Examiners' Report
Principal Examiner Feedback

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1a   Generally answered well with most able to state that computers were connected / linked. However, some answered the purpose of networks rather than what the term network actually meant.

1c   Candidates did not answer this item as well. They confused protection from malware rather than the protection of the system from hacking attempts. Although some were able to suggest that filter software could prevent users seeing content – they were not necessarily specific enough to suggest that the content was inappropriate.

2   Generally answered well with candidates stating NFC or Near Field Communication. However, there were a number of responses that discussed types of payment methods rather than the protocol.

4a   This was not well answered. Some mentioned spyware or hacking, few mentioned social media posts and key logging. Eavesdropping was given as a response by a number of candidates and therefore showed some understanding of the concept of illicit monitoring, but many responses talked about the recording of calls or the use of CCTV – which does not necessarily imply eavesdropping and therefore was not accepted.

4b   Answered well by candidates on the whole, with many identifying setting account to private, the use of strong passwords, the use of pseudonyms, disabling GPS tracking and being mindful not to overshare as the most common responses.

5   Generally answered well. Most candidates answered 'User'.
      Where students did not gain the mark for their response, they referred to the CPU or computer. It is important that candidates read what is already given in the question.

8a   Some candidates recognised the symbols as those used for integer division and for the modulus. However, some just referred to // as just division which was not enough for the mark to be awarded. Some referred to % as a percentage. It is important that candidates can recognise and describe all of the arithmetic operators. There were few incidences of candidates not attempting the question.

11a   Most candidates were able to complete the first sentence.
      Many candidates struggled to complete the second sentence – many did not identify it was the drive that is used to play the DVD and just said disc, therefore not achieving the mark. Some candidates confused technologies and referred to solid state / flash instead.

12c   A well-attempted and answered question, with most candidates achieving full marks. Where candidates did not achieve full marks, they did not complete the image in full.

13 Candidates struggled to describe what would happen 'after the prompt is displayed' and just repeated the code provided in the question or the fact the prompt was displayed which was in the question. Another misconception was that it was performing a check on the input, rather than data or a value being assigned to the variable 'check'. Those that did gain marks were able to suggest an input was taken, but then did not go on to mention it was assigned to the variable 'check'.

15a Those that were able to describe a linear search usually gained full marks for the question from the comparison, repeatedly and until a match is found. Some candidates described other sorts or searches and therefore were not successful in this question.

16 This question was not answered well. It is important that candidates understand the purpose of these devices and how they connect to each other to provide the connection to the Internet.

17a Most candidates recognised that more characters are represented through Unicode. A number commented on the use of different languages. However, there were some candidates just identified the differences between ASCII and Unicode in terms of number of bits used, without then going on to say what this meant.

18 Most candidates just tended to repeat or reword the question in their response without actually answering the question. Some candidates were able to explain more bits are used. However, few candidates were able to link this to a reason for the second mark.

19a Some candidates did not attempt the question and those that did tended to just write out the code again, rather than the output.
Those that wrote the output often included 10 in their response, or only went up to 2.

20 Most candidates achieved on this question, but it did vary in terms of success, either gaining a mark for '>' or 2 marks for 'int' and the '>'. Some did not gain the marks for 'elif' as they had written in Pseudocode rather than in Python as the question had stated. Candidates must be able to interpret an algorithm from the information given in the question and complete the code.

21b This question tended to be well answered with most identifying 'text box'. Where candidates did not gain marks, they had identified a tool used to format text, such as bold, rather than a component that can have text added to it.

22 Most candidates provided a response. However, candidates did struggle stating why the chart was more useful in terms of the ease of seeing differences, proportions, ratios or being able to make comparisons / showing the relationships.

24b   Generally answered well, with most candidates identifying animations and transitions. Some candidates did refer to slide duration. Some candidates identified the content rather than the features, e.g. text.

27c   Most candidates were able to identify the correct operator in the formula, but were unable to identify the correct cells to be in the brackets. It is important that candidates read the content of the figure provided to ensure they are interpreting the data correctly and are therefore able to identify the correct formula.

28   Generally answered well. Most responses commented that vector graphics do not lose quality when resized or stated the reverse for bitmap graphics. Some commented on the smaller file sizes. Where marks were lost, responses tended to state that the graphic did not lose quality, but failed to qualify it with the fact it was after the graphic is resized.

30b   Candidates did not seem to know the purpose of an anchor and often referred to keeping the content of the page fixed / in one place – as a ship's anchor would do. Those that sort of understood the navigation aid part of it, tended to confuse it with a hyperlink to other pages, rather than a target within the page the user is on.

31   Most candidates appear to have attempted it and referred to read-only. Some candidates did refer to password protection, rather than the file permissions.

32   Those that answered the question, tended to refer to the file size being reduced after compression. Some referred to the upload / download speed. Where candidates did not gain the mark, they referred to size without the qualification of it being the file size or referred to the size of the image, rather than file.

33   The quality of response varied greatly in this question. With students just suggesting putting a text box onto a shape would keep them together in the document, or even aligning them would do the same. Some were able to identify the option was 'group', but then forgot to say that both objects would have to be selected. Some answered the question well and gained both marks.

34   Most candidates attempted a response; however it did vary in quality, with few gaining both marks. Those that did gain a mark, tended to refer to the customer being able to identify who they were communicating with, but were unable to gain a further mark, as they did not go onto explain further, or they just repeated the point they had already made.