

Oxford Cambridge and RSA Examinations



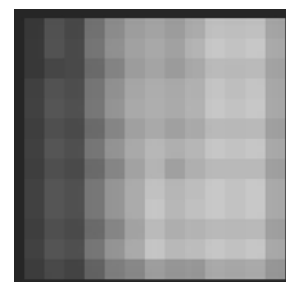
**GENERAL CERTIFICATE OF SECONDARY EDUCATION
GENERAL CERTIFICATE OF SECONDARY EDUCATION
(SHORT COURSE)**

**GCSE 1995
GCSE 1095**

INFORMATION AND COMMUNICATION TECHNOLOGY SPECIFICATION B

**COMBINED MARK SCHEME
AND REPORT FOR THE UNITS
JANUARY 2005**

GCSE



1095/1995/MS/R/05J

OCR (Oxford, Cambridge and RSA Examinations) is a unitary awarding body, established by the University of Cambridge Local Examinations Syndicate and the RSA Examinations Board in January 1998. OCR provides a full range of GCSE, A level, GNVQ, Key Skills and other qualifications for schools and colleges in the United Kingdom, including those previously provided by MEG and OCEAC. It is also responsible for developing new syllabuses to meet national requirements and the needs of students and teachers.

The mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

The report on the Examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the syllabus content, of the operation of the scheme of assessment and of the application of assessment criteria.

Mark schemes and Reports should be read in conjunction with the published question papers.

OCR will not enter into any discussion or correspondence in connection with this mark scheme or report.

© OCR 2005

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annersley
NOTTINGHAM
NG15 0DL

Telephone: 0870 870 6622
Facsimile: 0870 870 6621
E-mail: publications@ocr.org.uk

CONTENTS

General Certificate of Secondary Education

GCSE Information & Communication Technology B - 1995

GCSE (Short Course) Information & Communication Technology B - 1095

MARK SCHEME ON THE UNITS

Unit	Content	Page
2377/01 F	ICT B: Paper 1 Foundation	1
2377/02 H	ICT B: Paper 1 Higher	3
2380/01 F	ICT B: Paper 2 Foundation	5
2380/02 H	ICT B: Paper 2 Higher	11

REPORT ON THE UNITS

Unit	Content	Page
*	Chief Examiner's Report	18
2378	ICT B Coursework	19
2379	ICT B: Coursework Extension Task	22
2380/01	ICT B Paper 2 Foundation	26
2380/02	ICT B Paper 2 Higher	29
*	Grade Thresholds	31



RECOGNISING ACHIEVEMENT

Mark Scheme 2377/01
January 2005

Question Number	Answer Key		Question Number	Answer Key
1	D		21	D
2	C		22	C
3	D		23	B
4	D		24	C
5	A		25	C
6	C		26	A
7	C		27	B
8	D		28	A
9	A		29	A
10	D		30	A
11	B		31	C
12	C		32	B
13	B		33	A
14	D		34	A
15	D		35	C
16	D		36	D
17	B		37	B
18	D		38	C
19	D		39	B
20	B		40	A



RECOGNISING ACHIEVEMENT

Mark Scheme 2377/02
January 2005

Question Number	Answer Key		Question Number	Answer Key
1	C		21	D
2	D		22	D
3	B		23	B
4	B		24	C
5	D		25	A
6	D		26	A
7	D		27	A
8	B		28	D
9	B		29	D
10	C		30	C
11	B		31	C
12	D		32	C
13	A		33	C
14	A		34	C
15	B		35	B
16	B		36	C
17	A		37	D
18	C		38	A
19	D		39	B
20	B		40	C



RECOGNISING ACHIEVEMENT

Mark Scheme 2380/01
January 2005

1 One mark for each correct line.

	Floppy Disk	Hard Disk	CD-ROM	Zip Disk	DVD
Is the cheapest	X				
Retrieves data the fastest		X			
Is not portable		X			
Looks like a floppy disk but holds more data				X	

[4]

2 1 mark for each reasonable answer such as:

Equipment	Use
Bar code scanner	<i>To find information about a book or video from the stock list Check out - buying book</i>
Touch screen	<i>Customer displays to view book catalogue Checking availability of goods</i>
Web cam	<i>Security monitoring Web design Video conferencing</i>
Swipe Card Reader	<i>(Credit/debit) card payments Loyalty card records</i>

[4]

3 (a) Scanner

[1]

(b) 1 mark for method of capture:

- standard camera and scan image(1)
- from security camera(1)
- digital photographs(1)
- digital film reader(1).

1 mark for mentioning transfer:

- would be taken and transferred

1 mark for transfer method:

- disk transfer(1)
- into the computer via a cable(1)
- Bluetooth
- Infrared
- Memory card/reader

[3]

(c) One mark for valid printer.

- ink Jet
- laser

[1]

Reason: One mark for each valid point, up to 2.

- good colour reproduction (1)
- quality(1)
- clarity (1)
- quiet (1)
- cheaper to run (laser) (1)
- cheaper to buy (ink jet) (1)

[2]

(d) One mark for each valid point up to 2.

- pictures take up a large amount of storage/memory (1)
- zip disks and CDs hold more data than floppy disks (1)

[2]

4 1 mark for each risk, 1 for each precaution.

DO NOT ALLOW SAME PRECAUTION TWICE

Do not allow 'drinks'

Must have the risk correct before the precaution can be marked

eg Risks - RSI

- wrist rests (1)
- proper keying position (1)

eg Back pain

- adjustable seating (1)
- well-designed workstations (1)

eg Headaches/eye strain

- clean screens (1)
- blinds (1)
- set away from glare and reflection (1)

Allow regular breaks precaution for any 1 of 3

[9]

5 One mark for each valid point up to 3.

- a spreadsheet(1) or accounts package(1)
- desk-top publishing software(1) or WP(1)
- graphics(1) or art(1) or photo package(1)

[3]

6 (a) One mark for valid choice.

- database (Brand names not acceptable) (1)
- spreadsheet (Brand names not acceptable) (1)

[1]

(b) One mark for valid point.

- unique identifier (1)
- shorter than ISBN (1)
- easier to find (1)
- DVD will not have ISBN number (1)

[1]

(c) One mark for each valid point up to 3.

Media = Paperback

AND

Author = Robert Wilton Each criterion worth one mark.

[3]

(d) Any **one** from:

- so that the system can be audited
- so that they have rights to certain parts of the system
- so they can change things
- checking up on staff

[1]

(e) One mark for each valid point up to 2.

- make it read only (1)
- so that they can't change anything (1)
- backing it up (1)
- so they have another copy(1)

[2]

7 (a) Any two from:

- first page (1)
- visitor will see Links to other pages (1)
- basic information (1)

[2]

(b) One mark for each valid point up to 3. e.g.

- books (1)
- videos (1)
- order form (1)
- contact detail (1)
- inquiry (1)
- shops (1)
- special offers (1)

[3]

(c) Any **four** from:

Correct spelling not necessary

Not 'shops'

- book (1)
- video (1)
- film (1)
- hardback(1)
- paperback (1)
- movie (1)
- dvd (1)

[4]

8 Marks will be awarded for:

One page only no marks for navigation, Max 7 marks for questions

- suitability of presentation for young adults (1) e.g interesting fonts, photos
- navigation system between the two pages 2 out/.in (2)
- use of other hyperlinks (1)
- essential elements- one mark for each e.g. pictures/maps, shop details, contact details, products. (3)
- annotation, one for inclusion one for clarity (minimum one annotation)

[9]

Total: 55



RECOGNISING ACHIEVEMENT

Mark Scheme 2380/02
January 2005

- 1 (a)** Scanner only [1]
- (b)** 1 mark for method of capture
- standard camera and scan image together (1)
 - from security camera (1)
 - digital photographs (1)
 - digital film reader (1)
- 1 mark for mentioning transfer:
- would be taken and transferred
- 1 mark for transfer method
- disk transfer (1)
 - into the computer via a cable (1)
- (c)** One mark for valid printer must be specific no trade names. [3]
- ink Jet
 - laser
 - deskjet
- Reason: One mark for each valid point, up to 2.
- good quality reproduction (1)
 - quality (1)
 - clarity (1)
 - quiet (1)
 - cheaper to run (laser) (1)
 - cheaper to buy (Ink jet) (1)
- (d)** One mark for each valid point up to 2. [2]
- pictures take up a large amount of storage/memory (1)
 - zip disks and CDs hold more data than floppy disks (1)
- 2 (a)** One mark for valid choice [2]
- database (1)
 - spreadsheet (1)
- Brand names not acceptable
- (b)** One mark for valid point. [1]
- unique identifier (1)
 - shorter than ISBN (1)
 - easier to find (1)
 - DVD will not have ISBN (1)
- (c)** Any **one** from: [1]
- so that the system can be audited
 - so that they have rights to certain parts of the system (security can only access their own area)
 - so they can change things
 - checking up on staff
- Not security on its own [1]

- (d) Any **two** from:
- make it read only
 - so that they can't change anything
 - backing it up
 - so they have another copy

[2]

- 3 (a) 1 mark for each risk, 1 for each precaution.

DO NOT ALLOW SAME PRECAUTION TWICE

Can credit a safety precaution if not in risk

eg Risks – RSI

- Wrist rests (1)
- Proper keying position (1)

eg Back Pain

- Adjustable seating (1)
- Well-designed workstations (1)

eg Headaches/eye strain

- clean screens (1)
- blinds (1)
- set away from glare and reflection (1)
- staring at screen/ eye strain(focus on something else, not look at screen. (1)

Allow regular breaks precaution for any 1 of 3

[9]

- (b) *Any six from:*
- spend less time commuting (1)
 - less office space needed (1)
 - environmentally friendly (1)
 - more time with family (1)
 - can plan when to do the work (1)
 - isolation from work colleagues (1)
 - may feel vulnerable and unable to resist work demands (1)
 - do not have to live near to office (1)
 - need to have a work area/study within the home (1)
 - may cost more – heating/lighting etc (1)
 - no support / replacement if PC breaks down(1)
 - Managing own time(1)

One extra mark for a conclusion or weighing advantages and disadvantages

[7]

- (c) *Any six from:*
- health risks of increased computer use (1)
 - email (1)
 - spread of viruses (1)
 - access to unsuitable material (1)
 - less personal social contact (1)
 - more contact with people via discussion groups etc (1)

- problems with people infiltrating chat rooms (1)
 - reliance on computer technology (1)
 - greater ability to buy goods from home (1)
 - Hackers (1)
 - Access to wider information (1)
- An extra mark for a conclusion or weighing advantages and disadvantages*
- 4 (a)** Any **two** from: **[7]**
- direct marketing (1) to advertise special offers (1), sales etc
 - may be able to sell it to other companies (1) with client's permission (1).
- (b)** One mark for each key point **[2]**
- invasion of privacy (1)
 - don't like unsolicited mail (1)
 - passing to a third party (1)
 - Information may be wrongly used by others (1)
- (c)** One mark for each key point **[3]**
- can send to everyone at once (1)
 - no need to print (1)
 - no need for envelopes/stamp (1)
 - instant (1)
 - cheaper than post (1)
 - attachment and /or links (1)
- (d)** Any **two** from: **[3]**
- people cannot remember them (1)
 - written down incorrectly (1)
 - copied incorrectly (1)
 - people change them often (1)
 - long and complicated (1)
 - long complicated /not as easily to readable (1)
- (e)** Any **two** from: **[2]**
- personal details (1)
 - company (1)
 - data user (1)
 - who data passed on to (1)
 - what data kept (1)
 - purpose (1)
- (f)** Any **three** from: **[2]**
- data has to be accurate and up to date (1)
 - must be obtained lawfully and fairly (1)
 - can only use the data for the purpose it was obtained (1)
 - data subject must be given access to a copy of their personal data (1)
 - cannot sell or be passed on to third parties without permission (1)
 - data cannot be sent outside of the European union unless the country has equivalent data protection laws (1)
 - data must not be retained longer than is necessary (1)
 - data must be stored in secure place (1)
- [3]**

5 1 POINT EACH STEP up to 8

Only 5 marks can be awarded if the candidate has not used a recognisable system flowchart.

item number entered (barcode or manually)

item details looked up from database

item removed from stock

repeated for EACH ITEM

total bill calculated

points calculated

customer number entered (swipe card or manually)

customer details looked up from database

loyalty points added to previous total

receipt printed

two marks 1 for each correct different symbol not including a rectangle but including start and stop.

[10]**6 (a)** One mark for each key point

A way of reducing the number of errors(1) by blocking data(1) that does not fit the validation rules(1). Validation is checking data is reasonable (1)

[2]**(b)** One mark for each key point

Field	Validation
Customer name	Customer name cannot be left blank
Telephone number	Length checks
Item number	Must be 2 letters and 4 numbers
Number required	Range checks

[4]

Note you can have two marks for the same correct answer on this one. Mark for either naming or describing the check.

(c) Marks awarded for:

Definition (1)- set up so credit card details are safe to prevent hackers, restrict access.

Reason- protects customers from fraud (1) and shop from being accused of fraud (1) Data needs to be more secure.

[3]**7**

- two marks for necessary customer information address, e mail
- two marks for all the following important information e.g. name, telephone, number required, catalogue number. One for two.
- two marks for further information, one each, logo, title, total price, cost, credit card number, billing delivery.
- one mark adequate spaces
- one mark submit/send/next/process button (max of eight if this is not present)
- one mark for areas for instruction
- one mark for indication of compulsory fields

[9]**Total: 80**



RECOGNISING ACHIEVEMENT

REPORT ON THE UNITS
January 2005

Chief Examiner's Report

The general feeling seemed to indicate that candidates performed according to the teaching of the Centre.

The coursework was of a very good standard and very few scalings were applied, this was very pleasing to see. The standard of answers on the question papers was generally good. It showed evidence of considerable hard work from teaching staff to make this examination so successful.

Unit 2378 – ICT B Coursework

General Comments

Candidates following this course were guided to submit coursework based on the Context of 'The Use of ICT in Retail' most submitted work around "Future Fashions" the imaginary company provided at INSET and on the available exemplar tasks.

Most Centres followed either the Wage Slip scenario or one of the sample assignments found in the Specification.

Most Centres had taken more notice of the 2nd paragraph of 7.1, Marking Criteria for Internally Assessed Work on page 40. "Each successive statement builds upon the previous statement and candidates must have completed the lower statement before they can be awarded the next mark range."

In general, the standard of marking by Centres for January 2005 was very good.

Annotation

Most Centres used the Front Cover Assessment Sheets giving the page numbers where evidence could be found. This helped with cross-referencing and aided the moderation process.

Some Centres gave extra annotation within the coursework portfolios, and this was greatly appreciated by the moderating team. Some annotation or indication where tutors are allocating marks benefits both the candidate and the moderator.

Although annotation is not essential, its use is greatly appreciated and aids the moderation teams and is an example of best practice. It is also very strange to see a sample of coursework, with no teacher comments or marking at all.

Arithmetic errors

Again, a number of Centres had different marks on the MS1 form (the form sent to OCR to record candidates marks, and the form used by moderators to select their sample), and then a different mark on the Cover Sheet of the candidates' work.

Also when adding up the marks on the Cover Sheets, the mark often did not match the mark in the Total column.

In other words a number of Centres gave 3 different marks for one candidate. This slowed the moderation period this session.

Before posting the coursework sample to moderators, Centres are reminded to double check that the mark on the MS1 is the same as the mark allocated to the candidate on the Front Cover of the coursework portfolios.

MS1s

When completing the MS1s, Centres need to ensure that the intended mark is clear on the copy sent to the moderator.

Quite often Centres had written on the MS1 while resting on other pages, making the whole MS1 impossible to read, or they had not put sufficient pressure on to ensure that the moderators copy was clear enough to request a fair sample. Again this slowed down the moderation process.

Marking Criteria

A small number of Centres had not used the OCR published marking criteria on pages 40 – 43 of the specification. Centres should not deviate from the mark schemes published in the specification, as this could harm their candidates' results.

Communication Mark

Most candidates should be gaining at least one mark for the communication mark. Some Centres were being too harsh and awarding zero marks for candidates who should have been given some credit.

Assessment Objective 1

Choosing and Describing Applications

Candidates performed well, the level of evidence for this section is getting better with every session.

Using Hardware & Using Software

Again the level of evidence suggested some very good teaching and learning, most candidates reached the higher mark threshold.

Inputting Data

Most candidates were in the 2/3 mark threshold. Candidates still need to give more evidence as to how their designed system reduces the possibility of data errors.

System Output

Depending on the assignment chosen, not all candidates were able to describe alternative outputs or the benefits and drawbacks of each.

Assessment Objective 2

Analysis

Possibly the most important aspect of coursework. Candidates who performed well here tended to perform well throughout the Unit. When done well, candidates maintained their focus and knew exactly what they were designing and why.

Design, Implementation, Testing

Most candidates performed well, but to secure the highest marks candidates should annotate their own work giving reasons as to why changes have been made, why some designs have been retained and others discarded.

Some Centres were very generous in awarding marks for AO2b without any of the above evidence. These Centres often had their marks adjusted.

Evaluation, Application and Effects

This was still the weakest aspect of coursework. Candidates did not compare ICT with other methods, or justify when and why using ICT is more appropriate.

Documentation.

This could be improved by stating who the User Guide is aimed at. That will then focus the candidates into the type and detail of guide needed. e.g. is it for the worker or client.

AO3

A number of candidates did not attempt this AO. Those candidates, who did, attempted this in various ways. Some had tried to meet the criteria within other reports, whereas some gave this a discrete section within the coursework. Moderators reported that those Centres who tried the former found annotation more difficult to follow.

If candidates identified the person/people who would benefit from their system, then again this focuses the candidate to meet the marking criteria.

AO4

Again those candidates who scored well on “the use of ICT in the wider world” did so using a discrete section of coursework.

Unit 2379 – ICT B: Coursework Extension Task

General Comments

Candidates following this course were advised to submit coursework based on a Retail Theme most submitted work around “Future Fashions” an imaginary company whose details were provided during OCR INSET and on the exemplar tasks.

Most candidates designed a multimedia presentation, either a website or Power Point for their company.

Centres had taken notice of the 2nd paragraph of 7.1, Marking Criteria for Internally Assessed Work on page 40. “Each successive statement builds upon the previous statement and candidates must have completed the lower statement before they can be awarded the next mark range.”

Annotation

Most Centres used the Assessment Sheets giving the page numbers where evidence could be found. This helped with cross-referencing and aided the moderation process.

Some Centres gave extra annotation within the coursework portfolios, and this was greatly appreciated by the moderating team. Some annotation or indication where tutors are allocating marks benefits both the candidate and the moderator.

Although annotation is not essential, its use is greatly appreciated and aids the moderation teams and is an example of best practice. It is also very strange to see a sample of coursework, with no teacher comments or marking at all.

Arithmetic errors

Again, a number of Centres had different marks on the MS1 form (the form sent to OCR to record candidates’ marks, and the form used by moderators to select their sample), and then a different mark on the Cover Sheet of the candidates work.

On top of that when adding up the marks on the Cover Sheets, often that mark did not match the mark in the Total column.

In other words a significant number of Centres gave us 3 different marks for one candidate. This slowed the moderation period this session.

Before posting the coursework sample to moderators, Centres are reminded to double check that the mark on the MS1 is the same as the mark allocated to the candidate on the Front Cover of the coursework portfolios.

MS1s

When completing the MS1s, Centres need to ensure that the intended mark is clear on the copy sent to the moderator.

Quite often Centres had written on the MS1 while resting on other pages, making the whole MS1 impossible to read, or they had not put sufficient pressure on to ensure

It would also help if Centres would get their MS1 to the moderator by the January deadline. Then send the coursework promptly.

Please try to get them to avoid sending coursework in a pile of plastic folders, they are very slippery and difficult to deal with.

Marking Criteria

A small number of Centres had not used the OCR published marking criteria on pages 40 – 43 of the specification. Centres should not deviate from the mark schemes published in the specification, as this could harm their candidates results.

Digital Submission

Not many Centres submitted work on disk, although one Centre did submit on audiotape. I was hoping that by now, more Centres would be submitting work on a different media than paper.

Submitting the same work for 2378 & 2379

Although it is possible for candidates to submit one portfolio for both 2378 & 2379, candidates **MUST** identify where the extension task begins.

The full portfolio can be assessed for the 2378 mark, but only the extension task can be assessed for the 2379 mark. Therefore it is possible for these candidates to get different marks for 2378 & 2379.

If the extension task is not clearly identified then the whole of the portfolio will be assessed as 2378 only.

Producing a System

Moderators look for a complete working system, and Centres should be encouraged to send in digital evidence of websites rather than paper based portfolios. It is becoming apparent that some Centres are producing more and more reports. Moderators look at work using the marking criteria not volume of work.

Centres should be encouraging their candidates to show more flair in their design and working system.

Assessment Objective 1

Choosing and Describing Applications

In the main candidates performed well. Although only a few candidates commented in detail on the benefits and drawbacks of a selection of different types of hardware and software that could have been used, for the 4/5 mark threshold.

Using Hardware & Using Software

Again candidates performed well. Although some candidates did not describe the benefits and drawbacks of their chosen hardware very well.

Inputting Data & System Output

Candidates linked these sections together and provided some excellent evidence.

Overall the performance at AO1 level was greatly improved from the summer session.

Assessment Objective 2

Analysis

Candidates who performed well here tended to perform well throughout the coursework. When done well, candidates maintained their focus and knew exactly what they were designing and why. Overall those candidates who scored highly had put in a lot of work into this section. Probably more than the 5 marks merited but candidates benefited in the final mark.

Design, Implementation, Testing

Most candidates performed well, but to secure the highest marks candidates should annotate their own work giving reasons as to why changes have been made, why some designs have been retained and others discarded.

Some Centres were very generous in awarding marks for AO2b without any of the above evidence. These Centres often had their marks adjusted.

Evaluation, Application and Effects

This was the weakest aspect of coursework. Candidates did not compare ICT with other methods, or justify when and why using ICT is more appropriate.

Documentation.

Candidates performed well here, there was some good evidence of testing and refining user guides.

AO3

Report on the Units taken in January 2005

Candidates attempted this in various ways. Some tried to meet the criteria within other reports, whereas some gave this a discrete section within the coursework. Moderators reported that those Centres who tried the former not only found the annotation more difficult to follow, but in some cases the Centre had not given the candidate their full credit.

Candidates need to link their discussion of AO3 to their task, some are too generic to score in the top range. If candidates identified the person/people who would benefit from their system, then this focuses the candidate to meet the marking criteria.

AO4

Those candidates who scored well on “the use of ICT in the wider world” did so using a discrete section of coursework.

General Comments

The examination paper allowed candidates to demonstrate their ability in this subject, and the questions catered for a differentiation in the level of the candidate's ability. The levels of achievement in this examination were wide ranging, but only a limited number of candidates achieved very high marks. In the majority of cases, candidates attempted to answer every question, but some questions were answered far better than others.

Some questions were generally well answered such as 1,3(b),7(a), 7(b) and 8, but on other questions such as 2,3(a), 3(d), 5, and 6 candidates did not score good marks.

Questions that tested the knowledge of particular hardware and software, such as questions 2, 3(c) and 5 were not well answered.

Candidates did not always read the questions carefully in order to understand what is required in the answer. For example, in question 2, candidates referred to a general use of the particular piece of hardware, rather than relating it to the case study, Look Lively.

The examination does not reward candidates who give trade names products as answers instead of generic names e.g. Excel instead of using the generic term spreadsheet would not gain any marks. In general, the marks achieved by candidates would have significantly improved by using the generic software titles instead of trade names.

Comments on Individual Questions

Q No)

- 1 This question was generally well answered, although marks were lost in cases where there was more than one tick (answer) on a particular line. Only one answer per line was acceptable.
- 2 In this question, many candidates did not confine their answers to Look Lively, or a more generic use of each piece of hardware. In these cases candidates referred to other scenarios such as banks, supermarkets etc., thus losing the opportunity to gain marks.
- 3
 - (a) Candidates did not read the question carefully, which related to existing photographs. This does not imply the use of a digital camera, as many candidates answered, but a scanner.
 - (b) Most candidates were able to gain at least two marks in this question, mainly for the method of capture and the transfer method
 - (c) Most candidates gained the mark for this part of the question, and the majority of those who failed to score used trade names
 - (d) The majority of the candidates achieved one mark here, for mentioning the limited storage space available on a floppy disk. Very few candidates went on to qualify this statement by mentioning that photographs take up a large amount of memory, and therefore they did not achieve the second mark.

- 4 There were a total of up to 9 marks available in this question. Very few candidates achieved all 9 marks. Most candidates listed the health risks of back problems, eyesight problems and RSI, but only a limited number of candidates were able to provide two suitable precautions for each of these risks. As with earlier questions, many candidates did not carefully read the question. The question stated quite clearly that candidates should not use the same safety precaution twice, and so marks were lost for repeated answers. A minority of candidates tried to relate their answers to their own experience in school computer rooms i.e. no drink, no food and no running in the room. In other answers, there was confusion over what constituted a risk and what constituted a safety precaution, with the respective answers being reversed on the answer paper. Wherever possible, the benefit of the doubt was awarded in the candidate's favour, but this may not be possible in future examination papers. Centres should endeavour to overcome this kind of confusion when preparing candidates for this examination in the future.
- 5 This question was very poorly answered with a large majority of the candidates giving trade name software answers i.e. Excel, Paint, Desk Top Publisher, Powerpoint instead of giving the generic software names. In these examples no marks could be awarded. In scripts where generic names were given there was still considerable confusion as to which piece of software does what.
- 6 (a) This question was generally well answered, although candidates did lose the mark by using trade names.
(b) Many candidates had sufficient idea about the use and advantage of having an item number in order to gain the mark.
(c) Many candidates had some idea about typing in the author's name, but very few lacked the clarity about search functions in order to gain all three marks. At best, the majority of candidates gained two marks.
(d) This question was well answered by the majority of the candidates.
(e) The majority of candidates gained one mark here, with answers referring to back ups or making files read only, without the necessary expansion in order to gain the second mark.
- 7 Most candidates were able to achieve high marks within this question, but there were a concerning minority of answers which had no possible relevance at all to the pre release material and Look Lively. It does seem that some candidates had not concentrated on the set pre release material as part of the preparation for this examination.
(a) Generally a well answered question, with articulate answers, gaining full marks.
(b) Again, this question was generally well answered although some candidates included a company information page, which would normally be found on the home page.
(c) This question was surprisingly not well answered. It was not a difficult question, but candidates made convoluted answers, indicating a lack of experience in putting single keywords in to a web search engine.

- 8 There was a full range of answers for this question. There were a large number of very inventive and attractive page designs, but in other cases, there was a distinct lack of imagination and many candidates only produced one page without any links.
- The majority of candidates achieved good marks on this question, but where this was not the case, the answers indicated a lack of interpretation of the question, and what was required in the answer e.g the site design should appeal to young adults, there should be a home page and a second page, the use of links etc. A very large majority of candidates annotated their page designs very well

Unit 2380/02 – ICT B: Paper 2 Higher

General Comments

The examination allowed candidates to demonstrate their ability in this subject, and the questions catered for a differentiation in the level of the candidate's ability. Overall, there was a good range of marks, and the marks were generally better than the June exam.

In almost every case, candidates attempted to answer every question, but some questions were answered far better than others. Some questions were generally well answered such as 1(a), 1(b), 1(c), 4(a), but questions 3(b) 3(c) and 5 were generally not well answered.

The questions that tested the understanding of terms and definitions, such as *Validation* were poorly answered, indicating a need for candidates to be well prepared to answer such questions in the future. Health and safety was also poorly answered by a large number whom repeated similar safety concerns for different parts of the body.

Candidates did not always read the questions carefully enough in order to understand what is required in the answer

The examination does not reward candidates who give trade name products as answers instead of generic names e.g. Excel instead of using the generic term spreadsheet.

Comments on Individual Questions

1 (a) was well answered with almost all candidates giving a correct answer. Part (b) was also well answered.

Part c Many candidates failed to name a printer and put simplistic reasons like 'quick', 'cheap'

Part d was generally well answered

2 (a) was well answered. Marks were lost in cases where trade name programs were listed e.g Microsoft Excel

In some cases part (b) was well answered

Part (c) was less well answered as candidates did not seem to understand the needs of staff and answered the question from the point of view of a customer.

Part (d) was well answered.

3 (a) many candidates did not understand a range of health and safety issues sometimes giving very strange answers.

Generally, part (b) differentiated well with some pupils answering the question correctly but some pupils clearly did not understand the issues.

Many candidates answered part (c) correctly. It is clear that questions requiring general answers are answered better than those requiring more specific answers.

4 (a) was poorly answered.

(b) was better answered.

(c) was answered by most candidates.

(d) differentiated well with more able candidates achieving high marks.

(e) was poorly answered but almost all candidates could answer part

(f) many candidates gaining full marks.

5 Most candidates are now demonstrating a good knowledge of flow charts although some candidates made no attempt at the question.

Report on the Units taken in January 2005

6 Most candidates failed to demonstrate an understanding of validity checks. And very few understood the term "secure server". Database knowledge and understanding of how businesses use a database was in some cases poor.

7 This question was generally well answered, with most candidates gaining the majority of the marks available, some candidates did not read the paper through first so they did not have time for this question or had only just started it.

**General Certificate of Secondary Education (ICT B) (Aggregation Code(1095/1995))
January 2005 Assessment Session**

Unit Threshold Marks

Unit		Maximum Mark	a*	a	b	c	d	e	f	g	u
2377F	Raw	40	X	X	X	37	31	26	21	16	0
	UMS	55	X	X	X	48	40	32	24	16	0
2377H	Raw	40	39	35	31	27	23	X	X	X	0
	UMS	80	X	64	56	48	40	X	X	X	0
2378	Raw	64	59	50	41	33	27	22	17	12	0
	UMS	120	X	96	84	72	60	48	36	24	0
2379	Raw	64	59	50	41	33	27	22	17	12	0
	UMS	120	X	96	84	72	60	48	36	24	0
2380F	Raw	55	X	X	X	33	26	20	14	8	0
	UMS	55	x	x	x	48	40	32	24	16	0
2380H	Raw	80	58	50	42	35	27	23	x	X	0
	UMS	80	x	64	56	48	40	x	x	x	0

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Information Bureau

(General Qualifications)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: helpdesk@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2005

