

Principal Examiner Feedback

Summer 2010

IGCSE

IGCSE Information and Communication Technology

(4385) Paper 1F

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information please call our Customer Services on + 44 1204 770 696, or visit our website at www.edexcel.com.

If you have any subject specific questions about the content of this Examiners' Report that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can speak directly to a subject specialist at Edexcel on our dedicated ICT telephone line: 0844 372 2186

(If you are calling from outside the UK please dial + 44 1204 770 696 and state that you would like to speak to the ICT subject specialist).

Summer 2010

Publications Code UG024277

All the material in this publication is copyright

© Edexcel Ltd 2010

General Comments

Centres appear to have got the level of entry right for the great majority of candidates, with just a handful gaining significantly more marks than that required for a C grade.

Candidates' ability to respond was again strongly related to the syllabus coverage by the centre in question.

Candidate Responses

Q1

This was supposed to be an easy, introductory question, but in part (a), a disappointingly large number of candidates did little better than they might have done by guessing.

Q2

Stronger candidates were able to achieve all of the marks, most of the rest had simply mixed up one pair of responses.

Q3(a)

Most candidates correctly identified the Product Code as being the best choice for the key field. Rather less were able to give a good reason for their choice. The 'rote' answer of the key field being unique clearly did not apply for the table given.

Q3(b)

Only the stronger candidates were able to give clear, question-related examples of adding, removing and amending a record. A significant number of candidates tried to answer in terms of adding, removing or renaming a field rather than a record.

Q3(c)

Many more candidates were able to identify the data type than could give an appropriate size.

Q4

This was, in general, rather poorly answered. The spreadsheet was quite straightforward but it was clear that many candidates did not know the difference between a formula and a function and had little idea of how to expand a completed sheet by adding rows.

Q5

This question was on the subject of data storage. Only the stronger candidates seemed to have any idea of what bits and bytes are, and even fewer knew what a kilobyte was.

For part (d) a reasonable number of candidates knew what file compression meant, but very few knew of a file type for compressed video files.

Q6

This question seemed to be one where individual centres did well or badly. Many candidates were able to gain marks on the sections relating to LANs and stand-alone machines, but relatively few knew anything about WANs.

This was the end of the Foundation only section of the paper. Questions 7 to 11 also appear in the Higher paper. Candidates, as expected, scored considerably less marks in the second half of the paper.

Q7

Most candidates attempted the input screen part of the question, although yet again there were those who included a space for a signature or some other item which indicated that the screen was really a paper form.

Part (b) was rather less well done, with numerous answers along the lines of double entering a password to ensure that the person remembered it, or to check that the password was the right one for logging in.

Q8

For part (a) it was clear that most candidates were simply guessing.

Part (b) required three ISP services. Candidates seemed unfamiliar with this idea and most of them gave answers that either repeated the stem of the question or were about hardware needed to access the Internet.

In part (c), the stronger candidates had some idea of a routing or firewall function for a router but very few were able to give any explanatory detail.

Q9

A reasonable number of candidates showed some knowledge of back-up procedures, but very few could express that knowledge in the context of the question.

Q10

Those candidates who attempted the question were able to gain a few of the marks to do with search terms and why a wiki might not be an accurate source of information. The rest of the question only yielded marks to the stronger candidates.

Q11

Those candidates who attempted this question usually managed to put the extra flowchart boxes somewhere sensible, although marks were frequently lost by not indicating the Y and N branches, or by getting the < and > signs confused.

In part (b), very few candidates were able to explain why invalid data was not applicable to the situation.

In part (c) there were a few sensible ideas for testing amongst a large amount of guesswork.

Statistics

Grade	C	D	E	F	G
Combined Boundary Mark Paper 1F + 3A +3B	49	43	38	33	28

Notes

Grade boundaries can vary from year to year and subject to subject, depending on the demands of the question paper.

Further copies of this publication are available from
International Regional Offices at www.edexcel.com/international

For more information on Edexcel qualifications, please visit www.edexcel.com
Alternatively, you can contact Customer Services at www.edexcel.com/ask or on + 44 1204 770 696

Edexcel Limited. Registered in England and Wales no.4496750
Registered Office: One90 High Holborn, London, WC1V 7BH