



# Examiners' Report Lead Examiner Feedback

January 2021

Pearson BTEC Nationals  
In Information Technology (31761H)  
Unit 2: Creating Systems to Manage Information

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## Introduction

Please note there is a paper-based solution and marking guidance, which includes marked examples of learner responses available for use with this examiner's report.

The resources are available [here](#) and will be referred to throughout this report.

This unit is a mandatory synoptic unit, which requires learners to complete two set tasks to design, create, test, and evaluate a relational database system that manages information. The scenarios in this examination were based around artists and exhibitions.

This was the second assessment using the new examination structure:

- part A – normalisation, implementing the relational database structure, building queries and a report, testing, and evaluating the relational database structure
- part B – the interface i.e., two forms, testing and evaluating the interface.

In terms of administration there were several learners who did not follow the guidelines i.e., only required to submit pdf versions of the activities and the final databases for Part A and Part B. The databases are for administration purposes only and **do not** get marked.

Most centres printed the required documents and sent them with the USB. However, there are still instances of examiners being unable to access learner work due to password protection. If centres are password protecting USBs then they must ensure they use the Pearson format in terms of the password used and that Pearson are informed of the password so that it can be passed to the examiner.

Centres **must** use the examination templates provided with each examination paper. There are **still** several learners/centres failing to do this. The templates are designed to give learners the best opportunity to present **all** the evidence required. Learners/centres who do not use the templates tend to miss out important evidence. The templates are provided as .rtf files. Centres may choose to use Word versions of these templates. Learners must ensure that they save the templates as pdf files – many did not this series.

In Part A, learners **must not** create any new attributes, they should use **all, and only**, the attributes given in the data extract. Please note using all and only the attributes given does not mean that learners cannot rename attributes. This is perfectly acceptable. In Part B, learners should not change the structure of the database at all. They should build their interface around the structure exactly as it is given.

## Part A Activity 1 – Database relationship screenprint

This task is designed to test the learners' knowledge and skills in terms of database modelling via creating a database skeleton structure that reflects third normal form. They should use **all, and only**, the attributes given in the data extract.

Teachers are advised to download the example solution and the PartA\_Act1Guidance\_Jan2021.pdf marking guidance document. In terms of this task these pages are of relevance:

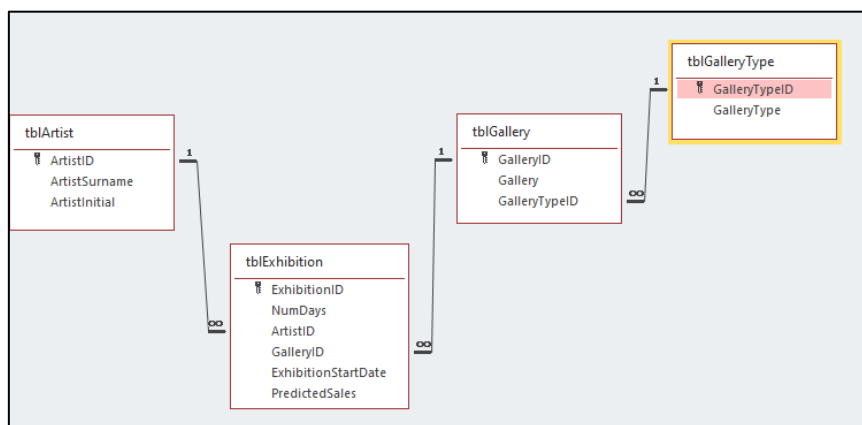
Marking Guidance	3
Marked Examples	4-8
Example Solution	5

Far fewer learners/centres are wasting valuable time drawing ERDs using word processing or graphics software. In some instances, though, this still meant some marks could not be awarded because the relationships were not evidenced correctly. To reiterate comments made in previous Lead Examiner reports, the evidence expected is the **database relationship screenprint** taken from the **actual** database.

It was nice to see that no learners wasted time annotating their screenprints in this series.

The screenprint should include:

- each table in their solution
- all the fields in each table
- primary keys that have been assigned
- foreign keys (where appropriate)
- relationships between tables
- the enforcement of referential integrity



Whilst many learners successfully normalised the given extract, it was surprising to see several learners submitting a three-table solution, particularly as there were four clear ID attributes given in the data extract. Some learners seem to assume there will only be three tables and do not appear to take what is shown in the data extract into account.

Where marks were not achieved it tended to be because:

1. learners did not produce the ERD using a screenprint from their actual database
2. learners used a three-table solution
3. fields were truncated in tables. Each attribute that cannot be seen or is in the wrong table is taken as an instance of data redundancy.
4. Relationships were incorrect or referential integrity was not enforced
5. links between the table were not on the correct fields

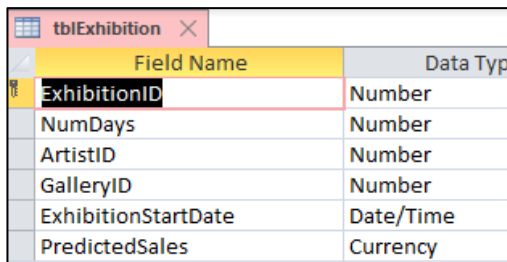
## Part A Activity 2 – Table structures and validation

Learners **must** use the template provided in each examination series for this task. Examiners mark the evidence against the learners' own entity relationship screenprint (activity 1) to ensure learners are not double penalised for any errors occurring in activity 1. Where learners have not included an activity 1, their structure is marked against our solution. It is designed to test their ability to build the database tables following standard naming conventions including the good use of field names, relevant data types, assignment of primary and foreign keys and a range of suitable validation.

Teachers are advised to download the example solution and the PartA\_Act2Guidance\_Jan2021.pdf marking guidance document. In terms of this task these pages are of relevance:

Marking Guidance	3-4
Marked Examples	5-13
Example Solution	6-7

### Traits 1, 2 and 3



Field Name	Data Type
ExhibitionID	Number
NumDays	Number
ArtistID	Number
GalleryID	Number
ExhibitionStartDate	Date/Time
PredictedSales	Currency

The evidence expected is one screen print per table. These screenprints cover the first three traits.

#### Trait 1 *Naming conventions*

Whilst many learners did use standard naming conventions and ensured the conventions used were consistent, it was surprising to see how many did not. We are expecting tables to use 'tbl' as the standard convention to identify tables and that fields will consistently use lower/upper case, spaces etc. Table names should be consistent, primary key names should be consistent, other field names should be consistent.

## Trait 2 *Keys*

Most learners did manage to ensure the structure evidenced in this activity matched the structure in their activity 1. It is worthwhile advising learners that if they do make changes to the structure in this activity then they should update their screenprint in activity 1.

## Trait 3 *Data types*

Many learners did use the correct data types for all fields:

- NumDays, Number
- PredictedSales, Currency
- ExhibitionStartDate, Date/Time
- primary keys, any suitable data type
- foreign keys match their primary (e.g., number -> AutoNumber)
- everything else text

However, where marks were not achieved it tended to be because:

- NumDays was left at short text
- the data types for primary and foreign keys did not match e.g., number mismatched with text etc.

## Trait 4 *Validation*

Learners are to provide one screenprint of each of the types of validation listed. Learners need to think very carefully about the screenprints they include. The screenprints must show validation that is appropriate to the scenario and the requirements given in activity 2 and activity 4.

In this paper the evidence required was **one** each of:

- presence check
- length check
- value lookup or range check
- table lookup
- format check

Where more than one example of each had been included, the first example was taken as the evidence to be assessed.

Learners should fully validate their database tables even though only one

screenprint is required. It may be that Activity 4 requires the testing of something not specified in Activity 2 e.g., testing of more than one foreign key.

### Presence Check

Field Name	Data Type
ArtistID	Number
ArtistSurname	Short Text
ArtistInitial	Short Text

General	
Field Size	255
Format	@
Input Mask	
Caption	
Default Value	
Validation Rule	Is Not Null
Validation Text	You must enter the artist's surname

The evidence expected was one screenprint, in design view, showing the field name, presence check and suitable validation text. Learners should have noticed that a requirement of activity 2 was to ensure 'a record will not save without the artist's surname being present', this was the steer towards the presence check required.

Others were accepted but it should be noted:

- presence checks applied to primary keys are not appropriate
- setting 'Required' to 'yes' is not appropriate.
- showing the results of a presence check in datasheet view, rather than the actual presence check in design view is not appropriate

Any of the above would prevent access to the highest mark band as would not ensuring the presence check had a suitable customised error message that would appear if this field were left blank.

### Length Check

Evidence of a suitable length check on one **text** field was expected.

Though the scenario should have steered learners to ensuring the artist's initial had a field size of 1, any suitable field length was accepted.

Field Name	Data Type
ArtistID	Number
ArtistSurname	Short Text
ArtistInitial	Short Text

General	
Field Size	1



### Range Check/Value Lookup

Evidence of an appropriate range check or value lookup on the NumDays field was expected.

Field Name	Data Type
ExhibitionID	Number
NumDays	Number

Field Properties	
General	
Lookup	
Field Size	Long Integer
Format	
Decimal Places	Auto
Input Mask	
Caption	
Default Value	
Validation Rule	Between 3 And 10
Validation Text	The number of days must be at least 3 and no more than 10.
Required	No

However, at this level learners may, or may not, realise that value lookups may not be appropriate if further records are added. For example, in this paper it was expected that there would be a table to hold the data relating to the different types of galleries. Some learners may have applied a

value lookup to the gallery type field in this table. If a new record were added it would mean that there would be a new gallery type so the value lookup would be ineffective. At this level, the value lookup would be acceptable though not for the highest marks.

### Table Lookup

The evidence required was one screenprint showing a table lookup, in design view, applied to any of the foreign keys. **NOTE**, too many learners are still not ensuring 'Limit to List' has been set to 'Yes' on their table lookup. This affects the marks that can be awarded.

Field Name	Data Type
GalleryID	Number
ExhibitionStartDate	Date/Time

Field Properties	
General	
Lookup	
Display Control	Combo Box
Row Source Type	Table/Query
Row Source	SELECT [tblGallery].[GalleryID], [tblGallery].[Gallery] FROM tblGallery;
Bound Column	1
Column Count	2
Column Heads	No
Column Widths	1.482cm;3.625cm
List Rows	16
List Width	5.106cm
Limit To List	Yes

### Format Check

Field Name	Data Type
ArtistID	Number
ArtistSurname	Short Text
ArtistInitial	Short Text

Field Properties	
General	
Lookup	
Field Size	1
Format	@
Input Mask	>L
Caption	

The only appropriate format check was for the artist's initial and this was made up ensuring only one character could be input and that it would be forced to uppercase.

An input mask is not the only method learners can use to evidence this requirement. Learners may use a validation rule that would serve the same purpose.

It is surprising to see that some learners are trying to evidence the format check on numbers or dates etc. This is despite repeated Lead Examiner comments stressing that we expect the format check to be applied to a text field only.

## Part A Activity 3 – Queries and report

This task is designed to test the learners' ability to build the queries and report required to meet the specification requirements. Learners **must** use the template provided in each examination.

This activity is best suited to being assessed using a points-based approach to define the difference between 'limited', 'some', 'most' and 'all'. This is explained in the marking guidance and the examples given in the marking guidance.

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Teachers are advised to download the example solution and the PartA\_Act3Guidance\_Jan2021.pdf marking guidance document. In terms of this task these pages are of relevance:

Marking Guidance	3, 7, 11
Marked Examples	4-6, 8-10, 12-18
Example Solution	7-10

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The focus of each trait is detailed below.

**Trait 1** The focus of assessment is on learners being able to recognise the tables and fields that will be required to produce the required results and adding these to their query grids/report.

Whether the learners go on to produce the required results is of no consequence in this trait. Therefore, it is worth encouraging learners who do not think they can complete some of the more challenging aspects within query b and the report to at least ensure they include evidence of the tables and fields that would be used. For example, they could achieve the top of Band 4 in this trait and lower bands for traits 2 and 3. Achievement in this trait would have a positive impact on the weaker traits – increasing the marks awarded.

**Trait 2** The focus of assessment is on learners being able to use criteria and calculations correctly (including sorting). It was expected that most learners would be able to successfully add the criteria and sort in query A. This would have meant achievement at the bottom of band 2 for this trait.

It was then expected that pass level learners could achieve some of the simpler aspects of query B e.g., the parameter and

the count to determine the number of exhibitions. Merit learners were expected be able to successfully achieve some of the more complex criteria/calculations and distinction level most/all of the more complex criteria/calculations.

### Trait 3

The focus of assessment is on learners being able to present the results of their queries and report sensibly so that the output matches the requirements and would make it easy for a user to read and understand the data.

This includes being able to:

- only show the fields requested
- ensure data/labels are not truncated
- use suitable field names/labels for generated fields
- include a suitable title on the report
- ensure the report fits on one page and uses the width of the page/size of fields/labels etc. wisely
- format all monetary fields/generated values to currency
- use a group header/footer to show items only once when appropriate.

It is worth noting that assessing truncation/layout/currency can only be determined from datasheet view of the queries and the pdf version of the database report. A screenprint of the database report is not enough.

As with trait 1, the results of the calculations do not have to be correct for achievement in this trait. Therefore, learners should be encouraged, to spend time making sure they have considered the presentation of their results.

Overall, this activity discriminated well between the different abilities of the learners with most being able to successfully complete query a, some query b or the report, some all three.

It was clear to see that some centres had spent time encouraging learners to attempt all three even if they could not manage all aspects. These learners tended to do well in terms of marks even if some of the criteria and calculations were not correct/working. As previously mentioned, achievement in traits 1 and 3 can boost the marks for those that are weaker in the more technical aspects.

However, it was sad to see several learners did not achieve some of the marks because they did not ensure:

- all their field/label names, criteria etc. could be seen in both design and

datasheet/print preview

- they created appropriate field/label names for the generated values in the queries/report
- they paid attention to the presentation of their results.

It was nice to see that several learners attempted the predicted commission and report calculations, However, the 'easier' calculation in query b was often overlooked i.e., the number of exhibitions. This was aimed at pass and merit level.

## Part A Activity 4 – Structure testing

This task is designed to test the learners' ability to test the structure of their database by carrying out **only** the tests given.

Learners **must** use the template provided in each examination and should only carry out the tests specified.

Teachers are advised to download the example solution and the PartA\_Act4Guidance\_Jan2021.pdf marking guidance document. In terms of this task these pages are of relevance:

Marking Guidance	3
Marked Examples	4-9
Example Solution	11-13

Fewer learners still do not appear to understand the evidence required in terms of testing. However, it is still clear that some learners do not consider the real world in that in many instances the person who develops the test plan is not actually the person who completes the testing. Therefore, it is worth reiterating that the template should be completed with this in mind.

Testing required in the examination:

Test to be carried out	What is it testing?
1 a record will not save without artist's surname present	Presence check test
2 a record for an artist will not save without the artist's initial in the correct format	Format check test
3 a record will not save if a gallery is assigned an invalid gallery type	Table lookup (foreign key) test
4 a record will not save if the exhibition is for an invalid artist	Table lookup (foreign key) test
5 a record will not save if the number of days is below the accepted range	Value lookup/range test
6 a record will not save if the number of days is above the accepted range	Value lookup/range test

It was nice to see most learners ensured they carried out **only** the given testing, though some are still wasting time including other tests.

## Test data column

It is expected that learners will provide the test data for a **full** record i.e., the name of each field and the data that will be used. Null, blank etc. can be used to signify fields where no data will be used. It was very nice to see the number of learners who provided all the necessary detail in this column. However, some learners:

- use this column to tell the examiner what the test is – we do not need to know that it is already in the exam paper
- only indicate a single item of test data e.g., blank. This is of no use to a tester
- only indicate the field that will be tested e.g., ArtistSurname. This is of no use to a tester
- put a screenprint in of the table showing the data. This is not acceptable.

## Expected results column

This should be specific and, indeed, many learners ensured it was. Specific means a tester would know exactly what should happen e.g., *an error message will be displayed telling the user they must enter the artist's surname*. There are some learners who still do not appear to understand this e.g.,

- an error message will be displayed
- the data will not be accepted.

## Actual results column

Many learners evidenced this well. However, some learners weaken their evidence because

- the actual results do not use the test data they said they were going to use or there was no test data to compare to in the first place
- the screenprints cannot be read
- messages cover the test data so it cannot be seen

In terms of screenprints, learners can change the width of the columns in the template and can delete the final column if they have no errors to discuss. They can also place the screen prints underneath the table so long as they ensure they clearly label which test number the screenprint(s) belongs to.

## Error column

Learners should only complete this column if they have found errors during testing. Learners are not penalised for having a 'perfect' solution, however, where it is clear the actual results are not what should be expected or where they could have been better, they should be identifying this. If they have not encountered any errors and would prefer to delete this column in order to increase the screenprints for the actual results, then this is acceptable.

Learners should always check their pdf document to ensure all tests can be seen. In some cases, the pdfs had been saved in portrait orientation meaning a lot of evidence was lost.



## Part A Activity 5 – Structure evaluation

This task is designed to test the learners' ability to evaluate the structure of their database.

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Teachers are advised to download PartA\_Act5Guidance\_Jan2021.pdf marking guidance document. In terms of this task these pages are of relevance:

Marking Guidance	3
Marked Examples	4-7

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The evaluation in Part A is distinctly different from the evaluation in Part B. Part A is designed for learners to showcase their knowledge and understanding about normalisation, minimising data duplication and how this can help ensure requirements are met. Part B is all about the interface and the usability of it from the user's point of view. It is clear to see some learners do not understand this.

Some learners also do not appear to understand that the evaluation is based upon 'minimising data duplication' as well as meeting requirements.

- Some paid lip service to minimising data duplication, some did not consider it all.
- Others concentrated solely on meeting the given requirements.
- Others gave a running commentary of what they had done to complete all the activities in part A.
- Others took this as an opportunity to talk about how they were taught/how hard tasks were/how they had performed etc.

We expect a discussion of how **their** structure has minimised data duplication. The discussion should demonstrate their knowledge and understanding of the process of normalisation in terms of the **data extract** and the **given requirements** and **why their structure is suitable**. It should not be taken as an opportunity to regurgitate theory learned about normalisation etc.

## Part B Activity 6 – Interface and functionality

This task is designed to test the learners' ability create and automate two forms. The first requires validation and a customised, automated save process, the second may require calculations/criteria/filtering etc. and some form of an automated process.

Learners **must** use the template provided in each examination.

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Teachers are advised to download the example solution and the marking guidance. In terms of this activity these pages are of relevance:

Marking Guidance	3-5
Marked Examples	6-24
Example Solution	15-16

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**Trait 1** Assessment of this trait focusses on the presentation of the forms and how 'fit for purpose' they are in terms of what the learners have been told the forms will be used for and what they must do. Across the two forms examiners will be looking for:

- whether they match the given purpose
- sensible titles
- instructions telling the user how to use the forms
- asterisks where data entry is required
- field widths that are appropriate for data they will hold
- a good layout
- a consistent house style
- fields that have content that **should** be automatically generated are disabled
- relevant, consistent, easy to read labels (e.g., spaces)
- combo boxes (or equivalent) where relevant to make it easier for the user to input data

Whether the forms include automated routines or not is of no consequence in this trait.

**Trait 2** Assessment of this trait focusses on the addition of any criteria/calculations required to meet requirements. What the form looks like and whether the automation of the form works is of no consequence in this trait.

**Trait 3** Assessment of this trait focusses on the validation and automated routines that should be present to meet requirements. Validation must be at form level and not applied to any of the tables – the structure of the tables must not be altered in any way. What the form looks like is of no consequence in this trait.

**Trait 4** Assessment of this trait can be determined by how well the learners has met the requirements of the other three traits as they all play their part in the functionality of the forms and how well they meet the requirements criteria. The band awarded for this trait was automatically calculated.

### **Form1 – Add art**

The purpose of this form was to *add a new piece of art and assign it to an artist*.

This form was the simpler of the two and it was expected that this form could be created, customised and automated by all learners with pass and above ability.

### **Trait 1**

It was good to see some centres have taken past Lead Examiner reports and resources including sample scripts etc. into account and had prepared their learners well in terms of the requirements for this trait. It was also nice to see the many different house styles that learners used for this form and how well they took usability etc. into account.

However, it was very disappointing to see the number of learners who still cannot produce anything other than a default form. It is relatively easy for learners to achieve band 4 in this trait, which can really help boost marks awarded for those who find the calculations, criteria, and automation more difficult. There are four marked examples included in the marking guidance document for this activity. What is expected, strengths, weaknesses etc., can be seen there.

Common problems found:

- irrelevant titles e.g., the name of the table
- no consideration of the readability of the labels e.g., no spaces in labels that included more than one word
- little/no consideration of the data that would be input i.e., fields that were too wide/too deep
- no consideration of user aids including disabled fields, asterisks, instruction

- on how to use, drop down boxes etc.
- no save button
- ArtID missing from the form

### **Trait 2**

This form was the simpler of the two in terms of calculations/criteria. The only calculation required was to ensure the ArtID would be incremented. The data type for ArtID in tblArt was AutoNumber so this did not require learners to use an actual calculation.

If the ArtID appeared on a **bound** form and there was a save button, then this was enough evidence. If DMax was used on the ArtID field on an **unbound** form, then this was enough evidence for incrementing the ID. However, it would not have been suitable to try to save this value in the automation process for trait 3 – the data type was AutoNumber. We did expect to see the ArtID on the form as this was taken to mean learners had taken the fact that the ArtID would need to be generated into account. However, so long as the examiner could determine the ArtID would be incremented it was fine not to include the ArtID.

Most learners achieved this.

### **Trait 3**

The first form (art form) was the form that required validation as part of/along with an automated save process. In this examination validation had to ensure:

- the artist's surname was present
- the artist's initial was in the correct format
- the number of days was in the correct range
- a suitable error message would appear where invalid data had been used

Automation should have been present to:

- ensure the form was ready for data entry
- append valid data to the art table and display a save message.

Higher ability learners should also have considered that the save process should clear the form ready for the next new piece of art details once the save had taken place.

It was good to see many of the learners successfully validated and automated this form. Surprisingly, despite Lead Examiner reports, example scripts etc. from past papers, many learners still do not ensure they include the relevant evidence. It is very unlikely that learners can provide enough evidence using a single screenprint. It is worth nothing that a presence check applied to the

properties of the field on the form itself is not acceptable as evidence of a presence check though the range check could have been evidenced using this method.

Common problems found:

- the ArtID was missing from the form or there was no save button
- no evidence had been included in terms of how the save process worked
- the presence check was applied to the field properties of the ArtistSurname as opposed to the macro or code
- the range was incorrect
- there were no suitable error messages
- the save took place regardless of whether there were errors or not (outside of the if statement(s))
- no append query in design view (if this was the method used).

## **Form 2 – Sales analysis and artist rating form**

The purpose of this form was to be able to select an artist, generate information about them and allow the user to select a rating.

As usual, some aspects of this form were more challenging when compared to the first form to discriminate between the different abilities.

It was expected that most learners would be able to build the form, even if they could not manage to get it fully functional. It was expected that the higher ability learners would be able to produce some of the more challenging aspects and the highest ability to produce all the aspects.

It was disappointing to see that several learners did not attempt this form at all – it is worth building the form even if it does not function correctly as marks can still be obtained.

### ***Trait 1***

In terms of trait 1 and how the form should look, the requirements given in the activity were clear:

- the user should be able to select the artist
- the user should be able to select the rating
- after the artist has been selected this information should be generated and displayed:
  - the artist's email
  - the total number of pieces of art
  - the number of pieces of art sold
  - the highest price for a piece of art
  - the lowest price for a piece of art

- the total amount of money made from sales

This should have led to the form including:

- a combo box (or equivalent) to select the artist
- a combo box (or equivalent) to select the rating
- fields to display
  - the total number of pieces of art
  - the number of pieces of art sold
  - the highest price for a piece of art
  - the lowest price for a piece of art
  - the total amount of money made from sales
- the usual – title, clear labels, asterisks etc.

Even if learners could not go on to complete any of the functionality they would still have been credited for 'fitness for purpose' and presentation. Clearly, this would have helped to boost marks.

Across the learners who attempted this form it was disappointing to see that not very many appeared to spend time thinking about how fit for purpose the interface would be and considering its presentation. Some learners had included a very good interface for the first form but did not carry that through into this form. At times, this did affect the marks awarded. There is no weighting applied to the traits – they are all equal.

As with the first form, common problems were:

- irrelevant titles
- no consideration of the readability of the labels e.g., no spaces in labels that included more than one word
- little/no consideration of the data that would be input i.e., fields that were too wide/too deep
- no consideration of user aids including disabled fields, asterisks, instruction on how to use, drop down boxes etc.

## ***Trait 2***

In terms of criteria and calculations it was expected that:

- the ArtistSurname (or ArtistID if that were the method used by the learner) selected on the form would be used as criteria in the filtering method chosen.
- all the generated fields would link to the artist selected
- only the number of pieces of art sold and the total amount of money made from sales would also link to only those items that had been sold

It was good to see the creativity of the learners in terms of this trait. Many different methods were used including:

- a combo box with the artists details
- a query/queries linked to the artist and items sold (where applicable) with DLookups used to access the information in the query/queries
- DLookups used to directly lookup up the information in the table(s)
- Max/Min etc. used with bound forms
- subforms built from queries etc.

Common problems encountered included:

- not including the query/queries in design view or truncating the evidence
- truncating the formulae added to the fields in the form
- linking all the generated information to the artist selected and sold items.

### ***Trait 3***

In terms of automation this is what was expected:

After an artist was selected the form would update to show the results of the generated fields:

- the artist's email
- the total number of pieces of art
- the number of pieces of art sold
- the highest price for a piece of art
- the lowest price for a piece of art
- the total amount of money made from sales

Where learners had attempted the form and the generation of data (even if it did not work correctly), they were able to gain marks in this trait. The main problem found was the lack of evidence in terms of the refresh.

## Part B Task 7 – Interface and functionality testing

This task is designed to test the learners' ability to test the interface and functionality of the database by carrying out **only** the tests given. Learners **must** use the template provided in each examination and should only carry out the tests specified.

Teachers are advised to download the example solution and the PartA\_Act7Guidance\_Jan2021.pdf marking guidance document. In terms of this task these pages are of relevance:

Marking Guidance	3
Marked Examples	4-13
Example Solution	17-21

The general comments discussed in activity 4 also apply to this activity.

Testing required in the examination:

1. The art input form is ready for data entry when the form opens
2. The name of the piece of art must be present
3. The selling price of the piece of art cannot be above £2000
4. The selling price of the piece of art cannot be below £100
5. The piece of art must be assigned to a valid artist
6. A record will save in the art table if all the required data is present and valid
7. These details will appear for the artist selected on the sales form:
  - the artist's email
  - the total number of pieces of art
  - the number of pieces of art sold
  - the highest price for a piece of art
  - the lowest price for a piece of art

Again, it was nice to see most learners ensured they carried out **only** the given testing, though some are still wasting time including other tests.

The general comments given in activity 4 in terms of evidence also apply here.



## Part B Task 8 – Interface and functionality evaluation

This task is designed to test the learners' ability to evaluate their interface and its functionality in terms of the quality, performance and usability of the interface.

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Teachers are advised to download the PartA\_Act8Guidance\_Jan2021.pdf marking guidance document. In terms of this task these pages are of relevance:

Marking Guidance	3
Marked Examples	4-8

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The evaluation in Part B is distinctly different from the evaluation in Part A. Part A is designed for learners to showcase their knowledge and understanding about normalisation, minimising data duplication and how this can help ensure requirements are met. Part B is all about the interface and the usability of it from the **user's point of view**. It is clear to see some learners do not understand this.

At times learners use the evaluation as an opportunity to describe what they have done with no thought or mention of the user at all. We want to know what they have done and how/this makes the solution easier for the user to use. It is also very common to see learners ignore issues in terms of their solutions.

## Summary

Based on their performance in this paper, learners should:

- ensure the structure in their activity 2 **exactly** matches the structure shown in their activity 1
- ensure screenprints can be clearly read – no truncation etc.
- ensure enough detail has been included to show the criteria/calculations and automation of the forms
- ensure there is test data present for each field in the table/form, ensure expected test results are specific, ensure the data used can be clearly in the actual test results
- ensure the learners understand the difference in the focus in terms of the evaluation in Part A and the evaluation in Part B

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