



General Certificate of Secondary Education

**Information and Communication
Technology 3528**

Specification B

3528/F Foundation Tier

Report on the Examination

2008 examination - June series

Further copies of this Report on the Examination are available to download from the AQA Website:
www.aqa.org.uk

Copyright © 2008 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales 3644723 and a registered charity number 1073334. Registered address AQA, Devas Street, Manchester. M15 6EX.
Dr Michael Cresswell Director General.

The written papers - Foundation Tier (3528/F)

General

Most candidates attempted most of the questions on the paper. There were some excellent answers showing a good breadth and depth of knowledge at this level. Answers to the multiple choice and short answer questions met with significantly greater success than those questions requiring diagrams or more extended written answers. Very few candidates made too many or too few choices in the multiple choice questions, for example, candidates made three choices when only two were required, thus reducing the maximum number of marks that could be awarded for the question.

When answering the questions on the written papers, some candidates gave the answers 'quicker', 'cheaper', 'easier', 'neater', 'more powerful', 'makes fewer mistakes', 'it could breakdown, etc. without further qualification, and credit was not given for these simplistic answers. More successful candidates explained, what is 'quicker', why it is 'quicker', what are the consequences because 'it could breakdown', etc. in relation to the context of the question. In addition, one word answers were not usually awarded a mark when a short description or explanation was required. Similarly, no marks were given for repeating the question without elaboration, and vague, repetitive or inaccurate answers. Better answers related well to the context of the question, were detailed and accurate, used appropriate technical language, and had illustrative examples. Where marks could not be given for a weak explanation or a vague description which lacked technical accuracy, it was not uncommon for candidates to be awarded marks because they had given a good example. Diagrams and questionnaires were often poorly labelled and not well drawn.

The marking of the Foundation paper was computer based (e-marking). Whole written scripts are scanned and saved in electronic form, and each clip (subsection of a question) is marked separately. Each clip is marked in one of three categories: auto, general and expert. Auto marking is particularly appropriate for multiple choice questions; general marking for short answer questions and diagrams requiring a straight forward response; and expert marking for more complex and extended answers. At the end of the marking period an audit of the e-marking process is carried out to ensure its accuracy. As a result of the e-marking process, item level analysis of candidates' responses is practical. The comments on specific questions are grounded in the judgement of the Principal Examiner; however, these are underpinned by reliable and accurate statistics.

Some candidates did not use black ink to write their answers and as a result these could be difficult to read.

Comments on specific questions:

Question 1

Most candidates answered most questions well.

Question 2

Most candidates answered most questions well.

Question 3

Most candidates answered most questions well. In 3ci, answers were often too vague to be awarded full marks.

Question 4

Most candidates answered some questions well. In 4a, many candidates could not identify the appropriate technical language. In 4b, some candidates incorrectly believed that Age should be included in a record - Date of Birth would have been a correct option if available. In 4d, few candidates were awarded full marks, and questionnaires were often roughly drawn with most candidates showing little awareness of the need for a design that facilitates data capture.

Question 5

Most candidates answered some questions well. Some candidates confused sensors and actuators in 5d.

Question 6

Most candidates answered some questions well. Answers to 6bi and ii often showed a lack of understanding of verification. In contrast, answers to 6c often demonstrated a good understanding of the use of a range check for validation.

Question 7

Most candidates answered most questions well. In 7b, candidates' explanations were often not well expressed but frequently showed understanding of the consequences of incorrect programming.

Question 8

Most candidates answered most questions well.

Mark Ranges and Award of Results

Grade Boundaries and Cumulative Percentage Grades are available on the [Results Statistics](#) page of the AQA Website.