

Examiners' Report June 2012

GCSE ICT 5IT01 01

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Introduction

This is now the fourth examination of GCSE ICT 2010 Unit 1. It is clear to see that students and teachers' use of previous examination papers and wider experience is contributing to a general improvement in both knowledge and ability to answer questions accurately. Candidates on this paper generally answered questions consistently well, left fewer questions unanswered and provided responses with more relevant detail.

Awareness of command words showed improvement and therefore the ability to provide the right kind of answer was noticeable. There was a good general knowledge of the specification shown and most questions were answered well.

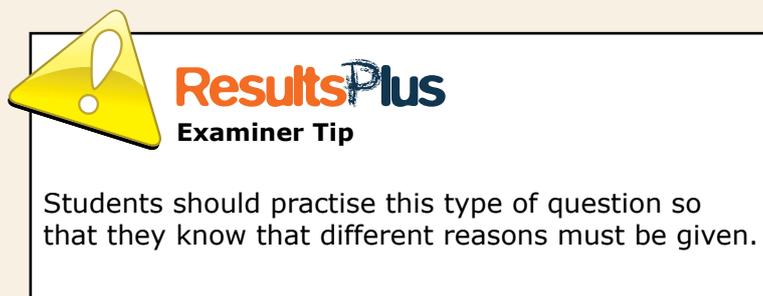
Question 1 (a) (iii)

This question was generally well answered. The only consistent mistakes made here were relating to repeating the same reason by giving the same 'type' of response twice e.g. **small** and **light**.

(iii) Give **two** reasons why Console A is suitable for portable gaming. (2)

1 It's hand-held.

2 Contains its own display.



Question 1 (b) (i)

Another well answered question. Responses showed a wide awareness of the type of peripherals available. Candidates need to be aware that in some questions, they may be asked to suggest peripherals that would be suited to a given scenario. For example, peripherals suitable for an mp3 player may not be the same as those for a console.

Question 1 (b) (ii)

In this question, most candidates did well, suggesting two valid ways of connecting a peripheral device to a console. Unfortunately, quite a large number also were rather vague in their responses, often suggesting one of the methods as 'wires'.

Additionally, some candidates described a way of connecting and therefore did not gain the marks.

This response gains the second mark for 'bluetooth' but not the first as the response is too vague.

(ii) Give two ways of connecting a peripheral device to a console.	(2)
1 Wires	
2 bluetooth.	



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Examiner Comments

This response gains the second mark for 'bluetooth' but not the first as the response is too vague.



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Examiner Tip

Ensure that students know the correct names for wired connections such as USB / Ethernet etc.

With this response we can see that the student has tried to describe (incorrectly) how a device might be connected.

(ii) Give **two** ways of connecting a peripheral device to a console. (2)

1 A peripheral need to be connected and then you can start using it as its detected

2 A peripheral device can be synced into detecting it.

(c) Most modern consoles are multi-functional devices



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Examiner Comments

Make sure that students know what is being asked of them. A 'give' question is simply looking for a short answer, often only one word.

Question 1 (c)

Many candidates answered this question well, although a common mistake was to think that 'multifunctional' was the same as 'multitasking'.

Additionally, a number simply restated the question and did not give any indication as to what this actually meant e.g. by suggesting that the console 'could do many things'.

(c) Most modern consoles are multi-functional devices.
Describe what is meant by multi-functional in relation to consoles. (2)

In relation to consoles, multi-functional means having more than one use/function. For example, the console can be used to browse the internet AND play games.

(d) Many consoles use wireless motion sensitive controllers



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Examiner Comments

This is an exemplary response, showing an awareness of what 'multi-functional' means and also giving a valid example in this context.

Question 1 (d) (i)

There were generally few issues when responding to this question. However, a number gave a 'wireless motion-sensitive controller' as a hands-free control method and could not be awarded marks. Additionally, some suggested that 'no wires' was a benefit without giving the actual reason: for example, tripping hazards.

(d) (i) Many consoles use wireless motion-sensitive controllers.
State **two** benefits of using this type of controller. (2)

1 less safety risks eg. with leads

2 user can get a better gaming experience by feeling more involved in the game.



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Examiner Comments

Here are two good responses, both are separate points and are valid.

Question 1 (d) (ii)

For this question, the most common misconception was to think that no controllers were being used, where the question states that 'motion-sensitive' controllers were being used.

Most realised that the issues here were to do with limitations on distance or battery-life of the controllers.

This response shows a good awareness of the limitation of wireless motion-sensitive controllers

(ii) State **one** limitation of using wireless motion-sensitive controllers. (1)

You can't be really far away from the console otherwise the connection between the controller is lost.



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Examiner Comments

Students need to have an awareness of the difference between this kind of control device and hands-free control methods such as Kinect.

Question 1 (d) (iii)

Most students gained at least one mark on this question. Most could identify that someone with a physical disability may have limited movement, but did not necessarily suggest the impact upon their gameplay.

The main misconception was to believe that a physical disability would render it impossible for the person to move at all hence unable to use the console.

This response identifies the possible limitation for the player and also that it may have an impact upon game play.

(iii) One of Rini's friends has a physical disability.

Explain why wireless motion-sensitive controllers might not be suitable for someone with a physical disability.

(2)

As they are restricted to movement due to their disability therefore the motion sensitive controllers will not be able to detect much of their movement which affects the game being played.

(Total for Question 1 = 14 marks)



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Examiner Comments

Awareness of this issue is not perhaps what it should be and it may be worth investigating further in a lesson on the impact of newer ways of interacting with computers such as consoles.

Question 2 (a) (ii)

Whilst this was quite well answered, students often tended to focus on the back-up element of this question. Very few included an advantage relating to the online aspect.

(ii) The PC comes with online backup.

Give **one** benefit of online backup.

(1)

Can be accessed on any PC that has internet access.



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Examiner Comments

An example of an answer where the student has shown a clear understanding of the question and provided an appropriate response.

This is an example of a very popular response, where the student has given a generic benefit of backup, rather than online backup.

(ii) The PC comes with online backup.
Give **one** benefit of online backup. (1)

restore files if lost/deleted.



ResultsPlus
Examiner Comments

Responses such as this were accepted on this occasion, but in future series, students need to be more discerning in their choice of answer.

Question 2 (a) (iii)

The responses here were rather mixed, with many gaining only one mark due to lack of detail in their explanation. In this case, they tended to mention that the computer may contain private files, but not what may happen if they are accessed.

Many misunderstood the question and commented on the concern that she would lose her data such as important files and not be able to get it back.

This response mentions that someone may access the data on the hard drive and also that it may be used inappropriately (i.e. identify theft).

(iii) Rini needs to dispose of her old PC. She is concerned about her data, which is stored on the hard drive.
Explain why she should be concerned. (2)

someone may use that computer and get to her data and may use her identity causing ~~making~~ identity fraud.



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Examiner Comments

This response gained 2 marks - it has clearly explained the answer.

Question 2 (a) (iv)

Whilst a number of candidates gained the mark for this question, many were not familiar with the idea of sustainability.

Students generally answered this well, but many clearly did not understand the concept of 'sustainability'.

(iv) State **one** way Rini could dispose of her PC in a sustainable way.

(1)

She could dispose her PC in a sustainable way by recycling it.



ResultsPlus Examiner Comments

When students showed an understanding of this question, this was a common response, along with suggestions such as passing on the PC to a friend or to give the PC to a charitable organisation.

(iv) State **one** way Rini could dispose of her PC in a sustainable way.

(1)

Smash it up.



ResultsPlus Examiner Comments

This was a rather common response, with the students perhaps confusing sustainability with protecting data (linked to the previous question).

Question 2 (b) (i)

The most popular responses for this question seemed to be using passwords, firewalls and encryption. However some who did not gain the mark put 'spyware' or 'malware' as the answer instead of 'anti-spyware'.

Additionally, some suggested 'anti-virus' as their answer, despite this being in the question.

Many students gave two good answers as in this example, showing a good awareness of security measures on a PC.

(b) (i) Rini installs anti-virus software on her new PC.

State **two** other security measures Rini could set up on her PC.

(2)

1 She could activate her firewall.

2 She could also place a password on her PC so that only she can access it.



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Examiner Comments

In this question, a large number of responses used similar answers twice, such as 'anti-spyware' and 'anti-adware' which could only be awarded one mark.

Question 2 (b) (ii)

This question was well answered by almost all students. The concept of benefits / drawbacks of access to online goods and services seems to be one that is well covered and students usually answer well.

(ii) Rini uses her new PC to set up an online bank account.

Give **one** benefit to Rini of online banking.

she can do it 24/7 instead of waiting for the bank to open (1)



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Examiner Comments

This is was a very common response to this question.



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Examiner Tip

Whilst this was well answered, students need to remember that benefits to one kind of online service (such as banking), may not apply to another.

Question 2 (b) (iii)

There were very few clear answers to this question. Students seemed to know that phishing was related to stealing of details but could not explain how this occurred.

In this answer, the student shows an awareness what phishing is related to, but has not done enough here to gain the mark.

(iii) The bank warns Rini about phishing.

State what is meant by 'phishing'.

Trying to steal other peoples files⁽¹⁾
+ stuff.



ResultsPlus
Examiner Comments

Student responses for a question such as this need to refer to the fact that phishing is a way to deceive web users in to giving away personal details.

Question 2 (c) (ii)

Most students gained the mark for this question, despite the fact that it was primarily about preventing key-loggers from recording data entry.

Most stuck to responses relating to preventing others from seeing the numbers by looking over her shoulder or answers relating to the whole number not being shown or changing each time.

(ii) Rini enters her online banking PIN number using this screen.

State **one** way this method improves the security of her account.

(1)

It will ask for a different set of numbers
everytime so no-one can be sure of her password.



ResultsPlus
Examiner Comments

Not a common response, but some students understood that these systems often ask for different numbers each time to prevent others accessing the whole PIN number.

The pin number is shown as a star symbol instead of the letters.



ResultsPlus
Examiner Comments

A very common response, mentioning the fact that numbers are often 'starred' to prevent others seeing them.

Question 2 (d) (i)

The responses to this question were rather mixed. For the advantage part of the question a majority of the candidates mentioned that there would be no need to leave the house to purchase the game and gained the mark.

However, many also suggested for the advantage that the game would be 'free'. This seemed to relate to confusion that downloading of files is always free.

A minority of candidates were awarded marks for the disadvantages. There was again some confusion as many of the responses related to contracting a virus.

This kind of response, gaining both marks, was not common.

(a) Kiri decides to buy a new game online.

The website gives her the option to download the game to her console.

(i) State **one** advantage and **one** disadvantage of downloading the game.

(2)

Advantage

Dont have to wait for the delivery.

Disadvantage

Can only use it on that one console which it has been downloaded to.



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Examiner Comments

This response shows excellent awareness, not only in gaining the first mark (for the advantage), but in giving a correct disadvantage and one that showed very good understanding of downloaded games.

Question 2 (d) (ii)

Students here commonly answered well. However, a large number of responses mentioned that this was 'additional security' and therefore did not gain a mark.

This is an example where the student has given two common responses - one incorrect and the other part correct.

(ii) After Rini enters her card details to pay, she sees this screen:



State **one** reason why a password is required.

(1)

To add ~~addition~~ additional security and to prove that it is Rini.

(Total for Question 2 = 14 marks)



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Examiner Comments

Where candidates suggested "add additional security", they would not gain the mark. However, the second part of the response "to prove that it is Rini" is enough for the mark.

Question 3 (a) (i)

The most popular correct response to this question was 'to know where to deliver to' but many also stated 'to locate the nearest Pizza Town'.

Some of the other responses included 'to see where she lives' and 'to use a GPS'. These responses were not awarded a mark.

3 Rini's friends arrive at her house.

Rini orders a pizza from pizzatown.co.uk using her smartphone.

Pizza Town is a national pizza chain.

(a) (i) Rini is asked to enter her postcode.

State why the website does this.

(1)

So the website knows where to deliver the pizza to.



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Examiner Comments

The most common correct response to this question - to know where to deliver.

Question 3 (a) (ii)

Students found this question rather straightforward and almost all of them gained the mark.

Almost all students suggested either Wi-Fi or 3G for their answer here.

(ii) Give **one** connectivity type that allows Rini to use her smartphone to access the internet.

(1)

Wi-Fi (Wireless Fidelity).



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Examiner Comments

Students have a very good awareness of types of connectivity for mobile devices.

Question 3 (a) (iii)

Many of the students were awarded marks for correct answers, again confirming the knowledge and understanding they have of digital devices. It was also pleasing to see a wide range of differing correct responses to this question.

Common responses to this question were related to speed of access to the site, some content not being available on certain devices and the size of the screen.

(iii) Rini normally orders pizza using her home PC.

Rini notices that the website looks different on her smartphone.



Give **one** reason why companies provide mobile versions of their websites.

(1)

because some people may only have a smartphone and companies want as broad a range of customers as possible.



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Examiner Comments

In this response, the student shows an awareness of the importance of customer base and the need to make sites accessible on a wide range of devices.

Question 3 (a) (iv)

This question was very well answered by students of all abilities. It shows that students' experience of this technology is helping their awareness.

Most candidates understood that the smartphone could be used to scan the QR code. However, only a limited number knew that this would then take users to the company web page. Some students clearly had no experience of this technology and suggested taking the voucher to the shop or entering a code online.

This was a common response from students, identifying that the QR code could be scanned by the smartphone.

(iv) Kevin gives Rini a voucher which can be used to get a 10% discount on the pizza.



Describe how Rini could use her smartphone to make use of this voucher.

(3)

She can download an application on her smart phone which will scan the QR pattern, and take her to an online page which will allow her to take advantage of the offer.



ResultsPlus

Examiner Comments

This student has also gone on to state that the website would then be access from the code. The response therefore gained full marks.

Question 3 (a) (v)

Almost all candidates gave a valid answer here, mainly suggesting credit/debit card or Paypal as their response.

In this answer, the student has identified that their bank account might be used, but this is not enough. This was not a common response: candidates needed to be very clear when suggesting this as an answer.

(v) State **one** way that Rini could pay for the pizza online. (1)

using online bank account



ResultsPlus
Examiner Comments

Responses need to show clearly how the payment could be made. In this case, 'online bank transfer' would have been acceptable, but 'online bank account' is simply too vague.

Question 3 (a) (vi)

This question was generally not answered well. The most popular response was "not leave the house" or similar and many students did not gain the second mark. In a noticeable minority of answers candidates repeated this point in another way for their second advantage.

For this question, it was clear that students knew a wide range of generic answers about online goods and services and therefore many suggested answers such as "available 24/7" or simply "cheaper", when this is simply not the case.

(vi) Give **two** advantages to Rini and her friends of ordering pizza online. (2)

1 They don't have to go to the shop and get the pizza
they can do it at the comfort of their own home.

2 They can compare the pizza prices to see which one
costs more or less etc.



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Examiner Comments

In this answer, we can see that the student has given two responses which are clearly related to the question given, rather than generic 'online shopping' answers.



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Examiner Tip

Students need to practice questions about online goods and services from a number of scenarios so that they can offer a range of answers.

Question 3 (a) (vii)

Almost every candidate gained a mark here, most of the students suggesting 'GPS' and giving an explanation of the term 'GPS'.

Unfortunately, a very small minority suggested 'Sat-Nav' and therefore did not gain the mark.

Question 3 (a) (viii)

Students responses to this question were generally very good. It is clear that students and centres have been using past papers to good effect, although there were a few responses related to the device breaking or running out of battery, which showed limited awareness.

Students gave a wide range of responses showing that this topic has been well covered.

(viii) Give **one** benefit and **one** drawback of using a navigation aid. (2)

Benefit

It's handsfree and speaks to you as you drive.

Drawback

Signal is lost if gone through tunnel.



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Examiner Comments

Many students understood what the Sat Nav devices do (verbal instructions, suggest alternative routes) and also their limitations (e.g. signal loss, distracting and also problems related to lack of updates).

Question 3 (b) (i)

This question was answered well by almost all candidates, with the majority suggesting 'cookies'. However, a small minority suggested that this happened by users selecting 'remember my details' in the browser. Despite this showing some awareness, students did not gain the mark for this kind of response.

Question 3 (b) (ii)

There was a rather mixed response to this question. A large number of students understood that the details may be used for marketing purposes such as to send promotional emails to encourage more sales or that the details might be sold on. However, very few linked these responses together to form a coherent explanation of how a company might use details such as purchasing history to target sales and improve profits, for example. A small number seemed to be rather confused here and suggested that the company might steal customer details to extract money from their bank accounts, which is quite clearly wrong.

(ii) Explain how Pizza Town might use the information users give to them.

(3)

They may use targetted advertising by 'remembering' what ~~that~~ ^{they} ordered and suggesting recommending similar products the next time ~~she~~ ^{they} uses the site. They can also record which products are most popular to come up with new products. They may sell the information to other companies that sell similar products for online advertising. (Total for Question 3 = 16 marks)



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Examiner Comments

This is an example of a very good response, with giving a very well explained answer, linking together and justifying the comments.



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Examiner Tip

Students need to ensure that they link their responses together in 'Explain' questions.

Question 4 (a)

This was a straightforward question looking for a way to connect and view a High Definition signal. Almost all students gained the mark here, suggesting HDMI, Wi-Fi and USB as the most common answers, although answers such as Firewire and Thunderbolt did pop-up and were awarded the mark. The only common incorrect responses not awarded marks were ones such as "HD cable", which was almost restating the question and did not show enough knowledge.

Question 4 (b) (i)

For this question, a majority of candidates got at least one mark for recognising Wikipedia as a user generated site and that 'anyone could edit' the site.

Most of them added an expansion or explanation as to why this would make it unreliable but did not always get this right. Very few got full marks because few gave sufficient further explanation.

This response gained all the marks available for a coherent and valid explanation of the reliability of Wikipedia.

(b) When they try to play the movie, an error message is displayed.

Rini uses Wikipedia to find a solution.

(i) Explain why the information on Wikipedia may not be reliable.

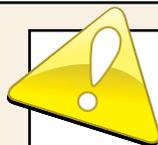
(3)

Because anybody can update or create them meaning that they are there is the possibility that they will be incorrect. They could also be biased if a company alters the information to make themselves more favourable. Finally they are not checked or created by professionals so the information is likely to be inaccurate with common misconceptions.



ResultsPlus Examiner Comments

The student has identified the key feature of a Wiki (or in this case Wikipedia) in that anyone can edit it. They have then gone on to explain the associated issues, identifying incorrect information to give a favourable viewpoint.



ResultsPlus Examiner Tip

A three mark explanation is looking for linked responses. Students should be aware that the points they make need to have a clear link and be fully justified.

Question 4 (b) (iii)

This question was simply looking for additional peripherals that may be needed to make an online telephone call, checking understanding of the term and therefore the required technology to do this.

This was generally answered very well.

Question 4 (c) (i)

This question was not answered particularly well. Student responses ranged from simply stating that it was "not downloading" to suggesting that it was being able to watch things such as movies "for free".

When students did get this right, they mentioned that the streams are often "real-time" and watched "whilst downloading" which showed a clear awareness.

This is an example of a response where a student shows a clear understanding of how streaming works and has given a very good answer.

(c) The problem cannot be fixed. Sarah suggests that they watch a streamed movie instead.

(i) Describe what is meant by 'streaming'. (2)

This is when a movie is downloaded from the internet and watched in real time. This means they watch the movie as it is being downloaded.



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Examiner Comments

The student identifies that the content is often watched 'real-time' and also that it is viewed whilst being downloaded.

A common response that was given, along with "not downloaded"

(2)

Streaming is watching videos online for free.



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Examiner Comments

Students often understood that the streamed content is available online, but not how it works or the differences between 'streaming' and 'downloading' content.

Question 4 (c) (ii)

Many students gained at least one mark here, suggesting answers such as the content being available instantly or that it took up storage space.

However, as with previous questions about online content such as streaming, there was some confusion here about streamed content being 'free' or perhaps containing viruses. This confusion indicates that students do not have much current awareness of subscription based streaming sites such as Netflix or Spotify.

(ii) Give **two** benefits to Rini and her friends of streaming media such as movies. (2)

1 there's no need to download the movies which takes up memory.

2 it's available straight away unlike download where you have to wait for it to download onto your device.



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Examiner Comments

Many students only gained one mark on this question, showing limited knowledge of the benefits of streamed content versus downloading.



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Examiner Tip

Students could investigate streamed content in a lesson, looking at the benefits and drawbacks of free* sites such as BBC iplayer versus the newer paid subscription sites.

* whilst iplayer, for example, may be considered as free, students should be aware of the associated costs such as internet connection and also the potential costs of the licence fee.

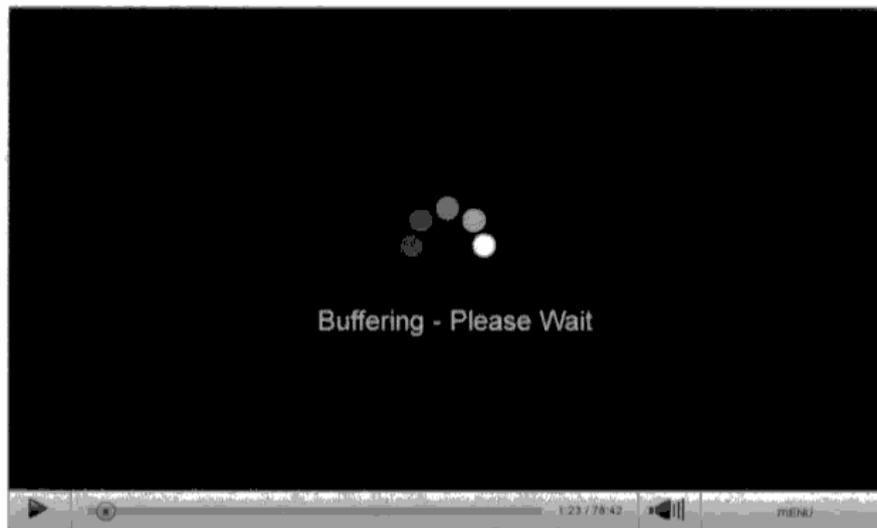
Question 4 (c) (iii)

There was a wide range of answers suggested here and also valid linked solutions, showing some good knowledge of problem solving.

It was disappointing to see students identify a cause and then using "wait" or "pause it and then press play again" as a solution. A number described the situation without identifying a cause and therefore could not be awarded a mark.

This was a common mistake made by students - identifying a valid reason but not supplying a valid solution or supplying one that was not linked.

(iii) Rini and Sarah find that the movie is constantly 'buffering'.



Give **one** reason why this may be happening and suggest a solution.

(2)

Reason

The internet connection may be slow.

Solution

pause the movie and let it load completely before playing it.



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Examiner Comments

In this example, it is fine to identify a slow internet connection, but a valid solution might be to try a different ISP or perhaps (if using Wi-Fi) move closer to the router.

In this case, the student has shown a lack of understanding of streaming.

Question 4 (d)

This question required the candidates to discuss the dangers of internet access and for the most part students did provide a balanced discussion: the most popular responses were access to adult/inappropriate content, health effects and obesity, cyber-bullying and addiction. Most responses of any length gained level 2 or level 3 marks. Some did not look at marks available and stuck to elaboration of one point or got into a loop repeating the same point. Centres should develop expertise in what is required in these longer questions so candidates can better demonstrate what they know.

*(d) Many 12–15 year olds have access to the internet which cannot be supervised by an adult.

Discuss the problems that this might cause.

(6)

The 12-15 year olds that have access to internet, without supervision from an adult may cause problems. This is because they may be talking to people they do not know (via a topic room, social network), but they could also be giving personal information to these people. This could put the 12-15 year old in danger as the stranger could be using this information for purposes that the child does not know - theft, identity fraud. Also the stranger could be pretending to be someone that they are not, and put the child in danger, e.g. if arranged to meet up. Another problem unsupervised 12-15 year olds can cause is they could be downloading ~~information~~^{eg games}, onto the computer, but not from an official website. These downloads may contain viruses which can steal and delete files, and access information entered into the computer. This data can ~~then~~^{then} be used by hackers to ~~against~~^{to} buy stuff online, or used for fraud. They could also be an easy target for phishing e-mails, as they may not be aware of safety procedures to recognise fake e-mails, and therefore could be lured in to entering details onto fake sites

(Total for Question 4 = 18 marks)



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Examiner Comments

This is an exemplary response, giving a factually accurate range of problems of unmonitored access to the internet that covers a wide range of areas, and valid justifications of the suggested problems. This response is well written and the quality of written communication is very good.



ResultsPlus
Examiner Tip

Many students who gained higher marks listed their ideas so that they ensured that all aspects were covered.

This response is at the top of level 2 and gained 4 marks.

* (d) Many 12-15 year olds have access to the internet which cannot be supervised by an adult.

Discuss the problems that this might cause.

(6)

The 12-15 year olds, without supervision, could view age-inappropriate webpages, images and videos. This ~~could~~ could then lead to the child's behaviour changing ~~to~~ such as treating women ~~to~~ like objects (after viewing inappropriate images of women online) or becoming more violent and aggressive (after watching excessively violent videos). This change in behaviour could then cause social issues for the 12-15 year old, as people wouldn't want to be friends with them because of their unpleasant behaviour, and educational issues, such as the 12-15 year old becoming ^{addicted} ~~obsessed~~ with these ~~was~~ inappropriate images, videos and webpages, ~~leading~~ meaning schoolwork is neglected.

To conclude, ~~the~~ problems that may affect unsupervised use of the internet by ~~an~~ a 12-15 year old can cause problems that both affect them and society, such as neglecting their school work and being unpleasant to others (respectively).



ResultsPlus
Examiner Comments

Whilst the response is really only covering 1 topic - access to age inappropriate material, it covers such a wide range of topics within this area and is so well explained that it was awarded 4 marks.

The quality of written communication here was considered good enough to keep the student at the top of the level.

Question 5 (a) (i)

For this question, many students only suggested that they could play against others but failed to make the distinction that they did not need to be in the same place.

Students also often gave the same response twice and therefore only gained one mark.

The student gained both marks by suggesting two valid comments about the social benefits of playing games.

5 After Rini and her friends have watched the movie, Rini suggests they play her new console game. The game can be played online or offline.

(a) (i) Give **two social** benefits of playing games online.

(2)

1 Communicate via headset, with other people around the world, making new friends.

2 Also, playing action games could result into good team work.



ResultsPlus
Examiner Comments

In the first point it is important to note that the student has made the distinction that communication can be made with others elsewhere (in this case 'around the world').

Question 5 (a) (ii)

This question was not answered particularly well, with some not attempting it at all.

When responses were present, students often only gained 1 mark, often by indicating that the game may 'lag' or be 'slow'. Most students did not understand that bandwidth is about the amount of data that can be sent at one time and also that latency is about the delay (or speed of travel) of data.

Students often mentioned that if bandwidth or latency were 'poor' or 'bad' then gameplay would be bad. These responses gained no marks.

This is an exemplary response that was unfortunately not seen often.

(ii) They find that the online gaming experience is poor.

Explain the impact of latency **and** bandwidth on their online gaming experience.

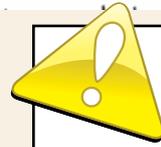
(3)

Bandwidth is how many packets of data can 'fit through' your network at any given time. Bandwidth affects how quickly files are downloaded - if not many data packets can get through, the chunks of the game aren't rendered quick enough. ~~Lag~~ Latency is how quickly a packet takes to get to a server - and if you are playing a fast-paced game, if your latency or 'ping' is not good enough then you are out of sync with the rest of the game (known as lag)



ResultsPlus
Examiner Comments

The student shows a good understanding of the meaning of both bandwidth and latency and has also identified the impact of these on gameplay.



ResultsPlus
Examiner Tip

Students often have better understanding of these issues if they have experienced them, with some of the responses indicating that students had good experience of being affected by, and dealing with, this kind of issue.

Question 5 (a) (iii)

This question was almost always answered well. Students identified issues such as RSI and eye strain most often, and gave a valid action such as taking breaks each time.

Question 5 (b) (i)

This question was not answered well by the majority of students. Most suggested that it was a way of storing websites but did not mention that this is done online. Some suggested that it allowed other users to see the bookmarks, but were often a little confused by suggesting that this was all done via sites such as Facebook.

This is an example of response that gained full marks.

(b) At the end of the evening, Rini and her friends look at some websites that Kevin has added to his social bookmarking account.

(i) Describe what is meant by 'social bookmarking'. (2)

Sharing links on a site which you have placed there for others to view.
Normally stores and websites of a interest to you.



ResultsPlus Examiner Comments

The student has identified that social bookmarking is "sharing links on a site which you have placed there for others to view" and gained both marks.

Question 5 (b) (ii)

This question was answered well by candidates, most of them suggesting two different and valid features of social networking sites.

The only answers that did not gain marks gave the same response twice e.g. Add friends, Find friends.

A very common response to this question, chatting to / adding friends and sharing media such as images.

(ii) Kevin uses his social networking account to share some of the weblinks.

State **two** other features of social networking sites.

(2)

1 You could chat with your friends.

2 Upload some pictures to tell people what you have been upto.



ResultsPlus
Examiner Comments

Students obviously have wide experience of the use of social networking sites, particularly Facebook. However, their experience of other social media is perhaps not as prevalent.

Question 5 (b) (iii)

This question was looking for students to suggest the dangers of putting personal data online (e.g. identify theft), as opposed to simply identifying what might happen (i.e. a stranger might look at your photographs).

This student response gained the mark for stating a reason why having a public profile is bad idea.

(iii) Sarah notices that Kevin allows anyone to view his profile

State **one** reason why this might not be a good idea.

(1)

He might have people viewing it who want to try and steal his identity - identity theft



ResultsPlus
Examiner Comments

The first part of the response was unfortunately rather common, students suggesting "he might have people viewing it", without suggesting an actual reason for that not being a good idea.

Question 5 (c)

This was a rather poorly answered question, with many students writing only about one point. Most of the responses were related to personal issues such as contact with friends and many of the candidates simply wrote about the protests that were mentioned in the stem of the question.

Most candidates mentioned only things very specific to them, and often raised the same points as those made in question 4c, rather than anything to do with a larger impact on society, or anything specifically linked to social networking.

This was a rather common response to this question.

* (c) In November 2010, students in the UK organised protests using social networking accounts on Facebook and Twitter.

Discuss the impact on society of the widespread use of social networks.

(6)
Nearly everyone uses social networking websites. They now even protest there. Social networking websites are part of our lives now. We use them nearly everyday.

People put their personal data on them, photos, videos, they tell society what they're doing. It's like a real life. People make loads of money on social networks by using advertisements and by the amount of people who visit or 'like' their page.



ResultsPlus
Examiner Comments

The candidate has made some valid points but these are rather limited and have not been explained. Students have good awareness of social networking features and seemingly good general knowledge of issues surrounding ICT use, but deeper awareness is often not there.

This was one of the few responses seen that gained all of the available marks.

*(c) In November 2010, students in the UK organised protests using social networking accounts on Facebook and Twitter.

Discuss the impact on society of the widespread use of social networks.

(6)

For the large part, social networks, like Facebook, have proven a huge benefit for society on the whole, and for a number of reasons:

Social networks allow for users to connect with friends and family, old and new, over the Internet, allowing them to easily keep in touch and communicate when otherwise they would be unable to. They can also be used to organise events and group outings very easily.

Many businesses use social networks, both to keep in touch with colleagues and employees, but also to help promote products - for example, Facebook's advertising is quickly becoming a market of its own, allowing for easy target marketing to a wide number of people across a number of filters, which the user defines themselves with the creation of their profile.

Social networks also incorporate games, which can provide many hours of fun and enjoyment to the bored and weary of the world, as well as creating another market in itself.

However, social networks aren't always a good thing. As stated above, they can result in the formation of organised protests and uprisings, as well as leak information, which would otherwise be kept secret, to the world - for example Ryan Giggs's affair. Social networks can also often be used for cyberbullying, which can deeply emotionally damage users and provide much upset - sometimes even resulting in suicide, but this is rare. ^{so I} ultimately feel social networks benefit society on the whole.

(Total for Question 5 = 18 marks)



ResultsPlus
Examiner Comments

The candidate has given a good range of impacts of the use of social networks and has also given valid justifications of these in a balanced discussion.

The quality of the communication here is very good and therefore the response was awarded full marks.

Paper Summary

There was some clear progress made in terms of achievement from previous papers. However, there are still areas where students need to improve and areas where students are strong:

- Candidates showed some good technical knowledge of objects and systems that were perhaps familiar to them, such as when questions related to smartphones, for example. However, on occasion wider technical knowledge of how ICT equipment works was not always evident. This was very clear in the question on bandwidth and latency. It was also notable that students did not always show a clear understanding of issues raised by the use of ICT (topic 6 of the specification).
- There is also some evidence from the responses to this paper that students are not necessarily reading the questions in full and are often writing what they know about a subject or topic in general rather than giving context specific answers to questions.
- Finally, the two discussion based questions showed some improvement in the quality of response - the quality of discussions was much improved on previous series. However, the wider knowledge of the students still needs some work, perhaps by encouraging wider reading of the issues related to the subject.
- Students are showing good knowledge of many of the topic areas, such as online shopping and online goods and services for example. Despite this knowledge, students are still struggling on some questions where deeper technical knowledge is required, such as streaming services and connectivity.

Grade Boundaries

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