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Examiners' Report

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GCSE ICT 5IT01 01

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Introduction

This is the second time that students have sat for examinations for this unit.

This is a single untiered paper that has been specifically designed so that easier questions are more prevalent earlier in the paper, becoming progressively more difficult later on. This paper has been designed to be accessible throughout, so that students of all ability ranges will find questions that are both challenging and interesting throughout the paper.

The paper follows a scenario throughout, which should give students the ability to use ideas gleaned from earlier in the paper to answer later questions. Additionally, students will also find that 'command words' are used consistently throughout the paper to indicate the type of response expected.

Question 1 (b)

Most students gained at least one mark for this question, but many did not gain both marks.

(b) Many personal media players offer security features.

Give **two** of these.

(2)

1 Pin lock /number lock

2 ~~to~~ Turns off afte a period of time

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Examiner Comments

Two different correct responses.

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Examiner Tip

This student has provided a short, succinct response to a 'Give' question.

Some students failed to gain both marks because they did not provide two different security features.

(b) Many personal media players offer security features.

Give **two** of these.

(2)

1 pass word

2 Pin code.

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Examiner Comments

In this example, the student has provided two types of password, rather than two different security features. This was a common error.

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Examiner Tip

Students must make sure they are not saying the same thing twice.

Question 1 (c)

Students often demonstrated a good understanding of the advantages and disadvantages of streaming media to gain both marks for this question.

(c) (i) Some students lost marks, because they answered with 'it's quicker' without expanding their answer to say 'what' is quicker or 'why' it is quicker.

(c) (ii) Students often drew from their own experiences to gain this mark by commenting on the negative effects caused by buffering. Other correct answers commonly referred to the requirement for continued availability of an internet connection.

(c) Laura buys a personal media player. She can now watch videos 'on demand'.

(i) Give **one advantage** to Laura of streaming rather than downloading videos.

(1)

She doesn't waste time waiting for it to download.

(ii) Give **one disadvantage** to Laura of streaming rather than downloading videos.

(1)

She needs to maintain a connection to the internet

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Examiner Comments

Two good responses.

Question 1 (e)

Students provided a range of good responses, often related to fixing software bugs and improving features/functionality. Many students did not gain marks, as they had not read the question properly and commented on reasons for a security fix.

(e) Laura connects her personal media player to her laptop.

She sees this:

> **Media Player Software Update**
>
> Update in progress...
>
> (Cancel)
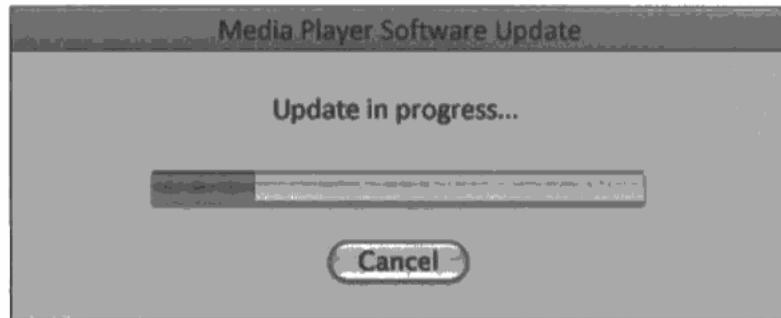
The update includes a security fix for the software.

Give **two** other reasons for a software update.

(2)

1 A software update may fix bugs

2 It may also add new features

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Examiner Comments

Two correct responses.
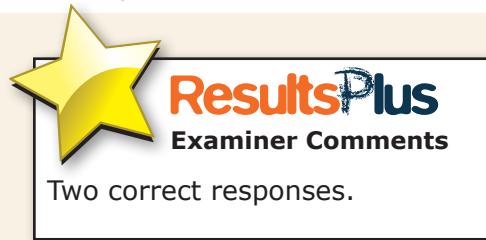
Question 1 (f)

Most students gained both marks for this question by listing two appropriate peripheral devices for use with a personal media player.

(f) List **two** peripheral devices Laura could use with her personal media player.

(2)

1. earphones
2. USB lead connection

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Examiner Comments

Some students lost marks by not listing 'peripheral devices', as in point 2 in this example.

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Examiner Tip

Students should take their time to read the question carefully. They may also find it useful to look at their answers with the question, if they have time at the end.

Question 1 (g)

Students provided a range of appropriate features that make personal media players suitable for running.

(g) Laura likes to use her personal media player when she goes running.

List **two** features of personal media players that make them suitable for this.

(2)

1. they are lightweight

2. They do not skip because they arent using a disk

(Total for Question 1 = 14 marks)

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Examiner Comments

This candidate gained both marks. They have shown understanding of the benefits of solid state memory in the second part of their response.

(g) Laura likes to use her personal media player when she goes running.

List **two** features of personal media players that make them suitable for this.

(2)

1. it is small ~~and~~ so it's easy to carry and you can attatch it to your clothes

2. it's lighter so it doesn't slow you down

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Examiner Comments

'Small' and 'light' are both related to 'portability' and therefore only one mark was awarded.

Question 2 (a) (iii)

Most students showed a good understanding of the reasons for this security technique. However, this question was sometimes answered incorrectly by students who gave answers relating to keylogging, often referring to 'hackers' or 'spyware'.

(iii) The booking screen displays Laura's card number like this:

Card number *   **** **** **** ****

Explain why the card number is displayed like this.

(2)

Laura's card number is displayed like this so that any one within line of sight on her screen cannot see the card number.

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Examiner Comments

A correct, fully explained, response.

Question 2 (a) (iv)

Most students gained at least one mark, usually with answers relating to convenience or not needing to travel. However, some students failed to gain marks by not justifying answers relating to 'easier' / 'quicker'.

Some students provided answers that could be applied equally to 'face to face' buying.

(iv) State **two** benefits to Laura of buying tickets online.

(2)

1 Availability. - You can buy them any time of the day, any day of the week.

2 Comparing prices. - You can compare prices with other websites, to get the best deal.

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Examiner Comments

An excellent response.

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Examiner Tip

When answering questions like this, students should provide benefits that are unique to the online environment, as in this example.

Question 2 (b) (ii-iii)

Many students gained two marks or more marks, providing good examples.

(b) (ii) Marks were often lost when students did not clearly specify how it could be 'cheaper'. Some students did not always provide benefits relevant to City Arena.

(b) (iii) Common incorrect answers were related to Laura's phone becoming damaged, lost or forgotten. These are not examples unique to e-tickets as an online service. Just as Laura's bag/purse may be used to carry the paper ticket, she uses her phone to carry the e-ticket, which could suffer from the same inconveniences.

City Arena uses e-tickets rather than paper tickets.

(ii)   State **two** benefits **to City Arena** of using e-tickets rather than paper tickets.

(2)

1 Saves paper, therefore its better for the environment

2 Saves money for the company as they do not have to pay for paper, ink, envelopes and shipping ect..

(iii)   State **two** drawbacks **to Laura** of using e-tickets rather than paper tickets.

(2)

1 If she accidentally delets the MMs or looses her phone she will have no other proof of purchase

2 If her phone battery dies she has no way of retreiving her ticket

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Examiner Comments
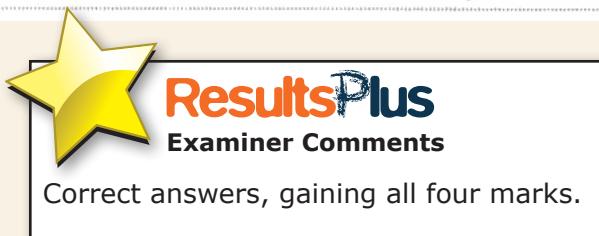
Correct answers, gaining all four marks.

City Arena uses e-tickets rather than paper tickets.

(ii) State **two** benefits **to City Arena** of using e-tickets rather than paper tickets.
(2)

1 Save money on paper.

2 Duplicate tickets can't be made

(iii) State **two** drawbacks **to Laura** of using e-tickets rather than paper tickets.
(2)

1 She has to have a device which can support MMS.

2 She has to risk getting her e-device stolen as she has to bring it along to the event.

Question 2 (b) (v)

Many students did not gain marks for this question. A significant number of students did not refer to the continued availability of the ticket. Although many suggested it could be stored safely in memory, this was not enough to be awarded any marks.

(v) The e-ticket is saved to Laura's phone memory.

Explain **one** benefit **to Laura** of having the e-ticket saved in her phone's memory.
(2)

Less chance of losing it as it is not being carried loosely in a pocket or bag

Question 3 (b) (i)

Most students gained the mark for this question, which asked students to state the function of GPS in the context of its use in sat nav devices.

(b) (i) Shameela has a sat nav device in her car. Sat nav devices use GPS.

State the function of GPS.

(1)

GPS or Global Positioning Unit is to tell you where you are using ~~Satitit~~ Satitiles

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Examiner Comments

This student has shown a clear understanding of GPS technology, despite incorrectly expanding the abbreviation.

(b) (i) Shameela has a sat nav device in her car. Sat nav devices use GPS.

State the function of GPS.

(1)

the ~~the~~ function of a GPS is to direct the user to a specified destination ~~and state~~ how long it will take to get there

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Examiner Comments

Students often failed to gain a mark, by providing the function of sat nav devices rather than GPS technology.

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Examiner Tip

It is important that savvy users of ICT can differentiate between the device and the technology it uses. The stem of the question provides clear guidance for students and this must be read carefully before students provide an answer.

Question 3 (b) (ii)

Most students gained the mark for this question. Where marks were not gained, students did not expand upon answers relating to 'quicker', 'saves time' or 'easier' etc.

> (ii) Shameela has City Arena's location bookmarked in her sat nav.
>
> State why bookmarking the location helps her.
>
> (1)
>
> Saves her the time of searching for the adress and typing it in everytime She needs to go to the location

ResultsPlus
Examiner Comments

A correct response.

Question 3 (b) (iii)

Almost all students gained the mark for this question. Answers often referred to the 'loss of signal', or, less frequently, 'loss of connection'.

> (iii) When Shameela drives through a tunnel she notices that the display 'freezes' on her sat nav.
>
> 119   16:05
> 2:02   18:07
> A7/E45
>
> State what might have caused this.
>
> (1)
>
> Her signl hes been lost.
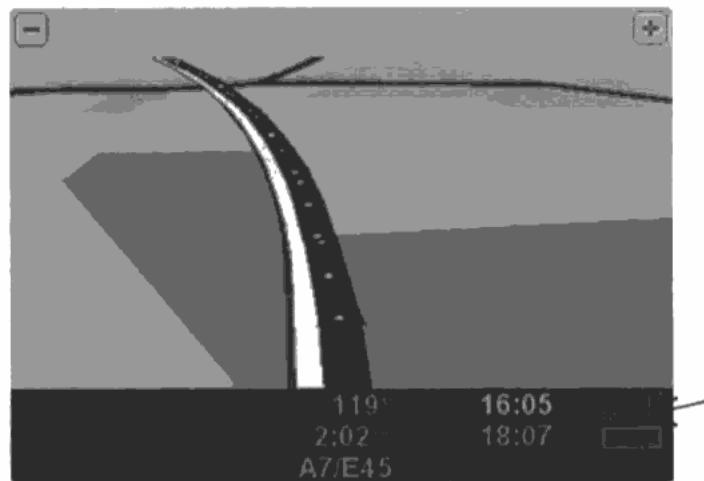
ResultsPlus
Examiner Comments

A correct response.

Question 3 (b) (iv)

Most students gained both marks by referring to the issue of distraction as a cause and 'accident' or 'crash' as the risk.

(iv) Describe **one** health and safety risk of using a sat nav when driving.

(2)

If you look at the sat nav you stop looking at the road highly increases your chance of collision.

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Examiner Comments

A complete answer, gaining both marks, with a good description of the risk.

Question 3 (b) (v)

Most students gained one mark for this question. The most popular correct answers related to re-routing, arrival time and audio prompts. Common incorrect answers referred to paper printouts not being eco friendly, being expensive to print out, hard to follow or easily lost/damaged.

> (v)   Laura has printed directions to City Arena.
>
> Give **two** benefits of using a sat nav rather than printed directions.
>
> (2)
>
> 1 Incase there a road works the Satillite information can tell you new routes.
>
> 2 Also with Sat navs it tells you Speed limits and also the amount of traffic.

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Examiner Comments

Two correct responses, showing awareness of the functions and features of sat navs.

Question 3 (c) (i)

The quality of responses to this question would suggest that whilst students are aware of the features of social networking sites, many are not clear on what the function of social networking is.

(c) Laura and Shameela arrive at City Arena for the Hi-Riderz concert.

Shameela wants to let her friends know they have arrived.

She uses her smart phone to update her social network status.

(i) State what 'social networking' is.

(1)

a network which allows you to socialise by connecting with friends and family.

(c) Laura and Shameela arrive at City Arena for the Hi-Riderz concert.

Shameela wants to let her friends know they have arrived.

She uses her smart phone to update her social network status.
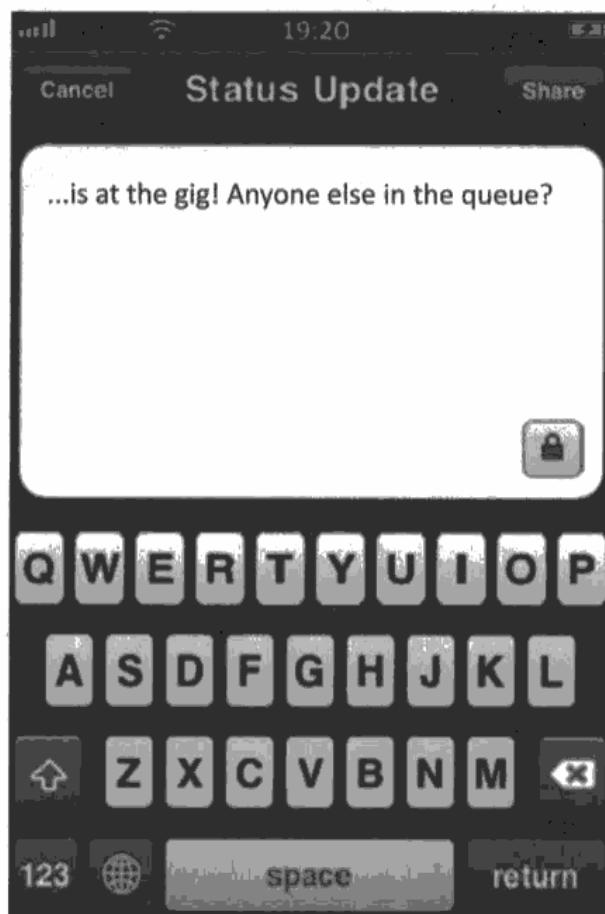
(i) State what 'social networking' is.

(1)

social networking is a communication site which allows users to share with others relevant topics/pictures ect.

Question 3 (c) (ii)

Most students gained at least one mark for this question. Students often made the mistake of saying that social networking is free, or that no credit is needed to use social networking. A 'savvy user' should know that they must pay for their data allowance, just as they have to pay for their SMS allowance, or allowance of voice minutes; whether on contract or PAYG.

> (ii) Identify **two** advantages, to Laura, of using social networking technology rather than SMS to communicate with her friends.
>
> (2)
>
> 1 It is free, So she won't have to pay to send messages.
>
> 2 It is instant, with SMS you may have to wait as there may be interference with signals, but with social networking technology it's direct.

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Examiner Comments

Both responses are also true of SMS, therefore no marks were awarded for these responses.

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Examiner Tip

Students should try to think of answers that go beyond 'quicker', 'easier', 'cheaper'. They should draw on their own experiences where possible to consider the benefits of the technology they use in their digital world.

Question 3 (c) (iii)

Almost all students gained the mark for this question by commenting upon the use of 'privacy settings' to control access to their online profiles.

> (iii) State **one** way that Laura can control who can view her social network profile.
>
> (1)
>
> She can use privicy setting's and select who she want's to see her profile

ResultsPlus
Examiner Comments

A correct response.

Question 3 (d)

Most students gained two or three marks for this question as they were able to name an alternative online community to gain the first mark and then describe relevant features or functions of their chosen type of online community as appropriate to the question context.

The most popular answer was 'blog' or 'forum'. However, some students failed to gain marks as they gave suggestions such as 'their own web site' or 'Instant Messaging'.

There were very few (if any) answers relating to Virtual Worlds.

Students sometimes lost marks because they gave answers relating to social networking (therefore not mentioning **one other** type of online community).

(d) (i) Hi-Riderz use social networking sites.

State **one other** type of online community that Hi-Riderz could use.

(1)

They could use blog sites

(ii) Describe how Hi-Riderz might use this other type of online community to communicate with their fans.

(3)

They could upload their new songs and ask for reviews/feedback from their fans. It would make the fans feel more involved and appriciated. It could be also be used for collaboration. Different Ideas coming together could make a great song. Blog sites could also help them update their fans of upcoming tours, new albums etc.

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Examiner Comments

The use of an appropriate type of online community has been well described in context for full marks.

Question 4 (b)

Most students gained at least one mark, providing answers relating to interference, physical blockage and signal range issues. Common errors included responses related to bad/loose connections and poor internet connection, or stating the effect of the problem, rather than the cause, such as 'poor sound quality'.

Question 4 (c)

Many students struggled on this question. However, where they did gain marks, they had mentioned synchronisation issues but then had not expanded their answers to include an explanation related to the experience of the band's audience.

(c) The performance is shown on big screens in the arena.

Explain the problems that could be caused by signal latency.

(2)

The people watching on the big screens may hear receive the sound first but the action few seconds later, this spoils the performance.

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Examiner Comments

A complete explanation, related to synchronisation issues caused by latency. Both marks were awarded.

Question 4 (d)

Few students gained more than one mark for this question. Incorrect reponses to the first part of this question would seem to suggest that students are not aware of the term 'optical media', as their answers often included mp3, mp4 (and other file formats), USB, iTunes, camera, laptop, SD card etc.

Where students gave two correct responses in the first part of the question, the most popular response was regarding storage capacity. However, very few students expanded their answer to say how storage capacity related to video quality.

(d) The band watches a video of their recording after the show.

    (i)   Identify **two** optical media types they could use to store the video recording.

(2)

1. CD-ROM

2. Blu - Ray dish

    (ii)   Explain the differences between them.

(2)

CD-ROM stores less data than blu-ray and isn't as high quality

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Examiner Comments

This student has provided two valid optical media types and has then gone on to relate storage to quality. All four marks were awarded.

(d) The band watches a video of their recording after the show.

(i) Identify **two** optical media types they could use to store the video recording.

(2)

1 DVD

2 CD

(ii) Explain the differences between them.

(2)

DVD's are made for storing video files and usually have much higher memory, while CD's are made for sound files and have small memories.

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Examiner Comments

Although this student has provided two valid optical media types and has then gone on to comment on storage, there is no relationship made to quality so the final mark was not gained. Despite the expansion being inaccurate, three marks were awarded.

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Examiner Tip

Students must learn about the way in which features of digital devices affect their functionality.

Question 4 (e) (i)

Most students were unsuccessful in this question. There seemed to be some confusion between mp3 format and mp3 players.

(e) After the event, songs will be distributed on the internet.

(i) Explain why the mp3 format is suitable.

(2)

It's a compressed audio format so it has a small file size and therefore fast upload and download times for them and the customers.

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Examiner Comments

A full answer, relating a feature of the mp3 to its suitability for distribution over the internet. Both marks awarded.

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Examiner Tip

This student has read the question stem and answered correctly, in the context of the question.

Question 4 (e) (ii)

Most students were not awarded the mark for this question as their answers seemed to relate to store video in an mp3 file which, whilst true, is not relevant to the question which was about 'songs' and 'listener'

Examiners are looking to mark responses positively, but students do need to read the question carefully; in this case, it would be too much of a stretch to award this type of answer.

(ii) State **one** disadvantage to the listener of using the mp3 format.

(1)

it isn't the highest quality as the data has been compressed. This means some information may have been removed

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Examiner Comments

This student has shown an excellent understanding of the effect of compression (data-reduction) technology in audio files.

Question 4 (f)

Most students did not provide Level 3 answers because they did not discuss positive **and** negative effects to customers **and** musicians. Some students did not provide Level 2 responses as they did not specify benefits and /or drawbacks to customers **and** musicians.

Responses often included 24/7 access, availability, payment problems, piracy concerns and environmental issues.

However, some students suggested the health and safety risks associated with prolonged computer use, which was not relevant.

*(f) Some companies sell music and video as downloads rather than physical products.

Discuss the effects this has on customers and musicians.

(6)

It has positive and negative effects on both the customer and musician. Positives for the customer may be that it is alot more convieniant to open up a webpage and download music or their videos rather than going to a store. Also the product may be cheaper as the price of packaging does not have to be considered. However on the downside, you would need Wi-Fi and internet access for this process to take place, and would have to enter card details online, which may pose a security risk. On the other Although, for musicians, they may not like there products work being able to be downloaded online, as there's a higher risk of them being illegally downloaded. In addition to that, less people would see and hear about them in stores, less

Promotion, less sales. In contrast to that, their work would be available to a wider range of customers online increasing sales. Also people may be more enclined to purchase/download online, increasing the musicians profits.

(Total for Question 4 = 18 marks)

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Examiner Comments

The student has provided a mostly factually accurate reponse that includes a range of appropriate benefits and drawbacks to both customers and musicians. This placed the reaponse in the top mark band. It would have been appropriate to award six marks as there is appropriate justification for the benefits they have provided. However, the reader will notice a number of spelling and grammatical errors. As a result of these, the student's mark was reduced to five.

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Examiner Tip

Read the indicative content in the mark scheme for this question to see the range of responses examiners may look for. This range is not exhaustive, but is a good starting point. Top mark band also requires students to justify or argue their case.
To help you write out your answer, PLAN WELL!

For this question, you could start by jotting down relevant points to build a library of content. You could then code your ideas: **C** for Customers and **M** for Musicians. Once you think you have enough, consider how your ideas could be seen as benefits or drawbacks and code them **B** and **D**. You could then organise your coded content into you writing using 'linking' words to structure your answer. How you organise it is up to you, but practice with your teacher to find the best way that works for you.

Question 5 (a) (ii)

Students rarely gained both marks for this question. Generally, answers did not provide enough of an explanation, with students giving simple reponses relating to DVD not being recognised or playable, or needing a Blu-ray player to play it, or to discs different sizes etc.

Question 5 (a) (iii)

This question was aimed at higher ability students and, indeed, many students were unsuccessful in this question, which required students to consider the technology required to view online content from digital media.

Question 5 (a) (iv)

Most students gained one mark for this question by commenting upon how copy protection prevents the illegal coping and selling of copyrighted content. Students often did not gain the second mark as they did not expand their answer to explain the benefit to the copyright holder.

Question 5 (b) (i-ii)

Students mainly gained either one or two marks for this question. For (i), very few students successfully identified that the personalised e-mails are sent to make the adverts more relevant or to improve the customers' experience. The most popular responses related to marketing or getting Laura to buy more, therefore most students were successful in obtaining one mark.

For (ii), many students described the tracking of previous transactions, usually referring to 'cookies'. However, fewer students expanded their answers to include the querying of that data for the second mark. Many provided incorrect answers relating to the use of Laura's e-mail addresses when she signed up to the online account.

(b) Laura starts to receive personalised emails from the online store with offers on discs from similar bands.

(i) Explain why the online store sends Laura the emails.

(2)

By sending her offers on discs from similar brands there's a good chance she'll get offers that she is interested in. This makes it a very successful form of advertising.

(ii) Describe how the online store is able to do this.

(2)

The online store may have a cookie on her computer with her browsing history or a database with everything everyone has bought along with their email. They can then send batches of emails out to everyone on their database with offers based on what they've bought or looked at.

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Examiner Comments

Part (i) of this response does not give enough for both marks. However, the student has clearly described the storage and use of transactional data for the purpose of targeted marketing to gain both marks for part (ii).

Question 5 (b) (iii)

Most students showed a good understanding of security techniques and gained both marks for this question.

> (iii) Laura does not want to receive these emails.
>
> State **two** ways that she could prevent them from reaching her. (2)
>
> 1 Block the sender
>
> 2 change email adress

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Examiner Comments

Two correct answers.

> (iii) Laura does not want to receive these emails.
>
> State **two** ways that she could prevent them from reaching her. (2)
>
> 1 She can Filter her inbox So these e-mails go into her Junk box rather than her inbox.
>
> 2 She can block all emails from the address that is sending them.

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Examiner Comments

Students sometimes provided answers such as this one which failed to gain the second mark as the second way is essentially a repeat or re-wording of the first.

Question 5 (c)

Although there were some excellent responses to this question, most students were only providing responses awarded at level 1.

Students often concentrated more on the security of systems, rather than addressing individuals' privacy concerns. The most popular answers related to hacking concerns, cookies, spyware and social networking / grooming / online offender concerns.

Some candidates were able to discuss correct 'privacy'-related content, but their answers were often poorly organised.

*(c) Laura has many online accounts.

She uses them to shop and communicate with friends.

Discuss the privacy concerns associated with individuals' use of the internet.

(6)

- GPS tagging.
- 'freedom of speech'
- People maybe unsure of what personal info. is used for
- more easy for fraudsters
- passwords are often not secure and used for many accounts.

The major concern to do with privacy and individuals' use of the internet is that things such as social networking sites, where all personal information is often freely displayed is making it easier for fraudsters to steal peoples identities. This is due to things such as there being a large amount of available fields to fill in, and websites often setting privacy options to public and open automatically, without people's knowledge. This is combatted by social networking sites automatically editing privacy options of those below a certain age, and only allowing people of certain ages to sign up. Also, peoples passwords are often insecure, and then used for a range of accounts, as multiple passwords can prove difficult to remember. This can also lead to identity fraud, as once someone discovers one password, they can access the majority of a person's accounts and personal information. Guidelines such as using a range of upper and lower cases, symbols and numbers are written to prevent passwords which are easy to guess.

GPS tagging can be put on things such as tweets, photos or blogs when using GPS-fitted devices, telling everyone your exact positioning, which can be dangerous as anybody can the access these details.

People may be unsure of what their information is being used for, as they do not want to enter personal details for unknown purposes and audiences. Privacy policys are now put in place on most all websites which take in personal details, due to the Data Protection Act.

(Total for Question 5 = 18 marks)

TOTAL FOR PAPER = 80 MARKS

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Examiner Comments

This response is factually accurate and includes an excellent range of appropriate privacy concerns associated with individuals' use of the interent. Therefore it is a top mark band answer. The identified concerns are clearly explained, so it is appropriate to award this 6 marks. There is no justification for reducing the mark within this mark band as the Quality of Written Communication (QWC) is of a high standard.

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Examiner Tip

Notice how this student has planned the response! This is best practice!

*(c) Laura has many online accounts.

She uses them to shop and communicate with friends.

Discuss the privacy concerns associated with individuals' use of the internet.

(6)

Using online services and internet services have many benefits, however, there are privacy concerns attached to them. I

Over use of social networking sites and giving out too much personal information leads to a loss of privacy and leaves users much more vulnerable to identity theft or identity fraud. Using technology such as GPS raises concerns over the privacy of people, as people can track down others using the technology. Overuse of the internet may also lead to people being vulnerable to cyber-bullying and to online predators. Many ISP providers check the browsing habits of their customers, perhaps violating their privacy and many websites also use cookies to individualize shopping offers, and some may see this as a violation of privacy.

However, despite this, people have many features in which they can't control the amount of privacy they have. Many social networking sites also have privacy settings, where they can control who views their profile. People can take precautionary steps such as not giving out personal information to reduce the risk of identity theft and fraud.

In conclusion, I think using the Internet is a positive thing, and that if the correct measures are taken, then people's wouldn't privacy won't be invaded, however, many people take risks, which is why its leads to their privacy being invaded.

(Total for Question 5 = 18 marks)

TOTAL FOR PAPER = 80 MARKS

ResultsPlus
Examiner Comments

This response is factually accurate and focuses on appropriate privacy concerns. Therefore the content indicates that this is level 3.

Discussion: The response is not at the top of the mark band as some of the explanation is irrelevant and certain expansions do not help to clearly explain the concerns raised (eg: "Overuse of the internet resulting in....") so this is bottom of level 3.

QWC: Does not need to be considered as current mark is 5, at the bottom of level 3. Responses will not be moved down a level due to QWC. Therefore, five marks were awarded.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx

Ofqual

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