GCE

Applied ICT

Advanced Subsidiary GCE (Double Award) **AS H315**

Advanced Subsidiary GCE **AS H115**

Combined Mark Schemes
And Report on the Units

January 2006

H115/H315/MS/R/06J

OCR (Oxford, Cambridge and RSA Examinations) is a unitary awarding body, established by the University of Cambridge Local Examinations Syndicate and the RSA Examinations Board in January 1998. OCR provides a full range of GCSE, A level, GNVQ, Key Skills and other qualifications for schools and colleges in the United Kingdom, including those previously provided by MEG and OCEAC. It is also responsible for developing new syllabuses to meet national requirements and the needs of students and teachers.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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MARK SCHEMES FOR THE UNITS

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Mark Scheme G041
January 2006

Marking tasks

All papers allow marks for the pre-release tasks:

- indicate clearly with a tick (✓) where each mark is awarded – if appropriate
    - count the number of ticks and enter the number in the Tasks boxes on the front of the question paper.

- graded response tasks -indicate clearly how a mark band has been achieved
    - AO4 + 1/2/3 – identifies mark for evaluation (1-3 marks)
    - QWC + 1/2/3 – identifies mark for QWC (1-3 marks)
    - CS – response has been applied to case study
    - P/E/+/- - identifies points/expansions, positive and negative points
    - H/M/L + mark – identifies mark band and mark for content
    - add AO4, QWC and H/M/L mark together to get total mark for the task and enter in the Tasks boxes on the front of the question paper

- indicate that each page has been looked at by putting a diagonal line across the bottom right-hand corner of any page where no marks are awarded

Marking the questions

Only answers to questions written on the Question Paper should be marked.

Indicate clearly with a tick exactly where each mark is awarded. The number of ticks must equal the number of marks.

Write the number of marks from the question paper in the right-hand margin level with the bottom of the lines/space for the answer.

Make sure you do not give marks twice for the same points or exceed the number of marks available. Write *Max* next to the last tick to indicate where the mark limit for the question/part question has been met, especially if there are further points worthy of credit.

Total the marks for the whole question (**not** part questions) and write this in a circle, in the right-hand margin of the question paper, at the end of the question. There should be a circled mark for each question.

Mark any answer that is clearly wrong with a cross (✗).

Draw a line on the right-hand side of any answer that does not contain any points worthy of credit and/or use the abbreviations provided. It must be clear that you have read all the answers given.

Do not write anything on the question paper or pre-released tasks other than the approved abbreviations given over the page.

^	Something vital to the mark point has been omitted.
BOD	Benefit of the doubt given.
NBOD	Benefit of the doubt <u>not</u> given.
CON	Candidate contradicts him/herself.
NAQ	Candidate has not answered the question as set.
MTP	Candidate has missed the point of the question.
W	Candidate is working towards a mark but has not given enough to receive credit at this point.
NE	Not enough for the candidate to receive credit.
TV	Answer is too vague to receive credit.
FTC	Follow-through credit. When an earlier wrong answer has been penalised, this may be used to show that credit can now be given to a part of the script which depends on that earlier wrong answer. This avoids penalising a candidate twice for the same error, but <u>should only be used where specified by the PE</u>.
MAX	Shows that the maximum number of marks for a part-question or question has been awarded (even though the answer may contain further correct points).
R	The point repeats one already awarded credit.
JE	Candidate has *just* given enough to be awarded a mark.

Examiners may also underline the key words or phrases that contribute to the answer being worthy of credit or which confirm that the answer is wrong. However, care will be needed as candidates often use underlining to indicate an answer in pre-prepared material. Some also use red ink for this.

Transferring marks

Transfer the circled 'whole question' marks to the appropriate boxes on the front of the question paper.

Total the marks and enter this number in the Total box.

Check you have transferred and totalled the marks correctly.

Get your checker to check that
- the number of marks awarded for each task/question/part question equals the number of ticks
- task and question totals are correct
- marks are correctly transferred to the front of the question paper
- the question paper total is correct.

Transfer the totals onto the Centre MS2, taking care that the correct mark is written beside each candidate and that the lozenges are filled in correctly.

Get your checker to check that you have completed the MS2 correctly.

Send MS2s to Cambridge as soon as they are ready using the labels provided– you do not need to wait for the batch dates.

Never send scripts and MS2s in the same package.

If you are unsure what to do at any stage:

- look in the Instructions for Examiners handbook
- look at the Marking Guidelines for ICT Examiners
- contact your Team Leader, Principal Examiner, Chief Examiner or the ICT Subject Team for advice.

There are 100 marks available for this test. They are allocated as follows:

- Tasks 2 and 3   30
- Section A of the test paper 50
- Section B of the test paper 20

Task 2

   1 mark each for boxes labelled
   - Customer
   - Sales (Department/staff)
   - Party Organiser
   - Venue
   - Entertainment Agency
   - Caterer

   plus labelled arrows to show the following information flows (1 mark each) and methods (1 mark each)
   Max 15 marks.

   Note:
   - Arrows should only be awarded points if they are drawn to and from the correct boxes.
   - Marks may be awarded for unconventional diagrams provided they isolate the senders and receivers of information.
   - Do not award marks for flow diagrams or series of text boxes linked by arrows.
   - Marks cannot be awarded for 'How' if the information is not identified.
   - Labels should not be awarded marks if they are contained within the description of a process.
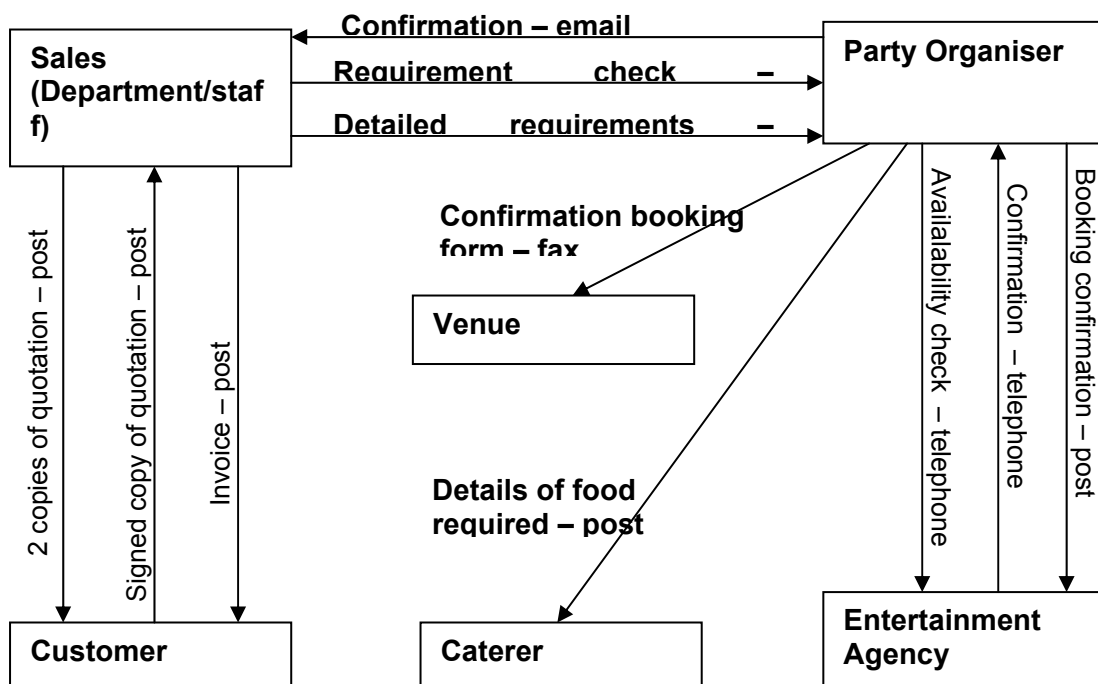
[15]

Task 3

The quality of written communication is assessed through this task.

QWC Marks	Guidance
3	Virtually free of errors of grammar, punctuation and spelling
2	A few errors in grammar, punctuation and spelling may remain
1	Errors in grammar, punctuation and spelling may be present.

AO4 is assessed through this task

AO4 Marks	Guidance
3	A strength and a weakness in the method(s) used identified or suggestions for improving own performance
2	A strength or a weakness in the method(s) used identified.
1	Some comment made on method(s) used.

Tiered response based on:

Coded	Marks	Guidance
H	7-9	A detailed, clearly and logically expressed explanation applied to Peta's Party Plan that includes well structured arguments relating to advantages and disadvantages
M	4-6	A limited explanation applied to Peta's Party Plan that expresses some complex ideas clearly and includes some well structured arguments
L	1-3	Clearly expressed basic statements of effects or explanations not applied to Peta's Party Plan

To include consideration of:
- use of robotics for storing goods
- use of robotics for picking goods
- quality control
- speed of process
- problems with lack of human intervention
- initial cost of equipment
- reliance on systems
- safety of workers
- future impact on
  - health and safety
  - employment levels
  - working practices

Annotation:
- CS – response has been applied to case study
- P/E/+/- - identifies points/expansions, positive and negative points

Section A
1   Any two departments and matching task from:
   - operations (1) plus one of:
     – organising parties (1)
     – maintain list of venues, entertainment agencies and caterers (1)
     – running parties (1)
   - marketing (1) plus one of:
     – advertising (1)
     – market research (1)
     – negotiating permissions (1)
     – working with designers (1)
   - finance (1) plus one of
     – keeping records of financial transactions (1)
     – paying invoices (1)
     – produce monthly and annual reports (1)
     – produce annual accounts for Inland Revenue (1)
     – produce quarterly VAT returns (1)
     – arrange payment of salaries into staff bank accounts (1)
   - sales (1) plus one of
     – entering booking details in SOP system (1)
     – sending quotations to customers (1)
     – sending invoices to customers (1)
     – check customer requirements can be met (1)

1 mark for each department plus 1 mark for a matching task to a maximum of 4   **[4]**

2   Any four of
   - taking details of party enquiries
   - entering details in word-processed template
   - emailing party enquiry to sales
   - keeping records of hours worked
   - removing cash etc from EPOS terminals
   - taking a record of daily transaction <u>and</u> checking against money taken
   - reporting discrepancies to manager
   - emailing details of staff hours and money taken to Head Office.
   1 mark per point to max of 4   **[4]**

3   Sales and Marketing Director responsible for overseeing shops (1) Shop Managers report to Sales and Marketing Director (1)   **[2]**

7

4   **(a)**
- product code (1) captured by barcode reader (1)
- quantity (1) captured by keypad (1)

[4]

(b)
- product description
- price

1 mark each   [2]

(c) (looked up) in <u>stock</u> database

1 mark   [1]

(d)
- multiply unit price by quantity
- add item totals to give total due
- subtract total due from amount tendered

1 mark each   [3]

(e) Any two of
- (printed) cash receipt
- (printed) card receipt
- on-screen display

1 mark each to max of 2, 1 mark for receipt   [2]

(f) Any three of
- product description
- unit price
- quantity
- item total
- total price
- amount tendered
- change due

1 mark each to max of 3   [3]

5 A description that includes at least one point from each section to a maximum of 10.
   hardware
   - single computer (1) with barcode reader (1) and dot-matrix printer (1) broadband connection to Internet (1)

   software
   - records of stock held (1) stored in database (1)
   - purchase order template (1) in word processing software (1)
   - communications software (1) to send and receive email (1)

   input data
   - product code/number (NOT barcode) (of goods removed or received) (1) by scanning barcode (1)
   - quantity (of goods removed or received) (1) entered using keyboard (1)
   - details of goods required from supplier (1)

   output
   - (printed) order from shop (1) on 2-part carbonised paper (1)
   - re-order log (1)
   - (printed) purchase order (1) on 3-part carbonised paper (1)

   processes
   - quantity of each item removed (1) deducted from stock database (1)
   - compare quantity with re-order level (1) if quantity <= re-order level (1) add to re-order log (1)
   - quantity of each item received (1) added to stock database (1)
   - search for item on stock database (1) using product code (1)

   1 mark for update stock database

                                                                                            [10]

6 (a) Any five of:
   strengths
   - quantity sold subtracted automatically from stock database
   - quantity left compared with set re-order level
   - records flagged when re-order level reached
   - EPOS terminals and administration computers all linked to server
   - broadband link to Internet
   - manager can use product knowledge to inform ordering
   - HHT used to update stock records

   weaknesses
   - manager writes quantity required by hand
   - administration assistant re-keys data
   - possible errors if handwriting can't be read
   - possibility of data entry errors
   - stock database must be updated when goods received
   - staff absence causes delays
   - flagged records only checked once a week.

   1 mark per point to a max of 5 (maximum of 4 for either strengths or weaknesses)**[5]**

(b) Any suitable suggestions
   eg.
   Improvement
   - set system to create order automatically
   - link to warehouse system in WAN
   - send order to warehouse automatically
   - automatically update shop stock database when goods removed from warehouse database

   Problems/implications
   - systems must be programmed to recognise seasonal goods
   - will not react to sudden changes in demand – may need manual override
   - manager may feel marginalised
   - need for more network management

   Benefits
   - do not need to pass paper
   - do not need to re-enter data to create order
   - reduced errors due to misreading
   - reduced errors due to data input

   1 mark per point to max of 5 – for full marks to be awarded there must be at least one point from each section **[5]**

7 **(a)** <u>Copyright, Designs and Patents Act</u> **[1]**

(b) Any two of:
   - must gain permission to use material
   - may have to pay for permission to use material
   - must acknowledge owner of copyright

   1 mark per point to max of 2
   [2]

(c)
   - Peta's Party Plan own the copyright (1) others cannot use it without permission (1) Peta's Party Plan can charge for use (1) **[2]**

Section B

8   **(a)**   Any two of:
- taking reasonable care of their own health and safety (1) and that of others (1)
- co-operating with the employer (1) on health and safety matters (1)
- using work items provided, including personal protective equipment, correctly (1) and in accordance with any training or instructions (1)
- not interfering with or misusing (1) anything provided for their health, safety or welfare (1).

2 mark each to max 4   **[4]**

  (b)   To ensure that the working environment is as safe as possible (1) for workers (and the general public) (1)

                                                             [2]

  (c)   A description including
- carry out an assessment of the health and safety risks
- implement any health and safety measures found necessary by the risk assessment
- keep a record of any significant findings of the risk assessment
- keep a record of the health and safety measures implemented (if there are 5 or more employees)
- draw up a health and safety policy
- bring health and safety policy to the attention of the employees (if there are more than 5)
- appoint competent people to help implement health and safety arrangements
- set up emergency procedures
- provide clear information and training to employees
- co-operate with other employers who share the same workplace.

1 mark per point to max 4   **[4]**

9 **(a)** The use of the Internet (1st mark) for buying (1) or selling (1) (goods and services)
Max 2   **[2]**

(b) A description that includes
- view products
- select the products required from on-line catalogue
- view shopping basket
- go to checkout screen
- login/setup account
- enter contact details
- select delivery method
- check and confirm order
- enter credit card details
- confirm payment
- print invoice/order details

1 mark per point to max 3   **[3]**

(c) Up to three explanations including
Benefits
- company can sell to wider geographical area (1) increasing customer base (1)
- company may need less high street/high rent premises (1) reducing overheads (1)
- payment guaranteed at time of order (1) as card details provided (1)
- customers not restricted to shops they can travel to (1) wider choice (1)
- customers can shop from home (1) and have goods delivered (1)
- business can take place 24/7 (1) personal flexibility (1)
- easier to keep up-to-date (1) catalogues need to be reprinted (1)
- linked to stock levels (1) immediate feedback on availability (1)

Limitations
- company needs secure web server (1) may cost company a lot of money to set up (1)
- concern over security of card details (1) may deter customers from buying on-line (1)
- customers can only see pictures of goods (1) goods may not meet customers' expectations (1) company may have to pay for return of goods (1)
- need to update website <u>frequently</u> (1) cost of updating (1)
- delivery times (1) delivery charges (1)

Max 5 – max 4 for benefits or limitations   **[5]**

Report on the Units
January 2006

Chief Examiner's Report

For the first session of a new qualification, the number of entries for the externally assessed unit – G041: How Organisations use ICT – was somewhat surprising, but encouraging. In general, candidates performed well although few showed the evaluative skills necessary to gain the highest marks. Also, the value of careful reading of the question and answering specifically what is asked cannot be over-emphasised. A few candidates attempted to cross-reference answers or referred the Examiner to their notes for further detail. Only answers written on the question paper or on supplementary sheets will be marked.

Generally the quantity and organisation of pre-release work was appropriate. However, some candidates failed to specifically identify their responses to tasks 2 and 3. This made it difficult for Examiners to locate these tasks in order to mark them. Please ensure that each task is clearly labelled and that the work is submitted in task order. Centres are reminded that candidates should only submit work carried out in response to the tasks for use in the examination. General class notes based on the What You Need to Learn section of the unit must not be taken in to the examination.

Centres are reminded that the work submitted in response to the tasks must be each candidate's own unaided work. It is the Centre's responsibility to ensure that the work is carried out in conditions that allow the Teacher to confirm this is the case. Care is needed to ensure that candidates do not share electronic files and that teachers do not provide too much direction when helping candidates to understand what they have to do.   Some diagrams will inevitably be similar if they are drawn correctly.   However, if candidates produce these individually, there will be subtle differences in the length of lines, positioning of items etc. Whilst they must not mark the work, deadlines for handing in the work should be set so that there is time for the Teacher to check the work before signing the Authentication Statement.

Centres should also ensure that each candidate reads and understands the content of the Candidate Authentication Statement before signing it. Too many candidates either failed to acknowledge the sources of information they had used to complete task 3 in particular, or provided incomplete or inaccurate references. The ability to create a bibliography is a skill required by several units in this qualification and one that should be taught very early in the course. Candidates also need to learn the difference between using information and simply copying it.

Some centres submitted pre-release work in plastic pockets or even folders. The papers are now hole-punched to allow the work to be attached using a treasury tag through the top left-hand corner. Please ensure that all pre-release work is attached in this way in future. Please also discourage candidates from tying treasury tags in knots or wrapping them several times through the punched holes. It is essential that the Examiner can separate the pre-release work from the examination paper easily to mark it.

Most of the entries for moderated units were for G040: Using ICT to communicate. There was a full range of performance in this unit from 0 to 50. A few Centres submitted work for G042: ICT Solutions for Individuals and Society, G043: Systems Specification and Configuration and G046: Communicating Using Computers. Performance in these units was weaker, with most candidates in the lower two thirds of the mark range.

There was a higher proportion of Centres that had scaling applied to their marks than might be expected in the first session of a new qualification. As there was the possibility of Centres being accredited, it was important that Moderators were confident that the correct standards were being applied, rather than making allowances for the fact that the qualification is new. However, some of these marks were increased rather than reduced and almost all scaling was by a relatively small amount.

Most Centres made a good attempt at using the new unit recording sheets (URS), with helpful page references and useful comments to explain the mark awarded for each task. It was very clear where Centre representatives had attended OCR training events! However, a representative sample of specific page numbers, rather than reference to every single page that contains evidence or to a wide range of pages, would assist Moderators.

It is also important that each URS is completed fully with the Centre number and name and the candidate number and name. Individual unit portfolios may be removed from the remainder for awarding and other purposes and it is difficult to identify where the work has come from if these details are not completed.

There were a number of instances where the total mark had not been entered on the URS or the total was incorrect. These errors and omissions should be avoided as they will mean that the Moderator has to contact the Centre to confirm the marks, delaying the moderation process.

As with pre-release tasks for G041, plastic pockets, folders and particularly ring-binders should not be used to send unit portfolios. Work should be hole-punched and secured with treasury tags.

Principal Moderator's Report

General Comments

As this was the first opportunity for Centres to submit work for moderation for this qualification, there was, perhaps, more scaling than usual. However, in some cases this was because Centres had been too harsh in their assessment, rather than too lenient.

Centres generally coped well with the new style unit recording sheets, especially where they had attended a training course. There were helpful comments as to why a particular mark had been awarded and page numbers to direct the Moderator to the evidence. However, representative page numbers are more helpful than attempting to indicate every page that contributes to the evidence. It is also most helpful if Assessors annotate the work to indicate where particular aspects of a task have been achieved at a particular mark band.

Centres are reminded that, in general, only the mark sheets should be sent to the Moderator by the deadline date. The Moderator will select and request the sample required, which should be despatched as quickly as possible. However, where only 10 or fewer candidates are submitting work, the process can be speeded up by sending all the work with the mark sheet.

Although more Centres are using treasury tags or other suitable methods to secure the work sent, plastic pockets were too often still being used as occasionally were ring binders. Both should be avoided.

1. Comments on Individual Units

G040: Using ICT to communicate

Entries for this unit represented the bulk of the work submitted. The full range of marks from 0 to 50 was applied, accurately in most cases and less so in others. There was considerable variation in the quality of the work seen. Some was of a very high standard, while some was little better than what would be expected at GNVQ/GCSE level.

Although there are considerable similarities between this unit and unit 1 of the VCE, there are also differences, particularly in the range of documents expected. Standard business documents such as letter, invoices, memos and agendas do not give candidates sufficient opportunities to demonstrate their abilities to use the range of software, facilities and media required.

Where candidates have not created all six of the required communications, they can still be awarded marks in task b. However, the mark awarded is likely to be significantly lower than the quality of those communications created would suggest.

Some of the unit portfolios produced for this unit were very extensive. This can be counterproductive as it becomes difficult for the Moderator to locate the required evidence. Unless the comparative report for task a is being used as one of the six original communications, which is not recommended, it is not necessary to include planning or draft copies of this document. Draft copies of other documents should be carefully selected, labelled and annotated to show development. Two or three drafts should be sufficient. Also, whilst the collection and analysis of existing documents to inform the design of the candidates' documents is good teaching practice, these do not need to be included in the portfolio.

Task a

The requirement for this task is that candidates describe and compare two types of document from each of three organisations, for example a letter and a brochure from each. As candidates have to identify good and bad points about writing style, it is important that documents have some content. Blank letterheads, business cards etc are not suitable documents for comparison. Writing style was too often confused with text style. Candidates need to consider the type of language used, i.e. whether it is formal or informal, informative, persuasive etc, not whether it is emboldened or in too small a font size.

Centres are reminded that the quality of the candidates' written communication is assessed through this task. In some cases, too little account was taken of poor spelling, punctuation and grammar when deciding what mark to award.

Task bi

There are several aspects to this task, planning, development of drafts, accuracy checking and listing of sources. Lack of any of these aspects should reduce the mark awarded significantly. It is expected that even at mark band 1 the documents have been checked so that few obvious errors remain. This was often overlooked. Planning needs to be included for all, or nearly all, six documents to achieve mark bands 2 or 3. It is not sufficient to merely include draft copies. These need to be annotated to show what the candidate intends to do to improve them. Again, these should be included for all documents. The listing of sources was often the poorest aspect of this task. At mark band 3 a detailed bibliography is required. These were rarely seen.

Task bii

Although it is not necessary to include extensive before and after printouts to show how information was located and adapted, annotation of the work to indicate which information had been located and how it had been adapted would do much to aid the moderation process.

Task biii

Again, annotation would help to show the Moderator where the automated features required by mark band 3 have been used. Centres are reminded that the key terms in this task are 'appropriate use', 'suit the purpose' and 'improve impact'. As mentioned above, the types of communication candidates are asked to produce will do much to aid or limit them in achieving marks in this task.

Task biv

Candidates need to evaluate the communications they produce and their own roles and actions. The latter aspect was frequently missing. Mark band 3 requires candidates to carry out ongoing evaluation of their draft communications. Too often a mark in this mark band was awarded when the candidate had only evaluated the final versions.

Task bv

This task requires an explanation of the methods of communication listed at the top of page 5 in the What You Need to Learn section of the unit specification. To achieve mark band 2 or 3, candidates would be expected to describe at least six of the communication methods listed. Candidates are unlikely to be able to provide the level of detail required by mark band 3 in a slide presentation alone. The required detail could be provided in presenter notes to

accompany the presentation. Centres are reminded that the term 'presentation' is used in its widest sense. Candidates might find it easier to provide the detail required by mark band 3 if they presented the information in a report or newsletter, rather than a slide presentation.

G041: How organisations use ICT

General Comments

There was a good range of marks on this paper with many candidates scoring well, however the very top range of marks was not accessed. Whilst there were some high and low scores, the majority of candidates scored between 30 and 60 marks.

Most candidates attempted all of the questions and had produced good quality pre-release material to help them in the exam. Candidates generally had a good understanding of the work covered, but were unable to add details or break down processes. It was evident that the majority of them had put a lot of work into the pre-released tasks beforehand. Candidates who had prepared well, performed well in the exam. Most pre-prepared work was word processed, though the Task 2 and 3 were not always easy to find.

It would be helpful if Centres could clearly distinguish between T1, T2 and T3, and put the tasks in order. Candidates should be encouraged not to tie the treasury tag into a knot or wrap it through the hole several times – this leads to the examiner having to cut the tag to mark the paper! There were instances where the work submitted for the tasks was not fastened together / named etc. Although most Centres had attached the work with a treasury tag as requested, there were many who used plastic pockets or even plastic or envelope folders to hold the pre-released tasks. Please do not do so. The work should be hole-punched in the top left hand corner and attached to the paper with a treasury tag through the hole provided.

Whilst it is acceptable for candidates to hand-write their notes for task 1 – although this will have implications if they resit the examination in the summer – task 3 requires a word processed report. On the other hand, candidates may benefit from hand-drawing the information flow diagram for task 2, or at least hand-labelling the information flows, as marks were lost due to candidates' inability to manipulate text boxes.

Centres are reminded that marks will only be awarded for answers written on the question paper. There were some instances where candidates had tried to cross-reference to task 1 in their pre-release tasks or had made reference to it.

Centres are also reminded of the need to check the work carefully, but not mark it, before signing the Centre Authentication Form. There were fewer instances of identical information flow diagrams than have been seen in the past but some did appear. Candidates should also be warned that it is very obvious when they simply copy and paste from a website for task 3. In several cases it took the Examiner very little time to locate the original website. The candidate authentication sheet indicates that all sources used should be identified. Many candidates had failed to do so. Some candidates included class/revision notes unrelated to the case study with their work. This is not allowed and should have been removed before the work was given back to candidates in the examination room.

Comments on Individual Questions

Task 2

It seems many candidates have learned how to answer this type of question, as on the whole, the diagrams gained many more marks than in previous VCE papers. Over half of the candidates gained full marks, with the others usually losing marks for arrows going in the wrong direction or vague labels. Many Centres had produced a diagram with labelled lines,

similar to the mark scheme provided for the sample paper. This is to be encouraged and candidates should be discouraged from identifying the information and methods in a separate table.

Candidates should organise the senders and receivers of information so that they avoid the information flows crossing or changing direction. They also need to read the task carefully so that they do not include unnecessary information. For example, the task clearly stated that the process should start when the party enquiry is received in Head Office, so candidates should not have included the Administration Assistant or processes that take place in the shop in their diagrams.

Many candidates scored well (over 10 marks), although the whole concept of an information flow diagram was not well understood by some Centres who had clearly not previously taught AVCE, been to training or used the sample papers / mark schemes in their preparation / teaching. Incorrect diagrams produced for this task included DFD's and simple flow charts that did not separate the senders and receivers from the information and methods. Marks were also lost when candidates described the complete processes rather than identifying the information. Arrows should be labelled with nouns, not complete sentences, e.g. requirement check – telephone. Also, a separate arrow should be used for each information flow. Some candidates had indicated two lots of information and method on the same flow line – rendering these diagrams ambiguous.

Task 3

There was a mixed response to this task. The most obvious fault was not applying the use of robots to the activities of the warehouse. The overwhelming majority of answers were general descriptions or only vaguely related to Peta's Party Plan, and thus ended up in the L or low M band. However, those candidates who understood the task applied their knowledge and scored high marks.

Many candidates simply described robotics in general or included references to Peta's Party Plan / the warehouse but continued to describe robotic use in manufacturing. Some candidates failed to relate the use of robotics to Peta's Party Plan at all, instead relating the whole report to the manufacture of goods. Others failed to identify the advantages or disadvantages related to Peta's Party Plan and were unable to achieve the higher mark band. Candidates need to ensure that they relate the research quite specifically to the case study to gain marks. They also need to use the word allocation wisely. Some candidates wasted half of the word allocation describing the current system or repeated the same point several times. It might help if candidates planned the content of the report before starting to write it.

Evaluations were poor on the whole, with candidates able to identify where their sources came from, but unable to state advantages/disadvantages, or what they would do differently. As indicated above, all candidates should include a list of the sources used to complete this task. However, a simple list of sources does not constitute evidence for evaluation of the methods used to research and create the report. Too many candidates lost marks by not providing any sort of evaluation at all.

The quality of communication marks were generally awarded as 2; many candidates had not proof-read their work. Centres are reminded that grammar and punctuation are being assessed, as well as spelling. Common errors included lack of commas, use of commas instead of full stops, use of 'there' instead of 'their' and 'could of' instead of 'could have'.

Q1 Most candidates managed to name two departments and explain what they did. Candidates who lost marks had almost always done so through naming the HR department in their answer. Most students achieved full marks. Good answers showed good use of pre-release in order to answer this question.

Q2 The majority of students named three or four tasks carried out. Some students mentioned 'showing customers the brochure' as a task, which they did not gain marks for. Some candidates gave transactions, but did not elaborate. Candidates lost marks when their answer was only part of what was required.

Q3 Very few candidates achieved two marks with most being awarded one or zero marks. Most students answered badly referring to general links (including those related to the hardware used) rather than specific job titles and who reported to whom. Most students did not highlight that the Sales and Marketing Director oversees the stores. Candidates who gained a mark did so for identifying that the shop manager reports to the Sales and Marketing Director.

Q4 Many candidates are unable to break a system process down into its constituent parts, with many providing answers that would have been correct in part c in part a, for example. In part a, many candidates failed to identify the product code as one of the items of data required, referring instead to the barcode. They did, however, gain a mark for barcode reader. Marks were also lost by stating that the quantity was input with a keyboard instead of keypad. Part b was not well answered on the whole, with only a handful of candidates naming both price and description. Part c was also poorly answered. Some candidates referred to a database but not the stock database. In part d, candidates did not break the process down into key parts and often failed to use key words (multiply, add, subtract) using calculated instead. Some, because they had already described the process of calculating the total in previous sections, simply included the calculation of change in this. A common error was describing what people did, rather than the system. In part e, the majority of candidates gained one mark for mentioning 'receipt'. Many candidates referred to what was output rather than not how, i.e. on-screen display. Part f was well answered, although several lost marks for stating date and time.

Q5 The hardware and software sections were very well answered. However many candidates failed to expand on the software simply putting 'word-processor' and 'database'. The input data section was not very well answered, although some candidates managed to mention 'quantity'. Many candidates stated that the barcode was scanned, but did not mention the product code. Some candidates gained marks for the carbonised paper in the output section. The processes section was generally not well answered. Some candidates failed to highlight the key processes involved when receiving or selling stock. Weaker candidates, again, described what people did, rather than the system. They also provided the correct answers in the wrong section, losing marks.

Q6 This question was very poorly answered. Many candidates failed to distinguish parts a and b and the word evaluate was not understood. Some candidates described the warehouse systems, rather than those in the shops. Some candidates achieved marks in part a for identifying the basic processes detailed in the case study involved in the stock control and ordering system but were then unable to identify weaknesses. Part b was poorly answered. Most students gained zero marks, and those who did gain marks gained them for mentioning automated systems or introducing a WAN. Some candidates recommended EDI systems and introducing robotics etc. Answers showed a general lack of understanding of what was required, or provided answers that interpolated the pre-release work too far (lack of back-up, redundancy etc.) which showed a good understanding of networks in general but did not address the specific question.

Q7 Most candidates were able to recognise that this was linked to copyright, but very few accurately stated the full name of the act in part a. A few also confused the copyright laws with data protection principles. Part b was reasonably well answered, with most candidates gaining one or more marks, usually for mentioning permission. Quite a few of the answers in part b related to software because the question was not read carefully. Part c was, on the

whole, poorly answered. Only better candidates recognised that Peta's Party Plan had ownership of the material.

Q8 Most candidates got the main points though these were often disguised within vague accounts of the work place. Some applied the act to the use of computers and ICT rather then general work environments and some confused the employer and employee responsibilities. Part b was answered well by most, though a few felt that the purpose was to allow workers to sue their employer! Part c was sometimes not answered well because candidates gave answers relating to particular equipment, rather than the general responsibilities of the employer. Candidates who had good pre-release tasks were able to use their notes from that, and provided excellent answers.

Q9 There was a mixed response to this question. In part a, many candidates, surprisingly, did not know what e-commerce is. However, parts a and c were answered well when they did know, but part b generally lacked the necessary detail. In part c, many candidates did not give limitations. Candidates also confused e-commerce with the use of electronic communication methods to discuss issues with suppliers/customers. There were very many instances of this question not being attempted at all. It was not clear whether this was due to lack of time or lack of knowledge.

G042: ICT solutions for individuals and society

Very few Centres submitted work for this unit. Centres are reminded that all of the tasks, with the possible exception of task b, should relate to a single investigation. Guidance on the evidence required for this unit has been given out at training and is available in the documents section of the e-list.

Task a

This task was well evidenced in most cases. However, it was difficult for candidates to identify the information required if they are not carrying out an investigation as required. Also, a user guide to using search engines will not provide appropriate evidence. Mark band 2 requires a comparison of results as well as the use of advanced searches.

Task b

There was some misunderstanding of the requirements of this task. It requires discussion of the impact of the availability of electronic information, not the impact of ICT in general. As with task a in G040, insufficient account was taken of poor spelling, grammar and punctuation when awarding marks for this task.

Tasks c and d were generally well evidenced, although online databases were sometimes overlooked.

Task e

Some good spreadsheet evidence was seen, although some Centres need to consider what should be termed a well-designed spreadsheet. There was, however, evidence of complex analysis and some thorough testing.

Task f

This task requires candidates to draw all the information they have found together to answer the investigation question. As such it should be a stand-alone document. As in G040, the term presentation should be taken in its widest sense. Where candidates have not addressed an individual investigation, it becomes difficult for them to produce the evidence required for

this task. If candidates have not listed their sources it is difficult to award any marks for this task as it is impossible to ascertain how many they have used.

Task g

Evaluations for this unit were very weak. It is the methods used that should be evaluated, rather than the outcome. Again, for mark band 3, this evaluation should be ongoing rather than just at the end.

G043: Systems specification and configuration

Again, there were entries from only a small number of Centres. In the majority of cases, very poor evidence was presented. Although at first glance this unit seems very similar to the equivalent VCE unit, there are very significant differences in the evidence required. The main difference that seemed to have been overlooked by most Centres is that there is no requirement to assemble hardware. Whilst Centres may wish to continue to include this as part of their teaching, evidence is not required in the portfolio.

What is required is evidence that candidates have carried out software installation and configuration. In some cases it was not clear whether candidates had done so or not. Whilst a step-by-step guide may demonstrate understanding of the process involved, it does not provide evidence that the candidate has carried out that process. Photographic and/or screen print evidence backed up by a detailed signed and dated observation record would improve the evidence for these practical tasks.

Similarly, candidates need to include clear evidence of the design of templates, toolbars, menus and macros and annotated screen prints or printouts of those that they create. Any screen prints must be large enough for the content to be read.

Task e is best evidenced by a report or handbook for the user on health and safety and security issues.

Task f was universally misunderstood. Centres should refer to section 4.2.3 of the unit specification.

Evaluation was weak for task g. Candidates made some attempt to evaluate their specifications but not the methods they had used.

G046: Communication using computers

Even fewer Centres submitted work for this unit. The work submitted was mostly appropriate and had been accurately assessed. Suitable organisations had been investigated for task a, although the definition of an intranet was somewhat broader than the unit intended. Also, the organisations' objectives were not always overtly stated.

In task bii, marks were awarded somewhat leniently. Candidates need to do more than simply identify that a particular section of code produces a table or a hyperlink to reach mark band 3. In task c, candidates only tended to consider the costs of hosting the site online. Bandwidth was given little consideration in some cases and candidates failed to describe a range of connection methods, hardware and software. As in other units, insufficient account was taken of poor spelling, punctuation and grammar. In task dii, candidates should not be penalised because they have not hosted their webpage online. This task is about evaluating what they did. Centres should endeavour to ensure that candidates have the opportunity to install three pieces of communications software so that they have the opportunity of achieving mark band 3 in task e.

**Advanced Subsidiary Applied GCE ICT
January 2006 Assessment Session**

Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
G040	Raw	50	42	37	32	27	23	0
	UMS	100	80	70	60	50	40	0
G041	Raw	100	73	65	57	49	42	0
	UMS	100	80	70	60	50	40	0
G042	Raw	50	42	36	30	25	20	0
	UMS	100	80	70	60	50	40	0
G043	Raw	50	40	35	30	25	20	0
	UMS	100	80	70	60	50	40	0
G046	Raw	50	40	35	30	25	20	0
	UMS	100	80	70	60	50	40	0

The cumulative percentage of candidates awarded each grade was as follows:

Unit	A	B	C	D	E	U	Total Number of Candidates
G040	11.3	30.7	53.7	70.1	80.8	100.0	1206
G041	2.1	9.2	25.7	48.6	67.3	100.0	6282
G042	5.9	24.8	57.5	70.6	85.0	100.0	172
G043	5.8	13.0	30.4	47.8	66.7	100.0	82
G046	4.9	22.0	26.8	53.7	73.2	100.0	52