



Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

INFORMATION AND COMMUNICATION TECHNOLOGY

0417/21

Paper 2 Practical Test A

May/June 2018

MARK SCHEME

Maximum Mark: 80

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 May/June 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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This syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **16** printed pages.

PUBLISHED**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.

Header
Automated page numbers left aligned, file size in kilobytes, right aligned, no placeholders 1 mark

Graduate Employment Report

Edited by: Candidate Name

Title – data entry 100% accurate 1 mark
GR-Title style seen in EV3 and applied (serif, 36pt, centred, bold, italic only, no space before or after) 1 mark

still remains highly competitive. At least 350,000 graduates leave university every year looking for employment. The number of graduates entering the job market has increased but not the number of jobs available. This has led to a growing number of graduates who are unemployed or underemployed. Employability skills are becoming increasingly important to employers who must select a growing number of similarly qualified applicants for the same job.

Subtitle – name entered, GR-Subtitle style seen in EV3 and applied (serif, 18pt, right underlined only, no space before or after) 1 mark

The Skills Gap

Section break correct position 1 mark
2 columns, 2 cm column spacing 1 mark

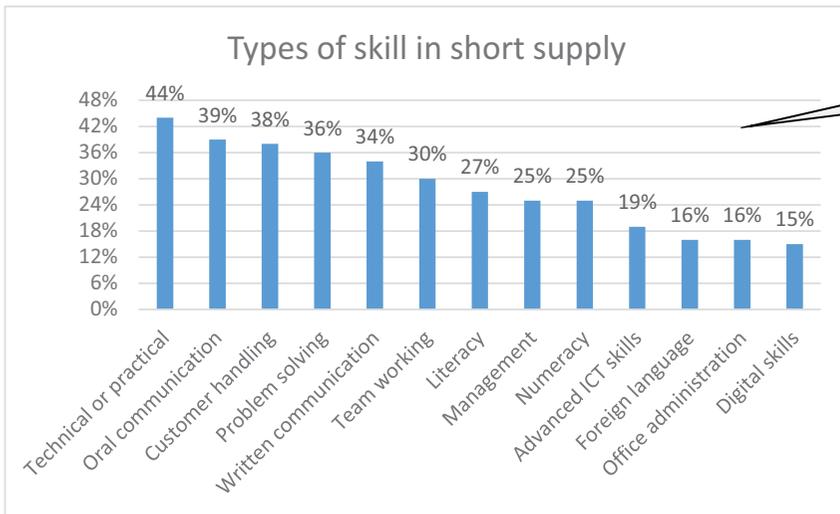
Employability Skills

A skills gap threatens the sustainability of businesses around the world. It is caused by shortages of skills in the workforce, often due to a lack of training and education, and math skills, such as problem solving. A recent employment and skills survey identified the following skills as being in short supply:

Subheadings (8)
GR-Subhead style applied – matches style defined in Evidence Doc 1 mark

Those leaving the education system often lack the skills that employers are looking for. A fall in vocational training and a rise in university education has led to a skills gap. This is a problem because employers are looking for graduates who have the skills to do the job. A skills gap can lead to a loss of productivity and a decrease in the quality of goods and services. It can also lead to a loss of jobs and a decrease in the standard of living. The following are some of the skills that are in short supply:

Vertical bar chart created, correct data, skills labels present 1 mark
Chart in correct place, within margins, all data fully visible 1 mark
Chart title *Types of skill in short supply* – 100% accurate 1 mark
Y-axis maximum displays 48% 1 mark
Y-axis increments of 0.06 1 mark
Any data labels displayed above each bar, no legend 1 mark



- COMMUNICATION
- TEAM WORKING
- LEADERSHIP
- INITIATIVE
- PROBLEM-SOLVING
- FLEXIBILITY
- ENTHUSIASM

Graduate before 1990s. The number of graduates entering the job market has increased but not the number of jobs available. This has led to a growing number of graduates who are unemployed or underemployed. Employability skills are becoming increasingly important to employers who must select a growing number of similarly qualified applicants for the same job.

Bullets
GR-Bullet style seen in EV3 and applied to correct text (serif, 14pt, all caps) 1 mark
Bullets indented 3 cms from left margin, hanging indent, shaped bullet, single line, no space after 1 mark

Footer
Name, Centre number, candidate number right aligned no placeholders 1 mark

Name, Centre number, candidate number

Volunteering Projects



Many employers favour applicants with voluntary work experience. The range of employability skills that can be gained is extensive including leadership, problem-solving, teamwork, initiative and self-awareness. Virtually every young person can benefit from a volunteering opportunity and it is a great focus to choosing a career.

Being a volunteer brings value to your CV and skills at the same time. It also provides the opportunity to meet new professionals, gain new skills, network and develop relationships that might become crucial in future career development. Some volunteering placements offer accredited training such as first aid, child protection and mental health awareness training.

Peer mentoring is all about students supporting each other. It is a voluntary scheme which was designed to help new students in their first year of study but is also available to continuing students who feel they could benefit from peer support. Mentoring provides an opportunity of developing transferable skills, meeting new people and gaining valuable experience.

Peer Mentoring

This scheme recruits students to represent the university at on-campus events as well as in local schools, colleges and the community. The aim of the scheme is to raise aspirations and encourage people from a variety of backgrounds to consider progression to higher education. Student Ambassadors provide a role model to learners and a unique perspective on life as a student which can engage and inspire.

Student Ambassadors

As ambassadors, students get involved in a range of challenging and rewarding placements and projects including open days, taster days, student shadowing, marketing events, and higher education fairs.

Student ambassadors receive training to support them in their outreach and recruitment roles. The scheme provides work and training opportunities which help to build confidence, encourage personal development and develop transferable employability skills in preparation for future employment.

Graduate internships and work placements offer relevant work experience and are an increasingly popular way of launching a career. Working as an intern in a firm is a great way of making valuable contacts in a chosen profession.

Internships

Research suggests that the key to securing a top role is to undertake work placements at the company in question. A third of graduate vacancies are filled by applicants who have already worked for the organisation during their degree course, either through paid placements or internships.

Employers, who are recruiting graduates before they have had no work experience have very little chance of receiving a job offer from a graduate programme.

Digital Skills

A worker with inadequate digital skills wastes up to 21% of total productivity time and an average office worker is estimated to waste an hour a day through poor computer knowledge.

According to top employers graduates are missing out on jobs because their grasp of digital technology is not strong enough. Digital skills and knowing how to use basic productivity software such as word processing software and spreadsheets are baseline requirements for many jobs.

Image

- Image inserted in correct position 1 mark
- Aligned to top of text and left margin, text wrapped 1 mark
- Resized to 2.5 cm wide, aspect ratio maintained 1 mark

- Paragraph indented 2 cms from left and right hand margins 1 mark
- Thick (3–4pt) border applied to indented text 1 mark
- Light grey shading applied to indented text i.e. fills box 1 mark

3

requirements in nearly 80 percent of all middle-skill job openings and are critical to earning a living wage these days. Jobs that require digital skills are growing at a much faster rate than other jobs.

Future Projections

A career for life is no longer an option. Most people will hold jobs with a variety of employers and move across different employment sectors through their working life. Transferable and employability skills are essential in career development.

Research has shown a changing jobs market, with employers saying they need to recruit more skilled staff, while cutting the number of low-skilled jobs. This is good news for those graduating from university. Business and the IT sector are expected to see the

90

strongest rates of job growth in the next 10 years. Manufacturing, education and public administration jobs will continue to decline, as will administrative and secretarial occupations which will see the largest decline with 390,000 fewer jobs. The construction, health and social care sectors are expected to see strong growth, as will leisure and other service sectors which are expected to contribute over 400,000 additional jobs.

As we move to a digital economy, digital skills are becoming more and more important for students to master. By 2020 it is predicted that digital skills will be required by 90% of all jobs across all work sectors and there will be up to 900,000 unfilled IT vacancies.

Page layout

GR-Body text seen in EV3 and applied to all text – sans-serif, 11pt, justified, single line, 6pt space after each paragraph 1 mark

Document complete/paragraphs intact, A4, landscape, margins consistent (2cm), spacing consistent, columns aligned at top, no widows/orphans, split lists, charts, or bordered paragraph, no overlap in chart, no blank pages 1 mark

Name, Centre number, candidate number

Internet Units Completed

Both records CIE5437801 and CIE1300520 present 1 mark

Title correct, 100% accurate, fully visible 1 mark
Centred, bold, serif, 28pt font 1 mark

Calculated field
Heading 100% accurate 1 mark
% calculated - correct values 1 mark
Displayed as % Odp 1 mark

Reference	Name	Teacher	Birth Date	Full Time	Test Date	Unit	Score	Grade	% Odp
CIE54437801	Peter	Guttermann	07-Feb-96	Yes	15-Feb-17	Internet and email	56	Pass	92%
CIE6730789	Lauren	Marshall	08-Oct-91	Yes	06-Oct-16	Internet and email	54	Pass	90%
CIE5437801	Michael	Cohen	13-May-86	Yes	15-Feb-17	Internet and email	55	Pass	92%
CIE1300520	Janis	Martin	25-Oct-57	Yes	06-Oct-16	Internet and email	54	Pass	90%
CIE6825657	Kirsty	McCabe	08-Dec-84	Yes	14-Mar-17	Internet and email	54	Pass	90%
CIE8266362	Alejandro	Gunawardena	07-Jun-99	Yes	12-Jul-17	Internet and email	52	Pass	87%
CIE5228246	Kieran	Walker	29-Sep-95	Yes	12-Oct-16	Internet and email	49	Pass	82%
CIE7982362	Alisha	Yasin	22-Aug-99	Yes	28-Jun-17	Internet and email	49	Pass	82%
CIE6892296	Anna	Grace	16-Sep-68	Yes	27-Jun-17	Internet and email	47	Pass	78%
CIE5444557	Marjorie	Crooks	13-Oct-58	Yes	15-Feb-17	Internet and email	45	Pass	75%
CIE7982330	Ayesha	Sultana	11-Aug-99	Yes	04-Jul-17	Internet and email	43	Fail	72%
CIE7982095	Zenib	Bibi	09-Sep-98	Yes	04-Jul-17	Internet and email	43	Fail	72%
CIE7982266	Muhammed	Khan	12-Dec-98	Yes	28-Jun-17	Internet and email	43	Fail	72%
CIE8202452	Nazmin	Aktar	01-Feb-99	Yes	31-Aug-17	Internet and email	43	Fail	72%
CIE7982152	Ayman	Dilshad	23-Oct-98	Yes	04-Jul-17	Internet and email	39	Fail	65%
CIE7982049	Shiraz	Ahmed	28-Apr-99	Yes	28-Jun-17	Internet and email	34	Fail	57%
CIE6482639	Simon	Atkins	19-Jul-87	Yes	16-Jun-17	Internet safety for IT users	55	Pass	92%
CIE7017162	Bridget	Gibson	21-Nov-65	Yes	24-Oct-16	Internet safety for IT users	53	Pass	88%
CIE6892289	Robert	Field	30-Mar-90	Yes	25-Jan-17	Internet safety for IT users	53	Pass	88%
CIE6482614	Susan	Morrison	18-May-61	Yes	16-Jun-17	Internet safety for IT users	52	Pass	87%
CIE6892360	Naomi	Whyte	29-Apr-93	Yes	25-Apr-17	Internet safety for IT users	52	Pass	87%
CIE4711288	Rebecca	Henderson	27-Jul-91	Yes	15-Dec-16	Internet safety for IT users	52	Pass	87%
CIE3660549	Kerry	Inglis	23-Aug-90	Yes	16-Mar-17	Internet safety for IT users	52	Pass	87%
CIE6892339	Callum	Morrison	30-Jun-97	Yes	13-Jun-17	Internet safety for IT users	50	Pass	83%
CIE6730789	Callum	Spencer	13-Feb-96	Yes	06-Jan-17	Internet safety for IT users	49	Pass	82%
CIE6730789	Callum	Spencer	13-Feb-96	Yes	16-Sep-16	Security for internet users	60	Pass	100%
CIE6602483	Andrew	Simister	23-Nov-68	Yes	27-Apr-17	Security for internet users	58	Pass	97%

Select records (46):
Unit contains Internet 1 mark
Full Time is Yes 1 mark
Test Date is between 01/09/2016 and 31/08/2017 1 mark

Sort ascending on Unit, descending on Score, no grouping 1 mark
Specified fields, correct order 1 mark
Landscape, one page wide, all base fields, all fully visible 1 mark
Birth Date and Test Date display dd-MMM-yy, Full Time as Yes/No 1 mark

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Student_ID	First_Name	Family_Name	Birth_Date	Full_Time	Test_Date	Unit	Score	Result	%_Mark
CIE6891447	Ryan	Stewart	02-Aug-94	Yes	16-Dec-16	Security for internet users	56	Pass	93%
CIE6482607	Karen	Glendinning	18-Aug-65	Yes	26-Jan-17	Security for internet users	56	Pass	93%
CIE6075038	Joanna	O'Byrne	18-May-67	Yes	12-Dec-16	Security for internet users	53	Pass	88%
CIE2078019	Wai Wai Hnin	Su	26-Aug-60	Yes	16-Dec-16	Security for internet users	53	Pass	88%
CIE3434518	Catherine	Bell	28-Feb-55	Yes	01-Sep-16	Security for internet users	53	Pass	88%
CIE7073766	Oakley	Goulbourne	19-Apr-97	Yes	26-Apr-17	Security for internet users	53	Pass	88%
CIE5905876	Diane	Smith	01-Sep-63	Yes	19-May-17	Security for internet users	53	Pass	88%
CIE6482646	Richard	Parrish	12-Feb-53	Yes	26-Jan-17	Security for internet users	53	Pass	88%
CIE6730771	Rachel	Oliver	17-Jul-88	Yes	20-Dec-16	Security for internet users	53	Pass	88%
CIE7073759	Jamie	Goulbourne	19-Apr-97	Yes	21-Mar-17	Security for internet users	52	Pass	87%
CIE6892271	Michelle	Donnelly	03-Jun-82	Yes	27-Mar-17	Security for internet users	49	Pass	82%
CIE6892346	Sidra	Waheed	10-Apr-94	Yes	25-Apr-17	Security for internet users	46	Pass	77%
CIE6892321	Ellis	McLachlan	15-Sep-97	Yes	21-Mar-17	Security for internet users	45	Pass	75%
CIE6738106	Chloe	McConnachie	17-Apr-97	Yes	16-Feb-17	Using the internet	47	Pass	78%
CIE7982070	Ruhena	Begum	27-Jun-99	Yes	04-Jul-17	Using the internet	43	Fail	72%
CIE7982355	Jamie	Taylor	07-May-99	Yes	30-Jun-17	Using the internet	43	Fail	72%
CIE7982177	Janeth	Farooq	28-May-99	Yes	28-Jun-17	Using the internet	42	Fail	70%
CIE7982227	Luis	Hernandez	26-Jan-99	Yes	28-Jun-17	Using the internet	37	Fail	62%

Average mark 50

Name, Centre number, Candidate number

- Calculates correct average **Score** on data 1 mark
- Average **Score** displayed as integer, positioned under **Score** column. 1 mark
- Label *Average mark* to left of value, 100% accurate 1 mark

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Evening Testing Sessions

Title

Correct, 100% accurate, larger font 1 mark

Name, Centre number, candidate number

Student_ID	Unit	Result	Test_Date	Test_Day	Start_Time
CIE3434518	Security for internet users	Pass	01-Sep-16	Friday	18:21:16
CIE5695495	Presentation	Pass	07-Oct-16	Friday	19:45:30
CIE6865324	Word processing	Pass	07-Oct-16	Friday	19:28:11
CIE7017162	Internet safety for IT users	Pass	24-Oct-16	Monday	18:34:06
CIE4711288	Spreadsheet	Pass	28-Oct-16	Friday	18:17:12
CIE6892339	Using a computer keyboard	Pass	21-Nov-16	Monday	18:35:12
CIE6891447	Security for internet users	Pass	16-Dec-16	Friday	18:12:09
CIE2078019	Security for internet users	Pass	16-Dec-16	Friday	18:18:09
CIE6730771	Multimedia and imaging	Pass	19-Dec-16	Monday	19:10:32
CIE6730732	Online collaboration	Pass	19-Dec-16	Monday	18:54:31
CIE2910334	Database	Fail	21-Feb-17	Friday	18:00:00
CIE6892307	Internet safety for IT users	Pass	27-Mar-17	Monday	18:00:00
CIE6892271	Security for internet users	Pass	27-Mar-17	Monday	18:12:54
CIE2160886	Word processing	Pass	16-Jun-17	Friday	18:04:12
CIE6482621	Internet safety for IT users	Fail	16-Jun-17	Friday	18:00:21
CIE5905876	Online collaboration	Pass	16-Jun-17	Friday	18:00:00
CIE8509750	Word processing	Pass	04-Dec-17	Monday	19:05:15

Sort ascending on *Test_Date*, no grouping 1 mark
 Specified fields, correct order 1 mark
 Portrait, fits one page, all fields present, fully visible 1 mark

Search (17 records)

Test_Day is **Monday** or **Friday** 1 mark
Start_Time is **18:00** or later 1 mark

MAIL MERGE

19/11/17

TAWARA EMPLOYABILITY PROGRAMME

Thank you for your interest in joining the Tawara Employability Programme. Details of your induction interview are given below. Please use the following checklist to rate your current strengths and bring this to the interview. We look forward to working with you.

Employability Skills Checklist			
Name: «First Name» «Family Name»		Faculty: «Faculty»	
Course of study: «Course»		Tutor: «Course Tutor»	
	1	2	3
	Weak	Fair	Strong
Communication			
Talking and listening skills			
Able to deal with the public – customer care			
Team working			
Able to understand and follow instructions			
Telephone skills			
Interpersonal skills			
Personal Qualities			
Able to accept praise			
Enthusiastic and motivated			
Honest and fair			
Good time keeper			
Works hard and conscientiously			
Expresses own views			
Is responsible			
Shows initiative			
Able to plan and organise tasks			
Numeracy and Literacy Skills			
Using numbers			
Writing messages and letters			
Problem Solving			
Able to overcome problems and find solutions			
Use own initiative – thinking for yourself			
Able to ask for help			
Digital Skills			
Uses email effectively			
Uses productivity software efficiently			
Manages personal identity/security of data online			
Uses a range of tele-communication technologies			
Uses technology to support collaborative working			
Manipulates images			
Uses social media effectively			
Cloud-based tools/services for collaboration/storage			
Induction Interview			
Appointment	«Int Day», «Int Date»		
Time	«Int Time»		
Interview with	«Interviewer»		
Location	«Site»		
Student Signature:			Date:

Merge Fields inserted – placeholders and <> correctly replaced
 «First_Name» | «Family_Name» | «Course» | «Faculty» | «Course_Tutor»
 correct position and space 1 mark
 «Int_Day», | «Int_Date» | «Int_Time» | «Interviewer» | «Site»
 correct position and space 1 mark

Name, Centre number

Master document printed, 2 spellings corrected (*following/curent*) 1 mark
 Name. Centre number. candidate number in footer 1 mark

TAWARA EMPLOYABILITY PROGRAMME

Thank you for your interest in joining the Tawara Employability Programme. Details of your induction interview are given below. Please use the following checklist to rate your current strengths and bring this to the interview. We look forward to working with you.

Employability Skills Checklist				
Name	Faculty	1	2	3
Dina Ena	History and politics	Weak	Fair	Strong
Course of study: Politics and International Relations		Tutor: Zahir Hashim		
Communication				
Talking and listening skills				
Able to deal with the public – customer care				
Team working				
Able to understand and follow instructions				
Telephone skills				
Interpersonal skills				
Personal Qualities				
Able to accept praise				
Enthusiastic and motivated				
Honest and flexible				
Good time keeping				
Works hard and willing to learn				
Expresses own ideas				
Is responsible and reliable				
Shows initiative with own workload				
Able to plan and organise tasks				
Numeracy and Literacy Skills				
Using numbers				
Writing messages and letters				
Problem Solving				
Able to overcome problems and find solutions				
Use own initiative – thinking for yourself				
Able to ask for help				
Digital Skills				
Uses email effectively				
Uses productivity software efficiently				
Manages personal identity/security of data online				
Uses a range of tele-communication technologies				
Uses technology to support collaborative working				
Manipulates images				
Uses social media effectively				
Cloud-based tools/services for collaboration/storage				
Induction Interview				
Appointment	Monday, 17/04/2018			
Time	15:00 hours			
Interview with	Josh Williams			
Location	Careers Zone			
Student Signature:		Date:		

Name, Centre number, candidate number

TAWARA EMPLOYABILITY PROGRAMME

Thank you for your interest in joining the Tawara Employability Programme. Details of your induction interview are given below. Please use the following checklist to rate your current strengths and bring this to the interview. We look forward to working with you.

Employability Skills Checklist				
Name	Faculty	1	2	3
Morgan Collins	Computer Science and Software Engineering	Weak	Fair	Strong
Course of study: Software Engineering		Tutor: Charlotte Norfolk		
Communication				
Talking and listening skills				
Able to deal with the public – customer care				
Team working				
Able to understand and follow instructions				
Telephone skills				
Interpersonal skills				
Personal Qualities				
Able to accept praise				
Enthusiastic and motivated				
Honest and flexible				
Good time keeping				
Works hard and willing to learn				
Expresses own ideas				
Is responsible and reliable				
Shows initiative with own workload				
Able to plan and organise tasks				
Numeracy and Literacy Skills				
Using numbers				
Writing messages and letters				
Problem Solving				
Able to overcome problems and find solutions				
Use own initiative – thinking for yourself				
Able to ask for help				
Digital Skills				
Uses email effectively				
Uses productivity software efficiently				
Manages personal identity/security of data online				
Uses a range of tele-communication technologies				
Uses technology to support collaborative working				
Manipulates images				
Uses social media effectively				
Cloud-based tools/services for collaboration/storage				
Induction Interview				
Appointment	Monday, 17/04/2018			
Time	16:00 hours			
Interview with	Josh Williams			
Location	Library			
Student Signature:		Date:		

Name, Centre number, candidate number

TAWARA EMPLOYABILITY PROGRAMME

Thank you for your interest in joining the Tawara Employability Programme. Details of your induction interview are given below. Please use the following checklist to rate your current strengths and bring this to the interview. We look forward to working with you.

Employability Skills Checklist				
Name	Faculty	1	2	3
Hendrik Vrijdag	Science and Engineering	Weak	Fair	Strong
Course of study: Mechanical Engineering		Tutor: Christopher Giffard		
Communication				
Talking and listening skills				
Able to deal with the public – customer care				
Team working				
Able to understand and follow instructions				
Telephone skills				
Interpersonal skills				
Personal Qualities				
Able to accept praise				
Enthusiastic and motivated				
Honest and flexible				
Good time keeping				
Works hard and willing to learn				
Expresses own ideas				
Is responsible and reliable				
Shows initiative with own workload				
Able to plan and organise tasks				
Numeracy and Literacy Skills				
Using numbers				
Writing messages and letters				
Problem Solving				
Able to overcome problems and find solutions				
Use own initiative – thinking for yourself				
Able to ask for help				
Digital Skills				
Uses email effectively				
Uses productivity software efficiently				
Manages personal identity/security of data online				
Uses a range of tele-communication technologies				
Uses technology to support collaborative working				
Manipulates images				
Uses social media effectively				
Cloud-based tools/services for collaboration/storage				
Induction Interview				
Appointment	Monday, 24/04/2018			
Time	13:30 hours			
Interview with	Ruba Giffard			
Location	Room 12A			
Student Signature:		Date:		

Name, Centre number, candidate number

Result of merge – 3 letters printed –
 Dina Ena, Morgan Collins, Hendrik Vrijdag 1 mark

PRESENTATION

Slides imported (5), no blank slides, no text changed, 1st slide title slide, name inserted	1 mark
Master slide used to display name, Centre and candidate numbers, slide numbers	1 mark
Slide 5 moved to become slide 3 (<i>Interpersonal Skills</i>)	1 mark

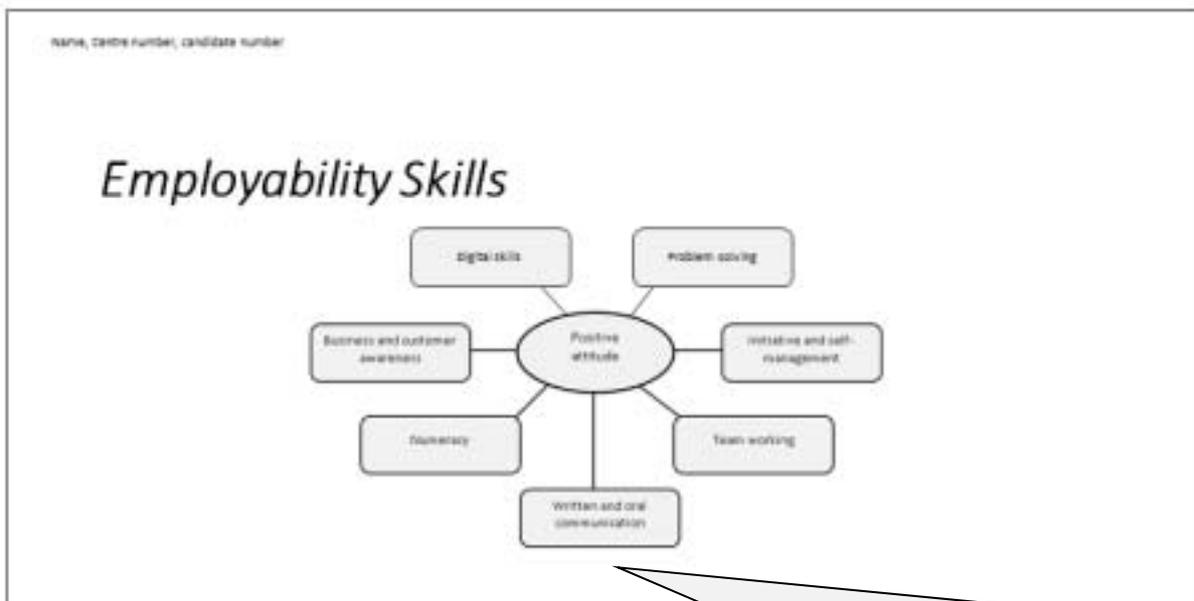
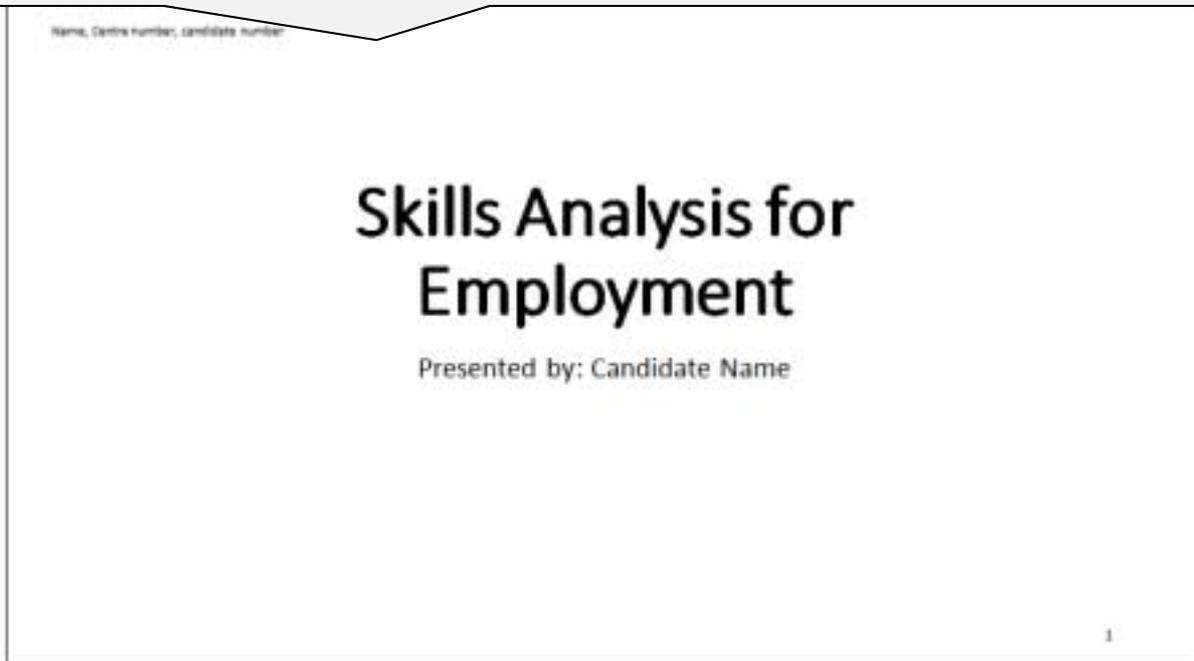


Diagram intact and complete, copied onto correct slide	1 mark
2 curved boxes created, outside border, same shading, correct quadrant	1 mark
All text same size, same font, 100% accurate	1 mark
Correct lines to link, same thickness, positioned behind shapes (no gaps/overlap)	1 mark
Print slides 1–4 <u>only</u> , handouts 2 slides to page	1 mark

Name, Centre number, candidate number

Interpersonal Skills

- Communication
- Teamwork
- Leadership and supervising

3

Name, Centre number, candidate number

Exploration and Implementation Skills

- Researching and analysing
- Problem solving and decision making
- Planning and organising

4

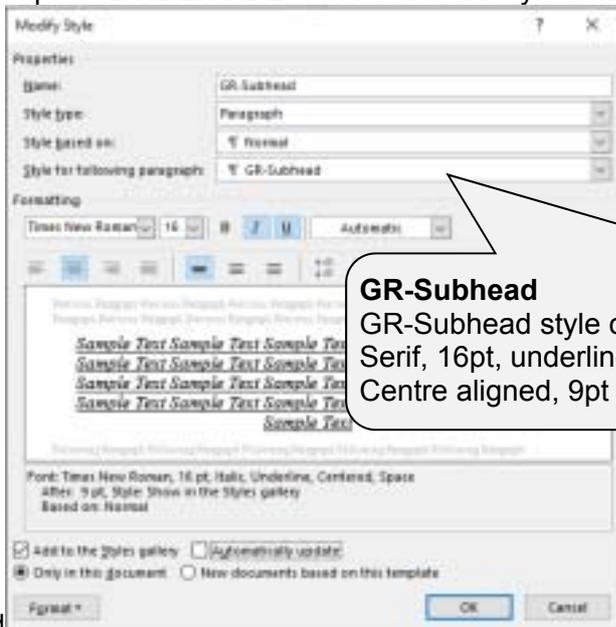
EVIDENCE DOCUMENT

Step 1 – **EVIDENCE 1** – File saved as REPORT and evidence of file type

File saved as REPORT in the format of the software 1 mark



Step 3 – **EVIDENCE 2** – GR-Subhead style definition screen shot:



GR-Subhead
 GR-Subhead style created, correct name 1 mark
 Serif, 16pt, underline, italic 1 mark
 Centre aligned, 9pt space after (no other spacing set) 1 mark

Step 4 – **EVIDENCE 3** – Style list – styles correctly created, named and saved



Style list
 List styles correctly created, named and saved 1 mark

Step 21 – **EVIDENCE 4** – Database field structure screen shot:

J218STUDENTS	
Field Name	Data Type
First_Name	Short Text
Family_Name	Short Text
Student_ID	Short Text
Birth_Date	Date/Time
Faculty	Short Text
Telephone	Short Text
Full_Time	Yes/No

DB Structure
 All field names as given with correct data types, Student_ID as primary key 1 mark

Step 22 – **EVIDENCE 5** – Relationship between the two tables screen shot here:

Step 24 – **EVIDENCE 6** – Data Entry form completed

Step 25 – **EVIDENCE 7** – Formula evidence:

Step 27 – **EVIDENCE 8**

- (a) *Define the term data validation.*
 Checks if data is reasonable/sensible
 Check to see if it satisfies certain criteria when input into a computer 1 mark
- (b) *Name the most appropriate type of validation that would be used in the Score field.*
 Range check 1 mark
- (c) *Identify the most appropriate validation criteria that would be used in the Score field.*
 Between 0 and 60 | =0 and <=60 | >-1 and <61 1 mark
- (d) *Name another type of validation to check data entry*
 Examples – lookup check, type/character check, limit check, format/picture check, presence check, consistency/cross field check, check digit, length check, existence check 1 mark

Step 28 – **EVIDENCE 9** – date field code

{ DATE \@ "dd/MM/yy" * MERGEFORMAT }

Evidence of date field for today's date with correct format dd/MM/yy
1 mark

Step 30 – **EVIDENCE 10** – Mail merge selection:

Mail Merge selection

Evidence of automated filter to select Monday 1 mark

Evidence of automated filter >13:00 hours OR >13:00 1 mark

Step 32 – **EVIDENCE 11** – AO3

Discuss the advantages and disadvantages to the applicants of using an online form for this task.

Advantages:

Less potential errors as the user is only entering their own data whereas university staff will be bulk entering data

Easier to correct errors on an online form than a paper form

No need to remember to take the form to the interview as the data is entered by the applicant online

Easier for disabled people to use/accessibility tools can be used

Disadvantages

Not all applicants can complete an online form because they do not have a computer device/software

Not all applicants can complete an online form because they do not have the IT Skills

Not all applicants can access an online form because they do not have internet connectivity

Increased risk of data loss as the data can be transmitted electronically

Increased risk of unauthorised access to personal data as data transmitted electronically

Possible data protection issues as the data is stored in digital form

Must have an advantage and disadvantage to get full marks.

Allow one mark for reasoned conclusion.

[Total: 4 marks]