow down the speed and that water, being on the shores of Lake Windermere can also slow down the speed. There were many other responses provided which demonstrated a full understanding of the case study and that the research points had been fully covered by the candidates.

Part (c) of the question required candidates to identify a characteristic of an internet connection. Despite ‘speed’ being provided in the question with candidates being asked for one other, a number of candidates provided speed as their response.

Q4 This question was marked using a banded response method. Candidates were awarded marks based on the level of detail included in their response, and the application of their response to Progress LakeSailing. The question also incorporated the quality of the response in terms of correct use of technical terms and the coherent use reasoning. This is denoted by the use of a * next to the question number with candidates being informed of this in the rubric on the front of the examination paper. This question linked to bullet point 4 in the research points in the case study.

The focus of the question was on the implications of the Copyright, Designs and Patents Act when Progress LakeSailing using the photographs of the winning crews and boats.

To be awarded a mark in the middle mark band candidates needed to provide a description of at least one implication. Examples also needed to be provided which related to the case study, Progress LakeSailing.

Many candidates were able to provide a description of at least one implication. The most common implication was that if someone else using these photographs off the website and the actions that could be taken by Progress LakeSailing. However, candidates were unable to provide further implications to Progress LakeSailing.

The level of detail provided and the evidence of explanations, with appropriate examples related to Progress LakeSailing, enabled candidates to be considered for a mark in the highest mark band. Those candidates who were awarded marks in the highest mark band considered the inclusion of any sponsor logos being captured in the photographs and the actions that Progress LakeSailing would have to take to include these in the photograph on the website.

It was evident that candidates had some knowledge of the Copyright, Designs and Patents Act, but this knowledge appeared to be limited and was, at the lower range of marks, not applied to the case stud

Q5 The focus of this question was on the condition set by the LDNP for Green IT to be used at the regatta. This question linked to bullet point 4 in the research points in the case study. It appeared that many candidates had focussed their research on the wider environmental issues that could arise rather than on the specific use of Green IT.

Part (a) of the question focussed on one action that could be taken to conform to this condition. This part of the question was, generally, answered very well with most candidates achieving the 2 allocated marks. The most common response was that any paper / ink cartridges used should be recycled. A further response, which demonstrated good research, was that entries could be uploaded to the Cloud so reducing the amount if consumables used.

The response to part (b) of the question were very variable. Some candidates failed to read the question correctly, which limited their accessibility to the allocated marks. The focus of the question was on the benefits to the organisers of using Green IT. As such, generic response such as better for the environment, with no application to Progress LakeSailing, failed to attract any marks.

Those candidates who provided benefits to the organiser generally achieved good marks for this part of the question. Acceptable responses included, for example, the image and reputation of Progress LakeSailing would increase which could lead to an increase in the number of entrants or spectators, which could lead in increased profits.

Section B

Candidates did not need to apply their responses to Progress LakeSailing in this section of the external examination

Q6 This question required candidates to complete a table to show the acceptable and unacceptable links between the components of a L1 DFD.

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It was evident that many candidates entered for this examination had little, if any, knowledge of data flow diagrams. Data flow diagrams is included in the unit specification in LO5 – understand the process flow of information.

Q7 The focus of this question was on a retail organisation using data and information.

Part (ai) of the question required candidates to explain what is meant by the public classification of information. Whilst some candidates were able to provide a response, which attracted marks, there were many others who demonstrated a lack of knowledge. There were many examples of candidates explaining that public information included sensitive information, which could not be shared with anyone. It was this type of response that demonstrated a knowledge gap relating to the different information classification types.

Part (aii) of the question required candidates to identify 2 stakeholders of the public information type. The majority of candidates were able to provide 2 acceptable response.

Part (b) of the question required candidates to identify 2 characteristics of information and explain why each is important, apart from comparability, which was given in the question. If candidates failed to provide a correct characteristic, they were unable to access the marks allocated for the explanation.

Yet again, this question demonstrated a knowledge gap from some candidates. However, those candidates who were able to identify two appropriate characteristics were able to access most of the 6 marks allocated to this part of the question. Acceptable characteristics included validity, reliability, relevance and bias.

Part (c) of the question focused on the text style of a mailshot to be sent to customers advertising a new range of children's toys. Many candidates failed to read the questions correctly and provided response that implied the mail shot was targeted at children rather than the parents, the customers. Acceptable response could include that the text style should relate to the house style or that the text style should catch the eye / be appealing to the customers,

Part (d) of the question focused on describing how a database of customer records could be used to create the mail shot. Many candidates were able to achieve marks for saying that the database would be searched to find those customers who have purchased children toys in the past.

Part (e) of the question required candidates to state an appropriate text style to be used for the mailshot for those customers with a visual impairment. Many candidates were able to gain the allocated mark; however, there were a large proportion of candidates who provided an incorrect response. Again, this demonstrates a knowledge gap on this area of the unit specification.

Q8 This question focussed on the use of an MIS system being used by the Human Resources (HR) department in a multi-national company. The title of this unit is 'Global Information' and, as such, it is expected that some reference as to how information can be used across the global, multi-nationally, should be included in the teaching of the unit.

This question part (a) was marked using a banded response method. Candidates were awarded marks based on the level of detail included in their response, and the application of their response to the question context. The question also incorporated the quality of the response in terms of correct use of technical terms and the coherent use reasoning. This is denoted by the use of a * next to the question number with candidates being informed of this in the rubric on the front of the examination paper.

To be awarded a mark in the middle mark band candidates need to provide a description of how an MIS could be used with some examples relating to either staff (the HR element) or multi-nationality.

Many candidates were able to achieve a mark in the middle mark band, demonstrating some knowledge of the use of an MIS system and providing some examples relating to either staff or multi-nationality.

In addition to the requirements for the middle mark band, to reach the highest mark band candidates needed to provide an explanation as to the use of an MIS. Examples needed to cover both staff and the multi-nationality of the organisation. The examples did not need to be in any great depth, but both had to be included to be considered for a mark in this mark band.

Acceptable examples could include the use of contact details if there was an emergency if a member of staff was working in a different country, trends and patterns in sickness rates could be identified and compared across different countries and shortages in staff in any given department / country could be quickly identified.

Part (b) of the question focused on the identification and description of 2 security risks to the MIS. If candidates failed to identify a correct risk, they were unable to access the marks allocated for the description.

Most candidates were able to identify hacking / unauthorised access and provide some description. There did, however, appear to be knowledge gap about any further security risks. Acceptable security risks included accidental loss of data or intentional tampering with data.

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The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Telephone: 02476 851509

Facsimile: 02476 421944

Email: vocational.qualifications@ocr.org.uk

www.ocr.org.uk

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Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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