Examiners' Report

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GCSE Information Technology 5IT01 01

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Introduction

This is the seventh time that candidates have sat for examinations for this unit, which requires them to explore how current and emerging digital technologies impact on the lives of individuals, organisations and society. This untiered paper has been specifically designed so that easier questions are more prevalent earlier in the paper, with gradually more challenging questions later on. Candidates across the ability range will find questions that are both challenging and interesting throughout.

Candidates are introduced to a scenario, within which they can contextualise their responses. Additionally, candidates will find that 'command words' are used consistently in the paper to indicate the type of response expected. It is hoped that candidates will demonstrate the knowledge, understanding and skills required to be "savvy" users of ICT.

Examiners saw many detailed responses. However, candidates often provided little more than simple statements and failed to include examples and reasons where expansions or explanations were required.

In the extended questions, many candidates did not provide the breadth of coverage required to gain marks in the higher bands. Some candidates demonstrated a better understanding of the requirement to analyse, evaluate, make reasoned judgements and present conclusions. Candidates should develop their use of subject specific language and should make better use of the Technology Update document, which is published every Spring to clarify the depth of content they are expected to learn.

Question 1 (b) (i)

Most candidates gained one mark for this question, usually for stating 'USB'.

Question 1 (b) (ii)

Most candidates gained both marks for this question, usually for stating 'Printer' and 'Monitor', or 'Headphones' and 'Speakers'.

Question 1 (c)

Most candidates gained 2 marks for this question. However, those who gained no marks sometimes gave disadvantages for advantages and vice versa.

(c) Tahira buys five computers and connects them to the school's network.

   (i) Give **two** benefits of using wired connections to network computers.

(2)

1 It is not interfered by the wireless connection traffic; it
is via wire so ~~since~~ the ~~connection~~ performance will be stronger. + better.

2 Wired connection does not require a key e.g. WAP-key
for it to work so you do not need to remember or view anything

   (ii) Give **two** drawbacks of using wired connections to network computers.

(2)

1 It can contribute to risks e.j. tripping hazards.

2 ~~# a wire is It takes up a lot of spac~~
You are limited to ~~your~~ where you go. more so than
wireless.

(c) Tahira buys five computers and connects them to the school's network.

(i) Give **two** benefits of using wired connections to network computers.

(2)

1   The connection will be faster

2   too less of a security risk

(ii) Give **two** drawbacks of using wired connections to network computers.

(2)

1   Possible hazard of having many wires around so could trip over the wires

2   The computers wont be able to move as it always has to be connected to the wire

Question 1 (d)

Most candidates did not gain a mark from this question. When marks were gained, it was often for stating 'Free'.Many candidates responded with descriptions of 'open' WiFi networks. Some candidates gave examples of proprietary software (usually Microsoft Office applications) rather than describe the term.

(d) The computers use an open source operating system.

Describe what is meant by the term **open source**.

(3)

Open Source means that it is free and editable so anyone with internet can often access it in terms of downloads and the coding can be edited to make changes to the software

ResultsPlus
Examiner Comments

Although perhaps not fully techically accurate, this response gains all three marks. The candidate has stated that it (open source) is free and that the coding can be edited. By stating that the coding can be edited, the candidate gains the marks for 'editable' and 'code is accessible' (as the code must be accessible for it to be editable!).

ResultsPlus
Examiner Tip

Make sure you read the question carefully.

(d) The computers use an open source operating system.

Describe what is meant by the term **open source**.

(3)

Open Source means the Source code is easily accessible, it means it can be edited, changed and played with by the user. It also means that it is free and can be used by other people for free.

ResultsPlus
Examiner Comments

This response shows clear understanding and gained all three marks.

Question 2 (a)

Most candidates gained 2 of the available 3 marks for this question, which was related to the causes of the 'Digital Divide'.

2 Tahira's school does not have an internet connection.

(a) Many schools in the world do not have access to the internet.

List **three** causes of a lack of access to the internet.

(3)

1   Affordability.

2   ~~Also~~ Lack of computer skills.

3   No powerlines/cables.

ResultsPlus
Examiner Comments

This concise response gained all three marks. NB: A mark was awarded for 'No powerlines', as it relates to 'lack of infrastructure'.

2 Tahira's school does not have an internet connection.

(a) Many schools in the world do not have access to the internet.

List **three** causes of a lack of access to the internet.

(3)

1 you can't gather information from websites like wikipedia so you can't get other peoples information

2 You can't get images from the internet so you would have to use clip art etc..

3 You can't put your work onto the internet for people to use.

ResultsPlus
Examiner Comments

Some candidates did not gain marks as they misinterpreted the question and gave consequences of a lack of access to the internet, rather than causes, as in this example, which did not gain marks.

ResultsPlus
Examiner Tip

The questions are often contextualised. Candidates should read the stem of the question, as well as the command sentence.

Question 2 (c) (i)

Most candidates gained the mark for this question.

Question 2 (c) (ii)

Most candidates gained 2 of the 3 marks available for this question.

Candidates sometimes failed to gain marks as they included both 'personal information' and 'hobbies' in their response, which were awarded from the same mark point due to their similarity. Other candidates failed to gain marks as they simply provided multiple ways of altering the layout, design, colour or theme. These types of responses were not discrete enough to be awarded marks.

(ii) List **three** ways in which a student could personalise their account profile.

(3)

1 Add a profile picture

2 Add a status

3 Add a description about themselves.

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Examiner Comments

This response was typical and gained all three marks.

(ii) List **three** ways in which a student could personalise their account profile.

(3)

1 A way that a student could Personalise their accont Profile is by going onto Privacy settings and only let these them Share with friends she you know

2 Also another way a Student could Personalise their account is by Putting your account on Private.

3 Finally everything that a Person Stores make sure finally make sure that you set a Strong Password / Pin that somebody will never guess.

Question 2 (d)

Most candidates gained both marks for this question. Usually for stating 'PayPal' and 'Credit/Debit Card'.

(d) The school pays online for the software.

List **two** payment methods that the school could use when online.

(2)

1 PayPal

2 Credit card

ResultsPlus
Examiner Comments

A typical response that gained both marks.

(d) The school pays online for the software.

List **two** payment methods that the school could use when online.

(2)

1 PayPal

2 Direct debit

ResultsPlus
Examiner Comments

Candidates often stated 'Direct Debit'. This was not rewarded as it was not considered to be a specific online payment method. 1 mark.

Question 2 (e)

Many candidates gained only 1 mark for this question.

> (e) Give **two** advantages to the school of using hosted applications software rather than locally installed software.
>
> (2)
>
> 1 They can access it where ever they have access to internet.
>
> 2 Always backed up on the internet, if there school computers go down, they wouldn't lose there work.

ResultsPlus
Examiner Comments

This response was awarded both marks. Note how the candidate has not just stated 'where ever' (sic) which would not gain a mark on its own, but has qualified it to state 'where ever they have internet access'.
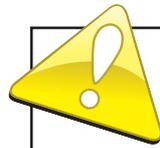
ResultsPlus
Examiner Tip

Try to avoid general responses. If possible, expand your response with an example or

> (e) Give **two** advantages to the school of using hosted applications software rather than locally installed software.
>
> (2)
>
> 1 School can monitor what they are doing
>
> 2 can install the application on more than one computer at a time.

ResultsPlus
Examiner Comments

A response that did not gain marks. Again, note the incorrect emphasis on security-related issues in the first part of the response.

Question 2 (f)

Most candidates gained only 1 mark for this question. Few candidates gained both marks.

A significant number of candidates related their responses to advertising, perhaps misinterpreting the term 'commercial' in the question.

(f) Providers of hosted applications software often do not require users to pay a fee.

Give **two** ways in which commercial software companies could respond to this challenge.

(2)

1. Decrease the price of there software to make it more affardable

2. Improve there software so users will feel that the fee is worth the improved experience

ResultsPlus
Examiner Comments

The first part of the response was typical and gained the first mark.

The second part of the response is typical of the kind of response that did not do enough to gain the second mark. 'Improve' was not enough to gain the mark for 'add features'.

ResultsPlus
Examiner Tip

Be specific. Read the Examiner comment and consider how you would improve this response.

Question 3 (a)

Most candidates gained the mark for this question, often for stating 'eyestrain', 'RSI' or 'headaches'.

3 The teacher that Tahira works with uses a computer with a monitor.

(a) State **one** possible effect on health from the use of monitors.

(1)

Staring at a monitor for too long can damage your eyes.

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Examiner Comments

This reponse was not considered to be sufficiently specific to gain the mark.

ResultsPlus
Examiner Tip

Give specific examples, rather than just providing general responses.

3 The teacher that Tahira works with uses a computer with a monitor.

(a) State **one** possible effect on health from the use of monitors.

(1)

Eye strain

ResultsPlus
Examiner Comments

A typical response that gained the mark.

Question 3 (b)

Most candidates gained 2 of the 3 available marks for this question.

(b) List **three** things that Tahira could do to the monitor to minimise the risks to the teacher's health and safety.

(3)

1. Lower the brightness of the screen.

2. Close blinds to minimize glare on the monitor.

3. Make sure their is sufficient lighting in the room. Adjust it so that its at her eye level.

ResultsPlus
Examiner Comments

3 good responses that gain all available marks.

(b) List **three** things that Tahira could do to the monitor to minimise the risks to the teacher's health and safety.

(3)

1. Time limit for how long they can go on for.

2. breaks from the monitor

3. make sure there in the best position to work,

ResultsPlus
Examiner Comments

Candidates sometimes gave responses such as these, which are not examples of what can be done to the monitor, as required by the question. 0 marks.

ResultsPlus
Examiner Tip

Ensure you understand the specific requirements of the questions.

Question 3 (d)

Most candidates gained both available marks for this question, usually for stating 'reduce brightness' or 'turn it off when not in use'.NB: 'Turn it off' on its own was not enough to gain the mark.

(d) State **two** ways in which the energy usage of an interactive whiteboard could be reduced.

(2)

1 keeping it off when not needed

2 lowering the brightness of the board to save energy.

ResultsPlus
Examiner Comments

A typical response that gained both marks.

Question 3 (e)

Most candidates only gained 1 of the 3 available marks for this question, mostly for stating that it made the lesson more engaging or fun for the students.

(e) Explain why Tahira might use an interactive whiteboard in a lesson with younger students.

(3)

It is a way in which she can work collabritasy in the class room with students, the students can get involved and take part in the lesson, giving them a greater understanding of what they have learned. The younger students will find it more interesting to not have sit and can use the board themselves.

ResultsPlus
Examiner Comments

An example of a response that gained all 3 marks.

Question 3 (f)

Most candidates gained 1 of the 2 available marks for this question, usually for stating 'use a larger screen' or 'change brightness'.

Candidates often failed to gain marks when they stated 'increase font size', which was deemed not to be specific enough, without stating 'system/OS font'. Some did not word 'speech recognition' clearly enough to gain the mark. Some candidates stated 'turn up the volume' / 'add speakers', which were not enough to gain the mark.

(f) State **two** ways that Tahira could make a computer more suitable for students with visual impairments to use.

(2)

1 put them at the front so they can see the computer.
2 Always make the children wear glasses when on the computer.

ResultsPlus
Examiner Comments

This response exemplifies how candidates sometimes failed to gain marks if they did not relate their answer to what could be done to a computer, as required by the question. 0 marks.

Question 3 (g)

Many candidates failed to gain marks for this question.

'Use advanced search', 'change search engine' or 'be more specific' were also seen frequently.

Some candidates stated 'use keywords', despite the fact that this was in the question.

Some candidates demonstrated an overall awareness of the use of Boolean operators but used 3 examples and so could not gain more than one mark.

(g) The interactive whiteboard is not working correctly.

Tahira uses keywords to search the world wide web for help. This returns too many results.

Give **three** search techniques Tahira could use to return fewer results.

(3)

1 How to get your interactive board working correctly

2 Interactive whiteboard guide to fix it.

3 How to correctly get the interactive white board working.

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Examiner Comments

There was a misconception amongst a lot of candidates who thought they were required to enter search terms such as those in this response, or stated 'go onto the whiteboard company's website'. 0 marks.

Question 4 (a)

Most candidates did not gain marks for this question. When

marks were awarded, it was often for responses related to the use of VLEs outside school, often used to complete work at home. Candidates frequently made vague comments about being able to do homework and they also seemed to struggle in linking answers.

Other responses were vague and related to learning practices that could have taken place without an online system.

4   Tahira uses a Virtual Learning Environment (VLE) with her students.

(a) Describe **one** way in which a VLE could be used to enhance students' learning.

(2)

A VLE can be used to enhance students' learning by using it as a platform for online lessons. By adding downloadable lessons or quizzes to the VLE, teachers can help students to further enhance their understanding in their own time, as well as go back over anything they may be unsure of.

ResultsPlus
Examiner Comments

This response is typical of one that gained both marks, for showing that by teachers sharing work, students are able to complete their own work at any time.

4   Tahira uses a Virtual Learning Environment (VLE) with her students.

(a) Describe **one** way in which a VLE could be used to enhance students' learning.

(2)

It could encourage them to use the computer for educational purposes in their free time and their parents may also have easier access to their so they'd learn more with the "watchful eye" of their parents

ResultsPlus
Examiner Comments

This response was awarded both marks as it relates to how parental access can support parental involvement in students' learning.

Question 4 (b)

Most candidates gained 1 of the available 3 marks for this question, usually for

 the detail of 'being human' or 'checking they are not a bot/robot'. However, some candidates' answers were too vague, referring to a computer or a hacker, rather than a bot/robot.

It was quite common for candidates to claim (inaccurately) that the test was to ensure that young children couldn't progress, to test an adult's eyesight or to test for disability.

(b) A student accesses the system. She sees this challenge response test.

Enter **both words** below, separated by a space.

fanatical upstarts

Text in the box:

fanatical upstarts
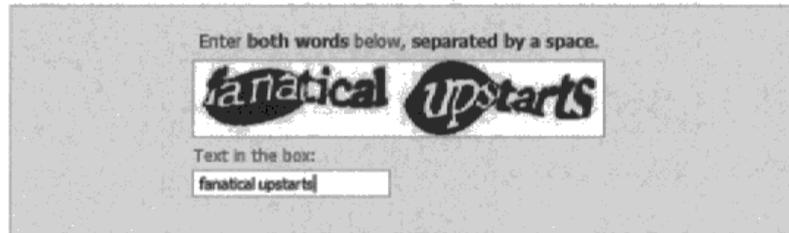
Explain why users might be asked to complete a challenge response test.

(3)

Users will be asked to complete a captcha captcha test to ensure that it is actually a human of signing up and not a 'web bot'. This is because there computers softwares cannot interpret text when it is like this. The captcha also adds another layer of security security and verification.

ResultsPlus
Examiner Comments

This response was awarded all three marks.

(b) A student accesses the system. She sees this challenge response test.

Enter both words below, separated by a space.

fanatical upstarts

Text in the box:

fanatical upstarts
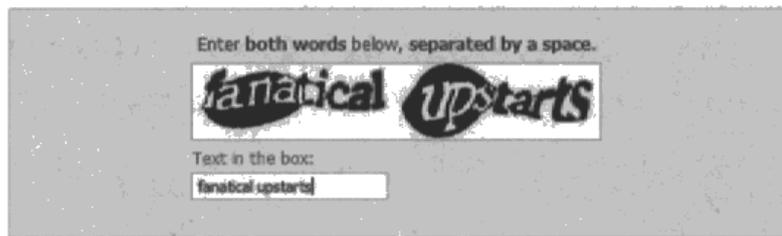
Explain why users might be asked to complete a challenge response test.

(3)

To make sure they're human so people don't use bot software to make spam accounts for malicious intent as they're mass software would not be able to detect what the text says due to the different shaped letters and so they don't get hacked. Basically for security.

Question 4 (d)

Many candidates did not score on this question. When **marks were awarded, it was usually for listing 'not accessing inappropriate sites' and 'only use the network for school work'.**

(d) Tahira writes an acceptable use policy for the school network.

List **two** items that Tahira should include in the policy.

(2)

1   For people not to download Illegal Software, or videos, music or Pictures (Copyright Act)

2   Not to look at Inapropreiate Images or Sites. Need to ~~look look~~ Block these Sites.

ResultsPlus
Examiner Comments

Here is a response that gained both marks.

(d) Tahira writes an acceptable use policy for the school network.

List **two** items that Tahira should include in the policy.

(2)

1   Students can see the data that the school holds about them. But the school are allowed to charge for this data to be viewed.

2   Students can demand for wrong information to be corrected.

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Examiner Comments

Often responses indicated that candidates thought they were required to list principles of the Data Protection Act as exemplified by this response, which was not awarded marks.

ResultsPlus
Examiner Tip

The 2013 Technology Update (TU) included 'Policies'. Candidates should ensure that they are familiar with the content of the TU, which is released each Spring. The content of the TU is valid for assessment from the year after publication.

Question 4 (e)

Most candidates gained fewer than 2 marks for this question. Candidates who recognised that they needed to respond in relation to an online workspace generally gained 2 marks, usually for using chat and file management/sharing. Some candidates did not gain marks as they wrote about using workspaces for individual projects and obtaining information from the internet. Others did not gain marks as they mentioned emailing work or generally discussing how they could work together in a context that might not be online. Many candidates neglected to mention a specific feature. For example, they would say that it allowed students to communicate with each other. However, without mentioning a specific feature such as IM or Chat they were unable to gain any marks.

(e) Tahira's students use an online workspace for a school project.

Describe how students can collaborate using features of an online workspace to complete a project.

(4)

Students can work collaboratively by assessing each others work and making improvements. Working together and adding more than one idea to a project can increase its success rates. They can use VoIP to either show or explain in ways which ideas may work.

ResultsPlus Examiner Comments

This response was awarded 2 marks. The first mark was given for 'assessing each others work and making improvements' and the second mark given for 'use VoIP'. There was not enough in the final part of this response to award a third mark, as it does not relate to HOW the feature (VoIP) facilitates communication.

ResultsPlus Examiner Tip

Candidates should consider whether it is appropriate to provide linked reponses to Descibe and Explain questions.

(e) Tahira's students use an online workspace for a school project.

Describe how students can collaborate using features of an online workspace to complete a project.

(4)

Students can work together on the same document and share ideas and give feedback. It also allows the students to change any incorrect work and make sure that the document is all correct. Students can also use voip (voice over internet protocol) to have online free calls to other students about the work.

Question 4 (f)

Most candidates gained 3 marks for this question. Very few responses gained a mark from Level 3, as they were not effectively developed or justified. Many answers lacked clarity and contained simple statements. Candidates often mentioned viruses, hackers, identity theft and staying safe on social networks, with many answers consisting of simple statements, or focusing on one particular aspect, perhaps repeating points of content. Some candidates failed to realise that this question was related to operating safely and only a minority talked about positives.

Question 5 (c) (i)

Most candidates failed to gain a mark for this question. Responses f**requently just stated that it would enable him to ring home / contact parents / use it abroad.**

(c) A student from the UK is visiting the school.

(i) His mobile phone is quad-band.

Explain why this is important to him whilst he is travelling.

(2)

If his phone is quad-band this means it has the
ability to connect to all other countries networks
who use different frequencies to transmit the signals
for his mobile phone.

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Examiner Comments

An exemplary response that gained both marks.

Question 5 (c) (ii)

Most candidates gained 1 mark for this question. When candidates failed to gain marks it was usually because they only referred to using the internet, rather than specifying WiFi/hotspot. Candidates often failed to gain marks as they mentioned buying a SIM card or International calling card.

(ii) Mobile phone calls cost more whilst he is away from the UK.

Describe **one** way in which he could use his phone to contact the UK without using the mobile phone network.

(2)

Connect to a wifi connection. Use social
media sites like Facebook or Twitter, to
message the person they want to contact.

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Examiner Comments

This response was awarded both marks.

(ii) Mobile phone calls cost more whilst he is away from the UK.

Describe **one** way in which he could use his phone to contact the UK without using the mobile phone network.

(2)

He may find a WiFi hotspot and connect to it So he can send an Email to the UK. The calls cost more more because he is roaming and whilst roaming you face International charges.

Question 5 (d)

Most candidates did not gain marks for this question. Where 1 mark was awarded, it was usually for mentioning that an internet connection is not needed to view the photos. Very few candidates responded by considering speed of access to storage, or reduced cost related to transferring the data to online storage using a mobile broadband connection.

(d) Students use their mobile phone cameras to take photos in class.

Explain **one** advantage of storing the photos locally, rather than online.

(3)

By storing the phone or locally it allows them to access the photo inediantly this means they have controll over their information and makes it harder for others to access it online.

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Examiner Comments

This response gained one mark as it refers to having faster access to the photos.

The second part of this response did not gain a mark as it is not linked to the first part of the response and is not factually accurate. Storing something locally does not make it harder to access online, it makes it impossible. Additionally, it is often harder for others to access media stored online than that stored locally as a local device, such as a mobile phone, which is more immediately accessible.

(d) Students use their mobile phone cameras to take photos in class.

Explain **one** advantage of storing the photos locally, rather than online.

(3)

Because if the photos are stored locally, they can be accessed quicker and easily because they are still on the mobile device rather than an online storage which will take time to load and may buffer whilst searching for a certain image.
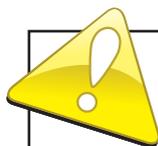
Question 5 (e)

Most candidates gained 1 mark for this question, usually for stating that people of different genders may have different personal interests/preferences. Some candidates gave examples of differences only related to types of games which was not considered enough to be awarded marks. Some referred to the given statistics. Responses were sometimes indicative of gender sterotypes. For example, many candidates claimed that women do not work, so have too much time on their hands, or would like apps that help them cook or want pretty phones that are coloured pink. Judging those sorts of responses was not the focus of the question, but is worthy of mention in this report as it appeared that these candidates over-emphasised gender bias, rather than concentrating on the requirement of the question.

> 37% of women use gaming apps regularly vs 26% of men.
>
> (Source: Guardian Media Blog, 6th August 2012)

(e) Describe the possible impact of peoples' gender on their choice of mobile phone features and the functionality these features provide.

(3)

Seen as thagh women use gaming apps more, they will opt acnmally go for phones which are more fashionable and theepre contain game stores (more variety of) where you can download games, whereas males use gaming apps less. they will go for a more business type phone which has a more formal layout and is very multifunctional and can carry out etc more many processes.

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Examiner Comments

This reponse gained all three marks. Referring to the source material provided, it gains the first mark for stating that people of different genders may have different preferences: 'women use gaming apps more'. The second mark was awarded for the linked feature: 'they will go for phones which...therefore contain more variety of game stores'. The third mark was awarded for the linked part of the response that states the functionality that is provided for by that feature: 'where you can download games'.

37% of women use gaming apps regularly vs 26% of men.

(Source: Guardian Media Blog, 6th August 2012)

(e) Describe the possible impact of peoples' gender on their choice of mobile phone features and the functionality these features provide.

(3)

If it is Men they may chose a fu
a Phone more suited to gaming with a bigger
Processor to have games run faster whereas for women
may want could connect to social media on their
                    mobile broadband
contract to access social media a a big Phone
memory to store Photos.

> 37% of women use gaming apps regularly vs 26% of men.
>
> (Source: Guardian Media Blog, 6th August 2012)

(e) Describe the possible impact of peoples' gender on their choice of mobile phone features and the functionality these features provide.

(3)

Females are more likely to use gaming apps then men so they may decide to have a Phone which has lots of storage space to hold games, Internet/3G/Wi-fi to download the game and big screen to play it whereas the Males may just get a phone to simply ~~test~~ text.

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Examiner Comments

Another example of a linked response for three marks. This time, the response relates to the storage required to 'hold' the games that 'females are more likely to use'.

Question 5 (f)

Most candidates were awarded 3 marks for this question.The majority of candidates' responses were a narrative of how people use technology in their everyday lives. The trends that ran through many of the responses were: mobiles phones, social networking, access to online shopping, cyber bullying, health and safety, privacy and the digital divide. A significant number of responses referred back to the question paper, using VLEs and interactive whiteboard as examples.

This unit: Living In A Digital World, requires candidates to explore the impact of current and emerging digital technologies. However, responses often revolved around *current*, rather than new uses of information technologies (as was the focus of the question), hence very few responses were awarded a level 3 mark. There was little evidence of subject specific, technical language and, once again, it was concerning to see the over-empahsis on eSafety in candidates' answers.

*(f) The digital world is constantly evolving, as people find new ways of using information technologies in their everyday lives.

Discuss the **impact** of these new uses of information technologies on people's daily lives.

(6)

I.T has affected a number of areas in our lives. People can set up personalized RSS feeds to have all the news they want to hear about sent straight to them

phone / device. This has made the daily trip to get a newspaper much rarer and even turning on the TV is less likely. This of course saves time and printing costs, and also damages the environment less, but is it a good thing? Some people have the view that we are missing out on basic socialisation and interaction with other people. The same point can be said for online grocery shopping, people are becoming less likely to go to food shopping because they can get their preferred groceries ~~delivarde~~ delivered to their door.

So people are going out less and getting more things delivered, but changes in communication have popped up too. Social networks and easy, fast access to the internet means that millions of people are sending millions of messages every hour. In one view, it's a positive because people can stay in touch and meet new people much easier. But on the other hand, some people have the view that we're missing out on reading body language and actually communicating and making 'real' friends.

(Total for Question 5 = 18 marks)

TOTAL FOR PAPER = 80 MARKS

*(f) The digital world is constantly evolving, as people find new ways of using information technologies in their everyday lives.

Discuss the **impact** of these new uses of information technologies on people's daily lives.

(6)

Information technologies such as social networking and SMS'ing are having a serious impact on the social skills of those who use them. The definition of the word friend has somewhat become lost in translation with social medias defining a "friend" as a person whom one has never met or even talked to but is listed as such on your profile. people are losing the basic skills of human interaction that are essential in modern day. and it is hard to argue that mobile texting is having an impact on the youth's of today's vocabulary. Information technologies allow us to obtain infinite amounts of information at our fingertips so it's no surprise that the attention span of the people is shortening with every passing generation. Games such as the late flappy bird have been so easy to play in recent year's that levels of procrastination and slacking off from work have skyrocketed coincidentally as have cases of RSI. There are positive effects of the new uses of information technologies, for example, the ease of obtaining information has meant that work can be completed easily without the sluggish trawl through dusty tomes of old. as was previously the case.

(Total for Question 5 = 18 marks)

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- Respond with the context of the question in mind, try not to give general responses
- Identify key words and command words in the question to ensure responses reflect what
- the question asks
- Continue to develop the good practice of expanding and explaining answers using
- examples and reasons, where more than a simple statement or list is required
- Do not repeat responses when more than one example/reason is required
- When provided with an example/reason and asked to provide one other, ensure your response is discrete from the given example/reason
- Practise a range of extended question types, not just balanced arguments
- Allocate time to plan the two 6 mark extended questions
- Ensure you are aware of the contents of the most recent Technology Update and emerging technologies.

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

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