

# Level 1 / Level 2 Examiners' Report

Vocational Award in ICT (Technical Award)

Level 1 / Level 2

January 2025

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## Introduction

Our Principal Examiners' report provides valuable feedback on the recent assessment series. It has been written by our Principal Examiners and Principal Moderators after the completion of marking and moderation, and details how candidates have performed in each unit.

This report opens with a summary of candidates' performance, including the assessment objectives/skills/topics/themes being tested, and highlights the characteristics of successful performance and where performance could be improved. It then looks in detail at each unit, pinpointing aspects that proved challenging to some candidates and suggesting some reasons as to why that might be.<sup>1</sup>

The information found in this report provides valuable insight for practitioners to support their teaching and learning activity. We would also encourage practitioners to share this document – in its entirety or in part – with their learners to help with exam preparation, to understand how to avoid pitfalls and to add to their revision toolbox.

## Further support

Document	Description	Link
Professional Learning / CPD	WJEC offers an extensive programme of online and face-to-face Professional Learning events. Access interactive feedback, review example candidate responses, gain practical ideas for the classroom and put questions to our dedicated team by registering for one of our events here.	<a href="https://www.wjec.co.uk/home/professional-learning/">https://www.wjec.co.uk/home/professional-learning/</a>
Past papers	Access the bank of past papers for this qualification, including the most recent assessments. Please note that we do not make past papers available on the public website until 12 months after the examination.	<a href="#">Portal by WJEC</a> or on the WJEC subject page
Grade boundary information	Grade boundaries are the minimum number of marks needed to achieve each grade. For unitised specifications grade boundaries are expressed on a Uniform Mark Scale (UMS). UMS grade boundaries remain the same every year as the range of UMS mark percentages allocated to a particular grade does not change. UMS grade boundaries are published at overall subject and unit level.  For linear specifications, a single grade is awarded for the subject, rather than for each unit that contributes towards the overall grade. Grade boundaries are published on results day.	For unitised specifications click here: <a href="#">Results, Grade Boundaries and PRS (wjec.co.uk)</a>

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<sup>1</sup> Please note that where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

Exam Results Analysis	WJEC provides information to examination centres via the WJEC Portal. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.	<a href="#">Portal by WJEC</a>
Classroom Resources	Access our extensive range of FREE classroom resources, including blended learning materials, exam walk-throughs and knowledge organisers to support teaching and learning.	<a href="https://resources.wjec.co.uk/">https://resources.wjec.co.uk/</a>
Bank of Professional Learning materials	Access our bank of Professional Learning materials from previous events from our secure website and additional pre-recorded materials available in the public domain.	<a href="#">Portal by WJEC</a> or on the WJEC subject page.
Become an examiner with WJEC.	We are always looking to recruit new examiners or moderators. These opportunities can provide you with valuable insight into the assessment process, enhance your skill set, increase your understanding of your subject and inform your teaching.	<a href="#">Become an Examiner   WJEC</a>

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## Executive Summary

### Unit 1

The third paper for this new specification assessed knowledge, understanding and application of a broad range of topics taken from the Unit 1 specification.

The candidates' performance was encouraging with candidates attempting all questions, and marks being spread throughout the examination. Candidates demonstrated good knowledge and understanding across all topics examined.

Candidates completed the exam paper in a timely manner and most gave detailed answers. Good use of subject terminology was also seen.

Candidates should be encouraged to prepare for questions on input and output devices, legislation and Cloud storage.

### Unit 2

NEA work was submitted in the appropriate format. Annotation on the mark sheets was generally good. All centres submitted the work in the correct format of a single zip file and authentication forms were provided for all candidates, although some marks could have been signposted more clearly. Most centres assessed the NEA accurately.

<b>Areas for improvement</b>	<b>Classroom resources</b>	<b>Brief description of resource</b>
Candidates should be encouraged to read questions thoroughly before answering. In particular, the topics noted in the summary.	<a href="http:portal.wjec.co.uk">http:portal.wjec.co.uk</a>	Past Papers
Centres should ensure that mark sheets signpost where marks have been awarded in the candidate work (identifying the file and location)	<a href="http:portal.wjec.co.uk">http:portal.wjec.co.uk</a>	Assessment pack

# LEVEL 1 / LEVEL 2 VOCATIONAL AWARD IN ICT (TECHNICAL AWARD)

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## UNIT 1 - ICT IN SOCIETY

### Overview of the Unit

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Unit 1 is an on-screen examination that contributes 40% of the qualification. It assesses a range of assessment objectives (AO) as follows:

- AO1 – 40 marks
  - Demonstrate knowledge and understanding from across the specification.
- AO2 – 30 marks
  - Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.
- AO3 – 10 marks
  - Analyse and evaluate information, making reasoned judgements and presenting conclusions.

During this series, a wide range of content was assessed, including:

Music festival:

- Input and output devices
- Software
- Physical protection methods
- Online bookings and data collection
- IT services

Goode Guidance:

- Data breaches and associated legislation
- Encryption
- Video conferencing
- Green IT
- Artificial intelligence

Top Trips:

- Databases
- Data and characteristics of quality data
- Payment methods
- Social media

The Hex Files:

- Cloud storage
- Star network topology
- Network protocols
- Digital footprint

## **Comments on individual questions/sections**

### **Q.1 Music Festival**

A minority of candidates were able to correctly name the image as a trackball, however even where this mark was lost, many candidates gained marks for the reason to choose this device.

The majority of candidates were able to name at least one input device and at least one output device, although not many gained the full two marks in each section.

The majority of candidates were able to match correct descriptions of software packages.

Although many learners could describe protection methods, there were a number of marks lost because these were not physical protection methods, as required.

The majority of candidates were able to identify double data entry as a method of verifying an email address and the inability to see reactions and ask follow-up questions as a disadvantage of collecting data in an online questionnaire.

Many candidates were able to name two IT services and suggest how these could be used to help organise the festival. A significant number of marks were lost where learners gave a software application as a response rather than an IT service.

### **Q.2 Goode Guidance**

The majority of candidates were able to suggest two possible impacts of a data breach on the company but far fewer could suggest possible impacts on the customers.

Around half of the candidates could state the main difference between a black hat hacker and a grey hat hacker. A minority of learners could identify the Computer Misuse Act as the act that protects against hacking. This was the worst answered part-question of the examination.

The majority of candidates inserted all correct words in the correct order on the subject of encryption and few candidates gained less than half marks for this part-question.

The majority of candidates were able to give at least one possible benefit of using videoconferencing, although some candidates lost marks here through giving a response which repeated the question (e.g. allows people to attend who otherwise could not).

Where candidates understood the concept of a green IT policy, they were able to answer this question well.

A minority of candidates were able to recommend a way in which to use AI to improve the working practices of the company, and some candidates confused AI with robotics.

### **Q.3 Top Trips**

The majority of learners were able to suggest at least one suitable field for the holiday database and could identify the sorting method used. A minority of candidates identified all four data types used, but few candidates failed to gain any marks in this part-question. When creating a query, the majority of candidates gained the mark for identifying the field and many showed the criteria correctly, but few gained the mark for the logical operator. The majority of candidates could identify at least one type of validation that could be applied to the Departure Date field.

Only a minority of candidates could define the term 'data', with many giving 'information' as a definition. However, the majority of candidates gained at least one mark in their explanation, using an example, of why it is important to collect good quality data.

The majority of candidates were able to identify near-field communication as the technology used for payment using a mobile phone.

The question on using social media to promote holidays was generally well answered.

### **Q.4 The Hex Files**

A minority of candidates could correctly state what is meant by cloud storage. Many did not understand that data was stored in remote servers and many stated that it was stored in a cloud. Few candidates achieved marks in the top band for discussing the impact of using cloud storage rather than in-house servers, however most understood the concept of data being available 24/7 and on any device. Responses were sometimes muddled, with statements contradicting each other.

The part-question on star network topologies was fairly well answered, with the majority of candidates gaining at least one mark.

The majority of candidates could match the network protocols to their correct purpose.

The final question was the best-answered part-question in the examination, with the majority of candidates giving a developed explanation of how a digital footprint could affect the chances of a candidate when applying for a job.



## **LEVEL 1 / LEVEL 2 VOCATIONAL AWARD IN ICT (TECHNICAL AWARD)**

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### **UNIT 2 - ICT IN CONTEXT**

#### **Overview of the Unit**

The report will summarise the general feedback for this series and then comment on the assessment evidence requirements, the accuracy of marking and administration.

The WJEC board brief "SuperStrikers" was accessible through the WJEC's secure website. Centres are to be commended for the presentation of their evidence of candidates' work. Some centres provided the candidates' evidence in one PDF document, and this made the moderation process more straightforward.

Most centres have a good understanding of the requirements of the controlled test and most assessed accurately. Most centres made very good use of the assessor's comments section of the mark sheet that greatly aided in the accurate moderation of the work. Thank you.

We continued with the use of the upload system on IAMIS the secure WJEC system. To aid with the moderation process, please could centres follow the below guidance:

- Save each candidate's work (documentation) as one pdf; there should be one file only for each candidate (This can be achieved by merging all files and naming them with candidates' information).
- Each file should contain the relative paperwork documents stated in the specification (Mark Record sheet (from the Assessor Pack – pages 29 - 33), Candidate Declaration sheet (from the Candidate Pack – pages 16 – 17) and the Candidate time record sheet (from the Candidate Pack – page 18).
- Centres should compile all artefacts / documentation in a single folder and then ZIP that folder. A single ZIP file should then be uploaded to IAMIS for moderation.
- Annotation can be added to the original document digitally (using the 'review' and add 'mark-up') or added to work before it is compiled digitally.
- Understandably some centres struggle with facilities to scan; a scanning app can be accessed on mobile devices; this will allow pages to be scanned and collated into one PDF file.
- The WJEC has a help desk for centres to guide centres with this process.

Thank you to the centres who uploaded their coursework before the deadline date this was appreciated and helped the moderation process. If a centre has foreseen delays, they should contact the WJEC before the deadline date to discuss solutions. Please be reminded that the deadline date for the coursework to arrive with the moderator is the 10th of December; this date will not change.

## **Comments on individual questions/sections**

### **2.1 Planning, creating, modifying, and using databases**

Many candidates performed well on this task, with most addressing the requirements of the brief. Most candidates produced good database systems, including a series of related tables, effective data entry forms and the required outputs. Many implementations included macros which improved the user experience of using the system.

### **2.2 Planning, creating, modifying, and using spreadsheets**

Most candidates produced a spreadsheet solution that met the requirements of the scenario. Many candidates made effective use of the more basic aspects of spreadsheet software such as the use of layout tools. A minority of candidates limited their marks as implementations restricted the automation of saving new data to their sheets via use of macros. Most candidates made good use of the data and formed meaningful charts to display the results.

### **2.3 Planning, creating, and modifying an automated document**

Many candidates were able to create drafts of an automated letter to customers. More precise adherence to the required outcomes would enable candidates to achieve improved marks in this section as well as aiding in the moderation process. It is worth noting that there are two methods of filtering the data to produce the mail merged document via filtering the data in the spreadsheet task (via filters or pivot tables).

### **2.4 Planning, creating, manipulating, and storing images Planning, creating, and modifying an automated document**

Most candidates successfully created a design for a logo that met the client brief. Many candidates selected canvas sizes based on the document type (Raster/SVG) dependent on their software choice, however, attention to the brief specifics would have guided the candidates to select a canvas size in the 100s of pixels rather than 1000s as the largest item that the logo would be added to was packaging materials. Some centres made use of mood boards and colour pallets as well as research into similar company logos to aide in the design process of the clients' new logo.

Overall, the evidence submitted was well presented and organised.

Annotation of the work or the marksheet should be evident; It is appreciated that this can be time-consuming however, this is key in justifying to the moderator where and why grades have been awarded. Most centres made use of the "Assessor comments" section of the Assessor Pack which greatly aided in the moderation process.

## **Supporting you**

### **Useful contacts and links**

Our friendly subject team is on hand to support you between 8.30am and 5.00pm, Monday to Friday.

Tel: 02922404267

Email: [ICTL1-2@wjec.co.uk](mailto:ICTL1-2@wjec.co.uk)

Qualification webpage: <https://www.wjec.co.uk/qualifications/level-12-vocational-award-in-ict>

See other useful contacts here: [Useful Contacts | WJEC](#)

### **CPD Training / Professional Learning**

Access our popular, free online CPD/PL courses to receive exam feedback and put questions to our subject team, and attend one of our face-to-face events, focused on enhancing teaching and learning, providing practical classroom ideas and developing understanding of marking and assessment.

Please find details for all our courses here: <https://www.wjec.co.uk/home/professional-learning/>

### **WJEC Qualifications**

As Wales' largest awarding body, WJEC supports its education community by providing trusted bilingual qualifications, specialist support, and reliable assessment to schools and colleges across the country. This allows our learners to reach their full potential.

With more than 70 years' experience, we are also amongst the leading providers in both England and Northern Ireland.



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