

Principal Examiner Feedback

January 2012

Level 3 Principal Learning
Information Technology
Unit 7 (IT307) Making Projects Successful

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our qualifications website at www.edexcel.com. For information about our BTEC qualifications, please call 0844 576 0026, or visit our website at www.btec.co.uk.

If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can speak directly to a subject specialist at Pearson about Edexcel qualifications on our dedicated ICT telephone line: 0844 372 2186.

Pearson: helping people progress, everywhere

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 raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

January 2012

Publications Code DP030712

All the material in this publication is copyright

© Pearson Education Ltd 2012

General Comments

This was the sixth series for this examined unit. The pre-release was issued six weeks before the exam, providing background information that related to Section A (William Arthur Classic Cars Ltd) and Section B (The Department of Trade and Industry's Small Business Service "Businesslink.gov.uk").

The quality of answers varied between learners and marks were achieved across the full range of the mark scheme. Most learners attempted all questions in Section A, with only a few learners omitting a question or substantial section of a question. The first few questions for Section B were generally well answered but it was noted some learners did not attempt question 7b, 8 or 9.

The intention of the pre-release is to familiarise learners with the case studies that are used in the exam and it is expected that learners will refer back to the case study during the exam when forming their answers. It is important that learners are encouraged to become familiar with both case studies in the run up to the exam.

Centres need to continue to make sure that learners are fully familiar with all of the learning outcomes, as questions can cover any part of the specification. Learners also need to be encouraged to read the question thoroughly to ensure that they are providing the correct answer to the question asked.

Section A

Question 1

This question focused on the definition of scope for the project. Most learners provided only vague answers for question 1a, stating budget or time and did not clearly relate the constraints to the case study e.g. total budget of £35, 000, project start date 3rd January. Most learners were able to achieve two marks for explaining why it was important that the PM produced a definition of scope (question 1b) but focused on how it enabled project planning to take place with limited answers mentioning that it is a formal document between stakeholders and the PM and it defines what is in and out of scope. Question 1c was well answered with most learners describing two criteria that could be used to measure project success.

Question 2

This question related to how a clear understanding of the project requirements could lead to a successful project. Learners answers for question 2a (submitting a realistic budget at the start of the project) related mainly to not overspending. Few learners discussed how the budget would need to include a contingency fund, ensuring fund were available when needed and agreement of budget by the stakeholders. Question 2b, about finding out business requirements, was generally well answered with learners achieving the full range of marks available.

Question 3

Question 3 focused on project planning. Most learners identified two types of project plans for question 3a however several mentioned Gantt charts which was already provided in the question. Question 3b, about the features of project management software used when creating a plan, was not well answered. Most learners misread the questions and discussed how you could use the software to monitor the project. The explanation about the risk management process for question 3c was generally well answered with most learners achieving between four and eight marks.

Question 4

Question 4 outlined the progress of the project as of the 13th January 2012. Most learners achieved marks for this question. Where learners correctly identified that the delay affected the critical path, they restricted their mark by forgetting to mention the progress of the previous tasks. Learners should be encouraged to review and interpret all tasks shown in the project plan and then use the marks shown in the question paper to identify how comprehensive their answers should be.

Question 5

Question 5 focused on changing circumstances and external factors. Most learners achieved marks for justifying the project manager's decision for question 5a but focused on the fact that this would prevent a week's delay. Learners should be encouraged to think more holistically about changing project circumstance. Learners that achieved the higher marks mentioned that the project was close to completing, a new contractor would need time to get up to speed, and the experienced employee would already have business understanding and could help with acceptance testing. Most learners achieved two marks for question 5b and correctly identified two other external factors that could affect the project.

Question 6

Question 6 focused on acceptance testing. Most learners answered this question and marks were achieved across the full range available. Learners who achieved higher marks discussed stress testing, outputs and ensuring end users were confident about using the system.

Section B

Centres are reminded that this section is worth 30% of the marks and learners should be given ample opportunity to interpret the case study in relation to the specification.

Question 7

Question 7a asked the learners to identify stakeholder's responsible for different areas of the project. This question was well answered with most learners achieving full marks. Question 7b was also well answered with most learners explaining how the research carried out by the Small Business Service enabled them to clearly identify the project aims.

Question 8

Learners were asked to explain the strategies used by Programme Leaders to create a collaborative working environment between Senior Level Management and Wider Stake Holders. Most learners achieved marks for this question but a surprising amount focused only on Senior Level Management which restricted the marks they could achieve. Learners that achieved the higher marks also discussed Wider Stake Holders. Learners should be encouraged to familiarise themselves with the cases studies provided in the pre-release material and then use the marks shown in brackets in the question paper, to identify how comprehensive their answers should be. This will enable learners to access the full mark range.

Question 9

Learners were asked to discuss the benefits realised by the Business link.gov.uk project. Most learners discussed industry recognition and achievements in customer satisfaction but few went on to discuss how further development process were identified. Once again, learners should be encouraged to familiarise themselves with the cases studies provided in the pre-release materials and then use the marks shown in the question paper, to identify how comprehensive their answers should be. This will enable learners to access the full mark range.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code DP030712 January 2012

For more information on Edexcel qualifications, please visit
www.edexcel.com/quals

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

