

INTERNATIONAL GCSE
DIGITAL AND INFORMATION
TECHNOLOGY
9213/W

Paper 1

Mark scheme

Specimen

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from oxfordaqa.com

The following annotation is used in the mark scheme:

- ;** Means a single mark.
- //** Means alternative response.
- /** Means an alternative word or sub-phrase.
- A.** Means acceptable creditworthy answer. Also used to denote a valid answer that goes beyond the expectations of the GCSE syllabus.
- R.** Means reject answer as not creditworthy.
- NE** Means not enough.
- I.** Means ignore.
- DPT** In some questions a specific error made by a student, if repeated, could result in the student failing to gain more than one mark. The DPT label indicates that this mistake should only result in a student losing one mark on the first occasion that the error is made. Provided that the answer remains understandable, subsequent marks should be awarded as if the error was not being repeated.

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A

Question	Answer	Total marks
01	A A document edited using an online word processor; R. If more than one box ticked.	1 AO1 = 1

Question	Answer	Total marks
02	B Files are easier to find and organise; R. If more than one box ticked.	1 AO1 = 1

Question	Answer	Total marks
03.1	Files will not appear in the correct (chronological) order; Alphabetical order does not match date order; A. Months sort incorrectly. Max 1	1 AO2 = 1

Question	Answer	Total marks
03.2	Use date format e.g. 2026-03 / 2026-01 / 2026-02 / 2026-10; Use YYYYMM format; Use two-digit numbers for month / as a prefix i.e. 03 / 01 / 02 / 10; A. Change January to 01 January R. responses that do not relate to chronological or structured naming R. responses that do not solve the issue e.g. 3, 1, 2, 10 as the prefix Max 1	1 AO2 = 1

Question	Answer	Total marks
03.3	Save work regularly; Use auto-save; Store work in cloud-based software; Create backups; Max 2	2 AO1 = 2

Question	Answer	Total marks
03.4	RAM is temporary/volatile and storage is permanent; RAM loses data when power is off and storage does not; Max 1	1 AO1 = 1

Question	Answer	Total marks
03.5	Faster read/write speed / quicker access to files; More power efficient / generate less heat / do not require fans; More durable / less likely to damage (no moving parts); Quieter operation; Not affected by magnetic fields; Performance not (noticeably) affected by defragmentation; Max 1	1 AO1 = 1

Question	Answer	Total marks
04.1	Identify customers who spend the most; Identify customers with most/least purchases; Calculate totals or averages; A. Create summaries/reports; Max 2	2 AO2 = 2

Question	Answer	Total marks
04.2	Automatic calculations; Data can be sorted/filtered; Easy to update data; Formulas reduce errors; Charts/visualisations can be created; Max 2	2 AO2 = 2

Question	Answer	Total marks
05	Mark structure: • Identification of feature; • Explanation of how it improves usability; Examples: Captions/subtitles; Allow users with hearing impairments to access audio content; Screen reader support; Allows visually impaired users to access content; High contrast colours; Improves readability for users with visual impairments; Adjustable font size; Allows users to read content more easily; Max 2 per feature identified (identification + explanation) Max 4	4 AO1 = 4

Question	Answer	Total marks
06.1	Mark structure: • Identification of a way digital platforms can support content creators; • Explanation of way identified; Examples: Platforms allow content to be shared with a wide audience; More people can see the content, increasing views or potential customers; Platforms allow easy uploading/publishing of content; So the creator does not need advanced technical skills or their own website; Platforms allow creators to earn money through advertising; The creator receives income when people view or interact with the content; Platforms allow users to subscribe or pay for content; The creator can earn regular income from followers; Platforms provide built-in tools such as messaging or comments; The creator can communicate with the audience and build relationships; Platforms provide data about views, likes or audience behaviour (analytics tools); The creator can use this information to improve content and increase engagement; Max 2 per way identified (identification + explanation) Max 4	4 AO1 = 4

Question	Answer	Total marks
06.2	Examples: Reliance on platform rules/algorithms; Income is not guaranteed; Content may not reach audience; Risk of account suspension; Content may be deprioritised by platform algorithms (shadowbanned); Competition from other creators; R. Vague responses not clearly related to platform use. Max 1	1 AO1 = 1

Question	Answer	Total marks
07.1	D Content may contain inaccurate or biased information; R. If more than one box ticked.	1 AO1 = 1

Question	Answer	Total marks
07.2	High energy use of data centres; High water use of data centres; Increased carbon emissions; Environmental impact of hardware production; Electronic waste from devices; Max 2	2 AO1 = 2

Section B

Question	Answer	Total marks
08.1	both correct cell references; =B2*C2; I. Case DPT missing = Note: Penalise first omission of equals sign prefix in 08.1, 08.2 and 08.4 and DPT thereafter.	2 AO3 = 2

Question	Answer	Total marks
08.2	=SUM(D2:D5);; A. =D2+D3+D4+D5 I. Case DPT missing = Note: Penalise first omission of equals sign prefix in 08.1, 08.2 and 08.4 and DPT thereafter.	2 AO3 = 2

Question	Answer	Total marks
08.3	The reference to the total cell (D6) changes when the formula is copied; The formula uses a relative reference (instead of a fixed reference); A. D6 changes when copied R. vague responses with no reference to cell reference behaviour Fix by using an absolute reference; \$D\$6; D\$6; R. \$D6 I. Case Max 1 from each section Max 2	2 AO2 = 2

Question	Answer	Total marks
08.4	=IF(B2 > 40, "Best Seller", "Standard") Correct function and condition; Correct second and third parameters (and no other); A. Minor syntax errors so long as function and logic are correct. I. Case DPT missing = Note: Penalise first omission of equals sign prefix in 08.1, 08.2 and 08.4 and DPT thereafter.	2 AO3 = 2

Question	Answer	Total marks
09.1	Sets the title of the web page; The title is shown in the browser tab / as window title; R. Answers that confuse page title with the headings displayed within the page. Max 1	1 AO1 = 1

Question	Answer	Total marks
09.2	H1 // Welcome to the Shop; I. Case	1 AO2 = 1

Question	Answer	Total marks
09.3	<pre>p { font-size: 18px; }</pre> Award up to 3 marks for: Using the <code>p{ }</code> selector; Using the <code>font-size</code> property; Using <code>18px</code> for the font size; R. Missing <code>px</code> Max 2 if any errors I. Case, spacing, indentation I. Misplaced/missing/additional <code>;</code> or <code>:</code> I. Type of braces used for <code>p{ }</code>	3 AO3 = 3

Question	Answer	Total marks
09.4	Provides text description of the image; Allows screen readers to describe the image to visually impaired users; Max 1	1 AO1 = 1

Question	Answer	Total marks
09.5	<pre> Water Juice Cereal Bar Apple </pre> Each item included in the correct order; Opening and closing the correct tags; Max 1 if any errors I. case, spacing, indentation I. misplaced/missing/additional ; or : I. shape of angle brackets	2 AO3 = 2

Question	Answer	Total marks
10.1	3;	1 AO2 = 1

Question	Answer	Total marks
10.2	StudentID;	1 AO2 = 1

Question	Answer	Total marks
10.3	Boolean;	1 AO2 = 1

Question	Answer	Total marks
10.4	Inconsistent data type (text vs number) means values are treated differently (e.g. Ten and 10); Searching, sorting or filtering by year group may not work correctly; Use data validation to restrict entries to valid values; Use a drop-down list to ensure consistent input; Max 1 from each list Max 2	2 AO2 = 2

Question	Answer	Total marks
10.5	- the shop must protect customers' privacy; - there is a risk of unauthorised access; - personal data could be used to impersonate an individual / commit identity theft / fraud; - personal data can be misused (if not protected); - potential loss of trust / damage to the shop's reputation; - to reduce the risk of personal data being stolen, leaked or exposed in a data breach; - organisations have an ethical responsibility when storing and using personal data; - to comply with data protection legislation / legal requirements; Max 3 Additional guidance: Responses should focus on why the shop should store data securely, not how to protect the data.	3 AO2 = 3

Section C

Question	Answer	Total marks
11.1	Award 2 marks for a response that includes: • A valid description of how a built-in tool is used • A clear explanation of how this affects customer trust. Award 1 mark for either of: • A valid description with limited or unclear link to trust • A simple statement about trust with little development Examples include: • Messaging tools allow the charity to communicate directly with customers, which can increase confidence in the organisation as a reliable seller. • If messages go unanswered or are delayed, customers may feel the organisation is unreliable, reducing trust. • Seller ratings allow customers to see feedback from previous buyers, helping them judge whether the charity is trustworthy. • Negative ratings or reviews can damage the organisation's reputation, reducing customers' willingness to buy. • Using built-in tools to communicate and engage with customers can help the organisation build and maintain trust. Additional guidance: • Responses may describe either a positive or negative impact on trust. • The description and the effect on trust must be clearly linked for full marks. Max 2	2 AO2 = 2

Question	Answer	Total marks
11.2	Award 1 mark for a valid method of protecting customer payment data. Examples include: • Encryption; • Use of secure payment systems; • Use of HTTPS (secure connection); • Use of passwords / authentication to restrict access; • Limiting access to authorised users; • Not storing payment details directly; • Only collecting necessary personal / payment data; Max 1	1 AO1 = 1

Question	Answer			Total marks															
11.3	<table><tr><th>Level</th><th>Description</th><th>Marks</th></tr><tr><td>3</td><td>A well-developed evaluation that considers both benefits and risk/drawbacks with supporting detail that shows clear understanding of platforms. Arguments are balanced and supported and a justified conclusion is reached that weighs up the evidence.</td><td>7-9</td></tr><tr><td>2</td><td>Some evaluation of benefits and/or risks/drawbacks with relevant detail that shows some understanding of platforms. Response may be unbalanced and/or include a limited conclusion that may not be fully supported by the arguments made.</td><td>4-6</td></tr><tr><td>1</td><td>May identify benefits and/or risks/drawbacks but with little development. Little or no attempt at evaluation or conclusion.</td><td>1-3</td></tr><tr><td>0</td><td>No relevant content.</td><td>0</td></tr></table>	Level	Description	Marks	3	A well-developed evaluation that considers both benefits and risk/drawbacks with supporting detail that shows clear understanding of platforms. Arguments are balanced and supported and a justified conclusion is reached that weighs up the evidence.	7-9	2	Some evaluation of benefits and/or risks/drawbacks with relevant detail that shows some understanding of platforms. Response may be unbalanced and/or include a limited conclusion that may not be fully supported by the arguments made.	4-6	1	May identify benefits and/or risks/drawbacks but with little development. Little or no attempt at evaluation or conclusion.	1-3	0	No relevant content.	0	Indicative content Benefits: - Online platforms allow small organisations to reach audiences beyond their local area, increasing their potential customer base. - Digital platforms enable organisations to promote and distribute products or services to users who would not be accessible through a physical shop alone. - Built-in tools such as messaging and payment systems allow organisations to communicate and transact with customers without needing to develop their own systems. - Platforms connect organisations with audiences, helping to promote their work and generate income. - Digital platforms allow products or services to be accessed at any time, increasing opportunities for sales. - Lower costs compared to setting up and maintaining physical premises or independent digital systems. Risks and drawbacks: - The organisation is dependent on a third-party platform to operate and sell products. - The platform may charge fees or commission, reducing overall income. - The organisation has limited control over how content is displayed or promoted due to platform algorithms. - Negative reviews or ratings can damage the organisation’s reputation and reduce customer trust.		
	Level	Description	Marks																
	3	A well-developed evaluation that considers both benefits and risk/drawbacks with supporting detail that shows clear understanding of platforms. Arguments are balanced and supported and a justified conclusion is reached that weighs up the evidence.	7-9																
	2	Some evaluation of benefits and/or risks/drawbacks with relevant detail that shows some understanding of platforms. Response may be unbalanced and/or include a limited conclusion that may not be fully supported by the arguments made.	4-6																
	1	May identify benefits and/or risks/drawbacks but with little development. Little or no attempt at evaluation or conclusion.	1-3																
	0	No relevant content.	0																

	• The organisation may be affected by platform issues such as downtime, technical faults or security breaches. • The organisation is responsible for ensuring that customer data is stored and used securely. • If data is not protected appropriately, there is a risk of unauthorised access or misuse of information. • Reliance on digital infrastructure and connectivity means interruptions can lead to loss of sales or reduced access. Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.	
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