



Pearson

Examiner's Report Principal Examiner Feedback

Summer 2018

Pearson Edexcel International Advanced
Level
In Information and Communication
Technology (WIT03) Paper 1

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General

There were a number of centres where students were poorly prepared for the examination. The 2018 paper followed a similar structure to the 2017 WIT03 paper. Centres are advised to look at previous Principal Examiner's report, along with the past paper, noting the highlighted key points. There were many centres where students had not been appropriately prepared.

Centres are also advised to look at previous papers from the GCE Applied ICT unit 3 (6953) which uses the same specification and assessment structure as the IAL WIT03 paper. The GCE Applied ICT qualification has run for many years and will have comparable past papers, mark schemes and Principal Examiner reports that centres can utilise. Each year, there have been common points reiterated which also apply to the IAL unit. These documents are available in the GCE Applied ICT section of the Pearson Qualifications Website.

There were isolated cases where students used practice data, rather than the actual exam data. Centres need to ensure the correct data is supplied to students. The practice data is provided to enable students to become familiar with the scenario. Centres should avoid best guessing formulae that are likely to occur in the exam as students who try and use centre derived formulae, rather than using their own, are inevitably incorrect.

Very few students produced meaningful reports. Students demonstrated a lack of preparation for this activity.

Comments on Individual Questions:

Activity 1: Understanding the situation

Some students produced lists which exceeded the requested ten points. Marks are only awarded for the first ten points, any subsequent points were ignored. Centres need to advise students to list points relevant to the task within the requested number specified on the exam paper.

1(a) The majority of students performed well and gained full marks in this section. Underlined words or phrases in the mark scheme indicate these were required in order for the examiner to award the mark.

1(b) The majority of students performed well. However, marks were frequently lost on B3 for failing to mention the comparison of delivery times.

Activity 2: Completing the Model

Cleanroomtype

2(a)(i) The majority of students imported the data correctly.

2(a)(ii) Students generally answered well. However, they occasionally omitted times by 1000 when converting cubic metres into litres. Marks were often lost for A6, incorrect absolute cell referencing.

FILTFilters

2(b) Students generally performed well, however, the majority of marks were lost for B5 and B6, as no rounding was included in the formula. Some students, particularly those who used VLOOKUP, failed to gain the B1 and B2 marks as they missed out multiplying by 3600. Similarly, B7 and B8 marks were also lost where they failed to multiply by the number of filters used.

CLEAN3FILT/CLEAN3CAF

2(c) C1 - C3 was well answered, with only a few students getting the cell references confused.

Charts

Most students were able to include a chart or graph, for sections c and d, although many failed to include a suitable heading and labelling for the axes. Frequently, there was no clear indication, on their chart, where the FILT3 filter or the CAF290 filter was cheaper to use.

FilterComparisoncat3

2(e) Many students were unable to create the required 'Yes / No' drop down option for each cell, however, this did not preclude them from gaining marks in the rest of this section. Some students did not attempt this section of the paper.

Printouts

2(f) The majority of students print and collate their work as instructed and gain all three marks. However, many lost F2 for incorrect rows and columns, thus obtaining two of the three marks available. A minority are not printing row and column headings.

Where students produced more than the required five printouts, they were unable to gain marks. Row and column headings were often omitted, which lost students access to the easily accessible marks.

Activity 3 – 2018Category

Generally, students did not perform well. Many students did not attempt this activity.

The students who attempted this activity achieved the A1 to A3 marks. Some had errors with the percentages, such as $F8 \times 0.75$ and $F8 \times 1.25$.

A4 – A7 was not well answered. Many students simply compared H8 and M8, omitting I8 and M8. There was evidence of formula which rarely worked. A6 was best accessed where the formula was attempted

A8 – A12 was not well answered. The majority of marks were lost through the lack of rounding up. A9 was often awarded closely followed by A11.

A13 - A14 was not well answered with many students getting the cell referencing incorrect, losing both marks.

A16 - A17 were awarded in the majority of cases where A13 and A15 were given.

A18 was accessed well by the majority of students, demonstrating that they could apply conditional formatting.

A19 - A23, very few students accessed these marks.

3(b) The majority of students were able to access the B1 mark. Occasionally, printouts displayed data instead of formulae, which gained no marks.

Activity 4

This was not accessed well with many students showing a lack of understanding of the question. Only a minimal amount of students obtain level 3.

Students generally reiterated the scenario and did not show or justify any findings, although some did include charts.

The evaluation of the spreadsheet model was very poorly accessed with many students evaluating the company rather than the spreadsheet model.

Most students accessed level 1.

Standard Ways of Working

Many lost a mark as the folders were not correctly assembled, making marking difficult.

