

Examiner's Report

Set 24

Pearson Edexcel Functional Skills
ICT Level 2 (FST02)

GENERAL COMMENTS

The On-Demand Functional Skills ICT tests have been available since 2012. A pass in the test is intended to be approximately equivalent to the Grade B standard in GCSE. Responses from learners in this examination do not always reflect this standard.

It is a requirement of this test that learners should only have access to the internet during the first 15 minutes of the test. Invigilators in a small number of Centres appear to be unaware of this stipulation. Centres need to ensure that learners are reminded that there could be serious consequences if they are found to be breaching the code of conduct.

Facilities for offline email should be available for learners to use during the test. There are some centres where the use of learners' personal email accounts (e.g. Hotmail, Yahoo, etc) was evident in the screenshots submitted. There was also some evidence seen in learner responses that new user accounts are not being set up and files not related to the test were present in the test folder or screenshot evidence of work. It should also be noted that ALL items in email clients used for the test should have been cleared before the start of the test.

It is a requirement that separate user areas, not accessible to learners outside their sitting of the test, should be prepared before the test. Centres must provide the appropriate facilities for learners to complete all tasks within the specification. The guidelines for setting up the user accounts for the test are clearly laid out in the *Information for the Conduct of the Examination* available on the Pearson website. Further guidance on email and internet access is available from Edexcel if required.

Another general issue that examiners often mention is that the zip folder of evidence for a learner is missing documents that were completed during the test. This leads to delays in processing the marking of the work as the centre has to be contacted to check whether further evidence is available. Missing work is always to the detriment of the learners. Centre staff should make sure that the zip folder is named in accordance with the instructions published by Pearson.

It should be noted that it is the responsibility of Centre staff to print out the copy of the relevant test paper. Electronic copies should not be made available to the learners. With on-demand tests, it is also the responsibility of Centre staff to ensure that the contents of the test are stored securely. The paper copies of the test must be collected in at the end of the test session and locked in a secure place.

Centre staff should also ensure that learners receive the correct paper copies of the question paper and electronic copies of the data files for the test set for which they have been registered. There are occasions when this is not the case and learners have submitted evidence for tests for which they were not registered. Sometimes, this has been for a test that the learner has previously attempted.

SPECIFIC SERIES RELATED COMMENTS

There were, as usual, five tasks to be completed during the test. These were based on a scenario about a fictional sandwich company.

Task 1 – Internet research

This task was, as usual, generally well completed by learners. In this series, learners were asked to use the internet to find an image of the 4th Earl of Sandwich.

In Task 1(a), learners generally succeeded in using a search engine to find an image of the 4th Earl of Sandwich. Where marks were lost, it was due to one or more of the following:

- failure to include the screenshot of the search engine
- poor criteria or screenshots of the search engine that did not include the criteria box
- producing a gallery of images instead of a single image
- use of the search engine, derivative URL or hyperlink rather than the correct source URL (website) for the image.

In Task 1(b), learners were mostly successful in obtaining the name of 4th Earl of Sandwich and the country where the ‘banh mi’ sandwich was first produced.

Where learners occasionally lost marks, it was due to incorrect responses – frequently identifying an alternative person or the incorrect country.

Areas for improvement and development:

- understanding the term ‘search engine’ and awareness that search engines are not valid source URLs for information and images
- understanding the term ‘search criteria’
- producing screenshots which show the required information
- producing single images rather than a gallery of images
- responding accurately to the questions set and verifying that the information found matches the criteria in the task
- copying website addresses accurately and completely
- acknowledging correctly the source of information.

Task 2 – Spreadsheet

There were seven sub-tasks for the spreadsheet activity. Learners were presented a spreadsheet with a single worksheet containing data about sales of the top ten sandwich fillings for one week. Learners were asked to enter formulae to:

- calculate the total sales, average daily sales and total income for a specific filling
- display a response to show whether the total weekly income was greater than the target income.

Formulae were to be replicated and the filling that had the highest weekly income highlighted.

They were then asked to format the spreadsheet so that it was clear and easy to understand. The final sub-task was to create a pie chart to show the sales of coronation chicken for each day.

A significant number of learners continue to include formulae with the unnecessary =SUM function; this seems to be a centre-based issue. Whilst the =AVERAGE and =IF formulae are generally well completed by learners, some learners lost marks by not including absolute column and row references that are often required in identifying the specific cells in order to replicate the formulae effectively.

Formatting the spreadsheet was generally well done. Some learners did not gain credit because their use of borders and shading did not enhance the presentation of the data. Vertical shading is rarely effective when much of spreadsheet work relies on reading across the rows. It was also noted that learners who did not gain full marks had not read and followed the instruction to format the average daily sales values to one decimal place. Learners should be careful to ensure that when formatting, all relevant values should be included whether this be for formatting to one decimal place or currency.

Learners were asked to create a chart to show the sales of coronation chicken each day. Most learners produced the correct chart data. However, a number of learners included the percentage values rather than the actual daily sales. The more successful learners used the wording of the task as a suitable title. Many learners seemed to rely too much on the default title provided by the software (e.g. 'Average daily sales') and so did not include key words from the question ('coronation chicken'). It should also be noted that some learners lost marks because the chart was not interactive with the original data – usually because either the data had been copied as values to a new worksheet or the chart had been moved to a new location as an image. This resulted in charts that would not respond to changes in the original data and were, therefore, not fit for purpose.

Areas for improvement and development: (not all these were assessed on this occasion)

- formatting a spreadsheet
 - currency
 - decimal places
 - appropriate borders and shading
 - word wrapping
 - appropriate row heights and column widths
 - use of text formatting to enhance visual clarity e.g. bold, italics, font size
 - removing truncation
- using formulae
 - simple formulae using arithmetic symbols (+, -, / and *) [without using the SUM function]
 - using functions, e.g. SUM, IF, MAX, MIN and VLOOKUP/LOOKUP where appropriate
 - using efficient formulae (e.g. using SUM for adding up a range of cells)
 - using absolute and relative cell references
- sorting and filtering
 - on one column
 - on multiple columns (secondary sorting or sorting within a sort)
 - expanding selection to include full table in a sort

- ensuring data integrity is maintained during sorting
- using appropriate filters to show selected data from a table (without deleting unrequired data)
- charts
 - pie charts, line graphs and column or bar charts with one or more series of data
 - selecting correct data ranges for charts
 - understanding the appropriateness of different chart types
 - inserting a suitable title on the chart (using wording in the test paper to help identify key words)
 - using legends where appropriate and removing unnecessary legends (for single series charts)
 - axis labels where relevant
 - using consistent capitalisation and correct spelling on added text (usually chart title and axis labels)
 - saving charts as a separate worksheet (rather than as an object (image) on a worksheet)
 - ensuring that the chart is interactive with the source data.

Task 3 – Presentation of information

Task 3 usually brings together information from the internet research and the spreadsheet tasks and text and images from the data files to produce a document aimed at a particular audience. Often the learners will also be expected to select appropriate text and images to produce an integrated product.

In this series, learners were asked to produce a presentation to tell customers about the sandwiches.

Most learners were able to insert the required information in appropriate locations. Some very attractive presentations were seen but sadly did not gain full marks because they did not include all the required elements. It was expected that the information in the text data file would be used to provide the content and this would be edited to include only the relevant information and the information obtained as part of the Task 1 research. It is expected that the relevant content will be included as given (spelling, capitalisation and punctuation), apart from labels such as 'Title slide:'.

Learners should be advised to check carefully that they have fulfilled all the criteria identified in the question paper.

As usual with this qualification, learners are expected to be able to select appropriate information from the data file(s). In this series, there were examples seen of learners including images from the images folder of the train and lake. Another issue with images frequently mentioned by examiners is that learners often include multiple logos on documents or locate the logo in what sometimes appears to be a haphazard location.

Many learners lost marks because of poor layout skills with images that appeared to be arranged randomly with no apparent connection to the text. Often images were truncated or overlapped text. Also, it was observed by examiners that the logo image sometimes dominated the slide with the other images much reduced in size. Some learners struggled with inserting the chart from Task 2. Marks were also lost because the chart was often far too small to enable the audience to read the data. These issues often resulted in learners losing fitness for purpose marks. Learners should consider the layout of the slide with the logo and images placed consistently to ensure a balanced layout.

It is expected that slide titles will be formatted consistently to stand out from the body text – larger font size, emboldened, underlined. Use of a different font that stands out clearly may also be appropriate. The slide body text is expected to be at least size 20 font so that it is legible on a large screen and should be formatted consistently across all slides.

Formatting such as slide design, bullets and consistent use of colour can enhance the finished product.

At Level 2, it is expected that learners will be able to use the proofing tools within the software to check that the final product is error free. Where inserts replace 'prompt' text, it is expected that learners will check that they have not inadvertently deleted other text or inserted unnecessary spaces. When entering the required information, learners are expected to follow the instructions given in the text file. The learners should ensure that the final produce has no additional or missing punctuation, correct spelling and capitalisation of inserted text and no extra or omitted spaces in the text.

As mentioned previously, learners are expected to follow the formatting given in the text file when inserting text. For example, the title should be as given in the text file - capitalised without the 'Title slide:' label. Where there is a subtitle, it should be formatted as such.

Areas for improvement and development: (not all these were assessed on this occasion)

- selection of appropriate software for producing an on-screen or paper-based presentation of information
- integration of information from a variety of sources including text, images, tables and graphs
- consideration of suitability in selection of text and/or images for an audience and purpose
- use of formatting techniques appropriately:
 - text enhancements – bold, italic, underline, font sizes for titles, sub-titles and headings
 - selection of font styles
 - selection of suitable font sizes for a presentation or document
 - hyphenation
 - text wrap and alignment
 - checking for consistency in font sizes and styles
- checking the product for truncation of text and/or images

- checking that all the criteria stated in the question paper have been met
- consideration of balance, layout and use of white space
- consideration of fitness for purpose
- consideration of audience
- saving a presentation with a meaningful file name which is relevant to the contents of the activity and not the test (Task 3) or their own name.

Task 4 – Communication: preparing an email

Learners were asked to prepare an email with a suitable subject and an attachment.

Several learners do not appear to check that email addresses are correctly entered. Since incorrect email addresses will not reach their intended recipient, this is a critical aspect of functionality for this task.

Examiners continue to find that email messages are not suitable in tone or content. Often the messages are not spell or grammar-checked and the tone is not suitable for a formal message. For example, 'Hi' and 'Hey' are considered to be inappropriate ways to address business email messages. The expectation at Level 2 is an appropriate greeting followed by an accurate, concise message which meets the criteria in the question paper.

Another area which suggested that learners were not reading the paper carefully was in producing a message that told Teale the sandwich filling that had the highest weekly income.

Many examiners continue to comment on learners who fail to gain marks because the screenshot evidence provided is not readable, too small or too illegible due to the quality of the screenshot. Learners are expected to check their work to ensure that examiners will be able to read the contents – especially email addresses, subject lines and attachment details. This is mentioned in the evidence box on the paper.

As mentioned previously, some examiners report that there are still several centres where there is evidence that learners are accessing the internet during this task and using online accounts – often these are the learners' personal accounts. This is unacceptable and a breach of the code of practice for this examination. Learners who access online accounts may face disqualification for these breaches. Examiners also noted that some learners seemed to be using an existing account with several (often personal) contacts already in the address book and messages in their inbox, outbox and sent folders.

Some examiners have reported that learners at some centres do not appear to have access to an offline mail client and produce 'emails' in word processing software. Since these do not provide suitable evidence of attachments or ability to use email, centres which do not provide the learners with offline email clients are penalising their learners unnecessarily. There are many ways of producing the evidence using offline account systems – for example the setting up of Outlook or Outlook Express accounts as part of the examination account used by the learner. Centres are reminded that the accounts set up for the test should be cleared of

previous contents. Further guidance is available on the Frequently Asked Questions section of the Edexcel Functional Skills website.

Areas for improvement and development:

- selection of appropriate offline email client software
- careful copying of text from the question paper
- accurate copying of email addresses
- attachment of correct file(s) to an email
- using a suitable subject line for an email which refers to the message content
- producing a simple concise message which meets the criteria in the instructions
- using appropriate language for business email messages
- checking the message for grammar, punctuation and spelling
- ensuring that screen shot evidence is complete and readable.

Task 5: Using ICT

Task 5 explores some of the more theoretical aspects of functionality in using ICT.

In this series, learners were asked to create a folder with a given name and move spreadsheet(s) and presentation into the new folder and answer a question about dealing with issues about sound.

There were many learners who gained full marks in Task 5.

In the response to the issues in Task 5(a), most learners identified possible checks and solutions that involved checking the sound card, that headphones were not plugged in, volume not muted and speakers switched on.

In Task 5(b), where learners lost marks, it was often because they had not copied the folder name exactly as given in the question paper. Furthermore, they had copied rather than moved spreadsheet(s) and presentation or included other files in the folder.

Areas for improvement and development:

- able to create folders and files with given names
- understand the difference between 'move' and 'copy'
- understanding the issues when using information and images from other sources.

Pass mark for FST02 in Set 24

Maximum mark	50
Pass mark	36
UMS mark	6