

GCSE

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

Unit 1: ICT Tools & Applications (5331)

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Examiners' Report

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

General Comments

This is now an established externally-assessed unit for the modular qualification 2331. Just over 14000 candidates sat the examination in this series.

Once again, examiners' comments repeat and underline those for previous series - but there continue to be variations.

Examiners have commented that, generally, candidates performed better on mechanical tasks such as the spreadsheet and database activities. The outcome of database tasks was particularly pleasing in many instances. Candidates coped well with graphics, and the labelling of documents did not present as much difficulty as in previous series. In addition, the majority of candidates now seem to be aware of the differentiation of tasks within an activity and follow the guidance to progress to a new activity when all tasks within a candidate's capability have been completed.

However, for this series many examiners report a disappointing decline in consistency and in the production of documents that are fit for an intended purpose. This was particularly evident in the opening word processing activity, the inside pages of the provided leaflet and the mailmerged letter.

Examiners continue to express concern at an apparent variation in the degree of preparation of candidates. Difficulties with a particular activity are often consistent within a centre.

Candidates still do not appear to check and read their printouts which, examiners feel, would help pinpoint errors of presentation and omissions. This would also help to eliminate instances where candidates present a printout within their cover sheet, labelled with another candidate's details.

Application of Skills

As suggested above, there is concern that many candidates can gain good marks in tasks which are "mechanical", eg a database query/search or a spreadsheet calculation. But these candidates do not always then gain equivalent marks where they are required to produce standard documentation or compose a document from information and graphics provided.

The specification (page 15), 'Developing business documents', reminds centres of the need to prepare candidates to be able to **apply** their skills. This is an **APPLIED** qualification and as such, candidates must always bear in mind the person or organisation for which a document is intended.

Although, overall, candidates did not always achieve fitness for purpose, there continues to be an improvement in the use of graphics - maintaining correct proportions - and in the use of text given - with fewer candidates attempting to add their own text.

Candidates should be encouraged to look at the examination paper as a whole - information given with the first activity - that Kate Maddison is the Manager of SmartAparts, was needed in the final activity.

Support Materials

The **Activity Booklet** and **Smarts Leisure** website continue to be available as tools to provide opportunities for candidates to explore all aspects of the specification and to practise applying ICT skills **to a particular context**. In addition, a **Candidate Pack** of revision materials is available. Although the use of these is not mandatory, they can all give candidates valuable experience of a range of skills, and help in ensuring fitness for purpose.

Centres are to note that the Activity Booklet will not be updated. The existing 2005/2006 version on the Edexcel website will suffice for the life of the qualification. There are sufficient amount of past papers and material available to centres. However, centres should be aware that any aspect of the specification may arise and past papers should not be relied upon too heavily as a guide to the content of future papers.

Time Management

Candidates appear to continue to improve in time management skills, utilising the progressive nature of the activities and moving on to a new activity at an appropriate point. Examiners have commented that few candidates appeared not to be able to complete the paper/attempt all five activities. Where activities were missed it was felt that this was by choice rather than a lack of time.

Time management skills can be helped greatly if candidates can be given complete papers as practice papers. If this is not possible, shorter timed activities can be used. It is felt important that, whenever candidates are producing documents, they should be encouraged to label printouts in a satisfactory manner so that this aspect becomes "second nature" and not an examination pressure.

Proofreading and Fitness for Purpose

It cannot be emphasised too strongly that candidates should check their work at each step of a task. The check boxes in the question paper are provided for this purpose. They can also be used when checking a printout to ensure that all aspects of the task have been completed.

Comments above emphasise the concern of examiners that candidates do not, in general, proofread their work before and after printing. Spelling and copying were again an issue in this paper. Where candidates are required to copy text and data there were unnecessary errors which resulted in the loss of marks. Instances include the names that were required in the memo in WP1. In that same task, many candidates did not read the instructions carefully and assumed that the Grand Opening of SmartAparts was to take place on 26 January, not the meeting about the opening.

In general, where candidates are asked to add text, there will be phrases within the rubric of a question which can be used and copied from the paper.

Many Centres appear, commendably, to have looked at previous examiners' reports and encouraged candidates to consider the use of capitals, particularly in headings and labels. However, initial capitals will not always be consistent with other labels (eg **Per person** in SP4) and candidates should be encouraged to ensure correct copying and to think carefully about the task.

There continues to be a move away from inappropriate WordArt.

Many candidates use wizards, which are acceptable software tools. But there is still a tendency to be over-reliant on them. This often leads to a lack of fitness for purpose. Candidates who used a wizard for the memo in task WP1 frequently had inappropriate additions. Those who used a wizard for the agenda in task WP2 found that they had to repeat information from the data file in a way that was not acceptable for fitness for purpose.

For database tasks care is also needed. In this paper the data entry form (task **DB5**) could be produced using a wizard but, as candidates need to apply their skills in a vocational context, to gain full credit they needed to make the tools work for them and not be constrained by them. Candidates who made no attempt at customisation (for example of field names) could not gain full credit.

Labelling Printouts

Examiners report fewer candidates who failed to label documents before printing, although the absence of the task name is still a problem, particularly when printouts are submitted in an incorrect order. Examiners do their best to give full credit but, especially in spreadsheet tasks, it is sometimes difficult to ascertain which task a candidate has completed. This is especially apparent in centres where many candidates are not able to present work in formula view.

The database report causes the most difficulty. There are still a number of instances reported where centres appear to have provided candidates with paper that was pre-printed with candidates' details. This is not acceptable.

Instructions relating to labelling appear on the Edexcel website, the ICE document (*Instructions for the Conduct of the Examination*), in hard copies to Centres and at INSET events.

Centres **MUST** refer to the ICE document for each examination series and to the document 'Instructions for Labelling of Printouts' for complete information.

The basic Instructions for Labelling Printouts in June 2006 are shown in **Appendix A**, with examples of the wording of database tasks in **Appendix B**.

Printing

There continues to be an improvement in the number of candidates printing directly from the software as instructed/required. Particularly in the database tasks, candidates who produce screen shots that are not part of the task cannot always be fully credited. This may be because all of the records cannot be seen, fields may be truncated or information illegible.

There were fewer instances of candidates submitting more printouts than are required. In MG2 few examiners have commented that more than one letter was

submitted. As many candidates did not submit the letter for the first record in the database used, there has to be a question-mark as to how many letters were actually printed before collation.

Collation

Many centres continue to be meticulous in the way candidates are encouraged to present work and examiners would want to commend this and thank those centres.

However, there are still many reports that candidates do not collate work in task order within activity order, with the **first task printed side up**.

The majority of candidates do, now, use a short treasury tag placed through a hole at the top left of the printouts and through the hole at the top left of page 2 of the cover sheet. However, examiners still make comments such as:

One centre presented all of the printouts loose within the respective cover sheets, without anything to secure them ...

One centre used treasury tags that were almost 30 cm in length and then punched a further hole in the cover sheet and tied the tags together in a knot ...

There will be a similar cover sheet for June 2006, with mandatory instructions included in the ICE document. An example of the January 2006 cover sheet is included 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 JCQ Instructions for the Conduct of Examinations and **MUST** be adhered to. The document contains information concerning the preparation of data files as well as about administration of the examination itself.

Data Files and Software

The majority of candidates were able to access the given data files and there were fewer instances of examiners reporting that past data files were available to candidates. Data files must be downloaded or created prior to the examination and stored in appropriate formats in the candidates' user areas. Centres **MUST** check in good time that file formats are readable using the software available in the centre. Where files are created, centres must check that this is done **EXACTLY** in accordance with the instructions given. Copies of centre-created files **MUST** be sent to the examiner with the candidates' work. When centres follow this instruction, if there is an error in file creation, examiners can credit candidates as far as is possible. All centres should make use of the "Instructions for Centres" provided with the data files.

The ICE document requires centres to tell the examiner which software is used by candidates. This is a **mandatory** requirement of the ICE document. Where the use of specific software is indicated, a specialist examiner will be asked to mark the candidates' work.

Data files for the June 2006 examination will be published on Edexcel Online on 24 April 2006.

ACTIVITY 1 - USING WORD PROCESSING SOFTWARE

Examiners have reported that this activity was “challenging” to a large number of candidates. It was often disappointing to see how many candidates did not seem to deal confidently with business documents. Those who attempted to use wizards achieved mixed success. In contrast, examiners report that some centres had obviously prepared candidates well and these candidates scored more highly.

Task WP1

The order of labels and items at the top of the memo has been included in previously published mark schemes for this unit, together with an indication that it is necessary to use labels, eg “To” and “From”. There were a worrying proportion of candidates who did not correctly copy the names of Max Smarts and Kate Maddison, often using all lower case instead of initial capitals.

The subject of the memo was frequently omitted or not appropriate.

The message caused many candidates difficulty, even though the basic phrases were included within the task. Many candidates did not correctly read the information given and claimed that the Grand Opening was to take place on 26 January 2006, rather than the meeting. As well as the spelling errors identified above, a proportion of candidates incorrectly spelt *boardroom* (often as board room), *meeting* (meating), *SmartAparts* (SmartsApart, Smarts Apart) and *January* (Janurary).

Few candidates gained the credit for fitness for purpose. Many inappropriately retained the “cc” included in the wizard, although there was no reason for this to be included.

Examiners report that a proportion of candidates attempted to produce a letter rather than a memo.

Task WP2

Candidates generally fared better with the agenda than with the memo. Most were able to put the logo at the top of the page and to include an appropriate title and the word *Agenda*. The use of a wizard did, though, often mean that information was duplicated as candidates attempted to find appropriate text to place within the wizard layout. There was a noted lack of inappropriate WordArt.

Some candidates omitted the details of the location, time and place. Often *boardroom* was incorrectly spelt.

The order of items for the agenda caused difficulty. Many candidates appeared confused by the inclusion of “Introduction by Kate Maddison” and wanted it to be the first item. The accepted order of items has appeared previously in a published mark scheme. However, even if this item appeared as the first item, candidates did not then generally follow it by Apologies, Minutes, Matters Arising so could not have gained credit for the order.

More frequently, candidates gained the marks for the order of the last two items. The majority of candidates produced a consistent numbered list of items.

Few candidates gained credit for fitness for purpose. As the term agenda refers to the items to be considered at a meeting, the inclusion of “Items for Agenda” from the data file was not appropriate.

Key Areas for Improvement

- use and layout of standard business documents
- correct copying of names and information
- clear understanding of what is required - eg there is a *meeting* on 26 January
- customisation of and avoidance of over-reliance on wizards
- proofreading and checking for spelling and capitalisation errors
- using phrases from the examination paper as the basis for text added

ACTIVITY 2 - USING SPREADSHEET SOFTWARE

This activity was again completed well by the majority of candidates. However, there are still many candidates who do not print in formula view when requested and therefore cannot gain credit for a formula, even though the value seen on the printout is obviously correct. There are still a minority of candidates who show values in printouts, but key in the formulae they think they might have used at the foot of the tables.

A pleasingly high proportion used formulae and functions as appropriate.

Examiners always attempt to give as much credit as they can. For this paper, many weaker candidates did not submit SP2 in formula view. They did, however, attempt SP6 but failed to gain marks for the IF statement. Where SP6 was presented in formula view it was often possible for examiners to mark this as SP2 and so give candidates credit for that formula.

The majority of candidates submitted at least the first four tasks. Examiners continue to report difficulties where all printouts are labelled SP1.

Task SP1

The majority of candidates achieved full marks. Those who failed to gain all the marks generally failed to format all the required cells to currency with 2 decimal places and the £ symbol.

Task SP2

The majority of candidates inserted a new row in the appropriate place. A high percentage correctly inserted the data in the new row. There were three common errors. *Babysitting* was often incorrectly spelt (Babtsitting, Babbysitting, Babysiting). Some candidates did not put the values in the appropriate columns (putting 15, 30, 30, 0, 0 instead of 15, 0, 30, 30, 0). A small number of candidates did not put zero but left cells blank.

Where candidates did show a formula in G7, examiners reported a high proportion using the SUM function rather than $B7+C7+D7+E7+F7$. Few included incorrect cells. A difficulty faced by candidates using the latter formula was that often this was truncated and could not be credited.

Task SP3

The majority of candidates produced a column or pie chart but there was a significant number who used data from an incorrect column. This was frequently the *Magpie* data rather than the data in column G.

Few candidates used a suitable title. The task instructions said that a chart was needed “that compares the amount of income from each of these items”. Those candidates who used this as the basis for their title were generally successful, although capitalisation was frequently bizarre.

The majority of candidates had correctly spelt labels and indicated the values and currency units. Some did not gain the final mark because, especially on the column chart, they included both the labels and a legend.

Task SP4

The majority of candidates who presented this task in formula view scored highly. Weaker candidates entered, eg “8 people” even though there was an instruction to format the *values* to numeric.

A high proportion of candidates did not gain the mark for *Per person* because they entered *Per Person*. Although there is often a stress on initial capitals in labels, there must also be consistency and the use of lower case for the second word was consistent with other labels in column A.

Most candidates used a formula and not a function for the division and the majority only replicated for the other apartments.

Task SP5

Examiners report that there was an improvement in the construction and use of IF statements. Most candidates used a correct criterion (generally IF(B18>25) and followed this with two correct messages. A high proportion produced a working IF statement.

Many candidates were able to gain marks for this task in spite of weaker attempts at earlier tasks in the activity. These were generally candidates who looked for a clear lead from the wording of the task.

There were again instances where candidates could not gain credit because of truncation and because the printout was not in formula view.

Candidates attempted ingenious methods of printing only the cells required. Some simply deleted the data in the cells that were not required. Some printed the whole spreadsheet and then used a pencil to delete the cells that were not required. A significant proportion printed A1: D20.

Task SP6

Very few candidates attained full marks for this task. Of those who attempted it, the majority gained credit for a correct criterion. After that there were some interesting attempts at calculating the required percentage. Often candidates used a calculation that would find 8% of B18 rather than B14. Other candidates calculated 92% of B14.

There was some improvement in applying a method to leave a blank cell but a significant proportion of candidates used “blank” as their second message.

Key Areas for Improvement

- be able to switch to and from formula view
- be able to print in formula view
- check and proofread data entry
- check that data is entered in the correct cell
- check that data is entered in the required format, eg 8 rather than 8 people
- insert appropriate title on a graph or chart
- check for consistent capitalisation
- use formulae and functions as appropriate
- use correct calculations, including percentages, as part of business documentation
- be able to include a blank cell as part of an IF statement
- select a correct print area and print that area

ACTIVITY 3 - USING DTP/WORD PROCESSING SOFTWARE

Examiners generally expressed disappointment at candidates’ responses to this activity, although there were some positive comments and some centres where candidates seemed to be comfortable with this activity.

Although it was stressed that candidates were to create two new A5 pages for the leaflet, a high proportion of responses were given as an A4 portrait printout with information shown sequentially. Candidates who used two columns on an A4 landscape sheet, rather than two A5 text boxes, were generally able to manipulate data and graphics in a more satisfactory manner.

There was an improvement in the selection of graphics, with the majority selecting a graphic of an apartment with the General Information text. Proportions and size were generally acceptable, together with the position of the graphic.

General Information text was included but often candidates who used text boxes “lost” the last few words of the text as it did not fit the box. Many candidates did not fully justify this text as required.

Text wrapping round the picture was achieved with varying success. Candidates who recognised that it is not necessary to have the graphic in the centre of the text generally gained two marks. Others put the graphic in the middle of the paragraph, with one or two words either side, and could not gain all the credit.

The majority of candidates imported the Services text but some attempted to put it into their own words or omitted some of the important information. Other

candidates mixed the Services text with the General Information paragraphs. Most found a suitable graphic (although a significant proportion used the London Branch of the Onion Café). The layout of the Services section, when taken on its own, was often appropriate.

The final six marks caused candidates considerable difficulty. Very few used a consistent font, style and size for the two main headings and for the sub-headings. Only a small minority recognised that one of the sub-headings was in capitals and was therefore inconsistent. Few used a consistent font for the basic text, many simply leaving it as it had been in the data file.

Candidates struggled with the overall layout and use of white space. This was often inconsistent across the two A5 pages. There was a significant majority who did present the activity as two pages - and very few could be awarded the mark for fitness for purpose.

Just a few candidates presented their leaflet pages by using presentation software.

Key Areas for Improvement

- use software as instructed
- use text and graphics as required, including alignment and proportions
- wrap text in a sensible manner round graphics
- layout and use of white space within a document
- consistency of font, size and style
- recognise who a document is for and produce a document so that it is fit for purpose

ACTIVITY 4 - USING DATABASE SOFTWARE

Examiners have reported that many database responses were improved on previous series - but that it is “heart-rending” to see a complete set of answers that cannot be credited because candidates have not added their details **before** printing. Fewer candidates added their details as an additional field or record. Those who added a new field often included this in their data entry form for DB5 and so failed to gain credit for showing only 8 fields data entry fields.

Candidates generally performed well on searches/queries but did not always read the *complete* task. Reports continue to give anxiety and examiners report a lack of customisation on the data entry form.

Task DB1

The majority of candidates responded well, although those who used a screen shot generally could not be fully credited as all records were not visible.

Some candidates sorted on an incorrect field (usually ApartRef) and a few sorted ascending instead of descending.

Task DB2

Most attempted this task, but many candidates did not use the correct logical operator. The most common errors were to use >6 or =6 and thus to find apartments with either 6 or 8 beds, rather than 6 or more.

Candidates should check the results of their searches/queries to check that they have found the required information.

Task DB3

The majority of candidates did not use a suitable title for the report. Again, the wording of the task could have been used as a guide - "... report showing all apartments that sleep at least 6 people". Capitalisation was a problem and many candidates put "atleast" as one word. Others omitted the title completely. The majority of candidates used the correct records, or a follow-through from their task DB2. Most candidates used the correct fields but only a handful made any attempt to customise the field names. Where candidates used incorrect records they often presented reports that were three or four pages long.

There has been some improvement in candidates putting their details in the footer at the bottom of the report **before** printing - but examiners feel there is still evidence of the use of paper with pre-printed details. Examiners also report an increase in the number of candidates who have taken a screen shot of the report and pasted it into a word processing document.

Few candidates gained the mark available for fitness for purpose.

Task DB4

Again, candidates did not always gain full credit because they did not check the results of their searches/queries. The record that was most often missed was that which was exactly 300 metres away from reception, indicating the use of an incorrect logical operator (<300 rather than <=300).

Other candidates failed to include both criteria.

Task DB5

The majority of candidates produced a screen shot of the data entry form, but some gave a screen shot of the design of the form. Some candidates did not show the whole form and this made it impossible to award the mark for clear layout, as it was not certain whether there were any other hidden aspects on the form.

Candidates who had added their candidate details as an extra field and then included this field in the form could not gain credit for the correct data entry fields. There would be no additional data to enter.

There was evidence that candidates are simply making use of a wizard and then not making it work for them. Some did attempt to tailor the form according to the user's needs but attempts at customising field names were often unsuccessful because of spelling errors. Some candidates amended field lengths - but often this resulted in data entry fields that were far too long to be suitable.

There were very few instances of any additional user interface such as buttons, drop-down menus or text instructions.

Task DB6

The majority of candidates showed the design view of this search/query and included fields from both tables. The use of *NOT Magpie* presented the majority with a challenge. Many simply ignored this but did include the StartDate = 15/04/2006. A number of examiners reported here that centres appear to be using American date systems which puts obvious pressure on candidates to convert from that given in the examination paper. If possible, it would be advisable for this to be rectified.

Some candidates attempted ingenious methods to find *NOT Magpie*, often by listing the apartments that could be included.

Some candidates used OR rather than AND to search for (*NOT Magpie*) OR = 15/04/2006.

The majority of candidates showed the correct fields in the correct order.

Key Areas for Improvement

- sort on correct field
- copy and paste tables to a word processing document rather than producing a screen shot
- search using correct logical operators
- produce a database report that is fit for purpose including a suitable heading and customised field names
- print a database report direct from database software
- produce a data entry form that is fit for purpose, including additional information to help with data entry
- search using more than one criterion and the correct logical operators
- produce a screen shot of the design of a search/query
- use NOT in a search criterion

ACTIVITY 5 - USING WORD PROCESSING AND DATABASE SOFTWARE

Examiners report that this activity was attempted “with varying degrees of success”. There was a feeling that there was a lack of appreciation of the target audience and fitness for purpose. It was often apparent that candidates did not relate all parts of the examination paper together, as the majority were unable to give Kate Maddison a suitable title (information given in Activity 1).

Task MG1

The majority of candidates who attempted this used the letterhead as given, but some included the date within this. A high proportion omitted the date, even though its inclusion was specified in the task.

Most candidates used the text as given but some moved the subject and those who attempted to add something of their own were generally not successful.

Very few candidates correctly used *Yours sincerely* as the complimentary close. Those who attempted to do so often spelt *sincerely* incorrectly (with an interesting variety of attempts) or gave it an upper case S. A good proportion correctly included

Kate Maddison's names - but her position was haphazard - from *Manager* (or *Manger*) to *Receptionist*. Candidates did not seem to appreciate that they had been given the information at the beginning of the examination paper.

The majority of candidates were able to insert some merge fields, but some retained the double chevrons and others used an inappropriate <<GreetingLine>> or <<AddressBlock>>. A few appeared to attempt to convince examiners that they had actually used merge fields by typing the field name inside double chevrons.

Consistency was a big issue in this task. Very few candidates made any attempt to make the text a consistent font or size. The majority left some merge fields as italics and apparently random bold format. Examiners report very few instances where they were able to award the mark for fitness for purpose.

Task MG2

Where candidates had used appropriate merge fields in MG1 they generally presented a single correct printout for this task.

Some candidates did appear to have modified their original letter after merging. Although these modifications often "improved" the letter produced for MG1, credit could not be given as there was no evidence of merging *the original letter*.

A small minority of candidates presented two identical letters, labelled MG1 and MG2, often addressed "Dear Patrick" and with the other data from this record substituted into the letter. No credit could be given for merge fields in MG1, nor for the production of a merged letter for MG2.

Another small minority copied the complete data table into their MG1 letter and renamed it MG2.

Key Areas for Improvement

- insert a date at the top of a letter in an appropriate position and format
- use text from a data file as given
- use an appropriate complimentary close with correct capitalisation
- use information from all parts of the examination paper as appropriate
- use merge fields as required
- format a document to make it fit for purpose, including consistent font, size and style
- use software to produce merged letters
- carefully proofread all documents

Grade Boundaries

Unit 5331 - ICT Tools and Applications

Grade	Max. Mark	A*	A	B	C	D	E	F	G
Raw boundary mark	100	93	80	67	55	46	38	30	22
Uniform boundary mark	100	90	80	70	60	50	40	30	20

Appendix A

Instructions for Labelling

Unit 5331 - June 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 June 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

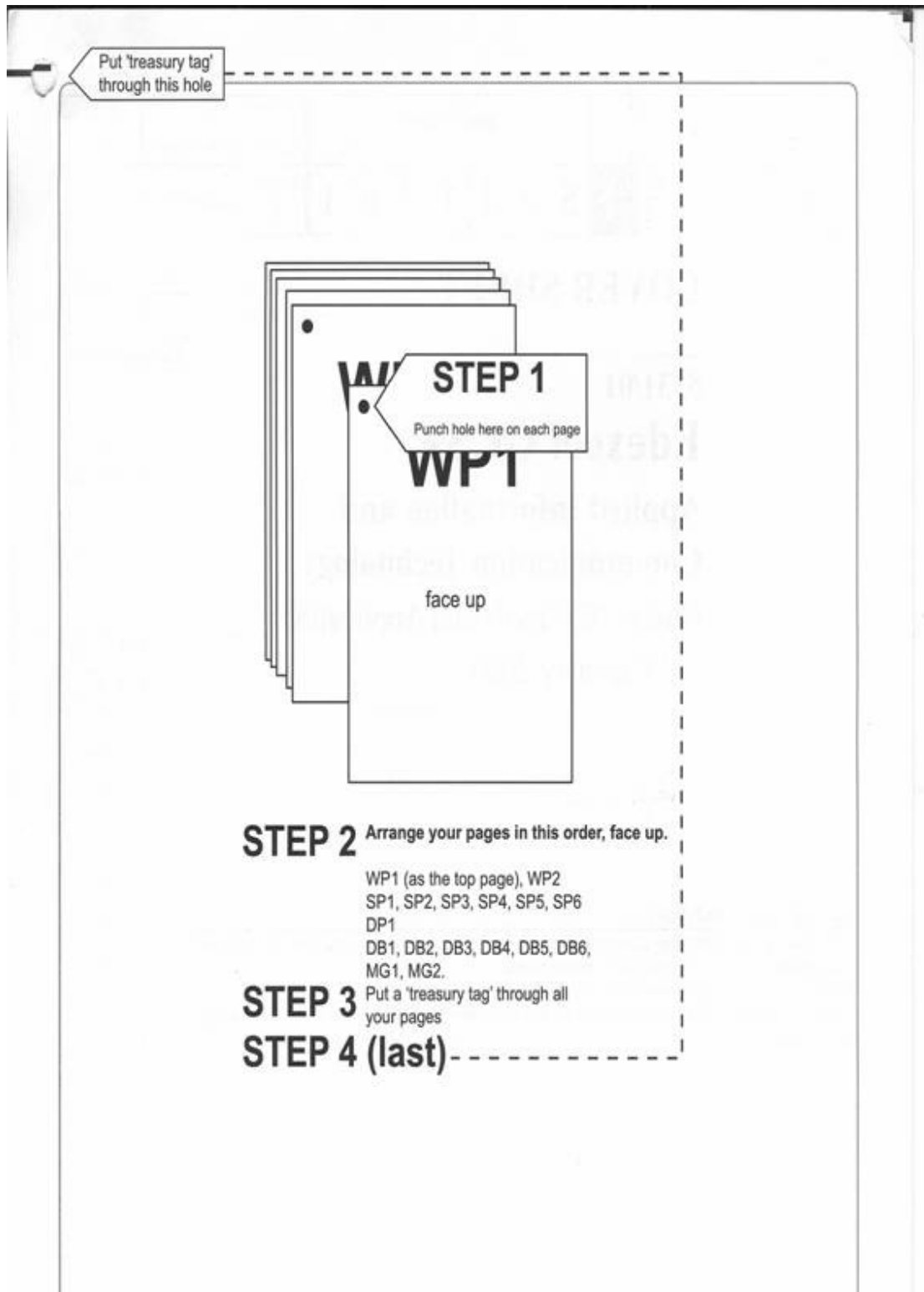
Your task is to make the changes to the draft agenda so that it is fit for purpose.

- 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 June 2006 examination for definitive instructions.

Appendix C

Example of Cover Sheet



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