

# Examiners' Report

June 2010

Principal Learning

## Information Technology Level 1 Controlled Assessments

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# Principal Examiners' Report

## Principal Learning - Information Technology - Level 1

### General Comments

Each piece of work being submitted for moderation must have a Candidate Record Sheet (CRS) attached. The CRS should be full completed with centre details (name and number), learner details (name and number), signatures (both learner and assessor), dates and marks. There should be a statement to indicate the level of guidance provided.

Centres must ensure that the marks entered online are the same as those recorded on the CRS.

Some Domain Assessors internally verified the work being presented for moderation and submitted appropriate documentation to show this had taken place. This is considered good practice and should be carried out by all Domain Assessors for future series. However, where marks are altered after internal verification the centre must ensure the correct marks are entered online.

The two multimedia products produced for IT106 must be presented in electronic format (CD) and should have clearly labelled folders for each learners work.

Learners should be encouraged to present the work by learning outcome with appropriate headings introducing it. Some assessors annotated the work to show where each of the learning outcomes had been met and made a note of the page numbers on the CRS. This was very helpful to the moderation process.

Whilst centres are not expected to provide evidence for mark grid B it is suggested that some form of witness statement (personalised for each learner) is presented so the moderator can see what was done to be awarded the marks.

Most centres included the relevant assignment for each unit and this is essential as the moderator can then see what the learners have been asked to do.



## Level 1 Unit 2 - The Impact of Technology

### LO.1 Technology in Organisations

Learners were required to provide a description of the technology used in two organisations, including reasons for its use. In addition to this, for marks to be awarded in the top mark band, they need to provide notes on how the technology benefits the organisation such as improved efficiency, increased profits, improved communication, security and the ability to access new markets.

Most learners looked at two organisations, but some still tended to describe the organisations rather than the technologies used. When the technologies were mentioned the descriptions were usually very brief and benefits of the technology to the organisation were often missing. Learners should concentrate on the technologies the organisation uses for such things as administration, control and monitoring, education and training, mobile working, marketing, sales and security.

### LO.2 Impact of Technology on Individuals and Society

Learners are required to provide examples of how individuals use technology to live, work, learn and socialise with comments on how it affects them. They should have also given an example of the impact of technology on society.

There was the opportunity here for learners to make the most of their own experiences of their uses of technology which would have allowed them to provide information on how it affects them. However many learners did not link any technology to themselves, just wrote about its impact on individuals in general. Most learners covered the impact of technology on society with reference to the digital divide and virtual communities.

Some learners presented their work as posters, leaflets or as a PowerPoint presentation and added illustrations which made the work more interesting.



## Level 1 Unit 3 - Working with People

### LO.1 Communication Media

Learners were required to produce comments about the three types of communication media in business contexts and their use. The types of communications that should have been covered were digital, print and spoken. Most learners covered each of the three types of communication media, some far too briefly, but few mentioned their use and they were not linked to business. Some learners just cut and pasted information from the websites and did not include any comments of their own on the uses of different media types such as informing customers, getting the message across, attracting attention, entertainment, education and persuasion.

There was also a requirement for learners to comment on their choice of publication for the team task. It is recommended that learners include comments on why the decision was made to choose those publications and why others were rejected. Some learners produced a list of the publications they were going to produce, but many learners missed out this part of the learning outcome thus reducing their marks. The learners that did identify their publications forgot to say why they were going to use the publications and why others were rejected. Comments should focus on the choice of publication rather than the publication itself.

### LO2,3,4 Communicating a Message, Forming a Team and Team Planning

Learners were required to produce a team plan with comments made throughout the project on team discussions and decisions made. The team should have produced some business related communications that presented both textual and numerical information and each learner should have made some contribution to the team effort to communicate a message.

Some very basic team plans were submitted by most learners as a starting point, but usually the plans were not referred to again during the project. Most plans were included because the learners had been set a task to produce a plan but once they were done they were then ignored. Diaries and reports were also submitted as plans, these can be used for comments as the work progresses but they are not plans. Regardless of the complexity of the project there should be a suitable plan - a list of tasks with a start and end date for each and an estimated time for each of the tasks should be included as a minimum requirement. Learners then need to update the plan as they are working on the tasks to show whether the dates/times were adhered to, or whether there were changes. There could be a column added to allow for comments on team discussions and decisions made. Comments could include a record of meetings to discuss a task - what did each team member say, what was discussed and what was decided. In many instances it was difficult to see how the team worked together and who was in each team.

To be awarded marks in mark band 3, learners also needed to comment on initial meetings where objectives were agreed and roles allocated. These could be included on the comments section - what did the team agree to do - lists of tasks, why they came to the decision and who was going to do what. Very few learners provided work to be awarded marks from this band.

All learners provided most of the business related communications they were required to produce, some more successfully than others, but in many cases communications showing numerical information were missing. Those learners that did provide communications

showing numerical information usually did this as an 'add on' and the communications were nothing to do with the task they were set.

### **LO3,5 Reflecting on Performance**

Learners were required to make comments on the performance of the team including the effect of behaviour or actions on communication. They should have also provided comments on their own performance and contribution to teamwork which demonstrated self awareness. Most learners made comments on their own and their team's performance but these were usually very brief and restricted to comments such as 'I think this went well' or '..... did not do any work'. Learners who fill in a pre-prepared table answering questions usually did so very briefly, those who wrote their own account usually did better. Learners are not expected to keep a diary or a log but they could be encouraged to keep notes throughout the project to remind them of what happened during the project and how they performed, so this would help them when completing this section of the work.

# Level 1 Unit 4 - Network Systems

## LO.1 Network Components

Learners were required to identify the components and provide a description of their function. All learners made some attempt at providing comments on the various components but some are still downloading information straight from the internet. Some learners provided a more comprehensive list of components and their uses. Centres are advised that they can give a list of the components (from the 'What you need to cover' section of the specification) to the learners so they can then provide a detailed description of each. Images of the various components were used.

Some provided connectivity diagrams to show the layout of a network but centres should be encouraging all learners to produce a diagram.



## Level 1 Unit 5 - Database Systems

### LO.1 Create a Simple Database System

Learners were required to create a simple database structure, create a data entry form and enter, edit and delete records. Most learners did well on this section and provided evidence, in the form of screenshots to cover all of the requirements. However, centres should encourage learners to print the initial list of records before any amending has taken place so the moderator can see what amendments have taken place. One area still of concern for this learning outcome was the amount of text learners were being asked to enter at this level. To be awarded marks in the higher mark bands, entering records etc had to be done accurately. The more they have to key in the more chance there is of errors. Most learners produced data entry forms that had been customised and were well presented.

### LO.2 Retrieve and Present Information

Learners were required to retrieve some information from the database and present the results clearly. Most learners performed queries and presented the results of these queries in the form of reports that were well presented but few included appropriate titles - these should indicate to the viewer what the report is showing. It is, however, recommended that learners show the design view of the queries as well as the results so the moderator can see what criteria were used.



## Level 1 Unit 6 - Multimedia

### General Comments

Centres are advised to submit the multimedia products in electronic format on CD.

Work on CD was not always easy to find from the majority of centres since everything they had done for unit 6 was put on CD, not just products. Products are getting better eg digital posters are now moving but few learners include a meaningful sound bite.

Design work is still generally poor, very sketchy and lacking the finer detail and a lot of it created after the product had been made. Some learners sent designs that were totally different from the product discussed.

Some learners only produced 1 product.

There were better comments from reviewers this series and some learners used their teacher as a reviewer. Evaluations are still weak and lack detail.

### LO.1 Use of Multimedia

Learners were required to make comments about two different uses of multimedia in business such as (1) promotion and advertising, (2) education and training or (3) entertainment and leisure. This was covered well by some learners although there was a varying degree of detail provided.

However, some learners only covered one use and this tended to be promotion and advertising and others tended to make general comments rather than focusing on business use.

### LO.2 Design, Development and Testing

Learners were required to provide up-front designs, develop two multimedia products from the designs that met the specified requirements. Designs, in the main, were very basic. They should be detailed enough to allow the product to be developed by someone else if necessary. The submitted designs should have been developed into the final products so that the requirements could have been matched but in some instances the designs and the final products were not that similar.

The final products were presented appropriately with most centres submitting the work on CD although some centres included all work for unit 6 - for example class exercises which is not required and made it difficult to find the required evidence. Most learners produced presentations and videos which were, in some instances, well presented but some learners are continuing to produce poor quality evidence and, in some instances, it was difficult for the moderator to see what the products were promoting. Care should be taken to ensure appropriate sounds are used on the products.

### LO.3 Evaluation

Learners were required to make comments about the products with feedback from reviewers and to provide suggestions for improvement. Reviewer feedback was quite good but few learners used it in their evaluations. Suggestions for improvement were provided, with some more sensible than others. In some instances learners thought their work was

so good they couldn't improve it in any way - with sensible reviewers making sensible comments there is usually room for some improvement even to the most professional product.

Learners are encouraged to make comments on each of their products with 'why' they produced them in the way they did. Why did they decide to have the text appearing one word at a time with sound, why did they choose the images, why did they use music on the video as background etc?

## Statistics

### Level 1 Unit 2 - The Impact of Technology

| Grade             | Max. Mark | A* | A  | B  |
|-------------------|-----------|----|----|----|
| Raw boundary mark | 30        | 25 | 18 | 11 |
| Points score      | 4         | 3  | 2  | 1  |

### Level 1 Unit 3 - Working with People

| Grade             | Max. Mark | A* | A  | B  |
|-------------------|-----------|----|----|----|
| Raw boundary mark | 60        | 50 | 34 | 19 |
| Points score      | 8         | 6  | 4  | 2  |

### Level 1 Unit 4 - Network Systems

| Grade             | Max. Mark | A* | A  | B  |
|-------------------|-----------|----|----|----|
| Raw boundary mark | 30        | 26 | 19 | 13 |
| Points score      | 4         | 3  | 2  | 1  |

### Level 1 Unit 5 - Database Systems

| Grade             | Max. Mark | A* | A  | B  |
|-------------------|-----------|----|----|----|
| Raw boundary mark | 30        | 25 | 18 | 12 |
| Points score      | 4         | 3  | 2  | 1  |

### Level 1 Unit 6 - Multimedia

| Grade             | Max. Mark | A* | A  | B  |
|-------------------|-----------|----|----|----|
| Raw boundary mark | 60        | 52 | 37 | 22 |
| Points score      | 8         | 6  | 4  | 2  |

## Notes

**Maximum Mark (Raw):** the mark corresponding to the sum total of the marks shown on the mark scheme or marking grid.

**Raw boundary mark:** the minimum mark required by a learner to qualify for a given grade.

**Please note:** *Principal Learning qualifications are new qualifications, and grade boundaries for Controlled Assessment units should not be considered as stable. These grade boundaries may differ from series to series.*

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