

Q1.

	Answer	Do not accept	Additional Guidance	Mark
	B			(1)

Q2.

	Answer	Do not accept	Additional Guidance	Mark
	<p>Any one from:</p> <ul style="list-style-type: none"> • Privacy law • Legislation/legal reasons • Data Protection Act • Good customer service/ so as not to annoy customers / Ryan might not want marketing emails 			(1)

Q3.

	Answer	Do not accept	Additional Guidance	Mark
	<ul style="list-style-type: none"> • Gets the latest content/updates/alerts/offers/news 			(1)

Q4.

	Answer	Do not accept	Additional Guidance	Mark
(i)	D			(1)
(ii)	<p>Any two from:</p> <ul style="list-style-type: none"> • Use keywords, (e.g. the flight's destination) • Use Boolean operators (e.g. AND, OR, NOT, +, -) • Use speech marks • Search by location (e.g. UK sites) • Search by date, • Search by language • Search type (e.g. pictures, maps, music, movies) 	Advanced search		(2)

(iii)	<p>Description: Promotes / advertises / marketing (1) through:</p> <p>AND any one of:</p> <ul style="list-style-type: none"> • the sharing or distribution of a video (1) • using social networking sites, email etc (1) • less expensive methods (1) 		<p>1 mark for initial point, 1 mark for additional linked point</p>	(2)
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Q5.

	Answer	Do not accept	Additional Guidance	Mark
(i)	<p>Any one from:</p> <ul style="list-style-type: none"> • To verify what he typed in the first box • To check he typed his password correctly. 		<p>Accept validation as equivalent to check</p>	(1)
(ii)	<p>Any one from:</p> <ul style="list-style-type: none"> • Choose numbers from a memorable date • PIN code / passcode / user ID • Choose a memorable image • Choose a memorable sound • Biometric (fingerprint etc) • CAPTCHA test 	<p>Memorable phrases (such as mother's maiden name / pet's name etc)</p>		(1)

Q6.

	Answer	Do not accept	Additional Guidance	Mark
(i)	D			(1)
(ii)	<p>Could be a security risk / allow others to access his details/account</p>			(1)

Q7.

	Answer	Do not accept	Additional Guidance	Mark
	<p>Explanation to include three of::</p> <ul style="list-style-type: none"> • Share and comment on others achievements (e.g. scores) • Ability to play co-operatively with others • Can join teams / clans and play with others regularly • Ability to chat with other users in-game • Can chat / play with users from all over the world 			(3)

Q8.

	Answer	Do not accept	Additional Guidance	Mark
	<p>Any two things from:</p> <ul style="list-style-type: none"> • Take regular breaks • Use ergonomically designed equipment • Hand/finger exercises • Change controller <p style="text-align: right;">2×1</p>	Answers that are not related to games	must be games-related	(2)

Q9.

	Answer	Do not accept	Additional Guidance	Mark
	<p>Any two ways from:</p> <ul style="list-style-type: none"> • Motion sensor • Balance board • Voice activation • Thought generated • Pressure pad/mat 	<ul style="list-style-type: none"> • Dance mat • Names of particular games consoles, e.g. Wii 		

- Camera
- An infrared light

2×1

(2)

Q10.

Answer		
QWC (i-iii)	<p>Indicative content to support the benefits of playing video games</p> <ul style="list-style-type: none"> • Improves hand-eye coordination • Can be an effective tool for learning / cognitive development / thinking / problem solving skills / reasoning / memory • Stops young people getting into trouble on the streets • Multiplayer games encourage social interaction • Some games provide fitness/exercise programmes • Encourage interest in particular subject / research / develop interest • Developing language skills • Games can mirror real life and allow players to make mistakes without harming themselves • Whole brain activity occurs when playing games 	
Level	Mark	Descriptor
	0	No rewardable content
Level 1	1-2	<p>The student will produce brief responses, making a limited number of simple statements, probably with limited reference to the benefits of video games. Responses produced by the student will be generalised and will cover a limited range of benefits.</p> <p>They have used everyday language but their response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p>
Level 2	3-4	<p>Student's responses will be mostly accurate and will include a number of relevant benefits. Candidates will have discussed the benefits that they identify. Limited attempt to argue the case.</p> <p>They have used some specialist terms and their response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p>
Level 3	5-6	<p>The student will produce a factually accurate response that includes the discussion of a range of appropriate benefits. The benefits identified are appropriate and the case is well argued.</p> <p>They have used appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.</p>

