

Moderators' Report/  
Principal Moderator Feedback

Summer 2016

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

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## **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 available.

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

The e-book should be viewable in an internet browser best examples have links to all sections and pages that can be accessed directly from a menu type approach.

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.

### **Strand (a) On-line services:**

A full range of marks were awarded for this section.

Centres are reminded to use the specification to teach the topics required for this strand, there was some evidence of students spending a lot of time describing and evaluating topics that are not in the specification, with the result that the marks awarded by the centre could not be supported.

Better students produced very detailed descriptions describing 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.

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 and impacted on the marks available in other strands for the e-book construction.

### **Strand (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. There are some students who still place too much emphasis on how the technology works and do not therefore fully meet the criteria for this strand.

The better students describe 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 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, for example someone describing their use of social media and how this impacted on their life.

It is 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.

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 and impacted on the marks available in other strands for the e-book construction.

### **Strand (c) Digital Divide:**

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 better 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 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 and impacted on the marks available in other strands for the e-book construction.

### **Strand (d) The e-book:**

The e-book should be designed to be used in a browser; however some centres still submitted a series of linked pdf files which do not fully meet the

specification requirements as an e-book. As a result 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, 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 on 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.

### **Strand (e) Components and structure:**

Better 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 in terms of readability, and sometimes made the pages unfit for purpose.

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

### **Strand (f) Evaluation:**

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

## **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.

The files size limit for the e-portfolio 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.

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

**[centre #]\_[student #]\_[first two letters of surname]\_[first letter of forename].**

The centre assessor should use the erecord as an opportunity to help the moderator find the evidence required to agree the marks given.

## **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>

