Examiners' Report
Principal Examiner Feedback

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Pearson Edexcel International
Award In Primary Computing (JCP11/01)
Paper 01

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This report is split into two sections: General Comments and Specific Comments. In the Specific Comments, there will be comments about the candidates' responses to the written and coding questions.

GENERAL COMMENTS

This was the first series of the specification of Pearson's International Award in Primary Computing.

There were very few candidates for the specification in this series. Most candidates attempted all questions and the one hour allowed for the examination did not seem to be an issue for most candidates.

The question paper consists of two sections.

Section A – assessed the content of the computer science topics.

Section B – assessed the content of the digital technology topics.

The paper included multiple-choice, closed-response questions and short-open questions.

Section A - Computer Science

Question 1   This was a multiple-choice question.

It was a very well answered question with most candidates achieving the mark.

Question 2   This was a multiple-choice question.

It was a very well answered question with most candidates achieving the mark.

Question 3   Candidates were to give one feature of a smartphone.

It was also a well answered question. There were many suitable features seen across the responses.

Where the mark was not achieved it was generally because candidates had not given a response, or the features were inappropriate/too vague. For example:

- it can on and off in a very fast time
- can easily communicate
- we can use it as a communication device.

Question 4   Candidates were to complete a sentence by choosing two words from the box.

It was very nice to see all candidates achieved at least one mark with the majority achieving the full two marks for using 'usernames' and 'passwords' correctly.

Question 5   This was a multiple-choice question.

It was a well answered question with most candidates achieving the mark.

Question 6   This was a multiple-choice question.

It was clear to see that some candidates did not understand social engineering with approximately half of the candidates not achieving the mark for this question.

Question 7   This was a multiple-choice question.

It was a well answered question with most candidates achieving the mark.

Question 8   Candidates were to give one way that someone could get help to stop cyberbullying.

It was clear to see candidates understood this topic with many achieving the mark. Where the mark was not achieved it was because the candidates appeared to misunderstand cyberbullying and give responses that were more to do with security. For example:

- use complicated passwords/pins
- do not open attachments from strangers.

Question 9   Candidates were to complete the sentence by choosing one word from the box.

This was a very well answered question with most candidates achieving the mark for 'silent'.

Question 10   This was a multiple-choice question.

Many candidates correctly identified 'a collection of webpages accessed through the Internet' to achieve the mark though it was surprising to see how many candidates confuse the world wide web with the internet.

Question 11   Candidates were to number the online shopping steps from browsing to paying securely.

Very few candidates did not achieve at least one mark, with the majority achieving the full two marks. It was clear to see that this was a topic that most candidates understood.

Question 12   (a) Candidates were to give two features of a social networking community.

It was surprising how many candidates did not achieve any marks here. In many cases where this occurred it was because the candidates had given features that were relevant to a user profile. These were not suitable as they were asked for other features.

(b) Candidates were to give one feature of an online gaming community. Again, where the mark was not achieved most had given features that were relevant to a user profile as opposed to another feature.

Question 13   Candidates were to complete a sentence by adding a word.

This was a well answered question with most achieving the mark. Where the mark was not achieved it was because the response was irrelevant or too vague. For example:

- addiction
- health
- brain
- pain
- from
- head

Question 14   (a)   Candidates were to give one reason why a school would use a network.

This was quite well answered question. However, there were several candidates who did not achieve the mark. Response seen that were too vague included:

- to let the children experience the online platform
- so many children can use computers at the same time
- because there are a lot of computers.

(b)   Candidates were to complete a sentence by adding a word.

This was better answered than (a) with many achieving the mark. Where the mark was not awarded it tended to be because the candidates had:

- given the name of a network topology as opposed to a connection e.g., bus
- given the name of a type of network as opposed to a connection e.g., WAN
- given an irrelevant response e.g., private.

Question 15   This was a multiple-choice question.

It was clear to see that many candidates did not understand the term decomposition with more candidates not achieving a mark compared to those who did.

Question 16   This was a multiple-choice question.

It was also clear to see that several candidates do not know what a variable is, though more candidates achieved a mark in this question compared to question 15.

Question 17   Candidates were to give a meaningful name for a variable,

Leading on from question 16 where candidates did not know what a variable is, it was hard for them to give a meaningful name for a variable that would be used whilst storing the details of books.

In many cases candidates gave examples of data or data types as opposed to variable names. For example:

- text
- book 1.

In other cases, the responses were irrelevant. For example:

- security identifying
- use symbols and numbers.

Question 18   Candidates were to complete the table by giving the data type that should be used for each of the given inputs.

Many candidates were able to identify the correct data type for (a) char (b) integer, and (c) string. Fewer were able to identify Boolean as being the data type that should have been used for 'attended today?'.

Marks were awarded where the data type was sensible but relevant e.g., chara, letter for (a), number, numerals for (b), text for (c), and yes/no, true/false for Boolean etc.

Question 19   Candidates were to identify the programming constructs shown in each flowchart i.e., repetition (a), sequence (b), and selection (c).

Very few candidates did not achieve the marks.

Question 20   The flowchart required the addition of a decision to check whether the age was valid (over 16) and the relevant output if the age was invalid.

It was pleasing to see the number of candidates who achieved the full two marks. Very few candidates did not achieve any marks at all.

Where only one mark was achieved it tended to be because:

- the decision was unclear e.g.
  - input accepted
  - join a walking club are over 15
- the logical operator was incorrect e.g.
  - if Age < 16
- the output was incorrect e.g.
  - output "enter age again"
  - is the user 16?

Question 21   (a) Candidates were to describe what the flowchart does.

This was not answered very well. It was expected that the candidates would describe the overall purpose of the flowchart i.e., the average of five input numbers is calculated and displayed, which some candidates did. However, many vaguely described the elements of the flowchart, which was not markworthy.

(b) Candidates were to explain why the variables Result and Count would have different data types.

This was also not answered very well with few candidates achieving the full two marks for explaining that the Count would always be an integer whereas the division could produce a real number. Many candidates did not achieve any marks at all with many suggesting that Count would be text and Result a number or vice versa. The most common mark awarded was for realising that Count would be an integer.

Question 22   Candidates were to explain why the flowchart produces the incorrect results. The reason was because the calculation for Result was incorrect i.e., Number x Number as opposed to Number x Count.

Some candidates clearly managed to follow the logic of the flowchart and were able to say the calculation for the Result was incorrect, but many did not go on to say why it was wrong. However, many candidates clearly did not understand the logic of the flowchart at all.

Question 23   Candidates were to complete a flowchart to validate a username.

It was pleasing to see how many candidates achieved the full three marks. It was a very well answered question.

Section B – Digital Technology

Question 24   Candidates were to give one example of e-waste.

Many candidates were able to give a good example of e-waste. Responses included:

- throwing away a broken phone that can be fixed
- damaged batteries
- old/broken screens
- a busted phone in a trash can.

Where the mark was not awarded it was generally because the response was irrelevant or too vague. For example:

- junk mail
- e-waste is to waste all your folders and files
- delete data
- an email in the recycle bin
- techno trash.

Question 25   Candidates were to complete a sentence by adding a word.

This was a very well answered question with most candidates achieving the mark. There were many appropriate responses seen including:

- encrypted
- private
- safe
- safely
- secret
- secure
- secured.

Question 26   Candidates were to give one reason why an organised folder structure is important.

Over half of the candidates achieved the mark with the majority saying it is easier to find a file/folder. Vague responses such as 'so the data in the folders are not mixed together' did not achieve the mark.

Question 27   (a)   This was a multi-choice question.

Many candidates achieved the mark for correctly identifying it was a record.

(b)   Candidates were to give one reason why the data type for 'telephone number' is text.

This was not well answered with few candidates realising the telephone number given included and began with a leading zero which means text is the most appropriate.

Question 28   Candidates were to identify where horizontal centre alignment (a), vertical centre alignment (b), and text wrap (c) were used.

Many candidates managed to achieve at least one mark, fewer achieved 3 marks but very few did not achieve any marks.

Question 29   Candidates were to compare how font size and font style change the appearance of the text.

This was quite well answered though some candidates did not achieve the marks because they repeated what was given in the question. For example, the font style changes the style of the word rather than showing understanding of what the 'style' meant.

Question 30   Candidates were to describe the steps they would take to increase the font size of one sentence in a word.

This was a well answered question with many candidates achieving the full two marks. Where marks were not achieved it tended to be because candidates had described how to increase the font size but not that the word would need to be highlighted first hence one mark as opposed to two.

Question 31   (a)   This was a multi-choice question to identify formula used.

Over half of the candidates were able to correctly identify =AVERAGE(B2:F2) was correct.

(b)   This was a multi-choice question to identify formula used.

This question was well answered with many candidates correctly identifying =SUM(B3:F3) would be needed.

(c)   Candidates were to give the formula that would be used to calculate a value.

This question was not so well answered with many candidates unable to give the correct formula. Many variations were accepted.

(d)   This was a multi-choice question to identify the software application that would be used to create a letter.

This was very well answered with most candidates correctly identifying word processing software.

Question 32   (a)   This was a multi-choice question to identify the tool used.

This was a well answered question with many candidates correctly identifying that a transition effect would be used.

(b)   Candidates were to give one example of how a button could be used in the presentation.

There were some good examples given but it was surprising how many candidates could not give a suitable example. Unsuitable examples included:

- arrows
- use the font styles to the heading of the quiz presentation to look the presentation attractive
- a red button on the side of the presentation.

Question 33   This was a multi-choice question to identify the tool used.

This question was quite well answered with many candidates correctly identifying that the crop tool had been used.

Question 34   Candidates were to give one reason for using a caption with an image.

Many candidates were able to give a suitable reason for using a caption, but it was clear some candidates did not know what a caption was.