



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

ICT

INFO3

(Specification 2520)

Unit 3: The Use of ICT in the Digital World

Report on the Examination

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General Comments

Schools and colleges are reminded to read this report in conjunction with the published mark scheme, which includes example answers, and the section in the Specification where the performance of students at grade A and E is described.

The examination consisted of two parts: Section A – structured questions based on pre-release material; and Section B – questions requiring extended answers. Schools and colleges are reminded that all students should be familiar with the pre-release material published in advance of the exam. (It was available from 15 March on e-AQA.) Analysis of the marks showed significant differences between the marks gained for Section A compared with Section B; higher marks in Section A suggested that the pre-release had been studied in depth, whilst higher marks in Section B suggested this essential preparation had not taken place.

SECTION A

The pre-release for this session appeared to have stimulated the students to generally produce good quality answers to the questions in Section A.

Question 1(a)

This question was not answered well with almost half of students gaining no marks. Those that gained marks generally included legislation as an external factor, describing the Data Protection Act or the Computer Misuse Act for further marks.

Question 1(b)

Many students understood both the purpose and content of a SLA and gained high marks. However, rather than describing the SLA, which is the basis of outsourcing arrangements, some students merely described outsourcing arrangements.

Question 1(c)

CRM software was well understood by most students, who consequently gained high marks. An example was needed to gain full marks and most students gave either a commercial example or used one based on the context of the pre-release.

Question 2

Many students discussed the various investigating and recording techniques but did not put their answers in the context of the pre-release and were therefore unable to gain marks in the high mark range.

Question 3

Most students had a sound knowledge of the factors for a backup strategy but, to gain full marks, they needed to include both backup **and** recovery and provide an answer in the context of the youth centre. The question required a discussion of 'other' factors but many students spent time writing about storing backup media off-site, including the various implications and security risks and gained no marks for this work as off-site storage was in the question..

Question 4

This question was answered well, with many gaining maximum marks. The question asked for the strong and weak points of the **proposals** and was not concerned with the approach each team had to the task.

SECTION B

Question 5

Students had great understanding of how internet and mobile technologies are used by organisations and there was a wide range of alternative and valid ICT-related answers.

Question 6(a)

The concept of legacy systems and the use of these in organisations were not always understood by students, some of whom confused legacy systems with legal systems.

Question 6(b)

A number of students did not attempt this question and, of those that did, only a small number gained full marks. The remainder provided a clear understanding of the links between legacy and web-based systems.

Question 7

The few students who gained marks in the high mark range considered the context of an international organisation, a changed operating system and/or a range of devices. However, the vast majority of students demonstrated some knowledge of direct and phased changeover methods and, in most cases, put forward a valid recommendation and justification.

Question 8

Many essays were in the good mark range, with only a small proportion reaching the high mark range. Some of the 'future' developments discussed, such as video conferencing, teleworking and email, were really past developments. Even when students discussed future developments, they did not explain how these future developments might impact on the way organisations were run. Only in a minority of cases did students achieve marks in the higher bands by putting forward a detailed discussion of the implications of these developments for organisations.

The quality of written communication and essay writing was reasonable, although students should be encouraged to practise their handwriting skills.

Mark Ranges and Award of Grades

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