

# Cambridge IGCSE™

#### INFORMATION AND COMMUNICATION TECHNOLOGY

Paper 2 Document Production, Databases and Presentations MARK SCHEME Maximum Mark: 70 0417/21 February/March 2023

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the February/March 2023 series for most Cambridge IGCSE<sup>™</sup>, Cambridge International A and AS Level components and some Cambridge O Level components.

# **Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:** 

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question •
- the specific skills defined in the mark scheme or in the generic level descriptors for the question •
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:** 

Marks awarded are always whole marks (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:** 

Marks must be awarded positively:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the • scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do .
- marks are not deducted for errors •
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the • question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:** 

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

## GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

### GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Step	Document Production						
1	Document saved with the file name stemnews	1	EV				
2	Automated page numbers left aligned Candidate name, centre number and candidate number right aligned	1	Doc				
3	Screenshot evidence to show that the ST-subhead style has been defined1 markStyle name correct based on normal1 marksans-serif 14 centre1 markall capitals, bold single 0 91 mark	3	EV				
4	Custom style names displayed as a list in the style manager/organiser	1	EV				
5	ST-title style modified to meet specified formatting.Style modified and based on normalsans-serif 36 centre bold, underline single 0 01 mark	2	EV				
6	Subtitle text entered below title Innovations in Science Education	1	Doc				
7	ST-subtitle style applied to the text entered in step 6	1	Doc				
8	ST-bullet style applied to specified text	1	Doc				
9	ST-Subhead style applied to each subheading	1	Doc				
10	Page layout changed so that the subheading Why is a STEM approach to learning important?and all following text is displayed in two equally spaced columns1 markwith 1 centimetre spacing between the columns.1 mark	2	Doc				
11	A new row inserted above Chemistry1 markThis data entered into this row: Biology   50  401 mark	2	Doc				
12	First row cells merged and the text centre aligned	1	Doc				
13	ST-table style applied to the table.No data wrapped and table and gridlines fit within column1 markGridlines show when printed 6-point space after the table1 mark	2	Doc				

Step	Document Production					
14	The image m23scientist.jpg imported and placed correctly	1	Doc			
15	The image is reflected so that the flask is on the right.	1	Doc			
16	The image is formatted so that it is resized to 2 cm height with aspect ratio1 markIn correct paragraph aligned top of text and left margin with text wrap on1 mark	2	Doc			
17	Spell check and proofread the document.	1	Doc			
		TOTAL	24			

Step	Document Production					
18	File <b>m23tests.csv</b> is imported the field <i>English</i> not imported Correct fields and data types used <i>Registration_Code s</i> et as the primary key	1 mark 1 mark 1 mark	3	EV		
19	The files <b>m23staff.csv</b> and <b>m23houses</b> are imported with correct field names and data types The identified field set as the primary key second primary key set	1 mark 1 mark 1 mark	3	EV		
20	Edit a record (Freya Harris appears in report one if	edited).	1	Report 1		
21	One-to-many relationships created between the three tables		1	EV		
22	A report produced which: Selects records where <i>Gender</i> is F and <i>Science</i> mark is 80 or more <i>Class_Code</i> contains 6 shows only the fields <i>Family_Name</i> , <i>Gender Teacher_Name</i> , <i>Science</i> , <i>Maths</i> , <i>Computer_Science</i> , <i>Design_Technology</i> , <i>House_Name</i> and <i>Class_Code</i> in this order sorts the data into ascending order of <i>Teacher_Name</i> and then descending order of <i>Science</i> counts the number of students in the report has the label <i>New science group size</i> to the left of the number has a page orientation of landscape and fits on one page wide <b>STEM Science Class for 2024</b> as a title displayed in a larger font size has candidate name, centre number and candidate number in the footer of the report with no other items showing.	1 mark 1 mark 1 mark 1 mark 1 mark 1 mark 1 mark 1 mark	9	Count formula in EV 8		

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# www.dynafielopap/elas.cco?023

Step	Document Production						
23	A report produced which: selects records where shows only the fields sorts the data into ascend then ascending order of F has a page orientation of p calculates the average Ma positions this number belo displays this average mar	Class code is 5C House_Name is Mars Gender, Family_Name, Given_Name, House_Name, Maths, Computer_Science and Teacher_Name Ing order of Gender amily_Name portrait and fits on a single page aths mark in this selection we the Maths column k with no decimal places	1 mark 1 mark 1 mark 1 mark 1 mark 1 mark 1 mark 1 mark 1 mark	11	See EV 9		
	has the title <b>Year Five Test Report for Mars</b> displayed at the top of the page mark for Maths. 1 mark screenshot evidence provided to show the formula used to calculate the average mark for Maths. 1 mark						
24	A report exported in pdf format with the file name <b>YEAR 5</b>		1 mark 1 mark	2	EV 10		
				TOTAL	30		

Step	Document Production					
25	A presentation created consisting of six slides in title and bullet layout	1				
26	Candidate details in same position on all slides	1				
27	Slide 1 Layout title and subtitle in centre and middle with no bullet	1				
28	Change layout of slide Our top performing students to a title and two place holders	1				
29	Vertical bar chart created from correct data1 markCategory axis labels displayed in full1 markA legend is included girls / boys1 markValues on tops of bars1 markChart has correct title1 mark	5				
30	Chart placed on right and data from file as a table on left1 markFormat table with all gridlines visible1 markText in top row of the table formatted centre aligned1 markLarger font1 markText in all rows vertically aligned1 mark	5				
31	Print Our top performing students slide as full page1 markPrint the slides as handouts 2 to a page1 mark	2				
		TOTAL	16			
		Overall total	70			

## Cambridge IGCSE – Mark Schenwew.dynamicepaper/s/lecom2023 PUBLISHED

Step 1 Evidence	1	
m23evidence File	e stemnews saved in format of sol	ftware 1 mark 41 KB
stemnews	24/03/2021 1	10.40 IVIICIOSOIL VVOID D 24 KB
Step 3 Evidence 2	2	
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Properties		
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# Step 5 Evidence 4

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### Step 19 Evidence 6

≣	Table1	$\times$	M23tests	×	M23houses	×		M23staff	×					
		Fi	eld Name		Data	Туре	è							
Ũ	Class_Co	ode			Short Text									
	Teacher	_Na	me		Short Text									
	Subject				Short Text									
	Role				Short Text									
				(	Staff table - all field names as given, correct data types Staff table - Class, Code set as primary key				s	1 mark 1 mark				

Staff table - Class\_Code set as primary key1 markHouses table - all field names as given, correct data types and<br/>correct primary key set1 mark

	Field Name	Data Type
1	House_Code	Short Text
	House_Name	Short Text
	House_Colour	Short Text
	House_Leader	Short Text

#### Step 21 Evidence 7



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### Step 22 Evidence 8



# Tawara Schools STEM Development

ST-title style applied to title text 1 mark Sans-serif, 36pt, centred, bold, underlined, single, 0pt before/after

# WHAT ARE THE STEM SUBJECTS?

ST-subtitle text entered 100% accurate 1 mark Supplied style ST-subtitle applied 1 mark

The actonym STEW status for Science, Technology, Engineering and Mathematics. The subjects have always been a part of the educational curriculum; so, what is different about the STEM approach? Instead of studying each "subject" in isolation, the STEM seeks to integrate learning across these areas through, for lied approach.

Change page layout from here to end to two columns Two equal columns with 1 cm space 1 mark 1 mark based learning pros ST-subhead style applied to 7 subheadings and match EV2 1 mark

hands-on activities. This model aims to give students m

unity to experience different ways of learning and problem-solving.

# WHY IS A STEM APPROACH TO LEARNING IMPORTANT?

ST-bullet style seen in EV3 and applied to correct text (square bullets aligned to left margin serif 11pt in single line spacing) 1 mark

requirements that many more jobs will require digital skins with their workforce and many traditional jobs done by humans will be replaced by machines or AI. Currently 75 per cent of jobs in the fastest growing industries require workers with STEM skills. To be competitive, the Tawaran workforce needs people who can adapt to a changing workplace.

The continual advances in technology are changing the way our students learn, connect and interact each day. STEM empowers those people with the skills to succeed and adapt to the changing world.

# **INTEGRATED STEM FOR ALL**

While science subjects have been viewed in many places as the ones most suited to boys, the gender gap is narrowing as girls are encouraged to develop their interest and skills in the STEM subjects. This does not mean that girls are channelled into the natural sciences while boys take up the majority of computer science or physics/maths routes. The STEM subjects are for all and may develop some of these broader skills:

- working in teams
- logical thought
- critical thinking
- problem solving
- project management
  - developing own solutions.

This style of learning focusses on higher level thinking rather than on tests and memorisation. These skills will help them to succeed in any field, even if they do not pursue a career directly in a STEM field of work.

# WHY IS STEM SO IMPORTANT?

Another reason why STEM is important is thanks to emerging opportunities in organisations and the industry which address the lack of ethnic and gender diversity. Events such as the Robogals Conference, hosted earlier this year at the University of Sussex, are designed to encourage more women and girls into engineering.

Footer page number left aligned, candidate details right aligned 1 mark
Candidate name, number and centre number

# ENCOURAGING GIRLS TO TAKE STEM SUBJECTS

The STE	v · · · · · · · · · · · · · · · · · · ·	
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choices.	Align top of text and left margin with text wrapped	1 mark
what girls	to and to not to went. This could not be to-	

Our schools aim to empower girls from an early age, challenging those myths and misconceptions. We plan to raise the participation of girls in the core STEM subjects to realise the potential of all our pupils.

Current participation of our year 10 in these subjects						
Subject	Girls (% of year group)	Boys (% of year group)				
Maths	50	90				
Physics	10	80				
Biology	50	40				
Chemistry	10	80				
Design Technology	15	45				
Computer Science	5	75				
ICT	90	25				

We show them, change the wor Row 1–3 columns merged and text centred 1 mark Insert a new row above Chemistry 1 mark While girls ap Enter data for Biology into this row 1 mark performance in ST-table style seen in EV3, applied to rows 2 to 9 only 1 mark matter of perce Serif, 11pt, italic, left, single, 0 before/after No data wrapped, gridlines fit within column, 6 pt space after table 1 mark There are more in astronomy ar

Your students can research some of these distinguished female scientists. They may also study women working in everyday science related roles.

# **OPPORTUNITIES IN THE DIGITAL WORLD OF** WORK

In the UK, less than 10 percent of women make up the engineering workforce, while in the US, only around a quarter of those in STEM occupations are women. Similar statistics are reported across the world in male-dominated industries such as engineering and technology.



Will the gender disparity in male-dominated industries ever change? The answer seems to be yes - but gradually. Helping to speed up the process are various organisations offering scholarships for women preparing for careers in male-dominated industries. Often, the funding is accompanied by additional support, including mentorship and special events or workshops.

As the world of work develops, there are few career fields that will not require some interaction with digital processes either directly or indirectly. It is vital that everyone prepares for this new world of work, whether through a familiarity with ICT or more specialised subjects such as computer science and the use of technology in a vast range of study subjects. No one should get left out through lack of choice or opportunity.

# MOVING INTO WORK OR HIGHER EDUCATION

The broad, integrated approach to learning provided through a STEM

ye young people for many paths in life. These may include practical, on-the-job learning and skills development. many routes through higher education in the vast range udy at undergraduate or post graduate levels. Look them ed at the career paths you could choose.

Spellcheck and proofread the document 1 mark Document complete/paragraphs intact, landscape, styles retained, no widows/orphans, split list or table, columns balanced at top, consistent spacing, no blank pages

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# STEM Science Class for 2024

Family_Name	Gender	Teacher_Name	Science	Maths	Computer_Science	Design_Technology	House_Name	Class_Code
Flynn	F	Bostock	99	69	61	94	Neptune	6B
Abbott	F	Bostock	98	82	64	84	Jupiter	6B
Hammond	F	Bostock						6B
Nelson	F	Bostock	STEM Scienc	e Class f	or 2024 -larger font siz	ze, top of page, fully vi	sible 1 mark	6B
Archer	F	Bostock	Selects record	s where (	Sender is F and Science	CE MARK IS 80 OF MORE	1 mark	6B
Hart	F	Bostock	Class_Code C		ordor boodings motor	the data diaplayed in	i mark	6B
Murphy	F	Bostock		s, conect	order, neadings match	i the data, displayed in		6B
Williamson	F	Bostock	- 01	00	70	09	Jacum	6B
Watts	F	Lean	96	70	70	60	Mars	6L
Pickering	F	Lean	96	79	88	64	Jupiter	6L
Howells	F	Lean	96	65	60	91	Saturn	6L
Kent	F	Lean	94	98	72	80	Neptune	6L
White	F	Lean						6L
Tomlinson	F	Lean Sort	ascending order of	of Teache	r_Name then descend	ing order of Science	1 mark	6L
Allan	F	Lean			01		Jacan	6L
Rowe	F	Lean	88	81	75	69	Mars	6L
Thornton	F	Lean	87	65	64	93	Saturn	6L
Whitehead	F	Lean	86	61	61	77	Jupiter	6L
Crawford	F	Lean	86	69	Label left of calcula	ted value 100% accur	ate 1 mark	6L
Fuller	F	Lean	85	67				6L
Turnbull	F	Lean	85	87	93	69	Mars	6L
Connolly Har	ris edited Cla	ass. Code is now 6	T 1 mark	67	87	70	Neptune	6L
Townsend				90	87	69	Saturn	6L
Joyce	F	Lean	82	88	89	81	Mars	6L
Howarth	F	Lean	81	71	77	97	Neptune	6L
Robson	F	Lean	80	90	60	76	Mars	6L
Harris	F	Torville	98	99	82	61	Saturn	<mark>6T</mark>
				Nev	v science group size	27		

Candidate name, centre number and candidate number

Has a page orientation of landscape and fits on one page wide1 markName, centre number and candidate number in page footer1 markwith no other items showing1 mark

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Orientation is portrait and fits on a single page 1 mark

95

90

85

80

75

70

	Vertical bar chart created as shown	1 mark
	Subject names in full on category axis	1 mark
	Legend to display Boys / Girls	1 mark
C	Values on tops of bars	1 mark
J	Title as shown	1 mark
	$\mathbf{V}$	

# Our top performing students

Year	Subject	Тор Воу	Top Girl
Five	Maths	Callum Walters	Lydia Sykes
Five	Science	Henry Barlow	Abbie Day
Six	Maths	Taylor O'Connor	Freya Harris
Six	Science	Anthony Wyatt	Poppy Flynn

Average marks compared

#### Name, centre number, candidate number

Slide layout title and 2 placeholders - chart on right and table on left	1 mark
Table – text as given, all gridlines visible, no shading	1 mark
Top row centre aligned horizontally	1 mark
Top row larger font	1 mark
All rows centre aligned vertically	1 mark
Rows 2-5 left aligned consistently	1 mark

Single slide printed 1 mark









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