Examiners' Report
Principal Examiner Feedback

Summer 2024

Pearson Edexcel International GCSE in
Information & Communication Technology
Paper 2 (4IT1_02)

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Introduction

There were approximately 6200 learners for the practical paper in this series. Most learners submitted work for all tasks. Tasks where work was not always submitted were word processing.

Work had been submitted electronically with examiners having access to the files apart from the database work where screenshots were included on the Evidence document. The Evidence document also included responses to the theory questions.

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

Data files
There were no 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 learners.

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 learners. 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 learners' examination folders. A second copy in a sub-folder of the learners' 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 learner 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 learner, centres were requested to resubmit correctly. Candidates should be encouraged to only include the evidence for the assessment tasks, in this instance – EVIDENCE, CAR HIRE, PRESENTATION, HIRE COSTS and NFORMATION SHEET. 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 learners 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 car hire company.

Activity 1: Graphics Software
Task A1a required learners to create a logo based on given instructions. Most learners achieved marks for this task. Where marks were not awarded they tended to be for the logo not representing the theme of car hire and not using a serif font. Generally, however, this task was done well.

Task A1b required learners to edit an existing image. Most candidates attempted this and where marks were not awarded they tended to be for not using the correct dimensions and not using appropriate graphics tools to remove the car from the road.

A1c required learners to explain one reason the filename should be different from the original image filename. One mark was usually awarded for giving a reason such as the original image still existing, but few went on to explain the reason for the second mark. Learners should be reminded that where a two mark explain question is asked that one mark is given for the identification then the second mark for the expansion.

Activity 2: Database Software
Learners were provided with a database file with three tables. Tables included data for the CARS, CLIENTS, and BOOKINGS.

In Task A2 (a), learners were asked to create a data entry form for the BOOKING table. Most learners created the form but did not always include appropriate evidence to support the width of the field names and field content or the 3pt border (the properties should have been shown). Most achieved marks for the heading and the font and background colours.

Task A2 (b) required learners to correctly enter a new record on their table. Most achieved full marks for this task.

Task A2 (c) required learners to perform a query of cars that were large SUVs with an automatic transmission and electric. Most learners achieved marks including the correct criteria. Once the query had been completed, the results were required. Learners were expected to display certain fields in order (CLIENT NAME, CLIENT ID, CAR ID and INSURANCE) with CLIENT NAME sorted in descending order. Most learners achieved the marks for the order of fields and the descending order but few achieved a mark for fully displaying the field names as the CLIENT NAME tended to be truncated.

Task A2 (d) required learners to create another query for clients who had taken out insurance and paid a deposit of more than £75.00. This should have resulted in ten cars and the details should have been presented with the fields in order of DEPOSIT PAID, CLIENT ID and CLIENT NAME with grouping on DEPOSIT PAID. Most learners achieved good marks for this task but there was little evidence in some cases to support the use of grouping.

Tasks A2 (e)(i) to A2 (e)(iii) required learners to show their understanding of databases. Few learners 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 most learners who achieved the mark for a validation check that could be used in a database. One of the questions asked learners to explain a reason why Maria has used a relationship in the database. This was not well answered as although learners appeared to understand what a relationship was, they were unable to explain why one was used.

Activity 3: Presentation software
Most learners achieved some marks for this task.

For A3 (a) there were 15 marks available split between the creation of three slides.

A list of requirements for the slides was given in the assignment for each of the slides. Most learners achieved good marks for this task and presentations were fit for purpose. Where marks were not awarded tended to be for not using page numbers in the header (on all slides), animation on each bullet so they appear separately (on slide two), a background image (on slide 3) and not looping continuously.

Overall, this task was completed well.

Task 3 (b) asked learners two questions on the use of slides in presentations – one reason why the notes section could be used for slides and one reason why master slides should be used when creating presentations. Both were answered well.

Activity 4: Spreadsheet Software
For this activity, learners were provided with partially completed spreadsheet. Formatting of the heading row was required that included cell shading, font enhancement and size and alignment. This section was done well.

A date was included in the spreadsheet and learners were asked to format it to appear as 001 May 2024. Some learners achieved this mark. Text should have been included in the header and this was done by most learners.

B1(b)(i) – (b)(iv) required learners to use functions and formulas to complete the spreadsheet. Functions were required to display the COST PER DAY, the INSURANCE COST and TOTAL COST for the first client in the list. All these should have been replicated. Most learners achieved these marks.

Formulas were required to calculate the COST OF HIRE for the first client in the list and the Total income for May including discounts and again these were usually completed correctly.

Functions were also required to display the Number of Large SUVs hired and the Average cost of car per day. Although most learners used the correct function for the SUVs, some used a cell reference rather than the text.

Formatting of the spreadsheet to be shown in data view was usually done well for most apart from the text wrap and the formulae being visible in formula view.

A chart was provided that required a title and axis labels. Most learners achieved a mark for the axis labels but titles were not always appropriate for the mark to be awarded.

The filter part of the task was completed well and most learners achieved the mark for the correct filter and displaying the correct information.

B3 was the theory section for spreadsheets. Similar comments to the database section that although learners do well in the practical elements of the software, the understanding of its use is not always at the same level.

Activity 5: Word Processing Software
Task B4 (a) required learners to edit an existing information sheet. A list of requirements were provided with regards to the page format, title, bullets, text wrap, table design and content and a footer. 14 marks were available. Marks that were not often awarded – the new row in the table was not inserted in the correct place, text entered into the new row was not correct and the information sheet did not fit on one page.

Task B4 (b) required learners to make one change to the layout or design of the information sheet to improve it and save the sheet with a different name. This allowed the examiners to see both information sheets side by side to consider the changes made. Most learners carried out an appropriate change. They were then asked to give a reason why the change was an improvement and again, most achieved this mark.

Overall, there were a good number of learners who did well on this task to create a suitable information sheet.

Task B4 (c) asked learners two questions on the theory of using text wrap and footers. Similarly to the other software, learners could use it to carry out the practical elements but lacked knowledge as to why features were used.

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

Ensure learners only submit their work – the given data files are not required. In some cases evidence was difficult to find as it was saved in different folders. Some learners used a mixture of folders for their evidence which meant the examiner had to spend time looking in each folder to find the required evidence.

For all screenshots, learners 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.