



Pearson

Examiners' Report

Principal Examiner Feedback

Summer 2017

Pearson Edexcel International Advanced Level
in Applied Information and Communication
Technology (WIT01) Paper 1

The Information Age

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General comments

Most of the work seen was appropriate and gave the candidates good opportunities to meet the requirements of the specification. The work was seen covered the full range of available marks.

The aim should be to produce an e-book for an audience in 100 years' time.

The higher achieving candidates included an introduction on the first page which outlined the audience and made it clear that the e-book is for people in the future. This often helped the candidates to focus on the purpose of the e-book and helped to ensure it was fit for purpose.

The specification requires e-books to be viewable in an internet browser.

Good examples of work had links to all sections and pages that can be accessed directly using a menu type approach.

Most centre assessors made appropriate comments on the e-record sheets which were helpful, and showed how the marks were awarded. This helps the moderator to agree the marks awarded by the centre. However, in some cases there were minimal, if any, comments and some the e-record was missing.

General Administration

The sample should be sent to the moderator on a single CD for each unit with work from all candidates in the sample. The work of the highest and lowest scoring candidate should also be included as extras, if not already in the selected sample. In some cases, each candidates e-book was on a separate CD, which does not follow the guidance provided.

In some cases, there was not a print out of the candidates marks which makes moderation difficult.

In a few cases, the e-record was not included which means moderation cannot take place. The same is true when the CAS sheet is missing.

Samples should be submitted with folders clearly labelled with the centre number, candidate number and the first two letters of the candidates surname and the first letter of the forename. It would help if the e-record sheet naming convention were the same.

In some cases centres gave more marks to a strand than were available and the mark on the e-record sheet differed from that on the website. The addition of marks on the e-record was also incorrect.

The centre assessor should use the e-record sheet as an opportunity to help the moderator find the evidence required to agree the marks given.

Strand A

On-line services

Centres are reminded to use the specification to teach the topics required for this strand. At times, there was evidence of candidates spending a lot of time describing and evaluating one or two topics really well. However, some candidates then either did not attempt any more, or completed the remaining topics briefly. This meant that, at times, the marks awarded by the centre could not be supported.

Higher ability candidates produced very detailed descriptions by describing the purpose and function of each of the services, supported by good examples. They also included evaluative comments, sometimes in the form of advantages and disadvantages of the service.

The best work seen used illustrations in the form of screen shots, photographs and sometimes, small video clips.

Candidates should provide examples and illustrations to support the points being made in their e-book. In some cases, the work was all text based. This impacted on the available marks for strands D and E.

It should be noted that QWC should be taken into consideration in this strand and it is expected that the centre assessor comments on this in the e-record sheet.

Strand B

Life in the information age

This strand focuses on how the technologies available to us impact on personal life, social life and working life.

Candidates sometimes placed too much emphasis on how the technology works and do not, therefore, fully meet the criteria for this strand.

The higher achieving candidates described how peoples lives have been changed by the use of Information Technology, often using interviews with adults as a source of information.

Candidates should be encouraged to summarise and comment on the overall impact of ICT on life in the Information Age. This is essential to access the higher mark bands.

Some of the better work included interviews with the candidates peers, and other adults. In a few cases candidates introduced a short video or audio interview with someone describing their use of social media and how it impacted on their life.

To gain marks above MB1 it is essential that candidates use research from a range of sources and not just the internet.

One of the main sources of evidence available to the moderator is the candidates bibliography.

Candidates should provide examples and illustrations to support the points being made in their e-book. In some cases the work seen was all text based. This impacted on the available marks for strands D and E.

Strand C

Digital Divide

On the whole, this strand was poorly attempted. Candidates who achieved in the higher mark bands gave detailed descriptions of at least three factors contributing to the digital divide and went on to look at the impact of the divide and the measures taken to bridge the gap. At the lower end of the mark range candidates tended to describe the factors and then did not identify any measures taken to bridge the gap. Therefore, the assessors marks could not be supported.

Many candidates had focussed on projects for bridging the divide without considering their impact. Some candidates listed or gave a brief comment on factors such as wealth and environment but did not evaluate the impact or the extent.

Government measures to bridge the gap were rarely mentioned.

Candidates should provide examples and illustrations to support the points being made in their e-book. In some cases, the work was all text based. This impacted on the available marks for strands D and E.

Strand D

The e-book

The e-book should be designed to be used in a browser. However, some centres submitted a series of linked pdf files or powerpoint presentations, which do not fully meet the requirements of the specification as an e-book. As a result, the assessor marks could not be supported.

The specification requires an e-book that can be read in a browser, the best approach is to use web authoring software, or other software that can create pages in html.

The e-book is intended for 100 years in the future, therefore, the inclusion of live internet links and / or YouTube videos which require a live link are not appropriate in the context of an e-book for the future.

Scrolling was an issue with a lot of e-books, which does not show full awareness of audience. When scrolling occurs, it means that links are lost and the user cannot navigate without returning to the top of the page.

It is most important that the user can always navigate around the e-book without having to continually return to the home page.

Standard Ways of Working were mostly observed in that filenames were meaningful and moderators were able to access the e-book. However, in some cases, the filenames were obscure and the moderator had difficulty in finding the start of the e-book.

Strand E

Components and structure

Most candidates used suitable, readymade components, which related to the topic discussed.

Candidates were sometimes unaware that the choice, positioning and mix of components had an effect on the e-books in terms of readability, and sometimes made the pages unfit for purpose.

The use of original components was, in the main, appropriate.

Candidates should use an adequate range of appropriate components to be awarded marks at the top end of the range. It is not sufficient to include components that are not in some way related to the page being looked at.

Separate evidence of testing and design drawings were sometimes provided in the form of test plans, screen dumps, and page layout drawings. This is not necessary. Testing is demonstrated by the fact that a fully functioning e-book has been produced. No further evidence is required.

It is recommended that centres check that the candidates e-books still function correctly after being copied onto the CDs. In some cases, the e-books did not function, although marks in MB3 have been given by the centre assessor.

Strand F

Evaluation

In the most cases, this section was not done well. Most candidates did not evaluate the e-book or their own performance but described what they had done to achieve the e-book and how they had used their time efficiently, sometimes saying what changes could be made given more time.

Candidates stated they had received feedback but did not provide direct evidence of it.

Some candidates did make recommendations for improvements, but these were limited.

In most cases, the evaluation had been placed inside the e-book, which is not correct, it should be a separate document.

Standard Ways of Working

In most cases, the only evidence the moderator had for this aspect was the bibliography and the file structures and names used by the candidates.

The file size limit for the e-book should be noted and centres are advised that candidates should be made aware of the limits at the start of the project. This should form part of the initial design and planning. When candidates exceed the limits, this should be taken into consideration when assessing Standard Ways of Working for the unit.

