

GCSE

Edexcel GCSE

Applied Information and Communication
Technology (Double Award) (2331)

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Examiners' Report

Edexcel GCSE
Applied Information and Communication
Technology (Double Award) (2331)

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

General Comments

The externally-assessed unit of this modular qualification has now been examined five times. 21136 candidates sat the examination in this series.

The nature of the examination often means that examiners' comments are similar for each series - but there are variations and comprehensive feedback is intended to assist centres for the future.

Examiners have commented that, on the whole, candidates seemed better prepared for this series. There continues to be an improvement in importing text and graphics from the data files. Fewer candidates failed to label documents before printing. But examiners also noted a disappointing decline in the way printouts were presented within the cover sheets, and in the correct ordering of scripts from many centres before despatch to the examiner.

There continues to be a significant number of candidates who perform well in some activities but who then omit, or perform badly in others. Examiners felt that there were varying degrees of preparation within centres and that some candidates did not always fulfil their potential when complete activities were missed.

Application of Skills

Many candidates do not apply their apparent ICT skills. Although they demonstrate competence within the activities they fail to gain marks for skills application in a vocational context. Once again, it may be helpful to repeat a paragraph from the specification:

'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.'

Examiners continue to report on a failure to submit printouts that were adequate for the defined purpose and an apparent lack of awareness of a target audience.

In this examination, it was again disappointing to note the weakness of candidates in preparing business documents. In particular many candidates failed to gain basic marks for the business letter to be used for the mailmerge (Activity 5). The calculation of VAT for an invoice (Activity 2) frequently seemed to cause difficulties, although the percentage to be used was given. The specification (page 15), 'Developing business documents', reminds centres of the need to prepare candidates to be able to apply their skills into a range of such documents.

Skills application was improved in the importing of graphics and data from the data files. Far fewer candidates attempted to add in their own text to that given or to replace it completely.

Candidates can improve their overall mark significantly by careful proofreading and checking, before and after printing.

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 to make full use of these materials at every opportunity. 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. 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.

There were four past papers available to candidates, based on the same scenario, although centres are advised that any aspect of the specification may arise in an examination and it is unwise to rely entirely on the content of previous papers.

Time Management

Candidates continue to improve time management skills. The progressive nature of the activities supports all ability levels as they carry out as many tasks as they are able before moving to the next activity. In this examination there was also evidence that advice in previous reports, that candidates should check later tasks before moving on, has been taken. For example, many candidates who struggled with task SP4 (the IF statement) were able to gain some credit for SP5 if it was attempted.

The number of past papers can help time management skills if candidates are able to sit them as complete practice papers.

Proofreading and Fitness for Purpose

Data copied incorrectly was a major issue and many candidates do not appear to have checked their printouts. Errors included both spelling and capitalisation. These are as much application of skills as the ability to perform calculations, as candidates seek to produce documents that are fit for a particular purpose. It cannot be emphasised too strongly that candidates should check their work through each step of a task. The check boxes on the question paper are provided for this purpose.

Very few candidates used WordArt in an inappropriate way.

Wizards are software tools that are, of course, acceptable - but candidates still tend to show an over-reliance on them when used. This is still obvious in, for example, the database report. A basic report can be produced with a wizard but, as candidates should apply their skills in a vocational context, to gain full credit they must make the tools work for them and not be constrained by them. This will often mean it is necessary to customise a task. To take the example of the report, to be useful in a context the field names will generally need to be customised.

Labelling Printouts

Examiners were pleased to report that far fewer candidates submitted printouts that had not been labelled before printing. Instructions relating to the requirement for ownership to be clear features on the website, in the ICE document, in hard copies to centres, in the Candidate Pack and at INSET events.

Although labelling generally improved, there were a number of instances where examiners reported concern that centres may have provided candidates with paper that were PRE-PRINTED with the candidates' details. This appeared evident when candidate details appeared on the reverse of the task printout. This is NOT an acceptable method.

All centres must refer to the ICE document for the series and to the document 'Instructions for Labelling of Printouts' for further information.

For reference, the Instructions for Labelling of Printouts in January 2006 are shown in **Appendix A**.

There continues to be a significant number of candidates who do not include the task name in their labelling. Examiners always try to give as much credit as possible to candidates but this becomes difficult where it is not apparent which task a candidate has attempted.

Printing

The majority of candidates are now printing directly from the software. Those producing screen shots, particularly for database tasks, frequently do not gain credit because all of the required records cannot be seen clearly. Content is sometimes truncated and even illegible. Screen shots may sometimes be requested but should otherwise be avoided.

Candidates should submit **only** the printouts required. One examiner reported, "One candidate submitted a total of 42 printouts. After selecting sufficient printouts to cover all of the tasks, there were, amongst others, 3 extra printouts for DB1, 4 extra for MG1 and 16 extra A4 slide printouts for Activity 1". Examiners do their best to award full credit. Multiple printouts often mean they have to remark a task if they think a later printout will gain more marks.

Collation

Examiners expressed some disappointment that work was not as well presented as in other series. Although many candidates collated printouts in the correct order (task order within activity order) many others presented a jumble of sheets. Again, many did not attach their work to page 2 of the cover sheet with a SHORT treasury tag. The pages should be **printed side up**, starting with Activity 1 - Task 1, so that examiners may look at the printouts while using the mark grid on page 3 of the cover sheet.

Examiners continue to report the use of long tags, which are then knotted in such a way as to make it impossible to open the cover sheets.

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 January 2006.

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

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

The ICE document is MANDATORY 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 made available on the Edexcel website.

Data Files and Software

Comments for the previous series still apply about the access and use of data files. The majority of candidates were able to access the given data file. These must be downloaded or created prior to the examination and stored in appropriate formats in the candidates' user areas. Centres MUST check that the file formats are readable using the available software. Where files are created centres must check that this is done exactly in accordance with instructions. File content must be as given.

Centres are asked to submit copies of the data files given to candidates if they do not use the given files without alteration, but few comply with this requirement.

The ICE document requires centres to state which software is used by candidates. This **mandatory** requirement is seldom complied with. It is especially important for centres using less common brands of software as these can then be marked by a specialist examiner.

Centres should ensure that they comply with both of these above requirements.

Data files for the January 2006 examination will be published on Edexcel Online on 12 December 2005 or sooner.

Activity 1 - Using Presentation Software

Almost every candidate completed this activity. Only a minority appeared to have spent too much time with unnecessary formatting and annotating any animation that would be included. The majority of candidates scored well, although many did not follow instructions regarding printing. Lack of consistency indicated a lack of final proofreading before and after printing.

Task MM1

This first task was generally completed well and gave most candidates the opportunity to pick up some good marks at the start of the paper. The majority put 3 facts on the first four slides successfully. The hope was that candidates would use cut and paste but there was still a significant number who keyed in the text, leading to spelling errors.

Most candidates successfully imported clip art or a graphic from the GRAPHICS file. However the clip art chosen was often unsuitable. A small minority of candidates did not gain credit here because they inserted more than one graphic.

A minority of candidates did not use a consistent font on each of the first four slides. Only a few used inappropriate fonts and Word Art.

The majority were able to add bullet points, although some attempted to produce their own, eg by putting a large full stop at the beginning of the facts.

Task MM2

The majority of candidates put a title on a new slide, but not all copied this from the first four slides. Candidates who attempted to key their own title generally slipped up on the spelling. A small minority used "at" instead of "@".

Most candidates imported the text from the FACTINFO file - but again there were some who attempted to key in the information and who generally made at least one spelling error. A few candidates made up their own 'facts'.

Although the instructions stated that a graphic had to be used from the GRAPHICS file, some candidates used clip art. Fewer than before of those using the GRAPHICS file failed to keep the proportions of the graphic.

Task MM3

Most of the marks for this task were for consistency and suitability of font and style. Only a tiny minority used Word Art, but many did not check the consistency of font used, particularly in titles. Fewer checked the consistency of bullet alignment. This could have been avoided if the work was proofread before and after printing. A significant number did not print 5 same-size slides to one A4 page. Some attempted

to do a screen print of each slide, or copy/paste slides onto A4 with the result that the size was not consistent. Some candidates did not submit a distinct MM3. Where possible, examiners awarded marks from printouts submitted for MM1 and MM2.

Very few candidates gained full marks for this task, failing to achieve the final mark because of errors of consistency overall.

Key Areas for Improvement

- Sketch an outline of a response, eg movement of facts between slides
- Check the accuracy of text in slides, especially spelling
- Use of bullet points and consistency in formatting
- Consistency of font and style
- Printing a specified number of slides to a page
- Before and after printing, proofread and check that the presentation is fit for purpose

Activity 2 - Using Spreadsheet Software

Generally candidates appeared well prepared for this activity. There is evidence that they were better prepared for the range of formulae and spreadsheet conventions that are required. Weaker candidates did not gain marks for labelling cells and there is still evidence that some candidates are not able to show and print formulae. (Some examiners reported that at some centres few candidates were able to demonstrate this skill.) The majority of candidates attempted at least the first three tasks. Examiners reported some difficulties where candidates submitted all printouts labelled **SP1**, rather than changing the task number as instructed.

Task SP1

Most candidates scored well on this task.

The majority put a heading in the first row. Some, however, attempted to merge rows 1 and 2, others put the heading in the middle of the spreadsheet table, while others omitted it completely.

Although the heading was given for the candidates to copy, again spelling often let candidates down. Variations on "Smartmunch" included "Smartsunch", "Smartlunch", "Smartmuch" and SmartBunch. Candidates generally were able to use sensible case and to make the title bold.

The majority right aligned column A and formatted the cells in column E to currency. Errors here included using the £ but only 1 decimal place and attempting to "fill down", with the result that all values were changed to £0.50.

Copying was again an issue for the label **Total Cost**, with a significant number of candidates keying "Total cost".

Task SP2

Although there is still a significant number of candidates who do not print in formula view, and therefore could gain no credit for this task, the number seems to be in decline. The majority attempted to enter a formula for Bacon Rolls, but a significant number used SUM inappropriately here. A small number created a formula to add rather than to multiply. Most candidates were able to replicate the formula created for Bacon Rolls.

Most candidates were able to enter a formula to add up the correct range of cells. A significant number gained only 1 of the 2 marks available by including a blank cell in the range. Others did not gain full credit because they did not use the SUM function (including some who had used it inappropriately in the multiplication earlier). Yet more used a long sum, adding each cell individually (and risked being penalised because the complete formula could not be seen).

The majority entered the label **Order Total** - but this was often spelt incorrectly, or given as "Order total". Quite a few candidates placed the text label above the sum even though it would have been more appropriate to place it to the left, especially if they included cell F23 in their formula to add the column. Others used an entirely inappropriate cell.

Where formula view was not used, some candidates had hand-written the formula. Others attempted to put the formula into the table as text, often boxed and with an arrow pointing to its position. Candidates must be made aware that this method of indicating their formulae gains no credit.

Task SP3

The majority of candidates failed to put the new title **SMARTMUNCH INVOICE** into capitals, even though this was given clearly in the question paper. Again there were many variations on "Smartmunch". A significant number simply added "Invoice" to their previous title.

Most candidates moved the contents of column D to column B, but some did not move the heading **Quantity**. Some candidates did not cut and paste the data and therefore the formulae were incorrect and had to be altered in later tasks. A significant number of candidates put the @ symbol only in cells D11 and D22.

Very few candidates inserted blank columns incorrectly and few truncated the data in their printout.

Task SP4

Many candidates gained the first two marks available for using a correct logical criterion and constructing the first message correctly, although some inverted the criterion and others did not include the complete message (which could have been corrected had candidates checked their output). Some attempted to use a named cell with little success. Many did not represent their false value as a blank cell in any accepted way and consequently could not be awarded the third mark. The majority of candidates presenting this task in formula view achieved the final mark for an IF statement that did not produce an error message. (Examiners were often surprised at the ingenuity of candidates at this point and spent considerable time testing to check whether a candidate's effort did actually produce a working IF statement.) Overall, examiners were pleased to note that more candidates were attempting to create the statement according to the information given, rather than using one that had been practised "parrot-fashion".

Task SP5

Many candidates who did not complete SP4 moved to this task. Most were able to score well, but examiners reported that some had "strange ideas" about suitable formats for the date. Some candidates did not use a consistent date format. Others included errors such as "MR Write". Many did not copy **Eastington School** as given. A significant number did not spell their own name correctly.

Examiners reported many data entry errors and some data put into inappropriate positions. Candidates were seen to have moved the data from column D into column B in SP3 but then put the data in the incorrect column for this task. A minority failed to put 0 in the Quantity column as appropriate. Although most candidates presented this in data view, there was a significant number who did not change page set-up to landscape.

Task SP6

Few candidates gained full marks for this task.

A significant number of candidates had problems with the VAT formula, using just 0.175 or 17.5% rather than creating the formula to calculate the total VAT. VAT is a common calculation in business documentation, for which a spreadsheet is particularly suited, and so could reasonably be expected to be part of the Tools and Applications unit. A "distressing" number of candidates failed to gain the 2 marks for the simple addition of F24+(the cell containing the VAT formula). Again, some candidates attempted to incorporate a named cell into the formula. Some candidates also used the SUM function inappropriately in adding these two cells.

Labels continued to cause problems, although these needed only to be copied. Variations included "Vat", "V.A.T" and "Total Inc Vat".

Key Areas for Improvement

- Be able to switch to and from formula view
- Be able to print in formula view
- Be able to print in landscape and portrait orientation
- Check that a criterion for an IF statement is correct, particularly the logical operator
- Be able to include a blank cell as part of an IF statement
- Check that headings, label and data are entered correctly - including spelling and capitalisation
- Know the different use of a formula and a function
- Use calculations as part of business documentation
- Understand and apply a percentage in a calculation

Activity 3 - Using Word Processing Software

This task was attempted by most candidates, but a generally disappointing number gained a high mark. Although the task should have been accessible to most candidates, few followed all of the instructions and examiners reported many avoidable errors.

The majority of candidates used the Smarts logo from the GRAPHICS file, but did not copy the Party Order Form for its placement. Few candidates altered the proportions of the logo, which has been an issue in the past but some made it an unacceptable size (too large or too small). The majority of candidates imported the Onion Café title from the file SCHOOLORDER, but some did not retain its proportions and many did not position it correctly to the left of, and level with, the logo.

A significant number of candidates attempted to retype the heading rather than importing from the SCHOOLORDER file and consequently did not gain credit because of incorrect spelling or case.

The majority of candidates imported the information about placing an order, but also included unnecessary headings. Examiners reported that there were far fewer instances of candidates re-typing and re-wording the text. The majority formatted the text to Arial 12 but few set the paragraph to 1.5 spacing and those who did often failed to fully justify/align the text. A significant number of candidates set the character spacing to 1.5 rather than the line spacing.

Most candidates included the table, but this was frequently not centred. Others included figures from Activity 2 in the quantity column and a significant number changed "Sweetcorn" to "Sweet corn". Most candidates moved the "10% discount ..." line below the table, but a significant number copied it, leaving the original above the table and being penalised in the penultimate mark.

Many candidates failed to gain marks for the Customer Details section, to be copied from the Party Order Form. A small number made up their own customer details section. Others spelt "Customer" incorrectly or put "Customers". A significant number put "details" rather than "Details". Very many candidates entered "email" or "E-Mail" rather than "E-mail", and many did not include a colon after the headings. Layout rarely matched the original. Very few candidates left a space after the colon or left enough space before inserting the line of dots under "Address".

A small percentage of candidates achieved full marks and produced an order form which matched the sample exactly. There was again evidence that candidates had neither checked their work after completion nor carefully compared it with the insert.

Key Areas for Improvement

- Import graphics from data files, maintaining proportions
- Import text from data files, recognising where sub-headings are not needed
- Import a table as given
- Format text as instructed - including alignment, line spacing, font size/style
- Copy a section of text, with correct spelling, capitalisation, spacing and line spacing
- Check before and after printing that the document is fit for its purpose

Activity 4 - Using Database Software

Examiners have again reported lack of candidates' details on printouts (usually a whole centre issue) and also that it appeared candidates had been given paper pre-printed with their details. This activity is the one reported by examiners to have been omitted by a large number of candidates. Candidates especially struggled with searches although, in this examination, these were only on one table.

Task DB1

Most candidates were able to sort the table and the majority correctly identified the three sets of duplicate entries. Some included Eastside School with Eastington School. Others deleted the records before printing. Some candidates failed to gain the mark for identifying the three duplicates even though they were able to show in the next task that they knew which ones were duplicated. A minority of candidates were penalised because they produced a screen shot in which the complete table could not be seen.

Task DB2

The majority of candidates correctly deleted the 3 records.

Candidates needed to amend data for the school **Type** field as that given did not match the validation rule. A significant number seem to have changed the validation rule, rather than consider what the correct data should be. Copying and data entry did not score highly for the majority of candidates, with common errors including:

<i>Original</i>	<i>Variations</i>		
Creswell	Cresswell	Cresswel	
Greenways	Greensway		
Primary	Pimrary	primary	primery
School	Shcool	Schol	school
View	Veiw	view	
Southampton	Southhampton	Southamton	Southampton
S092	S092		

The majority of candidates went on to re-sort the table successfully.

Task DB3

This search seemed to trouble candidates more than **DB4**. Many candidates included all of the records, but gained one mark for the correct fields. Candidates were told earlier in the paper that **NIS** is the number of pupils in the school, but may not have related this information to the task. Some who gave the results of a search included the one record that showed the school with 150 pupils.

Task DB4

The majority of candidates were more successful with this search, although a significant number produced two searches, one for Pcode SO93 and one for SO94.

Task DB5

The number of candidates producing reports from database software has improved from previous series, but only a minority of candidates produced a really well presented report, with many simply reprinting the results of the **DB4** query. Although some improvement in adding a title was noted by examiners, in many cases the title was inappropriate and case inconsistent - and candidates continue to put the task name in the title line. The majority included the correct records and correct fields, but few went on to customise the field names, especially **NIS** - details of which had been given earlier in this activity. Only a minority of candidates gained the mark for putting their name, number and centre number in the **footer** area of the report. The majority continue to put this either with the title, or find some way to put it at the foot of the page as a footer. Some candidates produced a screen shot of the report and could not be credited fully.

Task DB6

Many candidates searched for <100 pupils rather than <=100, therefore finding nine records instead of ten. Some candidates did produce a printout showing a sort on Pcode, but the secondary sort was sporadic and seldom seen. The printout of some candidates showed sorting on the field NIS but not on Pcode. Those candidates who did achieve the secondary sort were generally credited with having the correct fields in the correct order.

Key Areas for Improvement

- Know valid methods for labelling printouts of tables and search/sort results - to include full candidate details and the task name
- Practice the use of logical operators in searches
- Know the use of <, >, <= and >=
- Check that the output/results of sorts and searches are as expected
- Follow instructions when entering data
- Do not make inappropriate changes such as changing a validation rule in a table
- Use information given in the examination paper as a guide for responding to tasks
- Use appropriate customisation for field names in database reports
- Use page footers for database reports
- Print database reports directly from the software
- Check that text which is input is correct, including spelling and capitalisation

Activity 5 - Using Word Processing and Database Software

Task MG1

A small percentage of candidates did not attempt this activity, perhaps because of time constraints.

Although the business letter is perhaps the most common standard business document, the letter structure seen was generally poor. This was compounded as only a minority of candidates seemed able to use merge fields adequately.

The majority of candidates successfully used the letterhead as given. The date was generally put in a sensible position, although a few had put it in the letterhead and a surprising number failed to enter a date. A minority did not include the year and others gave an incorrect month or date. The most common format was 23/05/05,

rather than a full date, but this was accepted for this activity. A significant number failed to include any recipient details.

The salutation was often not suitable, with many including the recipient's initial. Quite a few candidates failed to include any salutation thus losing a number of marks on this task. The subject line was frequently seen in an incorrect position, and very many candidates continue to include "Subject:". The majority of candidates imported body text, but a minority also included unnecessary headings.

Very few candidates included a complimentary close. Those who did frequently used "Yours Sincerely" rather than "Yours sincerely". There were many variations of the spelling of faithfully and sincerely. A few gave Taylor's name at the foot of the letter - but others introduced Little Stanley at this point.

Some candidates were able to use merge fields well - others did not use them at all. Errors in the use of merge fields included a failure to use all of the required fields in the recipient's details and lack of space between fields in the salutation. Candidates who used an <<Address Block>> or <<Greetings Line>> often did not include all of the required fields and could not be credited, for example, with correct use of merge fields for the recipient's details. Some candidates failed to insert the <Town> merge field within the body of the letter. Others copied a table of the merge fields from the database and pasted them onto the letter as a table.

The majority of candidates did not make formatting consistent, especially for the recipient's details.

Some candidates who were able to produce a printout of their basic letter also then attempted to produce a screen shot. This note was only included for the benefit of those using software that does not allow merge fields to be shown in the printout of the standard letter.

Task MG2

Where candidates had included merge fields in MG1 they generally scored 2 or 3 marks for MG2. However, some candidates did submit more than one letter. Others submitted a sheet that was obviously not a merge using their original MG1.

Key Areas for Improvement

- Know and use sensible placement of components for a business letter, to include date, recipient's details, subject, salutation/complimentary close
- Use appropriate date formats in business contexts
- Use correct salutation, eg Dear Mr Jones, not Dear Mr R Jones
- Use a complimentary close that matches the salutation with appropriate capitalisation
- Appropriate use of given information, eg inappropriate sub-headings omitted

- Correct use of merge fields, including spacing between the fields
- Consistency of font throughout a letter, especially where merge fields are used
- Use of software to produce a specified number of merged letters
- Careful proofreading of printout to ensure fitness for purpose and attention to task requirements
- Study the standard layout of the business documents detailed on Page 15 of the specification

Principal Moderator's Report for Unit 5332 and Unit 5333

General Comments

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 (extract from the specification).

June 2005 is the second moderation session for both portfolio units - 5332 (ICT in Organisations) and 5333 (ICT and Society). The quality of response has greatly improved over 2004. This is due to a greater understanding of the qualification and increased familiarity with the specification itself. Throughout 2004/5 many centres have undertaken either standard INSET or customised training and this has had a positive impact. Whilst some candidates were still unable to apply the necessary skills in the vocational context despite research and investigation, many had made significant improvements in their ability to apply their knowledge of ICT across both portfolio units at all levels.

Good Practice

Where centres have done well, candidates have covered and learnt much about the application of ICT in business and society (especially when combined with their performance in 5331). These candidates are well deserving of their 2 GCSE equivalent award. The most successful outcomes were in centres where the philosophy of both vocational and independent work has been applied. Centres where candidates were taken out or encouraged to visit organisations produced more comprehensive portfolios. Candidates who had looked outside their centre environment and had visited real organisations gained significantly higher marks as long as they concentrated on a single system rather than trying to investigate and document the whole organisation. These candidates accessed the higher mark bands because their work demonstrated a greater understanding of how ICT was used within the functions of the organisational system. Where candidates chose very narrow or limited systems there was little scope for them to access higher mark bands. In the case of 5333, ICT and Society, it was clear when case studies had been used rather than inviting visiting speakers or allowing candidates to interview their own 'live' adult or special needs person which resulted in more stimulating work and allowed candidates to ask more questions.

Improving Performance

Some centres did not seem aware of the grade descriptors found in the specification. These give a general indication of the required standard at grades A, C and F. The skills, knowledge and understanding for this award must be applied in a vocationally related context. This calls for involvement with ICT beyond the educational environment. Candidates are expected to show knowledge of ICT terms and definitions; explore, develop and interpret information; use ICT to share, exchange and present work; reflect on how they have used ICT and the impact of ICT in the

wider world. Where centres have not done so well, it is because they have underestimated the demands of the qualification and the 2 GCSE equivalence across grades A*-G.

In 2a, organisations need to be chosen with care. Some candidates were limited in some of their responses by commercial confidentiality restrictions. This meant that opportunities to describe the technology could not be developed, restricting them to lower mark bands. In other cases, some candidates chose an organisation where it was almost impossible to describe a virtually non-existent usage of ICT. Significant difficulties arose when the candidates based their investigation on two different organisations for stands 2a and 2b. This led to two disparate reports or a comparison of the two; neither of which enabled the student to achieve higher mark bands.

Last year, centres were advised that designing a logo and a range of business documentation would not meet the criteria for these components; however. A small number of centres still devoted time to this. Candidates should be guided to choose either a spreadsheet or database solution.

The key to achieving higher band marks in Unit 3 lies in explanation and evaluation that is based on clear detailed descriptions which show a good understanding of the functions and capabilities of the particular ICT. Some centres gave marks for evaluative statements that did not exist or were too weak. Centres' appreciation of the quality of evaluative comments has improved but remains low.

Many centres had not interpreted the components of Unit 3 correctly and had not guided candidates to use actual, specified individuals and groups. Some centres seemed to be unaware of the requirements of the specification and submitted generic answers on 'IT and students' for 3a, 'IT in work' for 3b, 'IT for disabled people' for 3c and 'IT in the community' for 3d. In general, strand 3e was more successful when tackled as a discrete component rather than as an integral part of the other four components.

The GCSE in Applied ICT requires candidates to be able to describe the technology, purpose, needs or the function well. Insufficient descriptions did not provide a firm basis on which to explain, assess or evaluate and prevented candidates from accessing higher mark bands. Successful candidates will be able to describe well and then analyse or evaluate in the context of the criterion for that component.

Principal Moderator's Report for Unit 5332 - ICT in Organisations

The key focus for this unit is **systems**. Candidates are expected to describe clearly the work of the identified organisation in terms of three or four of its main functions or systems, preferably in terms of input, processing and output. They should describe fully how ICT is used in Information, Communication and Functional purposes. The ICT system described in 2b should relate to one of the systems identified in 2a and candidates should consider the five main component groups of hardware (input devices, output devices, processors, ports and cables and storage devices) and software and what they do within the chosen system - descriptions should include technical details of components and explain the purpose of the application software. In some centres, candidates are still evidencing strands 2a and 2b together; unless the particular elements are well signposted, this often causes problems with identifying where the criteria have been met.

Strands 2c and 2d are about creating a complex system for a specific user and purpose. Complex problems will involve the use of more complex processes associated with the chosen software. This may include importing data from another package or customising the software for easy use. Databases should be relational, and include searches, sorts and queries. Further, candidates may include a user interface such as a menu or switchboard and a mail merge facility based on a query. Spreadsheet systems will include complex formulae and functions, absolute cell referencing, look up tables and macros. Throughout the emphasis should be on '**fitness for purpose**'. Strand 2c focuses on the **design** of the system - the scope of the project, the objectives of the proposed system and draft/final sketches of inputs and outputs that are fit for purpose. In addition, as part of the design process, candidates should consider which parts of the system will be tested and how. The focus for 2d is **implementation**. Here candidates should provide full details of how they implemented their designs, how these designs were tested using the plan from 2c, the outcomes of the testing and how they have used the results to modify or improve the initial designs. The evaluation should consider weaknesses as well as strengths of the system and, to access higher mark bands, candidates should document how the system could be improved. The user guide should be detailed enough for an inexperienced user - with instructions how to load the system, add, enter and manipulate data and how to troubleshoot basic problems. The user guide should be about using the system and not the application.

Strand 2a

Most candidates were able to describe an organisation, identify its main purposes and describe how those purposes used ICT. Some candidates did not achieve the higher mark bands because they were not able to directly link and explain how the use of ICT helped the organisation to achieve its purposes, aims or objectives. Very few candidates identified the organisation's purposes, aims or objectives first which made evaluation more difficult since they could not refer back to them when explaining the organisation's use of ICT.

Where candidates chose their centre as the basis for study, their evidence lacked detail as there was simply too little scope in terms of a range of functions. In other cases, those studying other companies gathered the basic information but lacked evidence when it came to the organisation and its purposes, aims or objectives.

Candidates who just achieved the highest mark band did so, on the strength of one evaluative statement only. Generally, candidates at centres which organized visits/guest speakers were able to describe in greater depth and with insight the technologies used, achieving the higher mark bands because they were able to describe an ICT system fully. Candidates who worked from case studies found it much harder to identify an ICT system and just described a basic system that could have existed anywhere. Candidates should avoid using their work experience placement as a basis for this component. Often, the local organisation in which they are placed is not sufficiently complex to enable them to describe, explain and evaluate a range of functions and technologies.

Candidates who failed to reach the middle mark range usually failed to identify a wide enough range of purpose or did not explain how ICT was used, eg they explained the finance function but did not clearly describe how ICT was used. Candidates who structured their research into Functions (purchasing, sales, finance, distribution, human resources, etc), Information and Communication tended to score well. This approach showed a greater understanding of how ICT was used and how the organisation functioned as a whole.

Where candidates had used the Internet for research into their chosen organisation (whether an actual visit had taken place or case study had been used) there was clear evidence of copying and pasting from the website, but this had not been credited in a reference or bibliography. Evidence from candidates who had not had an opportunity to visit a 'live' organisation showed a lack of understanding.

Strand 2b

Evidence in this section was much improved over last year with candidates addressing most key component groups and actually linking them to the purposes within the chosen system. However, in some cases candidates had not identified a single system within the organisation and concentrated solely on the hardware and software of the organisation or discussed the organisation as a whole. There was often a generic list of components, but no detailed information given on their use in the chosen organisation. One of the main reasons why candidates failed to gain high marks was because they had not covered all of the five component groups (input, output, processor, ports/cables and storage) and software. Categorisation of the components almost always achieved higher marks. Ports and cables was the most frequently omitted component; where it was included, candidates showed little knowledge. Some candidates remain confused about the difference between processors and processing - explaining how the data was processed rather than giving technical details of the actual processor used. Those missing out a component group did not move beyond the lowest mark band. Higher mark bands required the candidate to evaluate the extent to which at least one component or some software meet its purpose. Many candidates found this difficult and relied on descriptions of the component's use rather than exploring its limitations or alternatives. In a few cases, candidates made recommendations about what an organisation could use which is not part of the specification.

Overall Comments for Strands 2c and 2d

Many candidates produced a wide range of interesting and innovative applications for 2c and 2d. Candidates who used real problems had the edge over many of those using case studies because of the opportunity to clarify the problem. A small number of candidates chose the problem of organising an event and so were unable to successfully demonstrate much individuality and also limited themselves to the lowest mark band. Identification of the inputs, processes and outputs is essential if candidates are to be able to break the proposed solution down into logical steps. Whilst many said they had tested their solutions, only a few provided before and after screen shots to substantiate the test. User Documentation was missing in a number of portfolios, some was simply a restatement of some of the "testing" that had gone on. Evaluations, whilst much improved over last year, varied from peer questionnaires to single sentences.

Strand 2c

Candidates were required to provide some indication of the scope or purpose of the solution with objectives. Objectives were often poorly constructed which made it difficult to assess the extent to which their eventual solution met its original purpose. More candidates were able to achieve the highest mark band in these components as a result of their focus on the design elements and the greater choice of solutions based on spreadsheets and databases. Some centres had not fully understood the meaning of independent solution to the problem and there were cases of differentiation occurring only as a result of using a different name for the video shop or newsagent. Many centres relied on the video database example from the teacher guide. Some variations were seen such as DVD database or book database but these were essentially the same design with different content. Centres that had designed their own assignments still gave candidates too much structure by indicating that a database was required or giving too much information about the problem. As a result, candidates were not able to define the scope of the problem themselves and were not able to choose the appropriate software for themselves, thus limiting the candidates to the middle mark band. There was clear evidence of the use of structured templates to document the proposed solution, especially where candidates had omitted to delete 'instructions'.

Most candidates, who qualified for higher mark bands on independence and complexity, did not achieve all the marks because elements of the design were missing. Some credit was often applied retrospectively from 2d. Candidates submitted copies of tables from databases already created to show table design rather than annotated sketches. This indicated that candidates had implemented first, then reverted to the design stage. In this section some candidates had included screen grabs of the final implemented solution as design evidence, and as such could not be awarded marks for these. Those gaining the highest marks in 2c produced handwritten drafts of input screens and output screens. Some innovative candidates had also used a bitmap application to draw and design their planned screens and indicated processes with handwritten relationship diagrams or examples of formulae to be used. For the most part, design steps were not detailed enough for third party implementation.

Many candidates provided test plans which ranged from a simple statement of intention to a detailed grid. Test plans were also often included only in the implementation section of the project, and not as a separate plan. Still, candidates failed to identify abnormal or extreme data as part of the testing procedure, which is expected at the higher mark band. Most candidates also provided lists of hardware and software, but referred to packages such as Excel or Access rather than a generic type of software application.

Most centres managed to use complex processing but did not necessarily produce a complex solution. It appeared as though candidates were able to produce a basic spreadsheet or database (with some advanced features incorporated into them) but not many had any idea as to what they were actually doing or why. There was a lack of evidence that the work had been carried out independently.

Strand 2d

Most candidates provided evidence of implementation, testing, evaluation and some user information. Marks for implementation related to the objectives outlined in 2c. Where objectives were difficult to identify, candidates lost marks. The better solutions had clear objectives which were then reflected in the implementation. Frequently candidates' solutions did not include complex processing. User documentation in a number of cases consisted of a guide on how to implement the system, rather than a guide on how to use the system. Test plans were not always accompanied by suitable evidence as to whether the test was or was not successful. Many candidates attempted a complex solution that they were unable to achieve successfully.

Most candidates undertook some form of testing. Higher marks were reserved for candidates who had made some constructive use of the results. Many candidates achieved the lower marks as they used their test plan as a checklist and did not describe or use the results in any way. There was more evidence in the form of before and after screen shots and this enabled the candidates to more easily make constructive use of the testing process.

Most candidates evaluated their solutions to some extent. A significant number lost out on higher marks because they evaluated how well they had approached and completed the task rather than evaluated the usability of their system. The better evaluations listed strengths and weaknesses of the system and then indicated areas for improvements with some indication of how these could be affected. Lack of detailed evaluation was evident throughout -very few candidates discussed the strengths and weaknesses and areas for improvement. It was pleasing to see some had evidence from an end-user as to how they regarded the final solution.

User guides, whilst showing an improvement over last year, remained of varying quality. The best guides were clear and well laid out with a contents page, screen shots of the actual screens and troubleshooting. Some guides did not show how to use the candidate's finished system but showed the user how to create the system for themselves and were thus complicated and not meaningful. Many guides were focused on users of ICT rather than the novice.

Where candidates failed to achieve higher marks, it was because not all elements - construction, testing, user guide and evaluation - were completed. Many assumed

implementation stages with finished forms and reports, but provided no evidence of actual construction to show skills and understanding of the software capability. There was some evidence of good solutions, but the lack of annotation and inadequate testing lost these candidates valuable marks.

Principal Moderator's Report for Unit 5333 - ICT and Society

This unit is about ICT in Society and requires candidates to look at how ICT is used in the wider world by adults, those with special or particular needs and communities as well as themselves. The unit requires an understanding of the legislation surrounding the use of ICT, how does it protect people and what must they do to comply with the law. Substantial descriptions of the ICT used are essential if candidates are to progress beyond explanatory to evaluative statements.

For strand 3a, candidates should explain how they use ICT for personal, social and work-related purposes both at home and at school. The explanatory statement must be based on a description that is detailed enough for the reader to have a clear idea of how the ICT might be used, its capabilities and be linked to the candidate's own needs. Strand 3b requires the adult and effects on their working style to be clearly identified. Two or more categories of technology should be identified (eg Internet, communication, entertainment, mobile ICT (laptop), etc.) with explanatory statements based on a clear description of the technology for personal, social, work related and effects on working style. Strand 3c, relies on the identification of the special needs person, for the ICT to be related to their needs - ie what they actually use - and explanatory statements linked to those needs. In the fourth strand, the local community must be clearly identified with some background given to clarify the context and at least two categories of technology explained in detail and in terms of how they meet the needs of the community. The fifth strand concerns legislation. This does not need to be submitted as a separate strand, so candidates could include reference to relevant legislation within each of the preceding four strands. However, the most successful portfolios separated the legislation from the remainder of the evidence. In order to access the top of mark band 2, candidates must link at least one item of legislation to each of the individuals and groups within strands a through d.

Strand 3a

Many candidates gained their highest marks on this component. Most centres were on track with the range of technologies but descriptions lacked detail when it came to the evaluative comments. Some candidates gave clear explanatory statements but some just listed the technologies and what they used them for, eg 'mobile phone to text my friends'. However, many were able to identify and describe the technologies they used and how they met their needs. Some candidates extended this by evaluating at least one technology to reach the higher mark band. Where centres included tasks set for candidates to explain technologies they were unlikely to have experienced this led to the candidates simply describing the technologies. It was sometimes difficult to determine if candidates had actually used the technology where the evidence was written in the third person.

Candidates who did not reach the higher mark bands usually did so either as a result of weak descriptions or because they did not cover personal, social and work-related uses of ICT. Some centres had misinterpreted 3a to mean individual use of ICT rather than the ICT that the candidate used. This resulted in reports about the use of ICT in general (including surveys of peers). These candidates could only achieve the lowest mark band despite good descriptions (and evaluations) because the technology was not linked to the way they used the technologies or how it met their own needs. The

choice of inappropriate technologies, such as toasters or alarm clocks, and evaluative statements which did not develop explanations meant that candidates could not access higher marks.

Strand 3b

Many candidates lost marks because they failed to identify an individual and as such were placed in the lowest mark band. Some candidates did not refer to home use investigating only the work environment which meant they could not achieve marks in the higher bands. A significant number of candidates failed to identify the effect on the adult's working style or chose inappropriate technologies. Although most candidates were able to identify and explain the technologies used by their adult in employment, they had not been able to gain sufficient information (or use that information) to evaluate how well the technology met the adult's needs in a personal, social and work context. Several candidates gave advice on how other technologies would improve working conditions/performance for the adult for which they could not be awarded marks. Often candidates identified working style but briefly and with little evaluation. Evidence included cursory comments about e-mail being faster than post, etc. Some centres used the same adult - the teacher - whereas others used a case study rather than a 'real' person. There was little opportunity to evaluate where the technologies had not been fully described first. In centres where candidates interviewed an adult of their own choice they gained greater insight into the adult's perception of ICT and its effect on their working style, and were able to write a much fuller and a more reasoned report.

Some candidates wrote about adults in general or one particular profession (usually teachers) in general, whereas others began with a specified adult but then described technologies used by the adult's organisation with no indication as to whether their adult used that particular technology.

Strand 3c

This was the weakest component and several candidates achieved no marks because they generalised about people with learning difficulties. It was obvious that they had not actually studied an individual or talked to them. Candidates from centres that had organised visits to centres for the disabled, or who had invited a speaker into their centre, had obviously gained a good understanding of the different technologies used and produced some sound evidence. The use of case studies did not allow the candidates enough scope to evaluate the extent to which technologies met the special needs of the identified individual; however, where a detailed study of Stephen Hawkins was used, candidates generally fared better. The lack of opportunity to ask questions of the person and so get "real" information of what the technology could achieve and its benefits limited the evidence available.

Strand 3d

Most candidates identified a community but few described the technologies used by the community and how they met community needs, with few evaluating the extent to which the technologies met those needs. Most marks were gained where the community needs were identified and the candidate then went on to describe and evaluate the way technologies met those needs. These were usually Internet access at libraries/cyber cafes, CCTV or other control and monitoring technologies, community websites and transport. Where candidates were briefed on the definition of a community and were encouraged to go out and look around them, the evidence was well presented and meaningful.

Where candidates had described technologies that were not available to the whole community such as Internet at home or described technologies that met the needs of the organisation in the community, such as bar code readers in shops, but not the needs of the community in general, they were not meeting the specification criteria.

The choice of a community organisation such as football team or a club, although acceptable, made it more difficult to describe and evaluate how the technologies met the needs of the community organisation. Often the range of technologies was not sufficient. In some cases the community was too loosely defined where, for example, tourist centres in three towns were compared. Many candidates did not link their explanatory statements to the needs of the community and limited themselves to the lowest mark band. Unfortunately, many candidates chose a library as their community and so limited their choice of available technologies. Where candidates tended to concentrate purely on one establishment within the community such as an Internet Cafe, there was a tendency to evaluate how well that establishment catered for its customers rather than evaluating the technology used within the community at large. Candidates who focused solely on a community website limited themselves to one category of technology.

Strand 3e

In many cases, candidates did not achieve the higher mark bands because they did not relate the legislation identified to the people in the previous components. Most candidates gained at least the top of the lowest mark band in this component but middle and top band work was very rare. Most candidates could describe four acts but this alone only achieved the lowest mark band regardless of how good the description was or how well they evaluated the success of the acts in general.

Some candidates did relate the legislation to at least one individual (usually themselves) but did not cover it specifically for each individual and group, community and special needs were often omitted. To achieve the middle mark band, candidates had to directly relate at least one piece of legislation to each of their named individuals and their group. Sometimes this relationship was too general and candidates talked about adults in employment in general rather than their specific adult.

There was an increase this series in the number of candidates who described legislation that was not connected with the misuse of ICT and so were not able to gain marks for that report.

General Administration

In most cases, the OPTEMS forms were correctly completed and submitted with the portfolios for moderation. However, where this was not the case, the process became more complicated and lack of clarity significantly impeded the moderation procedure. Centres are reminded that accuracy is essential and that marks annotated on the OPTEMS must match the totals on the moderation grids. It was pleasing to see evidence of internal standardisation within a number of centres.

A number of centres used neither mark record sheets nor mark profile sheets which meant the moderator had only the overall mark with no indication of breakdown. Where evidence requested did not include highest and lowest marks, some centres did not send the lowest and highest marks in addition to the ten requested and had to be reminded. There were also instances of asterisked candidate being absent, but a failure on the centre's part to substitute this with another 'similar' portfolio.

Many centres continued to use plastic wallets despite clear guidance in the portfolio guidance booklet. Centres must read the instructions for submission of portfolios - work must be hole punched and treasury tagged on the left hand side. Centres must not use plastic or card wallets/folders; work for units 2 and 3 should be separated since it is likely that this will be sent to different moderators. All pages should be identified with a header or footer reflecting the candidate's name and pages clearly numbered. Work should be proof read to eliminate obvious mistakes, early drafts should be removed (unless part of the evidence in the case of strands 2c and 2d) and submitted in component order. Clear annotation on the portfolio will enable the moderator to agree the centre's decision. Centres are advised that any use of professional judgement should be annotated in the space provided on the new Unit Marking Guides which may be found on the website. These guides enable a holistic view of the evidence and assist both centre and moderator in agreeing marks.

Grade Boundaries

Unit 5331 - ICT Tools and Applications

Grade	Max. Mark	A*	A	B	C	D	E	F	G
Raw boundary mark	100	97	83	69	56	48	40	32	24
Uniform boundary mark	100	90	80	70	60	50	40	30	20

Unit 5332 - ICT in Organisations

Grade	Max. Mark	A*	A	B	C	D	E	F	G
Raw boundary mark	58	56	47	38	30	24	18	13	8
Uniform boundary mark	100	90	80	70	60	50	40	30	20

Unit 5333 - ICT and Society

Grade	Max. Mark	A*	A	B	C	D	E	F	G
Raw boundary mark	58	57	49	41	34	27	21	15	9
Uniform boundary mark	100	90	80	70	60	50	40	30	20

Qualification Results

Grade	Max. Mark	A*A*	AA	BB	CC	DD	EE	FF	GG
Uniform boundary mark	300	270	240	210	180	150	120	90	60

Appendix A

Instructions for Labelling

Unit 5331 - January 2006

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 January 2006 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 on next page.

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:

- candidates 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

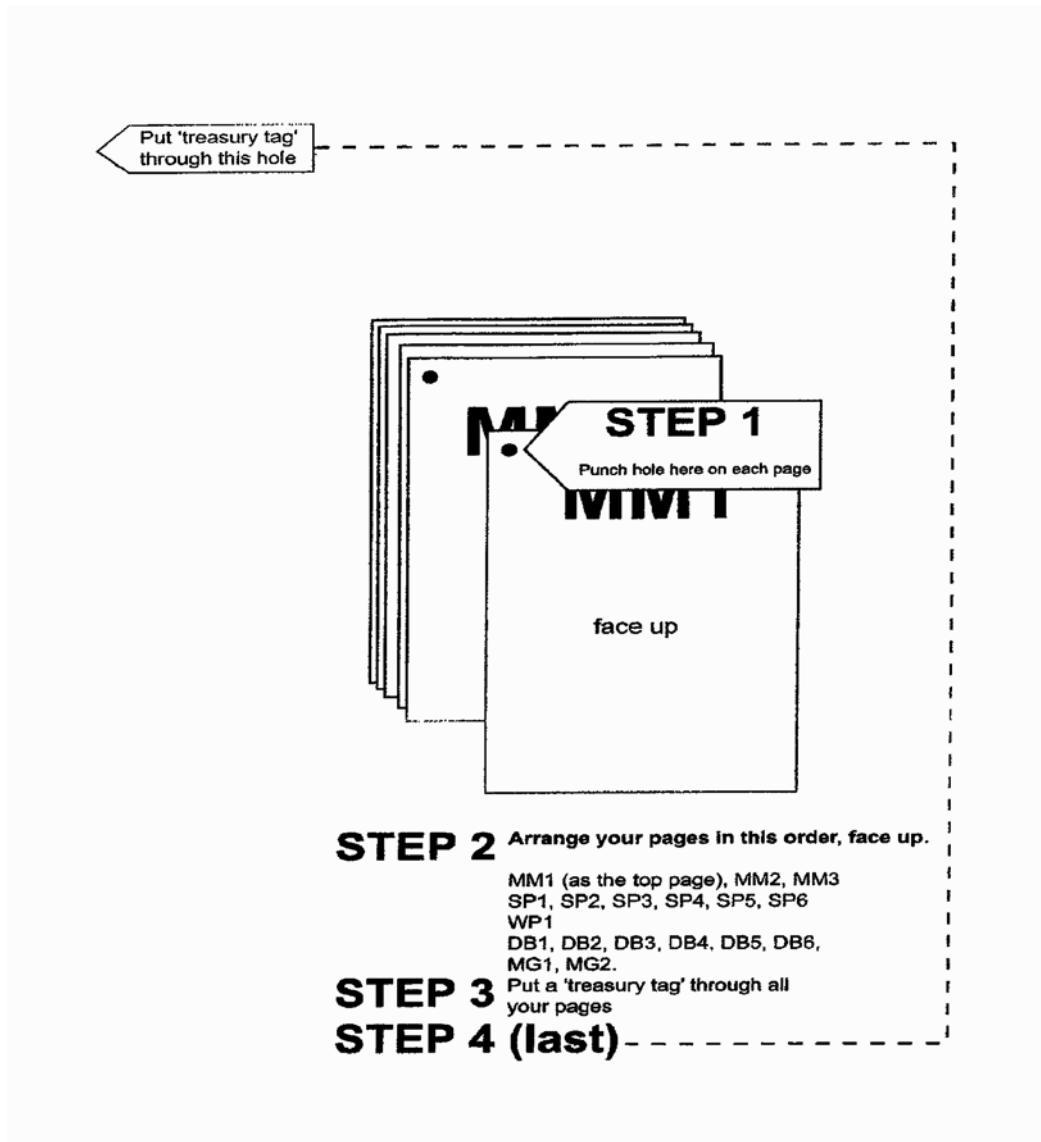
Your task is to make the changes to the draft agenda so that it is fit for purpose.

- 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 January 2006 examination for definitive instructions.

Appendix C

Example of Coversheet



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