

Oxford Cambridge and RSA Examinations



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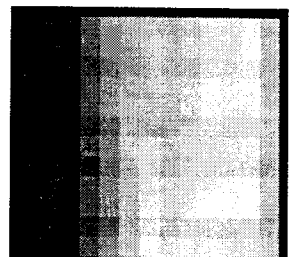
**GENERAL CERTIFICATE OF SECONDARY EDUCATION  
(SHORT COURSE)**

**GCSE 1095**

# **INFORMATION AND COMMUNICATION TECHNOLOGY B**

**REPORT ON THE UNITS  
JUNE 2002**

**GCSE**



## Information Communications Technology

### GCSE Syllabus B 1095 (Short Course)

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### **General Comments**

It was pleasing to see such a large take-up in the first year of this course, and evidence of considerable hard work from teaching staff to make this new examination so successful in its first cohort.

### **Examination Papers 2377/F & 2377/H**

Despite some concerns initially over the use of the Key Skills Test, candidates generally performed very well and the papers produced a good distribution of marks. Performances by candidates were in line with expectations. Almost all candidates completed the papers and mean marks were on the boundaries anticipated before the examination.

There were a small number of concerns raised by Centres relating to specific questions. In some cases it was felt that there were more than one legitimate response to a question or that the correct answer was not immediately discernible. This valuable feedback was passed on to the Key Skills group responsible for the question papers. There was no evidence that these specific questions disadvantaged candidates. The overall feedback on the question papers was positive.

### **Coursework 2378**

Most candidates submitted work based upon one of the sample assignments provided in the Approved Specification, though it was pleasing to see that some centres had set their own tasks on the entertainment theme.

Most candidates had clearly worked within the specified twelve hours, and it should be stressed that it is possible to gain very high marks within this time allocation. Some candidates had clearly worked way beyond this time, and while this is not contrary to regulations, it is not necessary to gain the marks. Excessive diligence in this coursework should not be allowed to affect work in other areas of the curriculum.

The standard of marking by centres was generally very good, and it was pleasing to see good annotation of candidate work, helping the moderator to identify the given mark and total marks awarded for each element in the marking criteria.

It was pleasing to see the effort that centre staff had put into interpretation of the mark scheme, particularly as the compensatory mark method, where each successive statement builds upon the previous statements in broad terms, was new to many centres.

Unfortunately, there were a number of arithmetic errors in marks submitted on the assessment forms, and centres should ensure that marks submitted are accurate.

Witness statements were used to very good effect. Very few centres had provided insufficient evidence in these witness statements to enable the moderator to standardise work. In many instances, centres had provided evidence of the type of questions asked by the teacher, and detailed responses by candidates. Only a limited number of centres had supplied simple statements like "proof given in oral statements". The moderating team wishes to encourage witness statements of empirical evidence, but wishes to point out the importance of having the detail in order to moderate effectively.

Disk based submissions were also successful, with centres providing a good balance between paper based and disk based evidence. Moderators were pleased to see that centres had submitted disc based evidence in easily readable formats, and had not provided evidence in formats suitable for software that is not in common use.

It was pleasing to see witness and disk based evidence marked on a par with the paper based evidence submitted by the same candidate. This helps the moderating and awarding team to feel secure in the judgements made by teachers.

### **Comments on Coverage of the Assessment Objectives**

#### **A01 A,B and C**

To gain full marks for this assessment objective, candidates must mention benefits and drawbacks or compare and contrast their solution with alternative systems.

#### **A01 D**

Generally well covered by candidates, although a number of candidates lost marks for not mentioning the importance of accuracy of data.

*Report on the Components taken in June 2002*

**A01 E**

Very good examples of work by candidates, but to gain full marks, candidates must describe alternative outputs for their system.

**A02 A and B**

Very few candidates failed to score very high marks for this assessment objective, and marking was accurate.

**A02 C**

A well covered objective, although some candidates had not produced sufficient evidence.

**A02 D**

A number of candidates had produced excellent user documentation and gained full marks.

**A03, A04**

These assessment objectives provided the greatest difference among candidates, partly because it proved difficult for some candidates to gain high marks within their chosen context. Where candidates had provided discrete sections within their portfolios to cover these areas, they had managed to gain higher marks. It should be stressed that there are no restrictions on the number or scope of projects undertaken for this specification.

**Final Comment**

A very pleasing first cohort for this new and exciting syllabus. The examination team would like to thank all centres for their co-operation, and trust that this specification will now go from strength to strength.

We should like to urge all centres to send at least one representative to the autumn INSET sessions.

Report on the Components taken in June 2002

**General Certificate of Secondary Education  
Information Communications Technology (1095)  
June 2002 Assessment Session**

**Unit Threshold Marks**

| Unit  |     | Maximum Mark | a*  | a  | b  | c  | d  | e  | f  | g  | u |
|-------|-----|--------------|-----|----|----|----|----|----|----|----|---|
| 2377F | Raw | 40           |     |    |    | 36 | 32 | 28 | 24 | 20 | 0 |
|       | UMS | 55           |     |    |    | 48 | 40 | 32 | 24 | 16 | 0 |
| 2377H | Raw | 40           | 37  | 35 | 31 | 28 | 25 |    |    |    | 0 |
|       | UMS | 80           | 72  | 64 | 56 | 48 | 40 |    |    |    | 0 |
| 2378  | Raw | 64           | 54  | 45 | 36 | 28 | 23 | 19 | 15 | 11 | 0 |
|       | UMS | 120          | 108 | 96 | 84 | 72 | 60 | 48 | 36 | 24 | 0 |

**Specification Aggregation Results**

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

|      | Maximum Mark | A*  | A   | B   | C   | D   | E  | F  | G  | U |
|------|--------------|-----|-----|-----|-----|-----|----|----|----|---|
| 1095 | 200          | 180 | 160 | 140 | 120 | 100 | 80 | 60 | 40 | 0 |

The cumulative percentage of candidates awarded each grade was as follows:

|      | A*   | A    | B     | C     | D     | E     | F     | G     | U      | Total Number of Candidate |
|------|------|------|-------|-------|-------|-------|-------|-------|--------|---------------------------|
| 1095 | 0.71 | 8.04 | 25.82 | 47.79 | 63.39 | 74.99 | 85.40 | 93.39 | 100.00 | 2103                      |