

# Principal Moderator's Feedback

Summer 2012

Principal Learning – Information Technology  
Level 1 - Controlled Assessments

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## **General Comments**

Each piece of work being submitted for moderation must have a Candidate Record Sheet attached. The CRS should be fully completed with centre details (name and number) candidate details (name and number), signatures (both candidate and assessor), dates and marks. There should be a statement to indicate the level of guidance provided.

Centres must ensure that the marks entered online are the same as those recorded on the CRS.

Some Domain Assessors internally verified the work being presented for moderation and submitted appropriate documentation to show this had taken place. This is considered good practice and should be carried out by all Domain Assessors for future series. However, where marks are altered after internal verification, the centre must ensure the correct marks are entered online.

The two multimedia products produced for IT106 must be presented in electronic format (CD) and should have clearly labelled folders for each candidates work.

Candidates should be encouraged to present the work by learning outcome with appropriate headings introducing it. Some assessors annotated the work to show where each of the learning outcomes had been met and made a note of the page numbers on the CRS. This was very helpful to the moderation process.

Whilst centres are not expected to provide evidence for mark grid B it is suggested that some form of witness statement (personalised for each candidate) is presented so the moderator can see what was done to be awarded the marks.

Most centres included the relevant assignment for each unit and this is essential as the moderator can then see what the candidates have been asked to do.

## **Unit 2 – The Impact of Technology**

### **LO1. Technology in Organisations**

Candidates were required to provide a description of the technology used in two organisations, including reasons for its use. In addition to this, for marks to be awarded in the top mark band, they needed to provide notes on how the technology benefits the organisation such as improved efficiency, increased profits, improved communication and the ability to access new markets.

All candidates looked at two organisations and there were some useful organisations studied. However a few candidates did not study two different organisations types (two from organisations in the public sector, private sector or voluntary sectors) and therefore they could only be awarded marks from mark band 1.

Some candidates tended to describe the organisations themselves rather than the technologies used. Candidates should give brief descriptions of the organisations, but then should concentrate on the technologies the organisations use for such things as administration, control and monitoring, education and training, mobile working, marketing, sales and security.

### **LO2. Impact of technology on individuals and society**

Candidates were required to provide examples of how individuals use technology to live, work, learn and socialise with comments on how it affects them. They should have also given an example of the impact of technology on society.

There was the opportunity here for candidates to make the most of their own experiences of their uses of technology which would have allowed them to provide information on how it affects them. Candidates linked several technologies to themselves, and made comments on how the technology affects them. Most candidates covered the impact of technology on society with reference to the digital divide, virtual communities and social networking.

Several centres provided tables with headings for candidates to complete and some centres just provided headings. The candidates whose centre just provided headings tended to do better than those whose centre provided headings in a table because the space in the table did not allow for much information to be included and thus restricted marks.

## **Unit 3 – Working With People**

### **LO1. Communication media**

Candidates were required to produce comments about the three types of communication media in business contexts and their use.

The types of communication that should have been covered were digital, print and spoken. Most candidates covered each of the three types of communication media, some far too briefly, but few mentioned their use. Some candidates just cut and pasted information from websites and did not include any comments of their own on the uses of different media types such as informing customers, getting the message across, attracting attention, entertainment, education and persuasion.

It was good to see that candidates are using different ways of presenting the information eg, PowerPoint presentations and booklets.

There was also a requirement for candidates to comment on their choice of publication for the team task. It is recommended that candidates include comments on why the decision was made to choose the final publications presented.

Most candidates produced a list of the publications they were going to produce, but few made any comments to say why they were going to use those publications and why others were rejected. Comments should focus on the choice of publication rather than the publication itself.

### **LO.2,3,4 Communicating a message, forming a team and team planning working**

Candidates were required to produce a team plan with comments made throughout the project on team discussions and decisions made. The team should have produced some business related communications that presented both textual and numerical information and each candidate should have made some contribution to the team effort to communicate a message.

Some very basic team plans were submitted by most candidates as a starting point, but usually the plans were not referred to again during the project. Most plans were included because the candidates had been set a task to produce a plan, once done they were then ignored.

Regardless of the complexity of the project there should be a suitable plan – a list of tasks with a start and end date for each and an estimated time for each of the tasks should be included as a minimum requirement.

Candidates then need to update the plan as they are working on the tasks to show whether the dates/times were adhered to, or whether there were changes. There could be a column added to allow for comments on team discussions and decisions made.

Comments could include a record of meetings to discuss a task – what did each team member say, what was discussed and what was decided. In some instances it was

difficult to see how the team work together and who was in each team. An example of a team plan can be found on the Edexcel IT Diploma website.

To be awarded marks in mark band 3, candidates also needed to comment on initial meetings where objectives were agreed and roles allocated. These could be included on the comments section – what did the team agree to do – lists of tasks, why they came to the decision and who was going to do what. Very few candidates provided work to be awarded marks in this band.

All candidates provided most of the business related communications that they were required to produce, some more successfully than others, but in many cases communications showing numerical information were missing. This restricted the marks the candidate could be awarded.

### **LO3, 5 Reflecting on performance**

Candidates were required to make comments on the performance of the team including the effect of behaviour or actions on communication. They should have also provided comments on their own performance and contribution to teamwork which demonstrated self awareness.

Most candidates made comments on their own and their team's performance but these were usually very brief and restricted to comments such as 'I think this went well' or '.... did not do any work'. Very few made any reference to the effects of behaviour or self awareness. However there were some useful reviews done by other people, especially those who had asked for the work to be done, commenting on what the group or person had produced.

Candidates are not expected to keep a diary or a log but they could be encouraged to keep notes throughout the project to remind them of what happened during the project and how they performed so this would help them when completing this section of the work.

## **Unit 4 – Network Systems**

### **LO.1 Network components**

Candidates were required to identify the components and provide a description of their function. All candidates made some attempt at providing comments on the various components but some are still downloading information straight from the internet or copying it directly from a handout.

Some candidates provided a more comprehensive list of components and their uses. Centres are advised that they can give a list of the components (from the 'What you need to cover' section of the specification) to the candidates so they can then provide a detailed description of each. Images of the various components were used.

Some provided connectivity diagrams to show the layout of a network but centres should be encouraging all candidates to produce a diagram.

Individual observation records for Mark Grid B should be submitted for moderation.



## **Unit 5 – Database Systems**

### **LO.1 Create a simple database system**

Candidates were required to create a simple database structure, create a data entry form and enter, edit and delete records. Most candidates did well on this section and provided evidence, in the form of screenshots to cover all of the requirements. However, centres should encourage candidates to print the initial list of records before any amending has taken place so the moderator can see what candidates started off with. Centres have taken on board previous comments and are not asking candidates to input too many records. Most candidates produced data entry forms that had been customised and were well presented.

### **LO.2 Retrieve and present information**

Candidates were required to retrieve some information from the database and present the results clearly. Most candidates performed queries and presented the results of these queries in the form of reports that were well presented but few included appropriate titles – these should indicate to the viewer what the report is showing. It is, however, recommended that candidates show the design view of the queries as well as the results so the moderator can see what criteria were used.

## **Unit 6 – Multimedia**

Most centres submitted the multimedia products in electronic format on CD as required. It is essential that the work submitted for this unit is done so in electronic format. Guidance for submission can be found on the Moderators' Toolkit page of the Edexcel IT Diploma website.

### **LO1 Use of multimedia**

Candidates were required to make comments about two different uses of multimedia in business such as (1) promotion and advertising, (2) education and training or (3) entertainment and leisure. This was covered well by some candidates although there was a varying degree of detail provided.

However, some candidates only covered one use and this tended to be promotion and advertising and others tended to make general comments rather than focusing on business use.

There was a trend this year away from the normal categories as centres tried to introduce newspapers and magazines that were not in electronic format.

### **LO2 Design, development and testing**

Candidates were required to provide up-front designs and develop two multimedia products from the designs that met the specified requirements. Designs, in the main, were very basic. They should be detailed enough to allow the product to be developed by someone else if necessary. Candidates must ensure that designs for both products are completed as an initial task and not after the products have been made. To maximise marks awarded the design should indicate all the features that will be available in the finished product. For example in a presentation the design stage should include all slide transitions and timings.

Some centres occasionally allow candidates to submit work that does not match the original design. This is allowable but supplementary designs should be submitted to support the change.

Most candidates produced appropriate products but in some instances it was not clear what the products were promoting. Candidates should be encouraged to use a range of digital assets such as sound, video, still images, animation and text.

### **LO3 Evaluation**

Candidates were required to make comments about the products with feedback from reviewers and to provide suggestions for improvement. Reviewer feedback was quite good but where learners provided questions with answer boxes there were limited comments with most reviewers responding with yes/no answers. Suggestions for improvement were provided with some more sensible than others. In some instances candidates thought their work was so good they couldn't improve it in any way – with sensible reviewers making sensible comments there is usually room for some improvement even to the most professional product.

Candidates are encouraged to make comments on each of their products with 'why' they produced them in the way they did. Why did they decide to have the text appearing one word at a time with sound, why did they choose the images, why did they use music on the video as background etc?

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