

Principal Examiner Feedback

June 2013

Functional Skills ICT
Level 2 (FST02)

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Introduction

Many of the issues that have been noted in previous series are still evident in responses during this series. Reports from examiners indicate that there continue to be a small number of Centres where it seems that candidates are not adequately prepared for the test particularly for spreadsheet tasks. A pass in the test is intended to be approximately equivalent to the Grade B standard in GCSE.

It is a requirement of this test that candidates should only have access to the internet during the first 15 minutes of the test. Relevant members of staff in a small number of Centres appear to be unaware of this stipulation and facilities for offline email are not made available to candidates for the purpose of this test. There are some centres where the use of students' personal email accounts (e.g. Hotmail, Yahoo mail etc) is still evident. There is also evidence from pupil responses that Centres are not setting up new accounts for each series and data files from previous series are available and that items in email clients are not cleared before the start of the examination week.

Centres are also reminded that it is a requirement that separate user areas, not accessible to candidates outside their sitting of the test, should be prepared. Some screenshots produced during the test show that a small number of candidates are using their normal desktop and documents folders. It is also important that data files should be copied into each candidate's user area before the start of the examination window.

Centres must provide the appropriate facilities for candidates to complete all tasks within the specification. The guidelines for setting up the user accounts for the test are clearly laid out in the Information for the Conduct of the Examination. Further guidance on email and internet access is available from Edexcel if required.

There were, as usual, five tasks to be completed during the test. These were based on a scenario about a shop attached to an athletics club.

Task 1 – Internet Research

This task is generally well completed by candidates.

In this series, candidates were asked to use the internet to find an image of Emil Zatopek and the answers to questions about the history of Athletics.

Candidates generally succeeded in using a search engine to finding an appropriate image. Where candidates lose marks, it tends to be for failure to screenshot the search engine page, submitting screenshots which are unreadable, and giving inappropriate acknowledgement of the source of the image. Candidates need to be reminded that “Google images” is a directory of where images are to be found and not the owner of the copyright.

At Level 2, candidates are expected to be diligent in searching out information. It will not always be found in the first few words of the web pages.

Areas for improvement and development:

- understanding the term “search engine”
- understanding the term “search criteria”
- producing screenshots which show the required information in a readable manner
- copying website addresses accurately and completely
- acknowledging appropriate sources of information.

Task 2 – Spreadsheet

There were 5 sub-tasks for the spreadsheet activity. Candidates were presented with data about sales in the Athletics Club shop

Candidates were asked to add the weekly sales, use an IF statement to insert a “profit margin” and calculate the profit and total profit from sales. They were then asked to format the spreadsheet to make it easy to use and identify the item in the spreadsheet which had the lowest sales.

Candidates generally managed to total the sales for each item though inefficient formulae were often included. At Level 2, the expectation is that candidates will use the most efficient formulae to obtain the correct values. The IF statement was a relatively straightforward task compared to other series. However there is evidence that candidates in some centres have not practiced IF statements and a disappointing number of candidates who did not use a formula at all and just typed in the values.

The multiplication of three numbers to obtain the profit for each item caused more problems for candidates than would be expected for Level 2. There was often evidence that candidates did not check the answers obtained to observe whether the results of calculations seemed reasonable (for example, candidates who had calculated a profit of almost £15,000 from the sale of 69 pairs of spikes).

These three sub-tasks required the printing of the formula view of the spreadsheet. It is very disappointing to see how often the majority of candidates at some centres are unable to produce a formula view of the spreadsheet. Centres should inform candidates that annotating the spreadsheet with the formula will not gain the marks for the formula. (Some candidates type in a separate location on a data view words such as ‘The formula I used for this was ...’). Many candidates at a small number of centres provided several screenshots of the spreadsheet so that the formula could be credited from the formula bar. However this is not recommended and is unnecessary when the formula view is so easily produced. Candidates should also be reminded to ensure that the full formulae are visible. Examiners report that often the correct formula is used (as seen from the results in the data view) but the full formula is not available to enable full credit to be given.

Candidates were asked to produce a chart to show the sales of tracksuits for each week in May. Most candidates produced the expected bar/column chart with the appropriate data. However a large number of candidates fail to produce appropriate titles and axis labels. The more successful candidates will use the wording of the question to provide a suitable title. Many candidates seemed to rely too much on the default title provided by the software (‘Balance Due’) and so do not include key words from the question (‘trip’ or ‘student’). Many candidates included all the data rather than just the requested “tracksuits”.

Areas for improvement and development: (not all these were assessed on this occasion)

- formatting a spreadsheet
 - currency
 - decimal places
 - appropriate borders and shading
 - word wrapping
 - appropriate row heights and column widths
 - use of text formatting to enhance visual clarity e.g. bold, italics, font size
- using formulae
 - simple formulae using arithmetic symbols (+, -, / and *)
 - using functions e.g. SUM, IF, MAX, MIN and VLOOKUP where appropriate
 - using efficient formulae (eg using SUM for adding up a range of cells)
 - using absolute and relative cell references
- sorting and filtering
 - on one column
 - on multiple columns (secondary sorting or sorting within a sort)
 - expanding selection to include full table in a sort
 - using appropriate filters to show selected data from a table
- charts
 - pie charts, line graphs and column or bar charts with one or more series of data
 - understanding the appropriateness of different chart types
 - inserting a suitable title on the chart
 - using legends where appropriate
 - axis labels where relevant
- printing
 - printing in data view
 - printing in formula view
 - ensuring that cell contents are not truncated in printouts
 - adding footers with candidate details
 - fitting a spreadsheet to one page
 - making sure that colour schemes used are still readable when printed in monochrome.

Task 3 – Presentation of information

Task 3 usually brings together information from the internet research and the spreadsheet tasks and text and images from the data files to produce a document aimed at a particular audience. Often the candidates will also be expected to select appropriate text and images to produce an integrated document.

In this series, candidates were asked to produce a quiz sheet for the shop using the text file, the Images folder and answers obtained from the internet research.

Most candidates were able to insert the required information in appropriate locations. Some very attractive quiz sheets were produced but sadly did not gain full marks because they did not include all the required elements. Candidates should be advised to check carefully that they have fulfilled the requirements identified in the question paper.

Candidates were required to add their own text to encourage more customers to complete the quiz. Whilst many candidates did include their own text, several added text which did not fulfil the requirement to encourage entering the competition. At Level 2, it is expected that candidates will be able to use the proofing tools within the software to produce documents which are largely error free.

Many candidates also lost marks due to poor layout skills with images seemingly randomly arranged with no apparent connection to the text. Often the images were truncated or overlapped text. This often resulted in candidates losing fitness for purpose marks.

As is usual with this qualification, candidates are expected to be able to select appropriate items from the data file.

Areas for improvement and development:

- selection of appropriate software for producing an on-screen or paper-based presentation of information
- integration of information from a variety of sources including text, images, tables and graphs
- consideration of suitability in selection of text/images for an audience and purpose
- use of formatting techniques appropriately:
 - text enhancements – bold, italic, underline, font sizes
 - selection of font styles
 - selection of suitable font sizes for a presentation
 - hyphenation
 - text wrap and alignment
 - checking for consistency in font sizes and styles
- checking the printout for truncation of text and/or images
- checking that all the criteria stated in the question paper have been met
- consideration of fitness for purpose
- consideration of audience.

Task 4 – Communication: preparing an email

Candidates were asked to prepare an email with a suitable subject and an attachment. The quality of work for this task, particularly in the copying of email addresses and the content of the message is too often below the standard expected at Level 2.

Several candidates do not appear to check that email addresses are correctly entered. Since incorrect email addresses will not reach their intended recipient, this is a critical aspect of functionality.

Examiners continue to find that email messages are not suitable in tone or content. Often the messages are not spell-checked and grammar-checked and the tone is not suitable for a formal message. For example “Hi” and “Hey” are considered to be inappropriate ways to address business email messages to unknown contacts. The expectation at Level 2 is an appropriate greeting followed by an accurate, concise message which meets the criteria in the question paper.

Many examiners continue to comment on candidates who fail to gain marks because the screenshot evidence provided is not readable. Candidates are expected to check the printout of their work to ensure that examiners will be able to read the contents – especially email addresses, subject lines and attachment details. This is mentioned in the evidence box on the paper.

As mentioned previously, some examiners report that there are still several centres where there is evidence that candidates are accessing the internet during this task and using online accounts – often these are the candidates’ personal accounts. This is unacceptable and a breach of the code of practice for this examination. Candidates who access online accounts may face disqualification for these breaches. Examiners also noted that some candidates seemed to be using an existing account with several (often personal) contacts already in the address book and messages in the inbox/outbox/sent boxes.

Some examiners have reported that candidates at some centres do not appear to have access to an offline mail client and produce ‘emails’ in word processing software. Since these do not provide suitable evidence of attachments or ability to use email, centres which do not provide the candidates with offline email clients are penalising their candidates unnecessarily.

There are many ways of producing the evidence using offline account systems – for example the setting up of Outlook or Outlook Express accounts as part of the examination account used by the candidate. Centres are reminded that the accounts set up for the test should be cleared of previous contents. Further guidance is available on the Frequently Asked Questions section of the Edexcel Functional Skills website.

Areas for improvement and development:

- selection of appropriate offline email client software
- careful copying of text from the question paper
- accurate copying of email addresses
- attachment of files to an email
- using a suitable subject line for an email
- using appropriate language for business email messages
- ensuring that screen shot evidence is readable.

Task 5: Using ICT

Often responses to Task 5 are usually entered at the end of the Responses document used for Task 1. Many candidates print out and include multiple copies of this document. This is unnecessary. A single completed copy is all that is required. Instructions to print at Task 1 are included in case candidates fail to complete the full examination.

In this series, candidates were asked questions about issues with the mouse and risks from viruses. Many candidates did not gain full marks because they produced vague answers which did not fully answer the question. At Level 2, for example candidates are expected to recognise the difference between downloading software and installing the software.

Areas for improvement and development:

- ability to identify ICT problems and respond appropriately

Centres may be interested to know that Edexcel have introduced an on-demand version of the Functional Skills assessments. Candidates complete the assessment in the same way as the paper based version except that work is submitted electronically. Further details can be obtained from Edexcel.

Pass mark for FST02

Maximum mark	50
Pass mark	34
UMS	6

Note: Grade boundaries vary from year to year and from subject to subject, depending on the demands of the questions.

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