



L-Università
ta' Malta

MATSEC
Examinations Board



Examiners' Report
IM Information Technology
First Session 2025

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A. STATISTICAL INFORMATION

The total number of candidates who registered to sit for Intermediate Information Technology was 79. Table 1 shows the distribution of grades for the Information Technology Intermediate Matriculation 2025 First Session of the examination.

GRADE	A	B	C	D	E	F	ABS	TOTAL
NUMBER	4	10	10	21	14	6	14	79
% OF TOTAL	5.1	12.7	12.7	26.6	17.7	7.6	17.7	100

Table 1: Distribution of grades for IM IT 2025, First Session.

B. REMARKS ON THE WRITTEN EXAMINATION

Section A

Question 1

Most candidates correctly identified key data components such as data collection, processing, and storage. However, they did not apply these components with specific examples to the EduLearn scenario, indicating a lack of contextual understanding.

Candidates generally struggled to correctly identify valid internal and external data sources. Common errors for internal sources included overly generic answers like "Candidate only" or "educator only." For external sources, examples such as "information from Google" or "private lessons" were frequently given, with some candidates providing the same example for both.

Some candidates were unable to articulate the benefits of how the EduLearn platform supports decision-making. They failed to discuss crucial aspects such as resource allocation, performance monitoring, and strategic planning from an administrative perspective, or personalised learning, assessment and feedback, and curriculum development from an educator's perspective.

Most candidates demonstrated a good understanding of what a data warehouse is and correctly stated its two benefits.

The majority of candidates lacked knowledge regarding the features of RFID technology, either leaving this section blank or providing incorrect examples of its application within the given scenario. Conversely, correct examples for QR codes were widely provided.

Some candidates failed to give appropriate examples of IoT applications relevant to the EduLearn scenario.

Candidates focused primarily on how data breaches occur rather than discussing the significant impact data breaches could have on candidate privacy and institutional reputation. Furthermore, most, if not all, candidates failed to address mitigating these risks.

Question 2

This was an optional question focused on the System Development Lifecycle. Most candidates demonstrated awareness of the main stages. However, in part (a), some did not list the stages in the correct order, which subsequently affected their responses to parts (b) and (c), leading to incorrect answers. Part (d), which asked candidates to list and explain the characteristics of an effective project manager, was generally well answered. Similarly, in part (e), most candidates were able to appropriately describe how resource management can influence the quality and success of application development.

Question 3

This was another optional question, covering the topics of Von Neumann architecture, embedded systems, solid-state drives (SSDs) and hard disk drives (HDDs), as well as the difference between batch and real-time processing.

In part (a), most candidates demonstrated a solid understanding of the Von Neumann architecture and were able to draw it accurately. In part (b), they successfully provided examples of embedded systems found in household appliances. For part (c), candidates generally showed good understanding when comparing and contrasting SSDs and HDDs, and many were also able to give relevant examples of real-world applications such as 3D printing (part (d)). However, there was some confusion among candidates in part (e), as many mixed up the concepts and examples of batch and real-time processing.

Question 4

This optional question focused on networks. Most candidates who chose this question were able to define the term "network" and provide a relevant everyday example (part (a)). They also demonstrated understanding of its advantages and disadvantages (part (b)) and were generally able to give examples of how cloud computing is used in business (part (e)). In part (c), candidates were able to compare and contrast LAN and WAN effectively in terms of geographic scope. However, many failed to provide typical use-case examples, which affected the completeness of their answers. Lastly, while most candidates were familiar with the star topology (part (d)), not all explained it clearly. Those who performed better in this part typically began by drawing the topology and then proceeded to describe its characteristics, advantages, and disadvantages (despite these not being explicitly requested).

Section B

Question 1

Candidates had to choose between this question or Question 2 from this section. Almost all candidates opted for this question, which focused on e-business, e-commerce, B2B, B2C, and e-markets. Overall, most candidates performed well across the various parts of the question. However, many encountered difficulty in part (c), which required them to explain B2B and B2C concepts. While some candidates were able to define the terms to a certain extent, others merely repeated the abbreviations without further explanation. A significant number struggled to provide accurate and relevant examples to illustrate the differences between the two models.

Question 2

Only five candidates opted for this question, which focused on sustainability. However, those who chose it performed very well. They were able to define sustainability in the context of ICT, explain its significance, outline relevant storage techniques, and describe how IoT can contribute to sustainable practices (parts (a) - (d)). Some candidates experienced slight difficulty with part (e), which required them to provide examples of automation in manufacturing and transport. Nevertheless, nearly all were able to answer part (f), which addressed health and safety, with accuracy.

Section C

Question 1

This was a compulsory question focused on database systems. Unfortunately, overall candidate performance in this question was poor. In part (a), most candidates struggled with basic definitions. Many were even unable to correctly define a primary key (part (g)). Only a few accurately identified it as a unique identifier. Candidates also found it challenging to identify, describe, compare and contrast, and draw two types of database systems (parts (c) to (e)). These sections were often either incomplete or incorrect. Having said that, most candidates were able to answer part (b), which asked why databases are important, with reasonable accuracy.

Question 2

This was an optional question on software concepts, and it was chosen by the majority of candidates. In part (a), most candidates were able to define the term software correctly. However, in part (b), which asked for an explanation of different types of software licenses in terms of both usage and licensing, many candidates focused solely on usage and overlooked the licensing aspect. Part (c), which addressed intellectual property, was answered correctly by most candidates. In contrast, part (d) proved more challenging. Some candidates misunderstood the concept of software portability, describing it as portable physical devices, while others confused it with downward compatibility. Although a few candidates correctly defined both software portability and downward compatibility, their answers often lacked sufficient justification.

Question 3

This was another optional question, focusing on the World Wide Web. Most candidates were able to define the key terms in part (a) and explain the purpose of a URL in part (c). However, nearly all candidates answered part (b), which asked about the essential features of a web browser, incorrectly. Part (d) required candidates to identify and describe the components of a URL. While some were unfamiliar with the technical terminology, many were still able to describe the components accurately in their own words.

Chairperson

Examination Panel 2025