

# ICT STANDARD LEVEL

**Paper 8942/5191**

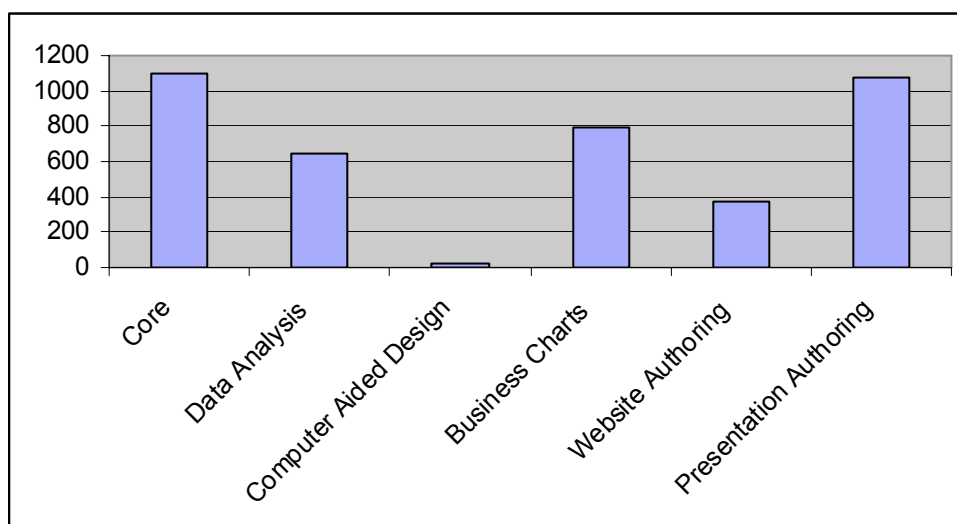
**Information and Communications Technology**

## General

The scheme has had a successful year with entries of 8307 marginally below the 8480 in 2004-5. The award was available in English, Spanish and Greek. The total numbers of entries in English were 6530, of which 1460 entries were at Foundation Level, 3987 were at Standard Level and 1083 at Advanced Level. This indicates a significant increase in numbers in the Standard Level entries. The entries in Greek remained static and the entries in Spanish have shown a small increase on the previous year, with a total of 653 entries during this year.

## Standard Level

This level comprised a Core module and five enhancement modules.



There was an overall improvement in the quality of candidates' entries across all modules this year. Many candidates demonstrated a good understanding of the subject knowledge and practical skills required in these modules.

The general standard of entries for this module was high, although there were a number of errors which included:

- Errors in searching, either by trying to search using the results of a previous search rather than all the data, through errors in the search criteria, or in the selection of the data for the database extract.
- Errors in sorting the data as specified in the question paper, particularly by sorting only the specified field and therefore failing to maintain the integrity of the data. Candidates who made this error were usually using a spreadsheet package rather than a database. Some candidates confused ascending and descending sorts.
- When the page break has been removed in the second version of the document the line spacing was not maintained.
- Errors in page layout with the failure to set margins or column widths as specified.
- Some candidates could not correctly align text, especially when asked to fully justify the body text of a document.
- The failure to include a calculated control in the data manipulation report, or where a calculated control was included it was not the one specified on the question paper.
- Errors in page layout with the failure to set margins or column widths as specified.

- The failure to resize the imported graphic or to text wrap around this graphic.
- The failure to understand the generic terms serif, and sans-serif. Many candidates tried to locate these as font styles rather than understanding that fonts such as Times New Roman contain short strokes or serifs on each letter, and that sans-serif fonts are without these.

# ICT STANDARD LEVEL

**Paper 8942/5192**

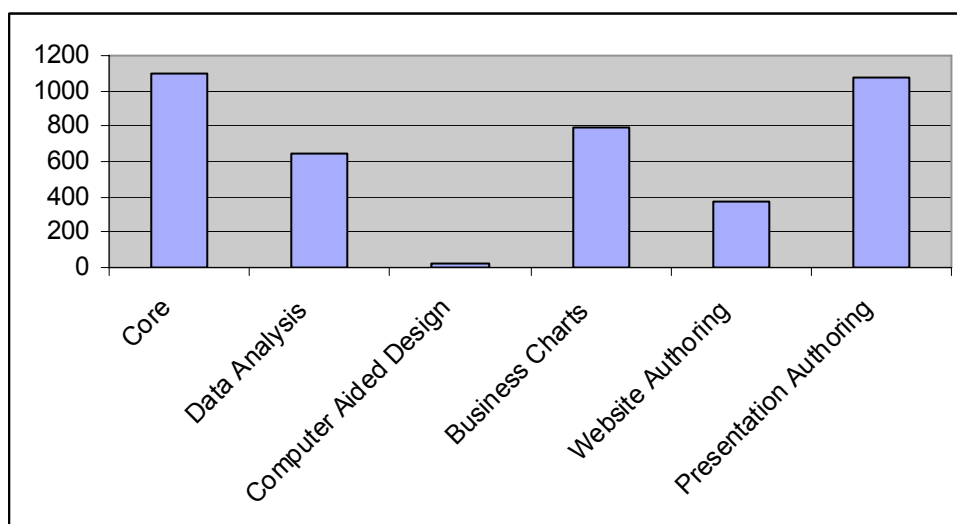
**Data Analysis**

## General

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## Standard Level

This level comprised a Core module and five enhancement modules.



There was an overall improvement in the quality of candidates' entries across all modules this year. Many candidates demonstrated a good understanding of the subject knowledge and practical skills required in these modules.

There was a dramatic improvement in the quality of entries for this module and the majority of candidates showed high levels of practical skills. Of those who did not, the errors included:

- Replication without using absolute cell referencing which caused all rows (except the top row) to function incorrectly.
- No printout of the formulae used.
- Errors in the search techniques used, particularly relating to the use of the Boolean operators AND and OR
- The failure to format cells as specified.
- Poor checking of the data entry.

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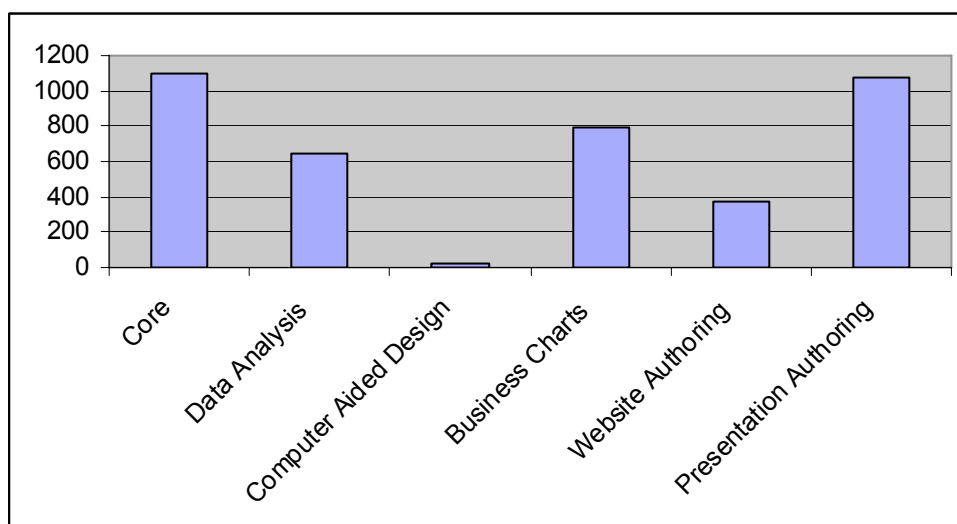
**Paper 8942/5195**  
**Computer Aided Design**

## General

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## Standard Level

This level comprised a Core module and five enhancement modules.



There was an overall improvement in the quality of candidates' entries across all modules this year. Many candidates demonstrated a good understanding of the subject knowledge and practical skills required in these modules.

There were only 18 English entries for this module. All of the candidates who failed this module failed to complete the paper in the allocated time.

# ICT STANDARD LEVEL

**Paper 8942/5196**

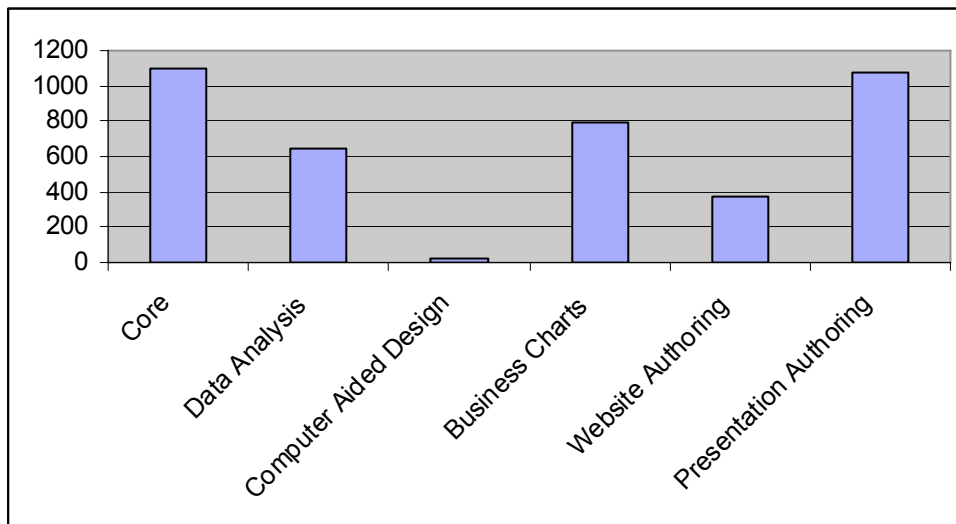
**Business Charts**

## General

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## Standard Level

This level comprised a Core module and five enhancement modules.



There was an overall improvement in the quality of candidates' entries across all modules this year. Many candidates demonstrated a good understanding of the subject knowledge and practical skills required in these modules.

The standard of work submitted this year was dramatic improvement on that submitted in previous years with the majority of candidates showed high levels of practical skills. Of those who did not, the errors included:

- The failure to add a second data series to an existing line graph.
- The failure to add a second value axis to a line graph.
- The failure to adjust the maximum and/or minimum values of the value axis.
- The failure to select the correct data series, especially when the data series in the worksheet contained the totals which were included in the charts by many candidates.

# ICT STANDARD LEVEL

**Paper 8942/5197**

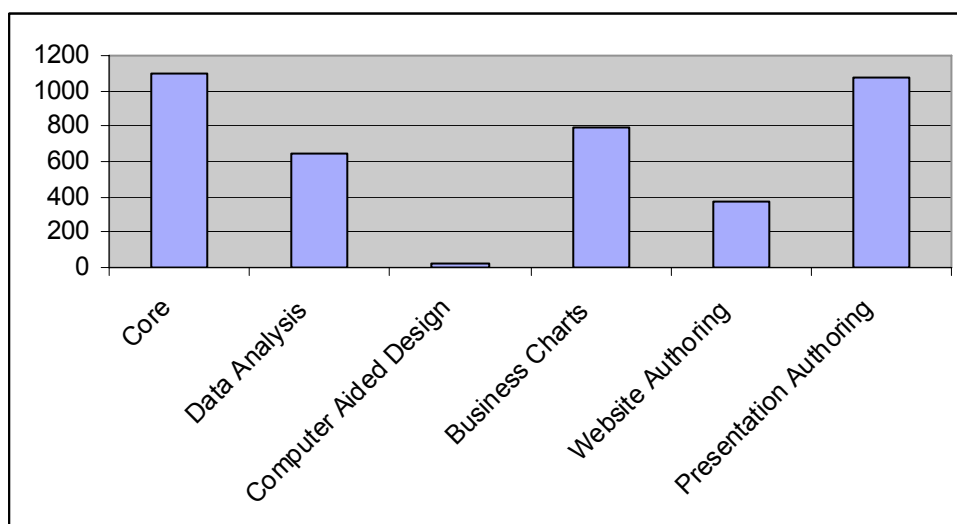
**Website Authoring**

## General

The scheme has had a successful year with entries of 8307 marginally below the 8480 in 2004-5. The award was available in English, Spanish and Greek. The total numbers of entries in English were 6530, of which 1460 entries were at Foundation Level, 3987 were at Standard Level and 1083 at Advanced Level. This indicates a significant increase in numbers in the Standard Level entries. The entries in Greek remained static and the entries in Spanish have shown a small increase on the previous year, with a total of 653 entries during this year.

## Standard Level

This level comprised a Core module and five enhancement modules.



There was an overall improvement in the quality of candidates' entries across all modules this year. Many candidates demonstrated a good understanding of the subject knowledge and practical skills required in these modules.

There were a number of errors, the most common being:

- The failure to correctly set the font-family or font-face within the stylesheet. Many candidates included round brackets ( ) with either serif or sans-serif within the brackets. This negates the setting of the font-family and will force the web page to revert to its default font-family settings.
- The failure to specify the font sizes as either points or pixels within the stylesheet definitions.
- The failure to define and print a stylesheet which contained the styles specified in the question paper.
- The failure to attach a created stylesheet to every web page. Several candidates did not produce the stylesheet in .css (cascading stylesheet) format. There were a number of entries where stylesheets were embedded or in .htm format.
- The failure to open a web page in a new window with a given name.
- The failure to print out the HTML code for the web pages.

Other errors included:

- The failure to change a graphics file from one format to another, for example from a jpeg to gif format to reduce file size and hence download time.
- The failure to place graphics and resize them as specified in the question paper.

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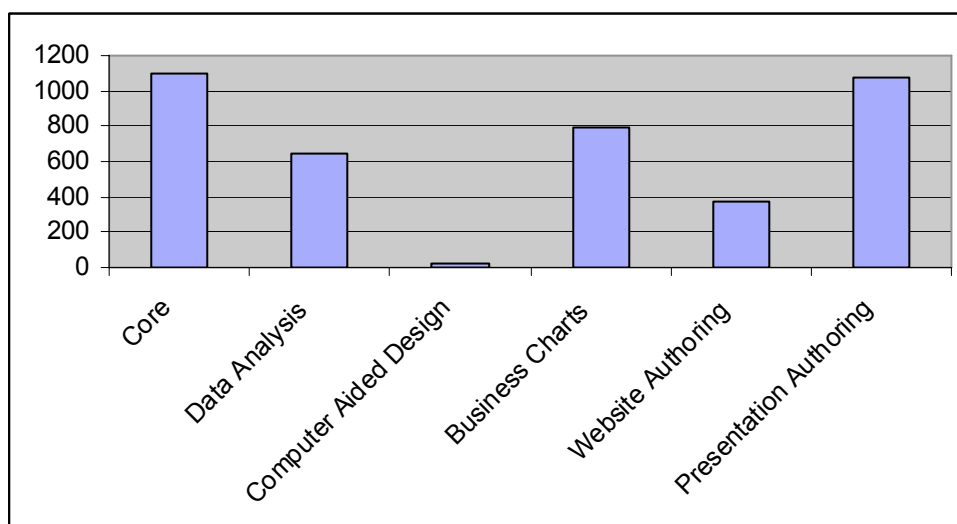
**Paper 8942/5198**  
**Presentation Authoring**

## General

The scheme has had a successful year with entries of 8307 marginally below the 8480 in 2004-5. The award was available in English, Spanish and Greek. The total numbers of entries in English were 6530, of which 1460 entries were at Foundation Level, 3987 were at Standard Level and 1083 at Advanced Level. This indicates a significant increase in numbers in the Standard Level entries. The entries in Greek remained static and the entries in Spanish have shown a small increase on the previous year, with a total of 653 entries during this year.

## Standard Level

This level comprised a Core module and five enhancement modules.



There was an overall improvement in the quality of candidates' entries across all modules this year. Many candidates demonstrated a good understanding of the subject knowledge and practical skills required in these modules.

This module was well done by the majority of candidates. The errors included:

- The failure to set items on the master slide, often copying and pasting the items on to each slide in turn.
- The failure to align the text as prescribed in the question paper, instead submitting work that was arranged using the pre-set default settings of their particular software package.
- The failure to print notes pages as specified in the question paper.
- The failure to insert an arrow as specified.
- The failure to generate a chart as required by the question paper.
- The failure to add bullet points (or remove them) as specified in the question paper.
- The failure to insert the required graphic image/s in the right place on the right slides.