

# PEARSON EDEXCEL INTERNATIONAL GCSE (9–1)

## **Information and Communication Technology**



Event code: 4IT1 20IO1

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First teaching in 2017, first assessment in 2019

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# Session agenda

## Specification and SAMs

### Topics:

- Digital devices
- Connectivity
- Operating online
- Online goods and services
- Applying ICT software skills.

### Assessment:

- Mark schemes
- Assessment objectives
- The exam paper.

### Support and training materials.



# Aims and objectives

To arrive at a shared understanding of:

- **the specification** – looking briefly at each topic and where it is examined
- **the examination** – looking at how the papers are written and assessed
- **support** – looking at the resources available from Pearson and others to help deliver the specification.

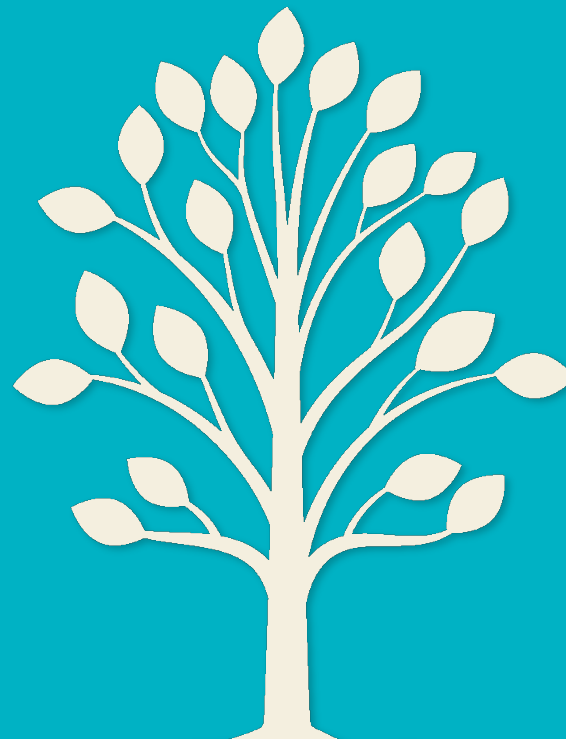


# About Pearson Edexcel

- 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.



# **International GCSE Features**



# 9–1 Grading scale

## Awarding

- The grading system is changing, but our commitment to awarding grades that accurately reflect learner exam performance remains the same.
- We set new grade boundaries (minimum number of marks needed to achieve each grade) for each assessment of each qualification.

## Benefits

- Greater differentiation across levels of attainment, e.g. 2 grades where the current C grade is.
- Rewards truly outstanding achievement with the grade 9.
- Provides more information about student attainment to help progression to A Level.
- Same scale for Pearson Edexcel GCSE and International GCSE allows for clear comparison with English standards, unlike old A\* to G grading.



[Understanding GCSE \(9 - 1\)](#) [Setting grade boundaries](#)

# The new 9–1 grading scale structure

The new grading scales gives teachers **more information about student's attainment** to help progression to A Level, and universities more information when looking at accepting students into HE.

The new **grade 9 represents a new level of attainment** and we've introduced this to really differentiate top performing students.

There's **greater differentiation in the middle of the range of grades**, with three grades (4, 5 and 6) instead of two grades (grades B and C).

Using the same scale for Pearson Edexcel GCSE and International GCSE allows **clear comparison with English standards**, unlike the A\*–G scale.

NEW GRADING STRUCTURE	CURRENT GRADING STRUCTURE
9	A*
8	
7	A
6	B
5	
4	C
3	D
2	E
1	F
U	G
	U



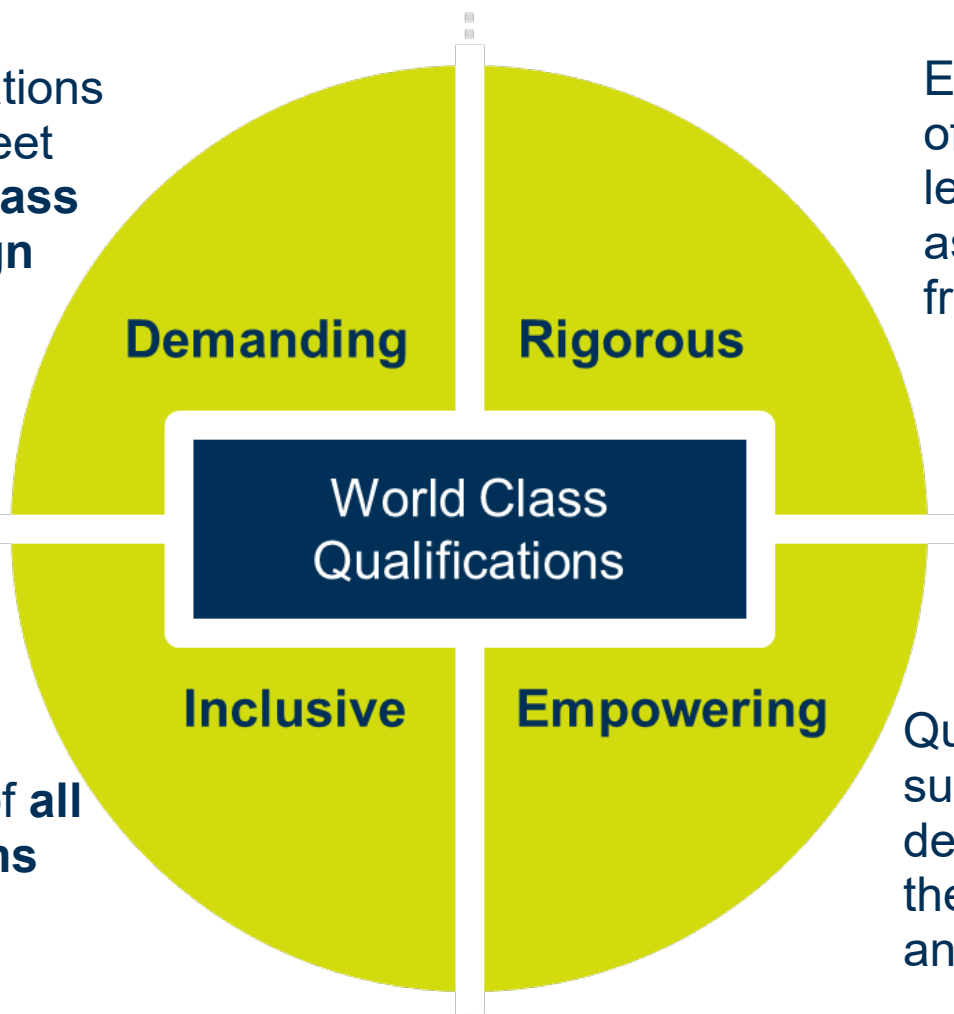
# World-class qualifications

All Edexcel qualifications are developed to meet Pearson's **World Class Qualification design principles**

Endorsement of educational thought-leaders and assessment experts from across the globe

Developed using an understanding and benchmarking of **all educational systems**

Qualifications that support young people to develop the capabilities they need to progress and prosper in their lives





# The global transferable skills framework

## COGNITIVE

Core skills the brain uses to think, learn and reason – used to carry out any task.

**Critical Thinking, Problem Solving, Analysis, Decision-making, Creativity**

## INTRAPERSONAL

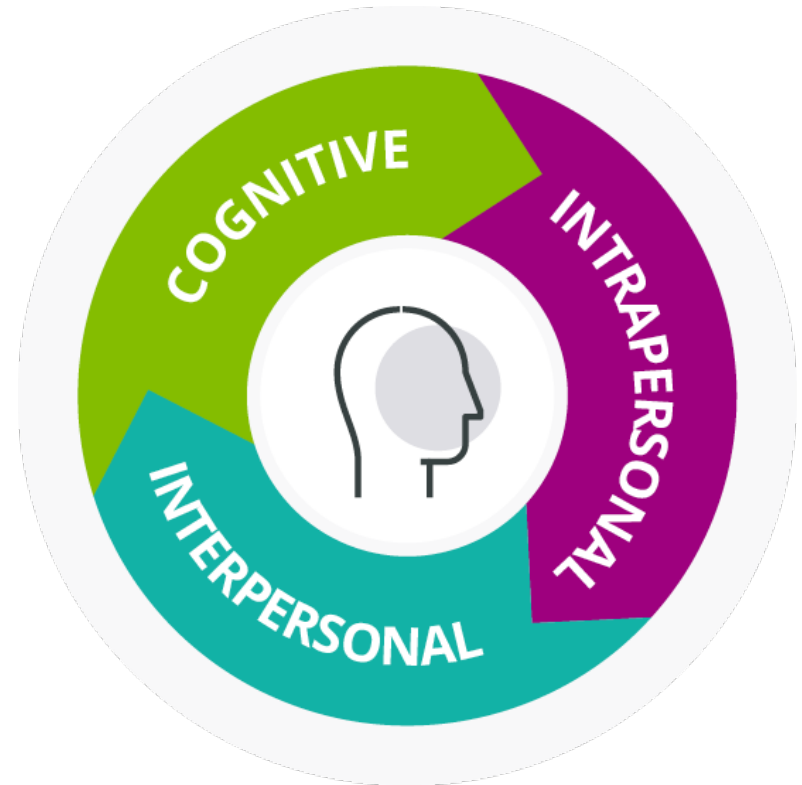
Emotional intelligence, ability to know, understand and manage own emotions and learning.

**Adaptability, Continuous Learning, Intellectual Curiosity, Work Ethics, Self-Evaluation**

## INTERPERSONAL

Life skills used every day to communicate and interact with others, individually and in groups.

**Teamwork & Collaboration, Communication, Negotiation, Empathy, Leadership**



# What are specifications and SAMs?

- A 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.
- SAMs is short for Sample Assessment Materials. This document is just as important as the specification.
- The SAMs are examples of the question papers and mark schemes and show the question types and how they will be marked by the examiners.



# Content overview

## **Tested in Paper 1**

Topic 1: Digital devices

Topic 2: Connectivity

Topic 3: Operating online

Topic 4: Online goods and services.

## **Tested in Paper 2**

Topic 5: Applying Information and Communication Technology

Topic 6: Software skills.



# Topic 1: Digital devices

- Hardware, both devices and component parts.
- Software.
- Features and characteristics.



# Topic 2: Connectivity

- Digital communications.
- Network connections.
- Network benefits.
- Network security.



# Topic 3: Operating online

- Risks to data.
- Impact on:
  - individuals
  - organisations
  - society.
- Online communities.
- Implications of using digital technologies.



# Topic 4: Online goods and services

- Types of services.
- Impact on:
  - individuals
  - organisations.
- Online software.



# Topics 5 & 6: Applying ICT; Software skills

- Using ICT software to meet requirements.
- Making decisions.
- Evaluating results.





# How do I ensure I cover all the content?

- Specification.
- Schemes of work.
- Lesson plans.
- Year planners.





**A chance to share  
resources**

# Activity

Look at a common digital device such as a smartphone.

Compare what you have now with what you had previously.

For example, you could look at:

- extras such as camera capabilities
- storage, including extra capacity via SD cards etc.
- security measures such as biometrics and encryption.



# A question where acceptable answers may change as technology moves on

(d) Kiki meets her friend, Zara.

- (i) Draw a diagram to show how Kiki's smartphone can be used to provide Zara's tablet computer with an Internet connection.

Label each component and the connectivity you use in your diagram.

(4)

## Answer

A drawing that shows:

- A smartphone connected to the Internet / mobile phone mast
- Correct connectivity identified for this (3G, 4G etc.)
- Tablet directly connected to smartphone
- Correct connectivity identified for this (Bluetooth / Wi-Fi / USB etc.)



# What are assessment objectives?

Assessment objectives are statements about the types of skill that candidates are expected to use in the examination.

**AO1** Demonstrate knowledge and understanding of Information and Communication Technology (ICT).

**AO2** Apply knowledge, understanding and skills to produce ICT-based solutions.

**AO3** Analyse, evaluate, make reasoned judgements and present conclusions. Approximately 60% analysis and 40% evaluation.



# Where are assessment objectives tested?

Unit number	Assessment Objective		
	A01	A02	A03
Paper 1	20-23%	14-16%	13-14%
Paper 2	5-6%	34-36%	10-11%
<b>Total for International GCSE</b>	25-27%	46-52%	24-26%



# Structure of the specification

Paper 1	Paper 2
Worth 50% of the total mark.	Worth 50% of the total mark.
Marked out of 100.	Marked out of 100.
AO1 20–23%	AO1 5–6%
AO2 14–16%	AO2 34–36%
AO3 13–14%	AO3 10–11%



# Paper 1

Content	Assessment
<p>Mainly topics 1 to 4.</p> <p>Material from topics 5 and 6 may be included, e.g. a question about data storage may reference a database.</p> <p>Each question has a simple scenario relating the sub-questions together.</p>	<p>90-minute written exam with multiple choice, short answer, and long answer questions.</p> <p>Papers are scanned and then marked online via ePen.</p>





# Paper 2

Content	Assessment
<p>Mainly topics 5 and 6.</p> <p>Material from topics 1 to 4 may be included, e.g. a question about a database may be set in the context of it being part of an online service.</p> <p>There are two sections – A and B. Each section has a simple scenario relating the questions together.</p>	<p>Three-hour practical exam with five tasks, each covering a different type of software application.</p> <p>Candidates make printouts of their work. This is then marked as a physical paper by expert markers.</p>



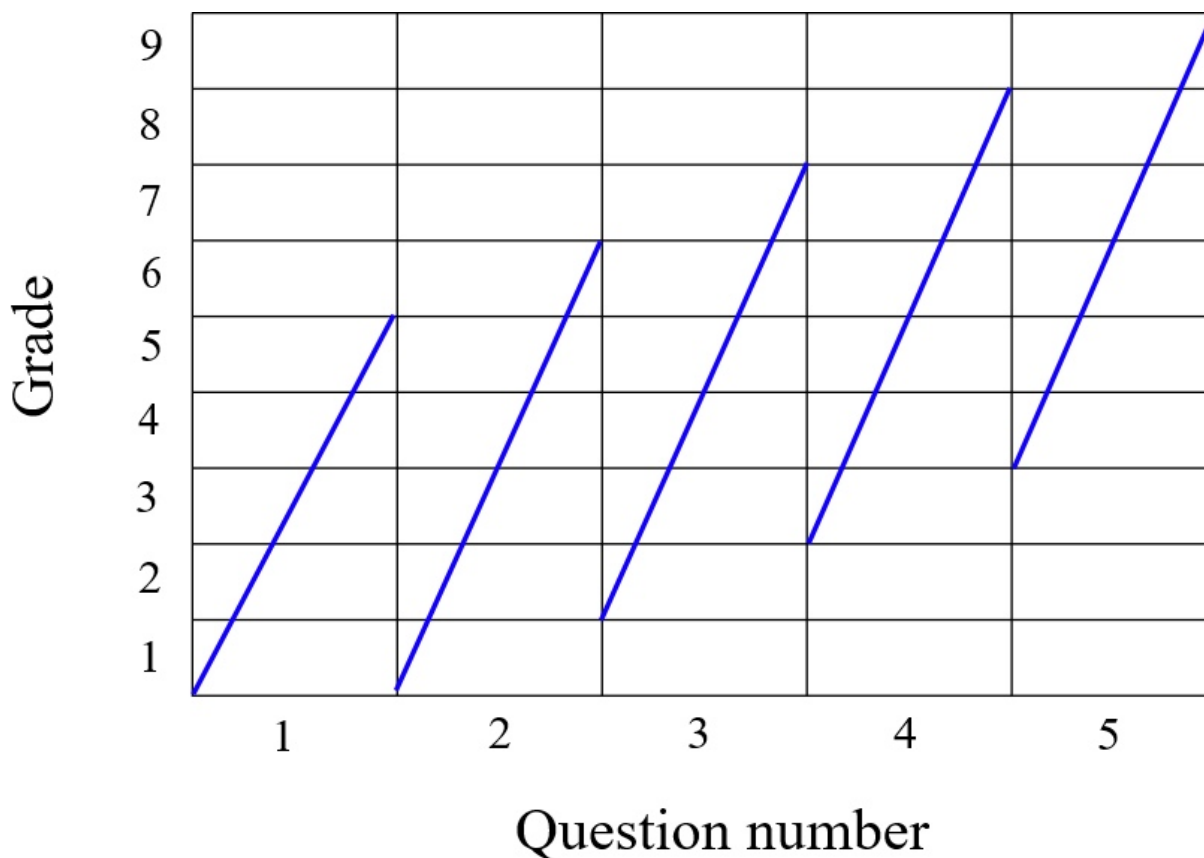
# How do we ensure the exam paper is correct?

## The main stages in the writing process:

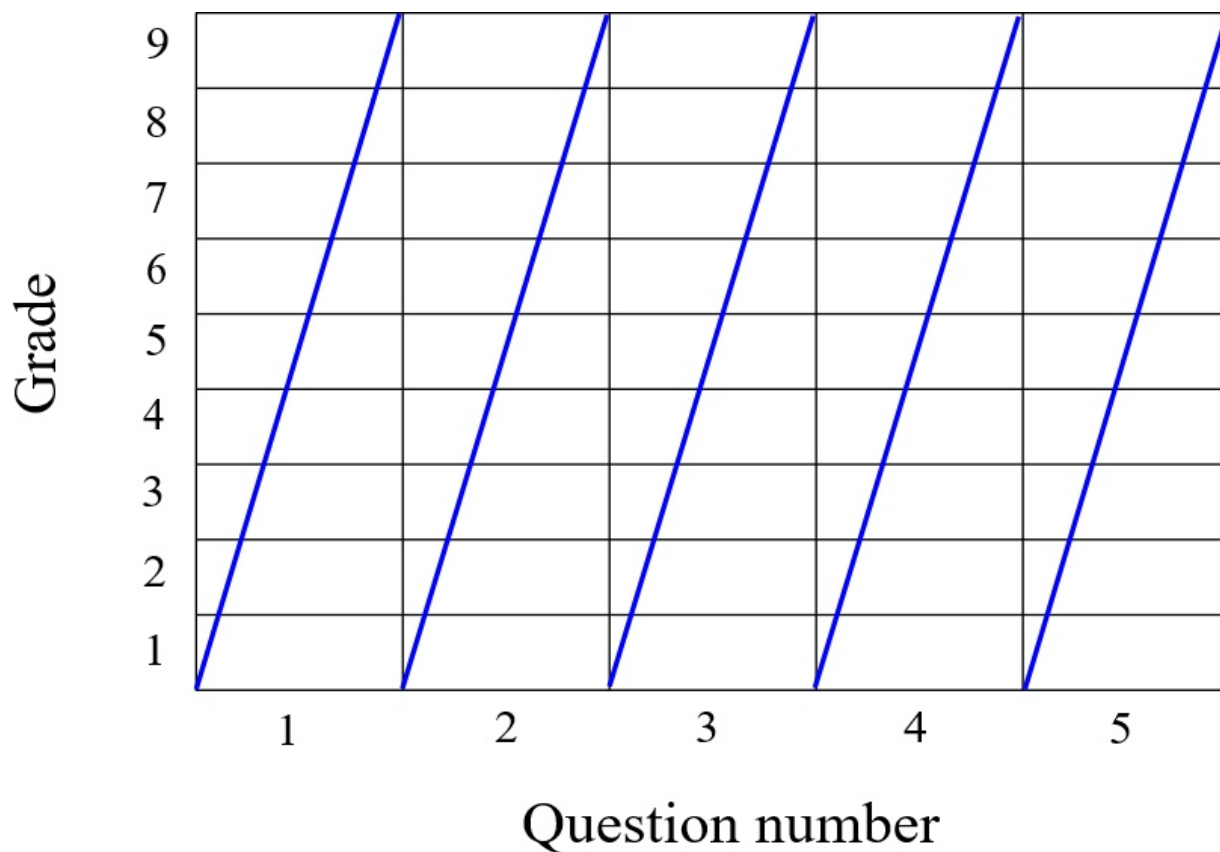
- draft paper written by the Principal Examiner
- reviser studies the paper and makes recommendations
- second draft written
- paper studied and amended by the Question Paper Evaluation Committee
- paper studied by a scrutineer, who will try to answer the questions as if sitting the exam.



# Assessment: Covering the grades



# Assessment: Covering the grades



# How is the exam paper marked?

Paper 1 is marked via ePen, using four types of marker:

- computer
- clerical
- graduate
- expert.

Paper 2 is marked from the candidate's printouts and is always marked by expert markers.



# Assessment: Extended writing

Level	Mark	Descriptor (AO3 – Analyse)
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–3</b>	<p>There will be some attempt at analysis. This may be limited to a review / restatement of the problem or a description of the scenario. There will be limited explanation of how the elements that have been analysed impact on the scenario / goal. Outcomes of the analysis will be briefly stated but they will often lack clarity. The response will lack clarity and organisation.</p>
<b>2</b>	<b>4–5</b>	<p>There will be evidence of analysis. Several aspects from the scenario / goal / problem will have been examined to identify impacts such as when, why, where, what and how? Outcomes of analysis will be explained with some clarity, though this may not be in detail. The response will show some focus but it may not be well organised.</p>
<b>3</b>	<b>6–8</b>	<p>There will be clear evidence of analysis. The analysis will have identified relevant points in the scenario / goal. The outcomes of analysis will be explained in detail. The response will show good focus and organisation.</p>



# What are mark schemes?

Mark schemes contain:

- general marking guidance
- the correct answers
- allocation of marks to marking points
- additional guidance.



# The exam paper

What teachers need to know:

- instructions for the conduct of examinations (ICE)
- what is on the front cover of the paper:
  - what candidates need to fill in
  - instructions, information, and advice
- practical work instructions in Paper 2.





# Teaching good exam technique

Ensure that students:

- understand the instructions on the front cover of the paper
- practise using a whole paper and understand how it is laid out
- understand that we always provide more than enough space – they don't need to fill everything up
- read each question carefully and answer what is asked.



# Walking through the practical exam

- Use the same room and preferably the same seats that will be used in the exam.
- Give an exam paper/question which is as close to the real thing as possible.
- Walk through every question on the paper – the person leading the session talks them through the smallest steps, such as underlining key words, how to plan, things to remember etc.
- Students then perform the task in timed conditions.





# Resources

We offer a range of free and paid for resources for **International GCSE in ICT**. They have been designed to support teachers to improve learner outcomes.



# Support overview for International GCSE in ICT

Getting Started  
Guide & Scheme  
of Work

Getting Ready to  
Teach Events

Subject  
interpretation of  
transferable skills

Subject Advisor

ResultsPlus

Regional Support  
Manager

Curriculum  
Matched  
Publishing

Exemplar Marked  
Responses

Lesson Plans





**ResultsPlus is the free online results analysis tool for teachers - it provides analysis features that other similar solutions don't.**

- Provides a detailed breakdown of student performance in Edexcel exams.
- Helps identify topics where the student can benefit from further learning and allows this knowledge to inform teaching strategies and approaches.
- Provides a comparison of student performance at regional level.
- Allows you to view your school's performance against other Pearson Edexcel schools in your country. You can also find student results analysis from their previous Pearson Edexcel school.
- Mock exams results can also be fed into the system to produce an analysis.
- [ResultsPlus Direct](#) gives your students access to their final grades and performance breakdown, wherever they are.
- Sign up for free ResultsPlus account in just a few quick and easy steps [here](#).
- Access additional video guides here:
  - [ResultsPlus - Individual Student Analysis](#)
  - [ResultsPlus - Cohort Analysis](#)
  - [ResultsPlus - Mock Analysis](#)
  - [ResultsPlus - Global Analysis](#)





- A free tool for teachers which helps you make quick homework assignments, topic tests and mock exams.
- Questions tagged against unit, topic and assessment objective or simply choose a whole past paper.
- Use existing mark schemes for accurate marking.
- Use examiner report for insight.
- Most recent exam content available sooner.
- Use the results to understand where students need more support, informing teaching strategies.



# Your dedicated Subject Advisor

Subject Advisor details:

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# Other useful links

## [1. Grade Boundaries](#)

This page shows the minimum marks needed to achieve a certain grade for all UK and international examinations. Also refer to the examiners report which is available for download with other documents.

## [2. Examination Results Statistics](#)

Results statistics summarise the overall grade outcomes of candidates sitting Pearson Edexcel examinations.

## [3. Progress to University](#)

Here you can find information and guidance about how to progress to universities worldwide with Pearson Edexcel qualifications.

## [4. Access to scripts](#)

Make an informed enquiry about results (EARs) using our free access to scripts portal.







*Any questions?*

**Please fill in your  
evaluation forms**

**We value your  
feedback!**



ALWAYS LEARNING