Examiners' Report
Principal Examiner Feedback

Summer 2023

Pearson Edexcel International Award in Primary In Computing (JCP11) Paper 01

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General Comments

It was good to see that most candidates attempted all questions and the one hour allowed for the examination did not seem to be an issue.

The question paper consists of two sections.

Section A - assessed the content of the computer science topics.

Section B - assessed the content of the digital technology topics.

The paper included multiple-choice, closed-response questions and short-open questions.

Section A – Computer Science

Question 1 This was a multiple-choice question.

Over half of the candidates gained the mark for correctly identifying that tilt sensor was the answer needed.

Question 2 Candidates were to circle two devices that are used for input.

This was a very well answered question with the majority of candidates achieving one mark and many both. Of those who achieved one mark, joystick was the most common response seen.

Question 3 This was a multiple-choice question.

Candidates found this moderately difficult with just over half of the candidates correctly identifying a spreadsheet would be used to keep track of spending.

Question 4 Candidates were to state one type of social engineering attack.

Over half of the candidates were able to state a type of social engineering attack with the most common response phishing, pharming or shoulder surfing. A number of candidates gave hacking as their response, which is not a type of social engineering.

Question 5 This was a multiple-choice question.

This was a very well answered question with the majority of candidates correctly identifying that copyright protects the work of a photographer.

Question 6 This was a multiple-choice question.

Candidates found this question moderately difficult to answer too. Around two-thirds achieved the mark for correctly identifying that wired was a type of network.

Question 7 Candidates were to complete the table by adding a tick next to the description of the World Wide Web. It is clear that a number of candidates are confused at how the World Wide Web differs from the Internet with just under half of the candidates incorrectly thinking the World Wide Web is a global network of networks.

Question 8 Candidates were to describe how a product catalogue and basket would be used whilst on a shopping site.

Candidates found this question moderately difficult with around two-thirds of the candidates achieving at least one mark and over a third both marks. Adding an item to the basket was the most common mark achieved. It had to be clear the catalogue was being used to browse/look for a product for the second mark. Many responses were vague in terms of this.

Question 9 This was a multiple choice question.

This question was very well answered with the majority of candidates correctly identifying a media player would be used to stream a movie.

Question 10 Candidates were to give one benefit of using a network in school.

This question was not very well answered with only around a third of candidates gaining the mark. A number of candidates repeated what was given in the question ‘access to data can be controlled’ or answers that meant the same thing so did not gain the mark.

Question 11 This was a multiple-choice question.

Surprisingly, this question was not very well answered with over half of the candidates not achieving the mark by identifying that a forum would be used for an online discussion.

Question 12 Candidates were to draw lines between methods of controlling access and the relevant description for each of the given methods.

This was a very well answered question with the majority of candidates achieving all three marks. Very few candidates did not achieve at least one mark.

Question13 Candidates were to circle two items that showed the information on the website extract may be unreliable.

This was a very well answered question over two-thirds of the candidates achieving both marks. Very few candidates did not achieve any marks. Other than circling incorrect items common errors were to circle more than two items meaning it was impossible to tell which response was meant for the second mark.

Question 14 Candidates were to explain one reason the term “yellow flowers” rather than yellow flowers should be used as a search term to find information about plants with yellow flowers.

Candidates found this difficult to answer with around half failing to achieve a mark. Around half gained one of the marks with few gaining both. Many responses were too vague to understand what the candidate was trying to say, whilst many only explained one aspect e.g. the search would look for the exact words without saying it would look for the words separately without.

Question 15 Candidates were to compete the sentence by selecting one word from the choices given.

This was extremely well answered with the majority of candidates correctly identifying that an algorithm is a set of instructions to complete a task.

Question 16 Candidates were to complete the steps in an algorithm

This was a very well answered question with very few candidates not achieving at least one mark and over 75% achieving all three marks.

Question 17 This was a multiple-choice question.

This was very well answered question with the majority of candidates achieving the mark for identifying the division operator.

Question 18 This was a multiple-choice question.

This was very well answered question with the majority of candidates achieving the mark for identifying that a variable in a computer program is a value that can change.

Question 19 Candidates were to complete the table by giving the data type for three given inputs.

Candidates are getting better at identifying data types, but they still seem to struggle with this topic. Approximately a third achieved all three marks and approximately a third did not achieve any marks. Candidates need to be able to differentiate between different types of numbers rather than just to say number for instance of a number. They need to be able to differentiate between integers and real numbers in terms of programming in section A for specification point 2.2 and they aneed to also be able to recognise currency for specification point 8.1 for questions about data types in section B.

Question 20 Candidates were given a flowchart.

(a) The candidates had to complete a table by adding the name of the structural component represented by each letter.

It was nice to see the number of candidates who achieved all three marks, but it is clear to see a number do not know the terms selection and repetition or confuse them with each other.

(b) Candidates were asked to identify two variables used in the flowchart. Many still struggle to do this. Candidates need to be encouraged to use the variable name only and not surrounding text, which does not clearly show they know what the variable is. For example **message** and not **Set message to Primary**. Over half of the candidates did not achieve a mark.

(c) Candidates were to state what would be displayed if the age entered was 17. Only around 20% achieved this mark. The same weaknesses as (b) apply here. For example **Primary** and not **Set message to Primary**. Both (a) and (b) suffered from a lack of awareness of exam techniques.

Question 21 Candidates were given a flowchart and a description of what the flowchart was used for. They were also told what should happen with a particular input and that there was an error in the flowchart.

Candidates had to explain why the output from the flowchart was incorrect.

This was not a well answered question with over 60% failing to achieve a mark. Many did not answer the question of why the output was incorrect in terms of the flowchart, for example *"you wouldn't need to use both pans at the same time",* for others answers were so vague it was very hard to award marks.

Question 22 Candidates were given part of a flowchart and a description of what the flowchart was used for. The flowchart had missing steps and a table that listed the missing steps.

Candidates had to complete the flowchart by adding the letters of the missing steps in the correct place.

Candidates should be encouraged to write the letters of the steps i.e. A, B rather than write the statements, which wastes time.

There was a good range of achievement for this question, which was nice to see. Where marks were not achieved it tended to be that candidates mixed the logic i.e. tyring to see if both numbers were the same before the second dice had been thrown or did not consider the decision construct when deciding where to add one to the number of goes. Very few did not attempt to answer this question.

Section B – Digital Technology

Question 23 Candidates were given the design of a slide to study.

(a) This was a multiple-choice question.

This was very well answered with the majority of candidates correctly identifying that animation would be used to make the image bounce.

(b) Candidates were asked to describe how a button would be edited so that the user was taken to a website when it was clicked.

This was not very well answered with over half of the candidates not achieving any marks. Many did not recognise the need to **edit** or **create** the button before adding a hyperlink. In many instances it was very hard to determine if the candidates were describing a hyperlink or something else. In other instances, there was no button in the response.

Question 24 Candidates were given part of a database to study.

(a) Candidates were to explain the difference between a table and a record in a database.

Over half achieved at least one mark, however that means around half did not achieve any marks. Reasons for this varied. For example, failing to read the question properly – table and record required but going on to explain the difference between fields and records whilst mistaking fields for records and vice versa – this lost the chance of achieving one mark for the description of a record. Other examples included describing a column as a record and a row as a table, a field as a record and a record as a table etc.

(b) Candidates were to state the data type of the Joined field. As with data types in section A, nearly two-thirds of candidates failed to achieve the mark.

(c) Candidates were to complete the query to find member who joined before 1 January 2020.

This was not very well answered with very few achieving the mark. Candidates need to be able to recommend a single criterion for use in a search/query. This could involve the need to find less than, greater than etc. Many used **before** as their response. This would not have found members who had joined before 1 January 2020.

Question 25 Candidates were to circle one software application used to add information from a database to a newsletter.

This was quite well answered with many candidates correctly identifying word processing from the choices.

Question 26 Candidates were to compete the sentence by selecting one word from the choices given.

This was very well answered with the majority of candidates correctly identifying that digital devices should be recycled to help reduce e-waste.

Question 27 Candidates were given part of a spreadsheet to study.

(a) Candidates were to draw a circle around a cell on the spreadsheet.

This was well answered with many candidates achieving the mark.

(b) This was a multiple-choice question.

This was quite well answered with many candidates identifying the correct formula used to calculate the total for the Raspberry ice cream flavour.

(c) Candidates were to give the name of the function that would be used in a cell to add up a range of values.

Surprisingly less than 50% of candidates achieved the mark. Most attempted the question but, in a lot of responses, the candidate had not named a function but given a formula e.g., =E2+E3+E4.

Question 28 Candidates were given an image to study.

(a) This was a multiple-choice question.

This was very well answered with the majority of candidates correctly identifying that a caption would be used to add the title.

(b) This was a multiple-choice question.

This was very well answered with the majority of candidates correctly identifying that the filename Boat_race was the most sensible option.

Question 29 This was a multiple-choice question.

Over half of the candidates correctly identified that the file format determines if an application can open an image.

Question 30 Candidates were given part of a word processed document to study and asked to complete a table by adding the letter that identified where each formatting feature had been used.

There was a good range of marks across the responses. Very few candidates were given zero marks with nearly half achieving all four marks and a range in between. It is clear that a number of candidates do not recognise the difference between vertical and horizontal centre alignment.

Question 31 This was a multiple-choice question.

This was a quite a well answered question with many candidates correctly identifying that font size is a feature used to make important information stand out in a document.

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