It is a shame that the students were not presented with the complete paper at the beginning so that they will not have immediate sight of the easiest question to boost their confidence.

The standard of presentation in many cases is appalling with no attempt to put space between answers to different sections and a propensity for some to write from the fold, across the margin to the edge of the page. In many instances where a list or a table would have conveyed structured thought, students tended to use long paragraphs from which answers to the questions had to be distilled. It took a moment to realise that the student was referring to a 'spoofed wireless connection' when he/she had written 'clone wife'!

Many opportunities for marks were missed by just regurgitating facts rather than creating a thoughtful argument. For example, when asked to explain why good governance is a prerequisite for security, few students showed that they understood why security is a challenge and listed the components of governance as the proof. As with the coursework, it was stressed throughout lectures that we were testing for a student's understanding of implementation, not an opportunity to write a wikipedia entry.

It was a shame to read - in answer to a question about stakeholders - that the likely key users in governing a bank's information system are the doctors and nurses (a component of the coursework assignment). Another student had learnt a model answer from a sample paper and then used it without realising that the case study from the sample paper was not used this year.