



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback
Summer 2019

Pearson Edexcel International GCSE in
Information and Communication Technology
(4IT1)

Paper 02 Practical Paper

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at:

www.pearson.com/uk

Grade Boundaries

Grade boundaries for all papers can be found on the website at:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

Summer 2019

Publications Code 4IT1_02_1906_ER

All the material in this publication is copyright

© Pearson Education Ltd 2019

General Comments

This was the first series of the 2017 Specification of Pearson's International GCSE ICT.

There were approximately 4700 students for the practical paper in this series. The majority of students submitted work for all tasks.

Students who did not submit all tasks generally failed to submit work for Activity 3 – Web Authoring and / or Activity 4 – Presentation Software.

Students lost marks because a lack of attention to detail. For example:

- 14 marks were available for entering correct formulae into a spreadsheet. Some students failed to gain many of marks for this because they did not submit a formula view of the spreadsheet. Often, other printouts suggested that they may have done correct calculations. A small number of students lost marks because they failed to submit a printout of the data view when required. In these cases, it was not possible to award some of the formatting marks.
- Where screen shot evidence was required, many students lost marks because their screen shots were cropped or resized so that the vital information was not visible or not readable.
- It should be noted that the nature of this examination requires students to enter their details before printing to avoid suspicions of collusion by students. The instructions appear quite clearly in the question paper and in the specification and in the Instructions for the Conduct of the Examination (ICE) document.

Examiners were pleased to note that there was little evidence that students accessed the internet during the examination. Internet usage during this examination is a breach of the regulations and may result in students being disqualified.

Examiners noted that most students were able to complete all the tasks required, though a small number did not complete all activities.

Data files

There were very few issues with the data files reported to Pearson.

These files are produced in different formats so that centre staff can make sure that the files open using the software available during the examination. It should also be noted that only the appropriate version of the files should be available for students.

Centre staff are reminded that the data files must remain confidential until after the end of the examination window printed on the front cover of the paper. It is a breach of the regulations for staff to discuss the contents of the data files with students. They are made available before the examination in order that a member of staff can check that the files work with the hardware and software available during the examination. After they have been checked, the files should be copied into the students' examination

folders. A second copy in a sub-folder of the students' exam folder is useful to enable them to re-start tasks should they wish to do so.

Labelling and printing

Centre staff should remind students that it is a requirement of this examination that typed students' details are expected on all printouts.

Some examiners noted that the quality of printout varied considerably. Centres should try to ensure that the printer is capable of producing satisfactory output during the examination window. The poor quality of some printout is often to the disadvantage of the student when the examiner cannot read or distinguish what the student has produced. Students need to check that the quality of the printout provides the evidence necessary to give credit to their work.

Examiners reported that students at several centres did not collate their work in the correct order. It was also noted that they often did not attach their scripts to the cover sheet in the correct manner. This was often repeated by all students at a centre which suggests that they had been incorrectly instructed by centre staff. The cover sheet, when opened, has a punched hole in the top left corner. Students should punch a hole approximately 1cm from the top left corner of the front of each printout, then attach the printouts to the cover sheet so that when the cover sheet is opened by the examiner the students' work is face up on the left with the marking grid on the right. Students at some centres make it very difficult for the examiner to gain access to the work by the way they submit their work. It is not helpful if the front and back cover are included in the tag. Also, it would be helpful to examiners if thin cotton was not used as the pages tied in this manner tend to tear easily.

Examiners also noted that the work from some centres was not sorted into the same order as the attendance lists.

Resources

There are two sets of Sample Assessment Materials available on the Pearson website. In addition, centre staff are reminded that Pearson offer the 'Ask the Expert' facility on its website where Senior Examiners can answer questions from staff about the specification and examinations.

Specific Comments

The examination consisted of 6 activities based on the theme of diving holidays.

Activity 1: Graphics Software

In A1a, students were asked to edit a logo to remove the background and to include the name of the company. They were then asked to comment on why it would not be appropriate to use a bitmap image for a logo

Most students attempted to remove the background but not all managed to remove it all so did not achieve the mark. Responses for the written task were completed by some students but not all of these fully answered with an identification and an expansion. For example, stating that the image would be unsuitable if made smaller/larger was awarded a mark, but they did not go on to expand on this and comment on the pixilation of the image for the second mark.

Students should be reminded that where there is a two mark 'explain' question, they are awarded one mark for the identification and the second mark for the expansion.

Activity 2: Database Software

Students were provided with a database file with two tables of data about the diving holidays.

In Task A2a, students were asked to create a data entry form for the DESTINATIONS table. Most students created the form, but these did not always match the house style with the logo on the top left and the headings in bold and italics. Headings tended to be related to the destination, but few students centre aligned the field labels. Most students entered the correct data for A2b. Most students completed the sort activity correctly to be awarded the mark for A2c.

Task A2d required students to perform a query to find all the Blue Water boats that offered a 7 day liveaboard holiday. Most students searched for the existing Blue Water boats (Blue Water I and Blue Water II) but if any additional versions were added to the fleet then this search would not work. Students were expected to use the wildcard facility Like '*Blue Water*' which would include all boats regardless of the version (I, II or any others). Once the query had been completed, the results were required. Students were expected to display certain fields in order with the Holiday ID in descending order. Most students completed all bar the descending order and where their query was incorrect, they did not lose marks if the correct results were displayed from their query.

A2e required students to create another query for travellers to Thailand or the Philippines who had not completed a medical form. This should have resulted in four travellers and the details should have been presented in descending order of Client ID with this field, Contact email and Client name showing. The report should have been formatted to use a suitable heading and include the logo. Whilst the heading was usually awarded a mark, the logo was not included on many students' reports. Most

students included a report where there were too many records and some were in ascending order of Client ID.

Tasks A2fi to A2fiv required learners to show their understanding of databases. Most students achieved a mark for stating what is meant by a primary key, what is meant by a foreign key and what the relationship between the two tables was. However, few students showed an understanding of the advantages of using a relational database rather than a single table.

Activity 3: Web Authoring Software

Students were asked to create two linked web pages, following a given design and save them as .html files. Printouts of the html code was requested to enable marks to be awarded for the correct colours (background and text), the company name as H1, an image link, text set to <p> and an email link. Without the code these marks could not be awarded. For future series where code is required, students will only be required to print the code for named sections rather than the code for the whole website. They will also be asked to annotate the code.

Other marks for the web pages were for the content including text and images. All students included images but not all were appropriate and not all were square although most students attempted to align the images. Few students referred to the design given in the paper and were not awarded the mark for the home page being consistent with the design structure.

Most students inserted a table and included the appropriate information from the given document. Completing this and including the page heading 'Courses' allowed students to achieve full marks for A3aii. Where marks were lost, they tended to be for not inserting a table but using tabs instead to include the information. This led to the data not being aligned.

A3aiii and A3b were assessed via the html code so where this was not included, these marks could not be awarded. Some students annotated the changes to the code which enabled the examiner to award the marks without spending too much time looking through all the pages of code submitted. Where code was included there was usually evidence to show the students had used an appropriate link from the Home page to the Courses page or vice versa.

Students were asked to include one improvement to their website and to justify their choice. Whilst most included the improvement, they did not always provide a suitable justification (if any).

Activity 4: Using Spreadsheet Software

For this activity, students were provided with a spreadsheet that included two worksheets. When students were required to use formulae/functions, it was intended that they used both worksheets with references rather than copying content from worksheet one and including it into worksheet two.

Most students achieved marks for the inclusion of a heading and the formatting of the merged cells. B1bi required students to use functions to work out the cost, discount and courses referenced as C. The latter required the use of COUNTIF although there were a limited number of students who understood the use of this function. The use of VLOOKUPS was done well and most students used the link between the worksheets to reference the table array and almost all correctly identified B3 s the correct lookup value.

B1bii required students to include four formulae using the one or both worksheets to do so. Most understood how to use data from one worksheet to include in another and where this was done, it was usually done well. Of the four formulae, the one that caused more issues was the cost of the course with discount where students did not always consider the cost with the discount subtracted from it.

Most students achieved a mark for the replication of the formulae or functions.

The if statement was done well but where marks were lost they tended to be for including some data in the cell rather than a blank cell if a free kit bag was not offered.

Formatting of the spreadsheet to be shown in data view was usually done well for all but the headings being wrapped to use space efficiently. Most students included a printout to show the filtered results of the free kit bag.

Few learners achieved full marks for the chart as the values used were not the correct ones and usually included too many references. However, most students, if they did complete this task, received marks for the title and X and Y labels.

A3b required students to display three columns showing they could hide rather than delete cells. Where this was attempted, it was usually done well.

The theory part of spreadsheets was not done well and most students chose to not attempt the task. Other students although attempting the questions, did not understand the terms used. Although this is a more practical unit, students must be taught the theory behind the practical elements.

Activity 5: Presentation Software

There were quite a few centres where learners did not complete this task so no marks could be awarded. Students should use the SAMS and AddSAMS to practice completing a paper to allow sufficient time to complete all tasks.

For B4a there were 10 marks for including text and images and for formatting the slides. Few students followed the house style but most used an appropriate colour background, included suitable text and images and inserted the staff roles and names on the second slide.

To achieve the marks for transition, animation and hyperlinks, students must include screenshots as the examiner does not have access to the working presentations.

Students had taken the time to present the slides well and considered the use of hierarchy of headings and content, used bullets rather than long paragraphs of text and used suitable placement of text and images to enhance the presentation.

Where students had attempted the theory section of this question, most showed an understanding of the use of a master slide and the benefits. Similarly, most candidates received a mark for the reason to change default names.

General comments

Most students presented their work well and in the correct order. However, there were several centres where students presented work out of order and upside down.

In some instances, the quality of the printouts was poor and this did not allow students to access all marks as quite a lot of the work could not be seen.

Where screenshots are requested, please ensure they are not inappropriately cropped and are large enough to be read.

