

Principal Moderator Feedback

January 2015

Pearson Edexcel
Certificate in Digital Applications

DA203 – Artwork and Imaging

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Overall

A total of 2299 students were entered for this unit, 2019 for the 0113 SPB (Winner Takes All) and 280 for the 0913 SPB (Heroes and Villains).

This is the last moderation for the 0113 SPB and the majority of work was entered for this SPB with only a small number of centres choosing to submit work for the 0913 SPB.

Some centres accurately assessed the work submitted for moderation but in some cases assessment was generous and the following points are put forward to assist centres deliver the unit and assess students' work.

Copyright

Copyright requirements are mentioned in both SPBs and the Support Notes give clear guidance about how the requirements of copyright should be met. It is not sufficient to simply acknowledge the sources of any copyright images used. There was a rise in the number of students who used mainly primary images, however there are still some centres where students have used images which are subject to copyright and have just quoted the source on the elements table. In some cases just the search engine was quoted as the source or it was stated that the image was primary when it was clearly secondary.

Centres should encourage students to use primary sources wherever possible and students must use primary sources where it is a requirement of the SPB to do so. In cases where it is not possible to use primary sources, or where the SPB does not explicitly state they must be used, students should use images with a Creative Commons licence.

Strand (a) – Design and develop graphic products

In order to access the higher mark bands in this strand it must be clear how the candidate arrived at the final design for their products. Students must have made detailed comments on their design decisions and justified them. Some students included only very brief information about how their designs progressed or, in some cases, no information other than the software or graphic tools used. Students should also check that their completed products meet the requirements of the SPB and that they are suitable for audience and purpose, comments on the products required for the 0113 SPB are shown below.

0113 SPB – Winner takes all

This SPB states that the trophies, clothing and gift bag should include the scale and dimensions of the design, majority of students did not meet this requirement. Some did not add dimensions or added dimensions and no scale. The scale for the designs

should be decided before they are produced and the designs should be drawn to this scale.

The logo should appear on all products and some students did not include it on their trophies. Not all students included a graphic representing the event on the clothing, or a graphic was included but it was not from a primary source as required by the SPB.

Most students produced a workable net for the gift bag but few completed the bag by producing a surface design created with bitmap tools. This was an opportunity for students to gain marks for strand c by using graphic tools to combine bitmap elements and most students did not take full advantage of this opportunity.

The digital advertisement was generally well done but some students produced a digital advertisement which was not fit for purpose, for example they included the net of the gift bag rather than the assembled bag or they explained how they had produced their products rather than promoting the competition. Some students did not include the required content or included elements from secondary sources.

The representations of the clothing being worn and the three trophies are products in this SPB and not all students included them in their eportfolios. It is important that students carefully check the requirements for each task in the SPB.

**Strands (b) – Develop scaleable images and artwork
and
Strand (c) – Develop bitmap images and artwork**

Each product in the SPB is designed to allow students to demonstrate their ability to use graphic tools, some state that vector tools must be used and some require the use of bitmap tools. It is important that students read the SPB carefully and use vector or bitmap tools as specified. Some tasks have no specific requirements and students must choose appropriate tools to produce that product.

Some students failed to take advantage of the opportunities provided by the products, for example representations are designed to be achieved by combining and editing graphic elements to produce the required image rather than by taking a photograph of the finished product.

To achieve the higher mark bands for strands (b) and (c) students must have described their use of vector and bitmap tools in developing elements. Some students provided very good design logs in which they described their use of graphic tools in detail but many students failed to do this and simply listed the software package and some of the tools used. Students should record the main stages of development of their products and how graphic tools were used to achieve them. Annotated images are a particularly useful way of doing this.

Strand (d) – Exhibit work in an eportfolio

The recommended size for the eportfolio is 30 MB as stated in the SPB and most students met this requirement. However a few centres submitted eportfolios that were significantly larger than this, in some instances eportfolios were over 150 MB. In most cases this was the result of duplication of word processing and PDF files or image files which had not been prepared correctly for inclusion in the eportfolio.

Centres should encourage students to organise files in a suitable folder structure so that the assessor and moderator can easily access the eportfolio. In some cases it was difficult to identify the 'way in' to the eportfolio.

Some centres submitted eportfolios containing files that could not be accessed by the moderator. The CiDA Moderator's Toolkit specifies the file types that all moderators can view. It is each student's responsibility to ensure that their eportfolio only includes files in the listed formats.

Strand (e)

To achieve marks for strand (e) students must make evaluative comments on their final products and include feedback from reviewers. Many students provided reviews which listed how the products were produced and these comments are more suitable for the design log. Students should comment on how they thought their products met the requirements of the SPB and give some valid suggestions for improvement.

Assessment

Centres are encouraged to hold an internal standardisation of students' work before submitting it for moderation, especially where there is more than one assessor for the unit.

Centres should also check that Assessor Record Sheets and eportfolios are named according to the conventions listed in the Administrative Guidance for Internally Assessed Units document.

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>

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