

Examiners' Report
June 2014

GCSE Information Technology 5IT03 01

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Introduction

This unit was first examined in January 2012 and forms part of the double award GCSE ICT qualification.

The paper is non-tiered, allowing all candidates to access all grades. To this end, the questions are designed to gradually present increasing challenge, with a greater percentage of higher grade components in the later questions.

The examination is designed to test the candidate's ability to apply knowledge of digital design within context, therefore a scenario is provided at the start of the paper which runs through the examination and is supported by a range of stimulus materials that the question will make reference to. Candidates should also make use of these resources when demonstrating knowledge and understanding. The more successful candidates apply their understanding to the context provided rather than producing rote answers. The paper addresses a range of practical, applicable skills. Candidate preparation should be as realistic as possible, creating links with Units 2 and 4 and highlighting the methods of gathering, preparing, designing and creating digital content within a variety of contexts; this would help candidates to understand the practical applications of the content of the unit and enable them to more readily apply their understanding to the given context within the exam.

On the whole, performance was not as good as performance in June 2013. Many candidates had significant gaps in their knowledge which was often compounded by responses that did not make appropriate use of the given scenario, or by a failure to give suitable explanation/expansion in response to questions worth more than 1 mark.

Centres are encouraged to look at past papers with candidates and ensure they are familiar with the design and expectations of the paper. Ensuring that candidates are aware of the requirements of particular command verbs, for example that an "explain" question should contain two linked points, would greatly improve candidate performance.

Question 1 (b) (i)

Performance on this question was generally good. Most candidates gained at least one of the three marks available, with a significant proportion gaining two or three marks.

The most successful responses made specific reference to features of the given stimulus.

In the example, the candidate clearly references two features of the leaflet; however the third response is too general and not completely correct.

(b) (i) The leaflet is aimed at 11–14 year olds.

Identify **three** ways in which the leaflet is suitable for the target audience.

- (3)
- 1 Slung - "KOOL 4 SKOOL", clearly aimed at ~~children~~ children
 - 2 Pictures of dinosaurs make it appeal to children
 - 3 Large fonts



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Examiner Comments

2 marks awarded - the third point cannot be rewarded as the answer doesn't specifically make reference to the title, also 'large font' would not be specifically suitable for this age group.

Question 1 (b) (ii)

Candidates performed well on this question, with most candidates able to gain at least 1 mark.

Most candidates were able to identify that some of the language used in the leaflet may be too difficult for a younger age group and would need simplifying in a leaflet that was aimed at 5-8 year olds. As in Q1bi, successful answers typically made specific reference to the exemplar leaflet.

Where candidates were less successful this was often due to responses that were not specifically related to, or not appropriate for, the given example. It is important that suggestions for changes made are appropriate for the given context.

In the example we can see that the candidate's responses are very general and do not make specific reference to features of the given leaflet that could be changed for the new audience.

Statements such as 'less writing and more images', while sound general principles for making some designs suitable for younger audiences, are not appropriate for this context. The leaflet provided already had minimal text and reducing this would involve removing some of the information to be communicated, which would make the leaflet not fit for purpose.

Give **three** changes that George could make to the leaflet that would make it more accessible to 5–8 year olds. (3)

1. Less writing and ^{more} images.
2. Make all the writing big and bold so that they find it easy to read.
3. Make it colourful and make the text bright have ~~be~~ bright colours like red because it will grab their attention and young children like bright colours.



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Examiner Comments

The candidate does not gain any marks as all the responses are too general and do not relate to, nor are they appropriate for, the given example.

Question 1 (c) (ii)

Performance on this question was generally quite good with the majority of candidates able to identify a suitable reason why the second image would be used in a printed leaflet rather than the first. Where candidates were less successful, answers were general or incomplete and did not demonstrate understanding of the impact that the properties of these images would have.

Give **one** reason why George would use the image 'lizard_2' rather than the image 'lizard_1'.

(1)

The file is better quality.



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Examiner Comments

This response does not identify what makes the image better quality, such as file size or type. 0 marks.



ResultsPlus
Examiner Tip

Make sure that answers make specific reference to the stimulus.

In the second example we can see that the candidate has identified one property of the stimulus and gives a reason why this makes it the better choice.

Give **one** reason why George would use the image 'lizard_2' rather than the image 'lizard_1'.

(1)

Image 'lizard_2' is a TIFF image meaning it will have a higher quality.



ResultsPlus
Examiner Comments

The candidate gains 1 mark for this response



ResultsPlus
Examiner Tip

Make use of the given stimulus to ensure answers are accurate and appropriate.

Question 1 (d)

The majority of candidates were able to gain at least one mark from the two available, with about a quarter of candidates gaining both marks.

There were, however, a significant number of responses which gained no marks because they were too general or not qualified. Responses such as 'saves time' should always be qualified as to how/why time is saved in the given context.

This example was awarded 2 marks.

(d) When creating the new leaflet George re-purposes some of the elements from **Figure 1**.

State **two** reasons why George might use re-purposed elements.

(2)

1. Since the re-purposed elements are already made, it saves time from creating new elements.
2. Avoids copy-right issues as the re-purposed elements are ~~the~~ George's.



ResultsPlus
Examiner Comments

The candidate's responses are well written and the answers are justified.



ResultsPlus
Examiner Tip

When giving answers such as 'saves time' responses should give reasons as to how/why time is saved.

Question 1 (e)

Candidates did not perform well in this question with many responses not gaining any marks.

Where candidates were not successful this was often due to responses that identified the types of information that would be gained through the interview rather than the benefit of using interviews to gain feedback.

As part of developing an understanding of digital design, it is important that candidates are aware of the different ways of gaining feedback from users (as well as their associated benefits/drawbacks) which can help to develop and improve products.

In the example we see a response that gains all three marks.

3 You follow-up questions can be asked if necessary.



Question 2 (a)

Performance on this question was generally good with the majority of candidates able to achieve at least one mark, typically for identifying that the navigation links could be grouped together.

Less successful responses, as in other improvement/modification style questions, were often too general and did not identify specific features that could be improved.

Being able to identify possible improvements and to give clear and precise information on how to improve a product is an important design skill and should be practised with a range of products of varying quality and at different stages of their development.

(a) Give **three** ways that the design of the main menu screen could be improved.

(3)

1. Add pictures.
2. Give more information.
3. Make important things like the title stand out more.



ResultsPlus

Examiner Comments

In this example the candidate's responses are too general and do not identify specific things that could be improved on the digital product. This response gains 0 marks.



ResultsPlus

Examiner Tip

Be precise - answers should identify specific features of the given product that need improving.

(a) Give **three** ways that the design of the main menu screen could be improved.

(3)

1. The links could be highlighted to stand out.
2. The title should be repositioned to the centre.
3. The buttons should be repositioned into a list for easier navigation.



ResultsPlus

Examiner Comments

In the second example we see a good example of how a candidate makes specific reference to the elements of the given product that should be improved.



ResultsPlus

Examiner Tip

Specific reference helps! This candidate gains 3 marks.

Question 2 (b) (i)

Performance on this question was disappointing with a large number of candidates achieving no marks. Many answers referred to the benefit of sans-serif fonts rather than identifying what a sans-serif font is. Candidates who did gain a mark generally gave very good definitions of sans-serif, clearly identifying the absence of 'flicks' at the end of the letters.

Question 2 (b) (ii)

Candidates generally did well with nearly all gaining at least 1 of the available 2 marks. Most candidates were able to identify that sans-serif fonts are easy to read, but few were able to identify any other features/benefits of sans-serif fonts such as their cross-platform compatibility.

Centres should explore the extended features of fonts with candidates, such as their compatibility, and the impact that this has on a digital design. Candidate understanding of font appears to be limited to how easy it is to read with very few answers demonstrating an understanding of other ways the fonts can impact usability and the effectiveness of a digital product.

1	It	looks	professional		
2	It	is	easy	to	read



ResultsPlus Examiner Comments

This candidate gains 1 mark for identifying that the font is 'easy to read', but 'looks professional' does not gain a mark.



ResultsPlus Examiner Tip

Candidates should avoid unqualified statements such as 'looks professional'. Reasons given should clearly reference a feature or a specific impact on the user of the product.

Question 2 (c) (i)

Performance was variable on this question. Generally candidates showed an awareness of benefits of using a template, most commonly to speed up production of a digital product. However, less successful responses tended to use unqualified statements such as 'saves time', without any reference to how/why a template saves time.

Question 2 (c) (ii)

Performance of candidates on this question was generally very good. Most candidates were able to achieve at least one mark for identifying that a transition is a type of effect/animation, with a large number also able to gain the second mark by identifying that the transition would occur 'between' two screens/slides.

Question 2 (d)

The majority of candidates were able to gain at least 1 of the 3 marks available, typically for identifying that the ICT skills of a user may vary. Where candidates scored more highly, they considered a wide range of reasons such as the fact that the information point would not be used regularly therefore it should be intuitive to use.

In the first example we see a less successful response. The candidate provides responses that are very general and does not demonstrate an understanding of the purpose of the given digital product.

(d) Sonia has asked George to make the information points easy to use.
Give **three** reasons why the information points should be easy to use. (3)

- 1 So a wider range of people can access the information.
- 2 So people don't complain about the information points.
- 3 To give the zoo a professional look.



ResultsPlus Examiner Comments

It is important that responses are focused and specific to the given scenario. Responses 2 and 3 in particular fail to show a good understanding of the context of the question.



ResultsPlus Examiner Tip

Statements such as 'professional' should be avoided unless they are quantified with specific examples of how it would impact on the effectiveness of the product or on the user/company.

(d) Sonia has asked George to make the information points easy to use.

Give **three** reasons why the information points should be easy to use.

(3)

- 1 Because it will mean a positive user experience so users will use it again
- 2 Its target audience is children who may not be able to use complex technology
- 3 Making it easy to use will allow a range of people to use it



ResultsPlus

Examiner Comments

In the second example we see a much more focused response. This candidate show a clear understanding of the context and ways in which features of digital design would impact on this.

The example gains credit for the first two responses. Response 1 identifies the impact of positive user experience i.e. that users will want to use the product and 2 demonstrates enough understanding to show that ICT skill may vary between different users. 2 marks.

Question 2 (e)

Candidates were generally quite successful here with the majority able to gain at least 1 of the 2 marks available, usually for identifying use of a 'listen to this page' feature.

Many candidates failed to gain the second mark because they did not identify that an accessibility feature would be an 'option' that could be turned on/off used when needed. For instance, a response of 'bigger font' would not gain credit as it implies that fonts should be made permanently larger. 'Resizable' or 'adjustable' fonts would be an accessibility feature as these could be used as and when required by the user.

Question 3 (a)

Performance on this question was good with a large majority of candidates gaining at least 1 mark out of the available 4, and most gained at least 2 marks.

Most candidates were able to identify the need to align the data entry boxes and data labels to aid the user when inputting data. Many, however, suggested making all data entry boxes the same length, which did not gain credit. While making data entry boxes all the same length may create a pleasing/balanced appearance, the length of entry boxes should reflect their purpose and their size would be expected to vary depending on the amount/type of data the user needs to input.

Where candidates were less successful this was generally due to responses that did not identify a specific improvement to the given context. It is important that candidates can provide **specific** 'feedback' on digital products which identifies actual examples of how/why improvements are to be made.

(a) Identify **four** improvements that could be made to the form to ensure data entry is easy and accurate. (4)

1 Add dropdown menu

2 Add radio buttons

3 Add tick boxes

4 align data entry fields



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Examiner Comments

This candidate provides responses that are too general.



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Examiner Tip

When suggesting the addition of a feature such as drop-down menus, it is important to identify how/where it is to be used as these features would only be suitable for certain fields/uses.


Question 3bi

Performance on this question was very good with the majority of candidates gaining at least 3 out of the 4 marks available. The quality of responses in these design style questions has improved significantly over the last few series. Candidates' designs are much more accurate, in particular when they clearly differentiate between data *labels* and data *entry boxes*. However, many candidates failed to achieve all 4 marks as their designs did not show appropriate sizing of elements. In particular the size of data entry boxes did not reflect their use, and the booking reference entry box was often the same size as the surname box which is not good design.

Use the space provided to draw a layout design for the search screen that meets these user requirements.

(4)

Moorland Zoo



Customer Booking Search

Booking reference?:

Surname:




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Examiner Comments

This candidate has clearly included all required elements and has made sufficient and appropriate variation in the relative sizes of the data entry boxes. 4 marks.

Use the space provided to draw a layout design for the search screen that meets these user requirements.

(4)

Moorland Zoo

Customer Booking Search.

Booking reference:

Surname:



ResultsPlus

Examiner Comments

In the second example the candidate has included all 4 elements but has not varied the sizes of the entry boxes appropriately. The booking reference box is appropriately sized but the surname box would be too small for effective use. 3 marks.



ResultsPlus

Examiner Tip

Ensure that all elements in designs are of appropriate size relative to their purpose and to the other elements in the design. Here the 'Surname' box is too small.

Question 3 (b) (iii)

Most candidates showed a developing awareness of creating a test log by clearly identifying the expected outcome for the given test, i.e. that the data entry would be rejected. Very few candidates were able to identify a suitable action based on the rest of the information in the testing table: specifically that the designer would need to fix the data entry field's validation rule.

Question 3 (b) (iv)

The majority of candidates were able to achieve at least 1 mark for this question by correctly identifying that testing would be carried out in a busy environment, as this would simulate the nature of the location where the product would be used. Relatively few candidates were able to provide a linked explanation relating to their identified point and, as such, were prevented from gaining the second mark.

(iv) The search screen will be used by staff at the zoo entrance.

Explain why George might get the staff to test this part of the database in a busy location.

(2)

because if they are in a busy location they will be busy and stressed, which could mean they might ~~not~~ make a mistake which would prove if the validation has worked if no errors are made and accepted, so prove it works.



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Examiner Comments

In the example the candidate identifies that the error checking facility is being tested (1 mark) because errors are more likely when it is busy (1 mark).



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Examiner Tip

When answering an 'explain' style question, responses should contain 2 linked statements.

Question 3 (b) (v)

Candidate performance on this question was generally good with most candidates able to achieve at least 1 mark, typically for recognising that retesting is needed to ensure the changes made had been successful. A large number of candidates were also able to identify that retesting was needed to ensure that the changes made did not accidentally affect other areas of the product. Very few candidates were able to extend their answer further to gain the third mark.

Question 4 (a) (i)

The majority of candidates were able to identify a use of a moodboard i.e. 'to collect and express ideas for the product' and so gained 1 mark out of 2. However, very few candidates were able to produce an appropriate and linked explanation as to its use, for example: 'to be used with the client at the start of the design stage'.

(i) Describe how George might use a moodboard.

(2)

To visualise and outline what the style of the product may be, such as colour scheme and font style. This will allow him to gain likes and dislike from Sonia so he can make changes.



ResultsPlus

Examiner Comments

The candidate has provided a linked response which gives an explanation that expands on the use of the moodboard. The answer is awarded 2 marks: 'to visualise the style...such as colour scheme' (1) '...gain likes and dislikes from Sonia so he can make changes.' (1)

Question 4 (a) (ii)

Performance on this question was quite variable, a majority of candidates were able to gain one mark for identifying that a storyboard would be used to design the pages (layout and content) of a digital product. Very few candidates were able to expand their answer to gain a second mark. There were also a significant number of candidates who did not gain any marks here. Many candidates, in this and other 'design documentation' questions, showed no clear understanding of the use and purpose of different design documentation. Candidates' performance would benefit from ensuring that the use and purpose of different types of design documentation is clearly established.

Question 4 (b)

Most candidates were able to gain 2 out of 3 marks for identifying a feature that needed improvement, and for identifying one way in which

the feature has a negative impact on user experience. Relatively few candidates could extend their explanation to gain the second mark available in 4bii. T

his was typically due a failure to identify a specific impact on user experience. Answers such as 'doesn't look professional' were common and did not gain credit as this does not identify any specific feature of the product or how it affects the user.

(b) Some features of the first version of the e-zine could be improved.

(i) Identify **one** feature that could be improved.

(1)

The title overlaps an image, making it harder to read.

(ii) Explain how, if not improved, this feature would have a negative impact on the user experience.

(2)

If not improved, the user may decide not to use the product as they may find it difficult to use.



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Examiner Comments

In 4bi the candidate identifies a suitable feature that needs improving, for 1 mark. In 4bii they identify how that feature may affect the user for another mark. The candidate has attempted to provide a linked explanation but the expansion 'difficult to use' is not appropriate to the improvement and reason suggested. 2 marks.

Question 4 (c)

Most answers gained 2 of the marks available. In 4ci candidates were able to provide a sketch of a suggested file structure which made use of 2 folder levels. Very few could provide a suitable 3 level folder structure. Candidates should understand that having a root folder called 'new folder' would not be appropriate and so any new, older structure should change the main root folder name.

In 4cii very few candidates could give suitable benefits of their folder structure compared to the original. Answers were often unfocused and did not specifically reference the changes they had made or the benefits these changes would have for the user.

Question 4 (d)

Performance varied on this question with the majority of candidates producing answers at the top of mark band 1 or the bottom of mark band 2 (2-3 marks). Generally candidates identified methods of achieving consistency within and across products but analysis of the impact of these methods was often superficial. More successful responses identified a number of methods and provided a balanced evaluation of them, clearly explaining how they would affect the product, user and company. The best were typified by evaluation of both the positive and negative impacts supported, where appropriate, by relevant examples.

Less successful responses tended to explain how to achieve consistency but evaluation of impact was either omitted or limited to generic statements such as 'makes it look professional'. Such statements, with no reference to specific user or company impact, do not show understanding of how digital design impacts on products and users and cannot gain credit.

* (d) It is important when designing and creating digital products that they are consistent.

Outline the different methods used to ensure consistency in digital products and evaluate their impact.

(6)

there are many methods used to ensure consistency in digital products. One method would be to use the same font ^{type} ~~size~~ ^{throughout} throughout the product. This allows the product to look more professional and aesthetically pleasing for the user. You should use the same colour scheme throughout because it also makes it professional and allows those with visual impairments to still use the product. You could also use a template for the product to allow the same layout

on each page, making it appealing and visually clear ~~simple~~ for the user.



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Examiner Comments

In the first example we see a mark band 1 answer. This candidate gives a basic description of ways in which consistency can be achieved but analysis of the impact is superficial. 1 mark.

* (d) It is important when designing and creating digital products that they are consistent.

Outline the different methods used to ensure consistency in digital products and evaluate their impact.

By using templates one can keep their ~~website~~ ⁽⁶⁾ product absolutely consistent throughout, all over this is a great tool to remain consistent it may become repetitive and bore users. If you wish to use templates interesting images and multimedia must be throughout the site to keep users engaged.

If you wish to achieve consistency throughout a ~~site~~ ^{product} all fonts must remain. ~~this~~ However this does not mean text cannot vary in size, use this feature to draw users attention to different areas on the site. Making text bold, italic or underlined also eliminates the feeling of repetitiveness. Different fonts can be used but must be used sparingly.

~~to~~ Colours throughout the product should remain the same. Eliminate the repetitive feel by picking a colour scheme throughout the product that consists of 10-20 closely shaded colours.



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Examiner Comments

This is an example of a mark band 2 response. The candidate identifies ways in which the designer could achieve consistency in digital products. Although evaluation could be more detailed, sufficient evaluation of the impact is given to place the answer in the second mark band. 3 marks.



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Examiner Tip

To move to higher mark bands, 'evaluation' responses should consider a range of ways the product may impact on users both positively and negatively.

Question 5 (a)

Performance on this question was generally good with most candidates able to gain at least 1 mark (typically for identifying a feature that would engage the user) and a pleasing number gaining 3 or 4 marks. Less successful responses did not specifically reference a feature from the given example.

Question 5 (b) (i)

The majority of candidates were able to identify 'downloading' as an alternative to 'streaming' for accessing video online. Where candidates were less successful, responses tended to identify video sharing sites (such as YouTube) which would not gain credit as the primary method of accessing videos on such sites is streaming. To improve performance, centres should ensure that learners are aware of the two primary methods of accessing video online, as outlined on the Unit Specification (i.e. streaming and downloading), as well as when and how each is used.

Question 5 (b) (ii)

The majority of candidates were unable to identify a suitable method of compressing video, such as using a codec or exporting the video to a different file format. Many responses showed little understanding of how a designer could compress a video. Understanding the ways in which video and other digital content is prepared, so that it is appropriate for the intended product and purpose, is vital in developing a well rounded understanding of digital design.

Question 5 (b) (iii-iv)

Most candidates gained at least 1 of the possible 2 marks here, usually for identifying that compression of video may lead to reduced video quality. The majority of candidates were also able to identify a positive impact i.e. that a compressed video would typically load more quickly.

Less successful responses tended to be too general; many candidates identified as a benefit that the 'video would become smaller'. In this context this on its own does not gain credit as 'becoming smaller' is an *outcome* of compression rather than a *benefit*.

(iii) Give **two benefits** of compressing video.

- 1 It is faster to load ^(especially on slow internet connections), due to smaller file size. (2)
- 2 ~~Streaming will be smoother and require less buffering.~~
- ~~A smaller filesize takes up less space on their hard drive and their website's server, which has limited space.~~

(iv) Give **two drawbacks** of compressing video.

- 1 There may be a reduced quality of ~~an~~ video. (2)
- 2 ~~You may lose details in the video, and the~~ It may change the file format and so users would need a codec to read it.



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Examiner Comments

This is a good response which clearly identifies the positive and negative impact of compressing video and therefore shows a clear understanding of the impact on the user. 4 marks.

Question 5 (c)

The majority of candidates were able to gain some credit here, with most of these achieving 1 of the 2 marks available for identifying that the site map shows the links between the pages of the site. Relatively few candidates developed their answers further to access the second mark.

(c) When planning the website George created a site map.

Explain why a site map is used when planning a website.

(2)

You can see the structure of the website
and how it will ~~notes~~ link together.



ResultsPlus

Examiner Comments

1 mark awarded for identifying that the site map shows how the pages link together.



ResultsPlus

Examiner Tip

This gains 1 mark for identifying one reason, to gain both marks in an 'explain' question a response such as this needs an additional and linked reason.

Question 5 (d)

The majority of responses gained at least 1 mark, with most being at the top of mark band 1 (2 marks). Overall, candidates could identify a range of ways in which digital elements could be combined and more successful candidates provided good quality analysis of the impact of combining elements. In these cases, candidates' responses considered the possibilities of both positive and negative impacts. The majority of candidates, however, tended to consider only positive **or** negative and as such were not able access the higher marks.

*(d) The zoo wants its website to provide a multi-sensory user experience.

Analyse how combining different elements, in the zoo's website, will affect the user experience.

(6)

Adding multimedia features such as video could improve a user experience as it improves the interactive capability of the site as the user can scroll and choose what video they would like to watch. In addition, it could appeal to both genders, all ethnicities and be a strong attraction to a younger audience. However, videos have large file sizes and could lead to buffering/buffering on browsers & users with slow internet speeds reducing user experience.

The use of images is effective at reducing the amount of blank space on a webpage as well as adding colour to the site. This improves the page's aesthetics and will attract a large younger target audience. However, large images could increase the download time of the site because of their size.

Sound is also an effective way of improving your product. The use of voice over during a video or listening to page features allow an accessibility feature for the partially blind & so, improves their user experience. Also the use of sound would add to the multi-sensory user experience as it could provide sound that would collaborate with the visuals of the page through images, video or animation to create a ~~immersive~~ immersive user experience.



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Examiner Comments

This response identifies a number of ways in which elements can be used and combined. There is some analysis of both the positive and negative impact of these elements, but this is not always expanded/explained fully.

The response is therefore in mark band 2.

The quality of the content places it at the top of the mark band.

QWC is adequate for this level. 4 marks.



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Examiner Tip

Ensure the response matches the 'command verb' in the question. 'Analyse' requires consideration of a number of different view points.

*(d) The zoo wants its website to provide a multi-sensory user experience.

Analyse how combining different elements, in the zoo's website, will affect the user experience.

(6)

Combining different elements in the zoo's website will affect user experience by enhancing it as the website will include the large range of remaining assets made by George. It will ~~also~~ almost interest the user even more by the fascination of how much the zoo has to offer as well as the opportunities. The user will feel the full customer satisfaction by having access to all elements within a website. Also, the combination of these in the website means the user does not need to use any additional software to gain access to the website, they only need internet access. However this ~~is~~ varies from different people so could be an issue. Overall, ~~the~~ combining different elements in the zoo's website will help to improve the

user experience as it contains a variety of several different elements on the zoo.



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Examiner Comments

This response does not specifically identify how elements can be combined but talks in general terms about the how multi-sensory websites impact on the user. There is limited analysis unsupported by examples.

The response is therefore in mark band 1.

The quality of the content places it at the bottom of the mark band.

QWC - is not considered as it at the bottom of the mark band, however it is sufficient at this level. 1 mark.

Paper Summary

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

- Make greater use of the given scenario within responses, as answers should be contextual.
- Develop exam technique to fully address questions; understanding the requirements of particular *command verbs* will allow for greater accuracy in responses.
- In responses that require more extended answers, ensure examples are clear, concise and relate to the given context.
- Improve the range of knowledge of **how**, **why** and **when** the full spectrum of design documentation is used.
- Develop links between the content of the Unit 3 specification and the Unit 4 CAB to improve ability to apply understanding within a practical context.

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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