

Edexcel International AS/A Level

IAL INFORMATION
TECHNOLOGY

YIT11-20IO2

First teaching in 2018, first assessment 2019



Welcome to Pearson Edexcel

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the world's leading learning
company and the UK's largest
awarding body.

We set the standard for worldwide
recognised qualifications, built on
the UK educational system and
accepted by universities worldwide.

We have a simple mission:
**to help make a measurable
impact on improving people's
lives through learning.**

*'We judge
ourselves – and
invite others to
judge us – not by
the products that
we make but by
the impact on
learners.'*

John Fallon,
Chief Executive Officer,
Pearson



About Pearson Edexcel

- ❖ As the UK's largest awarding organisation, we are best placed to provide qualifications that are most closely aligned to the British educational system.
- ❖ We are the most reliable awarding organisation in the UK, recognised and trusted by educators, learners and employers to provide high quality qualifications.
- ❖ By helping you to realise student potential, you can prepare and empower all your students to progress to further education, university and employment.
- ❖ Our technology capability allows us to provide you with more advanced support services, tools and resources to make life easier for school leaders, teachers and students.
- ❖ Pearson Edexcel are leading the way, challenging thinking and creating new ideas so you can be confident our qualifications will always be world-class.



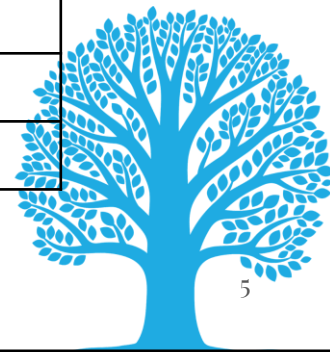
Aims and objectives

- ❖ To understand the Assessment Objectives for the qualification
- ❖ To understand the question types for the qualification
- ❖ To understand the mark schemes for the qualification
- ❖ To practise using the mark schemes using exemplar student work
- ❖ To learn about the support provided by Pearson around assessment and exemplars



Agenda

Time	Item
5	Welcome
5	Aims and agenda
5	Getting to know you
10	Overview of qualification
10	Qualification content
15	Activity 1 – Identify the unit, topic and specification point(s)
5	Planning for teaching the course
15	Activity 2 – Planning activities for Unit 4 19.2.5
10	Assessment
5	Activity 3 – Awarding marks
10	Preparing students for exams
10	Activity 4 – Sharing good practice
10	Available support
5	Questions



Getting to know you



Overview of qualification



What is the specification?

Specification and sample
assessments (8)

Exam materials (7)

Forms and administration
(2)

Teaching and learning
materials (22)

- ❖ The specification is the main document you need to teach the course.
- ❖ It outlines the aims of the course, the content you **MUST** cover and all the information you need about assessing your students.
- ❖ A copy of this document is in your pack and on our website.



International AS and A Level Information Technology

Content

The Pearson Edexcel IAS in Information Technology consists of two externally-examined units: Units 1 and 2.

The Pearson Edexcel IAL in Information Technology consists of four externally-examined units: Units 1 to 4.

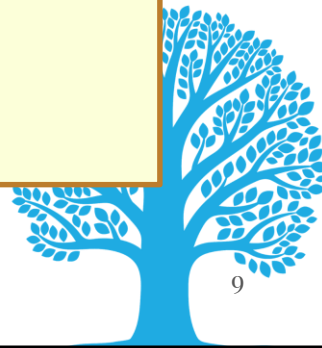
Assessment Objectives (AO)

AO1 Demonstrate knowledge and understanding of the concepts of Information Technology

AO2 Apply knowledge and understanding of the concepts of Information Technology

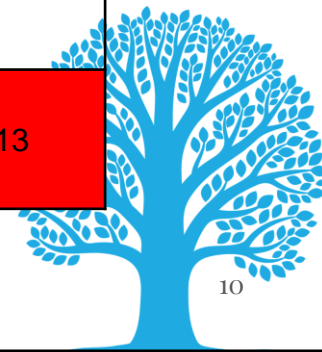
AO3 Analyse and evaluate Information Technology information and problems

AO4 Use analysis and evaluation to design solutions



Where are each of the AOs assessed in the course?

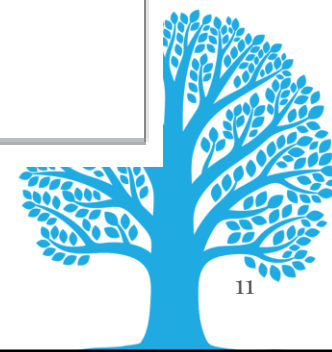
					AO (% of IAL)			
		% in IAS	% in IA2	% in IAL	% in Unit 1	% in Unit 2	% in Unit 3	% in Unit 4
AO1	Demonstrate knowledge and understanding of the concepts of Information Technology	24	10	17	10	2	5	0
AO2	Apply knowledge and understanding of the concepts of Information Technology	40	36	38	5	15	8	10
AO3	Analyse and evaluate Information Technology information and problems	10	14	12	4	1	5	2
AO4	Use analysis and evaluation to design solutions	26	40	33	6	7	7	13



Unit 1 Topics and assessment

IAS: Unit 1		
Unit code: WIT11/01	50% of the total IAS	25% of the total IAL
Written examination: 2 hours	80 marks	Availability: June

Content overview	Assessment overview
<p>Students must study all of the following topics:</p> <ul style="list-style-type: none">• Topic 1: Hardware and software• Topic 2: Networks• Topic 3: The online environment• Topic 4: IT systems• Topic 5: Data and databases• Topic 6: Wider issues.	<ul style="list-style-type: none">• Students are assessed through a 2-hour written examination, set and marked by Pearson.• Students must answer all questions.• The examination paper may include multiple-choice, short-open, open-response and extended-writing questions.• The examination assesses all assessment objectives.



Unit 2 Topics and assessment

IAS: Unit 2		
Unit code: WIT12/01	50% of the total IAS	25% of the total IAL
Written examination: 3 hours	80 marks	Availability: June

Content overview	Assessment overview
<p>Students must study all of the following topics:</p> <ul style="list-style-type: none">• Topic 7: Understanding the functionality of HTML• Topic 8: Understanding the functionality of CSS• Topic 9: Understanding the functions of Javascript• Topic 10: Designing web pages• Topic 11: The semantic web.	<ul style="list-style-type: none">• Students are assessed through a 3-hour examination, including practical and theoretical questions, set and marked by Pearson.• Each student will need to access a computer during the examination.• Students must answer all questions.• The examination paper may include short-open, open-response and extended-writing questions. Data files will be provided for some questions. Some responses will be written, others will involve the submission of files.• The examination assesses all assessment objectives.



Unit 3 Topics and assessment

IA2: Unit 3

Unit code: WIT13/01

50% of the total IAS

25% of the total IAL

Written examination: 2 hours

80 marks

Availability: June

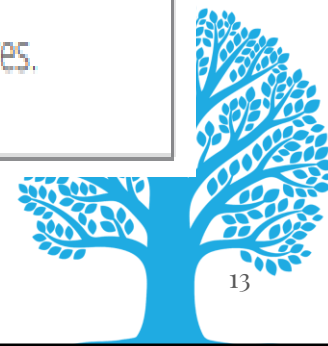
Content overview

Students must study **all** of the following topics:

- Topic 12: Manipulating data
- Topic 13: Enabling technologies
- Topic 14: Using IT systems in organisations
- Topic 15: Systems development
- Topic 16: Emerging technologies.

Assessment overview

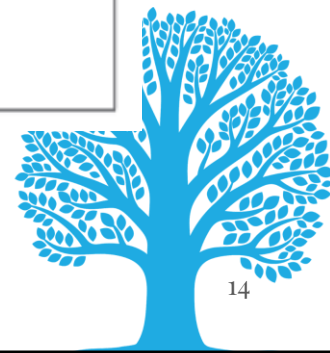
- Students are assessed through a 2-hour written examination, set and marked by Pearson.
- Students must answer all questions.
- The examination paper may include short-open, open-response and extended-writing questions.
- The examination assesses all assessment objectives.



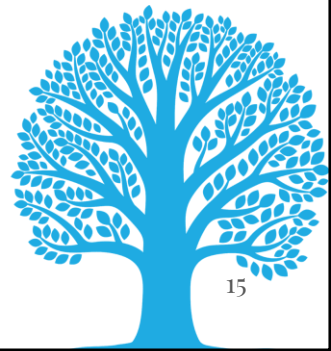
Unit 4 Topics and assessment

IA2: Unit 4		
Unit code: WIT14/01	50% of the total IAS	25% of the total IAL
Written examination: 3 hours	80 marks	Availability: June

Content overview	Assessment overview
<p>Students must study all of the following topics:</p> <ul style="list-style-type: none">• Topic 17: Use of features of database solutions• Topic 18: Relational database concepts• Topic 19: Database solutions.	<ul style="list-style-type: none">• Students are assessed through a 3-hour examination, including practical and theoretical questions, set and marked by Pearson.• Each student will need to access a computer during the examination.• Students must answer all questions.• The examination paper may include short-open, open-response and extended-writing questions.• The examination assesses all assessment objectives.

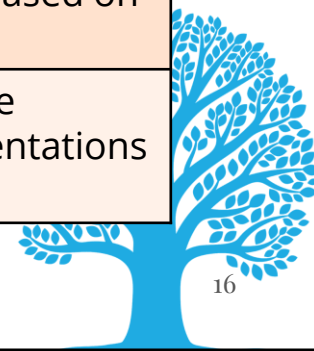


Taxonomy (command words)



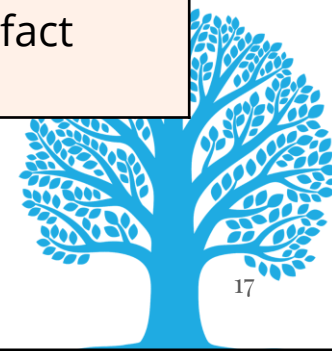
‘Doing’ command words

Command word	Description
Amend	Requires changes/additions/deletions/rearrangement of a symbolic representation.
Apply	Make use of skills and knowledge of databases in a given context, for example applying a data validation rule to a specific field in a table.
Complete	Requires the completion of a table/diagram/algorithm (in any notation).
Construct	Usually requires creation of an artefact using subject-specific symbolic representation, rules and syntax.
Create	Usually requires creation of an artefact using subject-specific symbolic representations.
Design	Consider a given problem, scenario or context and the factors that will influence aspects of the database such as the tasks that it can perform, how users will interact with it and how it will work with other systems.
Develop	Produce a database solution based on given set of requirements, either by enhancing an existing data structure or creating new data structures based on given requirements and sample data sets.
Draw	Produce a diagram/image using either a ruler or freehand. May require labelling/annotation to express meaning. Used when symbolic representations need to be manipulated.



‘Doing’ command words

Command word	Description
Draw	Produce a diagram/image using either a ruler or freehand. May require labelling/annotation to express meaning. Used when symbolic representations need to be manipulated.
Extract	Using software tools to process and output data into a different format so that it can be used by another system or for different purposes.
Implement	To create and deploy a solution for a given context either in the form of a complete solution or amendment of a current system.
Import	Using tools in a database to bring in data for a source outside of the database, such as a text file, and process it so that it can be used by the database.
Set up	Add or modify a feature in a database so that it meets specific user requirements, e.g. set up a data-entry list on a table.
Write	Usually requires manipulation/creation/amendment of an artefact using subject-specific symbolic representations.



‘Doing’ command words

Unit 1

The video is transferred to the internal storage of the TV.

Create a data flow diagram to show this process.

Here is Amala's partially completed high-level design for the system.

Complete this high-level design.



Unit 2

Develop a prototype web page for Happy Pet using the wireframe, style guide, images and information provided.

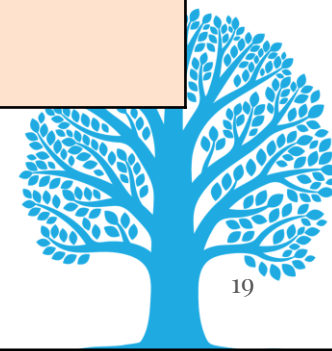
Unit 4

Develop the dog-walking database to add this functionality. You must create an efficient data structure that minimises data duplication, uses correct data types and primary keys, and enforces referential integrity.



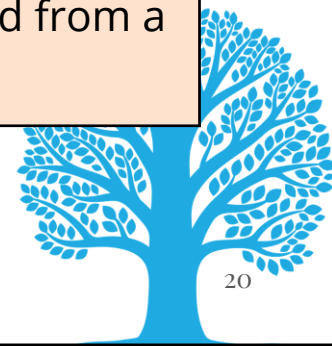
‘Extended writing’ command words

Command word	Description	Comments
Analyse and recommend	Examine elements in detail and provide support for a course of action.	Units 2 and 4 only
Assess	Give careful consideration to all the factors or events that apply and identify which are the most important or relevant. Make judgements about significance/importance.	Units 2 and 4 only
Evaluate	Review information then bring it together to form a conclusion, drawing on evidence, including strengths, weaknesses, alternative actions, relevant data or information. Come to a supported judgement of a subject’s qualities and relation to its context.	Units 1 and 3 only



‘Other’ command words

Command word	Description
Describe	To give an account of something. Statements in the response need to be developed as they are often linked but they do not need to include justification or a reason.
Discuss	Explore all aspects of an issue/situation/problem/argument by reasoning or argument.
Explain	An explanation requires justification/exemplification of a point. The answer must contain some element of reasoning/justification linked to a point/idea that has been identified.
Give/state/name	All of these command words are really synonyms. They generally all require recall of one or more pieces of information.
Identify	Usually requires some key information to be selected from a given stimulus/resource.



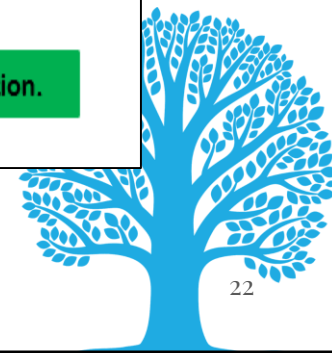
Activity 1

**Identify the unit exam paper
from the command word**



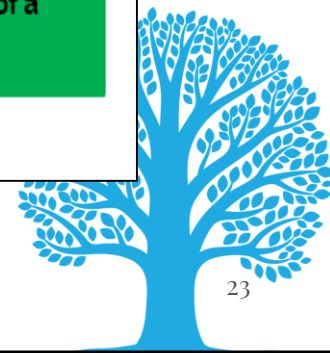
Activity 1 – Identify the exam paper and description

Unit	Command word	Description
Unit 1	Assess	Review information the bring it together to form a conclusion, drawing on evidence, including strengths, weaknesses, alternative actions, relevant data or information. Come to a supported judgement of a subject's qualities and relation to its context
Unit 2	Analyse and recommend	Give careful consideration to all the factors or events that apply and identify which are the most important or relevant. Make judgements about significance/importance.
Unit 3		
Unit 4	Evaluate	Examine elements in detail and provide support for a course of action.



Activity 1 – Identify the exam paper and description – Answer

Unit	Command word	Description
Unit 2	Assess	Give careful consideration to all the factors or events that apply and identify which are the most important or relevant. Make judgements about significance/importance.
Unit 4	Analyse and recommend	Examine elements in detail and provide support for a course of action.
Unit 1	Evaluate	Review information the bring it together to form a conclusion, drawing on evidence, including strengths, weaknesses, alternative actions, relevant data or information. Come to a supported judgement of a subject's qualities and relation to its context
Unit 3		



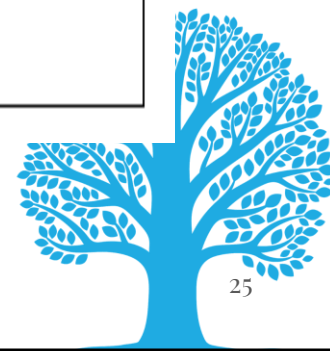
Activity 2

**Identify the command word
from the response to the question**



Activity 2 – Identify the command word

	Response to question	Command word (explain/describe)
1	<i>The program passes the data down through the OSI stack. At each stage the data has extra addressing information added to it. At layer 1, the data goes through the network cables to the user's device. Then the data moves back up through the stack, with the addressing data being removed at each stage until it reaches an application on the device that can read the data.</i>	
2	<i>They save money because they don't have to pay to provide any office space for the teachers.</i>	
3	<i>Anika only has to carry one device for all the functions, so it is less weight when running and she only has to worry about keeping one thing charged up.</i>	
4	<i>Multi-user licenses can be 'per seat' or 'concurrent use. With a per-seat license, the bank buys software access for each person that will use the software, each person has their own access code.</i>	
5	<i>1.The bank doesn't need to employ trained data management staff because the cloud storage company looks after the data.</i>	
6	<i>The employee could enter their user name and then use a proximity (RFID) reader to read an identity card to confirm who they are.</i>	



Activity 2 – Identify the command word

	Response to question	Command word (explain/describe)
1	<i>The program passes the data down through the OSI stack. At each stage the data has extra addressing information added to it. At layer 1, the data goes through the network cables to the user's device. Then the data moves back up through the stack, with the addressing data being removed at each stage until it reaches an application on the device that can read the data.</i>	Describe
2	<i>They save money because they don't have to pay to provide any office space for the teachers.</i>	Explain
3	<i>Anika only has to carry one device for all the functions, so it is less weight when running and she only has to worry about keeping one thing charged up.</i>	Explain
4	<i>Multi-user licenses can be 'per seat' or 'concurrent use'. With a per-seat license, the bank buys software access for each person that will use the software, each person has their own access code.</i>	Describe
5	<i>The bank doesn't need to employ trained data management staff because the cloud storage company looks after the data.</i>	Explain
6	<i>The employee could enter their user name and then use a proximity (RFID) reader to read an identity card to confirm who they are.</i>	Describe



Mark schemes



How are they applied to live assessments?

- ❖ The senior examiners have a pre-standardisation meeting.
- ❖ The mark scheme may be updated at this point.
- ❖ Examiners attend a standardisation meeting where they are trained using the updated mark scheme.



Points-based

- Points-based questions have individual marks for the demonstration of particular skills/knowledge understanding, etc.
- Each mark is assigned to the demonstration of a specific skill:
 - setting the radius correctly
 - setting the font size correctly
 - setting the background correctly.

Question number	Answer	Mark
2(c)	<p>Award one mark for setting the radius, one mark for the colour and one mark for the font size up to a maximum of three marks.</p> <pre>#roundbox { border-radius: 10px; (1) background: HotPink; (1) font-size: 2.5em; (1) }</pre>	3



Points-based

- ❖ This is also a points-based question though different to the previous. This is the mark scheme for a 'describe' question.

- ❖ Each mark is assigned to the demonstration of a specific skill:
 - setting the radius correctly
 - setting the font size correctly
 - setting the background correctly.

Question number	Answer	Additional guidance	Mark
1(a)(i)	Award one mark for each descriptive point up to a maximum of two marks for each linked description. <ul style="list-style-type: none">• Anika could use online applications (1) to allow her to work collaboratively (1).• Anika could use syncing software (1) to keep documents on the server at the education centre synchronised/up to date (1).	Any appropriate digital device will suffice. Accept any other appropriate response.	4



Levels-based

Levels based mark schemes for extended writing questions always include indicative content.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-4	<ul style="list-style-type: none"> • Demonstrates limited knowledge and understanding, some of which may be inaccurate. • Applies understanding with limited coherence to produce a response that lacks development. • Demonstrates limited awareness of competing arguments. Conclusion, if present, is generic or unsupported.
Level 2	5-8	<ul style="list-style-type: none"> • Demonstrates knowledge and understanding, which is mostly relevant and may include some inaccuracies. • Applies understanding to make some coherent connections and a partially developed response. • Demonstrates some awareness of competing arguments, but this may be unbalanced, and partially supports conclusion with evidence.
Level 3	9-12	<ul style="list-style-type: none"> • Demonstrates accurate and relevant knowledge and understanding throughout. • Applies understanding coherently to produce a fully developed response. • Demonstrates an awareness of competing arguments and supports conclusion with evidence.

Question number	Indicative content	Additional guidance	Mark
6	<p>Responses should be in relationship to the context of the question.</p> <p>Privacy</p> <ul style="list-style-type: none"> • True privacy can be controlled only by the individual user through their settings. • Members may be giving away some rights to privacy (knowingly or unknowingly). • Once information is published in an online community, it is very difficult to get it 	Examples may be used if they are not duplicated and fit one of the categories in the indicative content.	12

- There are no points-based marks in extended writing questions.
- Marks are awarded holistically.



Hybrid (points and levels based)

Hybrid mark schemes combine points-based and levels-based.

Question number	Answer	Additional guidance	Mark	
4	Award one mark for each of the following points up to a maximum of fourteen marks.		20	
	Evidence found in:			
	HTML - Head	<html lang="en">		1
	HTML - Head	Link is present to external style sheet		1
	HTML - Body	Header includes banner.jpeg Do not award mark if the image is blurred/skewed		1
	HTML - Body	Alt tags used on at least one image with suitable description		1
	HTML - Body	At least one HTML5 semantic element used to define part of the page: <header> <nav> <section> <article> <footer>		1

Award up to a maximum of **six** marks for the adherence to the component layout and the application of CSS using the levels based mark scheme below.

Topic area	0	1	2	3	Mark
Adherence to component layout design	No awardable content	There is little adherence to the component layout design, leading to a solution that is not fit for purpose or is not suitable for the intended audience.	An attempt to adhere to the component layout design leads to a solution that is, in parts, fit for purpose and is, in parts, suitable for the intended audience.	The webpage fully adheres to the component layout design and style requirements. The resulting solution is fit for purpose and is suitable for the intended audience.	3
Application of CSS to control presentation		There is little attempt to make use of the facilities of CSS to control appearance and style. Most components rely on default configuration.	An attempt has been made to use CSS to control the appearance and style of some components. This has been successful in some cases.	Consistent and accurate application of CSS is used throughout to control the appearance and style of all components.	3
Total for Question 4					20

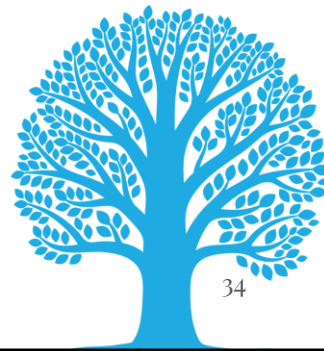


Applying a mark scheme



Activity 3

Unit 1
June 2019
QO1(c)(i)



Unit 1 – June 2019 Qo1(c)(i)

Question

1c (i)	Digital devices, such as Sarah's TV, have features to assist those with disabilities. Describe two features of a smart TV's user interface that assist people with a visual impairment.	Mark available 4
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Mark scheme

Question number	Answer	Additional Guidance	Mark
1 (c) i	<p>Award up to two marks for each of two descriptions such as:</p> <ul style="list-style-type: none"> voice guide / on-screen reader (1) which will read on-screen text / give information about current channel / programme (1) audio description (1) which provides a description of the scene/setting (1) high contrast (1) which applies high contrast to all menus, control panels, etc. (1) change brightness / screen temperature (1) to allow more comfortable viewing / relieve eye strain (1) colour blindness mode / ability to change colours (1) to allow colour blind people to see what is on the TV (menus, etc.) (1) screen zoom/enlarge (1) allowing people to zoom in to important parts of the screen / enlarge menus, etc. (1) guide dots / markings on the (remote) controls (1) to enable people to operate it without seeing the buttons (1) voice activated TV controls (1) to enable people to operate the TV without seeing the controls. (1) 	Do not accept helping visual impairment as an extension	4

Response 1

- The screen can be zoomed into or out off. This makes it easier to read text and see the information on the screen.
- The brightness of the screen can be adjusted, so if high brightness bothers someone they can decrease it and set it to a point they won't hurt their eyes.



Now you try

Question

1c (i)	Digital devices, such as Sarah's TV, have features to assist those with disabilities. Describe two features of a smart TV's user interface that assist people with a visual impairment.	Mark available 4
--------	--	------------------

Mark scheme

Question number	Answer	Additional Guidance	Mark
1 (c) i	<p>Award up to two marks for each of two descriptions such as:</p> <ul style="list-style-type: none"> voice guide / on-screen reader (1) which will read on-screen text / give information about current channel / programme (1) audio description (1) which provides a description of the scene/setting (1) high contrast (1) which applies high contrast to all menus, control panels, etc. (1) change brightness / screen temperature (1) to allow more comfortable viewing / relieve eye strain (1) colour blindness mode / ability to change colours (1) to allow colour blind people to see what is on the TV (menus, etc.) (1) screen zoom/enlarge (1) allowing people to zoom in to important parts of the screen / enlarge menus, etc. (1) guide dots / markings on the (remote) controls (1) to enable people to operate it without seeing the buttons (1) voice activated TV controls (1) to enable people to operate the TV without seeing the controls. (1) 	Do not accept helping visual impairment as an extension	4

Response 2

- When clicked on a button / hovered over the TV could speak up what the button does.
- The Smart TV could have a microphone where Sarah could command in ~~where~~ what she wants to do.



Activity 4

Unit 1 June 2019 QO2(b)



Unit 1 – June 2019 Qo2(b)

Question

2b	Hilmi uses a web-hosting company to host and support his website. The company provides software tools to make both static and dynamic web pages. (b) Give three differences between static and dynamic web pages.	Marks available 3
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Mark scheme

Question number	Answer	Additional Guidance	Mark
2 (b)	Award one mark for each difference up to a maximum of three marks. <ul style="list-style-type: none"> static page content is fixed, dynamic alters with user actions (1) dynamic pages use a fixed format/template while static pages can all be different (1) static written in HTML, dynamic written in a server-side scripting language/PHP/ASP/JSP (1) static code/HTML is read/displayed by the browser/client computer, dynamic is a server-side process (1) static content (usually) held in one location, dynamic page content called (by script) from other files/data source(s) (1) dynamic, easy to add new features, such as a data feed, to an existing web page (whereas the content for static pages is hard coded) (1) database can be used by dynamic pages to supply content (whereas the content for static pages is hard coded) (1) 	Accept other server-side scripting languages	3

Response 1

- Static is used in client-side scripting,
dynamic is used in server-side scripting
- (Static ex: HTML, HTM and dynamic: JavaScript)
used for web development
Static is user friendly, dynamic is ~~JavaScript~~
- Static is ~~new~~ never changing and dynamic is changing ex: date, time



Now you try

Question

2b	Hilmi uses a web-hosting company to host and support his website. The company provides software tools to make both static and dynamic web pages. (b) Give three differences between static and dynamic web pages.	Marks available 3
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Mark scheme

Question number	Answer	Additional Guidance	Mark
2 (b)	Award one mark for each difference up to a maximum of three marks. <ul style="list-style-type: none"> static page content is fixed, dynamic alters with user actions (1) dynamic pages use a fixed format/template while static pages can all be different (1) static written in HTML, dynamic written in a server-side scripting language/PHP/ASP/JSP (1) static code/HTML is read/displayed by the browser/client computer, dynamic is a server-side process (1) static content (usually) held in one location, dynamic page content called (by script) from other files/data source(s) (1) dynamic, easy to add new features, such as a data feed, to an existing web page (whereas the content for static pages is hard coded) (1) database can be used by dynamic pages to supply content (whereas the content for static pages is hard coded) (1) 	Accept other server-side scripting languages	3

Response 2

- 1 Static ~~web~~ webpage is coded with HTML whereas dynamic ~~web~~ webpage is coded with JavaScript.
- 2 Static webpage is client-side scripting.
Dynamic webpage is server-side scripting.
- 3 Static ~~web~~ web page is run by client machine system.
Dynamic web pages is connected and run by a server.



Activity 5

Unit 2 June 2019 QO1(d)



Unit 2 – June 2019 Qo1(d)

Question 1d

Web pages can contain external content.

Explain how a tag can be used to add embedded content to a web page.

You must include the name of the tag in your answer.

(2)

Mark scheme

Question number	Answer	Additional guidance	Mark
1 (d)	Award one mark for each point in a linked explanation.	Named tag must match its use	2
D1	<ul style="list-style-type: none">The <iframe> tag (1) can be used to embed another document in a fixed sized frame (1).		
D2	<ul style="list-style-type: none">The <object> tag (1) can be used to embed multimedia objects (1).The <embed> tag (1) defines a container for external applications/plugin-ins (1)		

Response 1

The <frames> tag creates an inline frame on a web page that can be of specified width and height, that links to a source URL, and displays the external content from the source inside the frame. (closed with </frames>)



Now you try

Question 1d

Web pages can contain external content.

Explain how a tag can be used to add embedded content to a web page.

You must include the name of the tag in your answer.

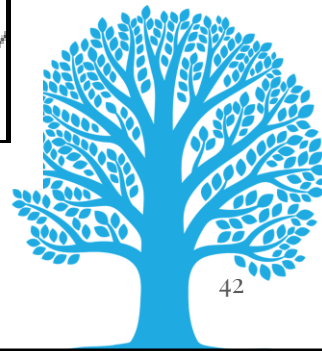
(2)

Mark scheme

Question number	Answer	Additional guidance	Mark
1 (d)	Award one mark for each point in a linked explanation.	Named tag must match its use	2
D1	• The <iframe> tag (1) can be used to embed another document in a fixed sized frame (1).		
D2	• The <object> tag (1) can be used to embed multimedia objects (1).		
	• The <embed> tag (1) defines a container for external applications/plugin-ins (1)		

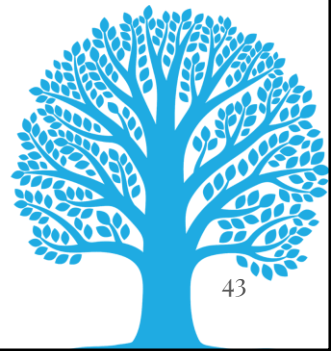
Response 2

When we use the tag, <embed>, the embedded content will be visible in the webpage, or we can use <iframe> too.



Activity 6

Unit 2 June 2019 Q04



Unit 2 – June

- 4 Space Tech is an organisation interested in space and technology. It needs a new web page.

A wireframe and style guide have been provided.

Banner 1000 x 100 pixels

Mars Rover Page

Navigation bar 1000 x 50 pixels

Text area 500 x 500 pixels

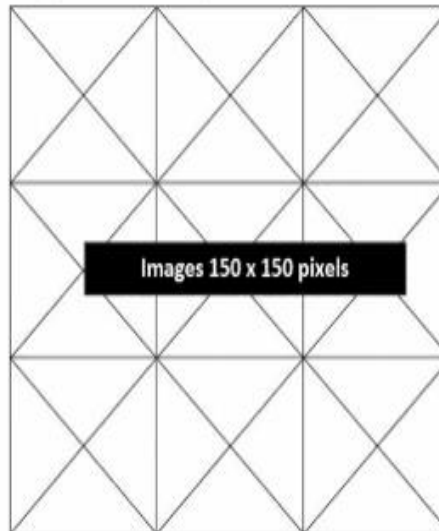
Space is interesting

The sun could hold one million Earths within it. To us this sounds like it is massive. However, it is not. The sun is only an average sized star. There are many more suns in the universe and a lot of them are much, much bigger than our sun.

A lot of people think that there has been life on Mars and that Mars used to be a planet much like our planet. Many think there was water on Mars and that its inhabitants migrated to another planet when it ran out. However, there is no proof of this at all and it could just be wishful thinking on our behalf.

It is amazing to think that our universe may not be the only one. Scientists use the term multiverse to describe this. It would be fun to think there could be a parallel universe – just like ours.

Image area 500 x 500 pixels



Images 150 x 150 pixels

Copyright Space Tech

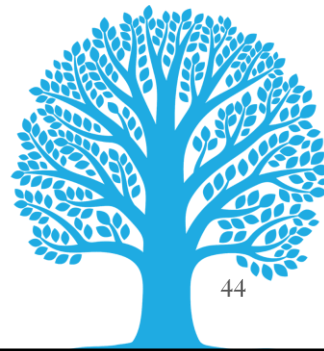
1000 x 50 pixels

Overall page requirements

- Character set must be UTF-8
- Search engines should be able to show a description of the site.
- Use HTML5 elements to define the different parts of the page.
- Use a fixed page layout.
- Use an external style sheet.



Pearson
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Unit 1 – June

Web Design Style Guide

Background

- The background colour of the page should be set to Blue – hex (#0000FF).

Font

- All text should be set to Verdana.
- Colour should be set to Light Grey – hex (#CCCCCC).
- All text should be centre-aligned.

Banner

- Position the banner as shown on the wireframe. The banner image can be found in the assets folder.

Navigation bar

- Create the navigation bar as shown on the wireframe.
- Create and style a hyperlink to open marsRover.html as shown on the wireframe.



Unit 1 – June

Text and images

- Insert the heading 'Space is interesting' as shown on the wireframe.
- Position the text and images as shown on the wireframe. The text and images can be found in the assets folder.
- Set an emphasis on the heading.

Footer

- Insert the text 'Copyright Space Tech'.
- Create an email link on the text to 'info@spacetech.co.uk'.
- Style the text to be Yellow – hex (#FFFF00).


Develop a prototype web page for Space Tech using the wireframe, style guide, images and text provided.


Save your files as **Q04FINISHED.html** and **Q04FINISHED.css**


(Total for Question 4 = 20 marks)


 assets


 marsRover


 images


 background text


 banner


 image1


 image2


 image3


 image4

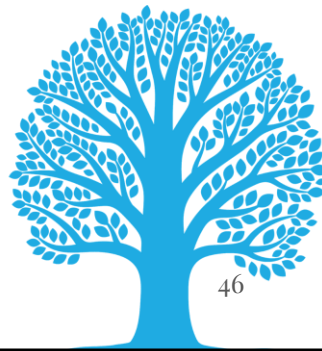
 image5

 image6

 image7

 image8

 image9



Unit 1 – June 2019 Qo2(b)

Space Tech

Mars Rover Page

Space is interesting

The sun could hold one million Earths within it. To us this sounds like it is massive. However, it is not. The sun is only an average sized star. There are many more suns in the universe and a lot of them are much, much bigger than our sun.

A lot of people think that there has been life on Mars and that Mars used to be a planet much like our planet. Many think there was water on Mars and that its inhabitants migrated to another planet when it ran out. However, there is no proof of this at all and it could just be wishful thinking on our behalf.

It is amazing to think that our universe may not be the only one. Scientists use the term multiverse to describe this. It would be fun to think there could be a parallel universe – just like ours.



Copyright Space Tech



How to approach marking it

1. Browser

2 Text editor

3 Marking grid

4 Award the marks



```

1  <!doctype html>
2  <html>
3  <head>
4    <title>Space Tech</title>
5    <meta charset="UTF-8">
6    <meta name="description" content="Space Tech" />
7    <link rel="stylesheet" type="text/css" href="styles.css" />
8  </head>
9  <body>
10 <div class="wrapper">

```

```

1  * {
2    box-sizing: border-box; /*
3  }
4
5  body {
6    background-color: #0000FF;
7    font-family: Verdana;
8    text-align: center;
9    color: #CCCCCC;
10 }

```

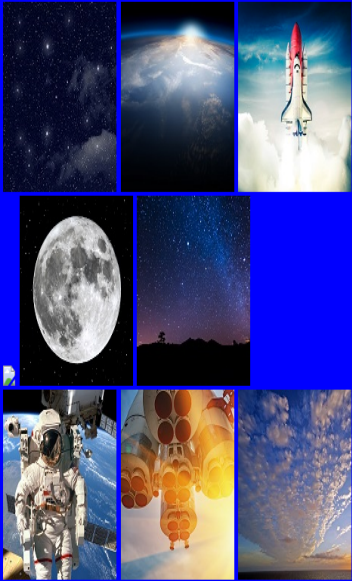
	A	B	C
1	Activity 4 - Code		
2	a	A1	
3		A2	
4		A3	
5		A4	
6		A5	
7		A6	
8		A7	
9		A8	

Mark scheme

Question number	Answer	Mark
4	Award one mark for each of the following points up to a maximum of fourteen marks.	20
Evidence found in:		
HTML – Head	A1	<meta charset="UTF-8">
HTML – Head	A2	<meta name="description" is used with suitable description.
HTML –	A3	At least one HTML 5 semantic element used to define part of

Response 1 – Let's try this

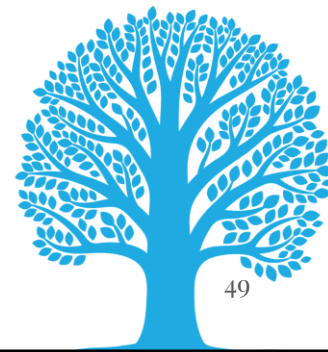
Space Tech



Space is interesting

The sun could hold one million Earths within it. To us this sounds like it is massive. However, it is not. The sun is only an average sized star. There are many more suns in the universe and a lot of them are much, much bigger than our sun. A lot of people think that there has been life on Mars and that Mars used to be a planet much like our planet. Many think there was water on Mars and that its inhabitants migrated to another planet when it ran out. However, there is no proof of this at all and it could just be wishful thinking on our behalf. It is amazing to think that our universe may not be the only one. Scientists use the term multiverse to describe this. It would be fun to think there could be a parallel universe – just like ours.

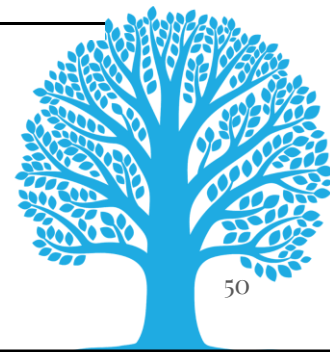
Copyright Space Tech



Response 1 – Marks

Check your marks.

Q04			Comments
a	A1	1	Line 4 HTML file
	A2	0	Not present
	A3	1	Line 66 and 77 of HTML file
	A4	0	Not set
	A5	1	Hyperlink to Mars Rover is present when you look closely. It is under the images and does work. Line 68. However it is not in the nav bar



Response 1 – Marks

Check your marks.

A6	1	At least 3 images are sized at 150 x 150. Not specifically set but image files are all that size and they are all equal on the page other than the one that cannot be seen. Wanted explicit evidence on the banner but would accept the default size on the these images
A7	1	At least 3 images in a row. HTML file lines 52 to 54
A8	1	Background set to #0000FF in HTML file (the CSS file does not work)
A9	1	 has been used on the heading in HTML file. Line 69
A10	1	semantic was used on the heading in HTML file. Line 69
A11	0	There is a functioning email link but it should link from the words Copyright tech. HTML line 82



Response 1 – Marks

Check your marks.

	A12	0	In this paper no specific padding/margins were given. Therefore, the mark can be awarded if the space between elements looks fine on the page. This would have been ok if the text had not been much wider than the rest of the page
	A13	0	The text is not centre aligned
	A14	0	The CSS file does not work. It is the CSS in the HTML file that is being used
b	Trait1	1	There is enough evidence to say the solution is, in parts, fit for purpose and suitable for the intended audience.
		1	
		0	
	Trait 2	1	There is little attempt to make use of the CSS facilities. Most components rely on default configuration. The CSS code is not efficient and some does not work.
		0	
		0	
Total		11	



Response 2

Space Tech

Mars Rover Page

Space is interesting

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It is amazing to think that our universe may not be the only one. Scientists use the term multiverse to describe this. It would be fun to think there could be a parallel universe – just like ours.

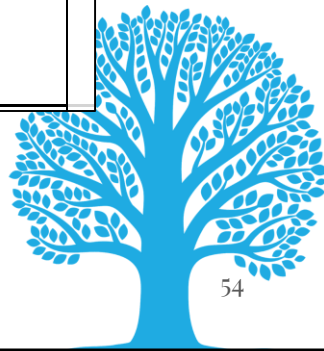


Copyright Space Tech



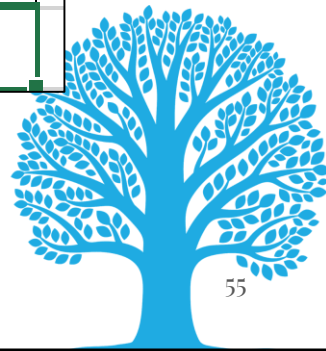
Response 2 – Marks

Q04			Comments
a	A1	1	HTML line 4
	A2	1	HTML line 5
	A3	1	Multiple occurrences. <article> HTML lines 20, 15, <nav> HTML line 13, <section> HTML line 14, <footer> HTML line 33
	A4	1	All sized correctly. Banner CSS lines 14, 15. Navigation bar CSS lines 19, 20. Text area CSS lines 37 to 39. Image area CSS lines 37 to 39. Footer CSS lines 48, 49
	A5	1	HTML line 13
	A6	1	No specifically implemented in code, however, the images were 150 x 150 pixels by default and candidate has added at least 3



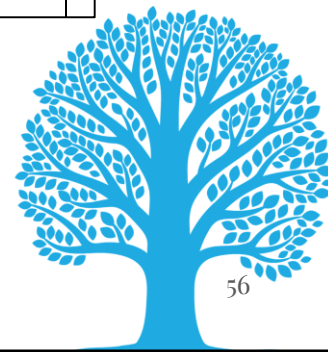
Response 2 – Marks

	A7	1	HTML lines 16 to 18
	A8	1	Background CSS line 7. Font colour CSS line 9. Footer text colour CSS lines 50, 56
	A9	1	HTML line 21
	A10	1	HTML line 21
	A11	1	HTML line 33
	A12	1	CSS line 30. Not specifically set anywhere else but spacing good on completed page viewed in browser
	A13	1	CSS line 10
	A14	1	HTML line 7



Response 2 – Marks

b	Trait1	1	The solution given goes beyond the specific mark points ensuring all of the elements are sized and positioned as specified i.e. they have fully adhered to the component layout design
		1	
		1	
	Trait 2	1	All of the styling requirements were taken into account with presentation fully controlled using CSS within the external CSS file.
		1	
		1	
Total		20	



Exam materials



Accessing materials for the IAL information

International Advanced Levels Information Technology (2018)

Specification

Course materials

Published resources

News

- ❖ Exemplar material
- ❖ Guides
- ❖ Past training content
- ❖ Schemes of work
- ❖ Skills for learning and work
- ❖ Student guide

Specification

Course materials

Published resources

News

Find course materials

Specification and sample assessments (8)

Exam materials (7)

Forms and administration (2)

Teaching and learning materials (22)

1 - 7 of 7



Exam materials

Specification and sample
assessments (8)

Exam materials (7)

Forms and administration
(2)

Teaching and learning
materials (22)

Unit 1 – June 2019

Question paper

Mark scheme

Examiner report

Unit 2 – June 2019

Question paper

Data files

Mark scheme

Examiner report

June 2019



Question paper - Unit 1 (WIT11) - June 2019
Unit 1

| PDF 303.4 KB | 02 Jul 2019



Mark scheme - Unit 1 (WIT11) - June 2019
Unit 1

| PDF 253.8 KB | 22 Jul 2019



Examiner report - Unit 1 (WIT11) - June 2019
Unit 1

| PDF 142.5 KB | 16 Aug 2019



Question paper - Unit 2 (WIT12) - June 2019
Unit 2

| PDF 835.2 KB | 02 Jul 2019



Mark scheme - Unit 2 (WIT12) - June 2019
Unit 2

| PDF 344.4 KB | 22 Jul 2019



Examiner report - Unit 2 (WIT12) - June 2019
Unit 2

| PDF 135.1 KB | 16 Aug 2019



Data Files - WIT12 - June 2019

| ZIP 947.1 KB | 31 May 2019




Exemplars and commentaries





Exemplar materials

- ❖ Includes questions from the papers
- ❖ Sample responses
- ❖ Lead Examiner commentaries

Exemplar material

 [Exemplar questions and answers - Unit 2](#)
| ZIP 5.6 MB | 08 Apr 2019

 [Exemplar responses with commentaries - Unit 1](#)
Exemplars with examiner commentaries for Unit 1
| PDF 908.1 KB | 18 Oct 2018

 [International A Level Information-Technology Exemplar Unit 2](#)
| PDF 1.6 MB | 03 Apr 2019

Specification and sample
assessments (8)

Exam materials (7)

Forms and administration
(2)

Teaching and learning
materials (22)



Feedback events and packs



Past training content

Specification and sample
assessments (8)

Exam materials (7)

Forms and administration
(2)

Teaching and learning
materials (22)

Unit 1 – June 2019

Question paper
Mark scheme
Examiner report

Unit 2 – June 2019

Question paper
Data files
Mark scheme
Examiner report

Past training content



[Getting Ready to Teach Pearson Edexcel new International Advanced Level Information Technology specifications for first teaching in September 2018 - Online Event](#)

| ZIP 7.6 MB | 11 Feb 2019



[Getting Ready to Teach Pearson's new International Advanced Level IT specifications for first teaching in September 2018 - Face to Face Event](#)

| ZIP 10.3 MB | 16 Aug 2018



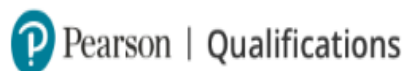
[Getting Ready to Teach Pearson's new International Advanced Level IT specifications for first teaching in September 2018 - Online Event](#)

| ZIP 9.5 MB | 16 Aug 2018



Training events (live)

➤ Training events and bookings



Our qualifications ▼ Subjects ▼ Support ▼ About us ▼ Contact us

Live training

On-demand training

Centre-based training

About

FAQs

Keyword

Q mathematics

Date



Filter Events

Point of Interest

📍 Places, Cities... X

International or UK

☒ All

☒ International

Getting Ready to Teach Pearson Edexcel's Updated International Advanced Level Mathematics specifications for first teaching in September 2018 (XMA01/YMA01)

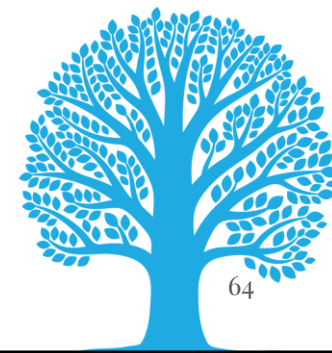
🕒 21 November 2019 at 10:00 – 16:00 WET

📍 Warsaw, Poland

[More Details](#)

Essex (Loughton) Collaborative Maths Network

🕒 21 November 2019 at 14:15 – 16:15 GMT



Training events (pre-recorded)

➤ Training events and bookings

Live training

On-demand training

Centre-based training

About

FAQs

Pre-recorded events can be found here.

Accessing them is as easy as downloading the materials.

Step 1. International GCSEs and Edexcel Certificates

Change

Step 2. Chemistry

Change

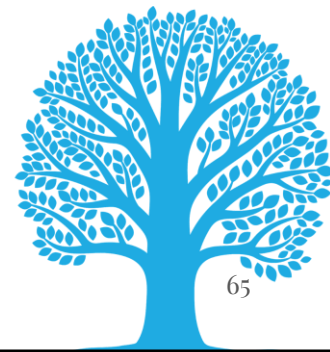
Step 3. Available Resource

This pre-recorded training is designed for teachers wishing to receive feedback on the International GCSE and The Edexcel Certificate in Chemistry and Double Award Science (Chemistry) specification.

➤ **Edexcel International GCSE and The Edexcel Certificate in Chemistry: Feedback on June 2016 (Pre-recorded Training)**

Delegates will:

- Receive feedback on national performance of candidates in the June 2016 examination series.



Support



Support

A [Getting Started Guide](#) to help you understand the scope and structure of content and assessment and how the planning and delivery can work for you and your students

[Suggested teaching resources](#)

[Editable schemes of work](#)

[Student guide](#)

[Exemplar scripts](#) with examiner commentaries to give additional indication of marking standards

[ExamWizard](#)

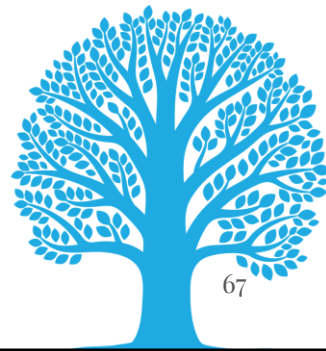
[ResultsPlus](#)

[Access to scripts](#)

[Past exam papers and mark schemes](#)

Training events ([past training events](#), [upcoming training events](#))

[Teacher resource pack](#) – including lesson plans and worksheets



Subject advisor

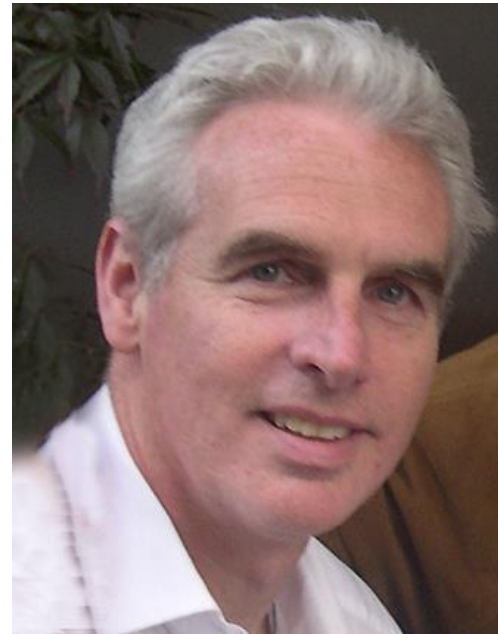
Tim Brady

Computer Science and ICT Subject
Advisor

Intl: +44 (0)333 016 4160

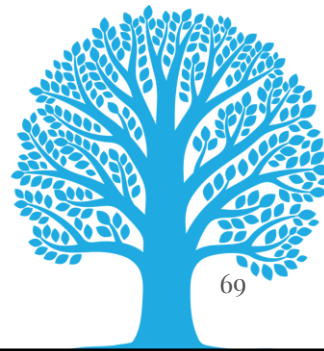
[Contact us](#)

https://twitter.com/@Pearson_CS



Any questions?

**Thank you for
attending**



**Please fill in your
evaluation forms.**

**We value your
feedback!**



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