



GENERAL CERTIFICATE OF SECONDARY EDUCATION
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EXAMINERS' REPORTS

Applied ICT (Double Award)

January 2008

Statistical Information

GCSE

The Examiners' Report may refer in general terms to statistical outcomes. Statistical information on candidates' performances in all examination components (whether internally or externally assessed) is provided when results are issued. As well as the marks achieved by individual candidates, the following information can be obtained from these printouts:

For each component: the maximum mark, aggregation factor, mean mark and standard deviation of marks obtained by *all* candidates entered for the examination.

For the subject or option: the total entry and the lowest mark needed for the award of each grade.

Annual Statistical Report

Other information on a centre basis is provided when results are issued. The annual *Statistical Report* (issued in the second half of the Autumn Term) gives overall outcomes of all examinations administered by WJEC.

Applied ICT (Double Award)
General Certificate of Secondary Education
JANUARY 2008

Chief Examiner: Mrs Linda Carlisle

Unit statistics

The following statistics include all candidates entered for the unit. The attention of centres is drawn to the fact that the statistics listed should be viewed strictly within the context of this unit and that differences will undoubtedly occur between one year and the next and also between subjects in the same year.

Unit	Entry	Max Mark	Mean Mark
External Test	131	100	49.1

Grade Ranges

A*	87
A	76
B	65
C	55
D	46
E	37
F	28
G	19

N.B. The marks given above are raw marks and not uniform marks.

EXTERNAL TEST

General Comments

Candidates seemed to find the paper accessible and marks were gained throughout, with the majority of candidates attempting every question. Marks were sometimes lost because the question had not been read with sufficient care, for instance by ticking only one box where two responses were needed or repeating an element of the question where *other* examples were required. Key words are given in italics or bold type to emphasise how the question should be answered. Marks are not awarded when candidates simply reword the question to form their answer.

Teachers are urged to use past papers and published mark schemes to support their teaching of this unit.

Candidates should be advised to read the questions carefully before answering and to check their work thoroughly in any time available after completing the paper. They should keep their answers on the lines provided and continue on the continuation sheet if necessary rather than write in the margin, as this space is required to note the examiner's marks.

Comments on individual questions

1.
 - (a) Poorly answered (multiple choice questions on Presentation software features).
 - (b) This element was answered less well than usual. Candidates must give health problems related to computer use and give a specific prevention. Candidates should use past mark schemes to learn what answers are acceptable.

2.
 - (a) Very well answered.
 - (b) Very well answered.
 - (c) Generally well answered.
 - (d) Generally well answered.
 - (e) Well answered.
 - (f) Generally well answered.
 - (g) Very well answered.
 - (h) Generally poorly answered – few candidates could recognise all 4 data types.
 - (i) Generally well answered.
 - (j) Many candidates mixed up the symbols for 'less than' and 'greater than'.
 - (k) Again, candidates mixed up the symbols for 'less than' and 'greater than'. All three logical operators must be correct to gain the 3rd mark.
 - (l)
 - (i) Poorly answered.
 - (ii) Fairly well answered.
 - (m) Generally well answered.
 - (n) Poorly answered – candidates should learn definitions, such as for relational database.

3.
 - (a) Poorly answered – few candidates could recognise all 4 data types.
 - (b) Most candidates gained one or two marks here, many omitted merge cells as a formatting feature used.
 - (c) Poorly answered, few candidates gained full marks.
 - (d) Candidates were required to tick boxes to indicate which **two** formulas were correct – many only ticked one box.

- (e) (i) Poorly answered.
(ii) Well answered.
 - (f) Well answered. Candidates who lost a mark here often gave the correct type of formula but for the wrong row.
 - (g) Very well answered.
 - (h) Poorly answered. Where candidates are asked to give advantages of a particular type of software, the advantages must relate specifically to that software application and not be a general advantage of using a computer (e.g. can edit work easily).
4. (a) Candidates found it difficult to define an attachment in their own words. They must avoid repeating the question in their answer. An answer was required that conveys the fact that an attachment is *electronically sent in addition* to an email.
- (b) Very well answered.
5. (a) Very well answered.
- (b) Most candidates could identify computer legislation but many confused the acts and therefore lost the marks awarded for purpose.
6. Well answered. Most candidates were able to name a number of ways the Internet could be used for electronic communications and transactions and how these would benefit the film rental business. There were some very good descriptions of the use of new technology as well as established Internet technologies, such as video conferencing and online banking. Nearly all candidates attempted this extended question, and many gained good marks here even when they had struggled with multiple choice questions earlier in the paper.
7. (a) Most candidates identified the business card and many were able to state its purpose. Fewer candidates recognised the compliments slip, with fewer again able to give its purpose - many candidates still give 'thanking the customer' or 'complimenting the customer' as its reason for use. A significant number of candidates mistook the flyer for a poster, despite the wording that stated that the offer would be given 'on presentation of this sheet'.
- (b) Very well answered.
- (c) Fairly well answered – although many candidates gave 'right align' as an answer rather than 'left align'.
- (d) Fairly well answered. Nearly all candidates gained some marks here, but few were able to identify all six formatting features.
- (e) Poorly answered. Many candidates muddled mail merge with sending emails to multiple recipients, others were able to express the concept of a standard letter but without conveying the idea that it would be linked to a database that would automatically insert the relevant details.
- (f) Generally well answered with many candidates gaining full marks here. Most candidates gained some marks here, and nearly all candidates recognised the definition of an invoice.
- (g) Fairly poorly answered. Many candidates gave one valid document, but a significant number of candidates gave documents that had already been used in this question, thereby losing the chance to gain marks.



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