

Moderators' Report/
Principal Moderator Feedback

Summer 2015

Pearson Edexcel GCE
In Applied ICT (6960)
Paper 01 Using Multimedia Software

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General comments

In this series there appeared to be an increase in the number of centres either exceeding the file size limit for this unit or using incorrect file formats. Centres are reminded that they should refer to the latest guidance on the Edexcel website and ensure that work submitted is in line with requirements.

Some students 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. Students who produce many page of text only can expect little credit.

Strand (a)

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

Not all students produced functional specifications that described the purpose of the product; the context; and, the intended audience in sufficient detail most provided only brief comments. Students gaining higher marks had a "real" end user for the product and could therefore produce a detailed functional specification for the client. Students who combine units 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.

Some centres provide too much in the way of an assignment, which almost provides the function specification, in some cases all the students from the same centre produce similar products. This is not the best approach.

Strand (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 to 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. Only a few students involved others in evaluating their prototypes, 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. Unfortunately, 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.

Strand (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 e-portfolio, from where the product should be launched for the purpose of assessment.

Higher level students 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. Lower level students 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.

Strand (d)

Almost all students produced a test table. Unfortunately 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. More able students insert links into the test table to the screen shots.

Students at the lower end of the mark range tend to produce little feedback from others, apart from in the prototyping stage of the project. Involvement of others was very poorly evidenced. The use of test users featured in some work. Unfortunately, the evidence to support this was sometimes weak, consisting of a questionnaire with little in the way of feedback against the functional specification.

Those who had real clients produced better work for this strand.

Strand (e)

The evidence in this e-portfolio was often mixed with that for unit 8, it is important that the students 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.

All students 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 students need to produce well-rounded analytical and critical evaluations. Few students provided any evidence of feedback on their work.

Students who listed measurable success criteria in their function specification often did well in this section. The best approach is to start with the success criteria and then analyse the extent to which these have been met. Feedback from others and, if possible, the client helps students achieve higher marks.

Standard Ways of Working

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

General Administration

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

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

[Centre #]_ [student #] _ [first two letters of surname] _ [first letter of forename].

The centre assessor should use the e-record 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

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

