



Level 1 / Level 2 Examiners' Report

Vocational Award in ICT
Level 1/2 Technical Award
Summer 2024

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.¹

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.	https://www.wjec.co.uk/home/professional-learning/
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.	Portal by WJEC 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: Results, Grade Boundaries and PRS (wjec.co.uk)

¹ 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.	Portal by WJEC
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.	https://resources.wjec.co.uk/
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.	Portal by WJEC 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.	Become an Examiner WJEC

Contents

	Page
Executive summary	5
Unit 1: ICT In Society	6
Unit 2: ICT In Context	9
Supporting you – useful contacts and links	11

Executive Summary

It was encouraging to see a substantial increase in the number of centres entering candidates this series.

Unit 1

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

The candidate's performance was encouraging with candidates attempting all questions. Candidates demonstrated good knowledge and understanding across all topics examined, with a significant increase in the mean mark from the January series.

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

Candidates should be encouraged to prepare for questions on data validation, the features of using a network and control processes.

Unit 2

NEA work was submitted in the appropriate format. Annotation on the mark sheets was good. A minority of centres did not submit the work in the correct format of a single zip file and a minority did not submit authentication forms in their initial submission and moderators needed to request these. Most centres assessed the NEA accurately.

Areas for improvement	Classroom resources	Brief description of resource
Candidates should be encouraged to read questions thoroughly before answering. In particular, the topics noted in the summary	Portal by WJEC	Past Papers
Centres should upload the NEA work in the format noted in the submission guidance (a single zip folder, with work subdivided into the four topic areas within that folder).	e-submission-iamis-upload-subject-guide-2024.pdf (wjec.co.uk)	Full guidance on required format of work uploaded.

VOCATIONAL AWARD

Level 1 / Level 2

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UNIT 1 – ICT IN SOCIETY

Overview of the Unit

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:

- Lift-Off:
 - Input devices
 - Booking online
 - Methods used for validation
 - Advantages of using information and communication technology for storing data
 - Virtual reality
- SmartTech:
 - Uses of wearable technology
 - Wireless and wired connectivity
 - Green IT
 - Control processes
- Parkwood Vale School:
 - Computer network operation
 - Network topologies
 - Online learning platforms
 - Management information systems (MIS)
 - Acceptable use policies
- Protect:
 - Malicious software
 - The impact of data loss, theft or manipulation on individuals and businesses
 - Logical protection
 - Cloud computing.

The mean total for Unit 1 this series was approximately 33 out of 80 marks. This represents an increase when compared with the mean total of 26 out of 80 in the Winter 2024 series. However, a substantial increase was also seen in the number of entries.

Comments on individual questions/sections

Q.1 Lift-Off

A majority of candidates were able to name two input devices that customers may use to book a flight.

It was pleasing to see most candidates correctly select the advantages of online booking systems from the list given. This was the second best answered question of the examination.

Only a very few candidates were able to state the purpose of data validation. A significant number of candidates incorrectly stated that validation ensures that data is correct. This was the worst answered question of the paper.

A majority of candidates were able to select appropriate validation checks for three different fields in the online booking form. However, only a minority were able to design a suitable criteria to carry out each check.

A minority of candidates were able to give advantages of using ICT for storing data. Candidates should note that data is only easily accessible where there is an internet connection.

Most candidates were able to select the correct description of virtual reality. This was the best answered question of the examination.

Q.2 SmartTech

Around half of candidates were able to describe different uses of wearable technology. They showed a good understanding of fitness tracking for monitoring heart rate and calories burned. Others showed a good understanding of health monitoring, such as blood pressure and sleep patterns.

Many candidates were able to correctly match each technology with the most appropriate description. A minority were able to describe the advantages of using a USB-C connection.

A minority of candidates were able to discuss the meaning of Green IT. Popular answers included the implementation of environmentally sustainable practices and the responsible disposal or recycling of e-waste. A significant number of candidates lacked further depth beyond these.

A minority of candidates were able to name a suitable sensor and output devices used in this control system. Only a few were able to construct suitable decisions and processes. This was the second worst answered part-question of the examination.

Q.3 Parkwood Vale School

A few candidates were able to give features of using a network, such as file or data sharing.

Many candidates were able to draw lines between these devices to show a ring topology. This was the third best answered question of the examination.

Only a few candidates were able to give advantages of a ring network topology over a bus network topology. This was the third worst answered question of the examination. A minority of candidates were able to give disadvantages of a ring network topology compared with a star network topology.

Around half of candidates were able to explain the benefits of online learning platforms in schools. Popular answers included the flexibility to learn anytime, anywhere, and the individualised support. Candidates may have benefitted from having even more depth in knowledge in this topic to access additional marks.

A minority of candidates were able to describe different uses for an MIS in schools. Popular answers included the storage of pupil records and attendance tracking. Few candidates had a depth of knowledge beyond this.

A minority of candidates were able to state the purpose of an acceptable use policy. Fewer candidates were able to suggest content that should be included in Parkwood Vale School's acceptable use policy.

Q.4 Protect

Many candidates were able to correctly match each malicious software and the most appropriate description. Around half of candidates were able to describe another type of malicious software.

Around half of candidates were able to explain the impacts that data loss, theft or manipulation may have on Protect, as the result of a cyber-attack.

A minority of candidates were able to advise Protect on three logical protection methods that they could use to prevent the risks associated with storing customer information on their network.

A minority of candidates were able to give advantages of using cloud storage to store data.

VOCATIONAL 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 brief “Coco's Cocoa” was accessible through the WJEC 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.

Tasks

Comments on tasks/questions relating to candidate performance/meeting assessment criteria

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 HCI. Most candidates made effective use of testing strategies and testing to refine their databases, it is only necessary to test one example of valid, extreme, and erroneous data rather than all three for every data input field.

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 significant minority of candidates limited their marks as implementations restricted the automation of saving new data to their sheets via use of macros. Many 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, either by making use of the query in the database task or 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.

Task marking

Comments on approaches to internal marking

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.
- Understandable 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 5th of May; this date will not change.

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. Many 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: 029 2240 4267

Email: ICTL1-2@wjec.co.uk

Qualification webpage: [Level 1-2 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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