

Moderators' Report/
Principal Moderator Feedback

Summer 2014

Pearson Edexcel GCE Applied ICT (6960)
Unit 10 Using Multimedia Software

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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.

Some candidates are still 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 centre should ensure that the candidates are aware of the file size limits and the file types that are acceptable before starting work on this unit.

Stand (a)

Better candidates work with a client to produce this section which is best practice. It is better if the candidate can work with a client to obtain feedback and external input into the design and development of the product. Some centres provide too much in the way of an assignment, which almost provides the function specification, in some cases all the candidates from the same centre produce similar products. This is not the best approach.

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

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 on a page layout indicating the position of a video.

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)

A number of centres used 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 tool kit is updated each year and centres are reminded of the need to check the contents before starting the unit, so that pupils are aware from the start of the requirements.

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.

Better candidates ensured that the product met the functional specification, and delivered a product that was rich in multimedia elements. The multimedia 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 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 Christian name. 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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