



Advanced Subsidiary GCE

**INFORMATION AND COMMUNICATION
TECHNOLOGY**

Unit G062: Structured ICT Tasks

Specimen Paper

Additional Materials: data files

G062QP



INSTRUCTIONS TO CANDIDATES

- You should attempt all tasks, working independently from other candidates.
- There are no time limitations on the tasks other than that they must be submitted by the appropriate internal deadline set by the Candidate's Centre. This deadline will reflect the need for the Centre to complete marking of the tasks and submission of marks to OCR by 15th May 200x.
- There are no restrictions on computing facilities, hardware or software that may be used.
- You are strongly advised to keep all your working notes as these may be required by the moderator.
- Reasons for answers to tasks are expected to form part of the work submitted.
- The total number of marks for this paper is 80.

INFORMATION FOR CANDIDATES

- **Candidates are reminded of the need for good English and clear presentation in their answers.**
- **They will be expected to have used software tools, such as spellcheckers, to help achieve this.**

Notice to candidates

1. The work which you submit for assessment must be your own.
However, you may:
 - (a)** quote from books or any other sources: if you do, you must state which ones you have used;
 - (b)** receive guidance from someone other than your teacher: if so you must tell your teacher, who will record the nature of the assistance given to you.
2. If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, **you may be disqualified from at least the subject concerned.**
3. When you hand in your coursework for assessment, you will be required to sign that you have understood and followed the coursework and portfolio requirements for the subject.

ALWAYS REMEMBER – YOUR WORK MUST BE YOUR OWN

This document consists of **8** printed pages.

Section A

Answer **all** questions.

Producing evidence:

All evidence must be shown in the answer framework called “Structured Tasks Specimen Answers – nnnnn – xxxx.rtf” where nnnnn is your centre number and xxxx is your candidate number. The only exception to this is the user documentation which must be created in a new document, printed as a PDF (Portable Document Format) file and saved as “Structured Tasks Specimen Documentation – nnnnn – xxxx.pdf”.

In addition to this, you should save the “Structured Tasks Specimen Answers – nnnnn – xxxx.pdf” document as a PDF file and give it the name of “Structured Tasks Specimen Answers – nnnnn – xxxx.rtf”.

Task 1**This is a design and software development task.**

EK Limited (Ltd) is a driving school in a large city with about 300 customers at any one time. Currently, 11 instructors are employed by EK Ltd. The driving school would like to produce some new stationery to provide a professional corporate image. Angela Keepax is one of the driving instructors.

EK Ltd want to produce business cards for all the instructors. When producing the business cards, the driving school want to use mail merge to automatically place the data about each instructor onto their card.

- (a) (i)** Create the data source for Angela and the other **ten** driving instructors. **[2]**
- (ii)** Produce the standard business card showing merge fields. Show evidence of the merge field codes. **[3]**
- (iii)** Using mailmerge, produce and print the **eleven** business cards. **[2]**

Angela Keepax is the instructor responsible for purchasing vehicles for the driving school. Whilst looking for vehicles, she notes down details of those she is interested in purchasing. The information she records about each vehicle is:

- where it is being sold
- registration mark (e.g. ZZ 05 ANG)
- year of first registration (e.g. 2005)
- current mileage
- make (e.g. Ford)
- model (e.g. Fiesta)
- engine size (e.g. 1300 cc)
- power (e.g. 110 bhp)
- manual or automatic
- colour
- metallic or standard paint
- whether or not it has
 - air conditioning
 - climate control
 - electric windows
 - central locking
 - heated seats
 - alloy wheels
- the purchase price.

(b) Produce a data collection form that Angela can use when she records details about vehicles. **[6]**

[Total 13 Marks]

Task 2**This is a design, software development and implementation task.**

EK Ltd have decided to install a touch screen in their business premises. The screen can be used by customers to select information about the driving school. They would like to include:

- an opening screen
- contact details for the driving school
- prices of lessons
- pictures of some of their cars
- pictures of their instructors
- pass rate statistics
- a video of a driving technique

- (a)** Using a diagram, design the overall structure of a presentation that can be used on the touch screen showing how all the screens will link together. **[3]**
- (b)** Following the design in (a), produce the presentation that can be used on the touch screen.
- (i)** Show screenshot evidence of all the screens you have produced. **[4]**
- (ii)** Show screenshot evidence of how you included the video in the presentation. The evidence must be clear enough to prove that you have used a video. **[1]**
- (iii)** Show screenshot evidence of your master slide. **[1]**
- (iv)** Show screenshot evidence of how you set up buttons or hyperlinks. **[1]**

The driving school want to be able to make changes to the presentation themselves when it becomes necessary.

- (c)** Produce user documentation to show how to:
- change the prices of lessons
 - take digital photographs of cars and instructors
 - include photographs in the presentation
 - add a new screen to the presentation.

You should save your user documentation as a Portable Document Format (PDF) file giving it the name of "Structured Tasks Specimen Documentation – nnnnn – xxxx.pdf" where nnnnn is your centre number and xxxx is your candidate number. **[10]**

The titles and sub-titles for each section of the user documentation should be automatically numbered. The contents page should be linked automatically to the titles and sub-titles.

- (d) (i)** Produce screenshot evidence of how titles and sub-titles were automatically numbered within the user guide. **[1]**
- (ii)** Produce screenshot evidence of how the contents page for the user documentation was created and how the page numbers in the contents can be updated when the layout of pages changes. **[1]**

[Total 22 Marks]

Task 3

This is a design, software development and testing task.

As part of the touch screen presentation, EK Ltd would like a spreadsheet to be created to allow potential customers to see how much a lesson will cost. There are four different types of lessons. The lessons are charged at different amounts per hour, as shown in table 3.1.

| Lesson Type | Charge per hour |
|---------------------|-----------------|
| Beginner | £15 |
| Test Retake | £13 |
| Disqualified Retake | £25 |
| Advanced | £10 |

Table 3.1 – Lesson Charges

Lessons can only be taken in full hours up to a maximum of 3 hours. The second hour has a discount of £1 and the third hour has a discount of £2. For example, a beginner taking a 3 hour lesson would be charged £15 + £14 + £13 = £42.

- (a) (i) Design a screen that will allow customers to select the lesson type and duration and display the total charge on the screen. This design must **not** be completed in spreadsheet software. [3]
- (ii) Produce a design specification for the screen. [3]
- (b) Produce the spreadsheet for use on the touch screen.
- (i) Provide evidence of the data look-up table used for the screen including the row and column headings (e.g. 1, 2, 3; A, B, C). [1]
- (ii) Provide evidence of the screen showing how a disqualified retake has been selected for 3 hours. [2]
- (iii) Provide evidence of the formulae or macros used, including the row and column headings (e.g. 1, 2, 3; A, B, C). You should annotate the evidence, describing the purpose of each component. [3]
- (c) Produce a table of test data using the structure below. You should plan **five** different tests that could be used to test this model, clearly identifying any input values to be used and the expected output values. Only the first five tests will be assessed. [5]

| Test Number | Description of Test | Type of Test | Input Data Value(s) | Expected Output Value |
|-------------|---------------------|--------------|---------------------|-----------------------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |

[Total 17 Marks]

[Turn Over]

Task 4

This is a software development and testing task.

EK Ltd currently use a paper based system. When a customer books a lesson, their record card at the driving school is updated. An example of a record card is shown in table 4.1.

| | | | | | | |
|--------------------------|--------------------|--------------------------|--|----------------|--------------|-------------|
| Name: | Nicola Long | Address: | 65 Boldmere Drive Fradley Lichfield Staffordshire WS54 9UZ | | | |
| Telephone: | 0525 555 5555 | | | | | |
| Mobile: | 0725 321 121 | | | | | |
| Date of Birth: | 14 Dec 1988 | | | | | |
| Licence Number: | LONG9 239138 NJ3NR | Date Passed Test: | | | | |
| Notes: | Evenings only | Level: | Beginner Test-Retake Disqualified-Retake Advanced | | | |
| Passed Theory: | Yes / No | | | | | |
| Usual Instructor: | John Woodward | Manual/Automatic: | M | | | |
| LESSONS | | | | | | |
| Date | Time | Length | Instructor | Vehicle | Price | Paid |
| 22-6-07 | 18:00 | 1 hr | MW | BX03HMY | £15 | ✓ |
| 29-6-07 | 18:00 | 1hr | MW | BX03HMY | £15 | ✓ |
| 6-7-07 | 18:30 | 2hrs | MW | BX03HMY | £29 | ✓ |
| 13-7-07 | 18:00 | 1hr | PM | BR54URS | £15 | ✓ |
| 20-7-07 | 18:00 | 3hrs | MW | BX03HMY | £42 | ✓ |
| 3-8-07 | 18:30 | 1hr | MW | BA55WEP | £15 | |
| 5-8-07 | 20:00 | 1hr | MW | BA55WEP | £15 | |

Table 4.1 – Driving School Record Card

The driving school also has record cards for its vehicles and instructors. The record card for each vehicle has information about its registration mark, make, model, year of registration, manual/automatic, availability and notes. The vehicle is either available or unavailable for use by the driving instructors at any one time. Notes for the vehicle are kept about its service history and any damage that is caused. The record card for each instructor has information about the instructor's name, date of birth, gender, date of first employment, date left (if appropriate) and National Insurance number.

EK Ltd have decided to use a database. Four data files for the database can be found at [http://www.ocr.org/..\(url to be confirmed\)](http://www.ocr.org/..(url to be confirmed)) – these are CUSTOMER, INSTRUCTOR, VEHICLE and LESSON.

- (a) Import the data from instructors.txt, customers.txt, vehicles.txt and lessons.txt and build the database table structure for the driving school. You will need to define primary keys, foreign keys and relationships. You will also need to amend the data and structure to remove any redundant data and create relationships.
- (i) Produce screenshot evidence to show the data types for each attribute with the primary keys used for each table (CUSTOMER, INSTRUCTOR, VEHICLE, LESSON). [5]
- (ii) Produce screenshot evidence to show the relationships between each table. [1]
- (b) (i) Show screenshot evidence of **all** the data in the CUSTOMER, INSTRUCTOR and VEHICLE tables. [1]

- (ii) Add **all** the data for the lessons from table 4.1. Show screenshot evidence of **all** the data in the LESSONS table. [2]
- (c) Give **two** different items of test data, with reasons, that could be used to test invalid input of the National Insurance number for the Driving Instructor. [2]
- (d) (i) Create a validation rule that ensures the input of transmission for the VEHICLE table can only be M or A. Show evidence of how the validation rule was set up, including the customised error message. [1]
- (ii) Test this validation rule by entering invalid data and produce a screenshot to show evidence of the customised error message that appears. Input data used should be clearly labelled. [1]
- (e) (i) Create a validation rule that ensures the input of date of birth for the CUSTOMER table can only be for customers who are at least 17 years old. Show evidence of how the validation rule was set up, including the customised error message. [1]
- (ii) Test this validation rule by entering invalid data and produce a screenshot to show evidence of the customised error message that appears. Input data used should be clearly labelled. [1]

The driving school want to be able to print various lists about the data.

- (f) (i) Produce screenshot evidence of a report to show all lessons on 29 June 2007 for John Woodward who is one of the driving instructors. The report must include at least the time and length of each lesson and the full name of each customer. [2]
- (ii) Produce a report to show all future lessons for Nicola Long (as from but not including 29 June 2007), include the finishing time of each lesson which is not stored in the database. You should provide screenshot evidence of how the finishing time is calculated and of the report showing all necessary data. [2]

Each customer will need a weekly invoice to show the lessons that have not been paid for and how much money is owed. EK Ltd shows Value Added Tax (VAT) on their invoices. The charges shown in table 3.1 already **include** VAT so you should be **subtracting** VAT. When EK Ltd produces each invoice, they would like to input the customer number when prompted so only one invoice is produced at a time.

- (g) (i) Create an invoice that can be used for any customer. As evidence you should include screenshots of invoices for customers who have any unpaid lessons. [3]
- (ii) Produce screenshot evidence of the calculations used for the invoices. [3]
- (iii) Provide screenshot evidence of the query structure used to organise the data for the invoice. [1]

The driving school are concerned that the invoices contain accurate data. In order to facilitate testing, some test data needs to be added to the lessons table. This is given below.

| Customer | Instructor | Car | Date | Time | Length | Price | Paid |
|----------------|------------|--------|------------|----------|---------|-------|------|
| Kelly Alfstone | Jock Smith | Megane | 1 July 07 | 12:00 pm | 2 hours | £29 | No |
| Kelly Alfstone | Jock Smith | Megane | 8 July 07 | 12:00 pm | 1 hour | £15 | Yes |
| Kelly Alfstone | Jock Smith | Megane | 15 July 07 | 12:00 pm | 1 hour | £15 | No |
| Liene Hilton | Jock Smith | Megane | 3 July 07 | 2:00 pm | 1 hour | £13 | No |
| Liene Hilton | Jock Smith | Megane | 10 July 07 | 2:00 pm | 2 hours | £25 | No |

Table 4.2 – Test Data

Below is a test plan using the test data in table 4.2 above.

| Test Number | Description of Test | Input Data Value (s) | Expected Output Value |
|-------------|---|---|---|
| 1 | Customer Kelly Alfstone shows only unpaid lessons on the invoice. | Run the invoice and enter customer ID 49 when prompted. | Lessons on 1 July 07 at 12pm and 15 July at 12 pm only will be shown. |
| 2 | Total excluding VAT is calculated correctly for Liene Hilton | Run the invoice and enter customer ID 50 when prompted. | Total excluding VAT will be £32.34 |

Table 4.3 – Test Plan

- (h) Follow the test plan in table 4.3 to produce screenshot evidence of testing the invoices. Use labels to identify the actual output values. **[2]**

[Total 28 Marks]

Total [80]

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[Turn Over



Oxford Cambridge and RSA Examinations

Advanced Subsidiary GCE

**INFORMATION AND COMMUNICATION
TECHNOLOGY**

G062MS

Unit G062: Structured ICT Tasks

Specimen Mark Scheme

The maximum mark for this paper is **80**.

| Task 1 | | | | | |
|----------------------------|--|----------|----------|----------|----------|
| (a)(i) | | Marks | IM | Mod | TL |
| 1 | All 11 instructors present including Angela Keepax | | | | |
| 2 | Only fields for the instructor present (i.e. not redundant fields for the driving school) | | | | |
| Total for 1(a)(i) | | 2 | 2 | 2 | 2 |
| (a)(ii) | | Marks | IM | Mod | TL |
| 3 | Merge codes are shown for the business card including: <ul style="list-style-type: none"> • Name of instructor • Mobile number of instructor | | | | |
| 4 | Address and telephone number of driving school shown as non-merge codes | | | | |
| 5 | EK and logo shown on business card | | | | |
| Total for 1(a)(ii) | | 3 | 3 | 3 | 3 |
| (a)(iii) | | Marks | IM | Mod | TL |
| 6 | Eleven different business cards printed using correct merged data from a (i) (zero marks if different data used) | | | | |
| 7 | Only two sheets of A4 are used and cards are sensible size | | | | |
| Total for 1(a)(iii) | | 2 | 2 | 2 | 2 |
| (b) | | Marks | IM | Mod | TL |
| 8 | Identification of space for driving school and logo on data collection form | | | | |
| 9 | Space to select all the following for one mark – zero marks if any item is missing: <ul style="list-style-type: none"> • where it is being sold • registration mark • year of first registration • current mileage • make • model • engine size • power • manual or automatic • colour • paint finish (metallic / standard) • purchase price | | | | |

| (b) cont'd | | Marks | IM | Mod | TL |
|-------------------------|--|-----------|-----------|-----------|-----------|
| 10 | Symbols for the following are already displayed on the form for one mark – zero marks if any item is missing : <ul style="list-style-type: none"> • currency symbol for purchase price • cc for engine size • bhp for engine power | | | | |
| 11 | Tick boxes used and clear instructions on the form | | | | |
| 12 | No spelling errors | | | | |
| 13 | Fonts and colours specified | | | | |
| Total for 1(b) | | 6 | 6 | 6 | 6 |
| Total for Task 1 | | 13 | 13 | 13 | 13 |

| Task 2 | | | | | |
|----------------------------|---|--------------|-----------|------------|-----------|
| (a) | | Marks | IM | Mod | TL |
| 1 | Opening / contents / menu screen in diagram | | | | |
| 2 | Max one marks for all of the following in diagram - zero marks if any item missing : <ul style="list-style-type: none"> • Contact details • Prices • Cars • Instructors • Pass Rates • Video | | | | |
| 3 | All pages link to opening screen or contents screen with clearly defined links (arrows or description) | | | | |
| Total for 2(a) | | 3 | 3 | 3 | 3 |
| (b)(i) | | Marks | IM | Mod | TL |
| 4 | Buttons or hyperlinks used | | | | |
| 5 | Photographs of cars or people used | | | | |
| 6 | EK and logo shown on business card | | | | |
| 7 | Evidence that all slides shown in the diagram for (a) have been produced | | | | |
| Total for 2(b)(i) | | 4 | 4 | 4 | 4 |
| (b)(ii) | | Marks | IM | Mod | TL |
| 8 | Evidence of driving technique video being used (must be clear enough to show that a video has actually been used) | | | | |
| Total for 2(b)(ii) | | 1 | 1 | 1 | 1 |
| (b)(iii) | | Marks | IM | Mod | TL |
| 9 | Evidence that master slide is customised (e.g logo included) | | | | |
| Total for 2(b)(iii) | | 1 | 1 | 1 | 1 |
| (b)(iv) | | Marks | IM | Mod | TL |
| 10 | Evidence that a button or hyperlink does actually link to another screen | | | | |
| Total for 2(b)(iv) | | 1 | 1 | 1 | 1 |

| (c) | | Marks | IM | Mod | TL |
|---------------------------|--|-----------|-----------|-----------|-----------|
| 11 | Contents or index page including reference to pages (e.g. numbers) and introduction or overview | | | | |
| 12 | Consistent style and screenshots used | | | | |
| 13 | Trouble shooting – with at least 2 problems and solutions related to the task | | | | |
| 14 | Glossary of terms – with at least 4 definitions related to the task | | | | |
| 15 | How to open existing presentation (including name of file & location or direct link to file) | | | | |
| 16 | How to change the prices of lessons | | | | |
| 17 | How to take digital photographs | | | | |
| 18 | How to upload digital photographs from a camera to a PC and how to import the photograph into the presentation | | | | |
| 19 | How to insert a new screen | | | | |
| 20 | How to add a button to the menu and make the button on the menu link to the new screen | | | | |
| Total for 2(c) | | 10 | 10 | 10 | 10 |
| | | | | | |
| (d)(i) | | Marks | IM | Mod | TL |
| 21 | Evidence of applying / using heading styles and evidence of applying outline / heading numbering (not ordinary numbering) | | | | |
| Total for 2(d)(i) | | 1 | 1 | 1 | 1 |
| | | | | | |
| (d)(ii) | | Marks | IM | Mod | TL |
| 22 | Evidence of inserting an automated table of contents and evidence of updating a table of contents | | | | |
| Total for 2(d)(ii) | | 1 | 1 | 1 | 1 |
| Total for Task 2 | | 22 | 22 | 22 | 22 |

| Task 3 | | | | | |
|--|--|----------|----------|----------|----------|
| (a)(i) | | Marks | IM | Mod | TL |
| 1 | Max one marks for all of the following in design - zero marks if any item missing : <ul style="list-style-type: none"> • selection of lesson type (must be able to be touched, not typed) • selection of number of hours (must be able to be touched, not typed) • clear space to display total lesson charge | | | | |
| 2 | Instructions on screen | | | | |
| 3 | Button to clear and button to exit | | | | |
| Total for 3(a)(i) <i>Note: zero marks for 3a(i) if spreadsheet software is used.</i> | | 3 | 3 | 3 | 3 |
| (a)(ii) | | Marks | IM | Mod | TL |
| 4 | Size, style and colour of font specified, not implied | | | | |
| 5 | Charge specified to be in £ | | | | |
| 6 | Procedure described or size of screen specified not implied | | | | |
| Total for 3(a)(ii) | | 3 | 3 | 3 | 3 |
| (b)(i) | | Marks | IM | Mod | TL |
| 7 | Data look-up table includes all four lesson types with correct prices | | | | |
| Total for 3(b)(i) | | 1 | 1 | 1 | 1 |
| (b)(ii) | | Marks | IM | Mod | TL |
| 8 | Touchable selection methods have been used for hours and lesson type | | | | |
| 9 | Total displays £72 | | | | |
| Total for 3(b)(ii) | | 2 | 2 | 2 | 2 |
| (b)(iii) | | Marks | IM | Mod | TL |
| 10 | Correct annotated formula/macro used for calculating discount | | | | |
| 11 | Correct annotated formula/macro used for calculating total charge of lesson | | | | |
| 12 | Annotated macro to clear screen or to exit | | | | |
| Total for 3(b)(iii) <i>Note: Annotation should explain what the purpose of each formula or macro is.</i> | | 3 | 3 | 3 | 3 |

| (c) | | Marks | IM | Mod | TL |
|-----------------------|---|----------|----------|----------|----------|
| 13 | 3 input values are clearly identified for appropriate different tests | | | | |
| 14 | 5 input values are clearly identified for appropriate different tests | | | | |
| 15 | 3 output values are correctly identified for appropriate different tests | | | | |
| 16 | 5 output values are correctly identified for appropriate different tests | | | | |
| 17 | 3 correct rows in test plan | | | | |
| Total for 3(c) | | 5 | 5 | 5 | 5 |

Note: As it is a touch screen, invalid tests on input values are not required.

Test input value must be clearly identified for each test.

Expected output value must be clearly identified for each test.

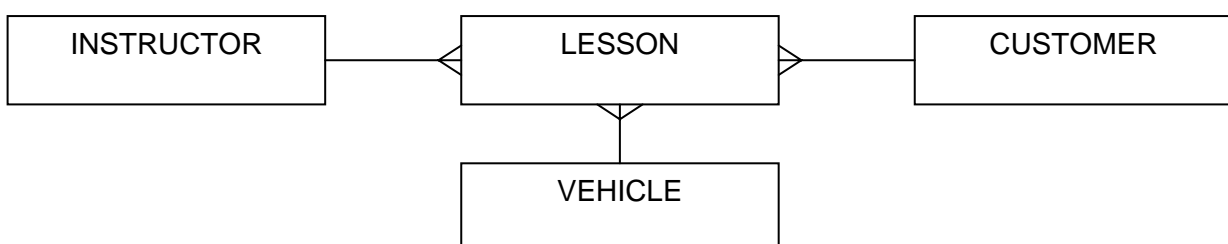
Only mark the first 5 tests.

Example of tests that could be planned:

| Description of Test | Type of Test | Input Data Value | Expected Output Value |
|--------------------------------|--------------|--|---|
| Able to select number of hours | Valid | 1 (select radio button) | 1 is selected |
| Able to select lesson type | Valid | Beginner | Beginner is selected |
| Sheet protection | Invalid | Click on cell F29 | Nothing happens |
| Screen clears | Valid | Click on clear button | Values for hours and lesson type become blank |
| Total charge | Valid | 1 hour for lesson length & beginner for lesson type | £15 for lesson total |
| Total charge | Valid | 2 hours for lesson length & beginner for lesson type | £29 for lesson total |
| Total charge | Valid | 1 hour for lesson length & advanced lesson type | £10 for lesson total |

| | | | | |
|-------------------------|-----------|-----------|-----------|-----------|
| Total for Task 3 | 17 | 17 | 17 | 17 |
|-------------------------|-----------|-----------|-----------|-----------|

| Task 4 | | | | | |
|--|---|----------|----------|----------|----------|
| (a)(i) | | Marks | IM | Mod | TL |
| 1 | Data types shown include all of (zero marks if any item missing): <ul style="list-style-type: none"> • CUSTOMER telephone is Text • VEHICLE notes is Variable (eg memo) • LESSON date is Date | | | | |
| 2 | Appropriate primary keys for all of (zero marks if any are inappropriate): <ul style="list-style-type: none"> • CUSTOMER (not based on name) • INSTRUCTOR (not based on name) • LESSON (must be unique) • VEHICLE (must be unique - eg VIN, ID, <i>accept registration</i>) | | | | |
| 3 | VEHICLE table includes all of (zero marks if any item missing): <ul style="list-style-type: none"> • Registration Mark • Make • Model • Year of Registration • Manual / Automatic • Availability • Notes (allow service history / damage to be included) | | | | |
| 4 | LESSON table includes all of (zero marks if any item missing): <ul style="list-style-type: none"> • Date • Time • Length • Instructor • Vehicle • Price • Paid | | | | |
| 5 | Data type for customer theory test is boolean | | | | |
| Total for 4(a)(i) | | 5 | 5 | 5 | 5 |
| (a)(ii) | | Marks | IM | Mod | TL |
| 6 | Relationships include all of (zero marks if any item missing): <ul style="list-style-type: none"> • One INSTRUCTOR to Many LESSONS • One CUSTOMER to Many LESSONS • One VEHICLE to Many LESSONS | | | | |
| Total for 4(a)(ii) | | 1 | 1 | 1 | 1 |
| <i>Note: degree of relationship must be shown, eg:</i> | | | | | |



| (b)(i) | | Marks | IM | Mod | TL |
|---|---|----------|----------|----------|----------|
| 7 | Data from text files included for: <ul style="list-style-type: none"> • CUSTOMER table • INSTRUCTOR table • VEHICLE table | | | | |
| Total for 4(b)(i) | | 1 | 1 | 1 | 1 |
| (b)(ii) | | Marks | IM | Mod | TL |
| 8 | LESSON table with at least 20 records including all 7 shown in table 4.1 | | | | |
| 9 | LESSON table includes foreign key data that relates exactly to the primary keys in the following tables: <ul style="list-style-type: none"> • CUSTOMER • INSTRUCTOR • VEHICLE | | | | |
| Total for 4(b)(ii) | | 2 | 2 | 2 | 2 |
| (c) | | Marks | IM | Mod | TL |
| 10 | Invalid data (actual data) with reason given. | | | | |
| 11 | Different invalid data (actual data) with reason given. | | | | |
| Total for 4(c) | | 2 | 2 | 2 | 2 |
| <p>Examples of answers:</p> <p>998877665 - I only used integers but letters are required at the beginning and end.</p> <p>ABCCDDEEA - I only used letters but numbers are required in the middle.</p> <p>ABC123 - This data is too short.</p> <p>ABC123ABC123ABC - This data is too long.</p> <p>AB126C01B - This data has a letter where there should be a number (C).</p> <p>AB123456F - The last letter must be A-D but this one is F.</p> <p>Notes:</p> <p>Descriptions of tests without actual test data = zero marks.</p> <p>A reason must be given.</p> <p>If spaces have been used, then more than 9 characters will be required.</p> <p>Each item of test data can only be given one of the marks above.</p> | | | | | |
| (d)(i) | | Marks | IM | Mod | TL |
| 12 | Screenshot clearly shows both the rule (to test for ONLY "M" or "A") and customised error message. | | | | |
| Total for 4(d)(i) | | 1 | 1 | 1 | 1 |
| (d)(ii) | | Marks | IM | Mod | TL |
| 13 | Screenshot shows clearly invalid data (ie not M or A) being entered for the transmission field and a customised error message that appears. | | | | |
| Total for 4(d)(ii) | | 1 | 1 | 1 | 1 |

| (e)(i) | | Marks | IM | Mod | TL |
|---------------------------|---|----------|----------|----------|----------|
| 14 | Screenshot clearly shows both the rule (to test for age >=17) using a variable date such as NOW() and customised error message. | | | | |
| Total for 4(e)(i) | | 1 | 1 | 1 | 1 |
| (e)(ii) | | Marks | IM | Mod | TL |
| 15 | Screenshot clearly shows both the rule (to test for age >=17) using a variable date such as NOW() and customised error message. | | | | |
| Total for 4(e)(ii) | | 1 | 1 | 1 | 1 |
| (f)(i) | | Marks | IM | Mod | TL |
| 16 | Report includes lessons for (zero marks if any record is missing or any extras included): <ul style="list-style-type: none"> • Sally Smythe at 15:30 • Vera Hasty at 12:00 • Nicola Long at 18:00 only on 29/6/07. | | | | |
| 17 | Report includes at least the following fields (zero marks if any item is missing): <ul style="list-style-type: none"> • date • time • length • full name of customer | | | | |
| Total for 4(f)(i) | | 2 | 2 | 2 | 2 |
| (f)(ii) | | Marks | IM | Mod | TL |
| 18 | Only the following lessons for Nicola Long are shown in a formal report format with an appropriate title (zero marks if any record is missing or any extras included): <ul style="list-style-type: none"> • 6/7/07 at 18:30 • 13/7/07 at 18:00 • 20/7/07 at 18:00 • 3/8/07 at 18:30 • 5/8/07 at 20:00 | | | | |
| 19 | Correct evidence of how finish time is calculated and finish times are: <ul style="list-style-type: none"> • 6/7/07 at 18:30 = 20:30 • 13/7/07 at 18:00 = 19:00 • 20/7/07 at 18:00 = 21:00 • 3/8/07 at 18:30 = 19:30 • 5/8/07 at 20:00 = 21:00 | | | | |
| Total for 4(f)(ii) | | 2 | 2 | 2 | 2 |

| (g)(i) | | Marks | IM | Mod | TL |
|-----------------------------------|---|-----------|-----------|-----------|-----------|
| 20 | At least one screenshot looks like an invoice with a title, Total ex VAT, VAT due and Total inc VAT included. | | | | |
| 21 | Invoices are produced for (zero marks if any item missing) : <ul style="list-style-type: none"> • Jean Blackstock • Vera Hasty • Nicola Long | | | | |
| 22 | Charges for Nicola Long are: (zero marks if any item missing) : <ul style="list-style-type: none"> • Total ex VAT = £25.53 • VAT = £4.47 • Total inc VAT = £30 | | | | |
| Total for 4(g)(i) | | 3 | 3 | 3 | 3 |
| | | | | | |
| (g)(ii) | | Marks | IM | Mod | TL |
| 23 | Correct formula to calculate Total inc VAT (eg sum of all charges) | | | | |
| 24 | Correct formula to calculate VAT (eg Total inc VAT /1.175) | | | | |
| 25 | Correct formula to calculate Total ex VAT (eg Total inc VAT - VAT) | | | | |
| Total for 4(g)(ii) | | 3 | 3 | 3 | 3 |
| (g)(iii) | | Marks | IM | Mod | TL |
| 26 | Query structure shows how only unpaid lessons have been invoiced and how a variable parameter has been used for customer ID | | | | |
| Total for 4(g)(iii) | | 1 | 1 | 1 | 1 |
| (h) | | Marks | IM | Mod | TL |
| 27 | First test has been run and output values are clearly identified - it either passes or has been identified as failing. | | | | |
| 28 | Second test has been run and the output value is clearly identified - it either passes or has been identified as failing. | | | | |
| Total for 4(h) | | 2 | 2 | 2 | 2 |
| Total for Task 4 | | 28 | 28 | 28 | 28 |
| Total for <u>all</u> tasks | | 80 | 80 | 80 | 80 |

Assessment Objectives Grid (includes QWC)

| Question | AO1 | AO2 | Total |
|-----------------|------------|------------|--------------|
| All | | 80 | |
| | | | |
| Totals | | 80 | 80 |