

GCSE

Edexcel GCSE

Applied Information and Communication
Technology (Double Award)

Unit 1: ICT Tools & Application (5331)

This Examiners' Report relates to Mark Scheme
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Examiners' Report

Edexcel GCSE
Applied Information and Communication
Technology (Double Award)

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Chief Examiner's Report for Unit 5331 - ICT Tools and Applications

General

This was the fourth time that the externally-assessed unit of this modular qualification was examined, with 13,7668 sitting the examination.

There were few candidates this time who were unable to import from the data files and most had labelled documents before printing and collated printouts in the correct order.

Once again there were a significant number who performed well in some activities and poorly in others, indicating potential that might have been realised in a later examination.

Application of skills

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'*.

Many candidates continue to lose marks for failing to apply their ICT skills to the vocational context even where they demonstrate a high level of competence in various skill areas. This examination requires an understanding of the importance of audience and purpose and frequently documents did not meet their intended purpose and were not appropriate for their target audience.

In this examination, the letter, memo and database report were frequently unsuitable for use within the given context. 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'). The vast majority of candidates were completely unprepared for an activity involving a memo, even though this document is listed in the specification.

The presentation often lacked fitness for purpose with little evidence of design considerations. A few candidates are including "text talk" in their documents, eg u av won a majr priz, Pleez cum 2 the annual dina etc.

Support materials

The **Activity Booklet** was revised last Autumn and the **Smarts website** was redesigned shortly afterwards. They continue to be useful tools in providing opportunities for candidates to familiarise themselves with the scenario, to explore all aspects of the specification and in particular to practise applying ICT skills to the context by producing documents that are fit for purpose. Although not mandatory reading, centres are advised at every opportunity to make full use of these materials. They are also advised that the website is updated from time to time and that they should check it regularly for expansions to the scenario.

In addition, a **Candidate Pack** of revision materials was made available last year. This was compiled by a team of senior examiners and designed to give candidates practice in a range of skills and, more importantly, in proofreading and ensuring fitness for purpose.

Candidates for this series also had the benefit of three past papers based on the same scenario although centres are advised that any aspect of the specification may arise in an examination and that it is unwise to rely entirely on the content of previous papers.

Time management

The examination is un-tiered and designed to test all abilities with each activity being generally progressive. Although there were still some candidates for whom time management was a problem, there was evidence that the majority moved on to the next activity rather than struggling with later tasks in the previous one. However, candidates should be reminded to check later tasks for any possible marks before moving on to the next activity as, inevitably, there will sometimes be some relatively easy marks available at the beginning of tasks. The specimen paper and past papers can, of course, be used to practise these techniques if sat under examination conditions.

Proofreading and fitness for purpose

There continued to be many instances where candidates had clearly not checked the printouts for obvious errors - incorrectly copied data, truncated cells, inconsistent fonts, etc. Many could have gained more marks by carefully checking through each step of each task.

Wizards are, of course, a perfectly acceptable software tool, but candidates should use them with care. There was again a tendency to use wizards to create reports, letters and memos without customisation, resulting in inappropriate layout or content.

Very few candidates now attempt to improve documents by adding unnecessary text of their own, thereby reducing spelling and grammar errors.

Many candidates would have improved their level of achievement had they re-read the task and checked that they had covered each point correctly (using the check boxes provided for this purpose on the question paper).

Labelling printouts

Most candidates labelled all printouts before printing, ownership was clear and marks could be awarded. It was, however, evident that some centres had not prepared their candidates, particularly for the database tasks. Instructions relating to the implementation of this requirement featured on the website, in the ICE document, in hard copy to centres, in the Candidate Pack and at INSET events.

Every printout **MUST** have the candidate's name, number, centre number entered before printing. Any printout not clearly identified in an acceptable way will **NOT** be marked and it is vital that candidates practise the required skills for each software type. **All centres must refer to the ICE document for the series and to the document 'Instructions for labelling of printouts'** for further information.

While identification was improved, many candidates continued to omit the task name from their labelling. Others did not change the header/footer, particularly in spreadsheet tasks, so that a number of printouts carried the same task name. Correct labelling by candidates ensures that examiners can give credit wherever possible.

For reference, the Instruction for Labelling of Printouts in May 2005 are shown in **Appendix A**.

Printing

Candidates must be prepared to produce appropriate screen shots when requested, but should otherwise print directly from the software. Most printed directly from the software in use for the activity, but some produced inappropriate screen shots with illegible or truncated content.

Collation

Presentation of candidates work was generally of a high standard and this was appreciated by examiners. Most candidates collated their printouts in the correct order (task order within activity order).

Although most attached their work to the cover sheet with a treasury tag, many did not attach the printouts as instructed on page 2 of the cover sheet. To assist the examiners, the printouts should be printed side up, in task order within activity order, starting with Activity 1, task 1. The printouts should be punched in the top left corner (face up) and attached to page 2 of the cover sheet through the pre-punched hole (it is NOT necessary to punch any additional holes in the cover sheet). This enables examiners to use the marking grid in the most efficient way and helps to ensure that printouts gain the credit they deserve, even if they are not labelled with the correct task name. Common errors included placing the printouts face down, punching additional holes in the cover sheet and using two tags, including the back cover in the tag so that the script could not be opened!

There will be a similar cover sheet for the next examination and further instructions will be included in the *Instructions for the Conduct of the Examination (ICE)* for May 2005. Centres are asked to ensure that candidates are equipped with a **short** treasury tag and that they are able to submit ordered printouts attached as specified.

An example of this is shown in **Appendix C**

The Instructions for the Conduct of the Examination (ICE) document

The ICE document is **MANDATORY** reading for all centres as these instructions supplement the JCGQ Instructions for the Conduct of Examinations and **MUST be adhered to**. The document contains information concerning the preparation of data files as well as administration of the examination itself. This is now available on the Edexcel website.

Data files

The vast majority of candidates were able to access the given data files. Data files must be downloaded or created 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. Some centres did not attempt to set up the user areas until the week of the exam, causing difficulty if they met a problem.

Centres were asked to submit copies of the datafiles as given to candidates if they did not use the given files without alteration, but few complied with this requirement.

Few centres stated which software candidates were using, even those using less common brands. These instructions were part of the ICE document and therefore mandatory. Centres are again reminded to ensure that they comply with all requirements.

Data files for May 2005 examination will be published on Edexcel Online on **3 May 2005**.

Activity 1 - Using Word Processing Software

Task WP1 - Letter to winner of raffle

This straightforward task required candidates to produce a standard business letter using components from the datafiles. As in previous series, it was apparent that many were not fully aware of the standard features of a business letter.

Almost every candidate attempted this activity and most successfully used the given letterhead, although some did not appreciate that they should not change it by resizing the logo, moving components around or changing the font or style of the text.

Most included the date, but often in an inappropriate position.

Recipient details often did not include the recipient's name - Mrs S Jenkins. Many left the unnecessary line space that appeared in the datafiles.

In many instances the salutation included the initial - Dear Mrs S Jenkins.

'Subject of letter:' was often included from the datafile as was 'Body of letter'.

Most candidates successfully imported the body of the letter without adding unnecessary text of their own.

Only a minority of candidates successfully added the correct closure for their opening salutation. Candidates clearly did not know when 'Yours sincerely' and 'Yours faithfully' are appropriate. Too many continue to include a capital on both words - Yours Sincerely, etc.

Even fewer candidates included the manager's name and, of those who did, most were incorrect - Joe McCare, John McCrae, Little Stanley and Mr S Little being some examples. Some had not picked up from the introduction that the letter was being prepared on behalf of the manager and they included their own name as the person sending the letter. Joe McCrae's position was generally omitted.

The components in the datafiles were provided in mixed fonts. Few candidates realised that the font in the letter should be consistent.

Task WP2 - Memo

Some candidates did not attempt this activity and very few had any idea of what a memo was. Most of those who gained a reasonable mark had used a memo wizard, but still lost marks as they did not customise the output to an accepted format. Some were clearly unsure about the use of CC and Re in these templates.

Of those who did manage to include standard components such as To: and From: there were few who placed them in the correct order.

Many included their own name in the 'From' field.

A number of candidates gained just 1 mark - for including a sensible message, although some had clearly not read the context for the exercise correctly, and so composed a message that did not make sense. Many had simply cut and pasted the letter information without being able to convert it to a sensible message.

Dear Max or Yours sincerely were frequently included, and a few also seemed to think that Max had won the Christmas Raffle - instead of notifying him of the details of the Annual Dinner they invited him to come along to collect his prize.

Key areas for improvement

- Understand and apply formatting such as alignment
- Import text from data files rather than key in to avoid data entry errors
- Incorporate knowledge of standard components and features of business documents
- Check the accuracy (spelling, grammar) of any text that is incorporated into documents
- Consider balance and/or use of white space
- Before and after printing, check that the 'product' is fit for purpose

Activity 2 - Using Spreadsheet Software

A minority but nevertheless worrying number of candidates continue to produce printouts showing values rather than formulae or with incomplete formulae displayed due to narrow columns.

Task SP1 - Make changes to the sales spreadsheet

Many candidates who attempted this task were successful in gaining the full 6 marks. Most candidates included a new row, but many lost the mark for the title. Some included an inappropriate or incomplete title that did not make the purpose of the information clear whilst others used mixed case or included spelling errors.

Some formatted all numeric cells to show the £ symbol, not just the Price. Others only formatted the first price in the column.

There was sometimes a suspicion that the sheet had been imported into a word processing document and a new heading added - particularly when the title did not appear on later versions of the spreadsheet.

Task SP2 - Line graph

Candidates continue to score less well than they might on charts and graphs. Many use a wizard without customisation.

The majority of candidates produced some form of line graph, with only a small minority presenting a column chart. However, many did not select the correct data and correct graph. Many candidates incorrectly included the Price.

A surprising number of candidates failed to copy the given heading. Many used the given labels for the axes, but failed to use consistent capitalisation. Others used text of their own or omitted the labels altogether.

Very few candidates used sufficient gridlines to allow all values to be read accurately.

A legend was usually seen, but often this unhelpfully stated "Series ...".

Black and white printouts resulted in lines that were indistinguishable. Candidates should be reminded that colour charts and graphs do not always print well in black and white and they must check the legibility of their chosen design.

Task SP3 - Average weekly sales

Many candidates did not show the formula view and thus did not gain the first two marks - this was often centre-specific. It is not acceptable to enter the formula as text in a nearby cell.

Of those who did show the formula, there was a greater proportion successfully using the AVERAGE function. Of those who did not, some gained one mark for a formula to add together the contents of the cells in the required range, and then divide by 4.

Many entered an incorrect formula, such as =B3+C3+D3+E3/4 or including the price in the range.

Task SP4 - Average weekly income

Few candidates gained full marks due to the inability to print only 3 columns or the row/column headers. Many showed column A on one sheet and the other two on a

separate sheet. Some had moved columns G & H to B & C but still gained the second and third marks if the formulae were correct in relation to the correct cells in their version. Some had shown the whole spreadsheet, but had deleted the data from those columns that were not required to be shown.

Many candidates entered the correct formula although some continue to have a strong attachment to the unnecessary use of SUM in all formulae. Others used AVERAGE, presumably because it was mentioned in the column heading.

Task SP5 - Members discount

Many candidates omitted this task which is to be expected on this single tier paper. Of those who did attempt it, performance was mixed.

Many struggled with the idea that the rate of discount should only be entered in one cell. The label 'Discount Rate' was often keyed in the same cell as 10% so that this cell could not be used in a formula. Others replicated 10% in a column or simply typed a formulae in each cell multiplying by the value 10%.

Candidates clearly had a lack of understanding of an absolute cell reference - even those who successfully entered the rate often keyed in the formulae =H3*B12 in each cell.

Many candidates lost marks due to not including a formula for total discount or a formula that was incorrect. Some totalled rows rather than the Discount column.

Task SP6 - What if

Following through from SP5 the minority who attempted this task usually gained full marks. A few did not format the percentage value to 1 d.p. Some candidates produced a convenient rate for the Discount, which seemed to be unrelated to the discounts appearing in their spreadsheets.

Some key areas for improvement

- Be able to switch to and from formula view
- Be careful not to truncate cell contents in formula view
- Know how to show row/column headers and gridlines
- Check that a criterion is correct, particularly the operator
- Check that messages and titles are spelt correctly
- Know how to select an area for printing

Activity 3- Using Database Software

There is an over-reliance upon the use of wizards to execute a task as marks were lost by the candidates' inability to customise and improve the design of an output. Lack of attention to detail (spelling errors) and the understanding of the function of a particular output (eg report) adversely affected the quality of output.

Whilst the majority of centres use MS Access, it is, of course, perfectly acceptable to use other relational database software. However, candidates should be well versed in the skills required to demonstrate use of techniques, producing more than one screen shot if necessary. For example, it is not always possible to show the field length and format on the same screen.

A number of candidates lost marks because they failed to print their details on search/sort results, suggesting that the labelling instructions had not been observed by some centres. In other instances it appeared to examiners that candidates had been supplied with paper pre-printed with their details - this is also unacceptable.

Task DB 1 - Creating a new table

Some candidates immediately lost half the marks by failing to submit the design of the table. A few simply transcribed the data given (field names, data types and descriptions) into a datasheet or word processed table. Most were able to give correct data types, but many failed to spell the field names correctly - these transcription errors could easily be corrected by proofreading.

Some included an additional ID field - which often became an incorrect key field. Some candidates did not show the required design view for the StartTime field and were unable to gain the mark for this format.

Some candidates omitted any format for the StartTime field and some who did used Medium Time instead of Short Time - or attempted to use an input mask.

Task DB 2 - Entering data in the table

Most candidates who attempted this task were able to gain some marks.

However, a lack of checking meant that many candidates failed to pick up some of these relatively easy transcription marks.

Task DB 3 - Creating a data entry form

Most candidates who completed DB3 successfully created a form and submitted a screenshot showing all 5 correct data entry fields.

The majority of candidates completed the first part of the task well, but many ignored the customisation, or did not seem to know what it meant.

Few forms were actually customised by the candidate - most relied unsuccessfully on the wizard to produce a correct form. Although there is no requirement to use features such as drop-down menus, candidates should be aware of the need to use meaningful data entry labels, rather than field names and an appropriate title.

Task DB 4 - Sorting the HOLSWIM table

Many candidates gained full marks on this task. Those who failed to do so lost marks for not showing all 30 records or for sorting in ascending order. Others sorted on the wrong field.

Task DB 5 - Searching the KIDZ table

Most candidates who attempted DB5 did well and gained full marks. Some candidates showed the design view of their table, rather than the datasheet view.

Of those candidates who attempted this question the majority gained both marks. Only a few had more records than required, usually by including =1/3/91 in the search. This is an encouraging improvement with more candidates differentiating between < and <=.

Task DB 6 - Searching the related tables

Many of those candidates who attempted this task gained full marks. Some included the correct fields but found 13 records rather than 12.

Task DB 7 - Complex searching

There were few completely correct responses to this task with many candidates submitting a printout showing data rather than design view.

Some used only = or > for the TimeIn, others used < for TimeOut. Many omitted the criterion for TimeOut completely.

Some used = 17:00 and > 17:00 on separate rows in Access but failed to place =18:00 in both rows to match when using Access.

Several of the candidates printed out the datasheet view rather than the design view.

Task DB8 - Creating a report

Most candidates who attempted this exercise were successful in gaining some marks, but very few achieved full marks. Some candidates didn't print in landscape. Very few candidates entered a suitable title. Very few candidates achieved the mark for customisation. Marks were also lost for candidates details not in footer area using database software.

Many more candidates than last year were able to produce the report using database software as required, and insert their details in the footer. Some continued to use the report footer in Access which did not print at the bottom of the page as required. Those who produced screen shots could only gain some of the marks available.

Key areas for improvement

- Check that output/results of sorts and searches are as expected
- Check that only/at least required fields are shown
- Use page footers for database reports
- Use appropriate titles and column/data headings for reports and forms
- Print database reports directly from the software
- Know a valid method to print tables and search/sort results with printed candidate details
- Produce a screen shot that is legible and complete

Activity 4 - Using Presentation Software

This activity was generally well done by most candidates.

Task MM1 - Slide 1

This was usually well done although there were a surprising number of transcription errors - 'How we are attracting more customers' in particular. Variations included 'How are we attracting more customers', 'Are we attracting more customers?' and even 'How we are attacking more customers'! Kim French often became Kim Finch or the candidate.

A suitable picture was included in most cases although candidates should be selective and bear in mind that not everything in the graphics file will be suitable.

WordArt featured too frequently for a business presentation.

Task MM2 - Slide 2

Many candidates gained full marks for this task. However there were a few candidates who had used a screenshot instead of importing the graph and a number of unsuitable titles. Usually the graph was a sensible size, but some candidates had failed to retain sensible proportions with a loss of clarity in their axis labels.

Others had chosen to include the spreadsheet itself or other data instead of the graph.

Task MM3 - Slide 3

Most candidates had imported the information from the correct file, but some were unable to find the DISCOUNT file and either made up their own information or inserted a spreadsheet.

Many failed to give the slide the correct title.

Many candidates lost marks for this task because they either tried to do too much by adding extra details or too little by failing to consider layout and use of white space. Text was often bunched to the top of the slide, or bullets were inconsistent.

Task MM4 - Slide 4

Again the vast majority of candidates made a good attempt at this task. A few candidates were unable to set out the graphics diagonally to match the storyboard and some imported incorrect graphics.

Most keyed in the heading correctly, but there were some interesting titles!

Task MM5 - The complete presentation

Most candidates completed parts of this task well. The majority were able to show two slides to a page. Some did print all slides on one A4 sheet and a few candidates printed 4 separate pages.

Overall, candidates seemed to lack an understanding of the importance of consistency and of the requirement to follow a storyboard. Very few gained the mark for fitness for purpose.

Key areas for improvement

- Match slides to a storyboard
- Retain proportions of graphics when re-sizing
- Include only necessary information
- Check the accuracy (spelling, grammar) of any text in the slides
- Consider balance and/or use of white space
- Consistency of fonts and sizes between the slides
- Consistency of style between slides
- Before printing, check that their 'product' would be commercially acceptable

**Grade Boundaries
(5331)**

	A*	A	B	C	D	E	F	G	U
Upper Limit	100	92	80	68	56	48	40	32	24
Lower Limit	93	81	69	57	49	41	33	25	0
Cum % of Cands	0.1	3.8	17.1	33.0	45.6	59.3	73.0	84.2	100.0

Number Entered	No. sat
14695	13668

APPENDIX A

Instructions for Labelling

5331 - MAY 2005

INSTRUCTIONS FOR LABELLING OF PRINTOUTS

Candidate identification is required to be entered before printing in order to authenticate ownership.

In most cases the solution is to instruct candidates to enter headers/footers within the software being used - ie in all word processing documents, all spreadsheets, all presentation software printouts, all desktop publishing printouts and in database reports. Candidates are also asked to print directly from the software used for these tasks.

The only exceptions to this labelling method are tasks that require database sort/search results - headers/footers are not generally possible in datasheet view. For these tasks ONLY, there are a number of methods that allow headers/footers to be entered, depending on the database software in use.

However, each of these methods is either software-specific or requires higher level skills and candidates may use any of these.

INSTRUCTIONS FOR LABELLING OF PRINTOUTS

These instructions form part of the Instructions for the Conduct of the Examination (ICE). The ICE document for May 2005 supercedes all previous editions. The ICE document will be available on the website and in hard copy and should be read well in advance of the examination.

General

Candidates **MUST** enter their details **ON ALL TASKS BEFORE PRINTING** - candidates must understand that they are required to enter their details prior to printing and that tasks not labelled in this way will not be marked.

Please note: It is not acceptable to pre-print each page with the candidate details and then overprint the appropriate task.

Headers/footers **MUST** be created in the header/footer area of the document. (Please note that MS Access report footers print after the last record, **NOT** in the footer area - page footers print at the bottom of (each) page).

A Database tables and search/sort results

For database tables/searches/sorts **ONLY**, candidates may use any valid method to produce pre-labelled printouts such as

- Paste into a word processing document and enter header/footer details in the header/footer area of the page
- Publish into a word processing document and enter header/footer details in the header/footer area of the page
- Use report format and enter header/footer details in the header/footer area of the page
- Enter candidate details as part of table name if this will come up as a table header

Centres are advised that candidates must have the necessary skills to use a valid method such as one of those above. **They are advised against using screen shots or entering their details as an additional record.**

The examiner will check for the presence of the candidate's details before marking, but will ignore their position.

Please note that these methods should NOT be used for database reports. For database reports please see note B below.

B For all other tasks, including database reports

This applies to all word processing, desktop publishing, spreadsheet and presentation tasks, as well as database reports.

With the exception of database tables and search/sort results, labelling must be done using the header/footer feature in the software being used for the tasks.

Printing should be directly from this software unless otherwise instructed as experience has shown that candidates who produce screen shots tend to lose marks for fitness for purpose as well as for incomplete views of the documents concerned.

Please note that this includes database tasks where a database report is specifically requested.

For multimedia/presentation software, the candidate must be able to enter a header and footer on each printout. Where more than one slide is required on the page, it is advisable to use the page header/footer rather than the slide header/footer to ensure that the details appear only once on the page and are legible.

C Preparation for the exam

It is suggested that centres carry out a trial run of procedures using previous exam papers to ensure that: -

- students know how to open the supplied data files
- they know the methods applicable in their centre for entering the candidate details
- they understand the procedure applicable in your centre for ensuring they collect / receive the correct printout from the printer
- they know how to check, collate and present only the final printout for each task
- they understand that unidentified or wrongly identified work will not be marked

APPENDIX B

An example of wording of database tasks requiring table or search/sort results:

Note: the method is not given, simply a reminder to enter the details

Task DB2

You **MUST** enter your name, candidate number, centre number and task name **BEFORE PRINTING**.

Anil wants a list of all events on the ski slope.

- Use database software to run a search/query on the EVENTS Table to find these events.
- Save the results of the search/query as **DB2**.
- Make sure that your name, candidate number, centre number and task name are entered **BEFORE PRINTING**.
- Print the results of your search on **one A4 sheet**.

An example of wording for a database report:

Note: instructions are given here to enter details in the header and footer areas of the page using database software and to print directly from this software. This is the same procedure as that used for all other software types.

Task DB3

You **MUST** print directly from the database software.

Anil wants a database report for Mike Redhead showing the results of the search from Task DB2.

- Create the report using database software.
 - Show only StartTime, EventName, EventType and StaffID
 - Enter the title 'Open Day Ski Slope Events'
 - Enter **DB3** in the header of the document
 - Enter your name, candidate number and centre number in the footer at the bottom of the page **BEFORE PRINTING**.
 - Make sure the report fits on **one A4 sheet**.
- Save your report.
- Print a copy of your report, using the database software, on **one A4 sheet**.

An example of wording for a word processing task:

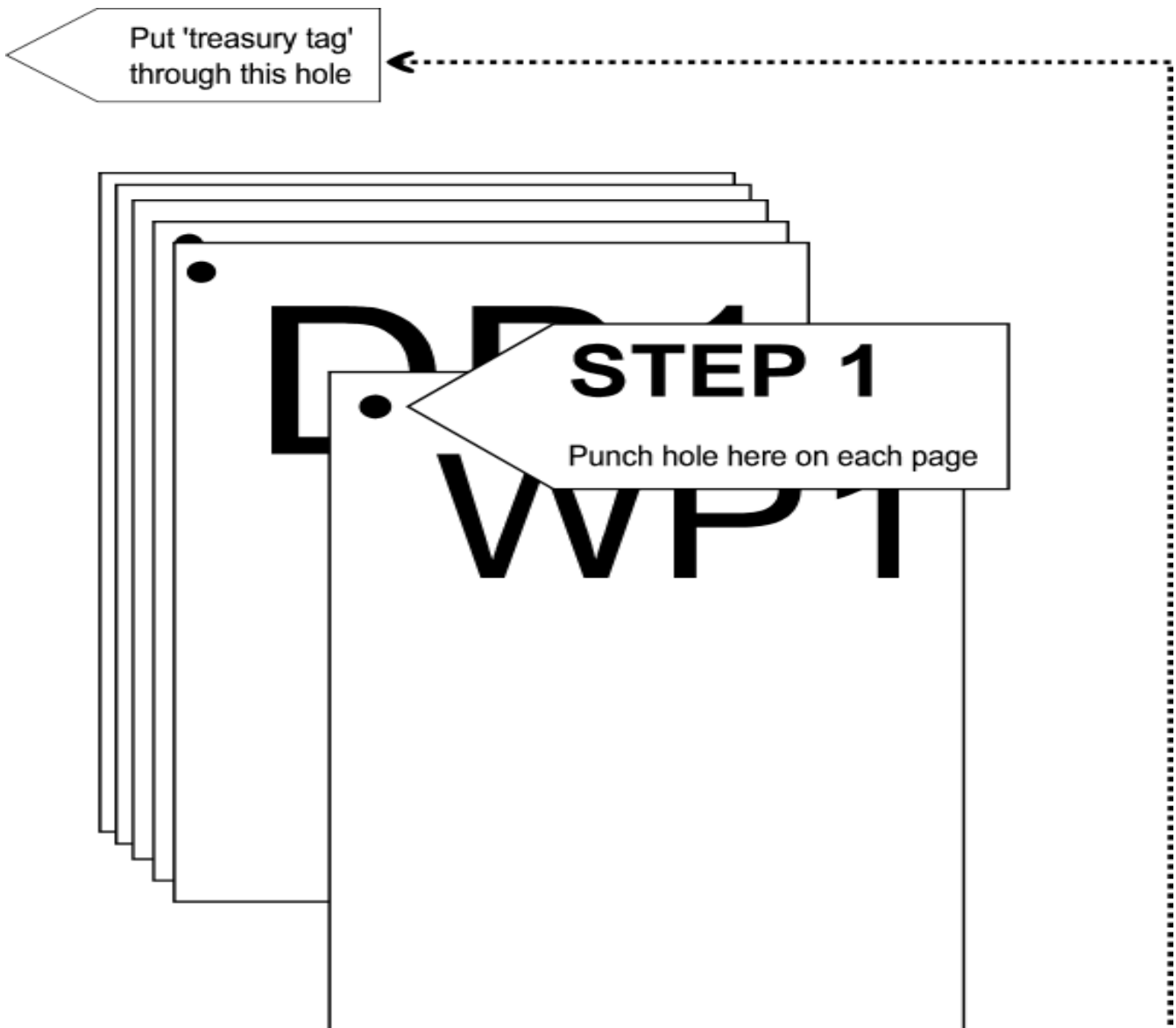
Task WP1

Your task is to make the changes to the draft agenda so that it is fit for purpose.

- Use word processing software to open the file **ALEX**.
- Make the changes as shown.
- Make sure the content, layout and style are fit for purpose. Remember that the document is an agenda for a business meeting.
- Enter **WP1** and your initials in the header, eg **WP1FGB**.
- Enter your name, candidate number and centre number in the footer of the document **BEFORE PRINTING**.
- Save the document with the filename **WP1** followed by your initials, eg **WP1FGB**.
- Print a copy of the document on one **A4 sheet**.

Please refer to the ICE document for the May 2005 examination for definitive instructions

APPENDIX C



STEP 2 Arrange your pages in this order

WP1 (as the top page)
DB1, DB2, DB3, DB4, DB5, DB6, DB7
SP1, SP2, SP3, SP4, SP5, SP6
MM1, MM2, MM3
DP1 (as the last page)

STEP 3 Put a 'treasury tag' through all your pages

STEP 4 (last)

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