



Pearson

Examiners' Report

Principal Examiner Feedback

Summer 2018

Pearson Edexcel GCSE in
Information and Communication Technology
(5IT01) Paper 1

Living In A Digital World

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Introduction

This is the tenth and final time that candidates have sat examinations for this unit, which requires them to explore how current and emerging digital technologies impact on the lives of individuals, organisations and society.

This is an un-tiered paper that has been specifically designed so that the accessible questions are more prevalent earlier in the paper, with questions becoming progressively more difficult. This paper has been designed to allow candidates of all ability ranges to find questions that are both challenging and interesting throughout. Candidates are introduced to a scenario, where they can contextualise their responses. Additionally, candidates will find that 'command words' are used consistently in the paper to indicate the type of response expected. It is hoped that candidates will demonstrate the knowledge, understanding and skills required to be savvy users of ICT.

Candidates who achieved high marks often provided more detailed responses and, increasingly, candidates are providing more than just simple statements, including examples and reasons where expansions or explanations were required. In the extended questions, candidates demonstrated a better understanding of the requirement to analyse, evaluate, make reasoned judgements and present conclusions.

Question 1:

Q1(b): Most candidates were able to identify the wired connectivity as 'Ethernet'. Where candidates did not gain the mark, they often identified a wireless method of connectivity or listed all the methods of connectivity for that laptop.

Q1(c): Many candidates identified 'faster' as an advantage of using wired network connectivity rather than wireless, this was closely followed by 'more secure' or 'more reliable'. Some candidates that had responded 'faster' often then commented upon 'latency', which was from the same mark point and, therefore, did not gain the second mark. Responses that did not gain marks included statements such as 'better / stronger connection'.

Example	Examiner Comments
(c) State two advantages of using wired network connectivity rather than wireless. (2) 1 It can be used from far distances as there is no worry of a signal length. 2 Wired (connection) are usually faster than wireless.	This response gained both marks for 'used from far distances' and 'faster' (1).

Q1(d): Most candidates identified 'smaller', 'lighter' and 'battery powered' as the features of laptops that make them more portable than desktops. Many referred to laptops being wireless, without detailing this as being related to battery power in order to achieve a mark. Marks were only awarded when reference was made to the input devices or screen being 'built in'. Students referred to this point through responses such as the mouse or keyboard being already 'attached', which was not enough to gain a mark.

Example	Examiner Comments
(d) Laptops are portable devices. List three features of laptops that make them more portable than desktops. (3) 1 They can foldup 2 Laptops are smaller. 3 Laptops do not need to be connected to a power supply via a cable to work properly.	2 marks were awarded for this response. 'Foldup' was not enough to be awarded against 'smaller'. However, the second part of the response gains the mark for 'smaller' and the third part of the response was awarded as it relates to not having to be plugged in.

Q1(e): Most students were able to identify two advantages of storing data online rather than locally. Common responses related to 'data less likely to be lost', 'less storage being used on the local system', 'sharing data' and 'increasing overall storage'. Marks were not awarded if answers did not give enough detail, for example 'more secure'. It is important that such responses are expanded upon to qualify the difference between online and local storage.

Example	Examiner Comments
(e) Mrs. Harrison uses online storage. Give two advantages of storing data online rather than locally. (2) 1 <u>doesn't take up storage space</u> 2 <u>don't need to connect more than one slow saves to multiple devices</u>	The first response cannot be awarded a mark, as 'it' does take up storage space. The second part of the response is not enough to gain the mark for 'accessible from any device'.

Q1(f): Few students gained the mark for this question. Marks were not awarded for a response related to relying on the internet connection being slower, because more people use it, or being vague in nature. Very few students linked the response to 'the data having further to travel' or 'having to pass through a network'. Those students that gained the mark, tended to give a response to 'carrying out more actions', whether it mentioned logging in with a password or opening a browser and going to the site, etc.

Example	Examiner Comments
(f) State one reason why accessing data stored online is slower than accessing data stored locally. (1) <u>The data stored online would have to be sent across the network.</u>	This response was enough to gain the mark.

Q1(g): Many students confused hosted apps with open source software and locally stored apps with proprietary software and many responses related to the cost of the app, who develops the app or versions with fewer features provided with an upgrade path to the full version. The financial aspect dominated the answers given. Responses often missed the point of the question being 'why' they have fewer features. Few students gave a linked explanation.

Example	Examiner Comments
(g) Explain one reason why hosted apps often have fewer features than locally stored apps. (2) Hosted apps aren't installed onto the device, and instead data is sent between the device and the server whenever an app or data is required. The more features an application has, the more data is required. On a hosted app, this will cause the app to slow down*, so fewer features are used * because of the data transferred between the device and the server Mark (Total for Question 1 = 14 marks)	This response gained both marks. The first mark for the reason: 'More features... more data required' and the second for the expansion: 'this will cause the app to slow down'. Tip: for 'explain' to gain maximum marks the response must include a valid point which is then supported by an expansion or reason.

Question 2:

Q2(b)(i): Many students gained a mark relating to 'not requiring Internet access'. Some students confused advantages with disadvantages. Some identified the advantage given in the question and therefore did not gain a mark.

Example	Examiner Comments
(b) The app stores maps locally rather than downloading them as they are needed. (i) One advantage of storing maps locally is that they load more quickly. Give two other advantages to Mr. Harrison of having maps stored locally. (2) 1 IF he has no signal he can still access them 2 doesn't need to use his mobile data	An example of a typical response that gained both marks.

Q2(b)(ii): Most students gained a mark for a response relating to 'taking up storage space'. Marks were not awarded for responses relating to requiring an Internet connection, or not having maps available outside the area downloaded. Students confused traffic / live updates with the maps not being up to date.

Example	Examiner Comments
(ii) Give two disadvantages to Mr. Harrison of having maps stored locally. (2) 1 You have to use wifi and data. 2 People can see where you are and where you've been.	Two typical misconceptions that did not gain marks.
(ii) Give two disadvantages to Mr. Harrison of having maps stored locally. (2) 1 The maps may not be up to date (take up storage) 2 They won't give live feed (typic control levels) and it takes up alot of storage if there are multiple maps	The first part of the response gained both marks. One for 'may not be up to date' and another for 'take up storage'. Examiners look to positively award where possible. The second part of the response is a demonstration of a further misconception students demonstrated. Examiners do not penalise for this, though and the response was awarded both marks.

Q2(c): Students often gained marks for stating an example of a blocked signal, such as 'in a tunnel' or 'under a bridge'. However, with many students, there seemed to be a lack of awareness of how GPS worked. Students incorrectly stated causes such as 'no / poor phone signal', 'no internet connection', 'running out of data', 'being in a remote location' or that 'there are no satellites in that location'.

Example	Examiner Comments
(c) The app stops tracking Mr. Harrison's location.  State one reason why his smartphone might not be able to receive location data. <i>there he might be underground, where a connection cannot reach him.</i> (1)	An example was fine to be awarded the mark.

Q2(d)(i): Most students gained both marks. Sometimes, responses did not go on to develop a point.

Example	Examiner Comments
(d) Mr. Harrison joins an online fitness community. (i) Explain why he is asked to create a password. <i>As a security check, a password prevents people who don't know it from accessing his account. This means that his credentials won't be reset revealed, and no one will pretend to be him on his account. (Identity Fraud.)</i> (2)	A typical response that gained both marks.

Q2(d)(ii): Most students gained all three marks. Responses typically focused on secure passwords containing upper and lower case letters, numbers and symbols. Those that referenced length often gave answers that were too vague, ie 'a long password' or stating a number of characters fewer than eight. Some students referenced 'capitals' on their own and, therefore, did not gain a mark for mix of case.

Example	Examiner Comments
(ii) List three features of a strong password. (3) 1 Including combination of upper and lower case letters 2 Including numbers 3 using more than 8 letter word	A typical response that gained all three marks: 1) Upper and lower case 2) 'Numbers' is not read in isolation, but in conjunction with 'letters' in the first part of the response. (Examiners look to award marks positively where possible). 3) More than 8 letters

Q2(e): Most students demonstrated a good understanding of a challenge response test and gained a mark for 'proving he is human / not a bot'. Few then went on to gain a second mark.

Example	Examiner Comments
(e) Mr. Harrison is asked to complete a challenge response test. Explain why he is asked to do this. (2) To verify that he is not a bot and that he is human so they that the site isn't spammed with fake users.	This response gained both marks.
(e) Mr. Harrison is asked to complete a challenge response test. Explain why he is asked to do this. (2) To make sure he is not a robot. So he can't spam the community or mess with it.	This response gained one mark as the second part of the response does not show the required understanding. Mr Harrison is not the one who might 'spam the community', but a malicious script might.

Question 3:

Q3(a)(ii): Most students gained a mark for this question. The most common response was for 'eye strain' and then 'RSI'. Common responses that were not awardable related to damage to the eyes or eyesight or preventing viruses.

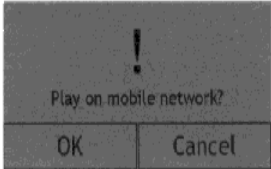
Example	Examiner Comments
(ii) State one reason why Kirsty should take regular breaks from watching online content. (1) because she could get headaches from staring at the screen for too long	This response gains the mark as it is a clear risk to health.
(ii) State one reason why Kirsty should take regular breaks from watching online content. (1) to prevent her eyes getting damaged	This response was too vague to be awarded a mark.

Q3(a)(iii): Most students gained a mark for a response relating to 'preventing others from stealing' or similar variations. Some students failed to identify that this was a legal protection. However, where marks were gained, they tended to be for an identification of the legislation, or an implication that a legal protection was in place, perhaps due to a reference to the copyright holder being able to sue for an infringement.

Some students incorrectly used the word 'copyright' as a verb meaning 'to steal'. The origin of this may be a colloquialism and, for this reason, students are advised to use technical language.

Example	Examiner Comments
(iii) The website owner copyrights the broadcast of the sports event. Explain why content owners copyright their content. (3) This stops people from using their content without permission. This then stops the owner from losing out on profit as other people aren't able to broadcast it for free. It also allows the owner to prosecute anyone who steals their content.	An example of a response that gained all three marks.

Q3(c): Most students gained two marks for discussing 'data usage' and 'the costs that can be incurred' or 'warning' and 'costs'. Some students did not gain the 'warning' mark, as they repeated part of the question. Some students failed to gain a mark for 'data usage' by incorrectly referring to it as 'using up their mobile network'. Colloquialisms are not awardable. A minority of students incorrectly related their response to 'unauthorised access', 'internet fraud', 'scamming' or 'protecting from viruses'.

Example	Examiner Comments
(c) Kirsty uses the mobile network to connect to the internet. She sees this message on her tablet.  Explain why she receives this message on her tablet. (3) she receives this message as a warning because playing a video on her tablet using a mobile network uses a large amount of internet data and she may use it all and run over her data limit and be charged. The message acts as a warning to Kirsty that she may be using a large amount of internet data usage if played.	An typical response that gained all three marks.

Q3(d)(i): Most students gained a mark for an acceptable response relating to 'privacy settings'. When the mark was not gained, it was for a vague response such as 'settings' or rewords of the question.

Example	Examiner Comments
(d) Kirsty uses a social network to discuss the sports event. She creates a profile. (i) Give one way Kirsty can control who views her profile. (1) *She can adjust her privacy settings in which certain people (e.g. friends) can view her online profile and limit view access to trusted people.	This response was awarded the mark.
(d) Kirsty uses a social network to discuss the sports event. She creates a profile. (i) Give one way Kirsty can control who views her profile. (1) By making the account private. By changing who gets to see and who doesn't	This response did not gain the mark as it was a restate of the question.

Q3(d)(ii): Most students gained at least two marks. Common correct responses related to the 'profile image', the 'bio' (or elements that form part of the bio) and 'user name'. Where there was confusion, students referred to a status update, or what they could post; or referred to checking who could see what was posted or vague references to photos.

Example	Examiner Comments
(ii) State three ways in which Kirsty can personalise her profile. (3) 1 Add an profile picture (image) of herself. 2 She can add her location to her Profile 3 She can add a personal statement about herself on her profile page	This response gained two marks. Profile picture (1) Location is part of her personal details / 'bio'. (1) 'Personal statement' is the same as a 'bio' and so cannot be awarded a further mark. Tip: Ensure responses are unique.

Q3(e): Most students gained both marks with a variety of responses using the appropriate term or proprietary name. Those that did not gain marks tended to give the way already stated in the question 'social networks' / proprietary names relating to social networks. They may also have given two responses from the same mark point or a method that was not online, eg SMS / text message.

Example	Examiner Comments
(e) Kirsty communicates using social networks. Give two other ways she could communicate online. (2) 1 She could communicate through applications 2 She could use email to communicate online	A mark was awarded for the second part of this response. The first part of the response is too vague to be awarded a mark.

Q3(f): Most students gained the mark for this question, usually for responses related to 'financial' reasons. Where students did not gain the mark, they stated 'digital divide' rather than a reason for it.

Example	Examiner Comments
(f) Some of Kirsty's friends do not have digital devices. Give one reason why some people do not have access to ICT. (1) The digital divide could be caused by a person's wealth.	This response gained the mark as it did enough to imply a financial reason.

Question 4:

Q4(b)(i): Most students failed to gain both marks. Students often discussed the impact of latency, referring to 'lag' or a 'delay between a command and the response to that command', but few students explained what latency is. Some students incorrectly explained that high latency would improve the game, confusing high latency with low latency. Some responses were too vague, such as 'wouldn't get a good gaming experience'.

Example	Examiner Comments
(b) Latency affects Jarno's gaming experience when he plays against other online users. (i) Explain how high latency affects his gaming experience. (2) Latency is the time it takes data to be transferred over a network. A high latency means that it takes longer for instructions to be carried out when playing online and his game will 'lag'.	An exemplary response that gained both marks. Tip: Use connectives (such as 'because', 'therefore') in response to 'explain' questions. These will help develop an reasoned response.

Q4(b)(ii): Most students gained one mark. Vague / incorrect answers included 'improve bandwidth' or incorrectly identifying settings such as 'resolution' or 'going from HD to SD'. Correct responses often related to 'use a wired (Ethernet) connection' and 'reduce the distance'. Students often incorrectly identified 'reducing the number of people' rather than 'reducing the number of devices' on the network.

Example	Examiner Comments
(ii) State two ways that latency can be reduced. (2) 1. reduce the amount of devices on his Wi-Fi network. 2. Increase the range of his Wi-Fi network so get a Wi-Fi booster.	This response gained both marks. The second statement shows understanding that a booster would effectively reduce the distance between devices. Tip: The use of examples is often perfectly acceptable and can enable students to demonstrate application of knowledge.

Q4(c): Few students gained marks on this question, with responses often being a reword of the question or not related to how the software made this possible, instead suggesting that Jarno did the matching himself. Those that did identify that the 'software matches', often did not achieve the second mark for reference to (or implication of) a 'database'.

Example	Examiner Comments
(c) Jarno has an online gaming profile. He wants to play with gamers who have similar interests to him. Describe how the software makes this possible. (2) The Software Collects data about him from online games he downloads, this data is stored, analysed and matched with data collected from other users to enable Jarno to play with gamers with similar interests.	This response gained both marks.

Q4(e)(i): Most students gained the mark, usually for responses related to it being 'quicker' or that Jarno 'doesn't have to leave the house'. Some responses correctly identified the increased availability of downloaded products or demonstrated a good understanding of the way that the purchase can be linked to an online account. Incorrect responses often discussed advantages of downloading that were not an advantage to Jarno, but to the business, or were related to price / cost of the game / cheaper deals online or to the fragility of discs.

Example	Examiner Comments
(e) Jarno pays to download some games. He also buys games on the high street. (i) State two advantages to Jarno of downloading games rather than buying them on the high street. (2) 1 Can download it is faster to download directly. 2 Saves the time to going the shops and buying in Physicamy.	This response gained both marks.

Q4(e)(ii): Most students did not gain marks on this question, with some students confusing their responses with the previous question or stating a disadvantage that would apply to both methods. Those that answered correctly tended to only gain one mark 'for not being able to sell it on'. Incorrect responses often related to 'you can't get a refund / return the game', showing a lack of understanding of online buyer rights. Other incorrect responses related to 'taking up storage', 'scams / fake games' or 'downloading viruses with the game'. Some responses contradicted a response from the previous question about the download being linked to the profile and stated that 'if the game was deleted / console broke the game was lost'.

Example	Examiner Comments
(ii) State two disadvantages to Jarno of downloading games rather than buying them on the high street. (2) 1 He can only play the game on the device he installed it on. 2 If the console he downloaded the game on is damaged the game could be lost.	This response was not awarded marks. It demonstrates two common misconceptions.

Q4(f): Most students gained four marks from this question. However, although many were able to identify benefits and / or drawbacks of using a smartphone rather than a console for gaming, students struggled to develop the points that they had identified. Portability was a common advantage identified and a smaller screen was a common disadvantage that was identified. Many students incorrectly suggested storage issues relating to the number of games rather than the quality of the game that could be stored, ie higher quality graphics / more graphics data being able to be stored. Students were aware that consoles were 'more powerful' than smartphones, but this then was only supported by a vague point such as their being 'dedicated to gaming' rather than providing a technical response related to the 'GPU' or 'RAM'. Some students put forward inaccurate responses or responses that would be a disadvantage or advantage of both devices, such as 'can't play without an internet connection'. Where a discussion was developed, some did not present a balance discussion and, therefore, struggled to gain marks from Level 3.

Example provided on the following page.

Example	Examiner Comments
(f) Many people use their smartphones for gaming. Discuss the advantages and disadvantages of using a smartphone rather than a games console for gaming. (6) Smartphones have developed a lot over the past decade, using convergence and becoming multi-functional devices, effectively reducing the digital divide. One feature you can use smartphones for now is gaming, an advantage to this is you can use one multifunctional device to do everything on effectively saving you money as there is no need to then buy a console which use expensive equipment which could result in you not being able to afford other necessities. Secondly, you can game with your smartphone anywhere which you can not do with a console as it is cased and means you will have to stay indoors. Playing games indoors for hours will lead to eye strain and in some circumstances even RSI, which can be avoided by using a smartphone when you're out or taking regular breaks. A disadvantage to using a smartphone rather than a console for gaming is that this could become a distraction when working as teachers could game on their phones, causing businesses to slow down, computers to stop and their worklife become poorer, therefore leading to a loss for a business. Lastly, a final disadvantage to gaming on your phone is that people could become less interactive when in public, changing social norms and making it harder for people to communicate. A study like recently showed that people who spend long periods of time time staring at screens and playing games everyday found it harder to process people and not through facial and tones rather than those who didn't. If this continued it could result in harder communication for others in the future.	This response was awarded five marks. Advantages: Convergence and multifunctionality are linked later to cost and affordability. This section is used as a lead in. The later mention of digital divide is reasonable as it is part of the wider discussion in the response. Portability is then covered. This is subsequently linked to eye strain (although the rationale is weak as this is a risk whether it is indoors or outdoors). The comment about a smartphone being used on regular breaks from using digital devices is not logical. Disadvantages: This part of the response is connected to the theme of the question and the idea that portable gaming could lead to distractions from work (and the linked consequences for the business) is developed into the next disadvantage of a reduction in social interaction, changing social norms and a negative impact on communication skills. This is then linked to findings from 'research' about people's ability to interact and communicate. Overall: This is an in-depth response with a good attempt at reasoning for the points made. The link to gaming is not always clear, though. It meets the descriptor for level 2 and meets much of that for level 3.

Question 5:

Q5(b): Most students were awarded one mark for this question. This was often for answers relating to the cost of VoIP being 'cheaper' or 'free'. Many identified being able to 'use it anywhere' without clarification or that it was 'clearer' without stating that it was the sound being clearer. A large number of responses that did not gain marks were linked to 'being able to see the person'.

Example	Examiner Comments
(b) State two benefits of using VoIP rather than a mobile phone to communicate with others. 1. It is usually free ^{so much cheaper} with some be used anywhere ^{unlike} mobile phones which require network ^{broader} 2. larger range that you can use VoIP in rather than mobile phones as it can be used anywhere with internet connection. (2)	This response gained both marks for 'free' and 'larger range'.

Q5(c): Most students were awarded one mark for this question. Usually, this was for responses relating to 'older people didn't grow up with these technologies'. Few students gained both marks. Students often assumed incorrectly that older people were less educated or that they had no need for technology or that they didn't have many friends and, therefore, had no need of the technology. Some responses did gain a mark for referencing issues relating to eyesight, but these were not often developed.

Example	Examiner Comments
(c) 91% of 16-24 year olds use smartphones to go online. 21% of 65-74 year olds use smartphones to go online. (Source: Ofcom, 2016) Explain one reason why fewer 65-74 year olds than 16-24 year olds use smartphones to go online. (2) younger people are introduced to smartphones earlier sooner in their lifetime so because of this they are alot better at understanding and using smartphones. This leads to them communicating on things such as social media alot more frequently.	This response gained both marks. It relates to the fact that younger people grow up with these technologies and their use for communication is, therefore, more embedded.

Q5(e)(i): Most students gained one mark for this question. Popular correct responses related to 'other devices / people on the network' or 'interference'. Many students incorrectly gave 'reducing latency' as their response. Very few students demonstrated awareness of 'throttling / ISP restrictions'. Some students gave a wired vs wireless style responses which did not receive marks as they were in effect restating the question.

Example	Examiner Comments
(e) The choice of connectivity can cause low bandwidth. (i) Give two other causes of low bandwidth. (2) 1. Logging 2. slow loading times. Hand icon	This response was not awarded marks as it attempts to give consequences rather than causes of low bandwidth.

Q5(f): Most students gained two marks for this response. Responses frequently mentioned 'encryption' and the requirement of a 'key'. Few responses mentioned the sharing of the key with the intended recipient. Responses that did not gain marks included those relating to using passwords, firewalls, HTTPS, or 'making sure you know the recipient'.

Example	Examiner Comments
(f) Describe how data can be secured when it is transmitted online. (3) When data is transmitted online, it can be secured through encryption. Encryption codes the data so if there was any unauthorised access then the person would not understand the data at all. Once the data gets to its destination, a key is needed to unscramble the coding and then the data can be accessed and read.	This response was awarded two marks for 'secured through encryption' and 'a key is needed to unscramble the coding'.

Q5(g): Students demonstrated more confidence in answering extended answer questions. Most students were able to describe at least one challenge faced when implementing methods of preventing unacceptable behaviour in online communities. This frequently related either to the sheer volume of users and the challenges relating to moderating these numbers or bans being ineffective due to the ability of users creating multiple accounts. These points were then often linked to people hiding their identity. Where students did not gain marks, responses were limited to an identification of some methods of prevention and / or challenges, but did not expand upon those. Some responses only identified elements of unacceptable behaviour, so did not fulfil the requirements of the question. Many responses included points that were not related to behaviour in online communities, which was the context of the question, or discussed points that were not directly related to the question, such as fraud, hacking and phishing.

Example	Examiner Comments
* (g) Discuss the challenges of preventing unacceptable behaviour in online communities. (6) In online communities, detecting unacceptable behavior is relatively easy, as you could use a filter to detect inappropriate or abusive language, or allow users to report content that is against the appropriate use policy, however punishing the user who is behaving badly online is much more difficult. For example, you can take down a user's page if it is inappropriate or abusive, but they could easily re-open their page using a different email address. On anonymous sites, it's especially difficult to pinpoint the person behind the screen, as well as if the username is random and bears no relation to who the user actually is. Cyberbullying can lead to mental health issues, or even suicide if it is really abusive. One of the only ways to combat cyberbullying is through spreading awareness and using online communities, such as social media, in a responsible, non-malicious way. In conclusion, each user is responsible for their own behavior online, and should all make sure that online communities are a safe place for everyone, by reporting abusive users, and only commenting things online that you would say to someone's face, that are polite and appropriate. (Total for Question 5 = 18 marks) TOTAL FOR PAPER = 80 MARKS	This response gained all six marks. The first paragraph is related to using filters to detect inappropriate language and enabling moderation. A positive perspective is perfectly acceptable as this is a discussion. This is then linked to how difficult it is to punish those responsible, due to the ability to remain anonymous (with someone's username not necessarily related to who the user is) and linked to the ability to 're-open' with a different email address. Another positive point is then made, with the focus being on spreading awareness through communities. A suitable conclusion is presented (although this is not required).

Paper Summary

As this is the last available exam for GCSE ICT, the below summary is considered relevant to all future exam performance.

Students are offered the following advice:

- Continue to develop the good practice of expanding and explaining answers using examples and reasons, especially where more than a simple statement or list is required.
- Respond with the context of the question in mind.
- Do not repeat responses when more than one example / reason is required.
- Identify key words and command words in the question to ensure responses reflect what the question asks.

