It was pleasing that many centres ensured that their students’ Sample Work was between 10 and 20 pages in length and was attached to the script with just one treasury tag, thus enabling students and examiners to find the relevant work with ease.

Centres are reminded that the Sample Work should contain a section which includes the items referred to in Analysis – topic 2 in the specification, and Testing of ICT-related solutions – topic 9 in the specification.

Centres are also reminded that students should NOT submit:

- Sample Work that contains duplicate evidence for each item required
- Sections on design, implementation and evaluation

Students having many pages to look at may be at a disadvantage because they have too much to read through to find the relevant work during the examination.

It was pleasing to see that most students attempted all questions on the examination paper.

Centres are reminded to read this report in conjunction with the section in the specification where the expectations of students performing at grade A and E is described (Appendix A, pages 33 to 35) and the example answers in the mark scheme.

**Question 1**
Overall this question was answered well by students with a large percentage gaining at least 3 or 4 marks. Part B was the stumbling block for some students with answers ranging from laser cutter to manufacturing machine. To gain full marks students correctly named all four output devices, which was what the question asked for.

**Question 2**
Many students answered this question well. However students from some centres seemed to concentrate their answers on "taking regular breaks" which did not earn them credit. Other students lost credit for using the adjective "comfortable" to describe both posture and arm position whilst answering this question.

**Question 3a**
This question was answered very well by some students, who were able to give a good description of the purpose of evaluating an ICT solution to a problem.

**Question 3b**
As above, this question was answered very well by some students, who were able to state the questions they would ask themselves at the evaluation stage an ICT solution to a problem.

**Question 4**
The majority of students were able to discuss the two types of software and also provide examples and this was therefore answered reasonably well. However students from some centres were unable to differentiate between the two types of software and/or mixed them up in their expansions.

**Question 5**
It was pleasing to see a number of students showing their understanding of the practical work undertaken during their study of this unit and gaining high marks as a result.
Question 5 (a) (i)
Most students gained 1 of the 2 marks available. Many students were able to identify that the client needed the solution and name their client.

Question 5 (a)(ii)
Most students only seemed to manage to score 2 of the 3 marks available. They were able to identify one user and give a use but were then unable to further expand on this. Some students merely listed who their users were. This was not the purpose of the question, which asked for the identity of one user and a description of what they used the solution for.

Question 5 (b)
Generally this question was not answered well with students unable to show their knowledge and understanding of what is meant by an audience for an ICT solution. The majority of students gained at least 1 of the 2 marks available.

Question 5 (c)
Some students gained full marks for this question. They were able to explain four of their client requirements in detail. Students could have gained up to four marks for giving four client requirements. Some students did not gain any marks for explaining the requirements, instead they described how they had implemented them, which was not the purpose of the question.

Question 5 (d)
To gain high marks students had to explain how their testing ensured that they met their client requirements successfully. Some of the students were able to describe some of their testing showing how it did ensure success. Many students just described their test plan, which did not answer the question.

Question 6
Many students only explained the validation and verification that could be added, instead of answering the question in full. Some students gave very good answers including reference to additional fields, uniformity, navigation, colour, font size and font type as well as validation and verification.

Question 7
This question was answered well by many students. A high number of students gained at least half marks with the full range of marks being awarded. To gain high marks in this essay students needed to address all aspects of the question.

On the whole better students wrote very good answers to this question without veering from the topic, showing a good knowledge and understanding of the hardware and software required to plan a gap year journey to South America, to write a blog, keep track of finances, keep in touch with friends and family and to take lots of photographs.

Mark Ranges and Award of Grades
Grade boundaries and cumulative percentage grades are available on the Results Statistics page of the AQA Website.