CARIBBEAN EXAMINATIONS COUNCIL

CAPE® INFORMATION TECHNOLOGY UNIT 1

Subject Report

May-June 2025

CARIBBEAN EXAMINATIONS COUNCIL

REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION

MAY-JUNE 2025

INFORMATION TECHNOLOGY
UNIT 1

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INTRODUCTION

This guide has been put together using candidate responses to the 2025 May-June 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 the 2025 Unit 1 examination, approximately 97.11 per cent of candidates obtained acceptable grades, Grades I to V compared with 94.28 per cent in 2024, 93.89 per cent in 2023, 91.42 per cent in 2022 and 95.23 per cent of candidates in the 2021 examinations.

Performance resulted in 73.59 per cent of candidates achieving Grades I to III in 2025 compared with 61.51 per cent in 2024, 62.17 per cent in 2023, 50.87 per cent in 2022 and 61.45 per cent of candidates obtaining these grades in 2021.

Regarding Grade I, approximately 22.46 per cent of candidates earned this top grade compared with 19.13 per cent in 2024, 15.86 per cent in 2023, 11.45 per cent in 2022 and 21.07 per cent of candidates in 2021.

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

The maximum score on this paper was 90 out of 90 marks and the mean score was 64.90 marks.

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

The maximum score on this paper was 142 out of 150 marks and the mean score was 81.50 marks.
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Question 1
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Part (a) (i)

The question focused on types of information sources, specifically the use of electronic and traditional sources used by a student for a project on sea turtle nesting patterns. Many candidates identified *websites* as an acceptable electronic source and *books* or *textbooks* as an acceptable traditional source. It was observed that most candidates scored the full two marks for this part.

Part (a) (ii)

For this part, candidates were required to discuss an advantage and a disadvantage of their given traditional source. Most candidates successfully identified a valid advantage, often citing *ease of accessibility* or *inherent credibility due to publication by experts on the topic*. The stated disadvantages were also valid. Candidates often cited *information may be outdated*. Candidates who did not score full marks were those who provided vague or partially complete explanations.

Part (b)

This question was designed to evaluate candidates' proficiency in articulating criteria for both accepting and rejecting information from an activist. Some candidates exhibited a mastery understanding of criteria for evaluating and accepting as well as rejecting information. Nevertheless, it was observed that most candidates were scoring either 2 or 4 marks for their response to this question.

Parts (c) (i) to (c) (iii)

This question directly assessed candidates' understanding of the information processing cycle. While most candidates demonstrated familiarity with the stages of this cycle, a limited number were able to achieve full marks. This was primarily due to an inability to accurately apply their knowledge to correctly relate the specific stage associated with each given task. Only a few candidates successfully linked Task 2 with the processing stage and Task 3 with the output stage.

To improve performance, it is recommended that candidates observe and analyse real-world processes in various organizations. Such practical observation can help them better identify and associate the stages of the information processing cycle.

Part (d)

Candidates frequently provided responses that were irrelevant to the specified context of a school's website. For instance, many incorrectly suggested 'social media' as their tool for encouraging turtle protection despite the question explicitly requiring the project to be showcased on the school's website. Nevertheless, several candidates successfully identified appropriate tools such as *videos*, *photos*, *text* and *bar graphs*, and provided suitable justifications, for example, to highlight nesting sites and to show the decline in population over the years, respectively. With such responses, candidates earned themselves full marks.

Question 2

Part (a) (i)

This question tested candidates' ability to recognize data from their environment. Candidates demonstrated their mastery by giving responses such as the name of the student or the number of students in the class or the term for which the report card was issued. Most candidates received the full two marks.

Part (a) (ii)

Some candidates misunderstood the requirement for this question. As a result, they defined the term *information* or *knowledge*. What candidates were expected to do was to give an example of information from the report to answer the question. Candidates who scored well were those who cited comments from the report. To strengthen this area, it is recommended that candidates use case studies which could engage their analytical skills for categorizing items as either data or knowledge.

Part (b) (i)

This question required candidates to analyse the given report and identify an example of inconsistent information. Some candidates were able to score full two marks, as they identified the fact that the student's report placed him 24th in his French class although there were only 21 students in the entire class. Some candidates erroneously responded by treating "inconsistent information" as a term and therefore attempting to define it.

It is recommended that candidates interact with more examples of this nature such as a variety of reports or articles that require them to not only identify inconsistencies or areas for misinterpretation but also to explicitly justify their answers. This kind of activity would help to hone their skills of analysis.

Part (b) (ii)

This question gave most candidates a challenge. Some candidates treated "open to interpretation" as a term and attempted to define it. Such candidates were awarded no marks. Although a few candidates were able to analyse the report and cite comments that had vague phrases, these candidates were not able to score full marks as they also needed to sufficiently prove why the phrase/phrases could be considered open to interpretation.

Part (c)

Candidates gave excellent responses, identifying alphanumeric data from the report. However, candidates were not able to provide an appropriate example of string data. Consequently, few candidates scored full marks. Successful candidates were those who gave the position the student held in respective classes as the example of alphanumeric data. The name of a subject the student did was their example of string data.

It is recommended that candidates use different scenarios to practise identifying values for the distinct data types, so as to reinforce their application of the concepts.

Part (d) (i) to (iii)

Candidates were required to evaluate their selected method for delivery of the report by evaluating it against the criteria of timeliness, security, shareability. Most candidates evaluated electronic mail for timeliness and were able to score the full two marks. Their responses highlighted the fact that in comparison with traditional mail which requires additional processing time for delivery, email provides instantaneous delivery of the report. Most candidates also explained encryption and two-factor authentication as features of security which are permitted via electronic mail, while they showed how insecure traditional mail could be. On the other hand, the criterion of shareability was not evaluated as thoroughly as timeliness and security. Instead, candidates gave partially complete statements as to why electronic mail would be easily shareable.

It must be noted that the inverse was accepted, as some candidates selected traditional mail as the delivery method and gave equally good evaluations, explaining why the method was more advantageous than the other for each criterion. For example, some candidates who chose traditional mail indicated that it would be most suitable security wise because the mail would be given in person, thus minimizing the risk of data theft, lost or the impact of a system breach.

Question 3

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Part (a)

While most candidates were able to name an information system, some were unable to correctly identify the system described as being a management information system (MIS). Additionally, those who did identify it correctly often failed to provide a valid reason.

It is recommended that greater emphasis be placed on teaching students using real-world examples of different types of information systems. Teachers should incorporate more case studies and scenario-based questions in class and during assessments to help students better distinguish among various systems.

Part (b) (i)

This question was satisfactorily answered. Most candidates were able to correctly identify the levels of decision-making as being strategic, operational and tactical. However, in most instances, candidates were unable to accurately match the specific decision to the appropriate employee.

Very few candidates were able to correctly identify the name of the type of report as either a summary report, exception report, or ad hoc report (in the case of Emani), or a detailed or exception report (in the case of Ojeh). However, in most cases, candidates were able to provide some justification for the report.

Part (c) (i)

Most candidates were able to identify the interface described as a form which provides the user with options and restricts selections. However, a few candidates incorrectly identified it as a graphical user interface or a command line interface. There were other candidates who mentioned hardware such as keyboards.

More emphasis should be placed on introducing candidates to less traditional HCI's and ensuring that they are able to clearly distinguish unique uses and purposes for each.

Part (c) (ii)

This question was well answered by most candidates. However, some responses simply stated 'scanner' without specifying the type and therefore could not be awarded a mark. It was expected that candidates would have given specific answers aligned with the specific task described in the question.

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Part (c) (iii)

This question was well done by most candidates. They were able to identify various types of users who would be least likely to use mobile applications to purchase tickets. Candidates also provided adequate explanations to support their responses.

Question 4

Parts (a) (i) and (ii)

For Part (a) (i), candidates had to identify physical access controls and provide an example of use in a prison system. Most candidates were able to achieve at least one of the two marks allotted. Responses to examples were good, however, some candidates did not state that it was physical access control.

Part (a) (ii) required candidates to identify logical access controls and provide an example of use in a prison system. Most candidates were unable to answer effectively. Only about 40 per cent of candidates achieved at least one of the two marks allotted.

Part (b)

This question required candidates to identify security threats to data. Approximately 58 per cent of candidates responded effectively and were awarded the full two marks while 0.04 per cent of candidates did not provide a correct response to this question.

Part (c)

This question required candidates to write a complete URL based on a partial one given. Only 24 per cent of candidates were able to achieve full marks while 31 per cent got zero out of the two marks allotted for this question.

Part (d)

For this question, candidates were given a labelled diagram and were required to write HTML code based on it. Approximately 49 per cent of candidates achieved four or more of the seven marks; only 0.04 per cent of candidates achieved 7 out of the 7 marks allotted for this question.

Question 5
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Part (a)

This part required candidates to identify potential problems with implementing an automated feeding system for fish. In general, candidates were able to identify several of the key considerations and articulate a reasonable justification.

Part (b)

The flowchart that candidates were required to draw was done to varying degrees of competence. The major concern centres around the use of the correct symbols for input/output and how to represent decision stages of the algorithm.

It is recommended that teachers expose students to various scenarios that would provide them with practice in the correct selection and usage of symbols to adequately represent algorithms.

Question 6

Part (a)

Candidates who scored well on this part were those who had a sound understanding of prototyping as a model for software development.

Part (b)

Candidates seemed unfamiliar with this area of the syllabus. While most candidates were able to identify that the ticket number and email address were essential pieces of information, most candidates could not identify two examples of cosmetic information. Candidates mixed up the types of information; many of them kept referring to sales department as cosmetic information.

Candidates need more exposure to specific terminology.

Part (c) (i)

This topic did not seem to be widely known. Candidates either forgot or did not have a sound understanding of the use of decision trees during problem solving.

Part (c) (ii)

This question was well answered. Most candidates were able to correctly follow the "branches of the tree" (conditions) to ascertain that in order to speak about the product, the Chatbot must first be used to contact the sales rep.

Part (c) (iii)

Most candidates were able to identify the correct result of the decision tree based on the conditions given. However, based on some of the resulting tables, this topic needs to be thoroughly covered.

PAPER 031 – SCHOOL BASED ASSESSMENT (SBA)

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

The maximum score on this paper was 60 out of 60 marks and the mean score was 42.22 marks.

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 are required to complete and submit as their SBA project. Each question on P032 is worth 20 marks.

The maximum score obtained was 46 out of 60 marks and the mean score was 30.60 marks.