GCSE

GCSE
Applied Information & Communication Technology

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Chief Examiner's Report

General

This is a new modular qualification and the externally assessed unit was examined for the first time in Summer 2003. The innovative computer-based method of assessment was well received by centres and feedback suggests that candidates 'enjoyed' the experience and felt able to demonstrate their ICT competence. Some excellent work was produced.

A relatively small number of candidates (6,816) sat the examination. Although there was an excellent spread of marks with one candidate achieving 97 marks out of 100, all had completed just one year of the course and this had an impact on the overall level of achievement. It was clear that some candidates had been entered too soon and consequently had significant gaps in their knowledge/skills, although their competence in some areas indicated considerable potential. For example, some lost marks in the spreadsheet activity through inability to print in formula view. Some did not know how to import from the data files or could not access them.

The Activity Booklet and associated website are integral parts of the unit, providing opportunities to explore all aspects of the specification. However, it was evident that not all candidates had made full use of these resources. It is recommended that centres ensure that candidates have worked through all the activities in the Activity Booklet before sitting the examination. Those who had done so were familiar with the scenario and had practised the types of tasks with which they were presented in the examination.

Application of Skills

Whilst most candidates seemed to have acquired at least some of the ICT skills listed on pages 13 and 14 of the specification, not all were able to apply these skills in vocational contexts. The specification states 'For GCSE Double Awards the skills, knowledge and understanding must be applied in vocationally-related contexts and this will generally include a greater degree of involvement with ICT practice beyond the educational environment'. Some candidates lost marks because their documents did not 'meet their intended purpose' and were not 'appropriate for their target audience'. For example, posters, reports and slides were not always suitable for use within the given context. One of the reasons for this might be that the majority of candidates were year 10 and lacked experience and maturity in applying their ICT skills. In order to maximise achievement, candidates must have evaluated a range of business documents and be able to incorporate relevant features into documents of their own (see page 15 of the specification, particularly 'Developing business documents').

Time Management

The examination was un-tiered and designed to test all abilities. Time management was a key success factor. Candidates need to pace themselves to achieve the maximum number of marks. Tasks within each activity were progressive and candidates without higher level skills did better when they moved on to the next activity at an appropriate point. Some candidates only managed two or three of the activities, losing out on some easy marks later on. A number of candidates appeared to have spent too much time on Activity 4 rather than moving on to Activity 5 where they could have achieved up to 10 marks in a relatively short space of time for the draft report. The specimen paper and past papers can, of course, be used to practise these techniques if sat under examination conditions.

Checking Output

Some candidates used wizards to good effect to create charts, reports and slides. However, some failed to customise the output, resulting in inappropriate layout or content.

Candidates who attempt to embellish and improve documents by adding text of their own should be aware of the importance of checking spelling and sense. Those who use Wordart must realise that the onus is on them to check spelling as the spellchecker cannot be employed.

There were many instances where candidates had clearly not checked the printouts for obvious errors.

Printing Results

Wherever possible, candidates should produce printouts directly from the software used for the activity. In this way the output is more likely to be suitable for use in a commercial environment. Screen shots were all too common even though these are clearly not suitable for use with the target audience. On this occasion, screen shots were marked, but marks were sometimes lost because only part of the document was visible or content was too small to read. Fitness for purpose marks could not be awarded. In future examinations, screen shots will NOT be awarded any marks unless they have been specifically requested in the exam paper.

Collation

Most candidates collated their printouts in the correct order (task order within activity order) but many printouts were not labelled as required. In many instances, authorship of printouts was unclear. In future, every printout MUST have the candidate's name, number, centre number and task name entered before printing (using header/footer). Any printout not clearly identified in this way will NOT be marked. Further instructions will be included in version 3 of *Instructions for the Conduct of the Examination (ICE)* which will be published on the Edexcel website in October.

The ICE Document

The ICE document is essential reading for all centres as these instructions supplement the JCGQ Instructions for the Conduct of Examinations and MUST be adhered to.

It was evident that some centres had not followed all the instructions in this document. For example, it was crucial that the data files were downloaded prior to the examination and stored in appropriate formats in the candidates' user areas. In some instances, centres failed to check that the file formats were readable using the available software. Some centres re-created the files from scratch and in doing so introduced errors. File content must be exactly as given.

A new version of the ICE Document will be issued for January 2004. Centres should be aware that – in the light of experience in this first examination series - some significant changes to the way in which the examination is conducted have been made:

- Candidates will no longer be allowed to have access to centre-produced Help files/manuals during the examination.
- Candidates must label each task in the software before printing. They should use the header/footer facility for this purpose as instructed.
- With the exception of databases in table format, the output of tasks must not be pasted into a word processing document prior to printing.

Comments on Individual Activities

Activity 1: Using Publications/WP software

This activity, to produce a poster for Aquarobics classes, was attempted by virtually all candidates and gave all levels a chance to gain some marks. However, very few candidates created a poster that was fit for purpose, as either the layout was inappropriate or information was missing. Many candidates did not appear to have looked at the positive attributes of similar documents used in the real world. Candidates who use WordArt and/or a variety of font styles should consider carefully whether these features are appropriate in the context.

Many candidates did not read the instructions carefully enough and lost marks because they did not import/insert the information as given. Some candidates did not use much/any of the information supplied - this may have been because they could not find the AQUAROBICS file or did not know how to import the information.

One of the greatest shortcomings was that candidates seemed to have little idea about appropriate use of white space. Many posters were essentially 'left justified' without any attempt to balance the layout or apply other design criteria. Some included their candidate details as part of the layout rather than adding them in the header/footer.

The highest marks were gained by those who kept it simple and who ensured that the layout and presentation were appropriate for the target audience.

Activity 2: Using Database Software

Candidates should be aware that when a search, sort or report is required using a database, it will only be marked if it is carried out on the specified table(s) using database software.

DB1: This task presented few problems, although some confused ascending with descending. Some candidates printed the table on two pages, failing to submit the second page containing the crucial Daily Charge column.

DB2: This was well-attempted by those in the mid and higher ranges. There were some who clearly could not run a search and attempted to cut and paste relevant records into a word processing document. Indeed, some candidates did all three tasks by working the answer out and then just typing the results into a word processed table!

Truncated data in the table was a common reason for loss of marks.

DB3: Many did not attempt the report required and, of those who did, a significant proportion merely reprinted the results of a query rather than produce a report. As the task did not specifically require database software to be used, a valid attempt at a report was accepted if produced in other software, usually word processing. Many candidates showed incomplete knowledge of searching on multiple criteria and used had incorrect titles.

It did look as though some candidates had not been taught either the features or the construction of reports and that many more had not considered the merits of real business documents of this kind.

Standard terms such as footer and header should be understood and applied in documents. Candidates should not assume that the software wizards will always get it right for them. For example, if using the 'report footer' in Access results in the information being printed just after the last record this does not fulfil the requirement to insert details in the footer of the document.

Activity 3: Using Spreadsheet Software

The spreadsheet task was the most extensive and differentiated across the ability range with candidates achieving marks from 0 to 30.

As with all activities, candidates frequently failed to check their work. Many candidates printed in formula view without checking the validity of their formulae. A quick glance at the values generated would have indicated errors.

A worrying number of candidates were unable to print spreadsheets showing formulae. This severely limited their ability to provide evidence and gain marks - and seemed to indicate a fundamental shortcoming in their knowledge.

SP1: Candidates generally did this task well. Those who did not show the formulae in the print out limited their marks to 2 out of 7.

Most were able to construct and replicate simple formulae. Only a small proportion used the SUM function inappropriately (as in =SUM(C3*D3)) and most used it correctly for the total formula.

SP2: This relatively simple task resulted in a mixed bag of answers and not many that gained full marks, even at the top end of the ability range. This was due to inappropriate labelling and/or inclusion of irrelevant information. Poor data selection for the wizard meant that many charts included Total as well as bikes and had irrelevant labelling. Others were unable to produce a clear chart with appropriate axes and titles. A few candidates thought that a chart was a table.

A little time spent on checking output for fitness for purpose would have benefited many candidates.

SP3: A surprising number of candidates failed to follow the simple instructions for entering a discount rate and labelling two cells thereby forfeiting the three easy marks available. Many put the discount rate label and value in same cell.

A very small proportion of candidates managed to answer this task using an absolute cell reference or named cell, which was clearly the most effective way of achieving the desired result. However, repeated cell referencing was often employed and many used 15%/0.15 directly in each formula in spite of the instructions.

SP4: Where candidates attempted the 'IFDISCOUNT' task they generally managed to construct a working formula. Many candidates, and often entire centres, made no attempt at it. Some candidates put the IF THEN statement into each of cells E3 to E8 - which didn't make sense at all.

Mistakes were often made in the messages, which again should have been picked up by checking output.

SP5: A significant number managed to produce this, even though SP3 was either incorrect or omitted altogether.

SP6: This was a complicated question on which many candidates did well. Many attempted the AVERAGE formula (or the alternate SUM if they were unable to use AVERAGE). The most common mistake was to include a blank row in the range.

There were a number of good attempts at the IF THEN statement, with many achieving the correct formula and message and/or the right criterion.

Some of the more able candidates had obviously never attempted to generate a formula rather than text when using IF, even though it is an exercise in the Activity Booklet.

SP7: Relatively few candidates got the mark for this task. Whilst a good proportion managed to produce the necessary printout, they then failed to follow the instruction to identify the bikes required by circling them.

Activity 4: Using Presentation software

MM1: This task was surprisingly poorly answered. A sizeable number of candidates lost marks by not providing a navigation route at all and few completed the loop back to the first slide

Some candidates failed to recognise from the start that it was a scrolling presentation and showed hyperlinks in their plan. Some submitted a correct solution to MM1 but went on to insert hyperlinks in their final slides. any put unnecessary detail on the slides.

MM2: The title slide was generally well done, with most candidates including all the necessary information. Most candidates used images from the 'graphics' file; where clipart was used a small proportion lost marks through choosing inappropriate images. Transcription errors in the text could have been avoided by importing directly from the given text file.

MM3: The 'Offer' slide was generally well done, with candidates realising the need for a swimming pool picture. Some failed to use a given graphic, inserting one from clipart. Others included an inappropriate gym graphic.

MM5: Too many candidates printed out every slide (MM4), which was not required. A significant proportion of candidates were unable to print their presentation on one or two sheets. Few labelled any components, those who did often referring to "pictures" and "text boxes" rather than the component types as per the specification. In constructing the three class slides, many candidates lost marks by not including the correct class title on each, another large group lost marks by failing to construct them with any consistency of style in terms of position of title, graphic, text (size and font), etc.

Once again, fitness for purpose was an issue - failure to recognise that the presentation would be scrolling continuously in the foyer so they needed to use appropriate font size, appropriate graphics, not too much text, etc.

Activity 5: Using WP software

WP1: Where this task was attempted, most candidates scored well. Following instructions was again a problem and marks were lost for not formatting as required e.g. italics, centring, bold, enlarging, underlining, etc.

WP2: Most candidates who attempted this task managed to get their chart and the result of their search into the document. However, many simply tacked them on the end: few managed to insert them both at appropriate points.

Many imported a screen shot of their results - which is clearly inappropriate.

Where search results were included, only a very small number of candidates were awarded the mark for realising that it would be inappropriate to repeat information by simply pasting in the results table (Frame Colour, Number in Stock, Daily Charge and Size only in search results).

For some reason, the final paragraph was often in a different font size, which ought to have been picked up by proof-reading.

The use of white space around the inserts in this task was generally poor as was proof-reading for layout/content/final appearance.

This was a report for professional use within the company and there was little evidence of this consideration in the submissions.

Examination Paper

Activity 1: Using Publications/WP Software

Smarts Leisure Park has installed a new sound system around the swimming pool. This will be used for Aquarobics classes.

Your task is to create a poster to advertise these classes. You will need to use information from the files **AQUAROBICS** and **GRAPHICS.**

- ❑ The poster must be **A4 size**.
- ❑ You must include the following information:
  - ➢ Title
  - ➢ Description of class
  - ➢ Cost
  - ➢ New sound system information
  - ➢ A picture of Charlotte Medway, the Aquarobics tutor
  - ➢ Other graphics/information to make the poster clear and attractive
- ❑ Use suitable presentation techniques to make the poster eye-catching.
- ❑ Enter your name, candidate number and centre number on the document.
- ❑ Save the poster with the filename **POSTER.**
- ❑ Print a copy of your poster on **one A4 sheet.**
- ❑ Label this printout **POSTER.**

Total for Activity 1 - 15 marks

Activity 2: Using Database Software

Details of bikes for hire are stored in a database file called **BIKEDATA**.

Task DB1
Joanne needs a list of all bikes available.

- ❑ Use database software to open **BIKEDATA**.
- ❑ Sort the table in ascending order of Daily Charge.
- ❑ Enter your name, candidate number and centre number on the document.
- ❑ Print the sorted table on **one A4 sheet**.
- ❑ Label this printout **SORTED.**

(2)

Task DB2
Joanne needs details of electric powered bikes. These are called Lazybones.

- ❑ Search the **BIKEDATA** table to find this information.
- ❑ Save the results as **LAZYBONES.**
- ❑ Enter your name, candidate number and centre number on the document.
- ❑ Print the results of your search on **one A4 sheet.** Show all fields.
- ❑ Label this printout **LAZYBONES.**

(4)

Task DB3
Joanne needs to know how many large mountain bikes are in stock.

- ❑ Search the **BIKEDATA** table to find this information.
- ❑ Save the results as **LARGEBIKES.**
- ❑ Use the results of your search to produce a report.
  - ➢ Show only Bike Name, Frame Colour and Number in Stock.
  - ➢ Enter the title 'Large Mountain Bikes in Stock'.
  - ➢ Enter a footer showing your name, candidate number and centre number.
  - ➢ Make sure it fits on **one A4 sheet.**
- ❑ Save your report as **BIKEREPORT.**
- ❑ Print a copy of your report on **one A4 sheet**.
- ❑ Label this printout **BIKEREPORT.**

(6)

Total for Activity 2 - 12 marks

Activity 3: Using Spreadsheet Software

Task SP1

Joanne Reid is the Cycling Supervisor. She wants to know the income from bike hire for April.

The bikes, daily charges and numbers hired are stored in the file **BIKEINCOME.**

❑ Open the spreadsheet **BIKEINCOME**. It should look like this:

	A	B	C	D	E
1	**Income from bike hire in April**				
2	Name of bike	Daily Charge	Num Hired		
3	Boneshaker	£11.00	210		
4	Dirt Thrasher	£10.00	375		
5	Lazybones	£14.00	150		
6	Speedstar	£12.00	199		
7	Tiger	£8.00	233		
8	Venom	£12.00	280		
9			**Total**		

❑ Use column D to calculate the income. Label this column 'Income'.

❑ Income is calculated by multiplying Daily Charge by Num Hired. Enter a formula to calculate the income for the first bike.

❑ Copy this formula down for all the other bikes.

❑ Enter a formula to calculate the total income. This formula should use a function.

❑ Format the figures in column D to currency (£), 2 d.p.

❑ Enter your name, candidate number and centre number on the document.

❑ Save the spreadsheet as **APRILINCOME**.

❑ Print a copy of your spreadsheet showing the formulae used. Make sure it fits on **one A4 sheet.**

❑ Label this printout **APRILINCOME.**

(7)

Task SP2

Joanne wants a chart to show the income from each type of bike in April.

- ❑ Create a suitable chart to display this information clearly.
- ❑ Enter your name, candidate number and centre number on the document.
- ❑ Save your chart as **BIKECHART.**
- ❑ Print your chart on **one A4 sheet**. It must be big enough to read.
- ❑ Label this printout **BIKECHART**.

(6)

Task SP3

Joanne wants to offer customers a discount. Your task is to use your spreadsheet to find a suitable discount.

- ❑ The % discount is stored in one cell. Select a suitable cell and enter the rate of 15%. Label it as 'Discount Rate'.
- ❑ Use column E to calculate the discount for each bike. Label this column 'Discount'.
- ❑ Discount is calculated by multiplying Income by Discount Rate. Enter a formula for the first bike and copy this down for the other bikes.
- ❑ Enter a formula to calculate the total discount.
- ❑ Enter your name, candidate number and centre number on the document.
- ❑ Save the spreadsheet as **BIKEDISCOUNT**.
- ❑ Print a copy of your spreadsheet showing the formulae. Make sure it fits on **one A4 sheet**.
- ❑ Label this printout **BIKEDISCOUNT.**

(6)

Task SP4

Joanne can spend up to £950 a month on discounts. She wants the spreadsheet to display a warning message if the discount amount is too high.

- ❑ Select a suitable cell in column E and enter a formula. This formula will use the IF function. If the discount is more than £950 it must display the message "Change Rate". If not, it must display the message "Discount OK".

- ❑ Enter your name, candidate number and centre number on the document.

- ❑ Save the spreadsheet as **IFDISCOUNT**.

- ❑ Print a copy of column E only, showing gridlines and column header. Make sure that the column is wide enough to show the complete formula.

- ❑ Label this printout **IFDISCOUNT.**

(3)

Task SP5

Joanne wants a discount rate that makes the total discount between £900 and £950. Task SP3 shows that 15% is too high.

- ❑ Enter different values for the Discount Rate until you find one that gives you a total discount between £900 and £950.

- ❑ Enter your name, candidate number and centre number on the document.

- ❑ Save the spreadsheet as **DISCOUNTRATE.**

- ❑ Print a copy of your spreadsheet (not the formulae).

- ❑ Label this printout **DISCOUNTRATE.**

(2)

Task SP6

Joanne is worried that she does not have enough bikes available. She records the number of times each type of bike is requested. She uses the spreadsheet **BIKEDEMAND** to calculate the average demand.

❑ Open the spreadsheet **BIKEDEMAND**. It should look like this:

BIKES REQUIRED						
	Boneshaker	**Dirt Thrasher**	**Lazybones**	**Speedstar**	**Tiger**	**Venom**
Monday	9	12	25	2	6	9
Tuesday	11	16	22	6	2	11
Wednesday	7	13	16	1	7	9
Thursday	10	15	29	3	9	6
Friday	8	14	19	3	3	9
Saturday	14	19	14	4	15	12
Sunday	11	21	13	6	17	10
Average Demand for each bike						
Number in stock	10	13	5	8	10	10
Amount to order						

❑ Enter a formula to calculate the average demand for each type of bike. The formula must use a function to calculate the average.

Joanne decides to buy more bikes so that the number in stock equals the average demand shown. She wants the spreadsheet to tell her how many to order.

❑ Enter a formula for the Boneshaker that calculates this figure. This will use the IF function. If the average is greater than the number in stock, it must calculate and display the difference. If not, it must display "none".

❑ Copy this formula across for the other types of bike.

❑ Enter your name, candidate number and centre number on the document.

❑ Save the spreadsheet as **BIKESNEEDED**.

❑ Look at your spreadsheet in formula view. Make sure that the columns are wide enough to show the complete formulae.

❑ Print a copy of your spreadsheet showing the formulae on **one A4 sheet**.

❑ Label this printout **BIKESNEEDED.**

(6)

Task SP7

- ❏ Print the spreadsheet showing the numbers of bikes to be ordered.

- ❏ Check that your name, candidate number and centre number are shown.

- ❏ Circle the bikes that need to be ordered.

- ❏ Label this printout **BIKEORDERS.**

(1)

Total for Activity 3 - 31 marks

Activity 4: Using Multimedia Software

Andrea Hoy is manager of the Fitness Suite. She wants you to produce a multimedia presentation to advertise classes in the gym. There is a special offer to attract more customers.

The presentation will be a continuous scrolling advertisement suitable for display in the reception at the entrance to the park.

The presentation must include these five slides:

> ➢ Title page
> ➢ Special offer page
> ➢ Body Tonic
> ➢ Close Circuit
> ➢ Circuits

Task MM1
You need to design a navigation route for your presentation.

❑ Use the template on the back of the cover sheet to design the navigation route for the scrolling presentation.

❑ Label the slides and draw arrows to show your navigation route. You may choose any sensible order for the slides.

(5)

Task MM2
❑ Produce a title slide for your presentation. It must include:

> ➢ The title: 'Special Offers on all Classes in the Gym'
>
> ➢ A suitable picture from clipart or the **GRAPHICS** file
>
> ➢ The message: 'Check out what's on offer here…………'

❑ Enter your name, candidate number and centre number on the document.

❑ Save the presentation as **GYMOFFER**.

❑ Print this slide on **one A4 sheet**.

❑ Label this printout **TITLE**.

(5)

Task MM3

- ❑ Produce a slide giving details of the offer. It must include:

    - ➤ these offer details:

        - • FREE SWIM after every class!

        - • Enjoy up to an hour in our heated swimming pool!

    - ➤ a picture from the **GRAPHICS** file

- ❑ Enter your name, candidate number and centre number on the document.

- ❑ Re-save the presentation.

- ❑ Print the slide on **one A4 sheet.**

- ❑ Label this printout **OFFER**.

(3)

Task MM4

Details of fitness classes are stored in a database file called **FITNESS.**

- ❑ Produce a slide for each of the three classes. Each must include:

    - ➤ Information about the class from the file **FITNESS**

    - ➤ A suitable picture from clipart or from the **GRAPHICS** file

- ❑ Re-save the presentation.

- ❑ Do **not** print these slides at this stage.

Task MM5

- ❑ Make sure that your presentation is scrolling.

- ❑ Enter your name, candidate number and centre number on the document.

- ❑ Print a copy of your presentation on **one A4 sheet**.

- ❑ Label the printout to show **one** example of each type of component used in the presentation.

- ❑ Label this printout **GYMOFFER**.

(8)

Total for Activity 4 - 21 marks

Activity 5: Using Word Processing Software

Your task is to produce a report for Mike Redhead about bike hire. It will have these three sections:

1. Introduction
2. Bike Income - including a chart
3. Electric powered bikes - including details of bikes in stock.

Use the information in this table to produce the report.

Position	Content	Format/Style
Header	Report for Mike Redhead	Italics, right aligned, size 10
Footer	Candidate name, number and centre number	Size 10
Title	BIKE HIRE UPDATE	Bold, centred, size 16
Body of report	All text from the file **BIKETEXT**	Size 12
Subheadings	From the file **BIKETEXT**	Underlined, left aligned, size 14

Task WP1

❑ Open a new word processing document.

❑ Enter the information using a suitable font style.

❑ Enter your name, candidate number and centre number on the document.

❑ Save the document as REPORT.

❑ Print the document on **one A4 sheet**.

❑ Label this printout **DRAFTREPORT**.

(10)

Task WP2

❑ Your report must also include:

➢ The chart you created for Task SP2 (BIKECHART)

➢ Relevant information from the results of the search in Task DB2 (LAZYBONES)

❑ Make sure that your report has a suitable layout. It must fit on **one A4 sheet**.

❑ Make sure that your name, candidate number and centre number are on the document.

❑ Resave the document.

❑ Print your report on **one A4 sheet**.

❑ Label this printout **FINALREPORT.**

(11)

Total for Activity 5 - 21 marks

TOTAL MARKS FOR PAPER 100

Mark Scheme

<table>
<tr><td colspan="4" align="center">5331 – Mark Scheme, May 2003</td></tr>
</table>

Printout Label			ANSWER	POSS. MARK	MAX
			Activity 1: Using Word Processing/DTP Software		
POSTER					
			title present	1	
			correct title – Smarts Leisure Park presents Aquarobics	1	
			title stands out	1	
		▶	description as given - high and low level moves choreographed to music	1	
			cost - £3.80	1	
			some of the info for new sound system (makes sense, spellchecked)	1	
		▶	picture or text which clearly shows that it is a class at the pool	1	
			picture of Charlotte Medway as given	1	
			picture of tutor, sensible size and position	1	
			"Charlotte" and position next to picture in sensible position	1	
			border (may be white space)	1	
		▶	layout (good use of white space)	1	
			consistency of font style and size in each phrase (all caps or initial capitals **ONLY**)	1	
			spellchecker used on additional info	1	
			fit for purpose – eye-catching and professional; includes 'Aquarobics', 3 marks highlighted, and no inappropriate information	1	
					15
			(Total 15 Marks)		

Printout Label	ANSWER	POSS. MARK	MAX
	5331 – Mark Scheme, May 2003		
	Activity 2: Using Database Software		
SORTED (DB1)			

Bike Name	Bike Type	Size	Frame Colour	Number in Stock	Daily Charge
Tiger	mountain bike	small	blue	5	£8.00
Tiger	mountain bike	medium	blue	5	£8.00
Dirt Thrasher	mountain bike	medium	yellow	5	£10.00
Dirt Thrasher	mountain bike	large	red	7	£10.00
Boneshaker	touring bike	large	green	10	£11.00
Speedstar	racing bike	medium	blue	4	£12.00
Venom	mountain bike	large	pink	5	£12.00
Venom	mountain bike	large	blue	5	£12.00
Speedstar	racing bike	small	black	4	£12.00
Lazybones	electric powered bike	medium	pink	2	£14.00
Lazybones	electric powered bike	large	green	3	£14.00

			ANSWER	POSS. MARK	MAX
			all 11 records and 6 fields sorted on daily charge	1	
			daily charge in ascending order	1	
					2
LAZYBONES (DB2)					

Bike Name	Bike Type	Size	Frame Colour	Number in Stock	Daily Charge
Lazybones	electric powered bike	large	green	3	£14.00
Lazybones	electric powered bike	medium	pink	2	£14.00

			ANSWER	POSS. MARK	MAX
			all 6 fields shown	1	
			correct 2 records only	1	
			no truncated data (ignore field names)	1	
			candidate name, candidate number and centre number entered on sheet	1	
					4

5331 – Mark Scheme, May 2003

Printout Label			ANSWER	POSS. MARK	MAX
BIKEREPORT (DB3)			**Must be a report to gain marks (not just a table/results pasted into a word processor)**		
			complete report visible	**1**	
			correct title – large mountain bikes in stock (correct spelling, ignore case)	**1**	
			sensible column labels for fields shown (may include extras) e.g.– bike name, frame colour, number in stock, etc	**1**	

Data:

Bike Name	Frame Colour	Number in Stock
Dirt Thrasher	red	7
Venom	blue	5
Venom	pink	5

			correct 3 fields only	**1**	
			correct 3 records only - must include the two fields bike name, frame colour	**1**	
			report footer showing candidate name, candidate number and centre number	**1**	
					6
			(Total 12 Marks)		

Printout Label	ANSWER	POSS. MARK	MAX
	Activity 3: Using Spreadsheet Software		
APRILINCOME (SP1)			

Income From Bike Hire In April			
Name Of Bike	**Daily Charge**	**Number Hired**	**Income**
Boneshaker	11	210	=B3*C3
Dirt Thrasher	10	375	=B4*C4
Lazybones	14	150	=B5*C5
Speedstar	12	199	=B6*C6
Tiger	8	233	=B7*C7
Venom	12	280	=B8*C8
		total	=SUM(D3:D8)

				POSS. MARK	MAX
			col D labelled 'income'	1	
			B3*C3 or C3*B3	2	
			SUM(B3*C3) or anything else that works	1	
			replicated for all bikes	1	
			SUM(D3:D8)	2	
			D3+D4+D5+D6+D7+D8	1	
			fits on one A4 sheet	1	
					7

Printout Label	ANSWER	POSS. MARK	MAX
BIKECHART (SP2)			

Income from bikes in April

Income from bikes in April
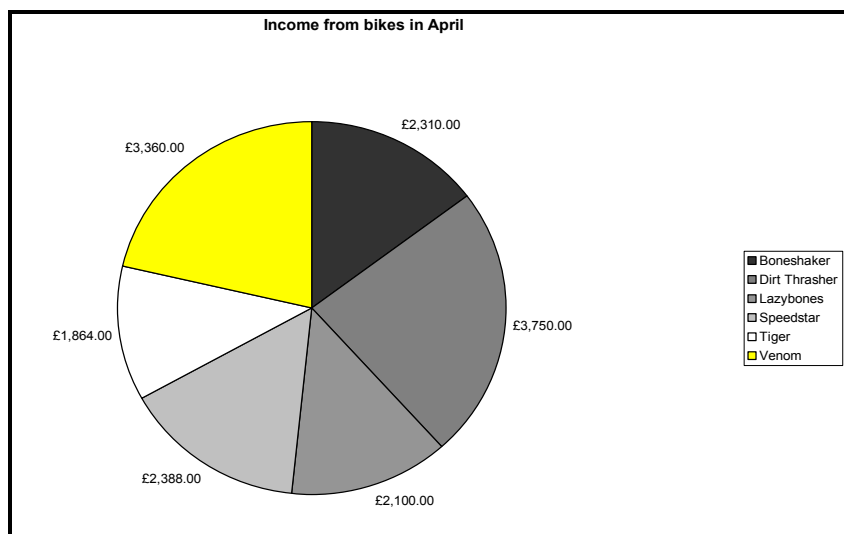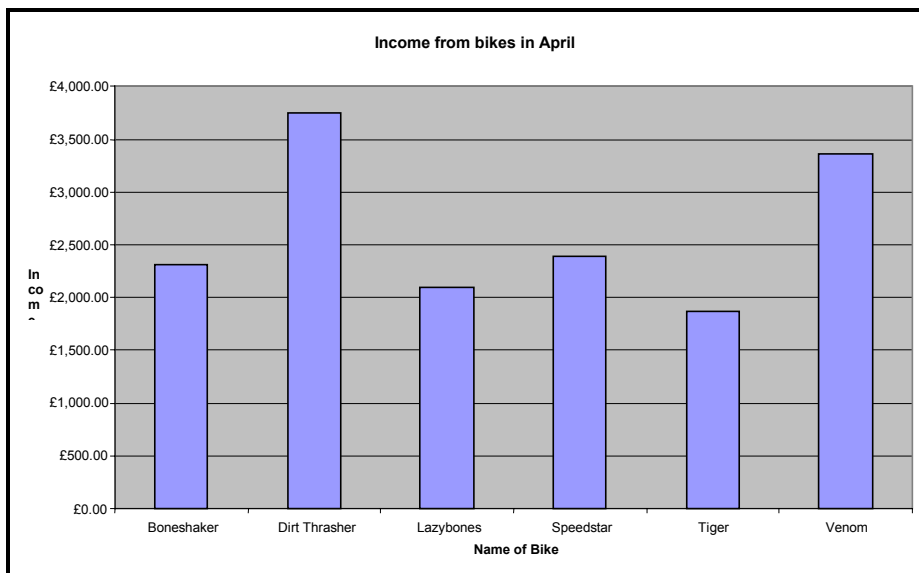
			column/bar chart, pie chart	**1**	
			any chart showing discrete variables (NOT line graph) AND with exactly six bicycles AND fits on one page	**1**	
			sensible title – including 'income' and 'April'	**1**	
			bike names correctly spelt and in correct position (may be in legend)	**1**	
			income (not daily charge) on chart for each bike AND units (£) for income indicated	**1**	
			no unnecessary information (e.g. total income, unnecessary legend, bike names on legend and on chart, etc)	**1**	
					6

Income From Bike Hire In April				
Name Of Bike	Daily Charge	Number Hired	Income	Discount
Boneshaker	11	210	=B3*C3	=D3*B11
Dirt Thrasher	10	375	=B4*C4	=D4*B11
Lazybones	14	150	=B5*C5	=D5*B11
Speedstar	12	199	=B6*C6	=D6*B11
Tiger	8	233	=B7*C7	=D7*B11
Venom	12	280	=B8*C8	=D8*B11
		total	=SUM(D3:D8)	=SUM(E3:E8)

discount rate   0.15

			15% entered in one cell (shows as 0.15 in formula view)	**1**	
			adjacent cell labelled 'discount rate'	**1**	
			discount col labelled 'discount'	**1**	
			all formulae in col using absolute ref/named cell repeated cell ref or anything else that works (check carefully)	**2** **1**	

			SUM formula for total discount
			correct formula for total income * discount rate
			    eg D9*B12 or D9*B12 (must refer to same discount
			    rate cell as other formulae in column)
				1
				
				1	

					6

5331 – Mark Scheme, May 2003

Printout Label	ANSWER	POSS. MARK	MAX
IFDISCOUNT (SP4)			

	E
1	discount
2	=D3*B11
7	=D8*B11
8	=SUM(E3:E8)

9

=IF(E9>950,"Change Rate","Discount OK")
OR

10 =IF(E9<=950,"Discount OK","Change Rate")

			correct criterion in sensible position	**1**	
			both messages correct in relation to criterion (intention clear)	**1**	
			complete IF statement that does not produce an error message	**1**	
					3

5331 – Mark Scheme, May 2003

Printout Label	ANSWER	POSS. MARK	MAX
DISCOUNTRATE (SP5)			

Name Of Bike	Daily Charge	Number Hired	Income	Discount
Boneshaker	£11.00	210	£2,310.00	£138.60
Dirt Thrasher	£10.00	375	£3,750.00	£225.00
Lazybones	£14.00	150	£2,100.00	£126.00
Speedstar	£12.00	199	£2,388.00	£143.28
Tiger	£8.00	233	£1,864.00	£111.84
Venom	£12.00	280	£3,360.00	£201.60
		Total	£15,772.00	£946.32

discount rate   6%   discount ok

		total % between 5.71 and 6.02 (probably 6)	**1**	
		figures in column D (income) all formatted to £, 2d.p.	**1**	
				2

Printout Label	ANSWER	POSS. MARK	MAX
BIKES NEEDED (SP6)			

3	**Boneshaker**
4	9
5	11
6	7
7	10
8	8
9	14
10	11
11	
12	=AVERAGE(B4:B10)
13	
14	10
15	
16	=IF(B12>B14,B12-B14,"none")

				POSS. MARK	MAX
			AVERAGE(B4:B10) AVERAGE(B4..B10) **NOT** null values, and copied across	**1** **1**	
			other formula that works using a function and copied across	**1**	
			EITHER (i) | **OR (ii)**		
			correct criterion		
			B12>B14 or B14<B12 | B14>=B12 or B12<=B14	**1**	
			correct formula in relation to given criterion (intention clear)		
			B12–B14 first | B12-B14 second	**2/0**	
			'none' displayed correctly in relation to given criterion		
			"none" second and closing bracket | "none" first and closing bracket	**1**	
					6

Bikes Required

	Boneshaker	Dirt Thrasher	Lazybones	Speedstar	Tiger	Venom
Monday	9	12	25	2	6	9
Tuesday	11	16	22	6	2	11
Wednesday	7	13	16	1	7	9
Thursday	10	15	29	3	9	6
Friday	8	14	19	3	3	9
Saturday	14	19	14	4	15	12
Sunday	11	21	13	6	17	10

	Boneshaker	Dirt Thrasher	Lazybones	Speedstar	Tiger	Venom
Number in Stock	10	13	5	8	10	10

	Boneshaker	Dirt Thrasher	Lazybones	Speedstar	Tiger	Venom
Amount to Order	none	3	15	none	none	none

bikes that need ordering circled Should be Lazybones and Dirt Thrasher but allow FT.		**1**	
			1
(Total 31 Marks)			

5331 – Mark Scheme, May 2003

Printout Label			ANSWER	POSS. MARK	MAX
			Activity 4: Using Multimedia Software		
NAVIGATION (MM1)					
			slides clearly labelled	**1**	
			sequential links from first slide to last indicated	**1**	
			link from last slide back to the first	**2/0**	
			first slide is Title, Special Offer is 2nd or last	**1**	
					5
TITLE (MM2)					
			title/heading as given (check spelling, ignore case) Special Offers (*or Offer)* on all classes in the Gym	**1**	
			message as given (ignore case) check out what's on offer here	**1**	
			sensible font sizes	**1**	
			suitable graphic from GRAPHICS file or clipart	**1**	
			fit for purpose (scrolling advertisement)	**1**	
					5
OFFER (MM3)					
			suitable title/heading (may use part of given details) and spellchecker used	**1**	
			details of offer: FREE SWIM after every class! enjoy up to an hour in our heated swimming pool! may not be complete but must make sense and spellchecker used, including essential information	**1**	
			suitable graphic from GRAPHICS file **NOT** clipart	**1**	
					3

Printout Label			ANSWER	POSS. MARK	MAX
			5331 – Mark Scheme, May 2003		
GYMOFFER (MM5)					
			5 slides on no more than 2 pages	1	
			any 2 different component types labelled graphic/text/sound/animation	1,1	
			slide for each class (3 in all) including class title as given	1	
			all three class slides include a suitable graphic related to gym	1	
			all three class slides include text from the FITNESS file (must be for the right class) may not be complete but must include some description, make sense and spellchecker used	1	
			all three class slides use appropriate font size, and sensible use of space	1	
			consistent style for all three class slides e.g. background, font style, headings	1	
					8
			(Total 21 Marks)		

Printout Label	ANSWER			POSS. MARK	MAX
	5331 – Mark Scheme, May 2003				
	Activity 5: Using Word Processing Software				
DRAFTREPORT (WP1)					
	header	text (as given) size 10		1	
		italics		1	
		right aligned		1	
	footer text (ignore spelling)			1	
	title	title text (as given)		1	
		title bold		1	
		title centred		1	
		title larger font than subheadings		1	
	contents of BIKETEXT included			1	
	subheadings underlined			1	
					10
FINALREPORT (WP2)					
	chart (NOT screen shot)	chart from SP2 included (not screen shot) allow followthrough for incorrect chart in SP2		1	
		chart sensible size		1	
	chart follows 'Dirt Thrasher' or 'Young Adults' allow if chart missing but position indicated			1	
	search results (NOT screen shot)	relevant search results from DB2 included allow followthrough for incorrect results in DB2		1	
		frame/colour, number in stock, daily charge and size ONLY		1	
		column headings complete		1	
	search results somewhere below subheading "Electric Powered Bikes"			1	
	search results follow 'can be seen below' (allow if results missing but position indicated)			1	
	one font used throughout (ignore chart and table)			1	
	use of white space			1	
	fit for purpose			1	
					11
			(Total 21 Marks)		
			Total marks for Examination 100		

Grade Boundaries

Raw Mark Grade Boundaries – June 2003

Unit No		A*	A	B	C	D	E	F	G
5331	Upper	100	91	78	65	53	44	35	27
	Lower	92	79	66	54	45	36	28	20

Training

Training Courses for GCSE (Double Award) Applied ICT – 2003/4

Course ID	Course Title	Date	Venue
3XN/E02/01	GCSE (Double Award) Applied ICT: Preparing for Internal Assessment	13/10/03	LONDON
3XN/E02/02	GCSE (Double Award) Applied ICT: Preparing for Internal Assessment	13/11/03	LEEDS
3XN/E02/03	GCSE (Double Award) Applied ICT: Preparing for Internal Assessment	03/12/03	MANCHESTER
4LN/E02/04	GCSE (Double Award) Applied ICT: Preparing for Internal Assessment	14/01/04	BRISTOL
4LN/E02/05	GCSE (Double Award) Applied ICT: Preparing for Internal Assessment	17/02/04	LONDON
3XN/E03/01	GCSE (Double Award) Applied ICT: Preparing for External Assessment	25/09/03	LONDON
3XN/E03/02	GCSE (Double Award) Applied ICT: Preparing for External Assessment	16/10/03	LEEDS
3XN/E03/03	GCSE (Double Award) Applied ICT: Preparing for External Assessment	03/11/03	MANCHESTER
3XN/E03/04	GCSE (Double Award) Applied ICT: Preparing for External Assessment	26/11/03	BRISTOL
3XN/E03/05	GCSE (Double Award) Applied ICT: Preparing for External Assessment	09/12/03	LONDON
3XN/F02/01	GCSE (Double Award) Applied ICT: Feedback on the 2003 Examination - Unit 1: ICT Tools and Applications	30/09/03 (am)	LONDON
3XN/F02/02	GCSE (Double Award) Applied ICT: Feedback on the 2003 Examination - Unit 1: ICT Tools and Applications	30/09/03 (pm)	LONDON
3XN/F02/03	GCSE (Double Award) Applied ICT: Feedback on the 2003 Examination - Unit 1: ICT Tools and Applications	08/10/03 (am)	MANCHESTER
3XN/F02/04	GCSE (Double Award) Applied ICT: Feedback on the 2003 Examination - Unit 1: ICT Tools and Applications	08/10/03 (pm)	MANCHESTER
3XN/F02/05	GCSE (Double Award) Applied ICT: Feedback on the 2003 Examination - Unit 1: ICT Tools and Applications	09/10/03 (am)	LEEDS
3XN/F02/06	GCSE (Double Award) Applied ICT: Feedback on the 2003 Examination - Unit 1: ICT Tools and Applications	09/10/03 (pm)	LEEDS
3XN/F02/07	GCSE (Double Award) Applied ICT: Feedback on the 2003 Examination - Unit 1: ICT Tools and Applications	11/11/03 (am)	BIRMINGHAM
3XN/F02/08	GCSE (Double Award) Applied ICT: Feedback on the 2003 Examination - Unit 1: ICT Tools and Applications	11/11/03 (pm)	BIRMINGHAM
3XN/F02/09	GCSE (Double Award) Applied ICT: Feedback on the 2003 Examination - Unit 1: ICT Tools and Applications	14/11/03 (am)	LONDON
3XN/F02/10	GCSE (Double Award) Applied ICT: Feedback on the 2003 Examination - Unit 1: ICT Tools and Applications	14/11/03 (pm)	LONDON
3XN/P01/01	GCSE (Double Award) Applied ICT: Coursework Clinics	05/11/03 (am)	LONDON
3XN/P01/02	GCSE (Double Award) Applied ICT: Coursework Clinics	05/11/03 (pm)	LONDON
3XN/P01/03	GCSE (Double Award) Applied ICT: Coursework Clinics	14/11/03 (am)	BIRMINGHAM
3XN/P01/04	GCSE (Double Award) Applied ICT: Coursework Clinics	14/11/03 (pm)	BIRMINGHAM
3XN/P01/05	GCSE (Double Award) Applied ICT: Coursework Clinics	20/11/03 (am)	MANCHESTER
3XN/P01/06	GCSE (Double Award) Applied ICT: Coursework Clinics	20/11/03 (pm)	MANCHESTER
3XN/P01/07	GCSE (Double Award) Applied ICT: Coursework Clinics	26/11/03 (am)	LEEDS
3XN/P01/08	GCSE (Double Award) Applied ICT: Coursework Clinics	26/11/03 (pm)	LEEDS

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