

Moderators' Report/
Principal Moderator Feedback

Summer 2015

Pearson Edexcel GCE
In Applied ICT (6951)
Paper 01 The Information Age

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

Summer 2015

Publications Code UA040805*

All the material in this publication is copyright

© Pearson Education Ltd 2015

General comments

The majority work seen was appropriate and gave the students good opportunities to meet the requirements of the specification. Work was seen covering the full range of marks.

The aim should be to produce an e-book for an audience in 100 years' time. The more able students included an introduction on the first page outlining the audience and making clear that it is for people in the future. This often helped the students to focus on the purpose of the e-book and helped to ensure it was fit for purpose and audience.

Centres are reminded that the e-book should only use file formats that are listed in the moderator's tool kit. There were still examples of work submitted in inappropriate file formats.

The e-book should be viewable in an internet browser.

Most 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.

Stand (a) On-line services:

A good range of marks were awarded for this section with some students scoring full marks in this section.

Centres are reminded to use the specification to teach the topics required for this stand, there was some evidence of students spending a lot of time describing and evaluating topics that are not in the specification, this affected the accessibility of marks.

There were also examples of work simply copied from source without the student evaluating or commenting on the text copied.

The more able students produced very detailed descriptions where they defined the purpose and functions 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.

Some good examples were seen in which students described the facilities and services available, and evaluated them in terms of their functionality. The best work uses illustrations in the form of screen shots, photographs and sometimes small video clips to show for example how email is used.

It is important that the students provide examples and illustrations to support the points being made in their e-book, and to keep the reader engaged in the topic.

Stand (b) Life in the information age:

This strand is about how the technologies available to us impacts on personal life, social life and working life. The majority of students are now covering this section correctly, however, there are some who still place too much emphasis on how the technology works.

The more able students describe how peoples' lives have been changed by the use of information technology, often using interviews with adults as a source of information. Some also take this as an opportunity to demonstrate recording skills by including brief sound files of the interview. 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 ranges.

Some of the best work includes interviews with student's peers, and other adults, there were some good examples where students used the opportunity to introduce a short video or audio interview where, for example, someone describes their use of email.

It is also essential that in this section students use research from a range of sources and not just the internet, as is often the case. To gain marks above MB1 students must use sources of information other than the internet. One of the main sources of evidence available to the moderator is the student's bibliography. Frequently this consisted of a list of URLs and nothing more.

Stand (c) Digital Divide:

An improvement in the coverage of this strand was noticed, there were some good examples of work in MB2 and MB3.

Students who achieved in the higher mark bands gave a detailed description of at least 3 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 tend to describe the factors but then fail to identify any measures taken to bridge the gap and therefore could not be awarded higher marks.

Some of the higher level students use specific examples of working projects both at home and overseas that attempt to bridge the divide. However, many students had focussed on projects for bridging the divide without considering their impact.

Students often 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.

Stand (d) The e-book:

The choice of software to produce the e-book has a major impact on this strand. Most students used appropriate software, although some centres still submitted a series of linked pdf files which do not meet the specification requirements as an e-book.

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, however, there were examples of language used in the e-book that did not match this purpose, and there were still examples where the work appeared to be written as a report to the teacher or in the form of a class presentation. The inclusion of live internet links and YouTube videos which require a live link are not appropriate in the context of an e-book for the future.

Scrolling is becoming less of an issue, with better students using a variety of techniques to reduce scrolling or using frames and style sheets to reduce the effect of the reader. The most important thing is that the user is always able to navigate around the e-book and that vital links are not lost if the page scrolls.

Standard ways of working were not always observed in that filenames were not meaningful and external assessors had difficulty in finding the start of the e-book.

Stand (e) Components and structure:

More able students used suitable readymade components which related to the topic discussed. Less able students often included inappropriate multimedia, for example in the form of un-necessary animated gif files. Occasionally the students seemed to be unaware that the choice, positioning and mix of components had an effect on the e-books.

The use of original components is still rather weak. Students must 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 are still often provided in the form of test plans, screen dumps, and page layout drawings. As stated in previous examiner reports this is not necessary. Testing is demonstrated by the fact that a fully functioning e-book has been produced. No further evidence is required

Stand (f) Evaluation:

The higher achieving students attempted this aspect well and evaluated both their own performance and the performance of the e-book. They also incorporated feedback and made recommendations for improvements. In most cases the evaluation had been placed correctly outside of the e-book.

Standard Ways of Working

In most cases the only evidence the external assessors had for this aspect was the bibliography and the file structures and names used by the students. In some cases it was difficult to locate the e-book or e-portfolios of students as these were often not well named.

Bibliographies are the main source of evidence to support the range of sources of information used by the student. Too many students still give search engines as the source of the information when clearly the source was a website found using the search engine. Many students only quoted web sites, however, the specification requires a wide range of different sources to use for strands (b) and (c).

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.

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

[Centre #]_ [student #] _ [first two letters of surname] _ [first letter of forename].

The centre assessor should use the e-record as an opportunity to help the moderator find the evidence required to agree the marks given. The comments by centres often contained only 1 line comments, in other cases no comments at all were provided. Some centres placed all units on the same CD. This can cause problems for the moderation team as samples of units frequently need to be sent to different people during the moderation process.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

