

# Principal Examiner Feedback

March 2013

Functional Skills ICT  
Level 2 (FST02)

## **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 visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk) for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson.

Their contact details can be found on this link: [www.edexcel.com/teachingservices](http://www.edexcel.com/teachingservices).

You can also use our online Ask the Expert service at [www.edexcel.com/ask](http://www.edexcel.com/ask). You will need an Edexcel username and password to access this service.

### **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 our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

March 2013

Publications Code FC035024

All the material in this publication is copyright

© Pearson Education Ltd 2013

## Introduction

Many of the issues that have been noted in previous series are still evident in responses during this series. Reports from examiners indicate that there continue to be a small number of Centres where it seems that candidates have been poorly prepared for the test particularly for spreadsheet tasks. A pass in the test is intended to be approximately equivalent to the Grade B standard in GCSE. Responses from candidates in this examination do not always reflect this standard.

It is a requirement of this test that candidates should only have access to the internet during the first 15 minutes of the test. There continues to be evidence that the relevant staff in Centres are seemingly unaware of this stipulation and that facilities for offline email are not made available to candidates for the purpose of this test. There are some centres where the use of students' personal email accounts (e.g. Hotmail, Yahoo mail etc) is still evident. Centres need to ensure that candidates are reminded that there could be serious consequences if they are found to be breaching the code of conduct. There is also evidence from pupil responses that Centres are not setting up new accounts for each series and data files from previous series are available and that items in email clients are not cleared before the start of the examination week.

Centres are also reminded that it is a requirement that separate user areas, not accessible to candidates outside their sitting of the test, should be prepared. There is some evidence from screenshots produced during the test that candidates are using their normal desktop and documents folders. It is also important that data files should be copied into each candidate's user area before the start of the examination window.

It is important that Centres provide the appropriate facilities for candidates 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 issued for each series. Further guidance on email and internet access is available from Edexcel if required.

There were, as usual, five tasks to be completed during the test. These were based on a scenario about a college trip to visit Italy.

## **Task 1 – Internet Research**

Candidates were asked to research the internet for information about Michelangelo.

This task is generally well completed by candidates. Candidates generally succeeded in using a search engine to finding an image of Michelangelo. They were asked to take a screenshot of the search engine, clearly showing the search criteria. Many candidates seem unaware of what constitutes the search engine and failed to show the full page and often search criteria were not evidenced clearly. Several candidates produced a screen shot of the 'Wikipedia' page (or similar) rather than the search engine ('Google' or 'Bing' or equivalent) page. A number of candidates then gave the Google website address rather than the address for the website which holds the copyright of the image. It would seem that candidates are unaware that "Google images" is a directory of where images are to be found.

Candidates should be reminded that they should check the printout to ensure that the necessary evidence is clear and easy to read. On many occasions examiners reported that the criteria section of the search engine could not be read.

At Level 2, candidates are expected to be diligent in searching out information. It will not always be found in the first few words of the web pages.

### Areas for improvement and development:

- understanding the term "search engine"
- understanding the term "search criteria"
- producing screenshots which show the required information in a readable manner
- ensuring that information is current and up-to-date
- copying website addresses accurately and completely
- acknowledging appropriate sources of information.

## Task 2 – Spreadsheet

There were 5 sub-tasks for the Spreadsheet activity. Candidates were presented with data about student payments for the trip to Italy.

Candidates were asked to sort the data in alphabetical order of first name within a last name sort. Many candidates seemed unable to carry out the secondary sort and often only sorted on first name. Candidates also frequently did not include all columns in their sort so the data became corrupted. They were also required to format the spreadsheet to display currency values to zero decimal places and to remove truncation. Most candidates managed only one of these formatting tasks.

The second sub-task required candidates to calculate two sets of total – one for each student and one for total money received. Many candidates are unable to use the SUM function correctly with examiners reporting many instances of formulae such as =SUM(E4+F4+G4+H4+I4+J4) as well as inefficient formulae such as =E4+F4+G4+H4+I4+J4. At Level 2, candidates are expected to use efficient formulae.

In the third sub-task, candidates were asked to calculate the balance due by subtracting the total obtained in part (b) from a constant value. It was disappointing to note how few candidates used an absolute cell reference for the constant. Several who did use an absolute reference then lost marks because they included the unnecessary SUM function [=SUM(\$B\$30 – K4)]

It is still surprising that so many candidates do not show evidence of being able to create formulae containing the IF function. A large number of candidates manually inserted the values – ignoring the instruction in the paper to 'use a spreadsheet function'. The fourth sub-task required candidates to enter text depending on whether the Balance Due was at least £100. Many candidates used the ">" but missed out the "=" in the criteria for the IF statement.

These three sub-tasks required the printing of the formula view of the spreadsheet. It is very disappointing to see how often the majority of candidates at some centres are unable to produce a formula view of the spreadsheet. Centres should inform candidates that annotating the spreadsheet with the formula will not gain the marks for the formula. (Some candidates type in a separate location on a data view words such as 'The formula I used for this was ...'). Many candidates at a small number of centres provided several screenshots of the spreadsheet so that the formula could be credited from the formula bar. However this is not recommended and is unnecessary when the formula view is so easily produced. Candidates should also be reminded to ensure that the full formulae are visible. Examiners report that often the correct formula is used (as seen from the results in the data view) but the full formula is not available to enable full credit to be given.

Candidates were asked to produce a chart to show the balance due from each student. Most candidates produced the expected bar/column chart with the appropriate data. However a large number of candidates fail to produce appropriate titles and axis labels. The more successful candidates will use the wording of the question to provide a suitable title. Many candidates seemed to rely too much on the default title provided by the software ('Balance Due') and so do not include key words from the question ('trip' or 'student'). Many candidates display an unnecessary legend for a chart with a single series of data.

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
- using formulae
  - simple formulae using arithmetic symbols (+, -, / and \*)
  - using functions e.g. SUM, IF, MAX, MIN and VLOOKUP where appropriate
  - using efficient formulae (eg 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
  - using appropriate filters to show selected data from a table
- charts
  - pie charts, line graphs and column or bar charts with one or more series of data
  - understanding the appropriateness of different chart types
  - inserting a suitable title on the chart
  - using legends where appropriate
  - axis labels where relevant
- printing
  - printing in data view
  - printing in formula view
  - ensuring that cell contents are not truncated in printouts
  - adding footers with candidate details
  - fitting a spreadsheet to one page
  - making sure that colour schemes used are still readable when printed in monochrome.

### **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 candidates will also be expected to select appropriate text and images to produce an integrated document.

In this series, candidates were asked to produce a presentation for encouraging more students to sign up for the trip. The presentation was for only 4 slides using details about the content from the data files and question paper.

Most candidates were able to insert the required information in appropriate locations. Some very attractive presentations were produced but sadly did not gain full marks because they did not include all the required elements. Candidates should be advised to check carefully that they have fulfilled the requirements identified in the question paper.

Candidates were required to add their own text to encourage more students sign up for the trip. Whilst many candidates did include their own text, several added text which did not fulfil the requirement to encourage signing up. At Level 2, it is expected that candidates will be able to use the proofing tools within the software to produce documents which are largely error free.

Many candidates also lost marks due to poor layout skills with images seemingly randomly arranged on still with no apparent connection to the text. Often the images were truncated or overlapped text. This often resulted in candidates losing fitness for purpose marks.

As is usual with this qualification, candidates are expected to be able to select appropriate items from the data file. On this occasion, images of the moth and the church in Hong Kong were not relevant to a trip to Italy.

#### Areas for improvement and development:

- 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/images for an audience and purpose
- use of formatting techniques appropriately:
  - text enhancements – bold, italic, underline, font sizes
  - selection of font styles
  - selection of suitable font sizes for a presentation
  - hyphenation
  - text wrap and alignment
  - checking for consistency in font sizes and styles
- checking the printout for truncation of text and/or images
- checking that all the criteria stated in the question paper have been met
- consideration of fitness for purpose
- consideration of audience.

#### **Task 4 – Communication: preparing an email**

Candidates were asked to prepare an email with a suitable subject and an attachment. The quality of work for this task, particularly in the copying of email addresses and the content of the message is too often below the standard expected at Level 2.

Several candidates 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.

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

Many examiners continue to comment on candidates who fail to gain marks because the screenshot evidence provided is not readable. Candidates are expected to check the printout of 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 candidates are accessing the internet during this task and using online accounts - often these are the candidates' personal accounts. This is unacceptable and a breach of the code of practice for this examination. Candidates who access online accounts may face disqualification for these breaches. Examiners also noted that some candidates seemed to be using an existing account with several (often personal) contacts already in the address book and messages in the inbox/outbox/sent boxes.

Some examiners have reported that candidates 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 candidates with offline email clients are penalising their candidates 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 candidate. 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 files to an email
- using a suitable subject line for an email
- using appropriate language for business email messages
- ensuring that screen shot evidence is readable.

## **Task 5: Using ICT**

Often responses to Task 5 are usually entered at the end of the Responses document used for Task 1. Many candidates print out and include multiple copies of this document. This is unnecessary. A single completed copy is all that is required. Instructions to print at Task 1 are included in case candidates fail to complete the full examination.

In this series, candidates were asked to produce screen shot evidence of creating a folder and moving two files into the newly created folder. Most responses were correct. Those candidates who did not gain both marks for this task did not name their new folder in keeping with the background information and did not follow the instruction to place only the spreadsheet and presentation files in the new folder.

In the second part of Task 5 for this series, candidates were asked questions about responding to problems with printing from a computer. Most candidates gained both marks for identifying ways of dealing with a print failure.

### Areas for improvement and development:

- ability to identify ICT problems and respond appropriately
- ability to manage media storage

Centres may be interested to know that Edexcel have introduced an on-demand version of the Functional Skills assessments. Candidates complete the assessment in the same way as the paper based version except that work is submitted electronically. Further details can be obtained from Edexcel.

### Pass mark for FST02

Maximum mark	50
Pass mark	35
UMS	6

**Note:** Grade boundaries vary from year to year and from subject to subject, depending on the demands of the questions.

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](mailto:publication.orders@edexcel.com)

Order Code FC035024 March 2013

For more information on Edexcel qualifications, please visit  
[www.edexcel.com/quals](http://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



Rewarding Learning