

Principal Examiner Feedback

Summer 2013

Principal Learning in Information
Technology (IT201) Paper 01
Potential of Technology

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Publications Code DP036256

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General Comments

Similar to the previous series, the learners made a good attempt at the paper with a high percentage of learners passing. However, there was a slight fall in the percentage gaining A* and A grades.

Where the focus is on applying knowledge in Learning Outcome 2 and Learning Outcome 3, these still appear to be the areas where students struggled as the majority of candidates in this series did.

Nonetheless, many still managed to do well on Learning Outcome 1 and 4 - 'Understand how technology is changing the way organisations, individuals and society operate'.

Question 1

Focus – Banking: online banking and security issues

Unlike previous series learners did not score particularly well in the first part of the question which related to the benefits to a bank of providing online banking. Learners did however score well in (b) - why a customer uses the facility.

Security issues were addressed in (c) and (d) and only about half were able to gain the marks.

Learners generally scored well in (f) - statements relating to call centres.

Question 2

Focus – EPOS and loyalty card systems

Barcodes used as part of EPOS systems was addressed in (a) and (b) and this was not well answered by the many of the learners.

Learners were asked to order the processes involved in an EPOS system in (c) and the majority were able to gain at least three marks.

Part (e), 9f) and (g) concentrated on loyalty card schemes and the majority of candidates were able to gain two or three marks.

Question 3

The scenario for the question was based on a school network and candidates were asked questions on a variety of related issues.

The majority of learners were able to identify the device necessary to connect a LAN to the internet in (b). However the responses to (a) and (c) which related to LANs were very poorly answered. This was repeated in (d) where the focus was on the school's management information system.

The majority of learners understood that information provided on the internet is subject to copyright restrictions; however few demonstrated an understanding of RSS feeds in (f).

Learners generally gained half marks or more in (g) CAL systems.

Question 4

The scenario for the question was a double-glazing company and a representative's use of a company laptop.

Overall, the question was not well answered.

Only a minority were able to identify the software that must be installed on a laptop allow calculations to be carried out. However learners fared slightly better in identifying the reason for introducing a new technology in (b).

Around half of learners were able to identify how a company would use information collected from a customer and, surprisingly, only a minority could identify the components necessary to send an email.

Learners did however score well on legislation relating to storing customer data and on problems and solutions of working online.

Question 5

The focus of the question was on technology used in car manufacture.

Learners generally performed well on the question overall, with the majority gaining more than three marks in (a), advantages of CAD in car design, and also gaining both marks for CAM in (b).

The responses to (c) process control and (d) the impact on employment were slightly weaker.

Question 6

The focus was on communication using networks and the internet.

Learners scored well in (a) where the focus was on an intranet, the majority achieving more than three marks in (ii).

Similarly, the majority scored well in (b) (i) identifying how a website can contribute to an organisation's success.

The majority of learners were able to identify that reputable websites have an age restriction policy.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

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