

MARKER CODE


 Pacific
Community
Communauté
du Pacifique


Student Personal Identification Number

South Pacific Form Seven Certificate

INFORMATION AND COMMUNICATIONS TECHNOLOGY

2021

QUESTION and ANSWER BOOKLET

Time allowed: Three hours

(An extra 10 minutes is allowed for reading this paper)

INSTRUCTIONS

Write your **Student Personal Identification Number (SPIN)** in the space provided on the top right-hand corner of this page.

Answer **ALL QUESTIONS**. Write your answers in the spaces provided in this booklet.

If you need more space for answers, ask the Supervisor for extra paper. Write your SPIN on all extra sheets used and clearly number the questions. Attach the extra sheets at the appropriate places in this booklet.

| Major Learning Outcomes (Achievement Standards) | Skill Level & Number of Questions | | | | Weight/ Time |
|--|---------------------------------------|---|------------------------------|---|------------------------|
| | Level 1 <i>Uni- structural</i> | Level 2 <i>Multi- structural</i> | Level 3 <i>Relational</i> | Level 4 <i>Extended Abstract</i> | |
| Strand 1: Digital Media Understand the differences between Open Source and Proprietary software and be able to use digital media concepts in ICT to design and develop a media product. | 4 | 2 | - | 1 | 12% 36 min |
| Strand 2: Website Development Understand the key concepts of web development and the use of web-driven databases. | 2 | 1 | 2 | - | 10% 30 min |
| Strand 3: Programming Understand programming concepts through the use of appropriate programming languages. | 5 | 2 | 1 | - | 12% 36 min |
| Strand 4: Microprocessor Control Understand the principles of microprocessor control and the use of programmable microprocessors to control embedded devices. | 2 | 2 | - | - | 6% 18 min |
| Strand 5: Issues in ICT Understand the major concerns with the use of ICT and the important measures that can be used to minimise the concerns or provide some level of safety and security. | 5 | 1 | 3 | 1 | 20% 60 min |
| TOTAL | 18 | 8 | 6 | 2 | 60% 180 min |

Check that this booklet contains pages 2–13 in the correct order and that none of these pages are blank.

HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

STRAND 1: DIGITAL MEDIA*Assessor's use only*

| | <p>Use the information below to answer questions 1.1–1. 7.</p> <p>You have been asked to prepare a media design proposal that can be used by the organising committee for the <u>2021 Pasifika Festival</u> to be held in Suva.</p> | | | | | | | | | | | |
|-----------------|---|--|-----------------|--|---|--|---|--|----|--|----|--|
| 1.1 | <p>You propose to use Open-Source Software.</p> <p>Provide a brief definition of open-source software.</p> <hr/> <hr/> <hr/> | <table border="1"> <thead> <tr> <th colspan="2">Unistructural</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table> | Unistructural | | 1 | | 0 | | NR | | | |
| Unistructural | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | |
| NR | | | | | | | | | | | | |
| 1.2 | <p>Present to the organising committee a clear outline of the strengths of open-source software.</p> <hr/> <hr/> <hr/> <hr/> <hr/> | <table border="1"> <thead> <tr> <th colspan="2">Multistructural</th> </tr> </thead> <tbody> <tr> <td>2</td> <td></td> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table> | Multistructural | | 2 | | 1 | | 0 | | NR | |
| Multistructural | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | |
| NR | | | | | | | | | | | | |
| 1.3 | <p>Specify one task that may require the use of graphics design software for promoting the 2021 Pasifika Festival.</p> <hr/> <hr/> <hr/> | <table border="1"> <thead> <tr> <th colspan="2">Unistructural</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table> | Unistructural | | 1 | | 0 | | NR | | | |
| Unistructural | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | |
| NR | | | | | | | | | | | | |
| 1.4 | <p>Discuss the importance of determining the full requirements for any specific graphics design task that is needed by the organising committee.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | | | | | | | | | | | |

| | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <table border="1"> <tr> <th colspan="2">Extended Abstract</th> </tr> <tr> <td>4</td> <td></td> </tr> <tr> <td>3</td> <td></td> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </table> | Extended Abstract | | 4 | | 3 | | 2 | | 1 | | 0 | | NR | |
|-------------------|--|--|-------------------|--|---|--|---|--|----|--|----|--|---|--|----|--|
| Extended Abstract | | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | | | | | |
| NR | | | | | | | | | | | | | | | | |
| <p>1.5</p> | <p>The organising committee wants to capture the festival on video. Name an appropriate video peripheral that can be used during the festival.</p> <hr/> <hr/> <hr/> <hr/> | <table border="1"> <tr> <th colspan="2">Unistructural</th> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </table> | Unistructural | | 1 | | 0 | | NR | | | | | | | |
| Unistructural | | | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | | | | | |
| NR | | | | | | | | | | | | | | | | |
| <p>1.6</p> | <p>State the main function of the video peripheral named in question 1.5 above.</p> <hr/> <hr/> <hr/> <hr/> | <table border="1"> <tr> <th colspan="2">Unistructural</th> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </table> | Unistructural | | 1 | | 0 | | NR | | | | | | | |
| Unistructural | | | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | | | | | |
| NR | | | | | | | | | | | | | | | | |
| <p>1.7</p> | <p>Present an outline of the common features of a video processing software that you propose to use for the 2021 Pasifika Festival.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <table border="1"> <tr> <th colspan="2">Multistructural</th> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </table> | Multistructural | | 2 | | 1 | | 0 | | NR | | | | | |
| Multistructural | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | | | | | |
| NR | | | | | | | | | | | | | | | | |

STRAND 2: WEBSITE DEVELOPMENT*Assessor's use only*

| | <p>Use the information below to answer questions 2.1–2.5.</p> <p>You have been shortlisted for an interview with the Bank South Pacific (BSP). Demonstrate to BSP that you can help in the development of their new website by answering the web development questions below. This new website is to replace the current Automated Teller Machine (ATM) online system.</p> | | | | | | | | | | | | | |
|--------------|---|---|--------------|--|---|--|---|--|----|--|---|--|----|--|
| 2.1 | <p>Identify a key web-design requirement that you may need for designing the BSP bank website.</p> <hr/> <hr/> <hr/> | <table border="1"> <thead> <tr> <th colspan="2">Unstructural</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table> | Unstructural | | 1 | | 0 | | NR | | | | | |
| Unstructural | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | | | |
| NR | | | | | | | | | | | | | | |
| 2.2 | <p>A BSP management staff suggested the use of CSS in the development of the website.</p> <p>Provide a brief definition of CSS.</p> <hr/> <hr/> <hr/> | <table border="1"> <thead> <tr> <th colspan="2">Unstructural</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table> | Unstructural | | 1 | | 0 | | NR | | | | | |
| Unstructural | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | | | |
| NR | | | | | | | | | | | | | | |
| 2.3 | <p>The current ATM online system is a database-driven website.</p> <p>Explain the database-driven website concept.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <table border="1"> <thead> <tr> <th colspan="2">Relational</th> </tr> </thead> <tbody> <tr> <td>3</td> <td></td> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table> | Relational | | 3 | | 2 | | 1 | | 0 | | NR | |
| Relational | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | | | |
| NR | | | | | | | | | | | | | | |

| 2.4 | <p>Explain the key benefits of using a database-driven website for the BSP bank.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <table border="1"> <thead> <tr> <th colspan="2">Relational</th> </tr> </thead> <tbody> <tr> <td>3</td> <td></td> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table> | Relational | | 3 | | 2 | | 1 | | 0 | | NR | |
|-----------------|---|---|-----------------|--|---|--|---|--|---|--|----|--|----|--|
| Relational | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | | | |
| NR | | | | | | | | | | | | | | |
| 2.5 | <p>Outline the required process that can be used in testing BSP's web-driven database website.</p> <hr/> <hr/> <hr/> <hr/> <hr/> | <table border="1"> <thead> <tr> <th colspan="2">Multistructural</th> </tr> </thead> <tbody> <tr> <td>2</td> <td></td> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table> | Multistructural | | 2 | | 1 | | 0 | | NR | | | |
| Multistructural | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | | | |
| NR | | | | | | | | | | | | | | |

STRAND 3: PROGRAMMING*Assessor's use only*

| | <p>Use the information below to answer questions 3.1–3.5.</p> <p>You have been asked to prepare a basic lesson on computer programming for a group of Form Five (Year 11) students by using your responses to the following programming concepts.</p> | | | | | | | | | | | | | | | | | | | |
|-----------------|---|--|---------------|--|---|--|---|--|----|--|-----------------|--|---|--|---|--|----|--|----|--|
| 3.1 | <p>Start the lesson by stating one of the main benefits of using the problem-solving process in programming.</p> <p>_____</p> <p>_____</p> <p>_____</p> | <table border="1"> <tr> <th colspan="2">Unistructural</th> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </table> | Unistructural | | 1 | | 0 | | NR | | | | | | | | | | | |
| Unistructural | | | | | | | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | | | | | | | | | |
| NR | | | | | | | | | | | | | | | | | | | | |
| 3.2 | <p>The next part of the lesson is your preferred design approach, which is the bottom-up design approach.</p> <p>i. Provide a definition of the bottom-up design approach.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>ii. State the main benefit of the bottom-up design approach.</p> <p>_____</p> <p>_____</p> <p>_____</p> | <table border="1"> <tr> <th colspan="2">Unistructural</th> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </table> <table border="1"> <tr> <th colspan="2">Unistructural</th> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </table> | Unistructural | | 1 | | 0 | | NR | | Unistructural | | 1 | | 0 | | NR | | | |
| Unistructural | | | | | | | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | | | | | | | | | |
| NR | | | | | | | | | | | | | | | | | | | | |
| Unistructural | | | | | | | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | | | | | | | | | |
| NR | | | | | | | | | | | | | | | | | | | | |
| 3.3 | <p>The next part of the lesson is the use of design tools in programming, such as algorithms and flowcharts.</p> <p>i. Define algorithm in computer programming.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>ii. Outline two known advantages of using flowcharts.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <table border="1"> <tr> <th colspan="2">Unistructural</th> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </table> <table border="1"> <tr> <th colspan="2">Multistructural</th> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </table> | Unistructural | | 1 | | 0 | | NR | | Multistructural | | 2 | | 1 | | 0 | | NR | |
| Unistructural | | | | | | | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | | | | | | | | | |
| NR | | | | | | | | | | | | | | | | | | | | |
| Multistructural | | | | | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | | | | | | | | | |
| NR | | | | | | | | | | | | | | | | | | | | |

| | <p>iii. Outline two benefits of using appropriate design tools, such as the Unified Modelling Language (UML), for designing computer programmes.</p> <hr/> <hr/> <hr/> <hr/> <hr/> | <table border="1"> <thead> <tr> <th colspan="2">Multistructural</th> </tr> </thead> <tbody> <tr> <td>2</td> <td></td> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table> | Multistructural | | 2 | | 1 | | 0 | | NR | | | |
|-----------------|--|---|-----------------|--|---|--|---|--|----|--|----|--|----|--|
| Multistructural | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | | | |
| NR | | | | | | | | | | | | | | |
| 3.4 | <p>The next part of the lesson is about the programming stages.</p> <p>Explain the benefits of following the programming stages.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <table border="1"> <thead> <tr> <th colspan="2">Relational</th> </tr> </thead> <tbody> <tr> <td>3</td> <td></td> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table> | Relational | | 3 | | 2 | | 1 | | 0 | | NR | |
| Relational | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | | | |
| NR | | | | | | | | | | | | | | |
| 3.5 | <p>The final part of the lesson is the debugging stage.</p> <p>Define debugging in programming.</p> <hr/> <hr/> <hr/> | <table border="1"> <thead> <tr> <th colspan="2">Unistructural</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table> | Unistructural | | 1 | | 0 | | NR | | | | | |
| Unistructural | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | | | |
| NR | | | | | | | | | | | | | | |

STRAND 4: MICROPROCESSOR CONTROL*Assessor's use only*

| | <p>Use the information below to answer questions 4.1–4.4.</p> <p>Programmable microprocessors are used to control almost every electronic or embedded device today. You have been short-listed for a position at INTEL, a company that develops different types of microprocessors. You can prepare for your job interview by answering the following questions.</p> | | | | | | | | | | | |
|-----------------|---|--|-----------------|--|---|--|---|--|----|--|----|--|
| 4.1 | <p>State a key feature of a microprocessor.</p> <p>_____</p> <p>_____</p> <p>_____</p> | <table border="1"> <thead> <tr> <th colspan="2">Unistructural</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table> | Unistructural | | 1 | | 0 | | NR | | | |
| Unistructural | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | |
| NR | | | | | | | | | | | | |
| 4.2 | <p>State a simple task that can be performed by an embedded device that is controlled by a programmable microprocessor.</p> <p>_____</p> <p>_____</p> <p>_____</p> | <table border="1"> <thead> <tr> <th colspan="2">Unistructural</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table> | Unistructural | | 1 | | 0 | | NR | | | |
| Unistructural | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | |
| NR | | | | | | | | | | | | |
| 4.3 | <p>Outline the main parts of the process involved when a microprocessor controls the hardware to perform a simple task.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <table border="1"> <thead> <tr> <th colspan="2">Multistructural</th> </tr> </thead> <tbody> <tr> <td>2</td> <td></td> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table> | Multistructural | | 2 | | 1 | | 0 | | NR | |
| Multistructural | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | |
| NR | | | | | | | | | | | | |
| 4.4 | <p>Outline the process involved in controlling an embedded device to respond when a critical change in its environment occurs.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <table border="1"> <thead> <tr> <th colspan="2">Multistructural</th> </tr> </thead> <tbody> <tr> <td>2</td> <td></td> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table> | Multistructural | | 2 | | 1 | | 0 | | NR | |
| Multistructural | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | |
| NR | | | | | | | | | | | | |

STRAND 5: ISSUES IN ICT*Assessor's use only*

| | <p>Use the information below to answer questions 5.1 and 5.2.</p> <p>“With ICT in our everyday use, it can help our society to get better and help our country to a better change. But there are some contemporary (present-day) issues in ICT such as cyberbullying, copyright infringement, green technology, and internet addiction, which we need to take action immediately.”</p> <p><i>Source: https://www.change.org/p/contemporary-issues-in-ict</i></p> | | | | | | | | | | | | | | | | | |
|-----------------|---|--|-----------------|--|---|--|---|--|----|--|---------------|--|---|--|---|--|----|--|
| 5.1 | <p>Define the following ICT issues:</p> <p>i. Piracy</p> <hr/> <hr/> <hr/> <p>ii. Privacy</p> <hr/> <hr/> <hr/> | <table border="1"> <thead> <tr> <th colspan="2">Unistructural</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">Unistructural</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table> | Unistructural | | 1 | | 0 | | NR | | Unistructural | | 1 | | 0 | | NR | |
| Unistructural | | | | | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | | | | | | | |
| NR | | | | | | | | | | | | | | | | | | |
| Unistructural | | | | | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | | | | | | | |
| NR | | | | | | | | | | | | | | | | | | |
| 5.2 | <p>Outline the impacts of ethical issues in ICT.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <table border="1"> <thead> <tr> <th colspan="2">Multistructural</th> </tr> </thead> <tbody> <tr> <td>2</td> <td></td> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table> | Multistructural | | 2 | | 1 | | 0 | | NR | | | | | | | |
| Multistructural | | | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | | | | | | | |
| NR | | | | | | | | | | | | | | | | | | |

| | <p>Use the information below to answer questions 5.6–5.9.</p> <p>With the unbelievable rise in the use of ICT, security threats (fears) and cybercrimes are on the rise, causing companies and nations of the Pacific to consider serious security actions.</p> <p>Present your understanding of the security threats and appropriate actions taken to address the issue by answering the questions below.</p> | | | | | | | | | | | | | |
|---------------|---|---|---------------|--|---|--|---|--|----|--|---|--|----|--|
| <p>5.6</p> | <p>State a known security threat posed by employees.</p> <hr/> <hr/> <hr/> | <table border="1"> <tr> <th colspan="2">Unistructural</th> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </table> | Unistructural | | 1 | | 0 | | NR | | | | | |
| Unistructural | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | | | |
| NR | | | | | | | | | | | | | | |
| <p>5.7</p> | <p>Explain the issues of having an online identity when using social media such as Facebook.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <table border="1"> <tr> <th colspan="2">Relational</th> </tr> <tr> <td>3</td> <td></td> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </table> | Relational | | 3 | | 2 | | 1 | | 0 | | NR | |
| Relational | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | | | |
| NR | | | | | | | | | | | | | | |

| <p>5.8</p> | <p>State an example of an ICT security incident that has been reported in the Pacific.</p> <hr/> <hr/> <hr/> | <table border="1"> <tr> <th colspan="2">Unistructural</th> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </table> | Unistructural | | 1 | | 0 | | NR | | | | | |
|---------------|--|---|---------------|--|---|--|---|--|----|--|---|--|----|--|
| Unistructural | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | | | |
| NR | | | | | | | | | | | | | | |
| <p>5.9</p> | <p>Explain known efforts being implemented in the Pacific to combat cybercrimes.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <table border="1"> <tr> <th colspan="2">Relational</th> </tr> <tr> <td>3</td> <td></td> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </table> | Relational | | 3 | | 2 | | 1 | | 0 | | NR | |
| Relational | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | | | |
| NR | | | | | | | | | | | | | | |

THE END