



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2023

Pearson Edexcel International GCSE
In Information and Communication Technology
(ICT) (4IT1) Paper 02

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General Comments

This was the fifth series of the 2017 Specification of Pearson's International GCSE ICT.

There were approximately 6500 students for the practical paper in this series. Most students submitted work for all tasks. Tasks where work was not always submitted were spreadsheets and word processing.

Work had been submitted electronically with examiners having access to the files apart from database where screenshots were included on the Evidence document.

Examiners were pleased to note that there was little evidence that students accessed the internet during the examination. Internet usage during this examination is a breach of the regulations and may result in students being disqualified.

Data files

There were very few issues with the data files reported to Pearson.

These files are produced in different formats so that centre staff can make sure that the files open using the software available during the examination. It should also be noted that only the appropriate version of the files should be available for students.

Centre staff are reminded that the data files must remain confidential until after the end of the examination window printed on the front cover of the paper. It is a breach of the regulations for staff to discuss the contents of the data files with students. They are made available before the examination in order that a member of staff can check that the files work with the hardware and software available during the examination. After they have been checked, the files should be copied into the students' examination folders. A second copy in a sub-folder of the students' exam folder is useful to enable them to re-start tasks should they wish to do so.

Submitting evidence electronically

Centres are reminded that each student must have their evidence placed in a folder. It is this folder that must be compressed and submitted. Where evidence was submitted as individual files for each student, centres were requested to resubmit correctly. Candidates should be encouraged to only include the evidence for the assessment tasks, in this instance – Evidence, PCH LOGO, WELCOME, HOLIDAY PAYMENTS, FILTER, CHART, LEAFLET1 and LEAFLET2. No other

files were required, and it was sometimes difficult for examiners to find the evidence as files were saved in different folders.

Resources

There are a number of past examination papers available on the Pearson website to use for practice so students can get used to the format of the paper. In addition, centre staff are reminded that Pearson offer the 'Ask the Expert' facility on its website where Senior Examiners can answer questions from staff about the specification and examinations.

Specific Comments

The examination consisted of five activities based on a canal holiday company.

Activity 1: Graphics Software

Task A1a required students to create a logo based on a given design. Most learners achieved marks for this task. Where marks were not awarded they tended to be for the shaped back of the boat and following the design of the upper section. Generally, however, this task was done well.

A1b required students to give two one other way (not eraser as this was in the question) to remove the unwanted object. Where a mark was awarded, it was usually for the use of the crop tool or the brush tool.

Activity 2: Database Software

Students were provided with a database file with three tables. Tables included data for the canals, guests, and bookings.

In Task A2a, students were asked to create a data entry form for the GUEST table. Most students created the form, but these did not always include appropriate evidence to support the inclusion of the 2cm height of the header and most tables were not shown in tabular format. Most achieved marks for the font and background colour and the removal of the borders on the field names.

Task A2b required students to perform a query to find holidays that were booked for September 2023 with fewer than 40 locks for 3 nights. Most students achieved marks for the number of locks and nights but were either did not enter a correct date criteria or did not fully show the criteria used. Once the query had been completed, the results were required.

Students were expected to display certain fields in order (CANAL ID, JOURNEY NAME, HOLIDAY DATE, NUMBER OF LOCKS, DISTANCE) with HOLIDAY DATE in descending order. Most students achieved the marks for the order of fields and the descending order, but few achieved a mark for fully displaying the field names and NUMBER OF LOCKS tended to be truncated.

A2c required students to create another query for guests with a CANAL ID of 1. This should have resulted in 3 guests (shown in columnar format) and the details should have been presented with the fields in order of GUEST ID, TITLE, LAST NAME, DATE OF BIRTH and HOLIDAY DATE with ascending order on HOLIDAY DATE. The report should have been formatted to use a suitable title without any truncation on the title or the fields. Some students included a title that was not appropriate and did not inform the viewer of the report content whilst others included too many records to meet the required criteria. Most students included a footer Prestige Canal Holidays.

Tasks A2di to A2div required students to show their understanding of databases. Few students achieved marks for this section as although they showed use of the skills required to carry out the practical tasks, they achieved very few marks for the theory behind the use of databases. The questions on this paper were not answered well apart from some students who referenced 'unique' for the primary key.

Activity 3: Presentation software

Most students achieved some marks for this task.

For A3a there were 13 marks available for the creation of a two-slide presentation.

Instructions were provided in a step by step format where students could tick them off when they had completed them to ensure they completed them all. Marks were usually awarded for the colour scheme (although some learners used black instead of dark blue so were not awarded the mark) on both slides. Students did not always include appropriate text on slide 1 (other than the title) or on slide 2 (other than the rivers and canals as instructed) but did include the slide numbers. Appropriate images were usually included and were aligned but few students changed the size appropriately. More students gained a mark for the email link than the website address. The rivers and canals text was included by most students but not all included the required animation. Most students included a working link from the second slide back to the first.

Overall, this task was completed well.

Activity 4: Using Spreadsheet Software

For this activity, students were provided with a spreadsheet two worksheets. When students were required to use formulae/functions, it was intended that they used both worksheets with references rather than copying content from worksheet one and pasting it into worksheet two. However, fewer students copied content than in previous series.

Most students achieved marks for the inclusion of a heading and the formatting of the merged cells.

B1bi, ii, iii required students to use functions to work out the Holiday Price for Guest 101, the Balance, and a message if there was a balance to pay. Most students correctly used the VLOOKUP function and the IF statement but the Balance was not always calculated correctly as students were unaware they had to subtract the monthly payments from the Holiday Price. All students were able to replicate the formula for all other guests (B1iv).

B1bv to B1bvii required students to a range of formulae and functions. Most students were awarded the marks although where a mark was not awarded this tended to be for the incorrect use of cells for the total (some students only went to row 32 instead of 33). The first part of the COUNTIF was done well by most students but some used a cell reference rather than BAND A for the second part.

Quite a few students were awarded a mark for the inclusion of a named range for the required cells on the PRICE BANDS worksheet.

Formatting of the spreadsheet to be shown in data view was usually done well for all but the inclusion of gridlines and column headings when the spreadsheet was printed.

The filter part of the paper was completed well, and most students achieved both marks. Although a chart was created by most students, few included an appropriate title, but the axes were appropriately labelled.

Most students understood that the PRODUCT function multiplied the cells and that absolute referencing fixed the cell references but few went on to say why this was useful. The question on the named range was not well answered. It was evident that although students can carry out the practical tasks associated with spreadsheets, few understand the theory behind what they have done.

Activity 5: Word Processing Software

Students were provided with a leaflet design that they had to create themselves. Most students did well on this task and created appropriate leaflets. Some however, copied the overlapping shapes and the table from the design document rather than create them themselves so marks were not awarded. Where students created the different elements, they did well apart from the thicker outside border on the table and the vertical alignment of the date.

Students had to make an improvement to the leaflet and state a reason why their change improved the design. Most students made appropriate changes and gave a good reason – for example, they changed the colour/size of the title to make it stand out more from the rest of the text on the page.

The other theory questions covered the use of tables and the creation and management of folder structures. Most students understood that using a table was more organised OR made it easier to read but few put these together to form an explain response (more organised (1) so it is easier to read (1)/easier to read (1) because it is more organised (1)).

General comments

Please ensure work is submitted as requested for future series in individual compressed folders for each student. Where individual files are uploaded, the work may be returned to centres to be uploaded correctly.

Ensure students only submit their work – the given data files are not required. For this series a zipped folder with the files Evidence, PCH LOGO, WELCOME, HOLIDAY PAYMENTS, FILTER, CHART, LEAFLET1 and LEAFLET2 was all that was needed. In some cases evidence was difficult to find as it was saved in the different folders.

For all screenshots, students should check that everything is visible for the examiner to see (and therefore mark) as if there is truncation or if screenshots are too small, marks cannot be awarded.

