



**General Certificate of Secondary Education  
June 2012**

**ICT**

**45201**

**(Specification 4520)**

**Unit 1: Systems and applications in ICT**

**Final**

***Mark Scheme***

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Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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**COMPONENT NUMBER:** 45201  
**COMPONENT NAME:** GCSE ICT Full Course  
**STATUS:** Final v1.0  
**DATE:** July 2012

To Examiners:

**1. When to award '0' (zero) when inputting marks on CMI+:**

A mark of 0 should be awarded where a candidate has attempted a question but failed to write anything credit worthy.

Insert a hyphen when a candidate has not attempted a question, so that eventually the Principal Examiner will be able to distinguish between the two (unattempted/nothing credit worthy) in any statistics.

2. This mark scheme contains the correct responses which we believe that candidates are most likely to give. Other valid responses are possible to some questions and should be credited. Examiners should refer to a Team Leader off-mark scheme responses that they believe are creditworthy.

1	(a)		A monochrome laser printer	<b>Correct answer only</b>	1
			A colour laser printer	<b>Correct answer only</b>	1
			A digital projector	<b>Correct answer only</b>	1

1	(b)		An operating system	<b>Correct answer only</b>	1
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1	(c)		Scanner	<b>Correct answer only</b>	1
			Web cam	<b>Correct answer only</b>	1

1	(d)		CD-ROM <b>or</b> Flash memory	<b>Correct answer only</b>	1
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1	(e)		In case the original data is lost, corrupted, deleted accidentally, computer breaks down/crashes/damaged.		1
			The backup can then used to recover/ restore/replace/retrieve /transfer /up-to-date copy the original data. Or the idea it is kept as a second copy/ exactly the same file/ spare copy/ get the file back/ revert to an earlier version still have the data. OR cannot be retrieved again.		1

2	(a)	(i)	<b>F</b> (allow <b>Inbox</b> )	<b>Correct answer only</b>	1
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2	(a)	(ii)	<b>H</b> (allow <b>Signature</b> )	<b>Correct answer only</b>	1
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2	(a)	(iii)	<b>B (allow Bcc)</b>	<b>Correct answer only</b>	1
2	(b)	(i)	E-mails that are unwanted and/or not requested	<b>Correct answer only</b>	1
			Identical e-mails that are sent in bulk, often from a commercial organisations	<b>Correct answer only</b>	1
2	(b)	(ii)	Use of spam/junk e-mail filters/filters/block spam Use of spam/junk e-mail folders Not signing up to offers on the Internet Use features in Outlook (search for widely used strings of characters) <b>NOT</b> just delete <b>/NOT</b> cookies	<b>Any 1 x 1 mark</b>	1
2	(c)		To get you to send them money To get/obtain access/steal to your secure/personal/sensitive details To access as details such as bank account number/usernames /passwords/card details	<b>Any 1 x 1 mark</b>	1
3	(a)	<p><b>Name</b></p> <p>Title at least 3</p> <p><b>Address (other addresses count as REPEATS)</b></p> <p>Postcode at least 7 (3 space 3)</p> <p><b>Telephone numbers</b></p> <p>Telephone number (day) at least 11</p> <p>Telephone number (evening) at least 11</p> <p>Contact tel. number/emergency number at least 11</p> <p>Mobile tel. number at least 11</p> <p><b>NOTE MAX TWO TELEPHONE NUMBERS</b></p> <p><b>Other fields</b></p> <p>E-mail address at least 20/memo</p> <p>Gender at least 6 (allow M/F or tick box)</p> <p>Photo box to fit</p> <p>Date of membership/expiry of membership at least 8 (2-2-2/4)</p> <p>Identification given at least 10</p> <p>DOB (NOT age) at least 8 (2-2-2/4)</p> <p>(allow over 18 and YES/NO) at least 3</p> <p>Medical conditions at least 20/memo</p> <p>Access issues at least 20/memo</p> <p>Membership type at least 10/memo/list</p> <p>Payment type/method at least 20/memo</p> <p>Signature memo</p> <p>NB – could use the date at end of form</p> <p><b>NOT NI – Not doctor, not doctor's address etc.</b></p> <p>Boxes <b>OR</b> [ ] – open boxes <b>OR</b> boxes <b>OR</b> clear dashes unless memo</p>			

		<p>specified Memo = lines/boxes/dashes <b>IGNORE FILLING IN</b></p> <p><b>Mark only the first 4 fields</b> Ignore correct duplicate fields e.g. 3<sup>rd</sup> telephone no – these do not count in the FOUR. <b>Look for;</b> Correct field name – do not penalise lack of capitals Correct number of boxes/dashes memo field for the corresponding field name. Award a mark for each <b>TWO</b> correct field names or number of boxes <b>6 correct scores 3 marks</b> <b>3 correct scores 1 mark</b></p>	4
3	(b)	<p>Questionnaires Online/web based/Internet/mobile phone forms E-mail forms OCR scan of form Not just forms / NOT just e-mails NOT just Data Capture Form NOT just interviews</p> <p style="text-align: right;"><b>Any 2 x 1 mark</b></p>	2



5	(b)	(bi) (bii)	<p>Test data Actual results/outcomes/Test results Expected results/outcomes/ Desired outcomes of the test (NOT just desired outcomes) Allow Alpha/Beta testing for a max of 2 marks <b>If heading is clearly wrong</b> there is no follow on. However if <b>the heading is clarified</b> by the ‘why it is needed’ then the <b>max</b> is 1 mark <b>Any 2 x 1 mark</b></p> <p><b>Why needed – must link to correct part of b(i)</b> <b>Test data</b> -to plan what data is needed to carry out the required tests <b>Actual/Test results</b>- to compare with the expected results (to see if the test works) Evaluate results/see if the system works <b>Expected/Predicted results</b> - to compare with the actual results / see what the test should give/show (to see if the test works) Predict what you think/expect will happen/be outcome or results <b>Any 2 x 1 mark</b></p>	2
5	(c)		<p>Two or more parties (people/organisations/countries) / Working together/work as a team Towards a common target/goal/outcome Recursive process <b>Any 2 x 1 mark</b></p>	2
6	(a)		<p>They will get very limited information about events in the rest of the world <b>Correct answer only</b> Those with businesses are likely to have a more restricted market <b>Correct answer only</b></p>	1 1
6	(b)	(i)	<p>Help to reduce crime/deter criminals Help to catch/identify criminals/solve crimes (if caught on CCTV). Used as evidence Make people feel safer (feel good factor) Track missing people <b>Any 2 x 1 mark</b></p>	2
6	(b)	(ii)	<p>Surveillance society issues privacy issues civil liberties issues Cost if reason given – buying/upkeep <b>Any 1 x 1 mark</b></p>	1
7	(a)	(i)	<p><b>C</b> (allow Forum) <b>Correct answer only</b></p>	1
7	(a)	(ii)	<p><b>B</b> (allow Fax) <b>Correct answer only</b></p>	1

7	(a)	(iii)	<b>D</b> (allow Instant messaging) <b>Correct answer only</b>	1
7	(b)		Cheaper/free/lower taxes/no extra cables Additional facilities (at no extra cost) Integrate with other services (allow video conferencing idea)/ see each other / F2F Access from more locations/anywhere with WiFi link Share data/pictures/videos <b>Any 2 x 1 mark</b>	2
7	(c)		High rate data connection /more information in an agreed amount of time- allow fast/high speed connection Often delivered through cable, satellite or wireless (telephone lines OK) Speeds are usually quoted as download speeds (upload usually much slower) Greater <b>bandwidth</b> /wider range of frequencies Connection modem/router <b>Any 2 x 1 mark</b>	2
8	(a)		Maintain/control/monitor the temperature within the greenhouse Keep the temperature within limits/bounds Maintain the optimum temperature for the greenhouse Make sure the greenhouse is not too hot or too cold Check the temperature in the greenhouse is OK <b>Any 1 x 1 mark</b>	1
8	(b)	(i)	Heat sensor <b>Correct answer only</b>	1
8	(b)	(ii)	One might get broken/be faulty Large greenhouse may require several to cover the whole area Maybe hot or cold spots in the greenhouse Average reading could be taken/be more reliable <b>Any 2 x 1 mark</b>	2
8	(c)		<b>Output</b> stage A (too hot)  Open windows/open vent/ turn on fan/ turn on air conditioning/ cooling system or device/ turn down/off heater <b>1 mark</b>  Will cool down/lower/decrease the temperature/ greenhouse is too hot/temperature too hot. <b>1 mark</b>  <b>Output</b> stage B (too cold) Turn on/up heaters /close windows or vent/turn off fan/air conditioning/heading system/device <b>1 mark</b> To heat/warm up/ raise/increase the temperature / the greenhouse/temperature is too cold <b>1 mark</b>	4



9	(a)	(i)	Home page	<b>Correct answer only</b>	1
9	(a)	(ii)	Bookmark/Favourite	<b>Correct answer only</b>	1
9	(a)	(iii)	Web/Internet browser	<b>Correct answer only</b>	1
9	(a)	(iv)	Refresh	<b>Correct answer only</b>	1
9	(b)		Offers customers' access/connection to the Internet/web access At a fee Connects to its customers using technology appropriate for delivering Internet Protocol packets or frames. Provide extra facilities/remote storage of data files for their customers/e-mail accounts to users/check for viruses <b>Any 2 x 1 mark</b>		2
9	(c)		Post Office Protocol	<b>Correct answer only</b>	1
10	(a)		Random Access	<b>Correct answer only</b>	1
10	(b)	(i)	Use of icons and buttons Window operations such as open and close	<b>Correct answer only</b> <b>Correct answer only</b>	1 1
10	(b)	(ii)	Menu User Interface Command Line Interface (CLI)	<b>Any 1 x 1 mark</b>	1
10	(c)	(i)	A film downloaded from the Internet as a video file Music download	<b>Correct answer only</b> <b>Correct answer only</b>	1 1
10	(c)	(ii)	Faster to transfer/send Less/reduce storage/memory needed/used Make it smaller/reduce size May be too big to send/transfer <b>Any 2 x 1 mark</b>		2
11	(a)		Currency	<b>Correct answer only</b>	1

11	(b)		<p><b>Each feature to be credited only once.</b>                  Colours                  Bold                  Font size                  Right align/centre/left align/text alignment                  Show grid/use grid line/cell borders                  Merge cells                  Widen/alter/resize/expand/scale columns/cells</p> <p style="text-align: right;"><b>Any 3 x 1 mark</b></p>	3
11	(c)	(i)	<p>=ROUND(B19/B16,2) <span style="float: right;"><b>Correct answer only</b></span></p>	1
11	(c)	(ii)	<p>Actual answer (= 0.4441)/would have lots of figures/too many figures after the decimal point                  Rounded to 2 decimal places                  Currency only sensible displayed this way/allow it to look like or be interpreted as currency.                  NOT repeating 'rounded'</p> <p style="text-align: right;"><b>Any 2 x 1 mark</b></p>	2
11	(d)		<p>Firstly read the <b>whole answer</b>.                  Next decide which mark band's description <b>best matches</b> the answer given.                  Finally (if needed), is the answer given, at the <b>top or the bottom</b> of the mark range</p> <p><b>No rewardable material 0 marks</b></p> <p><b>Lower mark range 1 – 2 marks</b>                  There are simple even vague features given for using a spreadsheet. It will <b>not</b> be clear why these features are better.</p> <p><b>Mid mark range 3 – 4 marks</b>                  There is evidence of <b>some understanding</b> shown through the use of <b>mostly correct</b> examples that <b>describe</b> appropriate features of a spreadsheet compared to a database. At least two examples given are supported by some relevant description/reasoning.</p> <p><b>High mark 5 marks</b>                  There is evidence of a <b>clear understanding</b> shown through the use of <b>correct</b> examples that <b>clearly describe</b> the advantages of a spreadsheet compared to a database. At least two examples given are well supported by reasoned arguments.</p> <p><b>Possible examples include</b>                  Calculations – easier to use or understand what is happening                  Formulae – wider range available                  More cell formats for calculations                  Replication of formula                  Autosum                  Modelling                  Easier to edit data/formula                  Use multi-linked sheets                  Conditional formatting</p>	5

12	(a)		<p>WebzServ must keep all data accurate and up to date <b>Correct answer only</b></p> <p>WebzServ must keep data secure <b>Correct answer only</b></p>	2
12	(b)	(i)	<p><b>First mark</b> Gaining/trying to gain unauthorised/illegal access to another computer/by passing/getting around the security system</p> <p><b>Second mark</b> With the intent to steal/destroy/change data or cause 'mischief' to the computer</p>	1  1
12	(b)	(ii)	<p>Firewalls Intrusion detection Password/usernames etc Encryption</p> <p style="text-align: right;"><b>Any 1 x 1 mark</b></p>	1
12	(b)	(iii)	<p><b>First mark</b> A piece of software/program/code</p> <p><b>Second mark</b> Replicates itself Can copy/amend/destroy/corrupt data OR the computer system Can 'spy' on the computer's use (security)</p>	1  1

12	(c)	<p>Firstly read the <b>whole answer</b>.                  Next decide which mark band's description <b>best matches</b> the answer given.                  Finally (if needed), is the answer given, at the <b>top or the bottom</b> of the mark range</p>		5
		<p><b>No rewardable material 0 marks</b></p>		
		<p><b>Lower mark range 1 – 2 marks</b>                  There are simple even vague statements relating to responsible behaviour online.</p>		
		<p><b>Mid mark range 3 – 4 marks</b>                  There is evidence of <b>some understanding</b> shown through the use of <b>mostly correct</b> examples that <b>describe</b> advice about responsible behaviour online. At least two examples given are supported by some relevant description/reasoning.</p>		
		<p><b>High mark 5 marks</b>                  There is evidence of a <b>clear understanding</b> shown through the use of <b>correct</b> examples that <b>clearly describe</b> advice about responsible behaviour online. At least two examples given are well supported by reasoned arguments.</p>		
<p><b>Possible examples include</b>                  Not misusing images                  Not making defamatory statements/libel/slander online                  Hazards from:-                  Phishing emails                  Mirror image websites                  Sending viruses accidentally or carelessly</p>				

13	(a)		Patient Name	<b>Correct answer only</b>	1
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13	(b)	(i)	00897649 and 00897602	<b>Correct answer only</b>	1
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13	(b)	(ii)	00897601	<b>Correct answer only</b>	1
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13	(b)	(iii)	00897672	<b>Correct answer only</b>	1
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13	(c)	(i)	<p>Make him an <b>impossible/unrealistic age</b>(DOB)/to still be alive/would be dead by now/ no one is that age.                  Would make him 160/161/162 by now (or some high age like greater than 150)                  Does not match the other records/ other DOBs</p>		1
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13	(c)	(ii)	<p>Set a <b>limit/range</b> on DOB or <b>Range check</b></p>	<p><b>1 mark</b>  <b>1 mark</b></p>	2
			Reasonable description of range check		

13	(d)	<p>Firstly read the <b>whole answer</b>.          Next decide which mark band's description <b>best matches</b> the answer given.          Finally (if needed), is the answer given, at the <b>top or the bottom</b> of the mark range</p> <p><b>No rewardable material 0 marks</b></p>	
		<p><b>Lower mark range 1 – 2 marks</b>          There are simple even vague statements relating to using proprietary software rather than open source.</p>	
		<p><b>Mid mark range 3 – 4 marks</b>          There is evidence of <b>some understanding</b> shown through the use of <b>mostly correct</b> examples that <b>describe</b> at least one advantage and one disadvantage of proprietary software rather than open source. Examples given are supported by some relevant description/reasoning.</p>	
		<p><b>High mark 5 marks</b>          There is evidence of a <b>clear understanding</b> shown through the use of <b>correct</b> examples that <b>clearly describe</b> at least one advantage and one disadvantage of proprietary software rather than open source. Examples given are well supported by reasoned arguments.</p>	
		<p><b>Possible examples include</b></p> <p><b>Proprietary software advantages</b></p> <ul style="list-style-type: none"> <li>• Vendor professional services/support from vendor</li> <li>• Easier to adopt in an organisation/many people know the software already.</li> <li>• Automated/regular updates</li> <li>• Reduced ICT support needed</li> <li>• Security is 'part of the package'</li> </ul> <p><b>Proprietary software disadvantages</b></p> <ul style="list-style-type: none"> <li>• <b>Not</b> usually free or at low cost</li> <li>• <b>No</b> availability of the source code and <b>no</b> right to modify it</li> <li>• <b>No</b> right to redistribute modifications and improvements to the code</li> <li>• <b>No</b> right to use the code in any way (such as add it to new programs)</li> <li>• There is often single entity/person/company on which the future of the software depends</li> <li>• 'Black boxes' are possible</li> <li>• Per-copy fees can be asked for modified versions</li> <li>• No new forum for democratic action</li> </ul>	5

14	<p>Firstly read the <b>whole answer</b>.          Next decide which mark band's description <b>best matches</b> the answer given.          Finally, is the answer given, at the <b>top, middle or the bottom</b> of the mark range</p> <p><b>No rewardable material</b></p>	0 marks	
	<p><b>Level 1 Lower mark range</b></p> <p><b>Subject Criterion Context</b>          There are simple, even vague statements about communications or entertainment technology.</p> <p><b>Quality of Written Communication</b>          The candidate has used a form and style of writing which has <b>many</b> deficiencies. Ideas are not <b>often</b> clearly expressed. Sentences and paragraphs are <b>often</b> not well-connected or <b>at times</b> bullet points may have been used. Specialist vocabulary has been used <b>inappropriately</b> or <b>not at all</b>. <b>Much</b> of the text is <b>legible</b> and <b>some</b> of the meaning is <b>clear</b>. There are <b>many</b> errors of spelling, punctuation and grammar but it should still be possible to understand <b>much</b> of the response.</p>	1-3 marks	
	<p><b>Level 2 Lower mid mark range</b></p> <p><b>Subject Criterion Context</b>          There is evidence of <b>some understanding</b> shown by a limited description of at least two communications or entertainment technologies.</p> <p><b>Quality of Written Communication</b>          The candidate has used a form and style of writing which has <b>some</b> deficiencies. Ideas are not <b>always</b> clearly expressed. Sentences and paragraphs may <b>not</b> be well-connected or <b>at times</b> bullet points may have been used. Specialist vocabulary has been used on a <b>limited</b> number of occasions. <b>Most</b> of the text is <b>legible</b> and <b>some</b> of the meaning is <b>clear</b>. There are <b>some</b> errors of spelling, punctuation and grammar but it should still be possible to understand <b>most</b> of the response.</p>	4-6 marks	
	<p><b>Level 3 Higher mid mark range</b></p> <p><b>Subject Criterion Context</b>          There is evidence of a more <b>developed understanding</b> shown through the use of at least three <b>suitable</b> examples that <b>describe</b> the <b>impact</b> on society. At least one example comes from 'communications technology' and at least one example comes from 'entertainment technology'.</p> <p><b>Quality of Written Communication</b>          The candidate has <b>mostly</b> used a form and style of writing <b>appropriate</b> to purpose and has expressed some complex ideas <b>reasonably clearly</b> and <b>fluently</b>. The candidate has usually used <b>well linked</b> sentences and paragraphs.</p>		

	<p>Specialist vocabulary has been used on a number of occasions but <b>not always appropriately</b>. Text is <b>legible</b> and <b>most</b> of the meaning is <b>clear</b>. There are <b>occasional</b> errors of spelling, punctuation and grammar.</p>	<p><b>7-9 marks</b></p>	
	<p><b>Level 4 High mark range</b> <b>Subject Criterion Context</b> There is evidence of a <b>clear understanding</b> shown through the use of <b>relevant</b> examples that <b>clearly describe</b> at least one valid <b>advantage</b> and one valid <b>disadvantage</b> of the <b>impact</b> on society. Examples are well supported by reasoned arguments. There is evidence of a <b>clear understanding</b> shown through the use of at least three <b>suitable</b> examples that <b>discuss</b> the <b>impact</b> on society. At least one example comes from ‘communications technology’ and at least one example comes from ‘entertainment technology’</p> <p><b>Quality of Written Communication</b> The candidate has selected and used a form and style of writing <b>appropriate</b> to purpose and has expressed complex ideas <b>clearly</b> and <b>fluently</b>. Sentences and paragraphs follow on from one another clearly and coherently. Specialist vocabulary has been used <b>appropriately</b> throughout. Text is <b>legible</b> and the meaning is <b>clear</b>. There are <b>few</b> if any errors of spelling, punctuation and grammar.</p>	<p><b>10-12 marks</b></p>	
	<p><b>Quality of Written Communication Skills</b> The candidate’s quality of written communication skills will be one of the factors influencing the actual mark an examiner will give within a level of response. The quality of written communication skills associated with each level is indicated above</p>		
	<p><b>Possible examples include</b> <b>Wireless (WiFi and Bluetooth) and Wired networks</b>, network speeds <b>Internet revolution (various)</b> <b>Developing countries issues</b> <b>Confidentiality/security of data/cookies</b> <b>Keeping in contact/social networks</b> <b>Entertainment systems – TV/video streaming, games consoles.</b> Integrated entertainment systems</p>		<p>12</p>

15	<p>Firstly read the <b>whole answer</b>.          Next decide which mark band's description <b>best matches</b> the answer given.          Finally, is the answer given, at the <b>top, middle or the bottom</b> of the mark range</p> <p><b>No rewardable material</b></p>	0 marks	
	<p><b>Level 1 Lower mark range</b></p> <p><b>Subject Criterion Context</b>          There are simple, even vague statements about issues/problems with sources of information.</p> <p><b>Quality of Written Communication</b>          The candidate has used a form and style of writing which has <b>many</b> deficiencies. Ideas are not <b>often</b> clearly expressed. Sentences and paragraphs are <b>often</b> not well-connected or <b>at times</b> bullet points may have been used. Specialist vocabulary has been used <b>inappropriately</b> or <b>not at all</b>. <b>Much</b> of the text is <b>legible</b> and <b>some</b> of the meaning is <b>clear</b>. There are <b>many</b> errors of spelling, punctuation and grammar but it should still be possible to understand <b>much</b> of the response.</p>	1-3 marks	
	<p><b>Level 2 Lower mid mark range</b></p> <p><b>Subject Criterion Context</b>          There is evidence of <b>some understanding or use</b> shown by giving examples of at least two <b>issues/problems</b> with finding, selecting and using information from a range of sources. Examples are supported by limited descriptions.</p> <p><b>Quality of Written Communication</b>          The candidate has used a form and style of writing which has <b>some</b> deficiencies. Ideas are not <b>always</b> clearly expressed. Sentences and paragraphs may <b>not</b> be well-connected or <b>at times</b> bullet points may have been used. Specialist vocabulary has been used on a <b>limited</b> number of occasions. <b>Most</b> of the text is <b>legible</b> and <b>some</b> of the meaning is <b>clear</b>. There are <b>some</b> errors of spelling, punctuation and grammar but it should still be possible to understand <b>most</b> of the response.</p>	4-6 marks	
	<p><b>Level 3 Higher mid mark range</b></p> <p><b>Subject Criterion Context</b>          There is evidence of a more <b>developed understanding</b> shown through the use of <b>suitable</b> examples that <b>describe</b> at least three valid <b>problems</b> with finding, selecting and using information from a range of sources. Examples are supported by suitable descriptions.</p> <p><b>Quality of Written Communication</b>          The candidate has <b>mostly</b> used a form and style of writing <b>appropriate</b> to purpose and has expressed some complex ideas <b>reasonably clearly</b> and <b>fluently</b>. The candidate has usually used</p>		



	<p><b>well linked</b> sentences and paragraphs. Specialist vocabulary has been used on a number of occasions but <b>not always appropriately</b>. Text is <b>legible</b> and <b>most</b> of the meaning is <b>clear</b>. There are <b>occasional</b> errors of spelling, punctuation and grammar.</p>	<p><b>7-9 marks</b></p>	
	<p><b>Level 4 High mark range</b> <b>Subject Criterion Context</b> There is evidence of a <b>clear understanding</b> shown through the use of <b>relevant</b> examples that <b>discuss</b> more than at least three <b>problems</b> with finding, selecting and using information from a range of sources. Examples are well supported by reasoned arguments. <b>Quality of Written Communication</b> The candidate has selected and used a form and style of writing <b>appropriate</b> to purpose and has expressed complex ideas <b>clearly</b> and <b>fluently</b>. Sentences and paragraphs follow on from one another clearly and coherently. Specialist vocabulary has been used <b>appropriately</b> throughout. Text is <b>legible</b> and the meaning is <b>clear</b>. There are <b>few</b> if any errors of spelling, punctuation and grammar.</p>	<p><b>10-12 marks</b></p>	
	<p><b>Quality of Written Communication Skills</b> The candidate's quality of written communication skills will be one of the factors influencing the actual mark an examiner will give within a level of response. The quality of written communication skills associated with each level is indicated above</p>		
	<p><b>Examples include</b> <b>Discrimination in selecting appropriate sources</b>, what is appropriate, newspapers/magazines, books/ebooks, maps, DVD-ROMs, Internet etc. <b>Need for precision in framing questions</b>, especially the need to translate enquiries expressed in 'ordinary language' into a form that can be use by search engines. <b>Refining search conditions</b> use of multiple search conditions and relational operators (AND, OR, wild cards and the use of quotation marks around phrases etc. <b>Evaluate/ensure accuracy and plausibility of the information</b> , especially information from websites</p>		<p>12</p>

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