



## **General Certificate of Education**

# **Information and Communication Technology 5521**

## **Unit 1      Information: Nature, Role and Context**

# **Report on the Examination**

*2007 examination – June series*

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### **Question 1**

Many candidates answered parts (a) and (b) of this question very well, but in (a) the example for data must be plural; a mark is not awarded for a single date, or a single postcode. Part (c) was not answered as well as the first two parts of this question; the type of answer that would gain two marks is as follows.

- (c) Knowledge is a set of rules or concepts used to interpret information; for example, a sales manager uses last year's sales figures to predict this year's figures.

### **Question 2**

In part (a), most candidates gave 'Hours Worked' or 'Employee No.' as their answer. For part (b) many different items of data appearing on the payslip would be held in the payroll file. Some items of data, such as bank account number or sort code, did not appear on this payslip but may also be held in the payroll file and credit was given for these. For 3 marks, candidates were required to describe the process or calculation performed. Many gained full marks, but some candidates were unable to explain a process and wrote about modes of processing.

### **Question 3**

For part (a) the question required the candidate to explain two benefits to people who shop online. This was answered well by many candidates. An example of a benefit to the shopper would be that they can shop at a time that is convenient to them, as they have access available 24 hours a day, seven days a week. This was awarded 2 marks. Some candidates failed to gain the second mark as they did not expand upon their answer. Some candidates failed to gain any marks as they explained benefits to the retailer, rather than the shopper.

In part (b), once again the limitation required was to the shopper, not the retail outlet. A good example of a limitation would have been that the shopper could not, for example, try clothes on and, if the item did not fit when it arrived in the post, the shopper would have to return it which may be more difficult than returning it to a shop.

### **Question 4**

Good oral communication skills and good written communication skills were accepted as two separate skills, but if the candidate referred only to 'good communication skills' a second mark was not available for describing written or oral communication skills. The expansion of the skill needed to make clear that good oral or written communication skills would enable an ICT professional to communicate with end-users in a manner that they could easily understand. Other skills, such as problem solving, team working and good listening skills also gained marks.

### **Question 5**

For part (a), most candidates appreciated that video-conferencing reduced the need to travel and resulted in saved time or cost.

In part (b) the problem of power cuts was a common incorrect answer, as this is not an answer related specifically to video-conferencing.

### **Question 6**

Many candidates were able to describe malpractice as bad practice and crime as an illegal act, although some of the examples chosen did not fully explain the difference. A good example of malpractice might comprise the implications of walking away from a workstation, leaving it logged on and therefore open to unauthorised access. A good example would not only refer to the fact that the employee had walked away and left the computer logged on.

For part (b), many candidates gave good answers, for example, 'To prevent malpractice there should be an automatic logout if a computer is left unused for 5 minutes so that unauthorised access is prevented.'

Part (c) was also answered well. An example of a good answer was, 'To reduce crime a firewall could be put in place to prevent unauthorised access to data from external sources.'

### **Question 7**

Generally, candidates answered part (a) well.

In part (b)(i), some candidates scored 2 marks for describing a living, identifiable individual, but others only scored 1 mark for knowing the data subject referred to the person or individual whom the data is about.

For part (b)(ii), many candidates simply re-worded the term 'Data User', explaining that it was the person who uses the data, rather than someone who holds the data; this did not gain marks. A good answer to gain 2 marks would have been, 'The Data User is the organisation holding the data.'

Many answers to part (c) wrongly referred to a data controller, rather than the Information Commissioner and therefore did not gain marks. One correct answer was, 'The Information Commissioner is the person who enforces the Data Protection Act and the Freedom of Information Act, and acts as ombudsman.'

### **Question 8**

Common correct answers to part (a) included e-mail, instant messaging, chat-rooms and forums, although the expansions of each method of communication often failed to explain them fully.

For part (b), the methods required for publishing information over the Internet must publish to all users e.g. publishing on a website (available to all Internet users) as opposed to e-mail containing advertisements (available only to a chosen number of people). A good answer from a candidate was, 'AQA publish ICT examination past papers and mark schemes on their Website.'

Many candidates scored one mark in part (c) for stating the website address or URL, but did not state the date of access or date of publication to gain a second mark.

### **Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.