



**General Certificate of Education (A-level)
January 2011**

**ICT
(Specification 2520)**

INFO2

Unit 2: Living in the Digital World

Report on the Examination

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Question 1

This question was generally well answered with a variety of types of correct responses.

Question 2

A straight forward question where many candidates were able to gain full marks. However, there were a number of candidates who showed little or no knowledge of IT related legislation and only managed to gain one mark or less.

Question 3(a)

The majority of candidates gained two marks but there were some who just stated that information was processed data and were thus only able to gain one mark.

Question 3(b)

A range of marks was awarded for answers to this question. Many candidates knew about the basic factors that affect the quality of information and these were often just stated as a list. Many answers were generic and only the better candidates had attempted to put their answers into the context of the question.

Question 4

Only better candidates understood that the WWW is hosted by the Internet were thus able to score well on this question.

Question 5(a)

A significant proportion of candidates scored four or more marks on this question. Candidates seemed to appreciate that data can be in several different forms. Some candidates failed to use terminology correctly.

Question 5(b)

Candidates find the concept of standards difficult to understand. Those who used the context provided in the question gained higher marks.

A surprisingly large number of candidates wrote about standards of behaviour, moral standards, and had written about making sure that the contents of the photograph were not offensive rather than allow pictures to be uploaded and sent in this way.

Question 6

Although this question as a whole was set in the context of social networking site, it covered a variety of topics.

Question 6(a)

A range of marks were seen on this question. Cyber-bullying was a popular discussion point as was the risk of being groomed. Some candidates included content that would have been more appropriate for question 6(c). Centres should remind candidates to read the whole of a question before answering it.

Question 6(b)

The weaker candidates really showed little idea of the value of personal data and many wrote at length about what personal data was entered and why. The better candidates did have some understanding of the value of the data both to themselves and to third parties.

Question 6(c)

Many candidates wrote at length only about privacy settings on these sites and took the 'don't put it there' approach. Others went down the 'firewall, virus scanner route' but failed to relate these measures to the social networking websites. A number of candidates mentioned the idea of checkboxes to prevent data being passed on to others and also the need to train users in the consequences of entering too much personal data thus gaining more marks.

Question 6(d)

There were many generic answers to this question simply stating the need to consider 'who', 'what', 'where' and 'when'. A surprising number of candidates thought that the data from these sites could be backed up on a USB stick or that the sites could be taken down once a month for a full backup or off-line once a day for incremental backups which would not provide continuity of service. A popular answer was the use of RAID systems. Restoration of data was only discussed at any length by the better candidates.

Question 7

During the standardisation process it was noticed that a small proportion of candidates had taken a very literal approach to answering this question and as a result the marking was adjusted to take this into account. In fact, a full range of marks was seen in answer to this question. Many candidates covered the personal qualities that the person responding to the advertisement would need but few went on to relate these to the requirements listed in the advert.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.