Examiners' Report/
Principal Examiner Feedback

Summer 2015

Pearson International Edexcel GCSE
In ICT (4IT0)
Paper 01 Written Paper

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Multiple choice questions

Students performed well in this section with more than 90% of students gaining the marks for 6 of the available 16 questions. There were only three questions causing difficulty, questions 6, 15 and 16. Questions 15 and 16 were aimed at the higher ability students and this was to be expected.

- Question 6 – many students gave password, rather than PIN

- Question 15 – many students gave "dogs" and "cats" producing the smallest number of search results, rather than "dogs" **or** "cats"

- Question 16 – this targeted the higher level students and the majority of students who did not gain the mark selected Option D.

It was pleasing to note that in the series only a very small minority of students did not attempt all questions.

Free response questions

Question 17

This was generally answered well. In question 17(a), it was disappointing to see that a significant number of students lost 3 marks by failing to show the direction of data flow between the device and system unit.

In question 17(b) (iii) students lost marks by identifying media rather than devices, eg CD rather than CD Drive.

Many students were able to gain one mark in question 17(b) (v) for identifying that RAM stores data while it is being processed. Only a few students gained the additional mark for explaining its other roles.

A good number of students were able to gain marks for question 17(b)(vi). Unfortunately, others failed to show any real understanding and made suggestions that RAM was larger than ROM.

Question 18

The vast majority of students gained the first two marks. However, question 18(c) proved more problematic, with many 'rambling' responses and very few able to identify a sensor in the printer. Students lost the mark for question 18(d) by giving named software, eg Microsoft Office.

Students were in general able to identify at least one feature of CAD software, although a significant number gave answers relating to any graphics package, or indeed any package, eg identifying the ability to save designs for future use. Students generally scored well in both questions 18(f) and 18(g), although many incorrect answers related to using ergonomic furniture or adjusting the distance / tilting the screen.

Question 19

As in previous examination series, students did not score well in this question which focusses on the more 'technical' parts of the specification. A disappointing number of students gave 'server' for question 19(b), despite the server being identified on the diagram. In general, little knowledge was demonstrated in identifying other hardware and software components.

Responses to questions 19(e) (i) and 19(e) (ii) were often unclear and a large number gave 'faster' without reference to data transmission or bandwidth in both parts of the questions.

Question 19(f) was not as well answered as expected. Whilst students were able to identify the restriction of access to accounts, few were able to identify other options.

Question 19(g) (i) proved problematic for some students who gave a definition of anti-virus software rather than explaining how it works. Where students gained the mark for identifying that the software scanned the computer they generally went on to gain the second mark.

Many students lost marks in question 19(g) (ii) for stating that users should not open emails, rather than email attachments.

In general students were able to gain at least one mark in question 19(h) for working on shared documents, however, many responses related to communicating over the internet via email and also to sharing peripherals.

Question 20

Students generally answered question 20(a) (i) well, although a significant number referred to security issues which was given in the question and many concentrated on being able to negotiate a price.

Question 20(a) (ii) proved difficult for many students with a significant number giving responses relating to trustworthy websites or checking with the bank. However, those who grasped what was being asked generally gained marks for checking that a web site is secure and contained 'https'.

Many students found question 20(b) difficult, responses often referred to the Data Protection Act or employing someone to check the data, correct answers generally related to verification or validation.

Question 20(d) (i) was not well answered. Many responses referred to unsuitable wording / bad language and others commented on threats to the company and sales. In question 20d (ii) a large number concentrated on checking the authenticity of the reviewers rather than checking on the accuracy of the reviews.

In question 20(e) (i) it was obvious that many students had failed to read the question and gave answers relating to the saving of costs by closing

shops and reducing staff, the majority of correct answers cited a wider customer base.

Question 21

Only a minority gained both marks for question 21(b). Many correctly gave broadband or Wi-Fi but few gave both.

The majority of students made a good attempt at 21(c), however, marks were frequently lost by describing the same method twice but using different names, eg teleconferencing and video conferencing - the concept of creating groups was missed by many.

Many students correctly identified copyright and plagiarism in question 21(d) but a significant number gave answers relating to the checking of the accuracy of the information.

Question 21(e) was answered better than level marked questions in previous examination series. Perhaps the candidate's own experiences played a part in this; however, higher marks were often missed by not focussing on the 'enhanced learning' element of the question.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx