

G062 2016-17 – FAQs

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INTRODUCTION

These frequently asked questions have been answered and provided free of charge to all students to correct errors and clarify uncertainties in the G062 ICT Structured Tasks set by OCR. These are not official answers from OCR but are designed to help students and teachers understand the questions and the evidence required. The official FAQs from OCR are minimal and do not cover many of the questions asked by centres – they could be referred to as ‘Frequently UNanswered Questions’.

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TASK 1 – WEBSITE

1a

Q: What are external links?

A: This is unclear. Any email addresses or web addresses that are linked to are external links. As both the weather and map are embedded, these are not external links – however, the data used is external and so you may want to play safe and include links to the data.

Q: What about the confirmation page?

A: This is not introduced until later in the question so you can ignore this.

1b

Q: What software should I use for the CSS and website?

A: OCR have previously recommended Kompozer which is freeware and will meet all requirements. If your centre has Dreamweaver, then this task has been designed specifically for Dreamweaver.

Q: I've created my style sheet but I've discovered the dark background means that hyperlinks can't be seen. What do I do?

A: This was really silly of OCR when setting the question. You will need to setup A:LINK and A:VISITED styles for hyperlinks so they are not their default blue and purple.

Q: How do I show evidence that the CSS file is external?

A: A screenshot of the file in explorer view and a screenshot of the HTML code that refers to it.

1di

Q: What software should I use for animation?

A: This task has been designed for Fireworks, but if you don't have that software then you could try <http://ezgif.com/maker> which is a free online GIF making tool that includes fades in/out and loops.

1ei

Q: How do I do validation if my software doesn't have a validation facility?

A: This task was designed for Dreamweaver. However, if you are using Kompozer or another website editor, then you could use HTML5 validation which is quite simple to implement.

1eii

Q: I've heard that writing to CSV files is dangerous. Is this true?

A: Yes. The CSV file has to be stored on a server and writeable permissions have to be given to it meaning that anybody in the world can append data. It opens up security problems on your web server. Web developers strongly advise against writing to CSV files and it is now more usual to use Google Forms or SQL.

Q: If writing to a CSV file is dangerous, should I do it?

A: Your school may be able to setup a temporary web server for this purpose or you could use the file stored at <http://www.paullong.net/enquiries.csv> which has writeable access.

Q: Do I need to do PHP coding to solve this task?

A: No. It does require PHP coding to work, but AS Level ICT does not require an understanding of coding. You can use any tool that will solve the problem. The difficulty is that there aren't really any tools out there that are designed to display both a confirmation screen and write to a CSV file. There is a free tool available at <http://www.paullong.net/Form2File.php> and details of how to use it can be found in the model answers (teachers only) or the similar but different tasks. The tool will process any form with any number of fields, displays a confirmation page with all the data and saves all the data to a filename that is specified by a hidden field in the form. As it is a generic tool, it can be used.

Q: Can I use Google Forms for saving the data?

A: Yes, because you could put the data from enquiries.csv into a Google Sheet. However, Google Forms will not display a confirmation page with the actual data on it.

Q: Why have OCR made this task so impossible for schools to teach?

A: Good question!

TASK 2 – SPREADSHEET

2ai

Q: Can I produce a screenshot of the *Quotation* worksheet?

A: The question doesn't say you can't so this is possible.

Q: When I print the quotation, the drop down boxes I used aren't showing. What should I do?

A: This will be because you've used validation rules to lookup in a list. Show additional screenshots of the drop down boxes being selected.

2aii

Q: Do I need to print row and column headings?

A: Yes.

Q: I've used named cells. Do I need to show evidence of the named cells?

A: Yes. Use name manager and also provide a printout with the named cells highlighted and labelled.

Q: I used a separate worksheet for the Room Rates. Do I need to show evidence of this too?

A: The question doesn't ask for it, but it would be a very good idea as your formulae and functions will make reference to it as will any named ranges. OCR should have really asked for a printout of this but omitted to do so in the question. Include row and column headings on this worksheet too and if you have any interim calculations on that worksheet then annotate those too.

Q: I've used functions as well as formulae. Should I annotate these?

A: Yes.

Q: Do I need to have included form controls and validation before I print this?

A: Definitely not validation. Unlikely for form controls as previous mark schemes have not required this, but the option buttons might be needed. If you haven't done the form controls because they were too difficult, then print what you have done. If you have done the form controls then print them too.

2aiii

Q: I've used named cells for my form controls. Do I need to show evidence of the named cells?

A: Yes. Use name manager and also provide a printout with the named cells highlighted and labelled.

Q: I've used a validation rule one or more of the drop down boxes. The question is asking me to show how the "controls have been set up." Should I have used a drop down box form control instead?

A: A validation rule is an acceptable method of creating a drop down box.

2aiv

Q: Which validation rules should I show annotated evidence for?

A: Date of departure and number of people in party.

Q: I've used named cells for my validation rule. Do I need to show evidence of the named cells?

A: Yes. Use name manager and also provide a printout with the named cells highlighted and labelled.

Q: Do I need to show evidence of testing the validation rules?

A: No. The question does not ask for this.

2av

Q: Which cells are the variables?

A: Any data which could be changed by the user.

2avi

Q: What does different mean?

A: If a formula has been replicated (copied) then it is not classed as being different. This shouldn't be an issue on this task. Always choose the easiest formulae and functions to test.

Q: Do I need to identify which worksheet the input and output values are on?

A: YES. Do this for both the input data values and the expected output values.

Q: Do I have to use cell references?

A: No. You can use cell references to identify where the data will be input and where the expected output will be. You could use named cells instead. You could also describe where the input and output should be.

2b

Q: I can't find a way of implementing the Process Quotation button without writing code. What should I do?

A: OCR should NOT have asked this question. Coding is not part of the A Level ICT syllabus. Some things can be calculated within a cell. For example, it is possible to calculate the filename in a cell. It is also possible to calculate whether there are any blank values in a cell. These can then be used in VBA code. The similar but different tasks at www.paullong.net/ocr will help you with this. Here are some tips on VBA:

- To create a message box, use MsgBox
 - eg MsgBox "Message goes here"
- To save a copy of a workbook, use ActiveWorkbook.SaveCopyAs
 - eg ActiveWorkbook.SaveCopyAs Filename:=Range("B5")
- To increment a value use an example like this:
 - eg Range("B5").Value = Range("B5") + 1
- The syntax for using If, Then, Else is:
 - IF condition THEN
 - Code goes here
 - ELSE
 - Code goes here
 - End if

2ci

Q: What does Fig 2.3 mean?

A: The question does not explain this well. It says it shows booking data but doesn't explain what booking data is. It is the number of people who have stayed in each room each month.

Q: My answers don't match Fig 2.4 – they are close, but not quite the same. Am I wrong?

A: It depends. Your teacher may have given you the draft version of the tasks. The final version of the tasks issued in September has the correct figures which are 74.1, 61.2, 64.5, 58.0, 41.9 and 45.1. If you don't get these figures, the read every requirement very carefully and check you have met them all.

Q: Can I include intermediate calculations on the Bookings (bednights) worksheet?

A: Yes. It is just the Room Occupancy worksheet that you cannot show any intermediate calculations. You can also include intermediate calculations on the Room Occupancy worksheet but these must be hidden.

2cii

Q: I've included intermediate calculations on another worksheet but the question only asks me to provide evidence of formulae on the room occupancy worksheet. What do I do?

A: This is an error in the question. It should just say "all formulae and functions." Provide evidence of any other formulae and functions that have been used to solve the problem, remembering to include row and column headings.

Spreadsheet skills

Q: Which spreadsheet skills should I teach to my students?

A: Unfortunately, parts of the task are rather complicated (mainly the Process Quotation button) and beyond a 16 year old's experience and so it's not just the skills that you need to teach but you also need to teach similar solutions so that they have experienced this type of task. Similar but Different tasks can be purchased from www.ocriect.com or you can write your own. The following skills should be taught as a minimum for this task:

- Formatting currency
- Conditional formatting
- Naming cells and ranges
- Naming worksheets
- Referencing cells in another worksheet in formulae and functions
- Relative and absolute cell referencing including when using named ranges
- Validation including date and between and list and range
- Form controls including drop down box and option buttons
- Lookup functions including VLOOKUP, INDEX, MATCH
- Date functions including TODAY, EOMONTH and DATE and formula for difference between dates
- Maths functions including ROUND DOWN
- Operators such as OR
- Conditional functions including ISBLANK
- Macros including some VBA coding:
 - MsgBox
 - Range
 - ActiveWorkbook.SaveCopyAs
 - Assigning values to variables
 - If, Then, Else
- Assigning a macro to a button
- Graphs
- Using data from a worksheet in a graph title

TASK 3 – DATABASE

3

Q: Does the relational database structure need to store the instructor bonus and salary?

A: No. The question is badly worded because it says “store the details given” but calculations don’t need to be stored. See 3biv where you will show evidence of how the calculations were made in a form.

Q: The question says that five digits are always used, but the data files instructor.csv and courselog.csv don’t contain leading zeros. What should I do?

A: The question says they Instructor Number should always displayed as 5 digits – however, it can be stored differently. See 3bii.

Q: Why is Pass or Fail stored as TRUE or FALSE in courselog.csv?

A: Another OCR error. The field name should either be Pass with a TRUE/FALSE answer or “Pass or Fail” with Pass/Fail answers. In Fig 3.1 the field name is Pass? so use this field name instead.

3ai

Q: Do I need to show the degree (one:many) of the relationships in my evidence?

A: Yes.

3aii

Q: How do I show evidence of foreign keys used?

A: Show evidence of the relationships you have set up (in Access, double click on each relationship).

Q: Do I need to show evidence of the field lengths?

A: No. However, you should set up field lengths as this makes creating forms and reports much easier.

Q: Do I need to annotate my evidence?

A: Not for this part of the question, although it might be helpful for foreign keys.

3bi

Q: Where are the instructor photos?

A: OCR have not provided any. Just use any photograph of any person for Iona Laing and you can ignore the others.

3biv

Q: Can I show a screenshot of the form instead of a printout?

A: Yes. Just make sure it is for Iona Laing.

3c

Q: What is the difference between a training course and an assessment course?

A: Again, this question is very badly worded. It would appear that training courses are where the Type is "Training" and are always assumed to be a pass, whereas assessment courses are of the Type "Assessment" and can be either passed or failed. The question ask is very awkward because it asks for "all instructors currently employed who have not been on a **training** course in the last two years", but then asks you to list them together with "all of their **courses**".

Therefore, you are looking for all instructors who have not attended any courses of the Type **training** in the last two years, but when you display those instructors, you should display **all** types of courses, including assessment courses.

Q: Are there really only 2 marks available for this task?

A: Shockingly, yes. This task requires masses of experience of using databases way beyond that of A Level to complete. It could potentially take you several hours, especially as you have to annotate the evidence too. Have a go at other parts of task 3 and leave this until last. Is it really worth all the effort to get 2 marks when that time could be focused on other ways of achieving marks in the coursework or the exam? You can complete the menu without having completed this task as you can just create a 'dummy' button.

Q: One of the instructors has not attended any training. Should he be included on the report?

A: Yes, because he has not attended any training in the last 2 years.

3cii

Q: Which requirements need annotating?

A: These will be from the paragraph above (c)(i).

3d

Q: What does "relevant course" mean?

A: It will be a course that matches the activity category selected from the form.

3d

Q: Does the list need to include both assessment courses and training courses?

A: Yes, but if Qualified is ticked, then only assessment courses should be listed.

3di

Q: Does my form need to work?

A: Not yet, it only needs to work for the evidence part of 3diii.

3dii

Q: Can I produce the report without a working form?

A: Yes. You could find another way of producing the report if you want to, but it won't satisfy the marks for 3diii.

3f

Q: If the routine must run automatically from a single click, then how can confirmation be asked for?

A: Good point. This should have been clearer in the exam. It's likely that OCR are asking that the only click should be for the confirmation message. You could suppress any other messages

3f

Q: Do I need to remove the CourseLog entries for the instructor too?

A: Yes, the question says "all other entries related to the instructor must be removed from the system".

3g

Q: What elements need to be included in a user guide?

A: Cover sheet, contents page with page numbers and all pages must have page numbers, a brief introduction to the user guide, instructions as requested, a glossary and a troubleshooting guide.

Q: Do I need to include hardware and software requirements?

A: No. OCR have produced a teacher guidance document and hardware and software requirements are no longer needed at AS Level but they are at A2 Level.

Q: How many glossary terms should I include?

A: The last two mark schemes have required a minimum of 6 terms. Eight terms would be a safe number.

Q: How many troubleshooting problems should I include?

A: The last two mark schemes have required a minimum of 2 problems. Three problems would be a safe number.

Q: Do I need to include an index?

A: If you have included a contents page, then you don't need an index.

Q: Does my whole database need to work before I write the user guide?

A: No. Some instructions only require the pressing of a button. Although you should include cropped screenshots, it is not necessary to have screenshots for every part of the user guide so you could include instructions for the more difficult parts without screenshots.

Database skills

Q: Which database skills should I teach to my students?

A: Unfortunately, parts of the task are rather complicated and beyond way a 16 year old's experience and so it's not just the skills that you need to teach but you also need to teach similar solutions so that they have experienced this type of task. It takes years of experience to be able to provide a solution to some parts of this task. Similar but Different tasks can be purchased from www.ocriict.com or you can write your own. The following skills should be taught as a minimum for this task:

- Importing data
- Primary keys
- Foreign keys
- Data types including attachments
- Field lengths
- Relationships
- Queries that use more than one table
- Creating expressions within queries
- Forms and sub-forms
- Creating buttons on forms for record navigation and opening reports and macros
- Locking form controls
- Large nested ifs within query expressions
- SUM
- Referencing data from a sub-form
- IS NULL and IS NOT NULL
- DATEDIFF
- DATEADD
- LIKE
- Wildcards
- Unmatched queries
- Outer joins
- Reports based on queries
- Text boxes on forms including calculations
- Drop down boxes on forms
- Tick boxes on forms
- Naming form controls
- Append query including reference to form elements and calculated fields
- Copy and pasting structure of a table
- Delete query
- Cascade delete
- Macros including IIF block
- MSG box
- SET WARNINGS