eduresourceza.com

Downloaded from eduresourceza.com

INFORMATION AND COMMUNICATION TECHNOLOGY

Paper 0417/11
Written Paper

Key messages

To achieve high marks in the discussion and longer style questions candidates must give more than a statement in their answer by expanding on the points made. Bullet points and listing the answer in columns will not allow for discussions.

The use of brand names, rather than the generic names, given by candidates continue to be used. On the front page of the examination paper it is clear that 'No marks will be awarded for using brand names of software packages or hardware.'

There has been an improvement in the answers given to the actual questions set, rather than candidates answering the question that the candidate thinks are being set. However, it is very important that candidates read the question before attempting to answer it.

General comments

Some candidates gave extra answers that were not asked for and therefore could not be marked.

Candidates are reminded that if they continue their answer beyond the given answer space, or use additional space to write a replacement answer, they should clearly indicate in the original answer space where to find the additional writing or replacement answer.

There has been an increase this session with some candidates not attempting all questions, candidates are reminded to attempt all questions, as an attempt may match some of the mark points, whereas no answer is going to gain zero marks.

There was also an increase in the number of candidates, who, although appeared to understand the points, failed to make it a comparison, instead making it a statement and therefore gained few marks. It is important that discussion and comparison questions show both sides of the argument.

Some candidates displayed some good knowledge and understanding of ICT applications across most of the questions in the paper. However, some candidates resorted to answering discussion type questions in bullet points or using a table and then laying out the advantages and disadvantages. This reduces the chances of the candidate being able to discuss the points made.

This paper produced a very good range of marks.

Downloaded from eduresourceza.com

© 2019

Downloaded from eduresourceza.com

Comments on specific questions

Question 1

As a whole this question was very well answered with many candidates gaining full marks.

(a) Most candidates were able to distinguish between system and applications software.

(b) Almost all candidates were able to correctly distinguish the internal from the external hardware.

Question 2

Most candidates did well on this question gaining over half marks. The Examiners were lenient this session in allowing none key terms to be used rather than the expected answers like flexible hours.

(a) This part of the question was answered well with many of the candidates able to identify part time job. Some candidates left the answer blank. However, many left the answer blank or misread the question and gave a description.

(b) Most candidates were able to correctly identify the job. Those that knew the correct answer to **part (a)** often also gained marks for other descriptions of working patterns.

(c) This part of the question produced better marks than **part (b)**.

(d) Most candidates were able to correctly identify compressed hours working. However, some candidates left the answer blank or wrote in random words or phrases.

Question 3

(a) The majority of candidates gained some credit for this question; with a few candidates gaining the full three marks. Saving the costs of travel and saving time in travelling were common correct answers. However, some candidates lost marks by just writing 'Saves time' or 'Cheaper' without expansion. It is important in answering questions of this type that candidates expand on their answers linking it back to the scenario. Some candidates did not compare their answers and therefore lost marks. Some candidates thought that video conferencing involved the making of a video and therefore did not gain much credit.

(b) This part of the question was not as well answered as **part (a)**. This was a comparison question and some candidates failed to give comparisons. As with **part (a)** some detail was missing in the answer and this affected the mark. For example; equipment is expensive would not gain marks however additional equipment is expensive gains marks. There were good answers regarding time zones and the issues with the signing of documents.

Question 4

(a) This part of the question was generally well answered with most candidates being able to name three sensible sensors. However, there were a number of strange sensors given as answers.

(b) This part of the question was not as well answered as the first part even though this topic had been set many times. Candidates appeared to be fazed by the question referring to timers rather than sensors which had been set previously. The mark scheme was written to take this and standard answers into account. Even with the leniency of the mark scheme the scenario was not too well understood; resulting in a broad range of marks. Some candidates tried to answer the question as though it was dealing with sensors and stated that the microprocessor changed the time back into analogue. There were a few good answers that referred to an actuator, the comparison between the time and the pre-set value and the continuous running of the system. A question of this type does not need to include the changing of the data from analogue to digital but some candidates chose to include it in the answer.

Downloaded from eduresourceza.com

© 2019

Downloaded from eduresourceza.com

Question 5

Most candidates were able to gain at least two marks on this question. There were some good answers where candidates remembered that this was a comparison between smartphones and desktop computers. Again, some candidates gave answers mentioning the comparative costs of the two devices which due to the fact that costs are comparative this was not credited. There were some vague answers that did not link to the scenario. Many candidates compared size of screen and size of keyboard which proved to be the main reasons for awarding marks.

Question 6

This comparison question was fairly well answered where many gained at least two marks. Many candidates were able to mention similarities and differences to produce some good answers. Most marks were gained for both being wireless, both sending and receiving data packets, WiFi has a faster data transfer rate and a comparison of the range of signal. There were some good descriptions of the methods of transmitting. However, some responses that described security methods were too vague to gain credit.

Candidates gave more differences between WiFi and Bluetooth, but similarities were less well identified.

Question 7

(a) This part of the question was well answered by many candidates and there were a large number of possible answers on the mark scheme. However, there were a great deal of instances of the use of brand names and this affected some of the marks especially when the software use was incorrect. There was a good use of technical terms like 'cutting and pasting' and 'inserting' but also a number of 'putting' and 'adding' which did not gain marks. Some candidates misread the question and explained how to create the brochure but then added that the archive material would be stuck into the brochure rather than scanning the images in. Part of the question related to information being typed into the brochure. Some candidates simply wrote this comment directly into the answer and gained no credit. Marks were evenly spread with some candidates gaining full marks.

(b) Most candidates were able to gain at least a mark on this part of the question. There were many correct answers mentioning that proper nouns might be spelled correctly but not recognised by the dictionary. Other good answers contained references to the language being used and the fact that the dictionary may not be up-to-date and so would not recognise the word. Some candidates however described the use of grammar checks or predictive text which gained no credit.

(c) This part of the question was not answered well and as a topic it had not been see for some time. The main misconception here is that it would be faster for the teacher to send the emails as a group because she would not need to type them out many times. In reality, the correct answer was that she would not need to type out all the email addresses. Better responses described how the use of email groups helped in not missing headteachers or sending it twice to the same person.

(d) As with **part (a)** this question asked the candidates to explain how the message could be attached to a presentation. As with **part (a)** the use of brand names was unacceptable. Some candidates demonstrated that they understood the process and described the process clearly. However, other candidates explained how they would make the recording or stated that they would run the presentation at the same time as playing the message file. There were some good explanations about making a presentation with slides, animations, text etc. with the audio message being an afterthought or omitted altogether.

Question 8

(a) This was a brand-new question based on a topic in the syllabus and candidates found it difficult to achieve good marks on it. The question should have generated answers relating to the understanding of the system or the types of devices that would be needed in the new system. The kind of answers the examines were getting referred to identifying current mistakes in the system and not making the same mistakes in the new system rather than identifying why the analyst needs to identify inputs, processing and outputs of the current system.

(b) Most candidates gained some credit for this question. However, there were a great deal of vague answers. For example, it is cheaper without giving a clear justification as to why it is cheaper.

Downloaded from eduresourceza.com

Cambridge Assessment International Education
© 2019

Downloaded from eduresourceza.com

Question 9

(a) The Examiners were lenient this time allowing marks for a general explanation even though the question stated that candidates must use the example given. This opened the question to more candidates, many of which could explain what the COUNTIF function does but not necessarily in terms of the given example.

(b) Very few candidates gained full marks on this part of the question. Many struggled with the highlighting of row 6 but a few gained a mark for mentioning 'freezing'.

Question 10

Candidates struggled with this question getting confused on how to secure data saved on computer systems with personal and sensitive data in the context of Social Networking. Answers therefore centred around Firewalls, Hackers, Names, ID numbers and Bank Accounts rather than personal or sensitive data such as ethnicity or political views.

(a) This part of the question was well answered by those that understood the question. Many candidates incorrectly considered that they were protecting the computer from outside attack so had to use passwords and firewalls etc. Those that answered correctly often managed to state correct strategies, but the reasons were weak. Better responses clearly kept within E-Safety and the need to keep personal data safe.

(b) This topic has been set previously but in previous examination papers we have tended to ask for personal data, this time we asked for sensitive data as its role in Data Protection had increased. The result of this change was that we found many candidates mixing up personal and sensitive data. There were many answers that could have been given by candidates. For those candidates that appreciated that sensitive data is a category of personal data the vast majority gained full marks.

Question 11

(a) It became apparent before marking had started that the layout of this question did not help candidates achieve good marks therefore the Examiners marked this question across the whole answer rather than splitting it into 1 and 2. There were some good contrasts between Save and Save As, though many failed to gain both marks as they used the answer space to show just one type and not giving a comparison. Opening the question up allowed some candidates to gain a mark which would normally not have been allowed.

(b) Most candidates gained some credit on this question. However, as in previous questions marks were lost due to the vagueness of the answers i.e. 'Saving space'. There were a few good answers given referring to reducing the file size for email transmission or improving loading speed to webpages.

Question 12

This topic had been set previously and therefore it was good to see that most candidates were able to distinguish between the internet and an intranet. Most candidates managed to gain marks by saying that the intranet was private and more secure than the internet. Better responses clearly described more points in relation to company use.

Question 13

This question was generally answered well, with most candidates gaining at least 2 marks. Most candidates did not recognise that the most suitable answer for the printer that is a form of inkjet printer was a 3D printer.

Downloaded from eduresourceza.com

Cambridge Assessment International Education
© 2019

Downloaded from eduresourceza.com

Question 14

As a discussion question some candidates found this very challenging. Candidates needed to read the question closely before answering it. It was clear that some candidates simply answered it as a straight comparison between the cloud and hard disk drives when the question was about the storage of application software on these storage elements. Those that understood the question gained good marks. As a positive point those candidates that gave clear generic responses for saving files were able to gain some credit, however better responses demonstrated some understanding of the use of cloud based applications.

Question 15

Most candidates gained at least a mark on this question. Some candidates however did not gain credit as their answers were too vague. It is clear that candidates understand the topic but do not place their answers in the context of the question and therefore lose marks. Answers like 'More accurate', 'do not get tired', 'faster' etc. are too vague to gain credit.

Question 16

This was the level of response question which are soon to be phased out of the paper. This question allows the candidate to expand on their answers and give more information than in other parts of the paper. However, the layout of the answer in some cases does not allow for this. The Examiners are expecting candidates to write in continuous prose and not bullet points or placing a line down the answer page and then listing the advantages and disadvantages. These types of layouts do not allow for discussion.

Some candidates thought that the expert system was a type of robot. But there were some good answers concerning the system containing the wisdom of many doctors, and the fact that it would probably produce a diagnosis more quickly that a doctor. Most candidates achieved a level one by only giving general expert system responses or not expanding on the points made. Those candidates that used some general answers e.g. can be used 24/7 and specified costs involved did gain some credit. Some candidates gave general answers about electricity outages or internet issues. Those answers are correct but do not answer the question and therefore cannot gain credit.

Downloaded from eduresourceza.com

© 2019

Downloaded from eduresourceza.com

INFORMATION AND COMMUNICATION TECHNOLOGY

Paper 0417/12
Written Paper

Key messages

To achieve high marks in the discussion and longer style questions candidates must give more than a statement in their answer by expanding on the points made. Bullet points and listing the answer in columns will not allow for discussions.

The use of brand names, rather than the generic names, given by candidates continue to be used. On the front page of the examination paper it is clear that 'No marks will be awarded for using brand names of software packages or hardware.'

There has been an improvement in the answers given to the actual questions set, rather than candidates answering the question that the candidate thinks are being set. However, it is very important that candidates read the question before attempting to answer it.

General comments

Some candidates gave extra answers that were not asked for and therefore could not be marked.

Candidates are reminded that if they continue their answer beyond the given answer space, or use additional space to write a replacement answer, they should clearly indicate in the original answer space where to find the additional writing or replacement answer.

There has been an increase this session with some candidates not attempting all questions, candidates are reminded to attempt all questions, as an attempt may match some of the mark points, whereas no answer is going to gain zero marks.

There was also an increase in the number of candidates who although appeared to understand the points, failed to make it a comparison, instead making it a statement and therefore gained few marks. It is important that discussion and comparison questions show both sides of the argument.

This paper produced a very good range of marks.

Downloaded from eduresourceza.com

© 2019

Downloaded from eduresourceza.com

Comments on specific questions

Question 1

This question was generally well answered, with most gaining at least 3 marks. Although common errors were failure to read the question fully and believing '3.2' was normal data, when only integers would be accepted.

Question 2

Most candidates were able to gain full marks for this question. They either got them all right or in a few cases all wrong. The most common errors were in the first two points about an interface that does not need a pointing device and the example of a WIMP interface.

Question 3

Most candidates gained at least two marks on this question. Most candidates were able to identify the touch screen correctly. However the most common error was the first item (linker) where a lot of candidates put in an app. Another error was a lot of candidates putting in coding for item 4 rather than quantum cryptography.

Question 4

Most candidates gained at least 4 marks for this question.

(a) This question was well answered by most candidates. Some candidates mixed up input and output devices.

(b) Most candidates were able to answer this question although there were some storage devices that were clearly incorrect.

(c) Most candidates were able to answer this question. As with **part (a)** some candidates mixed up input and output devices. Most candidates were able to identify speaker and touch screen.

Question 5

Although a lot of candidates attempted this question, very few scored more than 2 marks for their answers. This was an example of a comparison question and so candidates failed to gain the marks as they made statements about laptops rather than comparing them with desktops. There were also a lot of vague answers given and a lot mentioning that laptops were cheaper than desktops to buy. The Examiners do not accept cheaper as an answer in this case as cost is variable.

Question 6

(a) This was a challenging question for most candidates. However, it looked and should have been a straightforward question with a great deal of mark scheme points. As with comments made previously candidates need to read the question closely before attempting to answer it. In this case the question stated that the network was not to be connected to the internet but candidates answered as though it was, stating routers were needed. Good answers included the description of the purchase of hardware and software, connection of cables and installation of software.

(b) Few candidates gained full marks. Answers tended to be too vague. The most popular correct answer was the receiving and sending of data packets.

(c) As with **part (b)** this part of the question was very challenging for most candidates. Many candidates gave answers that closely related to **part (b)**.

Downloaded from eduresourceza.com

Cambridge Assessment International Education
© 2019

Downloaded from eduresourceza.com

Question 7

Most candidates were able to achieve at least two marks in this question.

(a) This part of the question was well answered with many candidates achieving full marks. Attention to detail let candidates down, for example explaining that the shape had to be rotated but failed to give an angle of rotation.

(b) **Part (b)** was slightly harder than **part (a)**. Filling the image was well answered by many candidates and the Examiners were more lenient in this question as the colour of the image different on papers; however, some candidates failed to explain that the image had been cropped with some suggesting that elements had been added to the shape.

Question 8

(a) Some candidates understood that generic file formats could be used on other software and other platforms, but many believe that they can be used on all software or all platforms. Generic software is not related to saving storage or increasing security as some candidates wrote.

(b) (i) Most candidates correctly identified CSS although some mixed it up with CSV or HTM.

(ii) Not as well answered as **part (a)** although some candidates correctly identified RAR although some gave PDF.

(iii) Most candidates were able to answer this part of the question correctly identifying GIF.

(iv) Again most candidates correctly identified CSS although some did mix it up with CSV.

Question 9

(a) Most candidates correctly identified this as an IF function and the first part of the formula, C11>0. With the second part of the formula some candidates failed to put the L, OT inverted commas. or reversed the 'L', 'OT'. Some candidates split the formula to have C11>0 then C11<=11 but lost marks as they missed out the '=' sign.

(b) This question was well answered by many candidates who achieved at least 4 marks. The errors found by the Examiners were not related to the creation of the formula but due to mistakes in the positioning of the $ symbols in the cell references, or not using the correct cell reference i.e. D11.

(c) This question was not as well answered as the previous parts. A lot of candidates recognised this as a COUNTIF function but a common error was not using inverted commas for the 'L' or using ='L' instead.

(d) Most candidates gave the correct answer for this part of the question although some wrote bar chart.

Question 10

This was a discussion question where candidates only explained one side of the argument i.e. wrote about laser printers but did not compare them with dot matrix printers or vice versa. Many candidates wrote about the cost of the devices and their consumables when cost is relative. Generally, candidates gave both advantages and disadvantages relating to print quality and speed of printing, although some candidates are still vague and write statements like 'the laser printer is faster' without explaining what it is faster to do. Many candidates however gave good answers referring to using dot matrix printers in harsher conditions and that laser printers giving better quality printouts. A comparison could name the other device or clearly state it was faster or quieter to print.

Downloaded from eduresourceza.com

© 2019

Downloaded from eduresourceza.com

Question 11

(a) A few candidates failed to read the question properly and gave answers based on cookers. Again, it is very important that before candidates start to answer the question they should have read the question stem carefully. Most candidates were able to gain at least 1 mark for identifying increased leisure time. However, a lot of answers did not describe the advantages that each device mentioned would bring the person with some writing statements rather than comparing the answer to manual devices. Few candidates were able to describe that a lot of tasks can be controlled when the person is away from their home. The Examiners were lenient this time allowing examples to be given for automatic devices.

(b) This part of the question looked at the disadvantages of using these devices whilst connected to the internet, and again as in **part (a)** it challenged many candidates especially those that did not carry out a comparison. There were a lot of mark scheme points for this part of the question. The most common correct answers were based on hackers taking control of the devices, malware or lack of privacy. Few candidates were able to gain more than 4 marks for this question and gave little expansion to their answers. For example, many candidates explained, correctly, that if the controlling device was out of range then it would not connect. However, they could have expanded on this stating that there was no way of knowing if the device had switched on or off and therefore could cause problems.

Question 12

(a) Candidates struggled to answer this question correctly with only a few candidates gaining 2 marks. This topic had not been set for some time and this was reflected in the marks that were awarded. Many candidates misunderstood the question and could not understand the difference between purchasing off-the-shelf software compared to an analyst writing the software. It was evident in their answers that they had not appreciated that an analyst would work closely with the club producing software that was customised for them. A common misconception was that the club were writing the software themselves, so that it was cheaper than off-the-shelf software.

(b) This question was a comparison question and even though it appeared to be straightforward it was very challenging for candidates. The main reason that candidates did not answer it as well as expected was that they gave statements rather than comparisons. The question was about storing records in an in a computerised system. Common correct answers were based on saving physical space, faster to search for a record, and fewer errors as there is no manual checking of the paper records.

(c) This was a topic that had been set previously although not in this format. Many candidates understood the concept of direct changeover and parallel running although this question required accurate answers. Some candidates stated that direct changeover changed the system directly whilst others stated that the system was changed over. What the Examiners were looking for was that the system was changed immediately. In parallel running candidates stated, correctly, aboth systems are running side by side, but missed out that eventually the new system has to take over. In the benefits and drawbacks there were a number of repeated answers between direct and parallel for example costs are reduced in direct changeover and then gave costs are increased in parallel running. In questions of this type benefits and drawbacks must be exclusive.

Question 13

(a) This part of the question was generally well answered by many candidates. However, marks were lost due to a lack of precision rather than a lack of understanding. Answers like ‘they work faster’ were given rather than ‘greater productivity’.

(b) Again this was part of the question was generally well answered by many candidates. However, there were a large number of one word answers.

Downloaded from eduresourceza.com

Cambridge Assessment International Education
© 2019

Downloaded from eduresourceza.com

Question 14

This question was the level of response question and candidates found it very challenging. Some candidates did not read the questions thoroughly and gave answers relating to the advantages and disadvantages of using the internet. As with other questions on this paper it is important that the question is thoroughly read and understood before producing an answer. Some candidates were able to provide very good descriptions of the benefits and drawbacks with a larger number of candidates achieving Level 3. However, most candidates were able to mention 2 points on policing the internet but did not expand on the points made therefore missing key marks. Some candidates confused 'policing' with the word 'policy'.

Common benefits were based on stopping cyberbullying, preventing racist views, stopping illegal activities and protecting children or vulnerable people. The most common drawbacks given were based on freedom of speech issues, extra expense and the sheer vastness of information on the internet being difficult to police. There were a lot of opportunities to gain marks and a lot of candidates did reasonably well on this question.

This type of question is a question that requires continuous prose therefore using bullet points and tables split benefits and drawbacks do not give the scope required to produce a Level 3 type answer. Candidates who produce answers of this type tend to only achieve Level 1 as comparisons cannot be made.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

INFORMATION AND COMMUNICATION TECHNOLOGY

Paper 0417/13
Written Paper

Key messages

To achieve high marks in the discussion and longer style questions candidates must give more than a statement in their answer by expanding on the points made. Bullet points and listing the answer in columns will not allow for discussions.

The use of brand names, rather than the generic names, given by candidates continue to be used. On the front page of the examination paper it is clear that 'No marks will be awarded for using brand names of software packages or hardware.'

There has been an improvement in the answers given to the actual questions set, rather than candidates answering the question that the candidate thinks are being set.

General comments

Some candidates gave extra answers that were not asked for and therefore could not be marked.

Candidates are reminded that if they continue their answer beyond the given answer space, or use additional space to write a replacement answer, they should clearly indicate in the original answer space where to find the additional writing or replacement answer.

There has been an increase this session with some candidates not attempting all questions, candidates are reminded to attempt all questions, as an attempt may match some of the mark points, whereas no answer is going to gain zero marks.

This paper produced a good range of marks.

Comments on specific questions

Question 1

This question in its entirety was well answered although when it was broken down into the parts. Most candidates did well on **part (b)** and this affected the figures. Most candidates managed to gain a correct answer for **part (d)** but many of the candidates gave output devices where inputs were required.

(a) About half the candidates gained a mark for this part of the answers. Some candidates mixed up output and input devices.

(b) As with **part (a)** about half of the candidates gained a mark on ths part with some of the candidates mixing up input and output devices.

(c) This part was answered better than **parts (a)** and **(b)** with many candidates giving the correct answer.

(d) Almost all the candidates gave the correct answer for this part of the question.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Question 2

Most candidates were able to gain two marks on this question but over half the candidates thought the hard disk was solid state and that the SD card was magnetic storage. Most candidates gave the correct answer for the CD ROM and the memory stick.

Question 3

This question was extremely well answered, with most candidates gaining at least three marks. There were a large number of correct answers for this question, the only thing that let candidates down was a lack of clarity.

Question 4

In contrast to question three this question was challenging for candidates. However, many candidates scored one mark here for connects devices to the internet, too many thought that it controlled the whole system or turned the computer on.

Question 5

Most candidates could identify the body part affected by the issue but then did not express what the problem was leaving it too general; such as a problem with the eyes. The question stated that answers were not to be repeated; however, some candidates repeated answers especially taking breaks. In the body parts repeating the word 'problems', which was in the question caused issues.

Question 6

This question was also very challenging for candidates. Many gained marks for writing that people became dependent on the devices or that they made people lazy but did not expand on their answers to gain extra marks. Candidates are answering these questions relating to the cost of the device when in reality this cannot be allowed as an answer as costs vary.

Question 7

This question was very challenging for candidates. The common correct answers focused on the missing } after background-color and; missing after 42px. But some candidates did not explain clearly where these were to be placed just stating they were missing, hence not answering the question. The question stated that candidates must write down what was incorrect and how it could be corrected. Examiners were lenient in this session where the answer was a little vague.

Question 8

(a) Some candidates are using numbers rather than cell references and mathematical operators rather than >, =, <. As a result of this the question was very challenging to many of the candidates.

(b) This was better answered than **part (a)** although some candidates included a function especially SUM which will work, and the Examiners were lenient with this type of answer. Other candidates tended to use mathematical operators like x rather than *.

(c) In answering this question some candidates simply rewrote the question therefore gaining few marks. Others selected filter but then reverted back to the question. Questions of this type expect the candidates of this type to explain how they would filter the data.

(d) Modelling as a concept is very challenging for candidates. Many candidates think that a model is produced rather than creating the real thing when in reality it is to test the real thing before it is built. Some answers lacked detail and therefore even though the candidate knew in theory what was required failed to expand on their answers and therefore gained less marks.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Question 9

Candidates struggled to understand the concept, many were stating that the temperature sensor would control the heating elements, and too many stated if the temperature was too high the heaters would be changed without stating higher than a preset value. With questions of this type the Examiners are looking for data to be sent to the microprocessor and a comparison with the preset values and then a consequence of this comparison.

Question 10

This question related to how cheques could be reads in at an ATM. However some candidates related their answers to the stem of the question and answered about cash rather than cheques. It is important that candidates read all parts of the question.

(a) Candidates missed the question and related it back to depositing cash instead cheques. Others wrote answers about depositing cheques but then went onto explain how the cheque could be cashed immediately. This was a difficult question but marks were lost by candidates not reading the question.

The question asked for the inputs and processing. Most marks were gained from the input section of the question.

(b) This part of the question answered as well as **part (a)**. Common correct answers were it operated 24/7 and not waiting in queues in banks.

Question 11

(a) There was a large number of answers that were repeated. Some candidates failed to read the question and, therefore, gave answers that were not related to analysis, many wrote about changeovers, looking on the internet etc. Even when the candidates identified, interview, questionnaire or observation they could not go on to give benefits and drawbacks. Many thought they all took a long time or were reliable but did not say why.

(b) This was a better answered part of the question. Many candidates were able to give good answers for normal and abnormal and some gave examples. However extreme test data continues to cause issues with some candidates explaining that this is a long way beyond the boundaries when actually it is data that sits on the boundary.

(c) Some good answers on this part of the question with many candidates gaining at least 2 marks. The main incorrect answer was program name.

Question 12

(a) This part of the question was fairly well answered with most candidates gaining half marks. Many candidates used their own experiences to answer the question. The most common correct statement being do not post personal information. There was a preconception that passwords was a strategy for staying safe on websites.

(b) This question was designed to allow the candidate to express their reasons why the internet hasd not been policed so far. It was felt by the Examiners that answers relating to the internet being international would dominate. In reality a great deal of internal politics dominated the answers with answers relating to spreading of personal data although correct answers were given relating to the laws being different in each country and freedom of speech.

Downloaded from eduresourceza.com

© 2019

Downloaded from eduresourceza.com

Question 13

(a) Few candidates explained what HTTPS meant. The Examiners were lenient in this session allowing answers that simply stated that it made a web page secure or that it was a protocol.

(b) As with the previous question few candidates could explain what a URL was although many understood that it was an address of a website.

Question 14

This question was very challenging although it was felt that the topic was candidate-centred. Many candidates understood the concept of Bluetooth but could not explain it fully; giving general answers. Some candidates thought that satellites were used but then went on to write about the waves only travelling short distances.

Question 15

This question was a level of response question. It very important for candidates to expand on the points raised in discussion style questions. Where the candidates knew what a biometric system the most common answer was to list the systems but not to expand on why they were more secure than other. The comparison between systems was not attempted by many candidates. Common answers included that biometric systems used unique data but failed to explain that it was difficult to change a biometric password once set.

eduresourceza.com

Downloaded from eduresourceza.com

© 2019

Downloaded from eduresourceza.com

INFORMATION AND COMMUNICATION TECHNOLOGY

Paper 0417/02
Practical Test A

Key messages

The requirements for doing well in this paper are the ability to:
- distinguish between the typeface categories of serif and sans serif font types
- enter accurately text in bold on the question paper
- use proofing techniques to identify errors and inconsistencies
- create and apply styles to ensure consistency of presentation in different software packages
- produce legible screenshots to capture the required evidence
- insert fields into a document whilst maintaining the existing spacing and punctuation.

General comments

Many candidates demonstrated a high level of practical ICT skills and appeared well prepared for this examination. The paper gave a good spread of marks. Most candidates completed or attempted all questions on the paper and the majority who submitted work showed sound knowledge, skills and understanding. The mail merge task is particularly well done with many candidates achieving full marks for this section.

Text to be entered by the candidate as part of a question is displayed in bold on the examination paper. To achieve the data entry marks this text must be keyed exactly as shown, including punctuation and capitalisation. There were a number of typographical errors in data entry throughout the paper and many of these inaccuracies could have been avoided with more careful checking and proofreading. Good proofing techniques are important and candidates are advised to take time to carefully check the content, layout and presentation of their work. Common errors included incorrect capitalisation, incorrect or missing characters, omission of spaces, additional punctuation and truncation of headings and data in the database reports. Candidates should make appropriate use of the spell checker and proofing tools available and understand that automated suggestions given by spell check software may not always be appropriate such as suggested changes to company names.

Candidates are required to produce screenshots to evidence the ICT skills that cannot be assessed through the printed product alone. In this session, too many candidates printed evidence that was too small to read even using magnification devices. Candidates should check each printed screenshot to ensure it is clear and large enough to be easily read with the naked eye. Marks cannot be awarded if the evidence is too small to read. Similarly, some candidates did not achieve marks as a result of presenting screenshots with important elements cropped out.

A small number of candidates did not print their name, centre number and candidate number on some of the documents submitted for assessment. Without clear printed evidence of the author of the work, marks cannot be awarded for these pages. It is not acceptable for candidates to annotate their printouts by hand with their name as there is no real evidence that they are the originators of the work. Candidates should submit all printouts and cross through any draft versions which are not to be marked. If multiple printouts are submitted without draft versions being crossed through, only the first occurrence of each page will be marked.

Candidates should be able to distinguish between the typeface categories of serif and sans serif font types. These are categories of font type with specific attributes and not the actual names of font styles so will not appear in an installed font list. Candidates must be able to select an appropriate font style for the font type specified. Some centres have reported that there is no font called ‘serif’ installed on the computers so candidates used ‘*Times New Roman*’ instead, however this is a serif font. An example of a sans serif font would be ‘Arial’. Candidates need to be taught the difference between a serif and sans serif style of font face

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

prior to taking the exam. Candidates must then decide themselves, in the exam, and choose a suitable font face based on the given criteria in the exam question.

Candidates will be required to create and apply paragraph styles to ensure consistency of presentation. When selecting a font for a paragraph style this should be a font that contains no other formatting. Additional formatting that has not been specified in the House style specification will not gain associated marks. So, for example, the use of the font style Algerian would not gain associated marks for additional formatting unless all capital letters were specifically requested on the House style specification.

A number of candidates did not print all of the required tasks, even though they had indicated on the question paper that they had completed them. Candidates should be encouraged to print evidence as it is completed rather than waiting until the end of the examination time. They should print all pages of a document or report and not just the first page.

It is essential that candidates print their Evidence Document towards the end of the examination time, regardless of whether they have finished all the questions. This document will contain supporting evidence which can substantially improve the candidate's mark and they should be taught to print this before the examination ends.

In the mail merge task, the merged documents must match the layout, spacing and formatting of the master document. If candidates identify an error after merging they should correct the master document and complete the merge again. Credit cannot be given for the merge if the resulting merged documents do not match the master document.

Some centres are still submitting stapled work which is not permitted. Hole-punching work and securing it with treasury tags or string is permitted but care should be taken not to obscure text with the punch holes. Several candidates did not achieve marks due to punch holes taking out characters in the database report headings resulting in missing letters in data entry which could not then be assessed for accuracy. Each candidate's work must be returned inside the original hard-copy Assessment Record Folder (ARF) that has been provided to the centre by Cambridge Assessment; photocopies should not be used. Please make sure a Supervisor's Report Folder is also completed and included with the candidates' work as this shows the software that has been used and any issues that were experienced during the practical assessment.

Comments on specific questions

Task 1 – The Evidence Document

Most candidates located the correct document. A few did not enter their identification details in the header or footer of the document so the details did not print on every page. Marks could not be awarded for pages without printed identification details.

Task 2 – Document

Question 1

All candidates recalled the correct file and most saved it with the correct file name. Some candidates resaved the file in the original RTF format instead of the format of the software being used and occasionally the file name contained typographical errors or was not capitalised as shown on the exam paper. Screenshot evidence of the save was often inconclusive as it showed the save in process with the *Save as…* dialogue box displayed rather than capturing the outcome of the file saved in the folder. A screenshot of the folder contents after saving with the file types visible provides the evidence required. Most candidates retained the page setup settings as instructed.

Question 2

Most candidates placed the correct elements in the header and footer as specified. Occasionally these did not align with the page margins. Automated page numbers were not always used with the number 1 appearing on all pages. Candidates who used the built in content control did not always remove superfluous text or placeholders in the header and/or footer areas. Where tabs were used to control the footer alignment the identification details often wrapped to a second line which aligned to the left margin instead of both lines aligning to the right margin.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Question 3

The creation and application of paragraph styles to meet the House style specification was well done by the vast majority of candidates. Occasionally additional formatting was set or the style was based on another named style which then inherited that style's attributes and as a result the style did not match the House style specification. To avoid this each new style should be based on the '*default'* or '*normal'* paragraph style. Common errors in creating the styles were capitalisation errors in the style names, additional formatting applied and incorrect spacing applied before and/or after the style. The font types 'serif' and 'sans serif' were occasionally keyed into the font dialogue box as a font name and, as these are not valid font names, the default font style was displayed. Candidates must be able to identify the different characteristics of a serif and sans serif font type and select an appropriate font name for the type specified. Screenshot evidence of the DB-Subhead style provided details of the attributes set for this style and the formatting of all subheadings needed to match these settings.

Question 4

The recall document contained the style named DB-Title that had already been created, stored and applied to the title text. Candidates were required to edit this style's settings and the screenshot evidence needed to show that the original style had been modified. Some candidates incorrectly created a new style with the attributes applied but were then unable to save this new style with the correct name because the style name DB-Title was already stored. To overcome this the style name often contained case or typographical errors. A number of candidates applied the formatting to some text in the document and then tried to create a new style based on this formatting incurring the same saving issues. The screenshot evidence was often too small to read the attributes applied or had been cropped, making the evidence of modification inconclusive. Where modifications to the style were made correctly the title text in the document automatically updated to reflect the formatting changes made. A number of candidates did not remove the italic enhancement set in the original style.

Question 5

The list of styles from the style manager/organiser provided evidence that all the styles had been created and saved. It was not necessary to show all the attributes set for every style. Any screenshot that showed a list of the style names was acceptable although style names displayed in the ribbon were often truncated or did not show all the styles created. Marks for applying the styles were only awarded if there was evidence in the style list that the style had been created and saved.

Question 6

Most candidates entered the subtitle text accurately. Common errors included '*Report'* keyed as '*Reported'*, incorrect case and an additional space inserted before the colon.

Question 7

In most cases the DB-Subtitle style had been applied correctly to the subtitle text. Application of the DB-Subtitle style was only awarded if the formatting met the House style specification and there was evidence that the style had been created and saved in the style list produced in **Question 5**.

Question 8

Most candidates correctly applied the DB-Body style to the text in the document. Occasionally there were inconsistencies in the formatting of the body text such as full justification not applied to all paragraphs or inconsistent spacing after body text paragraphs. Full justification of the bulleted list was not always maintained. If the DB-Body style had been created and applied correctly there should be a 6 point space between the paragraph and table and the paragraph and the bullets. As part of proofreading candidates should make sure that all styles have been applied correctly and spacing above and below all body text paragraphs is consistent. Application of the DB-Body style was only awarded if the formatting was correct and there was evidence that the style had been created and saved in the style list produced in **Question 5**.

Question 9

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Amending the page layout to two equally spaced columns with 1 centimetre spacing between the columns was done well by the majority of candidates. A few inserted the column break below rather than above the subheading and the selection of text was not always accurate with the last line of the document not included in the selection. Some candidates incorrectly displayed the entire document in two columns and a few applied the column formatting in separate sections rather than selecting and applying to all the required text. This lost the order and flow of the paragraphs.

Question 10

The application of square bullets to the specified text was done well by most candidates. A small number did not include the first line in the bulleted list and some separated the text so each word started a new bulleted line. Formatting of the bulleted list was not well done with very few candidates changing the list to single line spacing. The indent was often not set accurately with some candidates using the default measurement or indenting the text rather than the bullet 1 centimetre from the left margin. Several did not leave a 6 point space after the last item in the list.

Question 11

This question was performed well by the majority of candidates. The mark was awarded if there was evidence that the DB-Subhead style had been created and saved, and the formatting of all 7 subheadings matched the formatting seen in the screenshot evidence for **Question 3**. The spacing after the subheadings was not always consistent with extra space commonly seen after the subheading '*THE FUTURE*' which did not match the DB-Subhead style settings.

Question 12

Most candidates located the correct file and imported the table to the correct position in the document. Occasionally the heading was not imported with the table contents. The software spellcheck tools were not always used appropriately with changes made to company names in the table that should have been retained.

Question 13

The majority of candidates deleted the row correctly. A few deleted the cell contents leaving an empty row in the table.

Question 14

Most sorted the data accurately. A few sorted only the *Year* column therefore losing the integrity of the data.

Question 15

The new row and data were generally entered accurately. Occasionally the new row was inserted in the wrong position, or was added to the end of the table. A small number overwrote data in the table with the contents of the new row.

Question 16

Application of the DB-Table style was only awarded if the formatting met the House style specification and there was evidence that the style had been created and saved in the style list produced in **Question 5**. Occasionally not all data within the table was left aligned or displayed in an italic, serif font style. There was often additional spacing after each row and commonly the data wrapped to a second line. The table occasionally extended into the column width and/or margins and a few candidates applied grey shading to some of the rows which did not match the table style in the House style specification. Most printed the internal and external gridlines.

Question 17

Downloaded from eduresourceza.com

Cambridge Assessment International Education
© 2019

Downloaded from eduresourceza.com

The formatting of the first row of the table was generally done well with most merging the cells, applying a grey background and centring the title over the three columns. Most formatted the first row to be bold and the text was accepted with or without italic enhancement. A few candidates applied the light grey background to the text only so it did not fill the cell.

Questions 18, 19 and 20

Almost all candidates imported the correct image and positioned it in the correct paragraph. Most aligned the image correctly with text wrap applied as instructed. Not all candidates attempted to reflect the image (horizontal flip) but those that did completed this correctly. Occasionally the image extended into the document margins, or was positioned adjacent rather than below the subheading. Resizing the image was well done and most maintained the aspect ratio. Extra space was sometimes inserted below the subheading to accommodate the imported image. This was unnecessary and resulted in inconsistent spacing after this subheading as described in **Question 11**. Some candidates placed a border around the image, this was not a requirement and we advise candidates against this unless it is asked for in the question.

Question 21

In most cases there was evidence of good proofreading and document presentation skills, particularly where the styles had been created and applied correctly. Spacing between items was generally consistent and the table and bulleted list were rarely split. A small number of candidates left large gaps between paragraphs for no apparent reason. The columns did not always align at the top of the page and occasionally there was a widow or orphan, most commonly where a subheading had been left at the bottom of a column.

Question 22

This question was reasonably well answered with most candidates giving at least one valid advantage or disadvantage of customers buying books through internet shopping. Some candidates gave incorrect responses that related to the advantages and disadvantages from the shop's point of view, instead of the customer and some incorrectly attempted to identify the advantages and disadvantages of reading books electronically. Many answers related to customers becoming lazy or unfit or just stated that *'it is easier'* which was too vague. Responses such as '*it saves time*' or '*it saves money*' were too vague unless it mentioned saving travelling time or saving travelling costs, and '*customers can buy from anywhere*' was only correct if internet access was available. Several candidates correctly identified '*shipping costs*' and '*delayed delivery time*' as valid disadvantages. Responses that related to saving the environment and/or less pollution were not valid as customers could walk to the book store.

Task 3 – Database

Question 23 and 24

The importing of the csv files and creation of primary keys and relationships between the tables were well done. The field names and data types were mostly set correctly although the *Pages* field in the Books table was occasionally set as a text field rather than number. A few candidates incorrectly included an ID field in their database structure. Evidence of the relationship did not always confirm that a one-to-many relationship had been created as the screenshot was often captured during the process of creating the relationship rather than showing the outcome. A screenshot of the relationship dialogue box will evidence the relationship type. The relationship diagram will only be credited if it shows the single and one-to-many infinity symbols confirming the relationship type. The formatting of the Currency and Boolean/Logical fields were assessed in the report.

Question 25

Most candidates entered the new record accurately. This mark was not awarded if the new record replaced the first record in the database (*Locked On, Tom Clancy)* instead of being entered as a new record.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Question 26

The first report used fields from the books table and was generally done well by candidates who attempted this question. The report title occasionally contained data entry or capitalisation errors. The search was based on three criterion with the most common error being selecting the *Price* criteria with several candidates searching for >*5.00* instead of > = *5.00* and a few candidates confusing the greater than (>) and less than (<) operators searching for <5.00. Most included the correct fields in the report although these were not always in the correct order as, without manual intervention, the software placed the sort field at the start of the report. This can be avoided by setting the sort order in the report structure rather than during the creation of the report. Most presented the report in portrait orientation but few candidates fitted the report on a single page as this required some manipulation such as adjusting the row height or making the font sizes smaller. The average calculation was done well by most but was often not positioned under the *Price* column. Some candidates positioned this calculation in the page footer rather than at the end of the report which caused an error in the calculation. Screenshot evidence of the formula showed that some candidates incorrectly used AVERAGE instead of AVG to produce the calculation. The value was not always displayed to 2 decimal places with the same currency symbol as the *Price* field. The average label was not always positioned to the left of the value and occasionally contained capitalisation errors and/or a superfluous colon. Some candidates inserted their identification details at the top rather than the bottom of the report and several did not remove the page number.

Question 27

The second report used fields from both tables and searched on two fields. The most common error was the wildcard search on '*digital'* which frequently only found records beginning and/or ending with '*digital'* and did not find those containing '*digital'* (*Millen Digital Audio)*. For the *Release_Year* search some candidates confused the greater than > and less than < operators, or only found those records that were equal to 2011. A few candidates did not attempt to create the new calculated field but those that did usually used the correct calculation. A small number added 10 to the *Price* field or calculated 10 per cent without adding it to the existing *Price* value. The new field heading was usually entered accurately although a few omitted the underscore between the words. The correct fields were usually displayed although these were not always in the correct order with the sort fields often positioned first. Occasionally data in one or more fields was truncated and required some manipulation to ensure data in the *Publisher, Title* and *Author* fields were fully visible. Most presented the report in landscape orientation. Identification details needed to be displayed at the bottom of every page of the report. Several candidates entered these details in the report footer so they printed on the last page of the report only, rather than in the page footer so they printed at the bottom of every page.

Question 28

Most candidates performed well on this theory question with several achieving full marks. Most were able to describe the difference between hardware and software. A few incorrectly stated that hardware was the external components of a computer and software the internal components. Some responses were too vague such as stating that hardware could be touched whilst software could not be touched. Most were able to give a valid example of hardware and software.

Task 4 – Mail Merge

The mail merge task was completed well with many candidates producing error-free work. The main errors continue to be retention of the spacing and punctuation in the master document.

Question 29

Most candidates evidenced a field code to display the date although some incorrectly used the *CreateDate* or *SaveDate* field codes. The formatting of the date field often contained incorrect separators and several used one-digit only for the day, for example, dd.MMM.yy and d-MMM-yy. The screenshot evidence did not always show the date field along with the date format set using { DATE * MERGEFORMAT } instead of { DATE \@ 'dd-MMM-yy' * MERGEFORMAT }.

Downloaded from eduresourceza.com

Cambridge Assessment International Education
© 2019

Downloaded from eduresourceza.com

Question 30

Most candidates correctly replaced the text and chevrons in the master document with the correct fields. The main errors were not retaining the space between the fields, deleting punctuation when inserting the fields and leaving chevrons in the text. The punctuation and spacing must be retained exactly as the original master document.

Question 31

Most candidates replaced the required text with their name. A small number did not replace the text and some did not enter their details in the footer, or incorrectly placed these in the header instead. Candidates are advised to read the question carefully and only enter and alter the required text as stated in the question, into the appropriate header or footer.

Question 32 and 33

The merge selection was based on one search criterion and was completed well. Screenshot evidence of a tick box selection method did not provide evidence that an automated filter had been used. A few candidates continue to use '*find'* or '*find in field*' to select recipients at the printing stage which does not merge the letters. Occasionally the criteria to select '*December'* was incorrectly set on the '*Book'* field instead of the '*Month'* field. A small number of candidates provided no evidence of the master letter containing the merge fields and it was therefore not possible to assess whether mail merge had been used to complete this task. The merge result must match the master document for the merge mark to be credited. On occasions, the merge result did not match the layout and formatting of the master document so, for example, the fields were inserted in the master letter without spaces but in the resulting merged letters the spacing was correct.

Task 5 – Presentation

Question 34

Most candidates successfully imported the 6 slides and presented each as a title and bulleted list. Marks were not awarded where incorrect software had been used such as the RTF file opened, manipulated and printed in word processing software.

Question 35

The majority of candidates changed the layout of slide 1 to a title slide layout so the title was larger than the subtitle and both were centred in the middle of the slide. Some candidates left a bullet on the subtitle or did not enter their name after the text as instructed. A few introduced errors by retyping the text *Produced by:*

Question 36

Most candidates entered the specified features on the master slide so they displayed consistently in the same position on all slides in the presentation. Occasionally these features moved or appeared in a different position on the second and subsequent slides. Built-in slide designs can be used but often apply a different layout to slide 1 so candidates must ensure the design chosen meets all the master slide requirements and the features appear consistently on all slides.

Question 37

Most candidates created a vertical bar chart. The data selection was not always correct with a number of candidates including the '*Combined sales*' and/or not including the years in their selection. A few candidates presented this as a horizontal bar chart.

Question 38

The chart title was usually entered accurately although a few did not present this in capitals. The value axis title was often omitted or did not display the £ symbol which, if not available on the keyboard or in symbols, could have been copied from the text on the slide.

Downloaded from eduresourceza.com

© 2019

Downloaded from eduresourceza.com

Question 39

Most candidates included a legend which needed to be correct for the data so if '*Combined sales*' was plotted a corresponding legend label was required. Displaying the values as data labels was not always done, or appeared on one data series only.

Question 40

Formatting the value axis scale to display a minimum and maximum value with set increments was well done. Candidates are advised not to display these values as currency unless asked to in the question.

Question 41

The bar chart was usually inserted on the correct slide but was often positioned below or to the right of the bullets rather than to the left of the bullet points. Occasionally the chart overlapped the bullet points. A few candidates placed the chart on the master slide so it appeared as a background, obscuring the text on every slide.

Question 42

A number of candidates printed all slides as full-page slides instead of as handouts with 6 slides to the page, and then reprinted the single slide with the title *'Comparison of Physical and Digital Sales'*. Occasionally the single slide was not printed as a full page slide in landscape orientation and as a result the chart detail was too small to assess.

Task 6 – Printing the Evidence Document

Question 43

A small number of candidates did not present the Evidence Document for marking. It is essential that candidates print their Evidence Document at the end of the practical test, even if they have not completed all of the questions.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

INFORMATION AND COMMUNICATION TECHNOLOGY

Paper 0417/03
Practical Test B

Key messages

For this examination, the main issues to note were as follows:

- Candidates needed a better understanding of the syntax of CSS in a stylesheet.
- Candidates needed to understand the importance of following the instructions on the question paper.
- Candidates must ensure that they include their candidate details on all printouts.
- Candidates needed to take greater care with the accuracy of data entry.
- Candidates needed to take greater care with the formatting of the spreadsheet, particularly regarding the setting of row heights and column widths to match both the question and the data or labels contained within the cells.
- Candidates needed a better understanding of html syntax in order to analyse and suggest amendments to markup that contains errors.
- Candidates needed a better understanding of testing to ensure that formulae work effectively within their spreadsheet.

General comments

There were significant differences in the range of results from centre to centre and from candidate to candidate within centres. The paper gave a good spread of marks and candidate errors were spread evenly over the sections of the paper.

In this session some candidates printed work that was too small to read even using magnification devices. Candidates must ensure that all text can be easily read.

Comments on specific questions

Question 1

Most candidates formatted the top of the spreadsheet with merged cells as specified with a white font on a black background. Some candidates did not centre align this text. A significant number of candidates did not set all three rows 2, 8 and 10 to have a smaller row height than other rows in the spreadsheet (e.g. rows 3 – 7). Text wrap was completed by many candidates as shown, but fewer candidates vertically aligned the contents of row 11 to the middle of each cell. A number of candidates did not set row 11 to contain centre aligned text but most set these cells to have a bold type face.

Question 2

Most candidates placed the correct elements in the header and footer as specified, although a few candidates used a capital D on date and/or omitted the colon. Some candidates placed their name, centre number and candidate number in the header instead of the footer.

Question 3

Only stronger candidates completed these functions as specified. Many candidates created successful lookup functions to extract the correct data, but a number of candidates used an incorrect range for the VLOOKUP. Some candidates set the external file as SSD.xlxs or Sheet1 rather than the specified CSV file.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Few candidates successfully ensured nothing was displayed if the product code column contained no data. However, for those candidates who attempted this part, there were several solutions using the IF statement to test for a blank cell as well as solutions including:
=IFNA(VLOOKUP($A12,SSD.CSV!$A$2:$E$106,4,0),"")
=IFERROR(VLOOKUP($A12,SSD.CSV!$A$2:$E$106,4,0),"")
=IF(ISBLANK($A12),"",VLOOKUP($A12,SSD.CSV!$A$2:$E$106,4,0))

Question 4

Most candidates multiplied the correct cells, but fewer candidates displayed a blank cell if the number of items column contained no data.

Question 5

This question was answered well by the majority of candidates but some attempted a solution using a COUNT function instead of a SUM function.

Question 6

This question was answered well by the majority of candidates but a small number of candidates used a COUNT function instead of a SUM function.

Question 7

This question elicited many different responses from candidates. A significant number attempted a nested IF with values entered rather than cell references to the data in columns I and J.

Question 8

Almost all candidates completed this step as instructed.

Question 9

Most candidates completed this step as instructed.

Question 10

Most candidates formatted the unit price and price columns as Euros with 2 decimal places. Fewer candidates formatted cell E25 to contain a percentage value. A small number of candidates also formatted the number of hours column as currency.

Question 11

Most candidates saved and printed the spreadsheet as specified showing the values. Some ignored the instruction to print this on a single-page width. Not all candidates displayed the row and column headings and/or the gridlines.

Question 12

Most candidates completed this as specified, but a few omitted turning on the row and column headings before printing. Some candidates did not resize all columns to show the formulae in full.

Question 13

This question proved challenging for a number of candidates. It required the application of theoretical knowledge to the practical spreadsheet and candidates needed to design their own test for cell G12. Very few candidates were able to identify any of the test data other than the cell 'A12'. Some candidates completed this question as specified, selecting a range of simple data to test the calculation and the most common items of data selected for cell B12 were 1, 2, 5 or 10 which made the calculations for the outcome somewhat easier than other choices.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Question 14

Most candidates completed this as specified, but a few did not format the data as shown. A number of candidates did not align the postal code as shown on the question paper.

Question 15

Most candidates printed the invoice as specified showing the values. Some ignored the instruction to remove row and column headings. Others did not set the correct print area, often including columns H, I and J within their single-page width.

Question 16

A number of candidates omitted this step. The HTML contained a number of errors. Some candidates did not study the files specified in the question paper. A very small number appeared to have re-typed the markup rather than using that which was provided for them. Many candidates identified the need to open h1 and to use closing speech marks for the alt text but did not always specify where these amendments should be made. Some stronger candidates achieved full marks identifying the need for the jpg file extension and that the colspan should have been placed in the table data tags rather than the table row tags. These were often demonstrated in an amended version of the html.

Question 17

This question was challenging for a number of candidates. Many candidates printed the original file, either unchanged or with their candidate details added and no other amendments. The filename (including the .css extension) was often omitted from the printout. A number of candidates placed their candidate details at the bottom of the page rather than at the top. The border collapse element was often omitted or set incorrectly. Few candidates set the 'table,td' border efficiently with all 3 elements in a joint section, or the fonts efficiently with all common elements in a joint section. A number of candidates specified the font-size in pixels rather than in points.

Question 18

Most candidates attached the stylesheets, but a number did not set them in the correct hierarchy. A significant number of candidates included file paths in their attached stylesheets which enabled them to work on the candidates' computers but not on others with a different file/folder structure.

Downloaded from eduresourceza.com