

Moderators' Report/ Principal Moderator Feedback

Summer 2015

Pearson Edexcel GCE
in Applied ICT (6955)
Paper 01 Web Development

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General Comments

E-portfolios with marks across the range were seen, many in the 30s with a few higher ones in the high 40s most of which were confirmed at moderation. The majority of centres had assessed the evidence realistically and demonstrated an understanding of the standards.

There is a requirement to involve a client during the development of the web site even if this is a role played by the teacher. Lack of involvement of a client can impact on the marks achieved for this unit. Most centres allowed the students to select a suitable client or case study in order to produce an individual web site

Comments on strand (a)

Generally the plans were of a good standard and presented in a graphical format. There was not always any explanation of how these plans were used which is really needed for mark band 2 and above.

Some students incorporated all aspects of the unit, including the proposal and e-portfolio building, within the plan rather than the development of the website only.

Comments on strand (b)

Again this strand caused the most discrepancy between assessed mark and moderated mark. For this strand there are three elements. The investigation into the client's requirements, the requirements analysis produced as a result of this investigation which fully documents the requirements of the website and the design work. Different centres placed more emphasis on some part of this strand than others.

There were instances where either the evidence of an investigation or evidence of the results of the investigation being documented into a clear analysis of client's needs was missing.

The design work produced was variable. Most students had produced a series of storyboards which differed in level of detail and quality of presentation. There was also generally a navigation chart and in some instances a flowchart although this did not always clearly represent the users choices when navigating the proposed site. There was increased use of mood boards. Not all students included evidence of feedback on the design work which should be used to influence the initial web site prototype.

Comments on strand (c)

There are 3 distinct areas to address this strand, the prototyping of the design, the actual website and testing.

The evidence presented for prototyping is still the weakest area for this strand. In all mark bands there needs to be evidence of some prototyping to improve and refine the initial design. There should be clear evidence of

before and after screen shots with explanations of changes required. Evidence for a single prototype with feedback is insufficient to gain the higher marks in this strand.

Students all included the websites in their e-portfolios which is a requirement for this strand. Generally the quality of the web sites produced was reflected in the marks awarded. Not all students who had been awarded marks in mark band 3 had included evidence of the coding used in the development of the site.

The evidence for testing usually consisted of test plans and supporting screenshot evidence as required. More robust testing should include using different browsers and screen resolutions as well as user feedback. Fewer students only produced a test plan with no supporting evidence which is not sufficient to support marks in the higher mark bands.

Comments on strand (d)

This strand clearly requires the completed web site to be evaluated in terms of **functionality** or how well the site meets the client and user requirements and **performance** or how well it operates in a variety of environments. This was generally addressed more consistently in this examination series. There was also good evidence of improvements to the sites which is needed for mark band 2 and above.

There were still some instances when the students own performance was included in the evaluation which is not required for this unit.

Comments on strand (e)

The majority of students addressed this strand better and the assessment was more realistic.

Most students presented the evidence correctly, i.e. a Proposal addressed to the client in an appropriate format. The best evidence was in the form of a professionally presented report.

The recommendation should be relevant to the web site produced rather than covering all the suggestions listed in section 5.7. There were instances when all students within the same centre made the same recommendations regardless of the site that had been developed.

Few Assessors mentioned Quality of Written Communication in the feedback on the e-sheets for this stand.

Comments on Administrative Procedures

Most samples were received by the stated deadline and correct documentation was provided, i.e. student authentication sheets and e-sheets. Some of the e-sheets were not named using the file naming conventions specified in the Guidance for Centres: Moderation of e-

Portfolios document which can be found on the Applied GCE ICT section of Edexcel.com

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