GCSE

Edexcel GCSE

Information and Communication Technology (3185 / 1185)

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Summer 2005

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Examiners' Report

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Contents pages

GCSE Information and Communication Technology
Summer 2005

1185 (Full Course) / 3185 (Short Course)

Foundation Tier

Section B
Questions based on the Case Study

Q1 Database
   (a) The majority of candidates were able to gain both marks.
   (b) Correctly identified by most.
   (c) Most candidates recognised the key field but were often unable to identify the why it must be the key field.
      Successful answers showed an understanding of uniqueness and that it could be used to identify particular customers.

   (d) There are still many candidates who confuse encoding with encrypting.
      Many responses correctly identified that data was shortened, however a significant number of candidates went down the Boolean route i.e. stating that this only allow two choices Y / N.
      Many gave saves space but did not qualify this in terms of storage / screen. Few candidates mentioned saving space on printout / screen.

Q2 Spreadsheet
   (a) The majority of candidates were able to gain 3 marks.
   (b) Many candidates correctly identified the bar code reader, however it was clear that a large number thought the price was held in the bar code and few mentioned accessing the database.

Q3 Networks
   (a) This was not well answered, many candidates seem to think that networks are cheaper than standalone computers.
      A number of candidates misread the question and gave advantages of networked machines.
      Many answers related to access to the internet, or e-mailing.
   (b) The majority of candidates had some idea of emailing and many identified the need to browse for and select the file needed. Omissions in answers frequently included the need to enter a subject, the recipients address and writing the content.
      Some candidates appear to have used answers learnt from past papers and gave answers describing the process of an email getting from sender to receiver, or describing what an attachment is and the advantages of electronic mail.

Q4 Newsletter
  (a) Candidates are still losing marks by using brand names rather than generic terms for software.
  (b) Many candidates scored both marks, however some did not read the question and gave graphics as an answer. Colour was often cited as were issues relating to content.

  (c) Generally well answered by many candidates; most had scanner and/or digital camera with appropriate supporting reasons. A significant number gave modem as an answer.

Q5 Data capture form.
    A significant number of candidates did not read the question correctly and many drew very artistic posters. Others failed to realise that it was an on-line form and drew paper based forms.

    When the question was read and understood then generally high marks were awarded.

Section C

Q1
  (a) A large majority of candidates gained full marks.
  (b) Candidates were able to score well on the question, although many gave very complicated answers.

Q2 Flowchart
    Very few candidates gained full marks and a significant number failed to gain any marks at all, suggesting that flowcharts are not being taught in many centres.

Q3 Internet communication
  (a) As in past years candidates gave vague answers such as 'cheaper', 'easier' and 'quicker' without any qualification when describing the benefits of e-mail. However the majority did manage to gain at least one mark. The responses to the second part of the question were weak, trade names were often given e.g. MSN and there were a large number who did not gain any marks.
  (b) The majority of candidates showed some understanding of the issues involved and gained good marks. However there were few who used the phrase 'back up' and many candidates talked about viruses and hacking. There was also a significant number who gave answers relating to monitoring the branches.

Q4 Use of Internet
  (a) Most gained the mark for using anti virus software, a smaller number identified a firewall.
  (b) Generally well answered, although some candidates concentrated on viruses and hackers. Many were able to identify the issue of inappropriate web sites. A significant number lost marks by identifying 'strangers' as an issue in chat rooms but not following this through to paedophiles.
  (c) Generally well answered by most candidates although many lost marks by not identifying 'key phrases' such as search engines, online shopping, etc.

Q5 Simulators
   (a) Many candidates were able to gain marks for identifying safety issues. Marks were often lost by giving vague answers relating to cost.
   (b) Candidates were rarely able to identify two applications, however many correctly identified games.

Q6 Data Logging
   (a) Again marks were lost for vague 'quicker', 'easier' answers. Many did however give responses relating to accuracy, reliability and automatic recording.
   (b) As in other questions marks were lost for giving trade names as opposed to generic software terms.
   (c) Few candidates gained both marks for the software features, although a significant number did identify charts / graphs.

Q7 Operating System
   (a) The majority of candidates managed to score some marks although very few gained seven or eight marks.
   (b) A very poorly answered question with few candidates gaining any marks.

Q8 ICT System
   (a) Candidates did not score well on this question. Some were able to link input, process and output, but very few showed any understanding of backing store.
   (b) As should be expected the majority of candidates were able to identify input and output devices, but backing storage devices was more problematic. As in previous years candidates often gave the media e.g. floppy disc instead of the device.

GCSE Information and Communication Technology
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Higher Tier

Section B
Questions based on the Case Study

Q1 Database
    (a) Generally well answered. Candidates correctly referred to unique identification, however few mentioned that other information may be replicated.
        However there were a number who did not seem to know what a key field was and answered in unclear and rambling terms, usually making some reference to the key field being *the most important* and that a Friend could not be identified without it, or something similar.
    (b) There are still many candidates who confuse encoding with encrypting.
        Many responses correctly identified that data was shortened, however a significant number of candidates went down the Boolean route i.e. stating that this only allow two choices Y / N.
        Many gave saves space but did not qualify this in terms of storage / screen. Few candidates mentioned saving space on printout / screen.
    (c) A well answered question with many candidates getting full marks.
        A wide range of answers were given, many described ways to get members to check their data on a regular basis, others gave good validation and verification answers.

Q2
    (a) Networking
        A number of candidates misread the question and gave advantages of networked machines.
        Many answers related to access to the internet, or e-mailing.
        A large proportion of candidates identified the increased risk of viruses and the ability to share printers, although few gave answers relating to the monitoring of users.
    (b) E-mail attachments
        Many candidates gave detailed answers on how to create the newsletter and / or how to log into an e-mail account. However they did then go on to answer the question and often gained high marks as the mark scheme provided a good number of marking points.
        There were many answers which confused sending an e-mail to a group with mail merging.
        Candidates also lost marks by using trade names of software instead of generic names.

Q3
(a) Input device for kiosk.
A surprising number do not understand the term device and many wrote 'bar code'.
Many candidates put scanner for the device.
Few knew the correct term for a concept keyboard but having given an incorrect
name they were able to gain marks for correctly describing how the device works.
A large number of candidates believe that a bar code contains the price and that
the information is transferred from the bar code reader directly onto the screen on
the till.

(b) If statement
This clearly presented difficulty to a large number of candidates.
Most candidates at demonstrated some knowledge of the IF statement and correctly
identified the cell references but not many actually seemed to construct the
correct formula.

Q4 Newsletter
(a) Many candidates lost marks for giving general answers e.g. change font size clearly
this would only improve the appearance if this was applied to specific text e.g.
change font size for the title. Where the change was correctly described the
additional mark was often lost by stating 'to make it more appealing' which was
given in the question. Others failed to read the question and gave no reason for the
change at all.
(b) The vast majority of candidates correctly identified a digital camera as an input
device but did not explain how the image got into the computer.
A large number identified a scanner.
There were few who identified the need to resize / crop the image.

Q5 Data Capture Form
Many candidates failed to take into account that this was a web page data capture
form and subsequently were unable to gain the marks for features such as command
buttons, scroll bars etc.
Candidates also lost marks for inappropriate field lengths.
In centres where this had been taught well candidates produced very good forms
and scored highly.

Section C

Q1 ICT System
(a) Generally answered well, with a large number of candidates scoring 2 marks.
However a significant number of candidates lost the third mark by confusing
backing store with feedback.
(b) RAM - plenty of candidates referred to storage of data, information, etc but only
some correctly addressed the volatile nature of RAM with references to temporary
storage, or data currently in use.
ROM – a great deal of confusion with CD ROMs. Few candidates mentioned start up
program.
The differences were often well described.

Q2 Algorithm
  (a) A wide variety of interesting methods were used to trace the movement.
      However the question was not well answered, with the vast majority of candidates
      gaining 0 or 1 mark.
      A large proportion of candidates who did get the first cycle correct generally went
      on to get full marks.
  (b) The question was not well answered, with a significant number of candidates failing
      to get any marks.
      Many candidates failed to take note of the requirement to use the most efficient
      method and subsequently lost that mark.
      A large number of candidates merely copied the list of instructions from Q2a.

Q3 Flowchart
      A very poorly answered question. Many candidates clearly had little idea of what a
      flowchart is or what it should look like. Even amongst those who showed some
      understanding few demonstrated any idea of how question boxes work.

Q4
  (a) Security
      Most candidates seemed to correctly identify the need for a backup copy of the
      data. Few gained full marks as the candidates frequently gave one reason only.
      Very few identified that the backup was off site.
      A number of candidates gave responses relating to monitoring the work of the
      branch.
  (b) The impact of ICT
      A well answered question with a large number of candidates getting full marks.
      Security issues were thought to be a big concern by some, but it was clear from the
      question that it was staff and customer related issues should be considered.

Q5 Internet issues
  (a) Generally well answered by most candidates although many lost marks by not
      identifying 'key phrases' such as search engines, online shopping, etc.
  (b) Generally well answered. The question was quite well matched to the candidates'
      personal experience and this was reflected in the answers given.
      There were some answers relating to antivirus software to be installed and also
      some confusion between antivirus and firewall applications but the greater majority
      correctly identified the more appropriate solutions.

Q6 Data Logging
  (a) Many candidates gained 1 mark for identifying calculations or graphs, but few
      mentioned both.
  (b) A very poorly answered question.
      Many answers related to health and safety issues and keeping equipment dry.
      Very few considered the other conditions being measured, so only a small
      proportion of candidates gained marks on this question.

Q7 Simulation

The vast majority of candidates attempted the question which suggests that the subject has been widely taught. However few gained full, or even higher marks.

Most answers focused on safety issues.

Where cost issues were discussed candidates lost marks by giving vague responses.

A good proportion of answers related to the possibility of varying conditions.

Q8

(a) Operating System

The question was either well answered or very poorly answered, presumably reflecting the time given to teaching the topic.

Input and output control and resource management were frequently responses.

(b) Most candidates were able to gain 2 marks, many identified the benefit of not having to input command, but few identified the ability to 'drag and drop'.

A significant number interpreted the question as relating to graphics and gained no marks.

Information and Communication Technology
1185 and 3185

Principle Moderators Report

General Comments

The quality of work varied less from centre to centre this year, with many centres either taking note of last year's moderation report or the advice given in the training events held.

Centres and candidates that had used the following subheadings usually produced work that matched the marking criteria and therefore scored well.

For candidates to score high marks, all sections of the project report should clearly explain how the data will be manipulated to solve the problem.

Identify
- Introduction
- The problem
- Real user
- Alternative solution 1
- Alternative solution 2
- Why is ICT a sensible way of solving this problem.
- Quantative Objectives

Analyse
- Hardware
- Software
- Input
- Processing
- Output
- Backup
- Security

Design
- Initial Designs
- User Comments
- Final Designs
- Test Plan

Implementation
- Evidence of Error Correction
- Evidence of Testing
- Evidence of the Problem Solutions

Evaluation
- Evaluation of Objectives
- Users comments
- Further improvements

Projects were on the whole still far too large, with candidates including far too much hardcopy of their solution. A significant number of centres included user guides which are not required or multiple copies of output demonstrating the same point i.e. Mail merge.

Internal Standardisation

It was occasionally apparent that internal standardisation had not taken place, despite having a signed OPTEMS declaration to the contrary. This makes it very difficult to moderate and some work had to be returned to centres to be remarked.

Annotation

This varied between centres. Some annotation was very detailed but most centres annotation was poor, making it very difficult to see why marks had been awarded. The most important piece of annotation is the reasons why a project is marked as STANDARD or EXTENDED. Teachers who use the marking grid available on the Edexcel web site need to add none or very little extra annotation.

Administration

Some centres made it very difficult for moderators by failing:
- To send the correct sample of work
  - Highest and lowest marked candidates work is required
  - If any asterisked candidates have been withdrawn candidates they should be replaced by other candidates
- OPTEMs
  - Marks not written on OPTEMs
  - Marks on OPTEMs were not the same as candidates work
  - Teacher had failed to sign OPTEMs
- CCCS
  - No indication of standard or extended marking

Standard and Extended

This is still causing some centres problems and centres are reminded that the evidence for extended work should not just appear in the Implementation section but also in the Analyse and Design sections. A significant number of centres had extended marks reduced to standard due to the lack of extended evidence.

A small number of centres are still awarding marks in the extended column even when they have indicated that it is a standard project. A standard project can not score more than 30 marks in total and maximum of 6 for analyse and design and 8 for implementation

Identify

- Introduction
- The problem
- Real user
- Alternative solution 1
- Alternative solution 2
- Why is ICT a sensible way of solving this problem
- Quantative Objectives

Most candidates are stating problems and identifying a 'real user'.

Consideration of possible alternative solutions was often varied with the better candidate often comparing an ICT solution to a manual one. To gain top marks the candidate has to justify the use of an ICT solution to the problem.

More candidates expressed the user's requirements (quantitative objects) clearly but too many candidates are still giving general statements such as: "The user will need to be able to search the database" when an objective such as "The user will need to produce a printed list of everybody who has not paid their bill" gives the candidate an objective that can be used in all the other sections of the solution.

Although the specification only suggests three objectives, this should be looked at as a minimum and the more a candidate can suggest at this stage the easier it is to use them as a check list for analyse and design.

Analysis

- Hardware
- Software
- Input
- Processing
- Output
- Backup
- Security

General – Weaker candidates often made generalised statements that lacked detail.

Hardware – Candidates are still including far too much general information in this section instead of concentrating on the hardware that is important to the solution to the problem.

Software – Only the software that relates solely to the candidate's solution is required and the choice should be justified by using the objects.

Input – To score high marks candidates need to include examples of actual data stating how it will be collected and input into the system.

Processing – Candidates would benefit from describing how the data from the input section is manipulated to obtain the objectives. Far too many candidates are producing a written report on how they are going to create the solution which lacks any of the detail required to gain high marks.

Output – This section is still very poor with little or no detail included. For some problem types e.g. DTP, WP and Multi Media this section is very important with lots of justified details required.

Backup – This should relate to the solutions backup and not the candidates work. It should include "real" file size, frequency and the medium.

Security – Not all problem solutions need security. Some candidates had elaborated the security measures when the solution required easy access by the general public.

Design

- Initial Designs
- User Comments
- Final Designs
- Test Plan

Far too many centres are still marking implementation as design. Once a candidate uses the target software the design process has finished and implementation has started therefore had drawn designs are better.

Designs do not have to be neat and should be regarded as working documents with crossings out and changes, centres requiring candidates to redraw designs after the project has been completed are wasting their candidate's time.

The candidates design should show a progression from early ideas to the final solution. This can be achieved by adding detail to an initial design. Some centres photocopied the initial design and candidates added extra detail to the photocopies.

Most candidates included user comments.

Candidates would benefit from checking their designs against their objectives, insuring they have included the objectives that will earn them extended marks.

Some candidates produced excellent test plans based on the projects objectives but all too often the test plan lacked detail or was missing. The test plan is best presented as a table similar to the one below for a formula in a spreadsheet

Test No	Reason	Data	Expected Result
1	Profit formulae H6=D34-F45	D34 (Income) =£500 F45(Expenditure)= £300	H6= £200

Candidates limit the marks that can be awarded if a test plan is not included.

Implementation

Centres are reminded that if no real design exists the maximum a candidate can score for implementation is 3.
The evidence should be in the form of annotated hardcopy which needs to be annotated by the teacher if there are features that are difficult to show on a printout.

Screen shots that are copied and pasted into the report to show the candidates method are rarely necessary.

This should consist of three sections:

- Evidence of error correction .
    - 3 or 4 annotated printouts showing the work at different stages of the implementation.
- Evidence of the implementation of the test plan.
    - Maximum of one annotated printout per test, in practice several tests can often been shown on one printout.
- Evidence of the problems solution
    - These need to include any evidence that has not already been printed out.
    - If the test plan covers the solution then for a standard project no further printouts maybe necessary.
    - For extended work printouts/screen shots maybe necessary to show evidence of extended work.

The inclusion of formal testing linked to the test plan needs to be present for a candidate to score more than half marks on this section.

Evaluation
- Evaluation of Objectives
- Users comments
- Further improvements

The evaluation should be based on the solution of the original problem not the candidate's use of the software.

Most candidates attempted to evaluate their original objectives but often failed to include formal user's comments in the form of a letter or the results of a questionnaire.

The evaluation should be concluded by the candidate commenting on the users comments and suggesting further improvements to the solution.

Spreadsheet Solutions.

Identify
Quantative objects were less of a problem but candidates would still benefit by using simple objectives with at least one objective per formulae used. i.e.

Susan needs to calculate a total for income each week.
Susan needs to calculate a total for expenditure each week.
Susan needs to calculate the profit each week.
Susan needs to have monthly figure for profit.
Susan would like to be able to have a graph of income, expenditure and profit for a four week period.

Analyse
Candidates should be encouraged to use actual data in this section.

Input could be in the form of a table with a list of the data required with columns for method of collection, method of input and any validation required.

In the processing section candidates need to discuss the formulas required in general terms e.g. Profit = income – expenditure.

The output section should focus around the user interface, use of colour, menus, buttons and input boxes and the type of graphs

Design
Initial designs will not have any detail regarding formulas but would give the user an idea of what the finished solution would look like. Then once the user comments have been recorded the candidate will add the detail regarding formulas, look up tables etc. It may be useful to give the candidates a blank spreadsheet printout with the grid on. Candidates need to make sure they have designed the elements which will lead to extended marks being awarded.

A full test plan needs to include the data values of the test data and would test:
- Every objective
- Every formula, replicated formulas only need to be tested once.
- Any other elements that have been created
- Validation needs to be tested with two values one valid data item and one invalid data item
- If buttons used for navigation the candidate only needs to test **ONE** button.
- Features used for extended work

Implementation
There is no requirement for the candidate to show the moderator how they have created the solution but for a spreadsheet a formulae printout should always be included. The only exception to this is for extended solutions. e.g. Validation and lookup tables may need extra screen shots/print outs.

Evaluation

The candidate should start by evaluating the original objectives, a simple yes or no with a page reference to the evidence is not enough.

Next any changes made during implementation to the original design or the software not having the facilities required for the solution problems they have had are not relevant such as the school network going down.

Database Solutions.

Identify

The lack of quantative objects often got pupils off to a poor start. Simple objectives such as the ones below will help candidates produce a more detailed solution.

Fred needs to produce a list of cars sold that week.
Fred needs to be able to search the database by price.
Free needs to be able t search the database by manufacturer.
Free needs to be able t search the database by engine size.
Fred needs to printout a list of cars in price order each week for his advert in the local paper.

Analyse

Candidates should be encouraged to use actual data in this section.

Input could be in the form of a table with a list of the data required with columns for method of collection, method of input and any validation required.

The objectives can then be used to explain the process and output that needs to happen in the analyse section.

In the processing section they can describe the queries and reports required and for the output discuss the printed reports and the forms required plus the user interface.

Design

The initial designs should concentrate on look and feel and therefore will be based on the screen forms and printed output. The user comments can be written on the back of the designs.

The designs will then have more detail added to them such as colour, font types/sizes plus the designs of any data structures, relationships and simple/complex searches or any other features of the software used which will lead to extended marking.

Several candidates just created the relationship but did nothing with it, this does not gain extended marks.

A full test plan needs to include the data values of the test data and would test:
- Every objective
- Creation, deletion and amending records
- Any other searches/sorts which have been created
- Validation needs to be tested with two values one valid data item and one invalid data item
- If buttons are used for navigation the candidate only needs to test **ONE** button.
- Features used for extended work

Implementation

There is no requirement for the candidate to show the moderator how they have created the solution but candidates do have to show the implementation of extended tasks. This can be done by a few screen shots not a walk through of the creation process.

Evaluation

The candidate should start by evaluating the original objectives, a simple yes or no with a page reference to the evidence is not enough.

Next any changes made during implementation to the original design or the software not having the facilities required for the solution problems they have had are not relevant such as the school network going down.

DTP Solutions.

Identify

The problems were often too superficial to gain high marks. Good candidates will produce a reusable solution such as a template which can be used by the user themselves.

A candidate needs a problem that will give them a chance to demonstrate different DTP skills and realise that "real" DTP problem are not normally a one off solution, e.g. Magazines are produced every month but very few candidates try to design a template for repeated use. A magazine where candidates need to create 3 different sorts of page give them more scope.

- A front cover would allow them to display graphic and layout skills,
- A double page spread would allow text manipulation.
- A games page/readers survey would allow different layout and text skills

Most Sunday supplements have examples of these every week

Quantative objects appear to be a problem for this type of project with candidates falling into the trap of it looking good which is subjective.

Simple objectives such as the ones below will help candidates produce more a detailed solution.

The editor requires a front page with a full colour picture in the back ground.
The editor requires the middle pages to have an article of 1000 words laid out in columns.
The editor wants all the headings to be in the same style and size of font aprt from the magazine name on the cover.
The editor needs pages numbers at the top of each page aligned alternatively left and right.
The editor requires a front page with a full colour picture in the back ground.

Analyse

Hardware - the candidate will probably need to discuss the extra equipment they may need such as scanners, digital camera and printers.

If the candidate is producing a reusable solution the data maybe unimportant. e.g. If the opening article will always be 500 words then the content of the article does not matter and the candidate could use any 500 word article cut and pasted from else where.

The divisions between the input, process and output sections can get blurred. The input section should concentrate on where the individual data items will come from in terms of the problem. The vast majority of candidates state that the data will be downloaded from the internet, when in terms of the problem they would collect it from the editor, photographer or journalists etc. They can then discuss the format the work will be in and what they will need to do with it to get it into the DTP package.

If candidates are using a graphics package to manipulate the art work then they need to discuss what they need to do in the process section. Different file formats and their use can also be discussed and the order they are going to do the work in.

1. Create template
2. Prepare graphics
3. Insert graphics
4. Insert text
5. Etc

The output section should be discussing paper size, layout and printing.

Candidates often gave there own backup solution here and rarely considered the user. The size of the file was often over looked with lots of candidates assuming it would fit on a floppy disc when the file would be too large.

Design

The initial design should be a simple blocked design so the user can have some idea about the layout. Most candidates then added details regarding the fonts for the final design, this was not enough detail for a final design. The individual blocks need detail regarding size, number of words, the location of the data file. Image manipulation may need the original graphic with annotation to the changes that are required.

A full test plan would test would test every objective plus any features which had been added during the design.

Implementation

Three or four annotated printouts showing the solution at different stages plus the final solution and the evidence of testing is all that is required. If the candidate has manipulated images for extended marks, before and after pictures are required as evidence.

It maybe necessary for the teacher to annotate the pupil's work where it is difficult to produce hardcopy evidence of extended features.

Evaluation

The candidate should start by evaluating the original objectives, a simple yes or no with a page reference to the evidence is not enough.

Next any changes made during implementation to the original design or the software not having the facilities required for the solution problems they have had are not relevant such as the school network going down.

When the users are a group of people a questionnaire is a good method of getting user feedback but the results of the questionnaire should be analysed by the candidate and presented as a report including a single copy of the questionnaire.

Multimedia Solutions (See notes for DTP.)

Candidates often solved very superficial problem. Candidates who attempted a more demanding problem such as a kiosk type solution usually scored very well. This allowed them the opportunity to include a menu system, sound, graphics and video.

Teachers need to certify that features which can not be printed have been used. One of the simplest ways to achieve this is to add an extra column onto the text plan for the teacher to initial.

Test No	Reason	Data	Expected Result	Teachers Initials
1	Sound plays for 5 seconds when slide is loaded	William Tell Overture	Hear William Tell Overture	
2	Animation on slide 6	The red cars…….	This text will fly in from the left	

Web Page Solutions (See notes for DTP/Multimedia.)

A web site should not be a one off but will need updating by the user once it has been created. Far too many candidates were just making web pages by cutting and pasting from other sites and were not really solving a problem.

Web pages are very difficult to do justice to in hardcopy and teachers should bear this in mind when setting this type of problem. Evidence for extended tasks must be clearly shown. For example it is possible to show animated graphics by printing out the individual sequence which makes up the finished graphic.

Word Processing Solutions (See notes for DTP/Multimedia.)

Centres should be very careful if submitting Word processing and DTP solutions, they should concentrate on different skills. Several centres produced an advert via DTP and a flyer and Letter headed paper via Word Processing. These are not significantly different skills and may lead to the lowest solution being marked as zero.

It is recommended that centres do not submit work from both of these software types but if they do, to base the Word Processing solution on a mail merge.

Grade Boundaries

GCSE Information and Communication Technology
(Full Course) 1185

GRADE BOUNDARIES – SUMMER 2005

OVERALL GRADES

The figures given below are the minimum subject marks required for each overall grade in the summer 2005 examination.

(Foundation Tier)

C	D	E	F	G
52	43	34	26	18

(Higher Tier)

A*	A	B	C	D	E
74	64	55	45	36	31

GCSE Information and Communication Technology
(Short Course) 3185

GRADE BOUNDARIES – SUMMER 2005

OVERALL GRADES

The figures given below are the minimum subject marks required for each overall grade in the summer 2005 examination.

(Foundation Tier)

C	D	E	F	G
49	41	33	25	17

(Higher Tier)

A*	A	B	C	D	E
77	67	57	47	37	32

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