



Pearson

Moderator's Report Principal Moderator Feedback

Summer 2018

Pearson Edexcel GCSE
In Information and Communication
Technology (5IT02) Papers 05 and 06

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Introduction

Unit 2, Using Digital Tools, is a practical unit. Students broaden and enhance their ICT skills and capability. They work with a range of digital tools and techniques to produce effective ICT solutions in a range of contexts. They learn to reflect critically on their own and others' use of ICT and to adopt safe, secure and responsible practice.

June 2018 is the final moderation session for this unit. In this series, centres could choose from the Controlled Assessment Brief (CAB): 05 – Animal Shelter or 06 Prom. There were more entries for CAB 06 Prom compared to CAB 05.

In both CABs students are asked to complete four activities:

- **Activity 1** involves research and using the results of that research to create a profile and some digital products.
- **Activity 2** focuses on modelling and the use of some of the meaningful information generated by that modelling in order to create further products.
- **Activity 3** asks students to design and create two products; they must be prepared to explain and justify their design decisions.
- **Activity 4** requires students to evaluate their products and their own performance.

Centre feedback

Once again, centres that provided high quality feedback to their students, either via teachers or test buddies, enabled students to review and modify their work as they progressed through the CAB, this led to better outcomes.

Logos were more likely to be original in this series, with some very clever uses of text and images. There has been a good understanding overall of developing an original logo using digital tools rather than repurposing images downloaded from the internet.

CAR documents, on the whole, included a reasonable amount of detail that supported the centre rationale for awarding the mark given. This was very helpful and enabled moderators to agree marks.

In most cases, discs were generally well organised into folders. However, there were still some centres who provided work on a USB drive, which had to be replaced by a CD/DVD.

The quality of some of the video adverts, digital posters and webpages was very high. Often, students managed to tie all of their products together using a corporate style which enhanced the consistency of the final products.

Where centres could improve:

It is vital that centres can be confident that controlled assessment procedures have been followed by their students and that they can have faith in the integrity of the work produced. Students should not store any of their controlled assessment work online where it can be accessed by other students or modified outside the time allotted by the centre for working on the CAB. Aside from the fact that this contravenes the controlled assessment guidelines, it may also lead to a moderator not being able to see some of, or the entire digital product in question if they do not happen to be connected to the internet when moderating.

Some students did not appear to receive much feedback on their work to enable them to make considered improvements and modifications. Centres should ensure that each candidate has access to a test buddy and teacher feedback of a good quality throughout the CAB.

Where evidence was solely hosted online, usually in the case of the website or webpage, and not on the disc as required, no marks could be awarded, since the correct procedures were not followed.

Evidence submitted for moderation should be carefully checked to ensure that there are no links that work only on the school network. Too often hyperlinks were broken as they were not relative and did not point to local files.

Some centres had incorrectly added up the marks awarded on CAR documents. These totals differed from marks submitted online and caused a delay in the moderation process whilst moderators tried to ascertain the correct marks awarded.

Comments of Activities

Activity 1:

In order to achieve marks in Mark Band 3, discrimination in a selection of sources must be evident either in the sources table or in the review. Students at this level should have a good awareness and understanding of the issue of copyright. There were still a significant number of students who used 'Google' or other search engine derivatives as the source URL for both information and images. This is not appropriate and students should know that they must click on the link and go to the relevant page for the correct source URL.

Centres should consider that "range" in the context of the sources table(s) refers to not just a number, but a range of different types of source, including primary and secondary. A long list of sources is not necessarily a range if they are all very similar.

Both CABs have very clear requirements about the logo, particularly regarding the use of colour. Students should be encouraged to read the CAB requirements in full before attempting each digital product.

Activity 2:

Where students did not score beyond Mark Band 2, this was because they did not extend their model using complex features. In the recommendations for both CABs, some students misunderstood the need to explore options and show alternatives. 'What if?' questions need to be more developed than simply saying for example, 'If I choose the grant of £500,000 I will have more money to spend'. Students need to consider the knock-on effects of raising or lowering variables and how that affects the reliability of the information generated.

In order to achieve marks in Mark Band 3, moderators need to be confident that a student has created a complex model and that it has been used to model the scenario presented. Centres should avoid crediting work in Mark Band 3 solely because some complex features have been used. The section of the review that focuses on 'What if?' questions, and represents a significant opportunity for students to demonstrate how they have used their model. It is useful, too, to understand the assumptions made by the student in terms of the data used.

Audience and purpose must be taken into account by students. Many reports and demos seemed to have missed the CAB requirements. In many cases, both were focused on the construction of the model and the internal functionality rather than presenting information or demonstrating how the model could be used in the case of CAB 06. There was a distinct difference in that for CAB 05, students were using the model, but in CAB 06 the model was to be used by a third party to cost their prom, adjusting their choices to suit the chosen ticket price.

Activity 3:

Where the templates provided with the CAB were used, designs were usually clear and easy to understand. Some students still use a screenshot of the final product in place of design. This is inappropriate and should be marked accordingly, which was not always the case. In order to achieve marks in Mark Band 3, the design work should be detailed enough so that the product(s) could be created by a third party. In Mark Band 3, design decisions should be justified either on the design or in the review.

Where students used online tools to produce their website the design work suffered because of the lack of independence allowed to the students within those tools.

Activity 4:

Evaluations were generally well organised into sections. The best evaluations covered all the required areas including feedback given and received on the final version of their product(s). Where evaluations simply told the story of the CAB without identifying sensible areas for improvement it was difficult to support higher marks. Students might find it useful to use techniques such as De Bono's thinking hats or the SWOT analysis before they write their evaluations to ensure that they are actually evaluating rather than simply describing the process. Evaluations

that developed comments and suggested effective improvements scored higher marks than those that were more narrative. As stated above, students should avoid generalisations such as 'professional'. Suggested improvements need to be developed and more specific about what could be done and how they would improve the final outcome. Suggestions such as 'more colour' and 'more information' are not detailed enough but need to be developed. For example, 'more colour' might be developed to explain what colour and why that would improve the end result. The quality of spelling, punctuation and grammar was once again generally good.

Preparing the evidence:

A minority of centres were late with their samples this series. It is critical that deadlines are met so that moderation can commence promptly. Some centres did not provide the work of the highest and lowest scoring students along with the indicated sample. This work should always be included.

As stated in the introduction, centres should ensure that the CAB(s) they are using with their students are going to be valid for the moderation window in which they are to be submitted. The information on Gateway should indicate accurately the CAB that the students have completed.

A minority of centres still submit discs that are disorganised and include either irrelevant files, multiple copies of activity files or what appears to be the vast majority of the students' home directories from their network. When this happens, moderators can be at a loss as to which file represents the final version of the work that the centre has assessed, and this can lead to marks being adjusted. Multiple versions of files continued to be an issue in this series even when discs were otherwise well organised. Some work was still submitted in formats not included in the Moderator's Toolkit. Centres are reminded again that moderators cannot read work submitted in these formats, the most common being Microsoft Publisher. The easiest and most sensible way to avoid this is to produce a PDF version of the Publisher file and submit that as the final product. Publisher is still the most prevalent piece of software used that is not in the toolkit, but there were other examples this series. It is not acceptable for a centre to state that they have no alternative and ask moderators to install additional software or set up local web servers in order to view the sample. The guidelines in the Moderator's Toolkit are clear and should be followed by all centres.

Centres are reminded that the sample should consist of the work of the students requested and the work of the highest and lowest-scoring students if these students do not form part of the selected sample. Several centres did not provide the highest and lowest scoring work initially, which slowed down the moderation process and created unnecessary work for both moderators and members of staff in centres.

The Candidate Assessment Record (CAR) should be completed and provided electronically as part of the submission. Comments should be

directed to the moderator and should explain where the internal assessor has awarded marks and provide details of any professional judgement applied. Some CARs arrived with little or no explanation of the marks awarded, which should never be the case.

Grade Boundaries

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