Moderators' Report/
Principal Moderator Feedback

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Pearson Edexcel GCE
In Applied ICT (6963)
Paper 01 Web Management

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General comments

There was a relatively small amount of centres submitting during this window. Evidence for all strands was generally improved from previous years but several centres could improve the quality of the web sites produced. There were examples where the published web site did not contain several features identified in the evidence.

Assessment greatly improved during this window and the records of assessment were generally excellent, being clear and informative. E-Portfolios were also very clear and easy to navigate. However, the unorganised e-Portfolios seen generally presented the work that was not assessed to national standards.

Strand (a)

Centres assessing to national standards presented focused evidence easily accessed using clear links for each of the strand requirements. Supporting screen shot evidence of testing was provided in these centres and the students understood the whole process of publishing and hosting web sites.

Several student cohorts provided a multitude of comparisons of hosting companies which is not required. In fact, this could be detrimental when the student comes to justify their choice of host; in so far as choosing from eight equally suitable companies would be so much more difficult to justify than choosing from two. These comparisons are not really required by the specification either. The student should concentrate on describing host services generally available and then choosing a host based on the stated client requirements, justifying their choice. It is not a requirement to compare host providers at all.

Mark band 2 requires that the student explains why the client needs web hosting. Too many centres focus on the types of hosting available, describing the costs and equipment involved. The students should focus on what benefits the client's product or service would gain in publishing a web site on the internet depending on the product i.e. increase in sales, develop awareness, promote ideas etc.

Evidence for testing on-line varied from centre to centre. Where it was supported by clear screen shots, to show the errors found, and a few tests in different browsers, students generally gained high marks. Several centres are still providing unsupported tables of vast amounts of link testing that simply say "tested okay".

Strand (b)

Several new strategies were seen that demonstrated centres keeping informed of the world of web design. However, there were still centres working towards the previous version of the specification, who still counted Meta Tags and Titles as two strategies when they are clearly both part of SEO.

The variety of the strategies implemented was also disappointing. META Tags and Invisible text were often the only strategies chosen and these are well known to be ineffective in getting your web site known. However, too many students claimed great success after implementation which demonstrates a lack of understanding of the promotion arena. The more successful web sites all used social media to promote to friends and family, which is more sensible.

Strand (c)

Generally well evidenced and assessed to national standards. Feedback forms continue to be improved with several professional forms seen from the students in this window. This has to be applauded.

There were one or two examples where the on-line form was not attached to the site itself. Testing on-line should be carried out as part of the site.

Strand (d)

The quality of technical documents continues to be a factor. The students should provide information to allow maintenance of the site by someone other than the author. Several centres basically repeated the evidence from strands (a), (b) and (c).

Evidence of maintenance still contained changes made to the site to upgrade it from Unit 6955. This is not suitable evidence. The site must be complete and upgraded with all promotion strategies and feedback forms before publishing. Updates should focus on changes in content such as news feeds, new products, seasonal events, etc.

There was an increase in the number of students using on-line accessibility tools such as WAVE. This was seen across all grades and should be continued as good practise.

Strand (e)

This strand was generally assessed and evidenced to national standards with some very good use of statistical analysis.

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