



Examiners' Report Principal Examiner Feedback

Summer 2022

Pearson Edexcel International GCSE
In Information and Communication
Technology (ICT)

(4IT1) Paper 02: Practical Paper

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General Comments

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

There were approximately 5,397 students for the practical paper in this series. Most students submitted work for all tasks. Tasks where work was not always submitted were Web Authoring Software and/or Word Processing Software.

This was the first time that work had been submitted electronically with examiners having access to the files rather than all evidence being assessed from screenshots. The database tasks were the only ones that remained as screenshots.

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 some 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.

Submitting evidence electronically

Centres are reminded that each student must have their evidence placed in a folder. It is this folder that must be compressed and submitted. Where evidence was submitted as individual files for each student, centres were requested to resubmit correctly.

Resources

There are two sets of Sample Assessment Materials, the June 2019, November 2020, June 2021, November 2021 and June 2022 examination papers 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 five activities based on the theme of a party planning company.

Activity 1: Graphics Software

Task A1a required students to identify weaknesses of an existing image. Most students gained a mark for this.

In A1b, students were provided with a logo sketch and asked to create a logo based on the design. Whilst most students created suitable logos and followed the requirements of the task, some just scanned the sketch and filled with colour. This was not acceptable, and few marks were awarded where this was done. One of the requirements was to include a shadow behind or reflection on the logo but some students included the shadow on the floor. Where this was done, the mark was not awarded.

A1c required students to give two features of bitmap images. Most gained a mark for mentioning the use of pixels but some students covered the disadvantages such as the large file size and that images are pixelated when enlarged. Whilst this was not the intended question, on this occasion marks were awarded.

Activity 2: Database Software

Students were provided with a database file with two tables. One table had been completed with data on the parties whilst the other was empty.

In Task A2a, students were asked to create a data entry form for the PARTIES table. Most students created the form, but these did not always include appropriate evidence to support the inclusion of 2pt borders for the field names. Most students entered the automated date and time and provided the required screenshot for the form. Few students included the save button.

Task A3b required students to perform a query to find parties that were booked in 2004 with more than 50 guests where a deposit had been paid. Where this was attempted, marks were usually awarded. Once the query had been completed, the results were required. Students were expected to display certain fields in order (Party Type, Party Date, Customer ID and Number of Guests) with the Number of Guests in descending order. Most students achieved the marks for this task.

A2c required students to create another query for parties that wanted Catering and Venue Decoration. This should have resulted in 15 parties and the details should have been presented with the fields in order of Customer ID, Party Type and Party Date with ascending order on Party Date. The report should have been formatted to use a suitable heading without any truncation on the heading or the fields. Some students included a title that was not appropriate and did not inform the viewer of the report content whilst others included too many records to meet the required criteria. Most students included a header Party Planning and placed it appropriately.

Tasks A2di to A2eii required students to show their understanding of databases. Few students achieved marks for this section as although they showed use of the skills required to carry out the practical tasks, they achieved very few marks for the theory behind the use of databases. Where marks were awarded, they tended to be for an appropriate data type for a telephone number and the most appropriate field size. Marks were awarded for entering data into the blank table and most students achieved both marks. Very few students gained marks for understanding the use of 'limit to list' on a lookup list.

Activity 3: Web Authoring Software

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

For A3ai there were six marks available for the creation of a page template. Students usually achieved most marks and where marks were not awarded it tended to be for the use of the sans-serif font on some given text.

A3aii required students to create the Home page based on given requirements and the area where marks were lost was for the creation of a html table and some formatting of the table.

A3aiii was the creation of the Birthday page, and most students achieved the marks for the images but the different colour footer and the email link were sometimes missing.

Activity 4: Using Spreadsheet Software

For this activity, students were provided with a spreadsheet that included three worksheets (one included a chart). 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 pasting it into worksheet two.

Most students achieved marks for the inclusion of a heading and the formatting of the merged cells. Few students achieved the mark for inserting an automated date and time with some either just keying them in or inserting them then formatting the cell so only the date was showing.

B1bi required students to use functions to work out the Cost per guest. Most students correctly used the VLOOKUP function to achieve full marks for this section.

B1bii to B1bv required students to a range of formulae and functions. Most students were awarded the marks although where marks were lost this tended to be for the IF statement where they had to display the cost with the discount deducted. The use of COUNTIF was done well by most students. Most understood how to use data from one worksheet to include in another and where this was done, it was usually done well.

Formatting of the spreadsheet to be shown in data view was usually done well for all but the inclusion of gridlines when the spreadsheet was printed.

A chart was provided for learners to add a title and axis labels. Whilst the labels were usually appropriate, the title was too generic.

The theory part of spreadsheet task was not answered that well for explaining the use of absolute referencing and explaining why an automated date and time field is used. Where explain questions are asked, students are expected to make an identification and then continue to explain it. For example, explain one reason why absolute referencing is used in a spreadsheet. The response should identify the reason 'formulae and functions can be replicated' for the first mark then to say why this happens 'because cell references do not change' would be awarded the second mark. Students tended to stop after one response which was usually the reference to the cell reference not changing.

Activity 5: Word Processing Software

Students were provided with a letter for them to include an appropriate subject and complimentary close to comply with standard practices. In addition to this they were asked to include merged fields in a given location. A Merge document was then required to display three letters with the placeholders removed and appropriate spacing between the merge fields. Most students gained marks for this activity.

The theory section of this task was completed fairly well and marks tended to be awarded for an advantage of using mail merge (although this was not always explained but just a statement) and the software facility used to ensure accuracy. Few students showed an understanding of data and information.

General comments

Please ensure work is submitted as requested for future series in individual compressed folders for each student.

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