

Moderators' Report/
Principal Moderator Feedback

Summer 2016

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

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Multi-choice questions

Students performed well in this section, with more than 90% of students gaining the marks for 6 of the 16 questions. Four questions caused difficulty, questions 7, 13, 14 and 15, as 13, 14 and 15 were aimed at the higher ability students this was to be expected.

- Question 7 – very few students were able to identify a wildcard
- Question 13 – many students gave stock control rather than simulation as the system used to predict sales
- Question 14 – it was disappointing to see students unable to identify a device driver as part of system software
- Question 15 – this targeted the higher level students and the majority of students who did not gain the mark selected Option A.

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

Students in general made a very good start to this section with a significant number gaining the majority of the marks available. Whilst most were able to gain at least 1 mark for 17f(i) by identifying viruses or accidental deletion, many lost marks for citing problems with the camera which were not mark-worthy, as the focus should have been on the laptop. In 17f(iv) very few were able to gain both marks; in an 'explanation' question students should identify an issue and provide an explanation for the additional mark.

17g focussed on email and in 17g(i) a large proportion were able to identify an attachment, but few correctly identified BCC or group mailing lists in the following questions.

Question 18

Students performed well in 18b, showing a good understanding of strong passwords and methods to keep them secure, often gaining both marks in 18b(i) and 18b(ii). Those who were not successful in 18b(ii) often gave responses relating to strong passwords.

Students appeared to find 18c(i) difficult, whilst many gained one mark for identifying limited access to files very few were able to identify restrictions on what can be done to the files e.g. read only, edit etc. A significant number did not identify 'file access' in the question and gave responses relating to network access.

In 18c(ii) few were able to apply knowledge to the situation and failed to identify the impact on the groups.

18d was an example of students not reading the question carefully. The question asked for ways 'other than exchanging information with students' and many gave responses such as, teachers communicating with students via the network or uploading / downloading / marking homework, none of which were mark-worthy.

Students found question 18e(ii) difficult, many talked about the cushioning of the chair and the material used to make the chair, head and neck rests and others referred to posture and sitting positions, none of which gained marks. Others referred to the need for the chair to be adjustable but did not identify how the chairs could be adjusted e.g. height, tiltable back and once more students were unable to access marks.

Responses for 18e(iii) included many answers relating to health rather than safety, with many attempts to recycle the ergonomic chair theme. Those that gained marks generally cited tidying up cables or not overloading sockets.

The majority of students were able to identify a sensible biometric in 18f(i), the most popular being fingertips. However they were less successful in 18f(ii) and many answered in general terms of password, ID cards etc. and the cost of scanners. Other students gave generic answers such as only authorised users being able to access the rooms, but these failed to gain marks as this is the aim of any controlled entry system.

Most students showed some understanding of personal safety in 18g, but a large proportion concentrated on security e.g. viruses, firewalls etc. or with things that the college should do, such as blocking social networking sites, rather than advice it should give.

Question 19

Students were in general able to gain 1 mark in 19a(i), usually for the WYSIWIG response, few cited the need to learn coding. Many were able to gain both marks in 19a(ii), predominantly for hyperlinks and buttons.

19a(iii) proved to be more difficult with many students failing to gain any marks; many focused on the ISP providing access to the internet and therefore providing the ability to upload a website, there was very little reference to a web server, hosting the website or provision of a domain name.

Students were generally able to gain at least one mark for 19b, adverts on other / popular websites and posts on social networking sites being common responses. Marks were often lost for vague responses about adverts and emails, with no thought as to where the adverts would be placed or who the emails should be sent to.

19ci proved to be disappointing with many very vague responses and many citing storage of customer data, which was given in the question. Very few made any reference to secure payment systems. Marks gained were usually for product descriptions or the need for a shopping cart.

A pleasing number gave encryption as the correct response in 19c(ii).

Students performed well in 19d, many gaining 2 marks, surprisingly responses to 19d(ii) were the weakest.

Question 20

Students generally scored well in 20a, correctly identifying the wireless router and the IP address.

20b proved to be more challenging and whilst many were able to gain 1 or 2 marks for sharing peripherals / printer or communicating via the network other marks were lost for generic benefits of networks such as being able to logon anywhere and central storage of files.

In 20c(i) many students recognised that wired connections are more secure, stable and less prone to interference due to walls, with only a very small minority mentioning greater bandwidth, loss of bandwidth over distance or multiple users in their answers. As in the previous question there were many vague answers about interference and hacking indicating that students didn't really understand the topic.

20c(ii) caused problems for many and responses often referred to portability, tripping hazards caused by wires and the cost of wiring.

In general 20d was well answered indicating that students have a good knowledge of the topic. However, many students lost marks by giving repeated answers e.g. discussing both phishing and pharming, two specific types of malware or malware and virus.

Question 21

Students struggled with question 21a, many mistakenly thinking that digital reference books are those found on the Internet, subsequently a lot of answers were about being able to access them anywhere, no need to carry them and lots of people being able to use them at the same time. Those who showed understanding correctly focussed on being easier to carry / store due to being lighter / smaller, quicker search and the multimedia aspects.

Most students gained marks in question 21b. However whilst they were generally able to cite copyright and plagiarism as constraints, they were unable to access the additional marks by mixing up the methods of ensuring acceptable use by transposing copyright and plagiarism answers.

Students in general made a reasonable attempt at 21c, many mentioning bias, relevance and accuracy. The general trend was then to go on to discuss copyright, plagiarism and internet safety at the expense of developing the earlier, relevant points made.

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