Level 3 Technical Level

IT: CYBER SECURITY
IT: NETWORKING
IT: PROGRAMMING
IT: USER SUPPORT

Unit 2 Computer programming

F/507/6465

Report on the Examination

6465
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General Comments

As expected, learners performed much better in Section A than Section B. Some of the programming topics previously addressed in Section B were covered by smaller, more accessible questions in Section A. This recognised that the two topics in Section B were quite challenging.

Learners responded well to the multi-choice questions, with only Q5 causing some difficulty. A similar question can be found in a past paper.

Many learners achieved no marks at all on Q8 ('functional decomposition'). Although this is included in the specification under **structure diagrams**, the mark scheme allowed for any relevant context. A simple answer about 'breaking a problem down' would have been enough to gain one mark here. Similarly, with Q9 ('programming paradigms') the lowest placed learners could have gained 1 mark by stating it was 'a way to classify languages'.

For Q12.1, the difference between 'real' and 'integer' variables was not well understood although learners' knowledge of the remainder of Q12 was secure.

Learners were less confident in applying their knowledge to a given scenario. For Q14, learners easily identified the repeated code in the example but did not link AO4 ('the principles of good program practice') to the examples of variable types in AO2, eg how the code could be improved by using arrays instead of variables.

Although **client** and **user** testing (Q13.1) and test **strategies** (Q16) are not specifically mentioned in the specification, there are many bullet points on page 51 of the specification which refer to test strategies and the advantages and disadvantages of different development approaches (page 48) would require some understanding of the difference between client and user testing (eg 'workflow testing: end user's perspective'). Learners around the merit mark who did well in Q15.2 struggled with Q16, perhaps having spent too long on Q15.1 for little reward.

However, distinguishing different development approaches and thinking strategically about testing are difficult topics for learners at this level.

Use of statistics

Statistics used in this report may be taken from incomplete processing data. However, this data still gives a true account on how students have performed for each question.

Mark Ranges and Award of Grades

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

Converting Marks into UMS marks *(delete if appropriate)*

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.
UMS conversion calculator