



**General Certificate of Education (A-level)
January 2012**

ICT

INFO2

(Specification 2520)

Unit 2: Living in the Digital World

Report on the Examination

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Question 1

This question was generally well answered but less than half of the students could not correctly identify 4 characteristics that should be considered.

Question 2

This question was generally well answered with the majority of students gaining 3 or more marks. The best answers described a process by which data was converted into information together with relevant examples in the context of a supermarket.

Question 3

A third of the students were able to gain two marks for this question but it was clear that a number of students did not understand the term 'media' giving answers such as e-mail and satellites which did not gain credit.

Question 4

Overall this question was well answered. The most popular option for improved presentation was using presentation software, although a number of candidates failed to expand on how its use would improve presentation. Many students thought creation of graphs and charts would improve presentation but did not go on to explain that the data could then be manipulated in different ways and therefore failed to gain credit.

Question 5(a)

This question was generally well answered with over 70% of students gaining 4 or more marks. A good number of students scored full marks on fewer than four skills because of excellent, detailed expansions and examples. Some students were unable to identify personal qualities from the others mentioned in the job description and thus did not gain credit. Others just listed personal qualities without explaining why they would be required for the job advertised or gave answers such as 'good questioning skills would be needed to ask questions'.

Question 5(b)

Only the more able students gave good answers to this question. Many students merely repeated the personal qualities from the previous question and failed to gain credit.

Question 6(a)

Most students were able to recognise that the data was in the form of an image.

Question 6(b)

Only the more able students gained two marks for realising that the image would need to be converted to text and searched for in a database.

Question 6(c)

Some students produced very good answers *describing* consequences, but not many produced real *discussions*, and some strayed from the point thus failing to attain the higher marks.

Question 7

Very few students' responses achieved the higher mark range and many gave answers which only mentioned ICT in passing.

Question 8

A full range of marks was seen in answers to this question. The better students were able to provide a balanced discussion of the threats to ICT systems and how they could be minimised and answered in the context of the question.

Weaker students merely listed ideas without attempting to explain them. Others did not answer in the context of the question and wrote about large and small organisations and fireproof safes kept on and off site. Schools and colleges need to remind students of the need to answer this type of question in context in order to be able to gain marks in the higher bands.

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