

# **Cambridge Technicals IT**

## **Unit 2: Global information**

Level 3 Cambridge Technical in IT  
**05838 – 05842 & 05877**

## **Mark Scheme for June 2023**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

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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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**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the Batch 1 and Batch 2 (100% ) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or by email.
5. **Crossed Out Responses**  
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

**Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. (The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)

**Short Answer Questions** (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

**Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional lined pages if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add an annotation to confirm that the work has been seen.
7. Award No Response (NR) if:
  - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).
8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.

9. Assistant Examiners will email a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.


















10. For answers marked by levels of response:

**To determine the level** – start at the highest level and work down until you reach the level that matches the answer

**To determine the mark within the level**, consider the following

<b>Descriptor</b>	<b>Award mark</b>
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations - These are the annotations to be used when marking Unit 2:

Annotation	Meaning	Annotation	Meaning
	Tick – correct answer		Omission mark
	Cross – incorrect answer		Highlight
	Plus – use for positives		Max
	Minus – use for negatives		Vague
	Unclear		Too vague
	Level 1		Repeat
	Level 2		Noted but no credit given
	Level 3		Not relevant
	Benefit of doubt		
	Blank Page		

12. **Subject-specific Marking Instructions****INTRODUCTION**

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

Question		Answer	Marks	Guidance						
1	(a)	<ul style="list-style-type: none"> <li>Government (1)</li> </ul>	1	<p>For one mark.</p> <p>Correct Answer Only (CAO)</p>						
1	(b)	<ul style="list-style-type: none"> <li>Number / numerical (1)</li> </ul>	1	<p>For one mark.</p> <p>Correct Answer Only (CAO)</p>						
1	(c)	<table border="1"> <thead> <tr> <th>Information Style</th> <th>Field</th> </tr> </thead> <tbody> <tr> <td>Boolean (1)</td> <td>E Ticket (1)</td> </tr> <tr> <td>Text (1)</td> <td>           First name (1)            Family Name (1)            Issuing Country (1)            Departing Port (1)            Arriving Port (1)            Country (1)            Postcode (1)         </td> </tr> </tbody> </table>	Information Style	Field	Boolean (1)	E Ticket (1)	Text (1)	First name (1) Family Name (1) Issuing Country (1) Departing Port (1) Arriving Port (1) Country (1) Postcode (1)	4	<p>2 marks to be awarded for each of two rows.</p> <p>The field and information style must be linked.</p> <p>Do not accept answers relating to numeric as this is the focus of Q1(b)</p>
Information Style	Field									
Boolean (1)	E Ticket (1)									
Text (1)	First name (1) Family Name (1) Issuing Country (1) Departing Port (1) Arriving Port (1) Country (1) Postcode (1)									
2		<p><b>The identification and justification of the type of source to include:</b></p> <ul style="list-style-type: none"> <li>External (1<sup>st</sup>)</li> <li>The exchange rate is taken from the European Central Bank (ECB) website (1) this is external / outside the PHIH (1) with the information being used by PHIH (1)</li> <li>Any other valid suggestion</li> </ul>	4	<p>1<sup>st</sup> Mark – identification of correct information source            2<sup>nd</sup> / 3<sup>rd</sup> / 4<sup>th</sup> Marks – justification of choice method</p> <p>The source must be correct before the justification marks can be awarded.</p> <p><b>Do NOT accept Secondary</b></p>						



Question		Answer	Marks	Guidance
3		<p><b>The identification and justification of the characteristic of information to include:</b></p> <ul style="list-style-type: none"> <li>Valid / Reliable / Accurate (1<sup>st</sup>)</li> <li>PHIH has to know (1) how many passengers leave / arrive on the ferry (at each port) (1)</li> <li>The information will be used in an emergency (1) to check the passengers (1)</li> <li>To check the correct passengers (1) are embarking / disembarking at a port (1)</li> <li>Any other valid suggestion</li> </ul>	3	<p>1<sup>st</sup> Mark – identification of characteristic of information 2<sup>nd</sup> / 3<sup>rd</sup> Marks – justification of choice method</p> <p>The characteristic must be correct before the justification marks can be awarded.</p> <p>Read whole answer and mark to candidate's advantage.</p>
4	(a)	<p><b>Possible explanation of how the booking database can be used for decision making could include:</b></p> <ul style="list-style-type: none"> <li>Journeys between ports (1) can be analysed to see the most popular routes (1) to determine if they should be continued (1)</li> <li>Low passenger numbers (1) can be identified (1) to reduce the price / ferries between the ports (1)</li> <li>Can identify when (1) the most journeys occur (1) to inform decisions about increasing the number of ferries on a route (1)</li> <li>High passenger numbers (1) to ensure staffing levels / facilities (1) are appropriate / conform to safety regulations / the ferry is prepared (1)</li> <li>Any other valid suggestion</li> </ul>	3	<p>Up to three marks for an explanation.</p> <p>Read whole answer and mark to candidate's advantage.</p>

Question		Answer	Marks	Guidance
4*	(b)	<p><b>A discussion of the logical protection methods that could be used to maintain security to include:</b></p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Tiered levels of access to limit accessibility to the personal details. Can be used with user ID &amp; passwords to set the access level</li> <li>• Access levels can be related to a person's job role and what the person is allowed to do with the personal details e.g. read / write / edit.</li> <li>• Firewall to monitor network traffic. The traffic that does not meet the pre-defined rules will be denied access.</li> <li>• A password restricts access to the database so without a correct password the contents of the database cannot be accessed</li> <li>• Passwords and user ID can be combined to authenticate the user so access to the database can be limited to a specific group of users</li> <li>• Obfuscation can be used to make the personal details unintelligible.</li> <li>• Encryption of the personal details at rest, the personal details are encrypted when they are stored. If the device is hacked or stolen then, without the encryption key, the data cannot be unencrypted.</li> <li>• Any other valid suggestion</li> </ul>	10	<p><b>Mark band 3 (7 - 10 marks)</b> The learner has shown a detailed level of understanding by explaining the logical protection methods that can be used to protect personal details. The learner is able to provide a clear explanation of more than one logical protection method. Examples used to support discussion may be superficially related to scenario. Subject specific terminology and knowledge will be clearly used to support and inform the discussion. <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p><b>Mark band 2 (4 – 6 marks)</b> The learner has shown a good level of understanding by describing the logical protection methods. Descriptions may concentrate on one logical protection method, with, at the lower end of the mark band, limited depth. Some examples, generic or taken from the scenario, may be used to support discussion but may not be relevant and may at times detract from fluency of narrative. <i>There is a line of reasoning presented with some structure. The information presented is in the most part relevant and supported by some evidence.</i></p> <p><b>Mark band 1 (1 – 3 marks)</b> The learner has identified points relevant to logical protection methods and ideas will be poorly expressed. Subject specific terminology may be limited or missing. <i>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.</i></p> <p><b>0 marks</b>      Nothing worthy of credit.</p>

Question		Answer	Marks	Guidance								
5	(a)	<p><b>A comparison of the use of podcasts and blogs to include:</b></p> <p><b>Podcasts</b></p> <ul style="list-style-type: none"> <li>• Usually a sound / video file</li> <li>• Can be downloaded and played or can be streamed from PHIH website.</li> <li>• Usually stand-alone so each podcast deals with a different route / journey between 2 ports</li> <li>• Any other valid suggestion</li> </ul> <p><b>Blogs</b></p> <ul style="list-style-type: none"> <li>• Usually text based but can include images</li> <li>• Usually read online / directly from PHIH website</li> <li>• Can cover a range of topics / information about e.g. Routes / new ferries and facilities and written by one person but can include contributions from other people</li> <li>• Any other valid suggestion</li> </ul>	4	<table border="1"> <tr> <td>4 marks</td> <td>2 complete comparisons</td> </tr> <tr> <td>3 marks</td> <td>1 comparison + 1 point about either side</td> </tr> <tr> <td>2 marks</td> <td>1 complete comparison</td> </tr> <tr> <td>1 mark</td> <td>1 point about either side</td> </tr> </table> <p><i>If the answer is presented as 2 separate paragraph / sentences/ concepts, then a maximum of 1 mark can be awarded.</i></p>	4 marks	2 complete comparisons	3 marks	1 comparison + 1 point about either side	2 marks	1 complete comparison	1 mark	1 point about either side
4 marks	2 complete comparisons											
3 marks	1 comparison + 1 point about either side											
2 marks	1 complete comparison											
1 mark	1 point about either side											

Question		Answer	Marks	Guidance
5	(b)	<p><b>Possible advantages to passengers of the use of podcasts to include:</b></p> <ul style="list-style-type: none"> <li>Podcasts can be downloaded (1) and saved for future reference (1)</li> <li>A specific podcast (1) can be downloaded based on the route between 2 ports being shown (1)</li> <li>The passenger can pause / rewind (1) a podcast to revisit specific sections (1)</li> <li>Any other valid suggestion</li> </ul> <p><b>Possible disadvantages to customers of the use of podcasts to include:</b></p> <ul style="list-style-type: none"> <li>Some podcasts can be of a large file size (1) and may take time to download (1)</li> <li>If the podcast is streamed (1) then a stable / high bandwidth internet connection is required (1)</li> <li>Any other valid suggestion</li> </ul>	4	<p>Up to two marks for each of two descriptions.</p> <p>The case study does not specific the type of podcast – live / streamed or uploaded. Accept answers relating to both of these types of podcast.</p>
5	(c)	<p><b>Possible methods to conform to UNCRPD to include:</b></p> <ul style="list-style-type: none"> <li>Browser extensions / settings (1<sup>st</sup>) to change the colours used on the website (1) for users with colour blindness (1)</li> <li>Alt Tags (1<sup>st</sup>) alternative text (1) that describes an element / graphic / image / video (1)</li> <li>Captions / subtitles (1<sup>st</sup>) can be added to videos / podcasts (1) for those users with a hearing disability (1)</li> <li>Link Text (1<sup>st</sup>) a webpage can be scanned through (1) so blind / visually impaired user can just listen to the available links (1)</li> <li><u>Increase</u> text size (1<sup>st</sup>) to help visually impaired users (1) to read contents (1)</li> <li>Any other valid suggestion</li> </ul>	6	<p>For two methods: 1<sup>st</sup> Mark – Identification of method 2<sup>nd</sup> / 3<sup>rd</sup> Marks – description of method</p> <p>DNA screen readers as these are given in the question.</p> <p>The method must be correct before the description marks can be awarded.</p>

Question		Answer	Marks	Guidance
<b>Section B – Online surveys relating to entertainment viewing e.g streaming / pay-to-view / free services</b>				
6	(a)	<p><b>Characteristics of an intranet include:</b></p> <ul style="list-style-type: none"> <li>• Private (1)</li> <li>• Only accessed internally / Closed (1)</li> <li>• Any other valid suggestion</li> </ul>	2	One mark for each of two characteristics.
6	(b)	(i) <p><b>Explanation of ‘identify potential sources’ stage of data analysis to include:</b></p> <ul style="list-style-type: none"> <li>• ETVS identify a range of sources / target audience (1) which must be reliable (1) to ensure the collected information is suitable/ provides enough information to meet the objectives / is unbiased / is relevant (1)</li> <li>• Any other valid suggestion</li> </ul>	3	Up to three marks for explanation.
6	(b)	(ii) <p><b>Identification and description of the next data analysis stage to include:</b></p> <ul style="list-style-type: none"> <li>• Source / select <u>information</u> (1<sup>st</sup>)</li> <li>• Information is gathered (1)</li> <li>• Based on the sources selected in previous stage (1)</li> <li>• The most useful gathered information is selected / not useful information is discarded (1)</li> <li>• Any other valid suggestion</li> </ul>	3	<p>1<sup>st</sup> mark – identification of stage of data analysis 2<sup>nd</sup> &amp; 3<sup>rd</sup> marks – description of stage</p> <p>The stage must be correct before the description marks can be awarded.</p>
6	(b)	(iii) <ul style="list-style-type: none"> <li>• Identify the need (1)</li> <li>• Define the scope (1)</li> <li>• Select the most appropriate tools (1)</li> <li>• Process / analyse data (1)</li> <li>• Record / store information (1)</li> <li>• Share results (1)</li> </ul>	1	<p>One stage correctly identified for one mark.</p> <p>These are the stages defined in the unit specification.</p> <p>DNA identify potential sources / source &amp; select as these are already covered in the question.</p>

Question		Answer	Marks	Guidance
6	(c)	<p><b>Identification and description of a characteristic of an extranet to include:</b></p> <ul style="list-style-type: none"> <li>Private (1<sup>st</sup>) Restricts access (1) to those with log-in details / credentials (1)</li> <li>(Part) shared access (1<sup>st</sup>) access is <u>only</u> (1) to specified file(s) / the survey (1)</li> <li>Any other valid suggestion.</li> </ul>	3	<p>1<sup>st</sup> mark – identification of characteristic 2<sup>nd</sup> &amp; 3<sup>rd</sup> marks – description of characteristic</p> <p>The characteristic must be correct before the description marks can be awarded.</p>
7	(a)	<p><b>An explanation of the purpose of qualitative data, including an example, to include:</b></p> <ul style="list-style-type: none"> <li>Collects data that describes / cannot be measured / observed / analysed (1) and is subjective / opinions / open (1)</li> <li>Example (1) e.g. Why did you give that score?</li> <li>Any other valid suggestion.</li> </ul>	3	<p>Up to two marks for explanation.</p> <p>One mark for example relevant to surveys.</p>
7	(b)	<p><b>An explanation of the difference between data and information including an example to include:</b></p> <ul style="list-style-type: none"> <li>Information – 1 from <ul style="list-style-type: none"> <li>is data which is in context (1)</li> <li>processed data (1)</li> <li>has meaning (1)</li> <li>understandable (1)</li> </ul> </li> <li>Data – 1 from: <ul style="list-style-type: none"> <li>raw unorganised facts that need to be processed (1)</li> <li>not in context (1)</li> <li>has no meaning (1)</li> </ul> </li> <li>Example (1) e.g. answers to ranking question is data which needs to be processed to provide information</li> </ul>	3	<p>Up to two marks for a complete difference.</p> <p>MAX one mark if a difference is not provided in answer.</p> <p>One mark for example relevant to surveys.</p>

Question		Answer	Marks	Guidance
7	(c)	<p><b>Possible description of the difference between partially and completely anonymised data includes:</b></p> <ul style="list-style-type: none"> <li>Partially anonymised data has had <u>some</u> information removed / visible (1)</li> <li>Partially anonymised data is subject to DPA / GDPR legislation (1)s</li> <li>Fully anonymised data has had <u>all</u> information (that can link it to a person / organisation) removed (1)</li> <li>Fully anonymised data is not subject to DPA / GDPR legislation (1)</li> <li>Any other valid suggestion</li> </ul>	2	Up to two marks for one difference. Must consider both sides for full marks.
7	(d)	<p><b>Possible explanation what is meant by the information security principle of availability to include:</b></p> <ul style="list-style-type: none"> <li>Information is <u>always</u> available to (1) and usable (1) by the individuals / groups / processes that need it. (1)</li> <li>Example (1) e.g. people analysing the results of the surveys must be able to access the data at all times</li> <li>Any other valid suggestion</li> </ul>	4	Up to three marks for valid explanation.

Question	Answer	Marks	Guidance
8*	<p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Good quality information will enable the clients to make well-informed decisions</li> <li>• Good quality decisions will make sure actions taken by clients will consider the views of the survey respondents</li> <li>• The opinions of the people taking survey will be able to be assessed</li> <li>• The style of feedback is important such as numerical, text, graphs etc as clear (good quality) feedback will enable clients to easily see the results of the analysis.</li> <li>• If the current entertainment products have failed to meet the needs, then the clients can react with further plans</li> <li>• Bad quality information can be unreliable, inaccurate or biased so can lead to bad decisions being taken by the clients, reputational damage</li> <li>• Any other valid suggestion</li> </ul>	10	<p><b>Mark band 3 (7 - 10 marks)</b>  The learner has shown a detailed level of understanding by explaining why it is important that ETVS provide good quality information to their clients. The learner is able to provide a clear explanation of more than one reason. Examples used to support discussion may be superficially related to scenario. Subject specific terminology and knowledge will be clearly used to support and inform the discussion. <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p><b>Mark band 2 (4 – 6 marks)</b>  The learner has shown a good level of understanding by describing why it is important that ETVS provide good quality information to their clients. Descriptions may concentrate on one reason, with, at the lower end of the mark band, limited depth. Some examples may be used to support discussion but may not be relevant and may at times detract from fluency of narrative. <i>There is a line of reasoning presented with some structure. The information presented is in the most part relevant and supported by some evidence.</i></p> <p><b>Mark band 1 (1 – 3 marks)</b>  The learner has identified points relevant to the importance of good quality feedback and ideas will be poorly expressed. Subject specific terminology may be limited or missing. <i>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.</i></p> <p><b>0 marks</b>      Nothing worthy of credit.</p>



Question		Answer	Marks	Guidance
9	(a)	<p><b>An explanation of the purpose of the Freedom of Information (Fol) Act includes:</b></p> <ul style="list-style-type: none"> <li>• Enables the general public (1) the right to access information about the activities (1) carried out by a public authority (1)</li> <li>• Any other valid suggestion</li> </ul>	3	<p>Up to three marks for explanation.</p> <p>The focus is the PURPOSE of the Fol not how it is / can be used</p>
9	(b)	<p><b>An explanation of why ETVS does <u>not</u> have to respond includes:</b></p> <ul style="list-style-type: none"> <li>• ETVS is a business (1) who are not covered by the Fol Act (1)</li> <li>• Only public authorities / those funded by the state are covered by this Act (1)</li> <li>• Any other valid suggestion</li> </ul>	3	Up to three marks for explanation.

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