



INFORMATION AND COMMUNICATION TECHNOLOGY

0417/21

Paper 2 Practical Test A

May/June 2019

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 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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

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

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.

Name, centre number, candidate number

Header

Name, centre number, candidate number left aligned, automated page numbers right aligned

1 mark

1

Global Literacy

Report edited by: Candidate Name

Literacy is a key skill which is used to measure the education of a population. The international community considers that having basic reading and writing skills is very important as it enhances the working capabilities of a person, drives sustainable development with reduced poverty, improved health and nutrition, and greater participation in society.

TW-title modified style (EV3) 1 mark
(correct attributes - serif, 32pt, right, bold, italic, single line, 0 before 0pt after)

Subtitle **Report edited by:** entered accurately 1 mark
TW-subtitle style seen in EV4 list and applied (serif, 18pt, underline, left aligned, single line, 0pt space before/after) 1 mark

and write. Global literacy levels are higher than ever with adult literacy rates above 80%. However, many people still lack basic reading and writing skills.

The Generation Gap

The earliest forms of written communication date back to 3500 BC. At this time only a very small number of people had learnt to read and write. In those days, people used public performances to display their skills. For example, in ancient Greece, people used poetry to educate the young. Education was limited to those who could afford it. Literacy was not widely associated with education until the 19th century. In the 20th century, literacy became a key skill for many people. Today, literacy rates are higher than ever before and estimates of global literacy and school attendance are above 80%.

Columns

Section break applied to correct text 1 mark
2 columns, 2 cm column spacing 1 mark

In many countries there is a large difference in literacy rates across generations. Younger generations are more literate than older generations. The high youth literacy rates indicates that as time passes, the literacy rate for the overall population will continue to increase. These changes are happening particularly quickly in the least educated regions of our world such as Northern Africa and the Middle East where drastic improvements have been seen in just one generation.

Subheadings (6)

TW-subhead style applied consistently to all matches style defined in EV2 1 mark

Current Trends

In most developed countries literacy rates are at, or near 100%. All countries outside of Africa and Afghanistan have literacy rates above 50%. The poorest countries in the world, often where basic education is limited, still have large segments of the population who are illiterate. The lowest literacy rates are observed in sub-Saharan Africa and in South Asia. Youth literacy rates (aged 15 to 24) are generally higher than adult literacy rates, reflecting increased access to good education and schooling for the younger generations. Nevertheless, youth literacy rates remain low in several countries, which suggests problems with low access to schooling, early school leaving or a poor quality of education.

In Southern Asia basic literacy skills have more than doubled in 50 years from 39% to 84% today. Similarly the literacy rate was very low in Bhutan (15%) and Nepal (21%) with both countries making tremendous progress over the years to reach 87% and 85% respectively.

The Gender Gap

There is little or no difference between male and female adult literacy rates in developed regions. However, in developing countries, there is a significant gender gap. Women are often less literate than men.



Image

Image inserted in correct position 1 mark
Image rotated 180 degrees 1 mark
Aligned to top of text and right margin, text wrapped 1 mark

Gender is one of the biggest reasons why children are denied an education. Efforts to expand literacy skills among women and girls often face deeply rooted social barriers. Poverty forces many families to choose which child to send to school and illiterate parents may not readily appreciate the value of literacy for their daughters. This is prevalent in traditional, rural societies where women are often expected to remain at home. Despite recent progress, the gender gap remains a significant barrier to literacy for many women and girls.

Footer

Automated date field right aligned 1 mark

02/04/2019

Name, centre number, candidate number

advances in education for girls, a generation of young women has been left behind with over 100 million in developing countries unable to read a single sentence.

The regions of Eastern Asia, Northern Africa, Southern Asia and Western Asia have made the greatest progress in adult literacy. The table below shows the progress made in each world region over the past 25 years:

Literacy Rates and Economic Growth

The economic prosperity of a country depends entirely on the resources it has. Developing the skills and knowledge of the population is regarded as a key strategy for promoting national economic growth. Recent studies have suggested that investment in human capital such as education and skills

Adult Literacy Progress			
<i>World Region</i>	<i>1990</i>	<i>2000</i>	<i>2011</i>
<i>Arab States</i>	<i>55%</i>	<i>68%</i>	<i>77%</i>
<i>Central and Eastern Europe</i>	<i>96%</i>	<i>97%</i>	<i>99%</i>
<i>Central Asia</i>	<i>98%</i>	<i>99%</i>	<i>100%</i>
<i>East Asia and the Pacific</i>	<i>82%</i>	<i>92%</i>	<i>95%</i>
<i>Latin America and the Caribbean</i>	<i>86%</i>	<i>90%</i>	<i>92%</i>
<i>South and West Asia</i>	<i>47%</i>	<i>59%</i>	<i>63%</i>
<i>Sub-Saharan Africa</i>	<i>53%</i>	<i>57%</i>	<i>59%</i>

Bullets
 Any consistent bullet style applied to correct data 1 mark
 Bullets indented 2 cm from left margin, single line 1 mark

Progress
 Adult and youth literacy rates have improved and the gender gap has significantly improved in all regions of the world. Over the past 25 years the following progress has been made in global literacy rates:

- adult from 76% to 85%
- youth from 83% to 91%
- women from 71% of the older cohort to 90%

Table
 New column inserted in correct position (3rd column) 1 mark
 New column, accurate data entry 1 mark
 Top row merged, centred 1 mark
 Heading bold, italic 1 mark
 External border only displayed 1 mark
 All data on one line, all borders/data within column width 1 mark
 TW-table style seen in EV4 list, applied consistently (sans-serif, 11pt, italic, centre, single line, 0pt space before/after) 1 mark

Despite this progress, gender disparity in youth literacy remains persistent. Disparity at the expense of young men. Nevertheless, real progress occurred 50 years ago.

The momentum of progress must be maintained and continuing efforts made in all countries to ensure that everyone, regardless of age and sex, acquires reading and writing skills, as called for in the new global Education 2030 agenda. Raising literacy levels remains a formidable challenge across the world.

Superscript applied to correct text 1 mark

Page layout
 TW-body style seen in EV4 list and applied consistently – sans-serif, 10pt, justified, single line, 0pt before, 6pt space after 1 mark
 Doc complete/paras intact, A4, landscape, columns aligned at top, no widows/orphans, split lists/tables, no blank pages, 6pt after bullet list, 6pt after table 1 mark

PUBLISHED

Calculated field
 Heading 100% accurate 1 mark
 Sales_Value calculated, correct values 1 mark

High Volume Book Sales

Title
 Correct, 100% accurate 1 mark

Title	Imprint	Pub_Date	Binding	Volume	ASP	Sales_Value
Midnight Vampire Diaries	Sinclair Childrens Books	03-Mar-11	Hardback	27008	£6.46	£174,471.68
Midnight	Hyperturner Publishers	17-Feb-11	Hardback	17966	£9.96	£178,941.36
Night Circus; The	Harvey Secker	15-Sep-11	Hardback	16467	£9.18	£151,167.06
In the Night Garden Buggy Book	British Book Company	05-Feb-09	Hardback	11164	£4.38	£48,898.32
What the Night Knows	Hyperturner Publishers	06-Jan-11	Hardback	10277	£11.17	£114,794.09
Midnight Palace; The	Winterland & Nicolson	02-Jun-11	Hardback	7413	£9.15	£67,828.95
I Shall Wear Midnight	Singleweek Childrens Books	02-Sep-10	Hardback	7402	£11.94	£88,379.88
Towers of Midnight Wheel of Time			Hardback	7349	£13.24	£97,300.76
About Last Night			Hardback	6735	£8.89	£59,874.15
Goodnight Moon			Hardback	6684	£3.96	£26,468.64
The Curious Incident of the Dog in the Night-time	Antique	01-Apr-04	Paperback	26952	£6.47	£174,379.44
Friday Nights	Read Duck	01-Jan-09	Paperback	25262	£5.29	£133,635.98
Midnight	Sinclair Paperback	28-Apr-12	Paperback	24343	£4.45	£108,326.35
Nightfall Vampire Diaries	Sinclair Childrens Books	04-Mar-10	Paperback	24089	£4.90	£118,036.10
What the Night Knows	Brooklyn	23-Jun-11	Paperback	23281	£4.57	£106,394.17
Night Star	Millen Childrens Books	17-Nov-10	Paperback	22865	£4.70	£107,465.50
Night Monkey; Day Monkey	Mahmouth	01-Apr-02	Paperback	22269	£4.48	£99,765.12
I Shall Wear Midnight Discworld Novel	Knine Childrens	09-Jun-11	Paperback	20278	£4.54	£92,062.12
Midnight	Brooklyn	17-Nov-11	Paperback	19398	£4.16	£80,695.68
Night Road	Panda Books	17-Jun-11	Paperback	17973	£4.94	£88,786.62
Night Before Christmas; The	Edmunds Press	27-Oct-11	Paperback	16028	£3.90	£62,509.20
Mr Men the Night Before Christmas	Ravenglass Books	01-Sep-08	Paperback	14700	£2.42	£35,574.00
Goodnight Mister Tom	Peacote Books	31-Mar-83	Paperback	14245	£6.15	£87,606.75
Night Before Christmas; The	Millen Childrens Books	07-Oct-12	Paperback	11794	£4.93	£58,144.42
Witness the Night	Pretty Books	15-Apr-10	Paperback	11220	£5.98	£67,095.60
One Snowy Night	Hyperturner Publishers	01-Oct-08	Paperback	9816	£5.99	£58,797.84

New record *Friday Nights* added accurately and record *Midnight Palace* still present 1 mark

Name, centre number, candidate number

Name, centre number, candidate number displays in report footer, on every page 1 mark

Specified fields, correct order 1 mark
 Sort ascending *Binding*, descending *Volume* 1 mark
 Landscape, one page wide, all base fields present, no truncation 1 mark

PUBLISHED

Title	Imprint	Pub_Date	Binding	Volume	ASP	Sales_Value
Suspect; The and The Night Ferry	Ellipses	06-May-10	Paperback	9253	£2.13	£19,708.89
Night Watch; The	Virgo Press Ltd	21-Oct-06	Paperback	9069	£7.15	£64,843.35
Night Pirates; The	Ravenglass Books	01-Sep-05	Paperback	8629	£4.49	£38,744.21
One Christmas Night	Large Tiger Press	01-Sep-11	Paperback	8547	£5.42	£46,324.74
Towers of Midnight The Wheel of Time	Spinning	06-Oct-11	Paperback	8501	£6.78	£57,636.78
One Snowy Night Tales from Percy's Park	Collin	04-Aug-03	Paperback	8248	£4.51	£37,198.48
Last Night at Chateau Marmont	Brooklyn	17-Aug-10	Paperback	7703	£6.46	£49,761.38
Mr Bump and the Knight Sparkly Mr Men Stories	Ravenglass Books	02-Jun-08	Paperback	7448	£2.60	£19,364.80
Say Goodnight to the Sleepy Animals!	Millen Childrens Books	05-Sep-08	Paperback	7309	£3.96	£28,943.64
Midnight Vampire Diaries The Return	Sinclair Childrens Books	05-May-11	Paperback	7287	£4.92	£35,852.04
Night with Consequences; A Jacquard & Babbage Modern	Jacquard & Babbage	06-May-11	Paperback	6860	£3.03	£20,785.80
Way of Shadows; The Night Angel Trilogy	Spinning	02-Oct-08	Paperback	6684	£6.66	£44,515.44
Midnight	Knine Yearling Books	09-Oct-08	Paperback	6604	£4.99	£32,953.96
Reckless Night in Rio Jacquard & Babbage Modern	Jacquard & Babbage	01-Jul-11	Paperback	6251	£2.97	£18,565.47
Shadow's Edge Night Angel Trilogy	Spinning	06-Nov-08	Paperback	6060	£6.41	£38,844.60
Goodnight Lady	Deadline Book Publishing	29-Apr-10	Paperback	6001	£6.67	£40,026.67

Name, centre number, candidate number

Select records (42):

<i>Title</i> contains Night	1 mark
<i>Volume</i> is >6000	1 mark
<i>Imprint</i> excludes Proton	1 mark

Formatting

ASP and *Sales_Value* same currency symbol 2dp
Pub_Date format dd-**MMM**-yy 1 mark

Title

Correct, 100% accurate 1 mark

Specified fields, correct order 1 mark

Sort ascending order of *Rank* 1 mark

Portrait, fits one page, all fields present, no truncation 1 mark

Top Ranking Youth Fiction

Name, centre number, candidate number

Title	Author	Binding	Book_Genre	Rank
Longest Whale Song; The	Wilson; Jacqueline	Paperback	Children	20
Harry Potter and the Prisoner of Azkaban	Rowling; J K	Paperback	Children	26
Percy Jackson and the Sea of Monsters	Riordan; Rick	Paperback	Children	65
My Sister Jodie	Wilson; Jacqueline	Paperback	Children	71
Mockingjay Hunger Games Trilogy	Collins; Suzanne	Paperback	Young Adult	73
Forever	Stiefvater; Maggie	Paperback	Young Adult	86
Bite Club The Morganville Vampires	Caine; Rachel	Paperback	Young Adult	122
Red Pyramid; The Kane Chronicles	Riordan; Rick	Paperback	Children	134
Skulduggery Pleasant Mortal Coil	Landy; Derek	Paperback	Children	139
Kensuke's Kingdom	Morpurgo; Michael	Paperback	Children	159
Immortals Everlasting; The	Noel; Alyson	Paperback	Young Adult	165
How to Steal a Dragon's Sword Hiccup	Cowell; Cressida	Paperback	Children	171
Private Peaceful	Morpurgo; Michael	Paperback	Children	176
Recruit; The Bk1 CHERUB	Muchamore; Robert	Paperback	Children	186
Cross My Heart and Hope to Spy	Carter; Ally	Paperback	Young Adult	192
Skulduggery Pleasant Playing with Fire	Landy; Derek	Paperback	Children	198
Fantastic Mr Fox	Dahl; Roald	Paperback	Children	233
Pop Star v3 Dork Diaries	Russell; Rachel Renee	Paperback	Children	240
Ferno the Fire Dragon Beast Quest	Blade; Adam	Paperback	Children	248
Torment	Kate; Lauren	Paperback	Young Adult	252
Harry Potter and the Goblet of Fire	Rowling; J K	Paperback	Children	265
Hiccup How to Train Your Dragon Hiccup	Cowell; Cressida	Paperback	Children	321
Cookie	Wilson; Jacqueline	Paperback	Children	331
Only The Good Spy Young Gallagher Girls	Carter; Ally	Paperback	Children	351
Harry Potter and the Order of the Phoenix	Rowling; J K	Paperback	Children	355
Harry Potter and the Half Blood Prince	Rowling; J K	Paperback	Children	356
Shiver	Stiefvater; Maggie	Paperback	Young Adult	365
Emma the Easter Fairy Rainbow Magic	Meadows; Daisy	Paperback	Children	390

Number of books

28

Select records (28):*Genre* is **Children** or **Young Adult** 1 mark*Rank* is **400** or less, *Binding* is **Paperback** 1 mark

Calculates correct number of books 1 mark

Positioned under *Binding* column 1 mark

Accurate label entered to left 1 mark

Task 4 – Mail merge

Merge Fields inserted – placeholders and <> correctly replaced for all
 «First_Name» | «Last_Name» | «Street» | «Area» | «Postcode» correct position and space 1 mark
 «Club» | «Date». punctuation and centre/bold/underline retained, correct position and space 1 mark
 «First_Name» | «Last_Name» | «Book_Title» | «Author» | «Question» correct position and space,
 punctuation and bold retained 1 mark

03/12/18

«First_Name» «Last_Name»
 «Street»
 «Area»
 «Postcode»

Date displays correctly in correct format dd/MM/yy 1 mark

«Club» Book Club

Each member will lead a book club meeting. Please complete your evaluation of this month's book prior to our next meeting on «Date». Your review will start the book discussion.

BOOK EVALUATION FORM						
Lead Reviewer:		«First_Name» «Last_Name»				
Book Title:		«Book_Title»				
Book Author:		«Author»				
Circle <u>one</u> word that best describes the book:						
Absorbing	Boring	Captivating	Challenging	Colourful	Dramatic	Dull
Dynamic	Epic	Exciting	Fast-paced	Funny	Historic	Intense
Light	Memorable	Obnoxious	Predictable	Realistic	Romantic	Sad
Scary	Silly	Slow	Stimulating	Thrilling	Tragic	Wordy
Other:						
How would you rate the following:		RATING				
		*	**	***	****	*****
Characters						
Book structure						
Plot and subplots						
Language						
Book ending						
Book overall						

Member's Discussion Question	
«Question»?	

	YES	NO
Did you enjoy reading the book?		
Would you recommend the book to other readers?		
Do you think this book would make a good movie?		
Signature:	Date:	

Name, centre number and candidate number in the footer 1 mark

Name, centre number, candidate number

03/12/18

Harvey Carr
 47 Park Road
 Ipswich
 IP9 8LM

Book Buzz Book Club

Each member will lead a book club meeting. Please complete your evaluation of this month's book prior to our next meeting on **23-Nov-18**. Your review will start the book discussion.

BOOK EVALUATION FORM

Lead Reviewer: **Harvey Carr**
 Book Title: **The Girl on the Train**
 Book Author: **Riley Sizer**

Circle one word that best describes the book:

Absorbing	Boring	Captivating	Challenging	Colourful	Dramatic	Dull
Dynamic	Epic	Exciting	Fast-paced	Funny	Historic	Intense
Light	Memorable	Obscure	Predictable	Realistic	Romantic	Sad
Scary	Silly	Slow	Stimulating	Thrilling	Tragic	Wardy

Other:

How would you rate the following:

	1	2	3	4	5
Characters					
Book structure					
Plot and subplots					
Language					
Book ending					
Book overall					

Member's Discussion Question

How did you feel about the ending of the book – would you change it?

Did you enjoy reading the book? YES NO
 Would you recommend the book to other readers?
 Do you think this book would make a good movie?

Signature: _____ Date: _____

Name, centre number, candidate number

03/12/18

Pedro Lopez
 7 Eaton Bank
 Catcher
 CO1 1ED

Book Buzz Book Club

Each member will lead a book club meeting. Please complete your evaluation of this month's book prior to our next meeting on **21-Feb-19**. Your review will start the book discussion.

BOOK EVALUATION FORM

Lead Reviewer: **Pedro Lopez**
 Book Title: **The Girl on the Train**
 Book Author: **Riley Sizer**

Circle one word that best describes the book:

Absorbing	Boring	Captivating	Challenging	Colourful	Dramatic	Dull
Dynamic	Epic	Exciting	Fast-paced	Funny	Historic	Intense
Light	Memorable	Obscure	Predictable	Realistic	Romantic	Sad
Scary	Silly	Slow	Stimulating	Thrilling	Tragic	Wardy

Other:

How would you rate the following:

	1	2	3	4	5
Characters					
Book structure					
Plot and subplots					
Language					
Book ending					
Book overall					

Member's Discussion Question

Which was your favourite character and why?

Did you enjoy reading the book? YES NO
 Would you recommend the book to other readers?
 Do you think this book would make a good movie?

Signature: _____ Date: _____

Name, centre number, candidate number

03/12/18

Sally Richardson
 32 Reading Close
 Ipswich
 IP5 5ZJ

Book Buzz Book Club

Each member will lead a book club meeting. Please complete your evaluation of this month's book prior to our next meeting on **06-Dec-18**. Your review will start the book discussion.

BOOK EVALUATION FORM

Lead Reviewer: **Sally Richardson**
 Book Title: **The Girl on the Train**
 Book Author: **Riley Sizer**

Circle one word that best describes the book:

Absorbing	Boring	Captivating	Challenging	Colourful	Dramatic	Dull
Dynamic	Epic	Exciting	Fast-paced	Funny	Historic	Intense
Light	Memorable	Obscure	Predictable	Realistic	Romantic	Sad
Scary	Silly	Slow	Stimulating	Thrilling	Tragic	Wardy

Other:

How would you rate the following:

	1	2	3	4	5
Characters					
Book structure					
Plot and subplots					
Language					
Book ending					
Book overall					

Member's Discussion Question

How the plot and subplots developed?

Did you enjoy reading the book? YES NO
 Would you recommend the book to other readers?
 Do you think this book would make a good movie?

Signature: _____ Date: _____

Name, centre number, candidate number

Result of merge – 3 forms printed –
 Harvey Carr, Pedro Lopez, Sally Richardson only 1 mark

Task 5 – Presentation

Slides imported (6), title and bullet layout, no text changes, no blank slides, or overlap of items, name inserted

1 mark

Master slide items

Name, centre no, candidate number/auto slide numbers

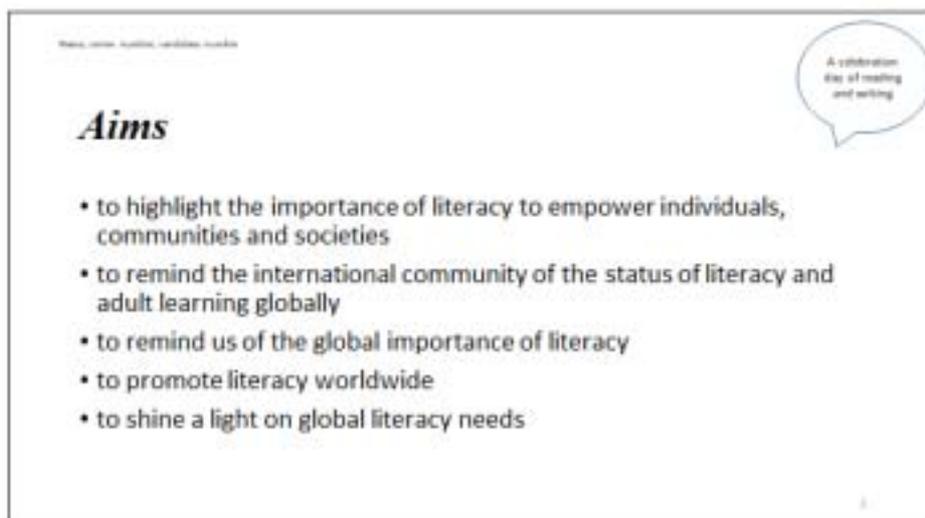
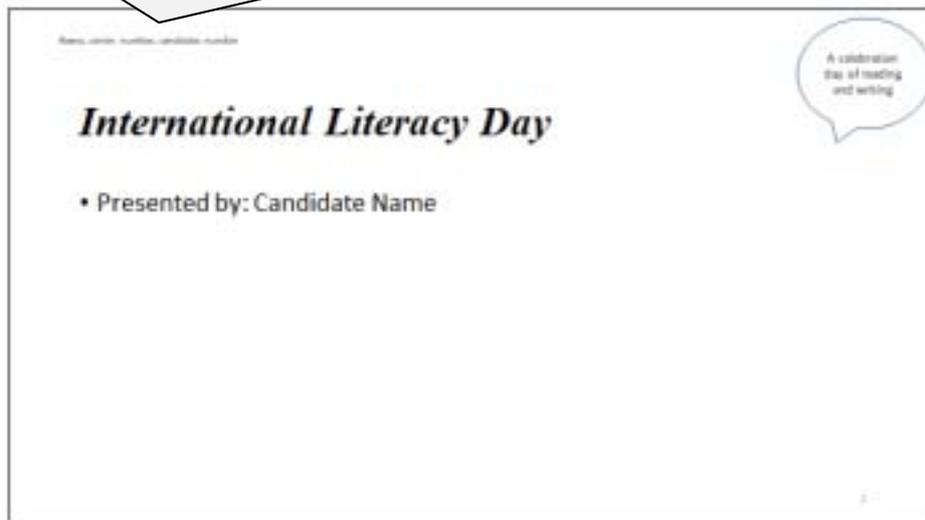
1 mark

Call out shape, fully visible, no fill

1 mark

...containing text **A celebration day of reading and writing**

1 mark



1

07/04/2019

Name, centre number, candidate number

A celebration
day of reading
and writing

Global Literacy Facts

- 758 million adults lack minimum literacy skills
- 479 million (two-thirds) of these are women
- 250 million children are failing to acquire basic literacy skills
- 60.7 million children are out-of-school and many more attend irregularly or drop out

2

Name, centre number, candidate number

A celebration
day of reading
and writing

Past Literacy Day Themes (1)

- 2006 - Literacy Sustains Development
- 2007 - 2008 - Literacy and Health
- 2009 - 2010 - Literacy and Empowerment
- 2011 - 2012 - Literacy and Peace

2

2

07/04/2019

Name, centre number, candidate number

*A celebration
day of reading
and writing.*

Past Literacy Day Themes (2)

- 2013 - Literacy for the 21st Century
- 2014 - Literacy and Sustainable Development
- 2015 - Literacy and Sustainable Societies
- 2016 - Reading the Past, Writing the Future
- 2017 - Literacy in a Digital World

2

Last slide – changed to title layout with centred title/subtitle 1 mark
Print complete presentation as handouts, 2 slides to page 1 mark

Name, centre number, candidate number

*A celebration
day of reading
and writing.*

International Literacy Day

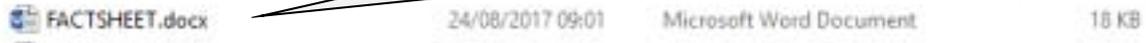
to be held on
Sunday 8 September 2019

3

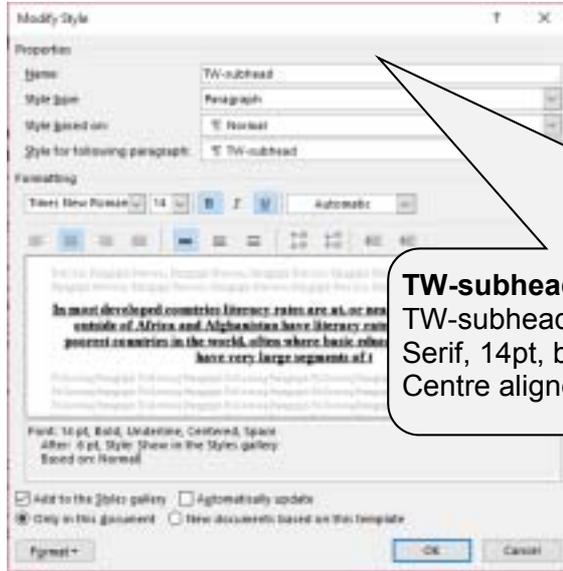
EVIDENCE DOCUMENT

Step 1 – EVIDENCE 1

File saved as FACTSHEET in the format of software 1 mark



Step 3 – EVIDENCE 2



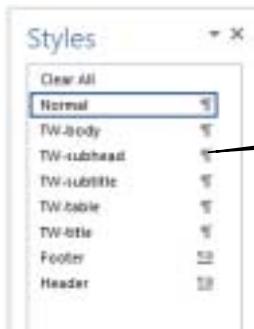
TW-subhead
 TW-subhead text style created, correct name 1 mark
 Serif, 14pt, bold and underline 1 mark
 Centre aligned, single line, 0pt space before, 6pt space after 1 mark

Step 4 – EVIDENCE 3



TW-title – style modified
 Evidence of style modified 1 mark

Step 5 – EVIDENCE 4

**Style list**

Includes TW-subtitle, TW-body, TW-table

1 mark

Step 20 – EVIDENCE 5 - type your answers here:

- (a) Comma Separated Value(s)
- (b) **Two characteristics of a csv file:**
 saves in text format
 allows for the saving data in an organised way
 software independent
 uses a character (e.g. comma) to separate/delineate each piece of data
 uses hard return to separate data
- (c) *Explain one example when a csv file would be used:*
 import/export/transfer data between applications/platforms with an example

[4 marks]

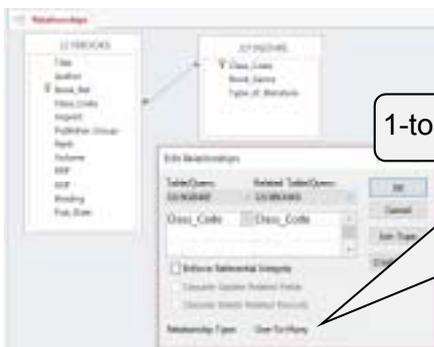
Step 21 - EVIDENCE 6

Field Name	Data Type
Title	Short Text
Author	Short Text
Book_Ref	Number
Class_Code	Short Text
Imprint	Short Text
Publisher_Group	Short Text
Rank	Number
Volume	Number
RRP	Currency
ASP	Currency
Binding	Short Text
Pub_Date	Date/Time

DB StructureAll field names as given, correct data types,
Book_Ref as primary key

1 mark

Step 22 - EVIDENCE 7

1-to-Many relationship between *Class_Code* fields 1 mark

Step 24 – **EVIDENCE 8**

BOOK DATA ENTRY FORM

Book_Ref	104444
Class_Code	REC09F
Title	Friday Nights
Imprint	Read Duck
Pub_Date	01-Jan-09
Binding	Paperback
Volume	25262
ASP	£5.29

Data entry form

- Columnar form created with correct fields 1 mark
- Appropriate heading in large font, underlined 1 mark
- All fields/data fully visible with consistent alignment, form used to enter new record 1 mark

Step 26 – **EVIDENCE 9**

Report 1 exported and saved in rtf format 1 mark

High Volume Book Sales.rtf 24/08/2017 12:05 Rich Text Format 95 KB

Step 27 – **EVIDENCE 10**

Number of books	=Count(*)
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Calculated count 1 mark

Step 28 – **EVIDENCE 11** – Recommend **two** changes that could be made to improve the efficiency and ease of use of the database. Justify your choices.

Two changes e.g. – use data validation, encoding of data, shorter field names (genre table), boolean field for *Binding*, appropriate use of drop down fields/radio buttons, additional relational tables (Publisher groups/Author fields), form improvements e.g. navigation buttons

Two appropriate reasons e.g. – helps to reduce data entry errors, reduces storage capacity/memory required, reduces processing time, to improve speed of data entry, to minimize or eliminate duplication of data/data redundancy

[4 marks]

Step 29 – **EVIDENCE 12**

Field used to insert correct (today's) date in format dd/MM/yy 1 mark

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

Step 29 – **EVIDENCE 13**

The screenshot shows a 'Query Options' dialog box with a 'Filter Records' tab selected. It contains a table with three columns: 'Field', 'Comparison', and 'Compare to'. The first row has 'Club' in the Field column, 'Equal to' in the Comparison column, and 'Book Buzz' in the Compare to column. The second row has 'Day' in the Field column, 'Equal to' in the Comparison column, and 'Friday' in the Compare to column. There are also 'And' dropdown menus between the rows. At the bottom, there are 'Clear All', 'OK', and 'Cancel' buttons.

	Field:	Comparison:	Compare to:
	Club	Equal to	Book Buzz
And	Day	Equal to	Friday
And			

Mail Merge selection
Evidence of automated filter
Correct selection of **Book Buzz** and **Friday**

1 mark
1 mark