



Examiners' Report
Principal Examiner Feedback
Summer 2025

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

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General Comments

There were approximately 6500 learners for the practical paper in this series. Most learners submitted work for all tasks. Where work was not always submitted it was usually for the web design or word processing task.

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

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. Learners should be encouraged to only include the evidence for the assessment tasks, in this instance – EVIDENCE, CRUISES, WEB PAGE, CRUISE PAYMENTS, FACT SHEET INFORMATION and IMAGES folder. 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 stationery company.

Activity 1: Graphics Software

Task A1a required learners 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 logo not using the correct shapes (circles and tapered shapes). Most learners achieved the mark for the compass points.

Task A1b required learners to edit an existing image to match one shown in the paper. Most candidates attempted this although there were varying degrees of success when joining the images together.

Activity 2: Database Software

Learners were provided with a database file with three tables. Tables included were CRUISE, GUEST, and BOOKING.

In Task A2a, learners were asked to create a data entry form for the GUEST table. Most learners created the form but did not always include appropriate evidence to support the width, height and border setting. Most achieved marks for the heading having a dark background with white text.

Task A2b required learners to correctly enter a new record on their table. Most achieved full marks for this task.

Task A2c required learners to perform a query for guests who had booked a cruise for 10 nights in March in a suite. Some learners achieved marks including the correct criteria although some specifically referred to two dates in March rather than the full month. Once the query had been completed, the results were required. Learners were expected to display certain fields in order (BOOKING ID, CRUISE ID, EMAIL and LAST NAME) with the list sorted in ascending order of HOLIDAY DATE. Most learners achieved the marks for the order of fields and the ascending order and there were fewer instances of truncation.

Task A2d required learners to create another query for guests had booked CRUISE ONLY with a BALCONY. This should have resulted in 7 guests and the details should have been presented with the fields in order of LAST NAME, NUMBER OF GUESTS, DESTINATION, CRUISE NAME and HOLIDAY DATE with grouping on NUMBER OF GUESTS. Most learners achieved good marks for this task but were instances where marks were not awarded for the grouping and displaying the field names with a shadowed effect.

Tasks A2ei and A2eii 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 with quite a number of learners repeating the question for ii in their response.

Activity 3: Web authoring software

Most learners achieved some marks for this task.

For A3a there were 13 marks available split between the creation of two web pages.

Learners were expected to create a page template with a set list of requirements then use this template for both pages (HOME and CRUISES). Most learners achieved good marks for this task and some of the web pages were fit for purpose. However, marks tended to not be awarded for inserting the three images as they were not visible. Learners must ensure they do not move their finished pages away from the assets when preparing their work for submission. Follow on marks were available for sizing and placement.

Learners need to ensure the finished product matches the given design with regards to placement on links, images and text.

Text from the data file was included appropriately on both slides and most learners attempted to include alt text on the CRUISING image. Although some included the text before the image rather than after it.

Overall, this task was completed well.

Task 3b asked learners one question on the use of templates and the reason for using alt text. Both were answered well.

Activity 4: Spreadsheet Software

For this activity, learners were provided with a partially completed spreadsheet for one of the guests. Formatting of a new heading row was required that included cell shading, font colour, size and alignment. Unmerge was required for one row and both of these sections were done well.

The date was expected to be displayed as 27/08/2026 but many learners only included 26 for the year.

B1bi – bv required learners to use spreadsheet tools to carry out a number of task using a range of functions and formulas to complete the spreadsheet. Functions were required to display the cost in 2026 of the CABIN UPGRADE using a given table as reference, the TOTAL COST, the COST WITH DEDUCTIONS and the FINAL AMOUNT TO PAY. All were done well.

An if statement was required with a calculation (*10%) to display the value of discount or to leave the cell blank. Many learners did not include the calculation in the if statement but incorporated it into the FINAL AMOUNT TO PAY which was as required.

Formatting of the spreadsheet required gridlines to be displayed when printed but this was not completed by some learners. Text wrap was required on one cell and to ensure the contents remained visible. This was done well. Borders were required on all cells that included data. Some learners included borders on all cells which was not required. Row and column headings were not usually included when the spreadsheet is printed.

A chart was provided that required a axis labels, series labels and a change of colour. Very few learners changed the series labels but did include the axis labels and most used the different shades of green.

A named range was required but only a few learners achieved this. And a filter was expected to only display the UPGRADE COST for SUITE in 2025 and the calculated AVERAGE UPGRADE COST for 2026. Most learners achieved this but some did not attempt the filter.

B4 was the theory section for spreadsheets. One of the questions required learners to write a function that would have been used. A few completed this as expected but others were unable to go further than COUNITIF.

Activity 5: Word Processing Software

Task B5 required learners to use a design and additional instructions to create a fact sheet.

There were 16 marks available. Marks were usually awarded for the insertion of the image with the text added on top, the inclusion of the logo in the correct place, inclusion of text in the 4 text boxes and in the table.

Where marks were not awarded tended to be for the incorrect use of the line formatting (not 3pt or green 11pt glow). Some included a green glow but chose a different size. The box and border for the bulleted sections usually included a border rather than being shaded although bullets were usually included.

Line spacing was done well but justification of text was weak. Circles were created with the 2pt border, placed appropriately and with text overlapping.

Although some learners did very well with regards to the skills required, very few considered the final product and how it compared to the given design. For example, the length of the green line, alignment of text boxes and the table and the overall fitness for purpose.

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.

There were some instances where learners had files inside folders that were unable to be opened during the process due to the folder having too long a name. The work had to be returned to centres.

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.

