

Principal Examiner Feedback

Summer 2010

GCSE

GCSE Information and Communication Technology

Full Course and Short Course

(1185 and 3185) Paper 2H

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com.

If you have any subject specific questions about the content of this Examiners' Report that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can speak directly to a subject specialist at Edexcel on our dedicated ICT telephone line: 0844 372 2186

Summer 2010

Publications Code UG024332

All the material in this publication is copyright

© Edexcel Ltd 2010

Section B

Q1(a)(i)

The majority of the candidates produced correct responses. However in some instances, candidates used either values or incorrect cell references to write the formula. In addition, there were some responses using arithmetical signs such as X instead of * which are not accepted in a spreadsheet.

Q1(b)

Candidates made a good attempt at the question and the vast majority gained at least one mark for identifying an 'if' statement.

Many lost marks due to incorrect syntax, confusing the < and > signs, omitting the following = and also including a £ sign.

Q1(c)(i)

The majority gained more than half marks, generally for either identifying one method as 'copy and paste' or alternatively by identifying insert and selecting the correct file, with additional marks coming from locating the chart and resizing.

A significant number failed to read the question and produced answers relating to creating the chart and a surprisingly large number described using a screen print pasted into a document.

Q1(c)(ii)

Many gave incorrect responses implying that candidates had misunderstood the question.

Q2(a)

Despite the Case Study being in centres for 18 months before the examination, a surprising number of candidates seemed to have no understanding of EPOS systems. Those that had covered EPOS in their preparation gave clear, accurate responses in all parts of the question.

A significant number gave answers relating to EFTPOS and described the process of paying electronically, going into great depth about the use of chip and pin and debit cards.

A small number lost marks by giving vague answers such as scanning the item without any mention of barcodes.

Q2(b)(i)

Most candidates gained marks by identifying the need for fewer staff and many were able to give automatic stock control responses.

Q2(b)(ii)

Less queuing time was the most popular response with some candidates identifying more accurate bills / accurate change.

Some candidates did not read the question properly and got the benefits the wrong way round and some thought that this was an online method and subsequently wrote about the benefits of shopping online.

Q3(a) and Q3(b)

This question was answered very well, and, better than similar questions in recent years, indicating that the topic had been well covered by centres and also perhaps that this is now a part of most candidates' lives.

There were a significant number who talked about general benefits of having a website, or mixed up Q3(a) and Q3(b) but the majority gained marks in both sections.

The most commonly correct answer in Q3(a) was the ability to order without visiting the shop and in Q3(b) the reduction in the number of staff / shops. However many incorrectly referred in (b) to the extra income from delivery / postage.

There were a significant number who talked about general benefits of having a website, or mixed up Q3(a) and Q3(b) but the majority gained a least one mark in both sections.

A surprising number at this level gave vague answers such as; staff doing other things, more profits, more sales and customers buying more things.

Q3(c)

This question was frequently misinterpreted by the candidates. A significant number described how the bookstore had acquired the customer's email address; others described the process of creating and sending an email either automatically or manually.

Of those that had carefully read the question, many gained marks for citing the internet and satellites / modems etc. Only a minority mentioned ISPs and very few identified the customer's inbox.

Q3(d)

This was well answered by the majority of candidates with many correctly giving allocating user names and passwords, creating backups and maintaining hardware.

A small number of candidates related their answers to tasks that needed to be done to the website, rather than managing the computer network and others gave responses about dealing with the online ordering system.

Q4(a)

Candidates in general did not score well on this question. Many gave vague answers and there was a great deal of repetition.

Marks were most commonly gained for consistency, fixed information always given and saves time creating a new page; all with no reasonable expansion for an additional marks

Many gave responses such a 'professional look' with very few used the terminology "house style" or company image.

Others gave answers relevant to last year's question regarding navigation of the website; indicating that yet again the question was not read correctly.

Q4(b)

Many candidates gained marks in all sections of this question.

Section C

Q1(a)

The majority of candidates scored high marks on this question.

Candidates were able to produce very well designed forms which included all of the necessary data and often well considered ease of use techniques; generally sensible field lengths, drop down lists and tick boxes.

Incorrect responses were generally about unsuitable items, particularly credit card details.

Q1(b)

Candidates in general answered this question well with many gaining two marks. Marks were however lost by those who gave responses relating to abbreviations for yes and no.

Q1(c)(ii)

The majority of the candidates were able to identify “uniquely identify a record” answer, but only a few went on to score the second mark.

Q1(d)

Most of the candidates were able to identify validation in Q1(d)(i) and verification in Q1(d) (ii); however few were able to achieve the extra marks. In some instances the answers were reversed, which is disappointing in a higher level paper.

Q1(e)

These were very much ‘theory’ type questions and responses by the candidates were very weak with few gaining any marks at all.

Q2

The quality of responses throughout this question would suggest that centres that are teaching networking are doing so well, but many others are not covering the topic in any depth at all.

Q2(a)

Most of the candidates attempted to draw the topologies and many gained 3 marks. Marks were lost by candidates drawing the correct topology but not identifying the server. Many students failed to label any of the diagrams. Some candidates did wonderful drawings but failed to pick up the marks due to these failings whilst others picked up near maximum marks from very basic sketches.

It was surprising how many candidates did not label the server correctly; frequent incorrect responses included CPU, hub and main computer.

Q2(b)

Many candidates got the two networks confused. Others failed to gain marks because they referred to computer or server failure, rather than being aware of the dependence on cabling.

Marks were also lost by not differentiating between branch and central cables for the BUS topology. “Cheaper or “More Expensive” responses were often unqualified.

Q2(d)

Most candidates were able to gain marks for sharing data and peripherals, but few went beyond this.

A common incorrect response was 'sharing software'.

Q2(e)

Many candidates identified the risk posed by hackers but not that the risk was from internal users. Other answers included 'slow' without further explanations. Candidates who gained the mark usually mentioned the cost of installation and viruses spreading.

Many candidates referred to computers breaking down affecting the rest of the network rather than the server.

Q2(f)

Candidates often identified the need for suitable media, frequency of backup, and the need to keep the media safe, but failed to expand on these to gain additional marks. Some attempted to explain the ancestral method but these were often vague.

A significant number discussed backing work up onto floppy disks and memory sticks rather than backing up for the whole organisation.

Q3(a)

This question was answered slightly better than similar questions in recent years.

Many candidates were able to identify two benefits, the most commonly correct answers relating to safety and varying weather conditions and a significant number correctly identified environmental issues.

Many candidates lost marks by referring to the cost of the simulator rather than the running costs. 'Safer' on its own was often cited and gained no mark.

Q3(b)

Candidates were generally able to identify that not all possibilities could be predicted, but many lost marks for vague responses such as "not like the real thing".

Q3c(ii)

Many candidates showed a good appreciation of feedback and gained all 3 marks whilst others showed no understanding and gained no marks at all.

Many incorrect responses referred to giving pilots feedback to improve their future performance and some described the scenery looping round for a change of scenery.

Q4

On the whole this question was not answered well and only a few candidates gained more than half the marks. However, it was often clear where centres had taught this topic and their candidates gained high marks.

ALU - the marks were usually gained through identifying calculations with only a few students recognising that this is where data is processed

IAS - marks were lost where candidates referred to files and not data and many gave references to RAM. IAS was generally not understood.

CONTROL UNIT - a minority of candidates identified this as where hardware, software and data input and output are controlled. Candidates often referred to actual input and output devices.

Statistics

Subject: 1185 ICT

Papers: 01 Coursework and 2H Written Paper (Higher)

Grade	A*	A	B	C	D	E
Boundary Mark	78	67	56	46	37	32

Subject: 3185 ICT

Papers: 01 Coursework and 2H Written Paper (Higher)

Grade	A*	A	B	C	D	E
Boundary Mark	82	71	60	50	39	33

Note

The boundary marks are the minimum subject marks required for each overall grade.

Grade boundaries may vary from year to year and from subject to subject, depending on the demands of the question paper.

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467
Fax 01623 450481

Email publications@linneydirect.com

Order Code UG024332 Summer 2010

For more information on Edexcel qualifications, please visit www.edexcel.com/quals

Edexcel Limited. Registered in England and Wales no.4496750
Registered Office: One90 High Holborn, London, WC1V 7BH