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

ICT   **INFO2**

(Specification 2520)

Unit 2: Living in the Digital World

Report on the Examination

Question 1

This question was generally well answered with the input and processing of data being common answers. However, some students failed to gain full marks by incorrectly stating 'output of data' rather than 'output of information'. Others described the components of an ICT system.

Question 2

Again this was generally well answered but a number of students gave 'video' as a form of data and failed to gain credit because the example given was 'moving images'.

Question 3

Many students confused ethical issues with legal issues and thus failed to gain credit. Only the better students gained high marks on this question by discussing ideas such as plagiarism and cyber bullying.

Question 4

Many students gained high marks on this question by discussing backup and recovery operations which would guard against a loss of data from a USB pen drive. However, some still wrote down all they knew about backup most of which was not in the context of the question. Schools and colleges must stress to their students the importance of answering in the context of the question in order to gain maximum marks.

Question 5

This question was generally well answered with many students gaining at least 5 marks. It was also pleasing to see that many answers were in the context of the question and that transaction, interactive and batch processing were all discussed.

Question 6(a)

Many students incorrectly identified the interface.

Question 6(b)

The majority of students were able to gain credit for this question.

Question 6(c)

Students who correctly answered question 6(a) and/or question 6(b) gave good answers to this question. Weaker students produced vaguer answers such as 'easier or faster to use' without explaining why and thus failed to gain credit.

Question 7(a)

A good range of answers was seen to this question but again a number of students did not answer in the context of the question - for example by suggesting that a professional network manager would be needed, thus failing to gain credit.

Question 7(b)

This question was very well answered. Most students were able to discuss the concept of external threats to networks with hackers and viruses being popular points. A few students confused internal with external threats.

Only the better students gained high marks by discussing the need for compatibility between devices. Examples of standards such as USB were frequently mentioned but in many cases the reason for needing them was vague or misunderstood.

Question 8

A full range of marks was seen on this question. The better students were able to discuss the crimes mentioned in the question and describe how ICT had changed the way that they were committed, relating them to relevant legislation. Weaker students tended to write down all they knew about the Acts and how they would 'prevent' these crimes, often incorrectly stating the name of the Act. Students need to be aware that the Acts will not prevent the crimes but are in place to act as deterrents.

The best answers gave examples of how ICT is used to commit these crimes and compared these with more 'traditional' ways of committing crime, and how legislation has had to evolve to deal with the changes.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the Results Statistics page of the AQA Website.