OCR
Oxford Cambridge and RSA

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

IT

05838–05842, 05877

Unit 2 January 2024 series

Contents

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from Teach Cambridge.

Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on **File > Export to** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

Unit 2 series overview

It was pleasing to note that the overall performance of the candidate continues to improve. However, it was also noted that many candidates still demonstrated knowledge gaps in relation to the unit content. Centres should make sure that candidates are familiar with all areas of the unit content before being entered for the external examination.

The correlation between content, context and command words still 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. A few candidates were unfamiliar with the context of the pre-release case study. For this external examination this was PH International Removals (PHIR). This apparent lack of familiarity limited candidates' accessibility to many of the questions in Section A of the external examination where the questions are 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, 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 Teach Cambridge that relate to the interpretation of the case study and exemplification/analysis of candidate responses from previous sessions.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• applied their responses in Section A to the pre-release case study • answered questions and provided examples in Section B in the given context of a sports competition • understood the question command words and the demands of these.	• provided limited application of the responses in Section A to the pre-release case study • provided responses and examples which did not apply to the context in Section B.

Section A overview

This section of the external examination was directly linked to the case study, PH International Removals (PHIR).

Question 1 was directly linked to bullet points 1 and 2 of the research points.

Question 2 was directly linked to bullet points 2 and 4 of the research points.

Question 3 was directly linked to bullet point 3 of the research points.

Question 4 was directly linked to bullet point 1 of the research points.

Question 5 was directly linked to bullet point 5 of the research points.

Question 1 (a)

1　　The PHIR website includes a webpage where customers can complete an interactive form to request a quote.

(a)　Identify the **information format** of this webpage.

　　　Justify your choice.

　　　Format ....

　　　..

　　　Justification ....

　　　..

　　　..

　　　..

　　[3]

This question focused on the information format of the PHIR website. Details were provided in the pre-release case study about how this website was used. Some of the responses to this question appeared to demonstrate a knowledge gap relating to the different types of information formats, as defined in LO1.6, in the unit specification.

Where candidates did provide the correct response, dynamic, they then went on to provide a clear and detailed justification. Acceptable justifications included that the website contained an interactive form used by customers to request a quote.

If candidates did not access the mark allocated for identifying the correct information format, they could not be considered for marks for the justification.

Question 1 (b)

(b) The information collected by the interactive form can be classified as **primary** data.

Explain, using an example from the interactive form, why this information would be classified as **primary** data.

....

....

....

....

....

.... **[3]**

> The focus of this question was on why the information collected by the interactive form would be classified as primary data. Details were provided in the pre-release case study relating to the interactive form and the fact that customers used this form to provide information to PHIR.
>
> Some of the answers provided appeared to demonstrate confusion between primary and secondary data as defined in the unit specification, LO5.1. The question also required an example to be provided. This example should have been related to the requirements of the interactive form. There was some evidence of examples being provided that did not relate to PHIR, this meant that the mark allocated for the example could not be considered for marks.

Question 2 (a)

2　When a container is packed, the barcode on each packing box is scanned.
The warehouse staff use a **handheld device** to scan the barcodes.

(a)　Identify **two** characteristics of **handheld devices** that make them suitable for this task.

1 ....

....

2 ....

....
　　 [2]

> This question focused on the characteristics of handheld devices. The command word 'identify' means that a word or short phrase is required. Many candidates were correctly able to identify that one characteristic is 'portable'. However, this response was then repeated, in many cases, by candidates stating that the devices can be moved. This is a repeat of portable and, as such, was not given a further mark.

Assessment for learning	
⟳	Candidates need to read the question carefully and make sure they only give the required number of responses. If they give more than is required, then only the required amount will be marked starting at the top of their response. For example, if the question asks for two points and they give three, only the first two they have written will be marked.

Question 2 (b)

(b) Describe **one** advantage and **one** disadvantage of using a **handheld device** for scanning the barcodes.

Advantage ....

....

....

....

Disadvantage ....

....

....

....

[4]

The focus of this question was on the advantages and disadvantages of using a handheld device to scan the barcodes. Candidates who provided answers such as quicker and easier were not able to access the allocated marks. At this level, this type of answer is not acceptable unless clearly and succinctly expanded.

One acceptable advantage was the fact that many handheld devices use batteries so barcodes can be scanned without being limited by power cables with a converse acceptable disadvantage being the fact that because batteries are used the devices may run out of power which would lead to the barcode scanning process being delayed while the batteries are replaced or charged.

Question 2 (c)

(c) Identify the **information style** that would be used to set the barcode to active on the customer record.

Justify your choice.

Style ....

....

Justification ....

....

....

....

[3]

Where candidates did provide the correct response, Boolean, they then went on to provide a clear and detailed justification. Acceptable justifications included that the status of the barcode is either active or inactive. Details were provided in the pre-release case study about the process carried out in the warehouse.

If candidates did not access the mark allocated for identifying the correct information style, they could not be considered for marks for the justification.

Question 3*

3* PHIR send emails to customers when their packing boxes are despatched in a container.

Discuss the **benefits** and **limitations** to PHIR of using this communication method.

....

....

....

....

....

.... **[10]**

This question was marked using a level of response method. Candidates were given marks based on the level of detail included in their response, and the application of their response to the case study. The question also incorporated the quality of the response in terms of correct use of technical terms and the coherent use of 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 given a mark in the middle mark band, candidates had to describe the benefits and limitations to PHIR of using email to communicate with customers. Acceptable benefits included that an audit trail can be kept in case of any questions from PHIR and / or the customers and, linked to this, attachments can be sent to provide documentation relating to the customers container.

Acceptable limitations included that to access emails internet access is required which customer may not have if they have just moved to a different country or, the internet access is limited based on the country being moved to.

Many candidates provided details relating to the fact that emails are quick, cheap, free and easier. Again, this strategy must have these terms clearly expanded to be considered for marks.

The greatest barrier to candidates being given the higher marks in the middle mark band was the lack of application to the case study, the level of detail provided and providing a range of benefits and limitations.

The level of detail provided, the evidence of explanations, with appropriate application, and examples related to PHIR could help candidates to be considered for a mark in the highest mark band. Candidates who achieved a mark in the highest mark band provided detailed explanation of a range of benefits and limitations including examples applied to PHIR and the correct use of subject specific terminology.

Assessment for learning

To do well on Section A 'discuss' questions candidates need to provide details and respond using the information provided in the pre-release case study. They need time to practice these skills during the teaching and learning phase in order to be able to access the higher mark bands in the exam

Question 4 (i), (ii) and (iii)

4   When the containers are transported to the leaving port, documents are uploaded to a secure cloud location.

(i)   Identify the **information format** that the secure cloud location would be included in.

....

.... **[1]**

(ii)   Explain **one** advantage to the PHIR representative at the destination port of using this **format**.

....

....

....

....

....

.... **[3]**

(iii) Explain **one** disadvantage to PHIR of using this **format**.

....

....

....

....

....

.... **[3]**

The focus of Question 4 was on the information format the secure cloud location was included in. Those candidates who provided a correct answer for part (i), document store, were then able to provide an advantage and disadvantage to PHIR of using this format.

Candidates were able to access marks for parts (ii) and (iii) of the question even if the answer to part (i) was incorrect.

Acceptable answers to part (ii) included the fact that the documents will be secure until accessed by the PHIR representative or an authorised employee of PHIR. Acceptable disadvantages included details relating to internet access being required to access the documents which in some counties, Antigua was included in the pre-release case study, may be limited meaning documents may not be able to be downloaded or accessed.

The answers to parts (Ii) and (iii) needed to be applied to PHIR and/or the PHIR representative. Where candidates provided generic answers, this was unlikely to attract all the allocated marks.

However, many candidates were unable to provide correct answers to this question which demonstrated a knowledge gap relating to this part, LO1.6/7/8, of the unit specification.

Assessment for learning

Where a question requires advantages/disadvantages or benefits/limitations, candidates should make sure the ones selected are appropriate and can be applied to the focus of the question.

Question 5 (a)

5　The security of the cloud location must be maintained.

(a)　Identify and describe **two** security **risks** to the secure cloud location.

Risk 1 ....

....

....

....

....

Risk 2 ....

....

....

....

....

[6]

The focus of this question was the security risks to the secure cloud location. Many candidates limited their accessibility to marks by either failing to identify the security risk or providing the same risk, for example unauthorised access to data is the same as hacking.

Where candidates did identify two security risks it was evident that they had a good understanding of security risks and were able to provide detail descriptions of these.

Question 5 (b)

(b) Identify **two** impacts to PHIR if security on the secure cloud location was **breached**.

Impact 1 ....

....

Impact 2 ....

....

[2]

The focus of this question was the impact to PHIR of a breach in security. Many candidates did not focus their response on PHIR but on their customers. Candidates should be encouraged to target their responses on the focus as detailed in the question. Those candidates who did not qualify their responses, for example, just putting reputation instead of loss or decrease in reputation. This did not enable marks to be awarded.

Acceptable impacts include loss of customer trust or a decrease in customers.

Section B overview

Candidates did not need to apply their responses to PHIR in this section of the external examination.

The scenario for this section related to a sports competition which had three different events with a range of classes. As such, all examples, where required, should have been applicable to this scenario.

Question 6*

6* Competitors can enter the competition using a web-based or paper-based form.

Explain how the **Equality Act** should be considered when creating the entry forms.

....

....

....

....

....

.... **[10]**

This question was marked using a level of response method. Candidates were given marks based on the level of detail included in their response, and the application of their response to the case study. The question also incorporated the quality of the response in terms of correct use of technical terms and the coherent use of 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 given a mark in the middle mark band, candidates had to describe why it the Equality Act, LO4.1, should be considered when the entry forms were being created. This could be either the paper-based or web-based forms. The context provided detailed that classes were available for those who have additional needs such as visual or physical impairments.

Many candidates did not focus their responses on the creation of the forms but provided details relating to how the events will be organised, for example having guides for visually impaired competitors. Generic answers related to the protected characteristics limited mark accessibility to the lowest mark band.

The greatest barrier to candidates being given the higher marks in the middle mark band was the lack of application to the case study and the level of detail provided. For example, identifying the protected characteristics but failing to apply these to the entry forms. The level of detail provided, the evidence of explanations, with appropriate application, and examples related to both formats of the entry forms could help candidates to be considered for a mark in the highest mark band.

Candidates who achieved a mark in the highest mark band provided detailed explanation of a range of reasons including examples applied to the entry form and the correct use of subject specific terminology.

Question 7 (a)

7   When the entry forms are received, the competitor details, including name, contact details and class are entered into a spreadsheet.

(a)   Identify the **classification** of **information** the name and contact details for each competitor would be included in.

Justify your choice.

Classification ....

....

Justification ....

....

....

....

....

....

[4]

Where candidates did provide an appropriate information classification, LO2.2, they then went on to provide a clear and detailed justification. Acceptable classifications were sensitive, personal, or public.

Acceptable justifications included that the information could be used to identify a competitor or that the entry list could be publicly available.

There did appear to be a misconception that the details would be included in the private classification.

If candidates did not access the mark allocated for identifying the correct information classification, they could not be considered for marks for the justification.

Assessment for learning

Candidates need to know about the different classifications of information. LO2.2 in the specification. They need to be able to select an appropriate classification based on a context and be able to justify their choice.

Question 7 (b)

The competitor details should demonstrate the characteristics of **valid** and **reliable**.

(b) Describe, using an example from the competitor details, what **valid** and **reliable** mean.

Valid ....

....

....

....

....

....

Reliable ....

....

....

....

....

....

[6]

This question focused on the definitions of the characteristics of valid and reliable. An example relating to the competitor details was also required for each characteristic.

Many candidates were able to provide descriptions of these characteristics with most providing acceptable examples relating to the competitor details.

Question 7 (c)

During the competition the spreadsheet is used to record the **times** for each competitor.

(c) Identify and describe **one** advantage and **one** disadvantage of using a spreadsheet to record the **times** for each competitor.

Advantage ....

....

....

....

....

....

Disadvantage ....

....

....

....

....

....

[6]

Question 7 focused on an advantage and disadvantage of using a spreadsheet to record competitor times, LO2.1. Where candidates did not identify an advantage and disadvantage, the answer could not be considered for the marks allocated for the description.

Acceptable advantages included that the spreadsheet could include different worksheets for different classes with an acceptable disadvantage being incorrect data entry due to manual entry.

There were many instances of answers relating to quicker, cheaper, faster and easier. Candidates who provided answers such as these were not able to access the allocated marks. At this level, this type of answer is not acceptable unless clearly and succinctly expanded.

The use of the spreadsheet, in this question, was on recording the competitor times meaning answers that related to analysing or data visualisation did not answer the question.

Question 7 (d) (i)

(d)

(i) Identify the **legislation** that applies to the competitor details stored in the spreadsheet.

....

.... **[1]**

Many candidates were able to identify the correct legislation as being the DPA or GDPR.

Question 7 (d) (ii)

(ii) Explain **one** consequence to the competition organisers if this **legislation** is broken.

....

....

....

....

....

.... **[3]**

Many candidates were able to access one of the marks allocated for this question. This mark was generally awarded for the identification of a consequence, for example fines or prosecution. However, man candidates were unable to provide further explanation of the identified consequence. For example, a fine could lead to a reduction in profit or revenue from the competition.

The focus of the question was a consequence to the competition organisers. Those candidates who focused their answer on, for example, the competitors were unable to access the allocated marks.

Question 8 (a)

8   The data stored in the spreadsheet must demonstrate the information security principle of **integrity**.

(a)   Describe what **integrity** means.

....

....

....

.... **[2]**

> Many candidates were able to provide a clear description of integrity. A clear definition is provided in the unit specification, LO6.1.

Question 8 (b)

(b)   The spreadsheet is **password** protected.

Explain how a **password** would maintain the integrity of the data shown on the spreadsheet.

....

....

....

....

....

.... **[3]**

> Many candidates were able to access the marks allocated to this question. The answers mainly focused on the fact that only those people who know the password/are authorised will be able to access and edit the spreadsheet so maintaining the integrity.

Question 8 (c)

(c) Identify the **information management** step that using a password on the spreadsheet would be included in.

....

.... **[1]**

Most of the answers to this question demonstrated a knowledge gap relating to information management steps, LO2.4. Many candidates provided the too vague answer of 'security' which has a different meaning to the correct management step of securing in the context of information management.

Question 9

9 After the competition has completed, analysis is carried out on the **data** to identify the competitors in each class who completed each event in the fastest time.

Identify the **data analysis tool** that would be used to complete this analysis.

Justify your choice.

Data analysis tool ....

....

Justification ....

....

....

....

....

....
     [4]

The focus of this question was on the use of the spreadsheet to identify the fastest time in each class. Many candidates failed to identify a correct data analysis tool demonstrating a knowledge gap relating to this area of the unit specification.

The data analysis tools, LO3.5, that could be used to complete this was trend and pattern identification or data visualisation. Where candidates correctly identified the data analysis tool, they were able to provide good justifications for their choice. Acceptable justifications included that charts / graphs could be used to interpret the results visually.

If candidates did not access the mark allocated for identifying the correct data analysis tool, they could not be considered for marks for the justification.

Assessment for learning

Candidates need to know about the eight different stages of data analysis. LO3.4 in the specification. They need to be able to select the correct data analysis stage based on a given context and be able to justify their choice.

Supporting you

Teach Cambridge

Make sure you visit our secure website **Teach Cambridge** to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

Don't have access? If your school or college teaches any OCR qualifications, please contact your exams officer. You can forward them this link to help get you started.

Reviews of marking

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the OCR website.

Keep up-to-date

We send a monthly bulletin to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, sign up here.

OCR Professional Development

Attend one of our popular CPD courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

Signed up for ExamBuilder?

ExamBuilder is the question builder platform for a range of our GCSE, A Level, Cambridge Nationals and Cambridge Technicals qualifications. Find out more.

ExamBuilder is **free for all OCR centres** with an Interchange account and gives you unlimited users per centre. We need an Interchange username to validate the identity of your centre's first user account for ExamBuilder.

If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on
01223 553998

Alternatively, you can email us on
support@ocr.org.uk

For more information visit
- **ocr.org.uk/qualifications/resource-finder**
- **ocr.org.uk**
- **facebook.com/ocrexams**
- **twitter.com/ocrexams**
- **instagram.com/ocrexaminations**
- **linkedin.com/company/ocr**
- **youtube.com/ocrexams**

We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.

I like this   **I dislike this**

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.