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Moderator's Report Principal Moderator Feedback

Summer 2018

Pearson Edexcel International Advanced
Level (IAL)
In Information and Communication
Technology (WIT01) Paper 1

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General comments:

Much of the work seen was appropriate and gave the students good opportunities to meet the requirements of the specification. Students work covered the full range of marks available.

The aim should be to produce an e-book for an audience in 100 years' time.

The higher achieving students included an introduction on the first page outlining the audience and making it clear that the e-book is for a future audience. This often helped the students to focus on the purpose of the e-book and helped to ensure that it was fit for purpose.

The specification requires the e-book to be viewable in an internet browser.

The better examples have links to all sections and pages that can be accessed directly using a menu type approach.

Centre assessors made appropriate comments on the e-record sheets which were helpful, and showed how the marks were awarded, this often helps the moderator to agree the marks awarded by the centre. However, in some cases these were minimal. There were some instances where the e-record was missing altogether.

Strand A:

On-line services:

Centres are reminded to use the specification to teach the topics required for this strand. There was evidence of students spending a lot of time describing and evaluating one or two topics well, but then not attempting any more or doing the remaining topics briefly.

Higher achieving students produced very detailed descriptions of the purpose and function of each of the services, supported by good examples. They also included evaluative comments, sometimes in the form of advantages and disadvantages of the service.

The use of illustrations in the form of screen shots, photographs and, sometimes, video clips were demonstrated in work that achieved higher marks.

Students should provide examples and illustrations to support the points being made in their e-book. In some cases, the work was text based. This impacted on the available marks for strands D and E.

It should be noted that Quality of Written Communication should be taken into consideration in this strand. It is expected that the centre assessor comments on this in the e-record.

Strand B: Life in the information age

This strand assesses how the technologies available to us impact on personal life, social life and working life.

Sometimes students placed too much emphasis on how the technology works and did not, therefore, fully meet the criteria for this strand.

The more able students described how peoples' lives have been changed by the use of information technology, often using interviews with adults as a source of information.

Students should be encouraged to summarise and comment on the overall impact of ICT on life in the Information Age. This is essential to access the higher mark bands.

Work that achieved higher marks included interviews with the students peers, and other adults. In a few cases, students introduced a short video or audio interview with someone describing their use of social media and how it impacted on their life.

To gain marks above Mark Band (MB) 1, it is essential that students use research from a range of sources and not just the internet.

One of the main sources of evidence available to the moderator is the student's bibliography.

Students should provide examples and illustrations to support the points being made in their e-book. In some cases, the work seen was all text based. This impacted on the available marks for Strands D and E.

Strand C: Digital Divide

Overall, this strand was poorly attempted, although students who achieved in the higher mark bands provided detailed descriptions of at least three factors contributing to the digital divide and went on to look at the impact of the divide and the measures taken to bridge the gap. At the lower end of the mark range, students tended to describe the factors and then did not identify any measures taken to bridge the gap.

Many students had focussed on projects for bridging the divide without considering their impact. Some students listed or gave a brief comment on factors such as wealth and environment but did not evaluate the impact or the extent. Government measures to bridge the gap were rarely mentioned.

Students should provide examples and illustrations to support the points being made in their e-book. In some cases the work was all text based. This impacted on the available marks for Strands D and E.

Strand D: The e-book

The e-book should be designed to be used in a browser. However, some centres submitted a series of linked pdf files, which do not fully meet the specification requirements as an e-book. As a result, the assessor marks could not be supported.

The specification requires an e-book that can be read in a browser, the best approach is to use web authoring software, or other software that can create pages in html.

The e-book is intended for 100 years in the future, therefore, the inclusion of live internet links and / or YouTube videos which require a live link are not appropriate in the context of an e-book for the future.

Scrolling was an issue with a lot of e-books, which does not show full awareness of audience. When scrolling occurs it means that links are lost and the user cannot navigate without returning to the top of the page.

It is most important that the user can always navigate around the e-book without having to continually return to the home page.

Standard Ways of Working were mostly observed in that filenames were meaningful and Moderators were able to access the e-book. However, in some cases the filenames were obscure and the Moderator had difficulty in finding the start of the e-book.

Strand E: Components and structure

Most students used suitable readymade components, which related to the topic discussed.

Sometimes, students were unaware that the choice, positioning and mix of components had an effect on the e-books in terms of readability, and sometimes made the pages unfit for purpose.

The use of original components was, in the main, appropriate.

Students should use an adequate range of appropriate components to be awarded marks at the top end of the range. It is not sufficient to simply include components that are not in some way related to the page being look at.

Separate evidence of testing and design drawings were sometimes provided in the form of test plans, screen dumps, and page layout drawings. This is not necessary. Testing is demonstrated by the fact that a fully functioning e-book has been produced. No further evidence is required.

It is recommended that centres check the students e-books still function correctly after being copied onto the CDs. In some cases, the e-books did not function although marks in MB3 had been given by the assessor.

Strand F: Evaluation

In the most cases, this section was not done well as most students did not evaluate the e-book or their own performance. In these cases, students described what they had done to achieve the e-book and how they had used their time efficiently, sometimes saying what changes could be made given more time.

Students stated they had received feedback but did not provide direct evidence of it. Some students made recommendations for improvements but these were limited.

In most cases, the evaluation had been placed inside the e-book, which is not correct, it should be a separate document.

Standard Ways of Working:

In most cases, the only evidence the Moderator had for this aspect was the bibliography and the file structures and names used by the students.

The file size limit for the e-book should be noted and centres are advised that students should be made aware of the limits at the start of the project. This should form part of the initial design and planning. When students exceed the limits this should be taken into consideration when assessing Standard Ways of Working for the unit.

General Administration:

The sample should be sent to the Moderator on a single CD for each unit. The CD should contain all the students in the sample, the work of the highest and lowest scoring students should also be included as extras if not already in the sample selected. In some cases, each students e-book was on a separate CD which is not efficient for the moderation process.

In some cases, there was not a print-out of the students marks which makes moderation difficult.

In a few cases, the e-record was not included which means moderation cannot take place. The same is true when the Centre Authentication Sheet is missing.

Samples should be submitted with folders clearly labelled with centre number, student number and first 2 letters of surname and first letter of forename. It would help if the e-record sheet naming convention were the same.

In some cases, centres gave more marks to a strand than were available, the mark on the e-record differed from that on the website, and the addition of marks on the e-record was incorrect.

The centre assessor should use the e-record as an opportunity to help the Moderator find the evidence required to agree the marks given.

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