

Examiners' Report/  
Principal Examiner Feedback

Summer 2015

Pearson Edexcel GCE  
In Applied ICT (6953)  
Paper 01 The Knowledge Worker

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## **General**

The paper followed the general format of previous examination series with minor modifications to the format and order of the questions. In preparing the students, centres should not assume the same format will always be followed on from the previous examination series.

As a general point, there was still evidence of 'centre answers', where the answers in a centre were all very similar. This is an inevitable consequence of issuing a pre-release scenario and model. It is good practice to use the pre-release to explore with students what might be required in the model and possibly in the other questions. Students must, however, read the examination paper carefully and not just supply answers to activities that are based on what they think will be required from the pre-release material.

A few students submitted some handwritten work with their submission. Students are reminded that all of the work they submit should be in the form of computer printouts and not hand written.

### **Activity 1**

- a. The first part of the activity was very similar to previous series in that the student has to find information relevant to the problem that they have to solve. This was done reasonably well, as in previous series. The answers were asked for in a bullet (or numbered) list and only the first 13 of these were marked. Students still quoted some issues which were not relevant. For example, many students stated that "Trevor was a retired Biology teacher".
- b. Overall, this part of the question was not done well. The vast majority of students stated that the sources of the data were the letters and not the people / organisations who sent the letters. As such, very few students scored marks. Very few students gave the correct source for the cost of electricity.

### **Activity 2**

- a. In this series, the base data was gleaned from the various letters and had to be entered into the spreadsheet. Most students scored all four marks. Marks were lost through occasional miss-types of the prices or in the number of filters and heaters required. Students should always check the data values that they enter into a worksheet.
- b. This section required a formula to calculate how much electricity could be used in each four week block. In general this was done well by most students, including the use of absolute addressing. A common issue was not ensuring that the whole formula could be seen in the printout.
- c. Part c was a simple copy from one worksheet to another and the majority of students scored both marks.

- d. This was probably the most difficult section in this activity. Students were asked to calculate the number of **fish** that could be batched and sold in a particular week. Better students calculated the number of fish sold, as well as the number of batches. Additional marks were gained by making the formula future proof by using the cell containing the batch number in 'Prices' worksheet, rather than simply using the number 6 in the formula.
- e. Part e was a simple subtraction, which most students managed. However, there were marks for getting the printing only the required row onto one page. Many students found this difficult. The most efficient way of doing this is to hide the rows and columns you do not need to print and then set the print area.

### **Activity 3**

In this examination series, the use of the model was taken out of the setting up of the model activity and tested as an activity on its own.

- a. Most students scored the marks for getting 16 Truckles in each cycle and better students gained further marks annotating the screen shot. Most managed a strategy, either concentrating on the cheapest fish or the most expensive. A lot started to make a profit at week 16 but few managed an overall profit in this section.
- b. Those that provided an answer for this section were often hampered by using numerical values in Activity 2d. If all was well then a profit of £1000 was easy to make but few actually managed a profit of over £1400. Looking at the hidden worksheet, which showed what genes produced a 'Yellow Tiger' could have helped and was why they were included.

A number of students did not provide printouts as evidence for the work that they did in Activity 3. There was no direct instruction to do this in the paper, though the majority of students did in fact submit printouts. For all of these students, their centres were contacted and asked to check the candidate's examination areas, to printout any available evidence and send this to the examiner for marking. The work of the remaining students for whom this was not possible has been checked carefully. The majority of these students would not have been able to use the model as required in Activity 3 as the evidence from Activity 2 showed that very little of the model have been completed.

### **Activity 4**

This activity required the students to compare the two breeding methods that they had modelled in Activity 3 and then recommend one of these methods. Students should also have provided an evaluation of the model and suggestions for improvements. A significant number of students wrote extensively about method and techniques of breeding of tropical fish, which

gained little credit. The more able students focused on the use of the model to predict profits and compared the two breeding options that were available and used extracts from the model to support their arguments

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