

Principal Moderator Feedback

Summer 2013

GCE Applied ICT (6963) Paper 01 -
Web Management

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General Comments

There were relatively few centres submitting during this window, but the evidence generally followed the same pattern as previous years.

Assessment was seen as usually abiding to national standards. In the main, centres supplied clear and well organised evidence that reflected the guidance given in centre feedback. There were some incidents of lenient and inconsistent assessment.

A small amount of centres had given very structured assignments to their candidates that, in the main, asked the candidate to provide too much unrelated information.

Several candidates produced a wealth of evidence on several topics that were not related to the unit. Pages of glossary definitions and copies of legal acts such as the Data Protection Act were included. The time spent on creating these unrelated items would have been better spent producing evidence towards the higher grades.

Strand A

Centres assessing to national standards presented focused evidence easily accessed using clear links for each of the Strand requirements. Testing was often weak and rarely supported by screen shots, and the client needs were rarely considered in the choice of host and when describing why hosting would benefit the client.

Strand B

Several new strategies were seen that demonstrated centres keeping informed of the world of web design. Social networking was effectively used in several centres. This has to be applauded. However, several centres continued to use invalid strategies despite this matter being raised on several occasions. Graphical site maps, hit counters, Google Analytics, word of mouth, email confirmations and links to other sites without any exchange/reciprocal links on relevant sites are all invalid strategies and should be ignored.

Strand C

Generally well evidenced and assessed to national standards. Further development of free external data capture utilities has to be the way forward in this Strand. However, very simple forms, i.e. that only capture the users name and email address, will not extend beyond mark band two. Once again, the main source of this weak evidence was produced using a structured assignment that had changed little since the introduction of the qualification.

Strand D

Strand d presented a mixed bag of technical documents, with some in-depth information about the site structure and control panel settings. These could often be seen in ePortfolios around the D/E grade, which was particularly pleasing to see. However, the structured assignments continued to present very little evidence.

Site statistics were generally very weak. Candidates either presented a single measure of hits or a wide variety of measurements that were not valid. Hits from various parts of the world, from the whole range of browsers and platform technologies, and in the thousands, are not expected. Success is not expected, so it is surprising to see centres with full cohorts presenting extensive hit measurements.

Maintenance during publications was weak also, with the majority of centres checking spelling and grammar along with hit results. The more effective ePortfolios provided a whole range of updates to content during the maintenance period.

Evidence of maintenance still contained changes made to the site to upgrade it from Unit 6955. This is not suitable evidence. The site must be complete and upgraded with all promotion strategies and feedback forms before publishing.

The majority of candidates attempted to utilize accessibility tools, especially WAVE, but without detailed technical information this evidence did not have any impact of the overall grade.

Strand E

This Strand was generally assessed and evidenced effectively. Self assessment was not always extensive but the performance of the site is being evaluated clearly using a variety of methods.

Grade Boundaries

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