Examination report – June 2011 series

2730-012 Communication Systems & Digital Networks 2

Section 1 – Areas of good performance
Syllabus reference: 1.11 – Switching methods. This part was answered well by the majority of candidates. Syllabus reference: 1.11, 1.14 – OSI. Answered well by most candidates, although some candidates answered as peer to peer networks. Syllabus reference: 3.7, 3.8 – TCP / OSI / DOD. Answered reasonably well, but marks were lost with unclear diagrams. Syllabus reference: 3.13, 3.15, 4.11, 4.12 – TCP / half-full duplex / DTE& DCE. Answered reasonably well by most candidates. Syllabus reference: 4.10 – PCM. Answered accurately by most candidates. Syllabus reference: 4.6 – Data terms. Answered accurately by most candidates. Syllabus reference: 5.24, 5.4 – STA, routing metrics. Answered reasonably well although switching methods were often not correctly identified. Syllabus reference: 5.25. 5.29, 5.9 – Trunking, distance vector operation, filtering. Answered reasonably well, but marks were lost often because of weak explanations and descriptions. Syllabus reference: 5.26 – RIP. Answered well.

Section 2 – Areas for development
Syllabus reference: 1.14 – Coding methods. A lack of understanding prevailed here as most answers were incorrect. Syllabus reference: 3.21 – Subnetting. In all parts an obvious lack of knowledge was evident as when attempted, answers were poor and incorrect. Syllabus reference: 4.10, 4.15 – Data flow control / data encoding. Both parts were answered poorly. Answers were simply brief statements rather than explanations. Syllabus reference: 4.17, 4.19 – HDLC. A lack of understanding re- HDLC existed here as answers to both parts were very poor. Syllabus reference: 5.24, 5.4, 5.6 – STA. A lack of understanding clearly existed, this time with respect to STA. Syllabus reference: 5.11, 5.20 – Routing / routed protocols / IS-IS. Most candidates that attempted gave examples of protocols rather than explaining the differences between routing/routed protocols. A lack of understanding of IS-IS prevailed as poor answers were given.
Section 3 – Recommendations
• Read questions carefully, re-descriptions and explanations. • Produce neat legible diagrams, if asked for.