

# BCS Higher Education Qualification

## Certificate in IT

October 2025

### EXAMINERS' REPORT

#### Information Systems

##### Questions Report:

A1	<p>Just over a third of candidates attempted this question with an average mark of 37%.</p> <p>Part A was poorly attempted; the majority of candidates struggled with knowing how to draw a CD or DFD.</p> <p>Variations of flow charts were the majority of attempts.</p> <p>Few answers signalled an understanding of the balance between a CD and DFD.</p> <p>The DFD suffered from a lack of storage included on the diagram.</p> <p>The waterfall for part B ended up as five or six lines of notes with limited discussion.</p> <p>The second part of B, iterative methods, was very poorly answered and few understood that it might have been aimed at prototypes.</p> <p>Most iterative answers did not include iteratives but were notes on agile with no references to a spiral.</p>
A2	<p>Nearly half of candidates attempted this question (48%) with an average mark of 33%.</p> <p>Part A, feasibility, was reasonably well attempted but most were simply noted answers and did provide reasoning why this report is important.</p> <p>Most focused on a pre-learnt list of economic, technical, legal and political, but few of these answers addressed the why aspect of the question.</p> <p>Part B was about managing large projects, and the majority of answers were notes on the waterfall or agile methods. Very few answers discussed how to manage large projects and very few answers addressed any project management techniques.</p>

	<p>Part C was poorly attempted. Most answers referred to users included in the existing project team.</p> <p>Answers suffered from note dumping and not addressing the question.</p>
A3	<p>38% of candidates attempted this question with an average mark of 41%.</p> <p>Part A suffered from a poor note-dump on the 3 stages of normalisation and with little attempted as to the reasons why normalisation is such an important view of data.</p> <p>Part B was poorly attempted and very poorly presented.</p> <p>Candidates mainly did table structure dumps and did not attempt to normalise the data from the question heading.</p> <p>The model answer has 4 marks from discussion, and this was virtually not attempted.</p> <p>Marks were limited by poor discussion, poor presentation and a limited understanding of the process of 3NF.</p>
A4	<p>73.5% of candidates attempted this question with an average mark of 33%.</p> <p>The first part of A was reasonably well answered if this was a list of 4 testing methods. Very few answers expanded on why those tests were relevant. The question mentions final installation and a considerable number of candidates failed to address this and simply stated black and white box testing.</p> <p>Again, Part A lacked depth, and few candidates address the issues of converting data from an old system to a new one or how to get data into a new system.</p> <p>Part B again lacked depth and presenting of knowledge.</p> <p>A number of answers stated that it's cheaper to host data in the cloud and it's also expensive. Both can be correct depending on the supporting statements, but again a note-form list of 4 or 5 reasons without expressing why did not score highly.</p> <p>Part C was well answered.</p>
B5	<p>Responses to this question lacked depth overall with many responses being a simple list or general description as well as a limited range of benefits. Few candidates scored the highest marks.</p> <p>i. Infrastructure as a service was not described well by many candidates who missed marks by referring only to service storage and hardware without</p>

	<p>referring to software. The concept of outsourcing the entire computing provision for a small company was not noted in most of the responses.</p> <p>ii. Candidates scoring marks referred to the provision of a platform to allow developers to build applications and services as well as the advantages. Some responses noted the provision of infrastructure but did not mention the advantage of allowing developers to build applications and services or use of a subscription service, indicating that they did not understand platform as a service.</p> <p>iii. Most candidates were able to describe software as a service and some of the advantages although, as with infrastructure as a service and platform as a service, the advantages and disadvantages were not as well described.</p>
B6	<p>Responses to this question varied with the highest scoring candidates providing a broad range of measures that focused on software as well as responding in depth with detailed examples. Candidates who lost marks provided responses that discussed hardware related solutions while some candidates noted both hardware and software related solutions. Candidates also gained marks by providing examples. Very few candidates noted the importance of training and legislation; most responses focused on text, layout and colour.</p>
B7	<p>Responses to this question focused on lists of advantages and disadvantages with the highest scoring candidates providing a clear description of open and closed questions as well as detailing advantages and disadvantages and good examples. A small number of candidates confused open and closed or did not clearly identify which question type they were referring to in their response and therefore lost marks. Candidates who lost marks did not provide examples of open and closed questions.</p> <p>i. Most candidates correctly identified the limited choice and scope in closed questions. The higher scoring candidates noted the use of a scale, multiple choice or selection from a list. High scoring candidates also provided a good list of advantages and disadvantages as well as a comprehensive example. Some examples provided only a section of what could be described as a closed question.</p> <p>ii.  Most candidates understood the purpose of open-ended questions and described them well with the highest scoring candidates providing a good example of an open question. Some candidates did not provide examples and therefore lost marks.</p>

B8	<p>This question was not answered well overall, with many responses lacking descriptions of the three types of charts and lacking in depth. The highest scoring candidates provided good descriptions as well as detailed examples.</p> <p>i. Many candidates were able to provide an illustration of a pie chart as a segmented circle. The higher scoring candidates noted that the circle is split into percentages and that the arc length is proportional to the amount represented. Candidates lost marks by not being able to describe the purpose of a pie chart although they provided an example. Some examples were very basic, with a simple drawing and no explanation as well as no annotation of the diagram.</p> <p>ii. This was the least well answered section of this question. The higher scoring candidates were able to provide a good example of a scatter diagram and noted the purpose of correlating between variables as well as showing nonlinear relationships. Many candidates were not able to describe fully the purpose of a scatter chart and instead gave general responses. Some candidates were not able to draw a scatter chart and instead provided a chart with lines instead of dots or did not answer this part of the question.</p> <p>iii. Most candidates were able to provide an example of a bar chart either basic or more detailed. The higher scoring candidates noted the purpose of a bar chart as representing groups data. No candidates referred to stacking data and very few candidates noted that it can be used to show data over time.</p>
B9	<p>This question was answered well overall with most candidates being able to provide a good list of measures to ensure that data centre is physically secure. Some candidates also included non-physical measures such as software solutions, therefore losing out on marks. The higher scoring candidates provided examples and more in-depth explanations of how the measures would enable a more secure data centre.</p>
B10	<p>This question was not answered well by many candidates. The few candidates scoring the highest marks were able to provide examples of the decisions made, the types of data, typical software used and the management level. However, many candidates were not able to provide examples across all four dimensions.</p> <p>i. Some candidates confused operational with tactical and were not able to provide specific examples of the types of data used on the systems used to collate operational data. Some responses did not include the typical decisions made using operational data. Some responses were very short and lacked depth.</p>

	<p>ii. Some candidates confused tactical with operational data and were not able to provide specific examples of the systems used to extract tactical data. The highest scoring candidates provided examples of software used to extract tactical data and the types of decisions made with this data.</p> <p>iii. Many candidates understood the purpose of strategic management, with only a few mentioning long term decision-making and the types of decisions made. Many responses were general and lacked detail around the types of data and systems used by top level management. A small number of candidates correctly described all four dimensions of strategic data and provided examples of the data systems used.</p>
B11	<p>i. Most candidates did not achieve the highest marks because responses were limited to describing multimedia as a combination of text, audio, images and moving images. Only two candidates noted the purpose of multiple media as conveying a message to different types of users or users of different ability and the interactive element. No candidates referred to linear or nonlinear characteristics.</p> <p>ii. Most candidates noted embedded links and texts to describe hypertext with the highest scoring candidates mentioning the linear and nonlinear manner of navigation. However, most candidates did not refer to the linear and non-linear characteristics as well as the concept of the World Wide Web.</p> <p>iii. Most candidates were able to describe metadata however many candidates lost marks by not providing examples of how this relates to a web page and how it can be used to import data into a database. Responses that did not achieve the higher marks were basic.</p> <p>iv. Some candidates did not answer this part of the question, and it was not answered as well as the other parts. Candidates who scored higher marks noted the use of tags to describe data, and the structure of XML. Many responses were basic and general indicating that candidates did not understand the meaning of XML.</p>
B12	<p>i. This part of the question was not answered well by most candidates. Only two candidates correctly identified that this is a computer system that a company no longer wishes to support and that it has deemed to have reached the end of its life. Many candidates noted that the legacy system was still in use. Most candidates correctly noted that the system still worked</p>

	<p>but did not state that bugs or updates would not be issued, therefore losing the opportunity to gain more marks.</p> <p>ii. Many candidates noted that this meant a bug or error in the software. The higher scoring candidates noted that it could be terminal or cause an error to occur as well as being caused by faulty design. The higher scoring candidates also noted that syntax errors would be removed by a developer. Candidates who lost marks limited their responses to basic descriptions of a software bug.</p> <p>iii. The highest scoring candidates noted the purpose of version control and its relation to both documentation and software and how this supports keeping track of versioning by developers. Candidates who missed out on marks described version control but did not mention its relationship with keeping track of changes.</p> <p>iv. Most candidates correctly described what a software patch is with the higher scoring candidates describing the purpose of patching errors in software including fixing security flaws and how they are managed. Candidates who lost marks did not go beyond describing a software patch.</p>
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