

Principal Moderator Feedback

Summer 2013

GCE Applied ICT (6960) Paper 01 -
Using Multimedia Software

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Publications Code UA035381

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General comments

Much good work was seen this session, however, some candidates are still producing basic web sites with very little in the way of a multimedia experience. This unit requires an interactive multimedia product; the product may be accessed via a browser. However the main focus should be multimedia, combining videos, animations and sounds. Candidates who produce many page of text gain little credit.

Stand (a)

Better candidates work with a client to produce this section which is best practice.

The functional specification should describe the purpose of the product, the context and intended audience in sufficient detail most provided only brief comments. 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.

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.

Stand (b)

This is the area which is often assessed generously. The design should be for all aspects of a multimedia product, whilst navigation and page layout is a part of this, the major part of the design is that of the multimedia components.

In many cases the design is limited to navigation and general page layout. To gain higher marks in this section the design must include more information and details about the multimedia elements. A storyboard for a video including scenes, timings and transitions would be a good example.

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)

A number of centres are still using file formats that are not in the moderator tool kit for this unit, the product must be capable of running using only these file types. The product should be capable of running largely standalone, and away from the development environment. This should be

possible from within the eportfolio, from where the product should be launched for the purpose of assessment.

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; however this often only covered the basic navigation between pages and did not cover items such as the functioning of an animation, or the timing of a video.

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

There was little feedback from others in this strand, most evidence of feedback tended to be in the in the prototyping stage of the project. Involvement of others such as test users was very poorly evidenced and feedback, during testing was lacking in most e-portfolios. Again those who had real clients produced better work for this strand.

Stand (e)

All candidates produced work which evaluated the whole of the unit but not all commented upon whether the final produced met the specified requirements. In order to achieve MB3 candidates need to produce well-rounded analytical and critical evaluations. Few candidates provided any evidence of feedback on their work.

There was some evidence of points of improvement being identified but not of the feedback being acted upon, many commented very briefly on their own performance and current skill level.

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.

Standard Ways of Working

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

General Administration

The sample should be sent to the moderator on a single CD for each unit, the CD should contain all the candidates in the sample, the work of the highest and lowest scoring candidates should also be included as extras if not already in the sample selected.

Samples should be submitted with folders clearly labelled with centre numbers, candidate number and first 2 letters of surname and first of forename. It would help if the erecord sheet naming convention is the same

[centre #]_[candidate #]_[first two letters of surname]_[first letter of first name].

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 1 line comments; in other cases no comments at all were provided. Some centres placed all units on the same CD, this can cause problems for the moderation team as samples of units frequently need to be sent to different people during the moderation process.

Grade Boundaries

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