

Applied GCE

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Information and Communication  
Technology (6960)

Paper 01 - Using Multimedia Software

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January 2011

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## General comments

Candidates often link this unit to Unit 8 - Managing ICT Projects. This is good practice however the candidates need to be aware of the different documentation requirements of the two units.

Too many candidates are producing web sites with very little in the way of a multimedia experience. This is not what the specification requires, although the product may be accessed via a browser. The main focus should be multimedia, combining videos, animations and sounds. Candidates who produce many page of text only can expect little credit.

The main focus of this unit is multimedia, and whilst web pages can be a vehicle to deliver and interact with, it is the multimedia that is focus of the unit.

Also some work was submitted as "exe" files, these cannot be accepted for future moderation windows.

### **Stand (a)**

There is a clear difference in the requirements of this strand and that of unit 8. This is not always reflected in the work produced. Candidates who combine unit 8 and 10 often produce a document common to both units and therefore do not include enough detail, or confuse project deadlines in unit 8 for success criteria in unit 10.

The functional specification should focus on the product. Describing the purpose of the product, the context and intended audience. Better candidates explain what the finished product must do and how they would measure the success in terms of what the product will do when completed. This is a vital section as it leads to better evaluations when there are criteria to refer back to.

It is better if the candidate can work with a client to get feedback and external input into the design and development of the product.

### **Stand (b)**

This is a multimedia product and it is essential that the multimedia elements feature prominently in the design. A storyboard for a video including scenes, timings and transitions would be a good example.

Those who set out produce a web site often do not provide sufficient design documentation for the multimedia. Often the only reference to a video is a box drawn on a page layout with the word video in it.

For a multimedia product page design and layout forms only part of the design, to gain higher marks in this section the design must include more information and details about the multimedia elements.

The use of prototypes is another weak area few candidates involved others in evaluating them, or the prototypes consist of very basic changes to screen layout. A working prototype is not required as this might be difficult within the size limits. However it should be possible to include some screen shots showing the development of the product. Again those who had real clients produced better work for this strand.

### **Stand (c)**

The focus of the unit is a multimedia product that will function fully away from the development environment. Most met this aim within the context of the ePortfolio, from where the product should be launched for the purpose of assessment.

Better candidates ensured that the product met the functional specification, and delivered a product that was rich in multimedia elements. The multi media was the main source of information with videos and animation being used to fulfil a definite purpose. Weaker candidates simply included animations on a page of text with the animation serving little or no purpose on the page.

The multimedia product should contain some combination of video, sound, animation, and images. It is not necessary for all to be present, but a combination of at least two of these should be in a basic product. The product should be interactive in some way, allowing the user to control the experience to some extent, for example choosing from a selection of videos, or controlling a slide show.

### **Stand (d)**

Almost all candidates produced a test table. Candidates who produced web sites however only covered the basic navigation between pages.

Better candidates covered items such as the functioning of an animation, or the timing of a video, often referring back to the original product specification to provide evidence of formative testing.

As well as the test table there should be some evidence of testing having taken place, this can be in the form of screenshots. Such evidence is requirement of MB2 and MB3. Better candidates insert links into the test table to the screen shots.

Better candidates had involved a client or test users in the development and testing of the product. This helped produced some good examples of prototyping. Weaker candidates demonstrated little feedback from others, apart from final testing or very minimal input at the prototyping stage.

### **Stand (e)**

The evidence in this e-portfolio was often mixed with that for unit 8, it is important that the candidates are aware of the different requirements of the evaluation for this unit. This unit requires the product to be evaluated; unit 8 requires that the project management be evaluated.

Most candidates produced work which evaluated the whole of the unit but not all commented upon whether the final produced met the specified requirements. Better candidates reproduced the aims of the product from the functional specification and then commented on the extent to which the final product met these initial aims.

A good functional specification and working with a client to produce the product helps the candidates a lot in this strand.

### **Standard Ways of Working**

In most cases the only evidence the external assessors had for this aspect was the bibliography and the file structures and names used by the candidates.

### **General Administration**

Most samples were correctly submitted with folders clearly labelled with centre numbers, candidate number and first 2 letters of surname and first of Christian name. It would help if the erecord sheet naming convention is the same

The centre assessor should use the erecord as an opportunity to help the moderator find the evidence required to agree the marks given. The comments by centres often contained only one-line comments, and in other cases no comments at all were provided.

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January 2011

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