

Moderators' Report/ Principal Moderator Feedback

Summer 2015

Pearson Edexcel GCSE
In ICT
Using Digital Tools (5IT02)
Paper 03 Community Spirit
Paper 04 Musical Festival

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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 2015 is the seventh moderation session for this unit. In this series, centres could choose from; 03: Community Spirit; or, 04: Music Festival. There was an even spread of centres submitting work for both of these CABs.

The Community Spirit CAB will not be valid for any future series. Centres must be aware that any work submitted in future series that uses an invalid CAB will not score any marks. The CABs valid for the next series are Music Festival and Animal Shelter.

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 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.

Where centres have done well:

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 broadly better in this series. Students have shown a greater understanding of developing an original logo using digital tools rather than repurposing images from the internet.

CAR documents, on the whole, included a lot of detail on the rationale to award a certain mark which was very helpful and enabled moderators to agree marks.

In most cases, discs were generally well organised into folders.

Work in Activity 2 was generally assessed more accurately than in previous series.

The quality of some of the e-newsletters and mobile application prototypes were very high. Students often managed to tie all of their products together using a corporate style.

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 be receiving sufficient feedback on their work for them to make considered improvements. Centres should ensure that each candidate has access to a test buddy and teacher feedback of a good quality throughout the CAB.

Where work was solely hosted online and not on the disc as required, no marks could be awarded, as the correct procedures were not followed.

Work submitted for moderation should be carefully checked to ensure that there are no links to work on the school network. Too often hyperlinks were broken as they 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 trying to ascertain the correct marks awarded.

Centres should reflect on the following points, which apply to specific 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 be considering the issue of copyright.

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.

CABs from 04: Music Festival onwards 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 raise the price of X then I will make more money". Students need to consider the knock-on effects of raising or lowering variables and how that affects the reliability of the information generated.

To score 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 represents a significant opportunity for students to demonstrate how they have used their model.

Audience and purpose must be taken into account by students. Many recommendation presentations seen for 04: Music Festival seemed to have missed the CAB requirement that the presentation was to be delivered by the Finance Department and not the student themselves.

Activity 3:

Where the templates provided with the CAB were used, designs were completed well. Some students are still using a screenshot of the final product in place of design, which is inappropriate and should be marked accordingly, which did not always happen. To score marks in Mark Band 3 the designs work should be detailed enough that the product(s) could be created by a third party, and design decisions should be fully justified.

Where students used online tools to produce their website the design work suffered given the lack of independence afforded to the students by those same tools.

Activity 4:

Evaluations were well organised into sections. The best evaluations covered all of the required areas including feedback given and received. 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.

Evaluations that developed comments and suggested effective improvements scored higher marks than those that were more narrative in nature. As stated above, students should avoid generalisations such as 'professional' and be more specific about the nature of the suggested Improvements rather than stating, for example, 'more colour' or 'more images'.

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 vital 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 they are to be submitted in. This information is always available at:

<http://qualifications.pearson.com/content/dam/pdf/GCSE/ICT/2010/Controlled%20assessments/5IT02-CAB-availability-v2.pdf>

Centres are reminded that work should be submitted on CD or DVD. USB sticks are not appropriate.

A minority of centres are still submitting 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 were a particular issue in this series even when discs were otherwise well organised.

Some work was once again seen in formats not covered by 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 that is 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. The toolkit can be found at:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/ict-2010/teaching-support/moderators-toolkit.html>

Centres are reminded that the sample should consist of the work of the students requested plus the work of the highest- and lowest-scoring students. Several centres did not provide the highest- and lowest- scoring work in the first instance in this series, which slowed down the moderation process and created unnecessary extra work for moderators and no doubt members of staff in centres, too.

Centres should submit only the final products and publications as listed on the evidence checklist. These should be organised into the Activity folders as directed in the CAB. Some students submitted a single folder containing all their evidence or indeed multiple copies of the outcomes of some or all activities and this should be avoided in future series; the final product should be clearly identified by filename and reference in the index page. Evidence must be checked to ensure it is accessible using the Moderator's Toolkit.

Once the evidence is copied on to the moderation CD, it must be thoroughly checked again. All the evidence for the required sample should be on one CD or DVD if possible. CDs and / or DVDs should be appropriately packaged so as to survive the journey to the moderator intact. There were fewer instances of discs being sent with no case in a plain paper envelope in this series.

Each candidate folder should be named according to the following naming convention:

[Centre #]_ [candidate #] _ [first two letters of surname] _ [first letter of first name]

For example, John Smith with candidate number 9876 at centre 12345 would have a controlled assessment project in a folder titled: '12345_9876_SM_J'.

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

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>

