CARIBBEAN EXAMINATIONS COUNCIL

CAPE® INFORMATION TECHNOLOGY UNIT 1

Subject Report with Exemplars

May/June 2024

CARIBBEAN EXAMINATIONS COUNCIL

REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION

MAY/JUNE 2024

INFORMATION TECHNOLOGY
UNIT 1

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INTRODUCTION

This guide has been put together using candidate responses to the 2024 June/July examination in CAPE Information Technology. The report has been produced according to the original design of the examination paper.

The examination comprised the following papers.

Paper 01 — Multiple Choice
Paper 02 — Structured Essay
Paper 031 — School-Based Assessment (SBA)
Paper 032 — Alternative to School-Based Assessment (Private Candidates)

In July 2024, approximately 1271 candidates sat the CAPE Information Technology Unit 1 examination; of these, 94.93 per cent obtained acceptable Grades I to V.

PAPER 01 – MULTIPLE CHOICE

Paper 01 consists of 45 multiple choice questions which cover all the modules of the CAPE Information Technology Unit 1 Syllabus. The examination consisted of 15 questions from each of the following.

Module 1 — Fundamentals of Information Technology
Module 2 — Information Systems
Module 3 — Information and Problem-Solving

Generally, performance on this paper was satisfactory. The maximum score obtained was 45 out of 45 marks and the mean score was 33.69 marks.

PAPER 02 – STRUCTURED ESSAY

Paper 02 consisted of six compulsory questions, two questions from each module.

Generally, performance on this paper was satisfactory. The maximum score obtained was 83 out of 90 marks and the mean score was 43 marks.

Question 1

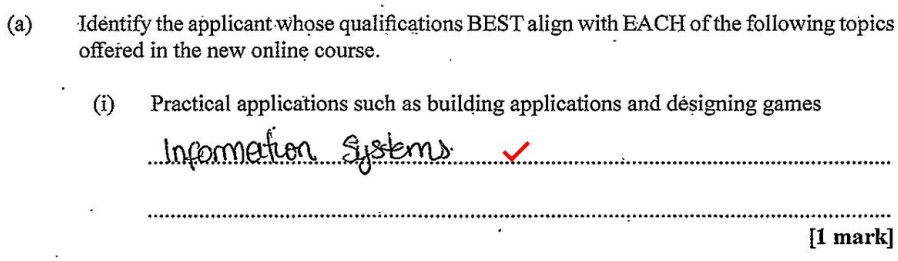
Syllabus Objectives: 1.1, 1.8, 1.9

This question was based on Module 1 of the syllabus, Fundamentals of Information Technology. The question examined candidates' ability to

- describe the field of Information Technology
- identify ways of representing data and information
- justify the tools used in Information Technology.

The maximum score obtained on this question was 14 out of 15 marks; approximately one per cent of candidates achieved this mark. The mean score for this question was 7.63 marks. One candidate attained no marks for this question.

Candidate's Response to Part (a) (i) – Sample 1

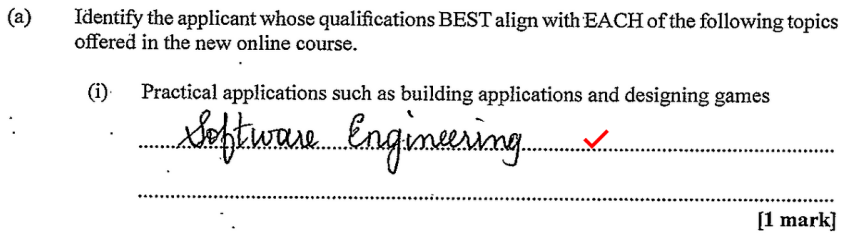

(a) Identify the applicant whose qualifications BEST align with EACH of the following topics offered in the new online course.

(i) Practical applications such as building applications and designing games

Information Systems ✓

[1 mark]

Candidate's Response to Part (a) (i) – Sample 2


(a) Identify the applicant whose qualifications BEST align with EACH of the following topics offered in the new online course.

(i) Practical applications such as building applications and designing games

Software Engineering ✓

[1 mark]

Examiner's Comments

For this part, candidates were expected to identify the applicant whose qualification matches building applications and designing games. There was an expectation that candidates would identify the applicant using their applicant number (1 or 3). However, most candidates identified the applicant using their qualification (software engineering or information systems).

Candidates were awarded the full mark for identifying the correct applicant whether they used the number or the qualification.

Candidate's Response to Part (a) (ii)

(ii) Practical skills in designing and maintaining software

Software engineers ✓

[1 mark]

Examiner's Comments

For Part (a) (ii), candidates were expected to identify the applicant whose qualification matches designing and maintaining software.

Similarly to what pertained in Part (a) (i), candidates were awarded the full mark for identifying the correct applicant whether they used the number or qualification.

Candidate's Response to Part (b)

(b) The institution requires each instructor to be a member of a professional organization. Recommend ONE organization in which EACH of the applicants should have membership.

SEEN

✓Applicant 1 IEEE

✓Applicant 2 AIS/BCS ✓

✓Applicant 3 ACM ✓

[3 marks]

Examiner's Comments

This question assessed candidate's understanding of appropriate professional organizations for individuals, based on their qualification. Specifically, the question assessed Objective 1.1 of Module 1 in the syllabus.

Few candidates were able to score full marks for this question. A common mistake among candidates' responses included recommending technology companies such as 'Google' and 'Amazon', as opposed to recommending professional organizations such as *BCS*, *ACM*, and *AIS*, among others.

Teachers are encouraged to ensure that students know the difference between professional organizations and technology companies.

Candidate's Response to Part (c) (i)

(c) Explain the purpose of EACH of the following tools when preparing for or teaching the new online course.

(i) File transfer protocol (FTP) ...is used when the teacher uploads files or documents on the internet for the students to download.

[2 marks]

Examiner's Comments

Candidates were to provide an explanation of *file transfer protocol (FTP)* as a tool when preparing for or teaching a new online course.

Few candidates related their explanation to the given scenario. Candidates who received full marks were able to include the concept of files being transferred between computers and a network within their explanation. However, most candidates were awarded one mark for their attempt at this question.

Candidate's Response to Part (c) (ii)

(ii) Discussion forum/board ...is used in a teaching setting when students wants to ask a questions. The questions is posted on the discussion board and the teacher or other students could reply. [2 marks]

Examiner's Comments

For this part, candidates were expected to provide an explanation of the term *discussion forum* as it relates to the preparation for or teaching of a new online course. Most candidates were able to explain the concept of a virtual space in which students may engage others and were consequently awarded one out of the two marks allotted.

Candidate's Response to Part (d)

(d) The course requires the participants to develop simulation video games similar to that shown in Figure 1.

Figure 1. Example of a simulation video game

Using different examples, describe THREE ways in which information can be presented during the game.

Information can be presented by:

1) Audio - the information can be presented in a audio format informing the player of the next step.

2) Visual - the information can be presented on the screen so the user would just follow the steps on the screen.

3) Graphical - The information can be presented by the use of arrows or lines. If the player forget a step there would be an arrow indicating the steps.

[6 marks]

Examiner's Comments

This question assessed candidate's understanding of ways in which data and information may be represented using an image representing a simulation for a video game.

Exceptional responses were those where candidates described menus, videos, images, texts, and sound notification with matching content such as instructions and demonstration, among others. Most candidates were able to receive at least three out of the six marks for this question.

Question 2

Syllabus Objectives: 1.4, 1.6, 1.7

This question was based on Module 1 of the syllabus, Fundamentals of Information Technology. The question examined candidates' ability to

- discuss various types of information sources
- describe the criteria for selecting information sources
- explain information processing.

The maximum score obtained on this question was 15 out of 15 marks; approximately 4 per cent of candidates achieved this mark. The mean score for this question was 8.91 marks. Approximately 1.89 per cent of candidates attained no marks for this question.

Candidate's Response to Part (a)

NewsFlash, a government information (media) department, receives information from government agencies or citizens about breaking news and important notices.

(a) Describe the information processing cycle used within the government information (media) department.

~~Inp~~ The retrieval of information is the input. Then the department processes and shares the information recieved (output). The information would be saved on a storage device of choice (USB drive, or a website) and the ~~reaction~~ response from the agency or citizens is feedback. [5 marks]

Examiner's Comments

This question assessed Objective 1.7 of the syllabus by requiring candidates to describe the information processing cycle based on the given scenario.

Most candidates gave responses that were satisfactory, achieving at least two of the five marks available since their responses detailed only some of the stages of the information processing cycle.

Candidate's Response to Part (b) (i)

(b) NewsFlash received the following notices within the last 24 hours.

Notice 1: Bush fire approaching a community
Notice 2: Replacement of water mains at East Coast scheduled for next month; map of specific areas to be identified; more news as date approaches
Notice 3: Teachers at The Amery School may or may not strike soon

(i) For each of the notices above, state whether the information was MOST likely received from a primary or secondary information source. Give a reason for your answer.

Notice 1 This notice is likely to be a primary source of information. An individual could have seen a fire a reported it to the News. However, it could turn into word of mouth [2 marks]

Notice 2 This notice is likely to be a primary source. As water mains replacement is usually done by the government. It is likely that the ministry sent out a schedule. [2 marks]

Notice 3 This notice is likely to be a secondary source of information. It is probably a rumor from based on word of mouth that made it to the news' notices. [2 marks]

Examiner's Comments

Candidates who were successful in obtaining all six marks for this question were able to state, with reason, why the three notices represented either primary or secondary sources of information. Most candidates were able to get at least four of the six marks for this question. Candidates were frequently observed to give the correct source of information but lose marks because their reason was not plausible based on the source they specified.

Candidate's Response to Part (b) (ii)

(ii) NewsFlash decided NOT to broadcast Notices 1 and 3. Describe TWO criteria NewsFlash would have considered before deciding NOT to select the information sources associated with Notices 1 and 3.

1) Reliability – the information provided could have come from an untrustworthy source or someone who has no authority.

2) Accuracy – the information presented is likely to be false. Especially word of mouth.

[4 marks]

Examiner's Comments

This question required candidates to provide appropriate characteristics of information which would support the non-publication of notices 1 and 3. Most candidates showed that they understood currency of information and completeness of information as suitable characteristics that guided the decision making. A few students scored only two marks but the majority scored four out of four for this question.

Question 3

Syllabus Objectives: 2.2, 2.4, 2.9, 2.12

This question was based on Module 2 of the syllabus, Information Systems. The question examined candidates' ability to

- describe the relationship among the components in an information system
- describe the purpose, functions and types of software
- describe ways in which a user's characteristics require adaptation of a user interface to increase effectiveness
- design simple networks.

The maximum score obtained on this question was 15 out of 15 marks; two candidates achieved this mark. The mean score was 6.26 marks. Approximately 0.94 per cent of candidates attained no marks for this question.

Candidate's Response to Part (a) (i)

(a) A pedestrian arrives at a section of a road with traffic lights. She presses the button on the pole of the traffic lights, waits until the light changes to red and the walk signal is shown before crossing the road.

(i) Based on the scenario above, identify TWO components of an information system.

1. Users ✓ (pedestrian)

2. Hardware ✓ (button etc)

[2 marks]

Examiner's Comments

Although the hardware component of an information system was easily identified by most candidates, not all candidates were able to score the full two marks for this question.

For Teachers

Based on the given scenario, few candidates were able to identify two distinct components of the information system presented. It is therefore recommended that teachers use role playing, videos and/or field trips to develop the awareness of the distinct components for different types of information systems.

Candidate's Response to Part (a) (ii)

(ii) Explain whether the scenario represents a monitoring system or a control system.

Control system - the system reacts to input and controls when something occurs, in this scenario, when the light changes.

[2 marks]

Examiner's Comments

Most candidates were able to satisfactorily achieve the full score for this question. Candidates were required to state whether the given scenario represented a monitoring system or control system and then explain. Most candidates identified the system as a control system since users would have to press a button to direct the behaviour of the walk signal and the traffic light.

Candidate's Response to Part (a) (iii)

(iii) Explain how the system could be adapted for a pedestrian who is visually impaired.

The system could have ~~a speech recognition~~ Braille on the button, as well as sounds that indicate when to walk and ~~not~~ when it is unsafe, as and it can also have a motion sensor that senses when someone is near to prompt them on what to do or to stop them if it is unsafe to go, using the sound system.

[2 marks]

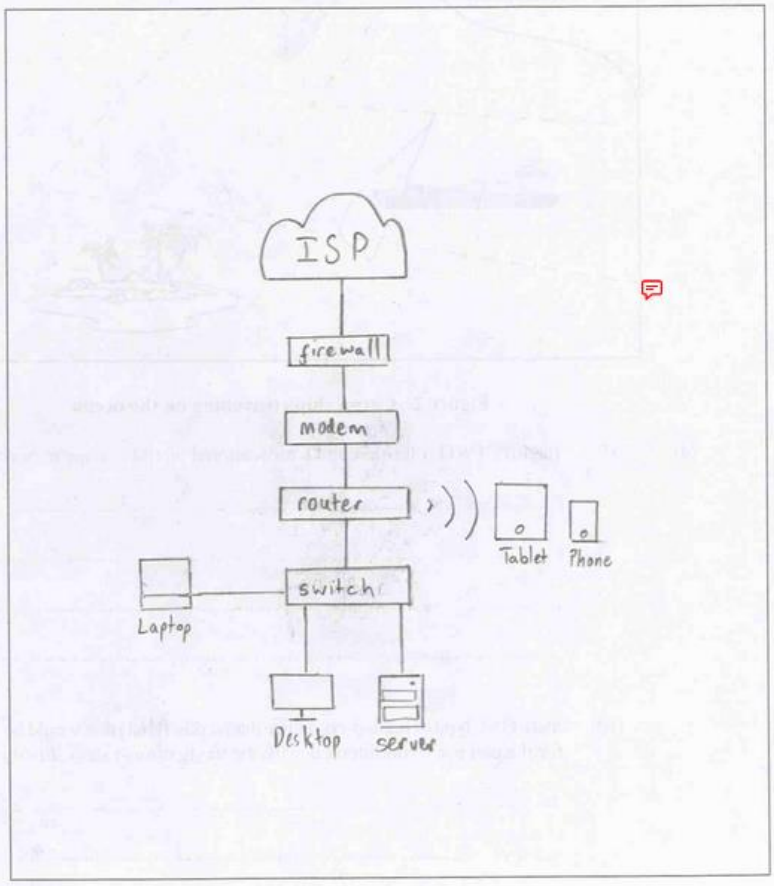
Examiner's Comments

Although most candidates were able to state the inclusion of sound or audio as being the best adaptation for the system to meet the needs of visually impaired pedestrians, some candidates were unable to get the full two marks since their responses were incomplete. Such candidates failed to provide an explanation that supplemented their response. Consequently, most candidates received one out of the two marks allotted for this question.

Candidate's Response to Part (b)

(b) Annalisa is a local entrepreneur whose new office location has high-speed internet which must be shared with all of her employees. Each of her employees must be able to connect to the internet via a laptop, desktop, mobile phone or tablet. She has also purchased a new server, a firewall and other networking equipment to set up a secure small office network.

Using a well-labelled diagram, illustrate how the network can be configured at Annalisa's new office location to allow all of her employees, who have various devices, to securely access the internet and share resources.



Examiner's Comments

The candidate provided a correctly labelled and well-illustrated diagram.

This question, based on Objective 12 of Module 2, assessed candidates' ability to design a simple computer network. Candidates were required to produce a well-labelled diagram which depicted how devices would be connected using a server, firewall and other equipment required for internet connectivity. Most candidates were unable to represent the need for a switch and router as other required networking devices and/or they incorrectly depicted the placement of the firewall. Consequently, five out of nine marks was the mode mark.

Question 4

Syllabus Objectives: 2.1, 2.5, 2.6, 2.8, 2.9

This question was based on Module 2 of the syllabus, Information Systems. The question examined candidates' ability to

- explain the roles of users
- distinguish among different types of HCI
- describe ways in which a user's characteristics require adaptation of a user interface to increase effectiveness
- describe information systems
- discuss the importance of data and information.

The maximum score obtained on this question was 15 out of 15 marks; 0.47 per cent of candidates achieved this mark. The mean score was 5.31 marks. Approximately 6.69 per cent of candidates attained no marks for this question.

Candidate's Response to Part (a) (i)

4. NavSystems Ltd is a remote software development company that specializes in navigation systems used in cargo ships, as shown in Figure 2.

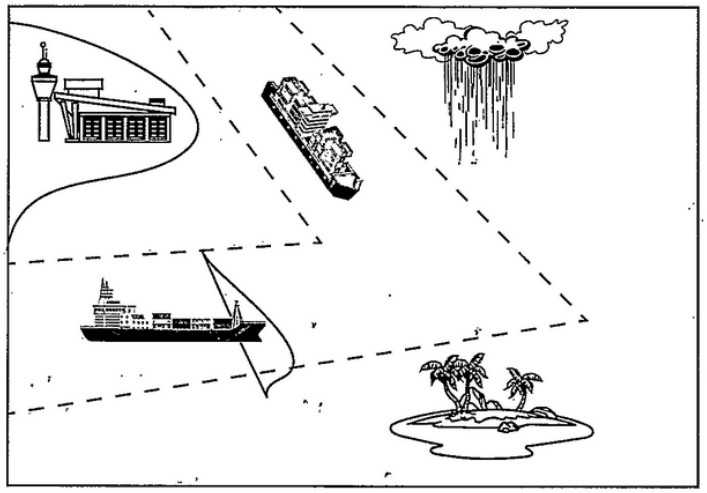


Figure 2. Cargo ships travelling on the ocean

(a) (i) Identify TWO roles that an IT professional would occupy at NavSystems Ltd.

① updating the security aspect of software ✓

② updating the navigation systems according to the needs and preferences of the client ✓

[2 marks]

Examiner's Comments

This question was poorly done by some candidates. Candidates were provided a short scenario describing a company that does software development for navigation systems in cargo ships. Candidates had to identify two roles that an IT professional would occupy in the company doing the remote software development. Several candidates seemed to have misunderstood the question's requirements, as their responses either related to professionals who worked on ships or IT-based professionals. Consequently, these candidates were not awarded marks for this question.

Candidate's Response to Part (a) (ii)

(ii) State ONE type of human-computer interaction (HCI) that would be LEAST suitable for the end user who interacts with the navigation system. Justify your answer.

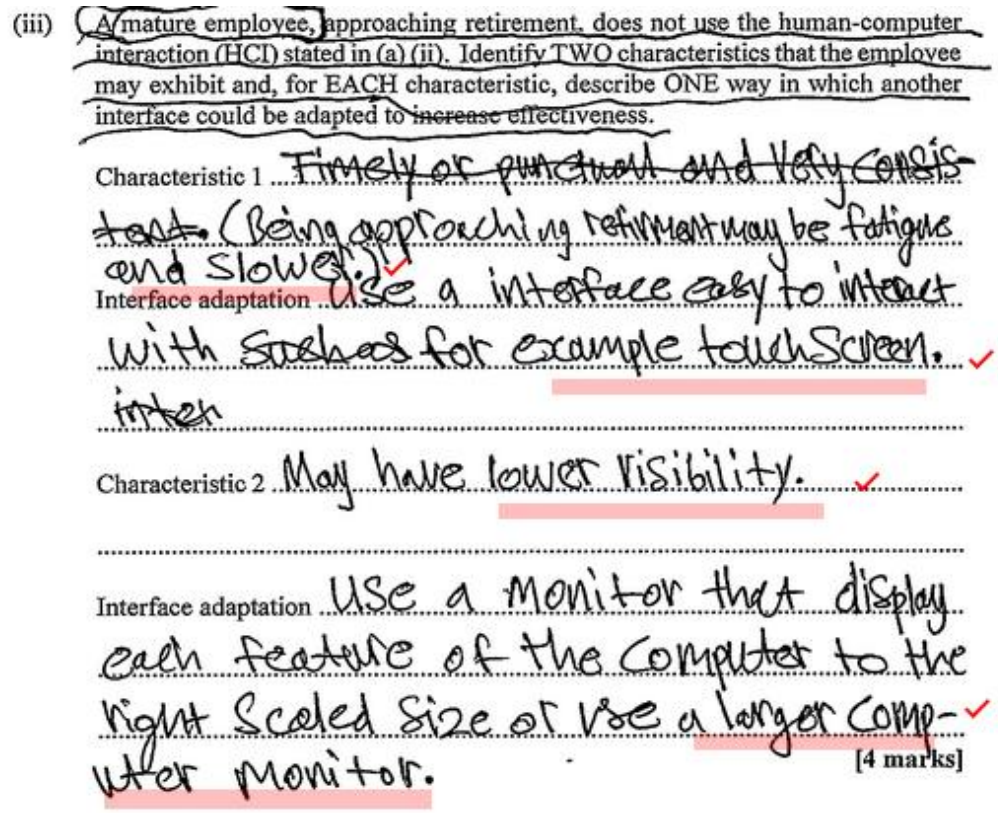
Command Driven / Line Interface as the user has to type commands for each task which can be difficult and time-consuming.

[2 marks]

Examiner's Comments

This question assessed candidates' ability to state an HCI that would be least suitable for the end user of a navigation system. Most candidates gave appropriate responses which primarily included a command line or command driven interface. However, some candidates lost a mark as their justification, to support their submission, was either inadequate or missing. Hence, some candidates were only able to score one out of the two marks for this question.

Candidate's Response to Part (a) (iii)



(iii) A mature employee, approaching retirement, does not use the human-computer interaction (HCI) stated in (a) (ii). Identify TWO characteristics that the employee may exhibit and, for EACH characteristic, describe ONE way in which another interface could be adapted to ~~increase~~ effectiveness.

Characteristic 1 ...Timely or punctual and very consis-tent. (Being approaching retirment may be fatigue and slowed.)

Interface adaptation ...Use a interface easy to interact with such as for example touchScreen.

Characteristic 2 ...May have lower visibility.

Interface adaptation ...Use a monitor that display each feature of the computer to the right scaled size or use a larger Comp-uter monitor.

[4 marks]

Examiner's Comments

This question was poorly done; many candidates had difficulty identifying ways to adapt an interface to accommodate a mature employee's characteristics. Nevertheless, there were a few candidates who gave satisfactory responses, which included *using voice or audio prompts for end users who may have been physically challenged*. The average score for the question was two marks.

Candidate's Response to Part (b) (i)

(b) The captain of the cargo ship is constantly making decisions using the data and information provided by the specialized software used in the navigation system.

(i) Describe the function of TWO types of information systems that can be used in the navigation system.

Decision Support System - assists in ~~decision~~ complex decision making and ~~pb~~ problem solving by using data provided to produce statistical projections.

Expert System - analyses data provided to produce controlled recommendations and decisions

Examiner's Comments

Candidates were presented with a scenario and had to describe the function of two types of information systems that could be used in the navigation system mentioned in the scenario.

Candidates showed very good understanding of appropriate types of information systems that could be used, as their responses predominantly listed *Expert System*, *DSS* and *ESS*. It was observed that candidates typically scored no less than two marks for their attempt. However, it was also observed that several candidates were in receipt of the full four marks for this question, as they completed their descriptions with tasks that the information systems could perform.

Candidate's Response to Part (b) (ii)

(ii) The captain is approaching harbour and must make operational decisions to safely stop and anchor the ship. Using an example, discuss whether structured, semi-structured or unstructured data is captured as he navigates the ship to port.

Structured data would be captured as there is a systematic way in stopping and anchoring the ship, & therefore the navigation system would capture specific types of data such as the speed of the ship.

[3 marks]

Examiner's Comments

Most candidates who attempted this question were unsuccessful in receiving the full three marks allotted for the question.

The question required candidates to state the source of the data and give an appropriate example of the data while stating whether the data was semi-structured, unstructured, or structured. Most candidates stated the structure of the data but were only able to partially complete their discussion. Consequently, candidates received either one or two out of the three marks allotted for the question.

Question 5

Syllabus Objectives: 3.1, 3.2, 3.3, 3.8

This question was based on Module 3 of the syllabus, Information and Problem-Solving. The question examined the candidate's ability to

- explain the concept of problem-solving
- describe the stages of the problem-solving process
- identify the information necessary for the solution of real-life problems
- describe data flow diagrams (DFD).

The maximum score obtained on this question was 15 out of 15 marks; approximately 5 per cent of candidates achieved this mark. The mean score for this question was 9.15 marks. Approximately 1.49 per cent of candidates attained no marks for this question.

Candidate's Response to Part (a) (i)

Melanie has enrolled in a new online course. She logs onto the site only to realize that there are several graphic design tools she needs but they are not installed on her computer. Melanie has a problem.

(a) (i) Describe the concept of problem-solving.

Problem soling can be defined as the different steps, that outline the solution to a given problem- If it poses a challenge problem soling should aid in giving a solution to that problem and ultimately fix it.

[2 marks]

Examiner's Comments

The mode mark awarded for this question was one mark out of the available two marks. Candidates were able to associate the concept of problem-solving with finding solutions to a problem; however, several candidates rarely attributed the concept to a process designed for achieving a goal.

Candidate's Response to Part (a) (ii)

(ii) Identify THREE examples of information that are necessary for Melanie to solve her problem.

Three things are: space, compatibility, where she source the tools.
1) ~~The tools~~ Where can she source the graphic tools needed to solve the problem. 2) The the graphic tools that she needs compatible with her device?
3. ~~Will she need a device to facilitate does she~~ have enough space on the device to facilitate the graphic tools that she needs. **[3 marks]**

Examiner's Comments

This question was worth three marks. It examined candidates' ability to identify three examples of information that could solve the problem presented in a scenario.

Most candidates performed well on this question, giving at least two appropriate examples of the information being required.

Candidate's Response to Part (a) (iii)

(iii) Outline TWO other stages of the problem-solving process after Melanie has defined the problem.

1) After she defines the problem she then needs to analyze it, she needs to figure out why is it posing a problem and go in depth as to why it is being a challenge for her. Breakdown the poblem completly.

2) Generating possible solutions. After she has analyzed and defined, the next step is to generate the possible solutions that can help her problem, are the solutions to the problem feasible. After generating she picks the best one, ~~to~~ test it and then implement the solutions after which she reviews.

[4 marks]

Examiner's Comments

This question assessed candidates' knowledge of Objective 2 of Module 3 — the stages of the problem-solving process.

It was observed that several candidates either gave incorrect or incomplete names of the stages involved in problem-solving. Nevertheless, most candidates received two out of the four marks for identifying two stages in the problem-solving process. A few candidates received the full four marks for naming the stages and then appropriately associating them with the tasks to be performed, based on the given scenario.

Candidate's Response to Part (b) (i)

(b) Movie-Watch LTD, an online streaming content provider, has monthly subscribers. Movie-Watch LTD sources its videos from an online global content broker. A subscriber, wishing to view a movie or show, logs onto the site, searches for the desired movie or show and begins streaming. The global content broker sends a list of available titles to Movie-Watch LTD who decides whether to submit an order and payment. After an order is placed, the broker sends the requested content to Movie-Watch LTD. For each new movie or show, a new catalog entry is created.

The data flow diagram (DFD) in Figure 3 represents the information above.

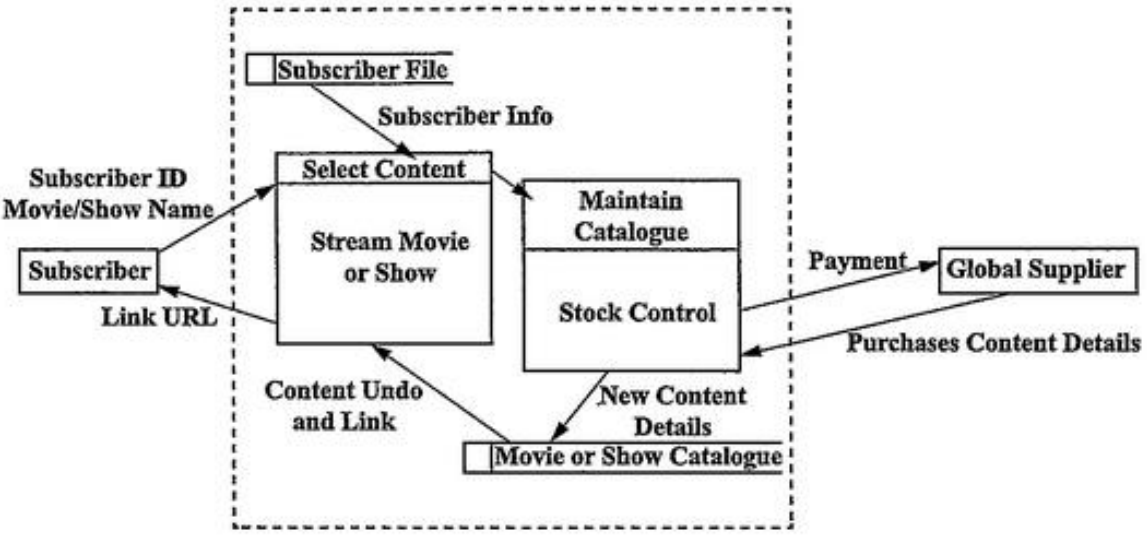


Figure 3. Data flow diagram (DFD)

(i) Identify ONE entity, ONE process and ONE data store in the data flow diagram in Figure 3.

Entity Subscriber / Global supplier

Process Select Content / maintain catalogue

Data store Subscriber file / Main or show catalogue:

[3 marks]

Examiner's Comments

Candidates were presented a scenario which included a detailed data flow diagram. It was observed that most candidates demonstrated outstanding proficiency, as they were able to correctly identify an entity, a process, and a data store based on the scenario. Consequently, most candidates were awarded the full three marks for this question.

Candidate's Response to Part (b) (ii)

(ii) State the name of the diagram which would be drawn **before** the one illustrated in Figure 3.

The name of the diagram is a context level diagram.

[1 mark]

Examiner's Comments

This question, worth one mark, examined candidates' ability to correctly name the diagram that would be designed before the detailed DFD that was given in the scenario. Most candidates were able to receive the score allotted for the question. The mark was given for the naming the diagram *context diagram* or *level zero diagram*.

Candidate's Response to Part (b) (iii)

(iii) Outline the purpose of the diagram named in (b) (ii).

The context level diagram helps the person that is draing the level one diagram. It gives a basic overview as to what should be in the level one diagrams so that the level 1 has all the components.

[2 marks]

Total 15 marks

Examiner's Comments

This question assessed candidates' understanding of the purpose of the level zero /context diagram which they identified in Part (b) (ii). Most candidates gave the response that the diagram provides an overview; however, this response needed to be completed by outlining the symbols used for representation or making the point that it gives the representation of the whole system. Hence, most candidates scored at least one mark for their response.

Question 6

Syllabus Objectives: 3 .5, 3.9, 3.10, 3.11

This question was based on Module 3 of the syllabus, Information and Problem-Solving. The question examined candidates' ability to

- explain the concept of a well-designed algorithm
- identify ways of representing algorithms
- develop algorithms to represent problem solutions
- distinguish among the different types of software development models.

The maximum score obtained on this question was 15 out of 15 marks; approximately 2 per cent of candidates achieved this mark. The mean score for this question was 5.59 marks. Approximately 6.61 per cent of candidates attained no marks for this question.

Candidate's Response to Part (a) (i)

(a) (i) State TWO ways, **other than** flowcharts, to represent an algorithm.

An algorithm may be represented additionally by a pseudocode or by natural language.

[2 marks]

Examiner's Comments

Most candidates successfully stated two other ways that an algorithm could be represented. Candidates who stated *structured-English/narrative and pseudo-code* were awarded the full two marks. The question was satisfactorily completed by most candidates.

Candidate's Response to Part (a) (ii)

(ii) Identify TWO characteristics of a well-designed algorithm.

Unambiguity, that is, the clarity of and logical ordering of the steps and these steps being finite and not ever-continuous contributing to a well-designed algorithm.

[2 marks]

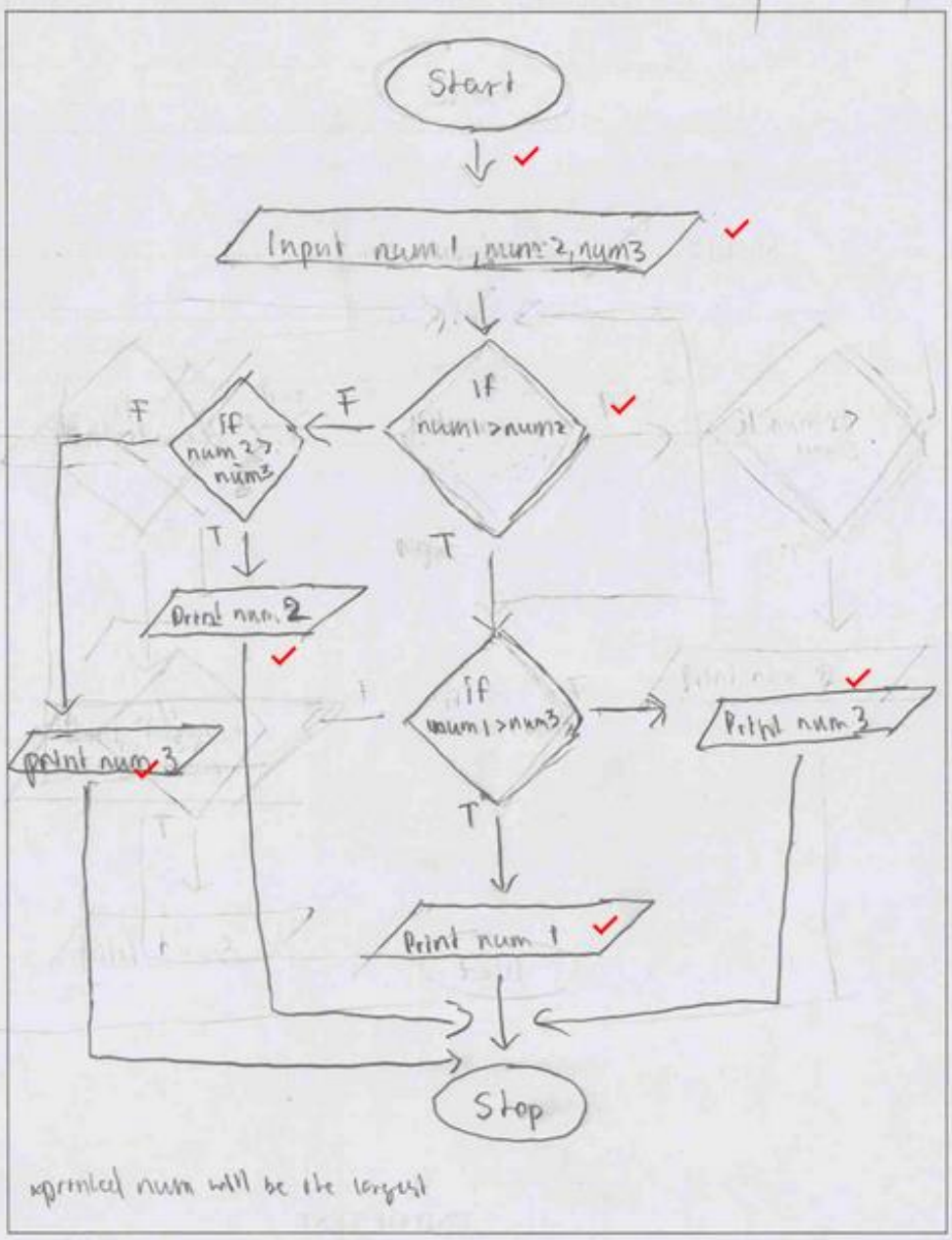
Examiner's Comments

Several candidates responded by identifying two out of these — *flow of control*, *finite steps*, and *unambiguous steps* — as two characteristics of a well-designed algorithm. Most candidates were able to receive at least one out of the two marks allotted to the question.

Candidate's Response to Part (b)

(b) Marquez was asked to write an algorithm to find the largest value among three different numbers entered by a user.

Draw a flowchart that implements Marquez's algorithm.



[7 marks]

Examiner's Comments

The candidate was awarded full marks.

The question assessed Objective 11 of Module 3, testing candidates' knowledge and skills for developing algorithms to solve problems. Specifically, candidates were required to produce a flowchart algorithm, worth seven marks, based on the given problem. Most candidates were able to score at least three marks, as they gave correct symbols for IO and decision while representing the correct flow of their solution to the terminator (stop) symbol. Very few candidates scored above five marks; such candidates' responses demonstrated the required proficiency to correctly place their decision symbols with the required conditions.

For Teachers

It is recommended that teachers engaged students with ample questions for designing algorithms for problems requiring multiple selection/decisions being made.

Candidate's Response to Part (c)

(c) Describe any TWO types of software development models.

Model 1: Waterfall Model

This model develops the software linearly in clearly defined steps, ensuring each previous step is completed before the next. Then, all developed units are integrated and the software is deployed to the customer base for feedback. [2 marks]

Model 2: Prototyping Model

This model develops software starting off with base requirements where the resulting prototype developed is then showed to clientele for feedback and recommendations for change. This cycle is repeated until a satisfactory prototype and subsequent final product is developed. [2 marks]

Total 15 marks

Examiner's Comments

Candidates were required to describe two types of software development models. Common responses included the identification of the waterfall approach, the incremental/iterative approach and the evolutionary/prototyping approach. Consequently, most candidates scored at least two marks for this question. Other candidates were able to score the full four marks, as they completed their description by specifically stating how the model is used or the tasks that the model performed.

PAPER 031 – SCHOOL BASED ASSESSMENT (SBA)

The school-based assessment, which is a project-based activity, occurs during the student's course of study. Students obtain marks for the competence they develop and demonstrate in undertaking their school-based assessment assignments.

SBAs are marked out of 60. The maximum score obtained on Paper 031 was 60 out of 60 marks and the mean score was 39.75 marks.

PAPER 032 – ALTERNATIVE TO THE SCHOOL BASED ASSESSMENT

This paper is an alternative to Paper 031, the SBA. Candidates are expected to respond to three project-based questions that are similar to the tasks that the school candidates have to complete and submit as their SBA project. Each question on P032 is worth 20 marks.

In 2024, eight candidates sat the CAPE Information Technology Unit 1 Paper 032 examination. The maximum score obtained was 38 out of 60 marks and the mean score was 30.13 marks.