

# Principal Examiner Feedback

## Summer 2010

GCSE

GCSE Information and Communication Technology

Full Course and Short Course

(1185 and 3185) Paper 2F

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## Section B

### Q1(d)(i)

Few candidates gained both marks. Many used standard mathematical symbols such as X instead of \* and many gave C2 as part of their answer.

### Q1(e)

Many candidates gained a mark for 'highlighting cells' however few scored both marks. A significant number of candidates attempted to answer the question by referring to setting data types in a database, rather than formatting in a spreadsheet, even though the introduction to the question clearly said that the question was about a spreadsheet.

### Q1(f)

Of those that read the question correctly the majority gained marks for identifying one method as 'copy and paste', with additional marks coming from locating the chart and resizing. Only a minority mentioned opening the two documents.

Many failed to read the question and produced answers relating to creating the chart.

### Q2(b)(i) and Q2(b)(ii)

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.

Many gave answers relating to online shopping and a significant number gave answers relating to EFTPOS and the advantages of being able to pay electronically.

### Q3(b)

Most candidates attempted an answer and the full range of marks was seen. The majority were able to gain marks for the features but failed to score for the 'use', often misinterpreting 'use' as 'why' and subsequently not giving a description of which part would be altered.

Weaker candidates often repeated the font style/ size given in the question and some gave answers about changing the content and / or spell checking rather than formatting what was already there.

### Q3(c)

Many candidates gave output devices, in particular referring to screen / monitor. Others correctly identified a scanner but went on to say 'to print copies of the flyer'.

### Q3(d)

Spell checking was frequently given to gain one mark, few gained the second.

### Q4(a) and Q4(b)

This question was better answered 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 (a) and (b) but the majority gained a least one mark in both sections.

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

#### Q4(c)

This question was not well answered. Candidates seemed to be aware that confirmation emails are generated, but few showed any understanding of the process and the majority gave answers relating to manually sending emails or using mail merge techniques.

## Section C

### Q1(g)

This was not well answered, many giving responses that related to communication providers such as Skype / MSN / Facebook.

A minority were able to identify GUI but very few gave command line.

### Q2(a)

As was to be expected from an overlap question with the higher paper the full range of marks was seen.

At the weaker end candidates gained one or two marks from adding sections for straightforward data such as an email address and post code. These candidates generally failed to gain any marks for ease of use techniques.

In addition, middle order candidates gained marks for adding in sections relating to departure dates / destination.

The higher order 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.

### Q2(c)(ii)

The majority of candidates correctly identified that the field was unique. However the second mark was rarely gained - common responses being; because it is the first column / the most important information / the quickest way to find a person / can't be changed.

### Q2(d)

Many candidates correctly identified the data type for surname, fewer gained this mark for date booked and only a minority were successful with Customer ID. The most commonly correct field length was Date Booked.

A small number of candidates completed the table with actual data.

### Q2(e)

This question was disappointing, poorly answered. The majority failed to gain any marks; many gave answers relating to editing which was given in the question.

### Q3

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.

### Q3(d)

Many answers in the disadvantage sections related to failure of the 'network' or 'computer'. Few candidates gave accurate answers referring to failure of the main / branch cables.

As ever at this level many answers were of the 'cheaper' / 'faster' type with no qualification.

#### Q3(e) and Q3(f)

Many candidates were able to gain one mark, generally for sharing printers or files. Others lost marks for answers related to topologies or internet connections.

#### Q4(a)

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

Many candidates were able to identify one benefit, the most commonly correct answer being 'no one gets hurt if there's a crash' however 'safer' on its own was often cited and gained no mark.

Varying weather conditions was also frequently offered and a significant number correctly identified environmental issues.

#### Q4(b)

This proved more difficult for candidates at this level and few gained marks. Answers were often repeats of Q4(a) and the unqualified 'cheaper' / 'easier' responses were frequently cited.

#### Q4(c) and Q4(d)

This required candidates to put knowledge of input and output devices into context and many struggled.

Keyboard and mouse were often given for (a), along with a range of output devices and printers were frequently given in (b).

#### Q4(e)

A significant number of candidates failed to make any attempt at this question. Of those that did, few showed an understanding of what computer modelling is and many gave design / monitoring and control responses.

The most frequently cited correct response was computer games.

## Statistics

**Subject:** 1185 ICT

**Papers:** 01 Coursework & 2F Written Paper (Foundation)

Grade	C	D	E	F	G
Boundary Mark	56	46	36	27	18

**Subject:** 3185 ICT

**Papers:** 01 Coursework & 2F Written Paper (Foundation)

Grade	C	D	E	F	G
Boundary Mark	55	45	36	27	18

### Note

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

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