Principal examiner reports for teachers

Principal examiner reports for teachers summarise what candidates did well and what candidates needed to improve for this examination series only.

This report is to be used in conjunction with the question paper and mark scheme.

For guidance on teaching and learning we provide resources for many of our syllabuses.

Resource	Where to find it
Grade descriptions – Grade descriptions describe the level of performance typically demonstrated by candidates achieving the different grades awarded for a qualification.	School support hub Select: Subject > Resource finder > Syllabus and specimen materials
Schemes of work – Schemes of work are designed to support you in your teaching and lesson planning.	School support hub Select: Subject > Resource finder > Teaching and learning
Lesson planning – Guidance on how to plan a lesson.	Lesson planning
Resource plus – There may be additional resources such as teaching packs containing lesson plans, resources and worksheets and videos for aspects of your syllabus.	School support hub Select: Subject > Resource finder > Teaching and learning
Teaching tools	Teaching Tools
Exemplar candidate responses	School support hub Select: Subject > Resource finder > Teaching and learning
Learner guide – A guide for students to help them understand what the course involves.	School support hub Select: Subject > Resource finder > Teaching and learning
Community forums – Do you have a question or something to share? Our online forums are great way to keep up to date with your subject and the global Cambridge community.	Community forum on the school support hub
Access to scripts for this series.	Access to scripts service
Results analysis is available for some syllabuses.	Results analysis
Test maker is available for some subjects.	Test maker

Other services from Cambridge International Education

- **Digital mocks service**
- **Insight assessments**
- **Professional development**
  - Focus on assessment
  - Online marking workshops

INFORMATION TECHNOLOGY

Paper 9626/12
Theory

Key messages

What candidates did well
- Candidates approach to working with the context of the question continues to improve.
- Use of key words can always be improved, and this is an area of improvement over recent sessions.

What candidates needed to improve
- Candidates need to show greater technical understanding of the topics.
- Candidates need greater accuracy in their answers, so that their answers are suitable for a qualification of this level.
- Focus on the question being asked, so that the answers match the level of demand, context and requirement of what is being asked.
- Avoidance of using trade names in their answers.
- Legibility of the answers.
- Avoidance of slang terms.

Comments on specific questions

Question 1

(a) Comprehensive responses
- Described two ways.
- Identified a way in which personal data could be protected, with some further information, so that the method was described.

Limited responses
- Most candidates described one way in which personal data can be protected.
- Typically, candidates based answers on removing geotags, or posting to private accounts.
- Some candidates described a process of editing a photograph so that street names or personal details were obscured, and this was appropriate.
- Where candidates stated that a photograph could be edited and gave no further information, this was not appropriate.

(b)(i) Comprehensive responses
- Dealt with the answer in a logical manner.
- Focused on the issue of unauthorised access.
- Identified and developed points so that each point was a description.

Limited responses
- Candidates described anti-virus software rather than firewalls.
- Knowledge of firewalls in general was good, and candidates needed to show more technical understanding in their answers.

(ii) Comprehensive responses
- Those candidates who had described anti-virus for part **(b)(i)** continued to do so for this question.

- Candidates focused mainly on the speed of processing of data transfer as their example of the negative impact of firewalls.

Limited responses
- Continued to misinterpret the question as being about anti-virus.
- Gave answers that were not in sufficient depth. "Answers of the nature of 'it would not work' do not demonstrate sufficient depth.

Question 2

Comprehensive responses
- This question proved little challenge to virtually all candidates.
- The typical candidate stated that the items of data needed meaning or context.

Limited responses
- Candidates needed to demonstrate understanding.

Question 3

(a) Comprehensive responses
- In depth answers generally worked within the context of the question.
- Clearly focused on the context for the whole answer.
- Worked with the question as a flow, so that the descriptions linked into one over-arching answer.
- Used concept of movement of hand or body part, rather than repeating 'gesture' as part of their answer.

Limited responses
- Repeated the use of 'gesture' from the question without exemplification.
- Focused on the use of the system in a more general setting
- Treated the question as though it focused on passwords.

(b) Comprehensive responses
- Candidates answered in context with clear application of the context.
- Evaluated by looking at positive and negative aspects of the use of a gesture-based interface.
- Gave well thought out answers, appreciating that the pertinent issue here was that a gesture-based interface could be seen and copied from a distance, whereas a password required more proximity to be overheard.

Limited responses
- Candidates gave general answers that did not evaluate.
- Some candidates focused on invalid assumptions, such as that a gesture-based interface would result in doors opening or closing quickly.
- Some candidates suggested that the system would be expensive to install. This is rarely considered an evaluative point.

Question 4

Comprehensive responses
- These were answers that focused on characteristics rather than uses of mainframe computers and supercomputers.
- These answers focused on different points of contrast.
- These followed the structure of the answer space well, by first identifying the characteristic on which they would be basing their answer and then describing how mainframe computers and supercomputers differed based on that characteristic.

Limited responses
- Candidates at this level confused characteristic and use.
- Answers were not in sufficient detail for this level, so that answers were vague.

- Candidates gave answers that were repeats of characteristics, albeit in a slightly different format, or did not answer the question.

Question 5

Comprehensive response
- Gave good answers to both questions showing clear understanding of both types of sensor.

Limited response
- Repeated key terms from the question, so relied on the word “pressure” which is repeat of the question
- Did not show a full understanding of what is meant by a humidity sensor.

(b) Comprehensive responses
- Candidates gave clear answers that fully appreciated the importance of the context of the question.
- Candidates worked through the process logically.

Limited responses
- Candidates gave the impression that their answers were for a different question.
- Many candidates needed to provide more detailed responses.
- Some candidates believed that sensors are actively calculating and processing

(c) Comprehensive response
- Fully understood the concept of calibration.
- Fully explained the need by stating why calibration is carried out and the benefits to be gained from calibration.

Limited response
- Gave confusing answers for both parts that did not contain sufficient detail or depth.
- Definitions of calibration were often incorrect.

Question 6

Comprehensive responses
- These answers gave a full response that included an example, and fully addressed the question.
- These candidates showed a good understanding of how to link a data driven system to a real world example and demonstrate technical understanding at the same time.
- Candidates focused on forward chaining to reach a conclusion.

Limited responses
- Most candidates wrote lengthy answers.
- Answers did not show technical understanding.
- In most cases, candidates identified a relevant example.

Question 7

(a) Comprehensive responses
- Followed the instructions in the question and identified the mistake before then correcting it.
- Showed real understanding of the logic of the process.
- Showed good understanding of the syntax used in pseudocode.

Limited responses
- There were very few limited answers. The vast majority of candidates gave full answers.
- Identified the line number rather than identifying the mistake.

(b) Comprehensive responses
- Showed good understanding of the two different types of loop.
- Used a range of different responses that were all appropriate.

Limited response
- Showed little understanding of the concepts
- Misinterpreted the question with some candidates rewriting the code with a WHILE…… ENDWHILE loop.

Question 8

Comprehensive responses
- These answers appreciated that the question was about modelling software, rather than models.
- Differentiated between characteristics and uses of modelling software.
- Showed good understanding of modelling software as a separate type of software.

Limited responses
- Tended to give trade names which do not meet the requirements.
- Focused on models or the benefits of creating models.

Question 9

Comprehensive responses
- These answers showed real understanding of the issue.
- They discussed a range of areas of comparison with good understanding.
- Showed good awareness of the fundamental issues, such as that the cost of producing custom-written software is borne by one customer.
- Discussed the suitability of custom written and off-the-shelf software.

Limited responses
- These answers tended to work in generalisation, so that discussions were not in depth.
- These answers also relied on unsupported assertions, such that custom software is more expensive. Whilst this might be the case, cost is an economic concept, whilst the issue in this context is who pays for development costs.

Question 10

(a) Comprehensive response
- Most candidates performed well on this question.

Limited response
- Some candidates did not appreciate that hourly_rate_of_pay would not necessarily be a whole number, and so suggested integer as the most appropriate data type.

(b) (i) & (ii)

Comprehensive response
- There was no significant repeat of the validation method across both answers.
- Most candidates identified a suitable type of validation and then described it.

Limited response
- Confused formats, so that one value was given for a range, for example.

(c) Comprehensive response
- Candidates based their answer on the fact that age changes every year and so is dynamic.
- The dynamic concept was then used to explain why a calculated and not fixed field value was the more fitting solution.
- Most candidates identified age as being today minus the date of birth,

Limited response
- Candidates did not take into account the relevance of date within the year and stated that the age was now minus year of birth.
- Did not base their answer on the dynamic nature of a person's age.

INFORMATION TECHNOLOGY

Paper 9626/02
Practical

Key messages

What candidates did well

- Most candidates successfully created a data dictionary.
- Most candidates created a relational database.
- Most candidates performed well on the video editing task.
- Many candidates created video clips as specified in the question paper.
- Many candidates produced the required evidence document.

What candidates needed to improve

- Candidates need to understand the principles of normalisation including the selection of atomic data and removal of duplicate/redundant data.
- Candidates need to make sure the database is normalised to third normal form (3NF).
- Candidates need to make sure that all database reports are formatted as shown in the diagram(s) provided in the question paper and that all labels and data are fully visible.
- Candidates need to be able to manipulate controls within a report including moving controls and their associated labels from one section to another.
- Candidates need to be precise in their timings within a video, in terms of trimming clips and adding backgrounds or text to the clips.
- In their video editing, candidates must follow the instructions on the question paper when placing text (with no transitions) at specified times.
- Some responses would be further strengthened by demonstrating more detailed understanding of normalisation to third normal form (3NF).
- Some candidates submitted documents which were not in the specified rich text format (.rtf) with candidates using the default file format of the software used.
- Candidates must save or export files with the specified file names and file types.

Comments on specific questions

Question 1

Comprehensive responses

- Most candidates successfully created a data dictionary for the data in the file m26product.
- Many candidates understood the requirements of specifying the table name and appropriate column headings for a tabular data dictionary.
- Most candidates correctly identified the field names for all fields.
- Many candidates identified appropriate data types and field sizes for alphanumeric fields.
- Most candidates identified the Product Code field as the primary key.
- Some candidates identified the correct sub-types for numeric fields.
- Some candidates identified appropriate validation.

Limited responses
- Some candidates did not save their evidence document in an appropriate file format.
- Some candidates did not specify the table name.
- Some candidates omitted some of the required information from the data dictionary such as data types and/or sub-types, field sizes for alphanumeric data and appropriate validation rules.
- Future candidates should aim to ensure all the required elements of a data dictionary are visible in tabular form with specific validation rules shown rather than Yes/No responses to indicate validation should be used.

Question 2

Comprehensive responses
- Most candidates successfully created a relational database with the correct filename, with some also creating the 4 required tables to satisfy normalisation to third normal form.
- Many candidates created a products table using their specifications from the data dictionary.
- Some candidates created a customer table using atomic data in the fields by separating the three elements of the 'name' supplied in the source file.
- Many candidates applied correct data types and primary key fields to their customer, order and discount tables.
- Where all 4 tables had been identified and created by candidates' relationships between the tables were frequently set correctly with (in this database) all these relationships set as 1-to-many.

Limited responses
- Many responses did not have their database normalised to third normal form with 4 tables and atomic data in the customer table.
- There was a wide range of approaches to structuring the products table. While many candidates identified appropriate data structures and validation in their data dictionary, these choices were not always reflected in the data table, and the software's default settings were sometimes used.
- Future candidates must understand that fields should be created using either camel case or snake case and that the use of spaces in field names or table names in the table structure is not appropriate.
- Many candidates did not split the customer table into atomic data.
- Future candidates should aim to fully understand the requirements of normalisation in a database including the requirement for atomic data.
- Future candidates must understand that only numeric data that could be used in a calculation should be numeric data types, other fields such as telephone number and in this database zip code, could never be used for a calculation and should therefore be set as alphanumeric data types.
- Some candidates identified the need for a discount table to remove duplicate data (as part of 3NF) and created a table with the correct 2 fields and 3 records.

Question 3

Comprehensive responses
- Many candidates created a report and exported it as specified into portable document format (.pdf).
- Some candidates successfully replicated the structure of the report given in the question paper, grouping it and setting it into landscape orientation.
- Some candidates included a new control, either calculated within the report or more often within an underlying query with the correct calculations and appropriate formatting to match the unit price field.

Limited responses
- Many responses created the report as shown in the question paper. Grouping the data as specified and moving the controls into the correct section of the report would further improve the required structure.
- Some candidates attempted the calculated control for Product Price. This could be further improved by ensuring the calculation is correct and that the result is displayed in the same local currency as the price field, set to two decimal places
- Future candidates must ensure that all controls and labels must be fully visible and easily read.

Question 4

Comprehensive responses
- Most candidates created this video clip as specified.
- Most candidates took screenshots of the first and last frames of the clip as specified.

- Most candidates exported the video with the required filename in mp4 format.

Limited responses
- Some responses created the video clip without trimming it as specified (usually at the start) or in some cases without removing the audio track.
- Future candidates must ensure that trimmed videos are trimmed and not just replace the frames (in the first 2 seconds in this video) with a black background.
- Some candidates successfully took screenshots of the first and last frames. This could be further improved by saving the screenshots using the specified file names and formats.
- Some candidates did not set the aspect ratio to 16:9.
- Some candidates exported the video in alternative formats such as .mov or saved it in package specific formats such as .wlmp or .pproj.

Question 5

Comprehensive responses
- Many candidates created this video clip as specified.
- Some candidates set all the timings as specified.
- Some candidates formatted all text appropriately.

Limited responses
- Some candidates created the video clip as specified in the question paper. This could be further improved by placing the text on the screen at the correct time and reviewing the use of transitions, as some software may add these automatically when text enters or leaves the frames.
- Future candidates must ensure that application of appropriate credits to a video should include appropriate information supplied to them as context in the question paper. In this case it should have included who recorded the video and created the audio track used as well as the required text Video edited by: followed by the candidate's name, centre number and candidate number. This must also be displayed so that it is easily read, including the style, size and colour of the text, as well as the speed at which the text scrolls up the screen.

INFORMATION TECHNOLOGY

Paper 9626/32
Advanced Theory

Key messages

What candidates did well
- Comprehensive responses used precise Information Technology (IT) terminology.
- Many candidates responded to describe, discuss and analyse type questions using detailed and concise language.
- Many candidates used prose for questions requiring benefits and drawbacks rather than using bullet points with brief statements.

What candidates needed to improve
- Candidates should use precise and accurate terms when defining IT concepts.
- Candidates should read the whole question carefully to ensure that their responses address the whole question and do not target a few key words in the question.
- Candidates should not repeat the question in their answers.
- Some candidates should stop using bullet points for answers that require comparisons and should use prose instead.

Comments on specific questions

Question 1

Comprehensive responses
- Candidates correctly identified ‘initial’ as a property value.
- Candidates gave valid alternatives to the initial value and described how these altered the appearance of HTML elements.

Limited responses
- Some candidates incorrectly described the ‘initial’ value as a variable to be assigned or printed to the screen.
- Some candidates gave invalid values that could be used in the statement instead of ‘initial’.
- Some candidates repeated the question without giving any further details.

Question 2

Comprehensive responses
- Candidates correctly identified the method of communication as an example of a client-server network.
- Candidates gave detailed answers setting out the individual steps from the initial contact by the web browser to the complete transfer of web page content from the server.
- Candidates included a reference to the secure exchange of credentials and content.

Limited responses
- Some candidates omitted precise details of the exchange, referring only to the overall process.
- Some candidates did not correctly identify the protocols used to securely exchange credentials or content between the web browser and web server.

Question 3

Comprehensive responses
- Candidates wrote answers in prose that addressed both benefits and drawbacks of static routing.

Limited responses
- Some candidates gave answers about static Internet Protocol (IP) addresses. Static IP addressing is different from static routing.

Question 4

(a) **Comprehensive responses**
- Candidates concisely described the process of creating and adding new blocks.

Limited responses
- Some candidates described what was stored instead of how it was stored.

(b) **Comprehensive responses**
- Candidates concisely described the drawbacks of storing transaction details on blockchains.

Limited responses
- Some candidates described the drawbacks of the use of cryptocurrency instead of the use of blockchains.

Question 5

(a) **Comprehensive responses**
- There were too few correct answers to make a general comment.

Limited responses
- Candidates described AI as being a machine thinking like a human, a simulation of human intelligence, a machine that can make human decisions or in other inaccurate or vague terms.
- Candidates should answer questions that ask for definitions using precise and accurate terms.

(b) **Comprehensive responses**
- There were too few correct answers to make a general comment.

Limited responses
- Candidates described the uses of AI instead of the benefits.

(c) **Comprehensive responses**
- There were too few correct answers to make a general comment.

Limited responses
- Candidates described the drawbacks to users of using AI for tasks rather than the limitations of AI itself.

Question 6

(a) **Comprehensive responses**
- There were too few correct answers to make a general comment.

Limited responses
- Candidates described the Transmission Control Protocol/Internet Protocol (TCP/IP) suite in general terms rather than the specific functions of its application layer.
- Candidates described the functions of layers other than functions of the required application layer.

(b) **Comprehensive responses**
- There were too few correct answers to make a general comment.

Limited responses

- Candidates described the functions of layers other than functions of the required transport layer.
- Candidates described a mixture of the functions of the transport layer and functions carried out by other layers.

Question 7

(a) Comprehensive responses

- Candidates accurately described the contents of a project scope.

Limited responses

- There were too few incorrect answers to make a general comment.

(b) Comprehensive responses

- Candidates described success criteria as being measurable.
- Candidates described success criteria as being required for a project to be completed.

Limited responses

- Candidates described success criteria as tests that produced results during a project.
- Candidates described success criteria in vague terms such as what a project must be capable of doing rather than in terms of its measurable outcomes.

Question 8

Comprehensive responses

- Candidates explained the benefits of using holographic imaging in medicine by referring to how its use improved medical planning and procedures, student training methods and diagnostics
- Candidates referred to the ability to store the large amounts of data generated by medical imaging processes.

Limited responses

- Some candidates incorrectly described augmented reality.
- Some candidates described the security uses of holographic imaging in terms of the authentication of objects or items.

Question 9

Comprehensive responses

- Candidates used the correct symbols as specified in the syllabus.
- Candidates correctly used arrows to indicate the flow of data between elements.
- Candidates correctly used double-headed arrows or two-way arrows to show data exchange between elements.

Limited responses

- Some candidates did not use the correct symbols.
- Some candidates did not show all the data flow between the elements.
- Some candidates altered the symbols that were already shown correctly in the diagram.

Question 10

(a) Comprehensive responses

- There were too few correct answers to make a general comment.

Limited responses

- Candidates restricted their answers to brief descriptions of the use of video-streaming to watch movies rather than address the wider concept of data streaming, which is the continuous, real-time movement of data.

(b) **Comprehensive responses**

- Candidates correctly referred to the lack of a need to download large amounts of content before commencing to watch the video.
- Candidates correctly referred to the lack of any requirement to store the video content locally.

Limited responses

- Candidates gave vague answers referring to watching videos from far away or from all over the world.
- Candidates did give the three benefits that the question required.

(c) **Comprehensive responses**

- Candidates gave a valid example of a use of data streaming other than video or audio streaming.

Limited responses

- Candidates repeated the question by stating video and audio streaming.
- Candidates gave an example that did not use data streaming.

Question 11

Comprehensive responses

- Candidates described the software maintenance that occurs during the lifespan of an app.
- Candidates described how different types of software maintenance could ensure that an app functioned at peak performance during its lifespan.
- Candidates examined in detail how different types of software maintenance could contribute to extending the lifespan of an app.
- Candidates used the appropriate technical terms for error fixing and updates avoiding simplistic terms such as ‘bug fixes’.

Limited responses

- Some candidates gave generic answers about the types of software maintenance that did not address the scenario given in the question.
- Some candidates inaccurately described the types of software maintenance that would be used.
- Some candidates gave drawbacks of software maintenance which did not answer the question.
- Some candidates gave repetitive answers, making the same point about ‘bug’ fixes repeatedly.

INFORMATION TECHNOLOGY

Paper 9626/04
Advanced Practical

Key messages

Data Analysis and Visualisation

What candidates did well
- Candidates knew the principles of the topic. Most manipulated the data to calculate the necessary totals and were able to create the charts required.

What candidates needed to improve
- Candidates need to be aware that in manipulating data there will usually be criteria for efficiency.
- Manual methods for repetitive tasks need to be avoided. Candidates also needed to improve their accuracy in matching the examples provided in the question paper and pay closer attention to required chart labels and formatting.

Vector graphics

What candidates did well
- Many managed to reproduce the required image accurately and with the correct components.
- Almost all candidates exhibited sufficient skill and experience for tasks such as these.

What candidates needed to improve
- Candidates need to focus on adjusting images to the precise size and angles given, and for vector drawings, ensure that the background has been removed before saving. Developing these habits will make future tasks much easier.

Animation

What candidates did well
- For the most part, candidates produced animations that matched the example quite closely. The configuration of the stage size and background was universally good and most timings were appropriate.

What candidates needed to improve
- To improve the overall flow of looping animations, candidates need to ensure that the last frame aligns closely with the first, so that the loop plays continuously. Building proficiency in this technique will support more polished outcomes.

Programming for the web

What candidates did well
- Some candidates produced a full solution with several variations of valid code. Many attempts were not completely successful. All candidates who attempted the task showed some experience with the principles of the structure and the syntax of JavaScript code.

What candidates needed to improve
- Candidates would benefit from studying example code snippets, as these help them see how correct syntax, structure, and logic are applied in practice. This can make it easier to understand how different parts of a script work together.

Comments on specific questions

Task 1 – Data Analysis and Visualisation

(a) Comprehensive responses

- The four charts and the formatting posed no problems for many candidates and they managed the extraction of the required data for each chart successfully.

Limited responses

- Some candidates did not appear to realise that configuring the value axes of the chart to the same limit was important. With the same limit, it is possible to visualise the data, and form valid comparisons, and gain information.

(b) Comprehensive responses

- Nearly all candidates produced the correct pie chart, and most labelled the sectors accurately.

Limited responses

- Although many candidates managed to include a valid selection method for the data for a chosen year to be displayed by the chart, some need to discover the method to display the year selected as the chart title. Some additional practice in techniques like these will favour future candidates.

(c) Comprehensive responses

- The 'Worldwide semiconductor sales' chart was well done and posed no issues for candidates who extracted the correct data. A number of valid methods to extract just the total for each year were seen and showed considerable experience and application of spreadsheet skills.

Limited responses

- Some candidates did not use a non-manual method for the collection of the data and must have resorted to multiple copy/paste attempts. Whilst many of the resultant charts were valid and met the requirements, they needed to meet the efficiency criteria for extraction by the use of formulas.

(d) Comprehensive responses

- The method for the 10-year rolling average proved straightforward, since most candidates had extracted the correct data either by using formulas or manually. All of these candidates were then able to create the chart successfully.

Limited responses

- Candidates need to pay close attention to the formatting and labelling shown in the example.

Task 2 – Vector Graphics

Comprehensive responses

- The candidates needed to recreate a vector graphics version of a bitmap that was provided for them. It was clear that all candidates had the required skills and many were able to produce almost perfect copies.

Limited responses

- Candidates had to match not just the shapes of the components of the bitmap image. They also needed to produce an image with the correct dimensions and orientation. This aspect is where candidates need to be aware of the need to complete tasks precisely as shown in examples.
- Another common area for candidates to appreciate is that in most cases, vector images should not contain a background.

Task 3 – Animation

Comprehensive responses

- The task needed candidates to resize and fit an image of a circuit board to a 500px by 400px stage and place an image of a simulated AND gate. They were provided with two images of chains of 1 s and 0 s that they had to animate as streams passing through the input boxes of the AND gate image.
- The images of the streams need to be masked so the 1 s and 0 s were not shown on the right of the input boxes. The output box of the AND gate image had to show 1 if both the input boxes showed 1 as the streams of 1 s and 0 s passed. Otherwise, the outbox should have displayed 0.
- There were criteria for making the streams move synchronously, both being centred in the boxes and the masking being precise. The streams also had to move smoothly with each digit entering the boxes at 1 second intervals.
- Candidates managed most aspects of the task well and could achieve the movement and masking required.

Limited responses

- To improve the accuracy of their solutions, candidates need to take more care with timings.
- Some animations showed the streams passing too quickly and this made alternating the 1 s and 0 s in the outbox imprecise.
- Candidates also needed to pay more attention to centring the streams and ensuring they were static horizontally.
- As in many animation tasks, to improve the overall flow of looping animations, candidates need to be aware of the need to ensure that the first and last frames align closely with each other, so the loop plays continuously without a discernible restart. Experience of this technique will produce more refined outcomes.

Task 4 – Programming for the web

Comprehensive responses

- Candidates needed to write a JavaScript function that retrieves the values from two input fields, converts them to numbers, and then outputs 1 if both inputs equal 1 or 0 otherwise. This replicates the behaviour of a logical AND gate.
  Candidates needed to:
  - access HTML elements, (the inputs), using document.getElementById
  - read the .value property from input fields
  - convert the input text into numbers
  - apply a logical test (checking whether the two inputs both equal 1)
  - use a conditional statement to choose the correct output
  - assign the result to another field by setting its value.
- Many candidates made a fair attempt. While many were not fully successful, most demonstrated an understanding of JavaScript structure and syntax.

Limited responses

- In order to produce fully working solutions to task such as these, candidates need to examine prewritten code, practice debugging similar examples and be provided with exercises to build familiarity with the required processes.