

UNIT 2 The Digital Economy

Commentary on Assessment of Student – The learner Kennett’s eportfolio

Assessment criteria — Unit 2: The Digital Economy – part a)				
Mark Band 1	Mark Band 2	Mark Band 3	Mark awarded	Comments
<p>The learner:</p> <ul style="list-style-type: none"> uses the internet to find and investigate a suitable transactional website, but needs extensive prompting gives a brief description of the main features of the site’s design, but with some inaccuracies or omissions makes some evaluative comments, but not sufficient to give a clear picture of the overall effectiveness of the site’s design. 	<p>The learner:</p> <ul style="list-style-type: none"> uses the internet to find and investigate a suitable transactional website, needing only limited prompting gives a detailed description – supported by examples – of the main features of the site’s design makes some evaluative comments, which give a clear picture of the overall effectiveness of the site’s design. 	<p>The learner:</p> <ul style="list-style-type: none"> uses the internet to find and investigate a suitable transactional website, independently gives a comprehensive description – supported by a range of well chosen examples – of the main features of the site’s design provides a considered evaluation, which gives a clear and balanced picture of the overall effectiveness of the site’s design, suggesting areas for improvement. 		Adrian chose his site without any help and this was created without prompting
(0 – 9)	(10 – 14)	(15 – 18)	15	

Principal Examiner comment -

Mark Band 1

The learner has evaluated a transactional website which addresses bullet point one.

The learner has explained the purpose of the website in the Introduction to the Transactional Website part of his eportfolio.

Structure - The structure is explained on the Browsing page as the learner clearly identifies links which allow different actions, such as navigation, checking the shopping basket, FAQs, Contact. The learner explains that the structure is similar for all products and that the basic page layout remains the same when the products change.

Navigation – The links are explained on the Browsing page of the Transactional Website section. This includes the links that can be found across the top of the page and also the side menu. The learner has also explained when the link to the Shopping Basket occurs on the Browsing page but goes into more details on the Making a Purchase page.

Type and range of goods on offer The types of goods are described on the Introduction Page of the Transactional Website section. In addition the goods are clearly described, with screen dumps in the Browsing section.

Types of transactions that can be carried out – There is a detailed section on ‘Making a purchase’ This includes adding items to the shopping basket and how to pay by cheque or credit card. In addition the learner explains which areas of the site are secure. This includes the section under Privacy Policy and also the padlock and secure url used once the customer is in the Worldpay popup to this website once a transaction by credit/debit card is being undertaken.

Methods used to capture customer information – the candidate has explained some of the security aspects such as the fact that the customer’s IP address will be logged and how it can be used. The process relating to credit card details are also described on the ‘Making a Purchase’ section. This addresses covert methods of capturing information and the learner has demonstrated understanding of the various ways companies use such data and he gives some examples with some expansion as to how they could be used effectively. This can be seen on the Making a Purchase page as well as under Protection which is part of the Threats to Data section of the eportfolio. The learner has attempted to evaluate the site with some good and bad features. He has illustrated his comments with screen shots and there are links to the actual website itself. The learner has mentioned how mouseovers are used to help users navigate successfully and he also explains how the colours of the background and text are easy to read.

There is sufficient evidence to address all aspects of mark band 1

Mark Band 2

The first bullet point is addressed.

There are many screen prints illustrating the evaluation of the various features. The learner has given detailed description of the payment page and the navigation. The learner has attempted to address the bullet points under 2.3 of the specification. The purpose of the site is explained in the introduction and a brief conclusion. There is also some relevant comments in the overall comments on navigation in the Browsing section.

The Browsing section explains the structure and the goods and services are clearly stated in the Introduction and Browsing sections of the Transactional Website. The product information is described in Browsing. The learner has identified that Corporate customers can have customised orders by making contact by telephone or submitting the contact form on the site. The ordering on line is fully described in Making a Purchase.

The methods used to capture data overtly is explained (see the section on Privacy Policy in Browsing. In the Making a Purchase section, the candidate explains what information is gathered and does explain how this data could be used for future marketing purposes. In addition the learner has applied his back office processes to Moviehampers and has mentioned collecting data albeit briefly. The learner has also referred to cookies as a covert method of collecting data in the Protection section Threats to Data. The authentication of customers is covered in the section on Worldpay and mention is made of existing customers in the Back Office Processing section.

The learner has a conclusion and addresses the last bullet point in mark band 2. The learner has made some overall comments on the site in the Browsing, Making a Purchase and Conclusion sections. It must be remembered that this candidate is providing evidence for an AS unit. The learner has addressed all aspects although not all in depth. There is sufficient evidence to award all the marks available for this Mark Band.

Mark Bank 3

It would appear that the learner has found his own transactional website to evaluate. His introduction on the Home Page supports this as does a supporting comments by the assessor. Bullet point one is addressed.

The learner could have structured his eportfolio a little more clearly, ie using headings that helped to relate more closely to the mark band requirements. The content is covered in several places, ie Browsing the Site, Making a Purchasing, Back Office Processes as well as the Threats to Data. However, the learner has attempted to address the bullet points on page 33. The first 5 bullet points on p33 2.3 of the unit specification are well covered. The learner has addressed 6th one but not in detail. The 7th and 8th bullet points are also addressed but not in detail. The last bullet point has also been addressed. The learner has given details supporting the last paragraph in 2.3. The learner has listed strengths and weaknesses. This can be found in the Overall Comments on Navigation, Making a Purchase and also the Conclusion. Some of the points are not fully evaluated but all area covered. There is evidence to support the candidate has looked at the overall effectiveness of the site but has not really put forward any suggestions for improvements/enhancements. The candidate has not achieved mark band full marks in this band but has covered enough to just achieve 15

Assessment criteria — Unit 2: The Digital Economy – part b)

Mark Band 1	Mark Band 2	Mark Band 3	Mark awarded	Comments
The learner produces diagrams giving an outline of the chain of events leading up to, and triggered by, an online purchase and the associated flow of information, but with some inaccuracies or omissions .	The learner produces diagrams giving a clear and accurate picture of the chain of events leading up to, and triggered by, an online purchase and the associated flow of information.	The learner produces diagrams that are effectively presented and give a complete and accurate picture of the chain of events, leading up to and triggered by, an online purchase and the associated flow of information.		
(0 – 5)	(6 – 8)	(9 – 10)	6	

Principal Examiner comment -

Mark Band 1

The learner has clearly described the processes involved in making a sale on the Back Office Processes section of the web site. He has referred to the shopping basket and also explains how the order is put on the system and bank contacted for payment. There are 4 diagrams which are information flow diagrams and these are supported by annotation under the section Back Office Processes. The learner has explained how the 4 diagrams fit into the requirements of the specification 2.4 listed on p33. The diagrams appear to have been produced using Draw and are neatly presented but have not been produced using specialist software.

All aspects of this mark band have been addressed.

Mark Band 2''

The learner has shown understanding of the different areas of an organisation involved in the back office processes and this is shown in the first diagram explaining that the computer has the master file which is accessed by many different areas.

The second diagram explains the on line ordering system and relates it directly to the transactional website evaluated. This covers ordering and adding to an order, plus the payment and despatch to the customer. There is some information about identification and authentication routines at the start of the transaction as the learner explains that existing customers log on with their email and have a password. The learner also explains that the company handling the credit/debit card transactions would authenticate these.

The diagram showing the external and internal flow of information does explain the that stock may have to be reordered to meet orders and how this is done, albeit briefly.

A final diagram shows the link between the organisation and the external links, ie, Customer, Supplier, Company collecting the money.

These diagrams address this mark band but they are not totally clear so full marks cannot be accessed.

Mark Bank 3

The diagrams give a good overview of the chain of events online ordering. However, there is little information on the real-time tracking of customers' actions. There could be more detail relating to the stock control process, as well as the first 2 bullet points under 2.4. This mark band is not totally addressed.

The diagrams need to show more details of maintaining the shopping basket and also stock control.

Assessment criteria — Unit 2: The Digital Economy – part c)

Mark Band 1	Mark Band 2	Mark Band 3	Mark awarded	Comments
The learner identifies some potential threats to customer data collected by organisations via their websites and describes some measures being taken to protect it, including legislation, but draws no conclusions about their effectiveness.	A description of potential threats to customer data collected by organisations via their websites and of the measures taken to protect it, including legislation, with some assessment of their effectiveness.	A description of potential threats to customer data collected by organisations via their websites and of the measures taken to protect it, including legislation, with a clear and balanced assessment of their effectiveness.		
(0 – 3)	(4 – 5)	(6)	6	

Principal Examiner comment -

Mark Band 1

The learner has identified identify a threat in the Introduction to the Threats to Data part of the website. He then goes on to describe several other threats, both internal and external, in the Potential Threats section. Two important pieces of legislation, The Data Protection Act and Computer Misuse Act are described in the legislation section. All methods of protection, listed under 2.7 Security of the unit specification, p35 are covered in this section. The evidence meets all aspects of mark band 1.

Mark Band 2''

The learner has identified several possible threats and has explained methods of protection. He has included comments about the effectiveness of the legislation described. The evidence supports all aspects of mark band 2.

Mark Bank 3

Threats have been identified, ie hacking, viruses, unauthorised access, etc and good evidence supporting methods that can be employed to reduce the risks, 2.7. The learner does explain how effective the measures are this can be seen on the section on Protection. He has also tried to relate some of the evidence to the transactional website studied. In addition, he has given a balanced assessment of the Compute Misuse Act but the evidence for the Data Protection Act does not clearly identify any problems with it.

Assessment criteria — Unit 2: The Digital Economy – part d)

Mark Band 1	Mark Band 2	Mark Band 3	Mark awarded	Comments
<p>The learner:</p> <ul style="list-style-type: none"> creates a database structure capable of storing the given set of data, but with room for further customisation carries out some limited testing, but not enough to ensure that it functions correctly imports the data into the database uses the facilities of the software to extract some valid and meaningful information. 	<p>The learner:</p> <ul style="list-style-type: none"> creates a database structure that is customised to take account of the characteristics of the given set of data carries out adequate testing to ensure that the database functions correctly imports the data into the database uses the facilities of the software to extract valid and meaningful information and identify some significant trends. 	<p>The learner:</p> <ul style="list-style-type: none"> creates a database structure that is customised to take account of the characteristics of the given set of data and includes some data validation carries out extensive testing to ensure that the database functions correctly and efficiently imports the data into the database uses the facilities of the software to extract valid and meaningful information and identify some significant trends, interpreting output and making 		

		recommendations based on it.		
(0 – 10)	(11 – 15)	(16 – 20)	16	

Principal Examiner comment -

Mark Band 1

The learner has described a structure of his database (see Database Design) and explains how he decided on 2 entities for his database. It should be noted that only 2 are required for this unit, ie two tables with a one to many relationship. The structure is shown on this page, with the implementation of the actual structure on the Implementation page. This more than addresses the first bullet point in this mark band.

The candidate explains how he tested prior to importing the data into the database. The testing evidenced in this section more than covers the requirements for bullet point 2.

The evidence that the data has been imported is implicit in the Analysis section. However, the learner has explained how he tested the data was correctly imported in the evaluation section. This is not the best way of evidencing this as the learner has explained. However, the evidence is accepted although learners are encouraged to take heed of the comments made in this evaluation by Adrian. Bullet point 3 is addressed.

Bullet point 4 is addressed as a query on both tables is shown in design view on the Analysis page and there is evidence of a sort. This data has then been imported into a spreadsheet. Some trends have been identified and the results produced in graphical format to portray the information in a meaningful way. All marks in this mark band have been awarded.

Mark Band 2''

The Implementation page clearly shows that field types have been designed around the characteristics of the data to be inputted, ie date/time, number and text fields. It is good to see autonumber being used for the primary key of the product table thereby ensuring it is a unique identifier. Bullet point 1 is addressed.

There is a section on testing and it demonstrates a range of tests have been undertaken to include retests showing problems have been resolved. However, there is no explicit evidence to support the checking of the data once it has been imported which is part of the AG listed on p43. The assessor has correctly identified that there is no evidence to support this. However, as commented on, the learner has covered this to some extent in the evaluation and it has been accepted with the proviso that more explicit evidence should be produced in the future.

Bullet point 3 – Again the evidence that the data has been imported is only implicit in the evidence in the Analysis section and no testing that it has been correctly imported has been evidenced. However the comments made by the learner in the evaluation have been accepted. This bullet point has been addressed.

Bullet point 4 –There is evidence of database manipulation using more than one table. There is evidence of a sort on month with grouping and count. There should be explicit evidence of a multiple sort. The evidence of manipulation of the database is minimal and only just enough. Learners should be encouraged to produce more evidence than this in order to strengthen their evidence. The results of a query has been presented in datasheet view and then imported into a spreadsheet which does present it in a meaningful way. The candidate has identified some trends which are shown in the analysis section.

All aspects of this mark band have been addressed although some areas are not explicitly addressed and learners should take this into account for the future.

Mark Bank 3

Input masks and validation rules are clearly evidenced on the implementation page. This is strengthened by the evidence in the testing section. The first bullet point has been addressed.

The candidate has clearly tested the database prior to importing the data. However there is no evidence to support the data having been checked once imported. There is evidence of testing the structure, relationships and tests for the input masks and validation checks. However this bullet point has not been explicitly addressed as specified in the AG on p44 but the evaluation evidence is accepted..

Bullet point 4 does have sufficient evidence to award it. The learner has carried out limited manipulation of the database. There is only one query evidenced Some trends have been identified but the learner should have made more effective recommendations based on the results.

The learner is clearly competent and working at mark band 3 but needs to strengthen some aspects of his evidence in order to achieve full marks.

Mark Band 1	Mark Band 2	Mark Band 3	Mark awarded	Comments
<p>The learner makes some evaluative comments about:</p> <ul style="list-style-type: none"> the performance of the database their own performance. 	<p>The learner evaluates:</p> <ul style="list-style-type: none"> the performance of the database their own performance, incorporating feedback from others and makes recommendations for improvements. 	<p>The learner fully evaluates:</p> <ul style="list-style-type: none"> the performance of the database their own performance, incorporating feedback from others and makes realistic recommendations for improvements. 		
(0 – 3)	(4 – 5)	(6)	5	

Principal Examiner comment -

Mark Band 1

The learner has evaluated the database and this is clearly evidenced in the section labelled Evaluation. This includes evaluating the structure and primary key. This is just enough to cover Mark Band 1.

The learner has also evaluated their own performance in producing the eportfolio.

Mark Band 2

The learner has sought the feedback of others for both the database and eportfolio. The evidence for considering the effectiveness of the database as a whole is very brief but just sufficient for this mark band. There is some evidence to support recommendations for improvement. . He felt that he could have improved the section on legislation (Threats to Data) and explains how. This is sufficient evidence for this Mark Band.

Mark Band 3

The learner has made a good attempt to evaluate the database and his own performance. The evaluation of the database does not cover a full range of aspects, see AG on p44. Although there are recommendations for improvement, some of these are weak, such as 'the presentation could be improved' but he doesn't explain how. However, there is a reasonable suggestion for the format of the product number and the failure to fully describe the ordering of new stock.

Total 48/60

Overall Comment

The learner has produced an eportfolio which is easy to navigate. The sections are clearly labelled and the links work so that the evidence can be easily found.

The evidence is well presented and the learner is obviously capable of achieving Mark Band 3. However, there are weaknesses in the eportfolio evidence. This is mainly due to the bullet points in the mark bands not being fully addressed and it would appear that the assessor has not referred to the Assessment Guidance to see how to award the marks. In addition the learner should be encouraged to ensure that all aspects of the specification have been fully understood. Some benefit of the doubt and leniency has been applied to this portfolio as the learner is clearly working at Mark Band 3. This may not be the case in the future.

The web site chosen does not contain some of the complexities seen in many transactional websites and may have prevented the learner from evidencing all aspects required.

This portfolio could be improved by:

- more attention being addressed to all sections of 2.3 and more attention given to Section 2.5 when evaluating the Transactional website
- the back office processes related too much to the customer aspect rather than also examining how the organisation uses the information to carry out a wider range of activities relating to their business, in particular the last bullet point in section 2.4, p33 and again 2.5.
- a more comprehensive set of diagrams to address the back office processes
- checking the data for the database was imported correctly
- more manipulation of the database to show how a user can employ this as a tool in the workplace