

Combined Mark Schemes And Report on the Units

January 2006

1494/MS/R/06J

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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Applied GCSE ICT (1494)

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Mark Scheme 4872
January 2006

Max mark 100. No half marks.
 No credit for named software, unless qualified.

No marks for 'quicker', 'easier', 'cheaper', 'more efficient' unless further explanation relevant to the question is given.

Each line on the mark scheme below is worth one mark unless clearly shown otherwise. Items separated by / are alternatives. Items in brackets are not compulsory for the mark.

Question							Marks	
1 (a)	1 mark each correct row. No marks for a row if more than one tick given						9	
	Item	Input device	Output device	Storage device	Processing device	Software		
	Processor				✓			
	DVD writer			✓				
	Hard disk drive			✓				
	Keyboard	✓						
	Laser printer		✓					
	Monitor		✓					
	Mouse	✓						
	Operating System					✓		
	Speakers		✓					
	Virus checker					✓		
	(b)	3.2 GHz faster (than 1.2 GHz) (1) when running programs/processing data / so user doesn't have to wait so long for programs to load/processes to be carried out / suitable example (1)						2
2	1 mark for a correct line from each purpose (left hand column) No mark for a purpose with two or more lines from it						4	
	Calculating financial information		Control					
	Counting customers entering the centre		Desktop Publishing					
	Creating advertising leaflets		Graphics					
	Designing a new company logo		Monitoring					
	Keeping a constant temperature in the greenhouse		Spreadsheet					

3 (a)	<p>Two from:</p> <ul style="list-style-type: none"> • So they can share programs • Software installation easier • So they can share data • Centralised management or specific aspect, eg standard user interface • For easy communications / messaging • So they can share diaries • Can access work on any machine • So they can share peripherals / printers • So they can share Internet access • So users' activities can be (easily) monitored • Makes an intranet possible • Licensing software for networks can be cheaper than buying individual copies (<i>must at least imply licensing</i>) <p><i>May word as disadvantages of standalone</i></p>	2
(b)	Network interface card / Network card / Network interface / NIC	1
4 (a)	<p>Four from:</p> <ul style="list-style-type: none"> • Take photograph/picture • Connect camera to computer / put disk/card into drive/reader • Transfer/save file to computer / load/open file • Insert/import / copy& paste image onto document • Move to correct place • Resize/crop image • Set text wrapping <p>NOT just 'editing'</p>	4
(b)	Scanner(CAO)	1
(c)	<p>Two from:</p> <ul style="list-style-type: none"> • Files are very large (1) so would take up too much storage space / on HDD (1) • Won't need to use them again • Company will keep on changing stock of plants • Image can be retrieved from document • Can archive the image (onto another medium) <p><i>NOT slowing down computer</i></p>	2
5 (a)	<ul style="list-style-type: none"> • Text • Sound • Animation/video <p><i>NOT graphics</i></p>	3
(b)	<ul style="list-style-type: none"> • Click on / touch / point at/to a hyperlink • It takes them to the page/place/information they want 	2
(c) (i)	A touchscreen is used for both input and output	1
(ii)	<p>Two marks from an expansion of 1 point, or from 2 distinct points, eg:</p> <ul style="list-style-type: none"> • Not easily damaged/vandalised (1) suitable example, eg mouseballs (1) • Not easily stolen (1) because can be mounted / no loose keyboards/mice (1) • Takes less space (1) / no separate keyboard/mouse (1) • Easier to use if not computer literate (1) because you only point at options on the screen / more intuitive / don't have to know how to use a keyboard/mouse (1) • Specific problems with the alternatives <p><i>No mark for just 'easier to use' – must be qualified or compared in some way</i></p>	2

6 (a) (i)	Two from: <ul style="list-style-type: none"> • Unique • Identifies the user (to the network) • Allows the user to have/access own user area/files • Allows the user to access personalised computer settings/own environment • Allows (network OS/software) to track/audit what the user has done • Allows (network manager) to set (access) rights/permissions 	2
(ii)	Security / prevents unauthorised access (1) to Sarah's/her work/files/email/user area (1)	2
(b)	Three from: <ul style="list-style-type: none"> • Need to be able to remember it • Keep it secret / don't tell it to other people • Don't choose something obvious / suitable example • Don't write it down / learn it / write it in a hidden way (example OK for this, eg 'write it so that it looks like part of someone's address) • Practise typing it quickly • Make sure others can't see/aren't looking when you type it in • Don't use double/repeated letters / example (as this can help people see what you are typing) • Change it regularly • Use a mixture of text and numbers/symbols • Don't use a real/dictionary word • Use a mixture of lower and upper case letters / put an upper case letter in the middle or at the end • Use a sensible length / not too short or long / at least 6 characters 	3
(c) (i)	Two from <ul style="list-style-type: none"> • Finance / purpose • Sequence / date • Type of file / software used 	2
(ii)	Two from <ul style="list-style-type: none"> • So you don't overwrite the original file / so you can still access the original file • In case you need to refer back to it / suitable example eg If current version has an error • So that files can easily be found/identified 	2
(d) (i)	A copy of a file	1
(ii)	In case the original is lost/deleted (1) or corrupted/damaged (1) OR In case anything happens to the original (1) to restore/access data/file (1) <i>Award marks for these answers if found in (i) rather than (ii)</i>	2
(iii)	One from: <ul style="list-style-type: none"> • Floppy disk • DVD (any) • CD (any) • Flash memory device / pen drive / memory stick / USB drive/stick/pen • (magnetic) tape/cassette / DAT • Zip disk • External/removable hard disk / Jaz disk • Website • Digital storage device, explained <i>Accept devices if given instead of media</i>	1
(iv)	Two from <ul style="list-style-type: none"> • safe place / examples eg from fire, flood, magnetism, humidity • secure place / locked up • away from computer / different site 	2

7 (a)	Two from: <ul style="list-style-type: none"> • Broadband is faster / modem is slower • Broadband sends more data at once / modem sends data one bit at a time • Broadband can be used at the same time as the telephone / doesn't need a separate telephone line • Broadband digital / modem uses analogue/sound signals • Broadband on all the time / modem needs to be dialled 	2
(b)	Two points from: <ul style="list-style-type: none"> • They have a lot of computers/network • Which might want to access the Internet at the same time • Waiting for slow Internet access would waste company time/money • Waiting for dial-up to connect would waste company time/money • Any valid reason why high speed is necessary • Need to make sure customers can get through on the telephone <i>Be prepared to award for other answers that refer to the needs of the company.</i>	2
(c)	4 from: <ul style="list-style-type: none"> • Message saved (on hard disk of John's computer) • Message converted into packets of data • Message/data sent via cables/satellite/telephone wires • To ISP • Virus checked/spell checked/encrypted • Through intermediate computers • To Abir's ISP • Packets reassembled • To Abir's company's computer/server • Through/checked by firewall • When Abir logs on (to her ISP) the message is transferred (1) and saved (1) to her computer/in her user area. <i>NOT just 'Abir reads mail' or 'sent to Abir's computer'</i> 	4
(d) (i)	<ul style="list-style-type: none"> • Junk / unwanted / unsolicited • Email / electronic messages <i>NOT just 'mail'</i> 	2
(ii)	Two from: <ul style="list-style-type: none"> • Wastes time (downloading/sorting through/reading/deleting). <i>1 mark for a general answer, 2 for two clear time-wasting problems</i> • Fills up (mailbox) space • Can be unpleasant/illegal / suitable example • Might delete/not read important message by mistake • Might contain viruses 	2

8 (a)	7	1
(b)	One from <ul style="list-style-type: none"> Member Number Total purchase (in 2005(£)) 	1
(c)	Member Number (CAO)	1
(d)	Two from: <ul style="list-style-type: none"> To identify/find/search for a record/member Because it is unique two people might have the same name To link tables 	2
(e)	Three from: <ul style="list-style-type: none"> Title (1) } Forename/initial (1) } Surname (1) } <p style="text-align: right;">} OR { Name (1)</p> <ul style="list-style-type: none"> Town/district/area/city (1) } County (1) } <p style="text-align: right;">} { Allow up to 2 marks for { additional addresses, { with sensible names.</p> <ul style="list-style-type: none"> Postcode (1) <p>NOT any fields from the table NOT country, telephone number, email address, address</p>	3
(f) (i)	13697 and 20198 (2) 1 mark for just one of these, or if an extra, incorrect answer given. 0 marks if more than three member numbers given	2
(ii)	10320 and 10731 (2) 1 mark for just one of these, or if an extra, incorrect answer given. 0 marks if more than three member numbers given	2
(iii)	10731 and 20198 (2) 1 mark for just one of these, or if an extra, incorrect answer given. 0 marks if more than three member numbers given	2
(g) (i)	Two from: <ul style="list-style-type: none"> The user has more control over / can design/choose Different/better layouts (1) for printing (1) Can add titles Can choose/change formatting Can store for later use Can be added to a Switchboard 	2
(ii)	Two from: <ul style="list-style-type: none"> It takes time to create a report Might not want to print / might just want to find the answer Layout might not be important Could just use the query 	2
(h) (i)	One from: <ul style="list-style-type: none"> Date Purchase number/id Key field Quantity Payment method 	1
(ii)	Up to three marks from: <ul style="list-style-type: none"> Link / make relationship between tables (1 mark for any mention of linking) Member number (in customer table) to member number (in purchases) Product code (in purchases) to product code (in products) Create forms/queries/reports with fields from more than one table/example <p>NOT just 'use a relational database'</p>	3

9 (a)	1 mark for each correct label:		4
	B	Any or all of Thursday 9 th March 2005 7.30pm Complimentary refreshments will be served	
	C	Any, or more than one of the four main paragraphs of the letter, with or without date/salutation/complimentary closure, but must not include centred text.	
	D	Any or all of * Half-price stone ornaments * Tubs of spring bulbs, only £9.99 * Our new range of hardy bamboos	
	E	The signature	
(b)	<p>Three from:</p> <ul style="list-style-type: none"> • Spell checker only checks that a word exists / against a dictionary / doesn't check meaning/context • You might use the wrong word but spell it correctly / explanation of why 'Ass' was not picked up by spell checker • Eg: 'Ass' instead of 'As' (1) • You need to check the facts / there may be errors that are not to do with spelling/grammar • Eg: wrong year on invitation <p><i>Max 2 for grammatical/spelling errors (eg Ass), max 2 for content errors (eg date)</i> <i>NOT American spellings or limitations of the dictionary</i> <i>Do not penalise candidates for anthropomorphisms.</i></p>		3
(c) (i)	<p>1 mark each point, max 4:</p> <ul style="list-style-type: none"> • Open the letter • Set up the letter as a mailmerge document • Link the letter to / open the database file/table • Change 'Customer' to fill points/fields/fill items • For title and surname / name • Add fill points/address block for name and address at the top of the letter • Preview • Choose the merge option (<i>must be the last procedure</i>) 		4
(ii)	<p>Three from:</p> <ul style="list-style-type: none"> • Mailmerge will insert personal details automatically on each letter • Letters appear much more personal / people prefer letters addressed to them / people more likely to read the letter if it is addressed to them <i>NOT more professional</i> • Reference to impersonal nature of existing 'Dear Customer' • Don't need to address separate envelopes / create labels / can use window envelopes to show the address <p><i>NOT speed – the comparison is with photocopying</i></p>		3
(iii)	<p>Up to two marks from:</p> <ul style="list-style-type: none"> • Photocopier might be quicker than printer (1) for lots of letters (1) • Won't need to match letters with envelopes (1) as all letters are the same (1) • Tom might need to learn how to use mailmerge (1) so it might take him longer (at first) (1) <p><i>NOT cost</i></p>		2
			100

Report on the Units January 2006

Chief Examiners Report

It was worrying to note the appearance of 'texting' language rather than English in some examination papers and portfolios. Whilst examiners and moderators will not discriminate against poor spelling if candidate work is indecipherable it will not be given credit.

Principal Moderators Report

General

Work for moderation should be hole punched and treasury tagged. Loose papers in pocket wallets or plastic pockets are not an appropriate way to present portfolios for moderation.

Addition and transfer of marks remains a problem for some Centres whilst others do not complete the teacher comment section or reference the pages on which candidates have achieved criteria. These sections are important in helping moderators see why a particular mark has been awarded. This commentary often supports teacher assessment and avoids the need for adjustment of marks.

A few Centres continue to rely too heavily on proprietary schemes for assessment purposes. In the hands of a competent teacher such schemes are a useful tool to deliver the necessary skills and understanding. If used for assessment they provide too much information and can lead to malpractice or restrict a candidate's ability to express their individuality and expertise.

Anecdotal evidence suggests that some Centres are delivering this course in less than the recommended minimum of four hours per week. Whilst it may be possible to teach the theory elements in less time, candidates will not master the use of application software sufficiently to give access to the higher mark levels and are unlikely to match attainment in other single award GCSE courses.

Many Centres have availed themselves of OCR training but moderators continue to identify others who would benefit from a more complete understanding of the specification by attendance at these courses.

4873

Candidates studied a wide range of organisations, many through case studies. In most Centres candidates produced systems using database software. These gave plenty of scope to achieve marks across the range. It would be nice to see examples using control systems.

Strand a

There is a minimum requirement for one mark to give at least one use of ICT by each of two organisations, along with the information requirements and the hardware and application software for at least one system. Use of software continues to be covered well but many candidates went into little detail about the hardware used and in particular about how networks enhance efficiency. In the highest band candidates must provide cogent explanations of how the use of ICT meets the specific needs of the organisations.

Strand b

Candidates scored higher marks when annotating details of content, layout presentation and writing styles on the documents they had collected. Candidates who did well reviewed business letters, reports and web sites so that they could draw conclusions and use the information to help them create suitable documents in strand c.

Strand c

The quality of documents produced for this strand has improved although the minimum requirement for one document using each of word processing, publication and presentation software is sometimes ignored. Candidates should produce documents of their own rather

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than copy examples they have been given. Some proprietary schemes direct candidates too rigidly leaving little room for originality and initiative to reach the higher mark levels. A flyer gives candidates very little scope to show their mastery of publication software and deserves only the lowest mark. Candidates ought to produce, for example a newsletter combining text, graphics, charts, photographs etc, and making use of features such as text and graphic frames, columns, headers or footers, text wrap and text flow. Even in the lowest mark band there is a requirement for documents to be fit for purpose and audience. Documents should be spell checked and proof read and letters, for example, should use a standard font size and style.

Strand d

It was encouraging to see that most Centres were now producing data flow diagrams rather than system flow charts for this strand.

Strand e

Candidates must clearly define the user requirements of the system they will implement. Teachers need to ensure at an early stage that candidates develop a design for a system which they are capable of completing.

Strand f

Many candidates used annotated screenshots to show how they had implemented their system. Those scoring high marks used cropped screenshots as part of a coherent report rather than having each screen print with a few notes on a separate page. Some did not show input data or the output from their system making it impossible for someone else to re-create their system. Candidates should use sufficient records to be able to test their system works efficiently. I would regard twenty records as the minimum needed.

Strand g

Candidates gain marks for testing their system against normal, abnormal and extreme inputs. They should also show that their system produces the required output matching user requirements and also evaluate their system, suggesting improvements they might make.

Strand h

Candidates who gained the highest marks produced short 'quick start' guides which would allow a novice to start using the system quickly using a combination of instructions and cropped screen prints. High attainment was often aided by use of user friendly menus or switchboards.

4874

The general theme of this unit is of purposeful research. A number of Centres treated each strand as a separate entity, ignoring the banner on the assessment evidence grid and limiting the marks available to candidates.

Strand a

In this strand candidates should show how well they can use the Internet as a research tool and also produce a bibliography of sources used in carrying out their survey and in producing their report. Candidates are required to list at least two printed and two Internet sources for the award of one mark. Candidates should show that they can research available technologies, can refine those searches, mark pages for later return, and produce meaningful results which they have cross referenced for accuracy and bias.

Strand b

Some candidates carried out purposeless searches without coming to any conclusions in their survey. They showed the ability to sort, search and create reports without reference to why they were doing it. Candidates who achieved well started with clear statements or aims and this focus allowed them to produce a meaningful report of their findings. In some Centres

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candidates did not use one to many relationships whilst others set up related tables but produced queries using only one of their tables.

Strand c

Candidates need to show printed evidence of use of formulas and functions. Some candidates used spreadsheets merely as a tool to produce charts, whilst others merited high marks by producing coherent reports combining sections of their data tables with charts and a commentary analysing results.

Strand d

Some Centres gave high marks when candidates had used a limited range of media, or had used links to move only forward and backwards. Many candidates produced good work in this strand using annotated screen prints to show what media they had used on each slide. Candidates created good media elements, many using sound or edited digital photographs with a few using video clips they had filmed themselves. Clip art sounds and animations do not satisfy the criteria for high band marks.

Strand e

In some Centres candidates wrote in general terms rather than clearly identifying groups or individuals affected by developments in ICT. Call centres or banking, for example are not specific groups although an individual call centre or banking employee or evidence of study of a particular call centre or bank are acceptable. Bulleted lists or brief sentences in a table structure are unlikely to reach the higher mark bands. The specification lists minimum requirements for each mark band.

Strand f

Many candidates identified and described advantages and disadvantages rather than benefits and needs. Whilst benefits may tie in with advantages needs do not match disadvantages. A need is defined as satisfying a basic requirement whilst a benefit is an advantage of meeting these requirements.

Strand g

Some candidates still covered the disadvantages of using ICT rather than the consequences of limited or no access. Again this must be related to specific groups or individuals and a comprehensive review is needed at the highest level.

4872: ICT Knowledge and Understanding (Written Examination)

General Comments

There was again a notable improvement in the overall performance of candidates in this unit this session, with significantly fewer candidates gaining very low marks. The vast majority of candidates attempted most, if not all of the questions and showed some understanding of the basic concepts required. Whilst many were not able to give sufficiently detailed and/or precise answers to gain full marks they were able to gain some credit across a significant number of questions, covering a range of topics. Some candidates did very well indeed, demonstrating a sound understanding of the subject and a good grasp of relevant technical terms.

Whilst there are no marks for the quality of written communication candidates who give single words rather than full sentences often fail to answer the question. Although not uncommon this was less of a problem this time than in previous sessions. It is a matter of concern that some candidates gave answers in the format that they would use for sending text messages on a mobile phone.

Comments on Individual Questions

Q No)

- 1) **(a)** A significant minority of candidates from a few centres scored 0 marks for this question but it was pleasing to note that most centres had covered the differences between different types of peripheral device, and the majority of candidates gained a significant number of marks for this question. The most common misconceptions were a failure to appreciate that a DVD writer is a storage device and that an operating system is software.
- (b)** Most candidates were able to gain one mark for this question because they knew that the computer system with the 3.2GHz processor would work more quickly, although some candidates gave vague answers that did not make clear which system would be faster. A minority only were able to gain the second mark for identifying more specifically a difference in performance. Many thought that the 3.2GHz computer would store more data.
- 2) This question was well attempted by the majority of candidates, with many gaining the maximum 4 marks. Where candidates failed to gain full marks this was often because they were unable to distinguish between monitoring and control. Some candidates were careless in the drawing of their lines, which sometimes did not lead clearly to one applications package.
- 3) **(a)** Although many candidates gained both of the available marks, a significant number of candidates gained no marks for this question. Some gave descriptions of a network, rather than advantages, whilst others gave vague ideas such as 'employees can log onto any machine on the network' without making sure they had given specific advantages of a network over stand-alone computers. The majority of correct answers related to the sharing of data and peripheral devices.
- (b)** As in previous sessions many candidates think that a modem is needed to connect a computer to a network. Other incorrect answers included items of hardware such as hubs and cables that are required to form a network but are not needed *in each computer*, which is what the question asked.
- 4) **(a)** The majority of candidates gained some marks for this question but failed to gain the maximum four because their descriptions were too vague. The best candidates considered the need to take the photograph, connect the camera to the computer, transfer the file and then insert it into the DTP document. A small number of candidates suggested scanning the photographs.

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- (b) This question was well answered by most candidates, although a few wrote 'printer'.
- (c) Many candidates failed to answer this question appropriately. Common answers related to security and privacy issues or just general suggestions that the files might be lost. Whilst a significant number of candidates recognised that the files would be large only a minority gained the full two marks available by identifying the hard disk drive as the device that would be unnecessarily filled up. Few recognised that it is unlikely that Fay would require the photographs again. Many thought that saving all the photographs would make the computer run more slowly.
- 5) (a) It was pleasing to see that many candidates now know that multimedia refers to the presentation of information on a computer system using text, graphics, sound and animation. However, only a minority gained the maximum three marks because they either gave graphics (which was given in the question) or repeated an answer by giving, for example, both video and animation.
- (b) This was answered well by the majority of candidates, although some were too vague, giving answers such as 'using a touch screen', so failing to describe how the actual hyperlinks were used.
- (c) Although many candidates knew that a touchscreen is used for both input and output a significant number chose either input only or output only in part (i). Many answers for (ii) were over-vague and appeared to refer to the interactive presentation rather than the touchscreen itself. A number of candidates failed to gain marks because their answers, such as 'it's easier to use' were too vague.
- 6) (a) There was some confusion between the purposes of a user name and password, with a number of candidates suggesting that they were both for security. Consequently the vast majority gained at least one mark for (ii) but fewer gained the marks for (i).
- (b) Candidates were generally able to provide three good pieces of advice, presumably from their own experience, about the choice and use of passwords.
- (c) Many candidates were able to gain one mark in part (i) by suggesting that the date should be included in the filename but gave an insufficiently clear answer, such as 'title', for their second suggestion. In part (ii) very few candidates appreciated the need to retain older versions of files by using different file names. A significant number thought that it would prevent unauthorised people finding the files. Some gained one mark by showing an understanding that older files might be required, but did not distinguish these from backup copies. Many wrote about the importance of naming files appropriately, relating their answer to (i). Credit was given to these candidates, as the order of the questions could have been considered to create ambiguity, although their answer did not meet the intended purpose of the question.
- (d) Backups were understood well by the majority of candidates, although some answers were too vague, failing to distinguish between backing up and saving. Common answers that failed to gain credit for this reason include 'saving a file onto a removable disk' for (i) and 'so that if the computer crashes you won't lose your work' for (ii). The majority of candidates gained the mark for part (iii). Part (iv) was the least well attempted. Candidates from a number of centres had clearly been taught to keep backups secure from, eg fire and flood, and in a different location from the computer. However, many appeared to be guessing, suggesting vaguely 'a safe place' or 'somewhere she won't forget'.
- 7) (a) Many candidates gained both available marks in this question, knowing that broadband gives faster access than dial-up and that dial-up prevents telephone calls being made at the same time. However, some lost these marks unnecessarily, giving answers such as 'it gives faster access to the Internet', which left the examiner to decide whether the answer referred to broadband or dial-up.
- (b) Few candidates considered the needs of *Plants'n'Pots* here, with the majority simply repeating their answers for (a).

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- (c) Many candidates showed little or no understanding of the path of an email, suggesting simply that it travelled from John's computer to Abir's. A minority were able to write about the role of the ISPs' and other computers and/or the fact that messages are split into packets. Those who gained a single mark here generally did so for recognising that the email might be checked for viruses or might pass through a firewall.
- (d) Although the majority of candidates knew that spam is unwanted, some failed to identify it specifically as email. In part (ii) some merely suggested that John didn't want the messages, without considering the problems they might cause. However, most candidates were able to gain at least one mark in this part, knowing that spam might contain viruses and that it might fill up John's mailbox.
- 8) (a) This was well answered by the majority of candidates. However, a significant minority suggested 42.
- (b) Although most candidates answered this correctly, some suggested house number, whilst others gave one of the numeric values from the table rather than a field.
- (c) Most candidates knew that Member Number was the key field, although some appeared to be guessing at what they thought the most important field was.
- (d) Those who correctly identified Member Number in (c) generally were able to gain at least one mark here for knowing that a key field is unique.
- (e) A number of candidates misinterpreted this question and gave fields from Fig.1. Others, whilst gaining some marks did not restrict their answers to fields that would be required to address letters, suggesting 'telephone number', 'email address' etc.
- (f) This question was generally well answered, although a few candidates gave the *number* of records that would be found rather than the member number of the customers. Others gave only one record for each part.
- (g) It was surprising to see that although candidates frequently use reports in their portfolio work very few were able to demonstrate any understanding of their purpose. Most failed to distinguish between queries and reports or simply left this question blank.
- (h) Many candidates showed some understanding by suggesting in (ii) that the different tables would need to be linked. However, few were able to give more detail about the *specific* requirements of this situation. A minority only gained the mark in (i), with the most common suggestion being 'price'.
- 9) (a) Many candidates gained all four of the available marks for this question. Where this was not achieved it was usually because the candidate was unable to recognise fully justified text, with a significant number incorrectly identifying the date and/or salutation.
- (b) Most candidates were able to gain at least one mark by writing something about the inability of a spelling checker to identify the incorrect use of correctly spelled words, with many identifying the use of 'ass' instead of 'as' in the letter. Only a very small minority were able to gain full marks for the question by recognising in addition the importance of checking the content for accuracy. Many candidates wrote about the fact that a spelling checker cannot recognise names such as '*Plants'n'Pots*' which, whilst true, is not a reason for proof reading. Similarly a number wrote about spelling checkers using US dictionaries.

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- (c) Overall, this question was poorly answered, with a few candidates failing to attempt any part and others showing little understanding of mail merge. As in question 8(g), although many candidates had probably used mail merge in their portfolio work, very few were able to demonstrate in (i) a good understanding of the process. This may reflect an increasing reliance on software wizards. However, some candidates also lost marks because, although they described in general how to carry out a mail merge they did not relate their answer to the question, where a letter and a customer database already existed. Most answers in (ii) and (iii) were either over-general, with 'it's quick and easy' being common examples, or failed to appreciate that they were being asked to compare mail merge with photocopying and producing address labels from the database. A significant minority of candidates confused mail merge with email.

**General Certificate of Secondary Education
Applied ICT (Double Award) 1494
January 2006 Assessment Session**

Unit Threshold Marks

Unit		Maximum Mark	A*	A	B	C	D	E	F	G	U
4872	Raw	100	83	75	67	60	53	46	39	32	0
	UMS	100	90	80	70	60	50	40	30	20	0
4873	Raw	50	46	41	36	31	26	21	16	11	0
	UMS	100	90	80	70	60	50	40	30	20	0
4874	Raw	50	46	41	36	31	26	21	16	11	0
	UMS	100	90	80	70	60	50	40	30	20	0

Entry Information

Unit	Total Entry
4872	2877
4873	1221
4874	541

Specification Aggregation Results

GRADE	A*A*	AA	BB	CC	DD	EE	FF	GG	UU
UMS	270	240	210	180	150	120	90	60	0
Cum %	0	0.7	8.6	51.7	68.2	75.5	87.4	98.0	100

138 candidates were entered for aggregation this session

For a description of how UMS marks are calculated see;
www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp

Statistics are correct at the time of publication

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