

Mark Scheme (Results)

Summer 2013

GCSE ICT (5IT03/01) Unit 3: Exploring
Digital Design

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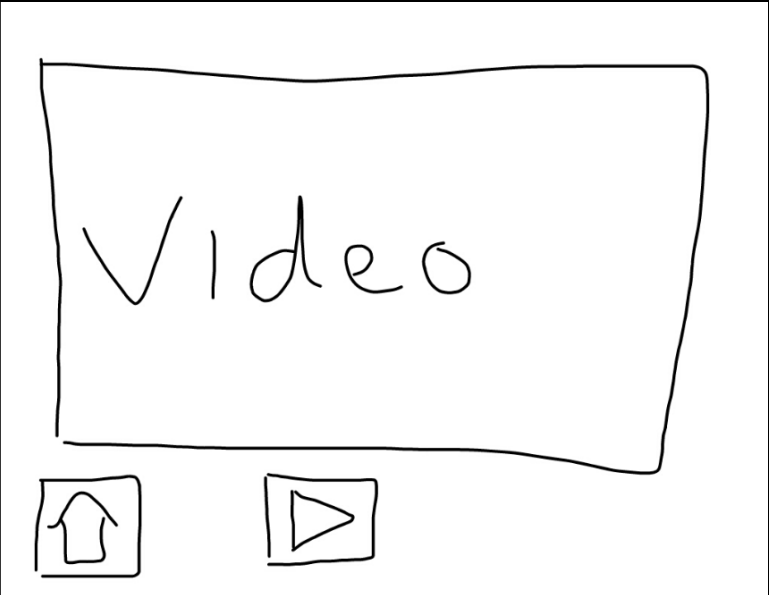
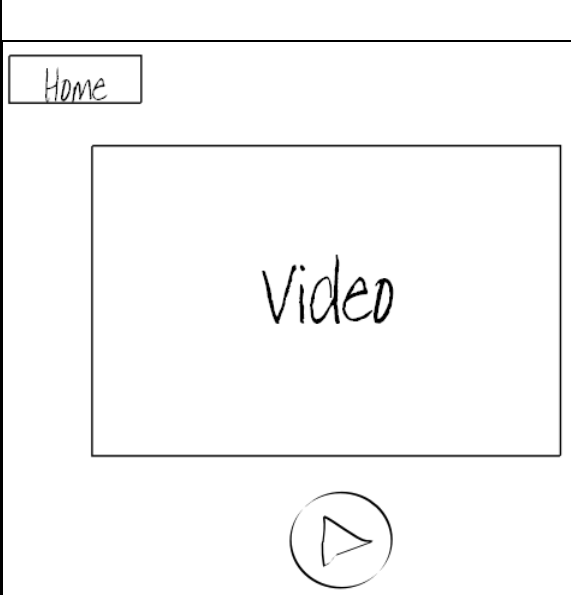
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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Candidate can be credited where they have given two or more correct responses in a single answer space, but have given incorrect or blank responses elsewhere.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
 - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
 - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*
 - iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

Question Number	Answer	Do not accept	Additional Guidance	Mark
1 (a) (i)	Any three from: <ul style="list-style-type: none"> • Use graphical buttons • Make buttons larger • Use easier to read font/make text bigger • Less text / more graphics / use of graphics to help understanding / picture of artist / album art • Use images/icons/font styles suitable for age range e.g. 'cartoon' style • Use more simple language (e.g. back rather than previous button) • Use bright colours • Add features that make it easier to use (e.g. drop down lists) <p style="text-align: right;">1x3</p>	'Easier to use' unless justified with an example of how to make it easier. 'Colour' on its own. 'Voice over' - this would not be a suitable feature on this type of App. 'Change font' on its own.		3

Question Number	Answer	Do not accept	Additional Guidance	Mark
<p>1 (a) (ii)</p>				
	<p>Candidates to provide a sketch of a video screen layout</p> <p>Award one mark for inclusion of each of the following:</p> <ul style="list-style-type: none"> • 'Video' window • 'Play' button • 'Home' button <p>Award one mark for appropriate sizing of elements within diagram.</p> <p style="text-align: right;">(1x3) + 1</p>		<p>To award a mark, elements must be clearly recognisable or have an appropriate label.</p> <p>The video player window should clearly be the largest element and appropriately sized in the design and buttons should have appropriate relative size.</p>	<p>4</p>

Question Number	Answer	Do not accept	Additional Guidance	Mark
1 (a) (iii)	<p>Any two reasons from:</p> <ul style="list-style-type: none"> • Saves space on screen / reduces scrolling • Works well with a touch screen interface • Designer can provide a list of options / avoid free data entry • Speed up data entry / reduces amount of typing required / shortens process / no need for sub pages • Avoid/reduce errors on data entry <p style="text-align: right;">1x2</p>	'Easier to use' or 'easier' without further explanation.		2

Question Number	Answer	Do not accept	Additional Guidance	Mark
1 (a) (iv)	<p>Any three from:</p> <ul style="list-style-type: none"> • Apply consistent font (settings) • Apply consistent colour scheme • Similar approach to style of images/buttons (all real/all cartoon style) • Common elements (e.g. navigation buttons) in same place/same size on all screens <p style="text-align: right;">1x3</p>			3

Question Number	Answer	Do not accept	Additional Guidance	Mark
1 (b) (i)	Award one characteristic of a vector from: <ul style="list-style-type: none"> • Small file size • Do not lose quality/does not pixelate when resized • Based on calculations/formula 			1

Question Number	Answer	Do not accept	Additional Guidance	Mark								
1 (b) (ii)	Award one mark for a suitable reason why identified feature of vector makes it suitable for use on tablets and smartphones. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;"></th> <th style="width: 75%;">Reason:</th> </tr> </thead> <tbody> <tr> <td>Small file size</td> <td> <ul style="list-style-type: none"> • Can be downloaded on mobile connections • Phone might have a smaller amount of storage space </td> </tr> <tr> <td>Do not lose quality/ pixelate when resized</td> <td> <ul style="list-style-type: none"> • Devices have different screen size/resolution so graphic is not distorted • Use of 'zoom' is common (to help read smaller screen size) </td> </tr> <tr> <td>Based on calculations /formula</td> <td> <ul style="list-style-type: none"> • Doesn't lose quality/resolution when resized </td> </tr> </tbody> </table>		Reason:	Small file size	<ul style="list-style-type: none"> • Can be downloaded on mobile connections • Phone might have a smaller amount of storage space 	Do not lose quality/ pixelate when resized	<ul style="list-style-type: none"> • Devices have different screen size/resolution so graphic is not distorted • Use of 'zoom' is common (to help read smaller screen size) 	Based on calculations /formula	<ul style="list-style-type: none"> • Doesn't lose quality/resolution when resized 	'Image quality' on its own. Must have reference to quality not affected by re-sizing.	Reason given should be appropriate for the characteristic identified in 1 (b) (i).	1
	Reason:											
Small file size	<ul style="list-style-type: none"> • Can be downloaded on mobile connections • Phone might have a smaller amount of storage space 											
Do not lose quality/ pixelate when resized	<ul style="list-style-type: none"> • Devices have different screen size/resolution so graphic is not distorted • Use of 'zoom' is common (to help read smaller screen size) 											
Based on calculations /formula	<ul style="list-style-type: none"> • Doesn't lose quality/resolution when resized 											

Question Number	Answer	Do not accept	Additional Guidance	Mark
<p>2 (a) (i)</p>	<p>Any two benefits from:</p> <ul style="list-style-type: none"> • A way to express 'visual' ideas / demonstrate the 'feel' of the product • Establishes clear likes/dislikes of the client • Will help the designer identify features for the 'house style'/allows designer to easily identify colour combinations • Early designs (storyboards etc) will more likely meet client's ideas / improves accuracy and suitability of early design process /saves time because less re-drafting of designs will be needed <p style="text-align: right;">1x2</p>		<p>To award 'saves time' mark there must be a clear justification of how/why it saves time.</p>	<p>2</p>

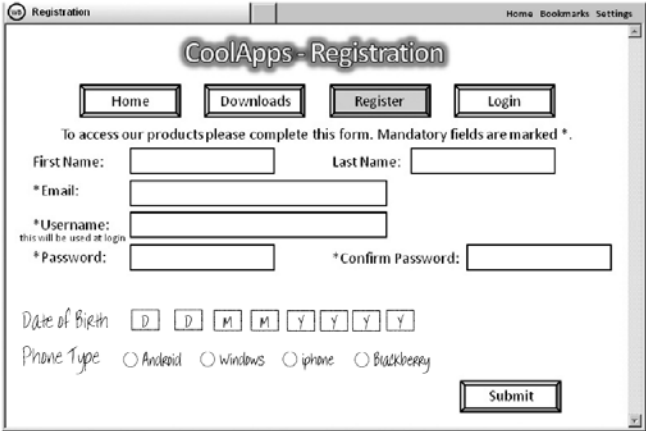
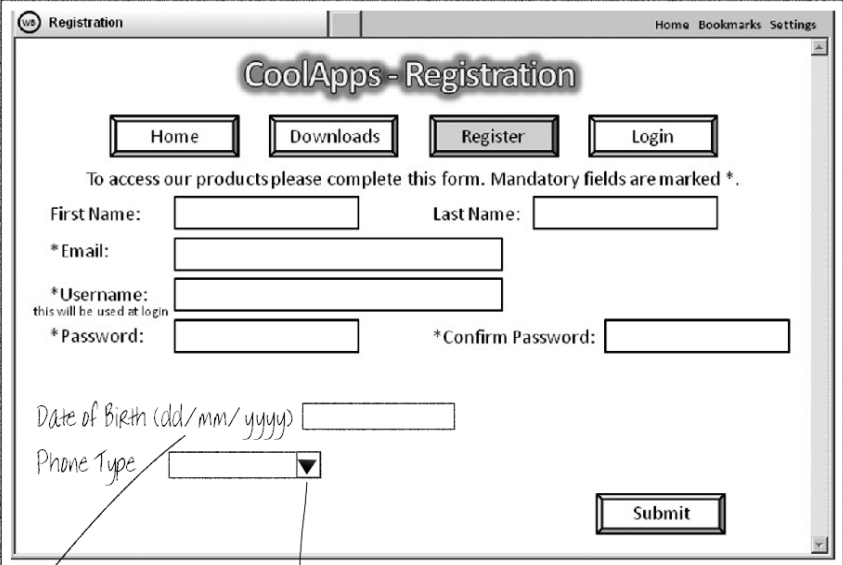
Question Number	Answer	Do not accept	Additional Guidance	Mark
2(a)(ii)	<p>Any three from:</p> <ul style="list-style-type: none"> • Produce/create flowchart/sitemap/structure chart • Create an audience profile/interview members of target audience • Research similar products • Discuss initial ideas with client/ produce design specification/project proposal • Get feedback • Write script • Create pre-viz • Create mockup <p style="text-align: right;">1x3</p>	'Market research' on its own.	Order of tasks in time line does not have to be specific to gain marks.	3

Question Number	Answer	Do not accept	Additional Guidance	Mark
2(a)(iii)	<p>Any two from:</p> <ul style="list-style-type: none"> • Specify icons/images (to be used) • Show font size/style • Give sizes/dimensions of buttons • Give more accurate shade of colour/use colour code • Give details of any additional/ interactive features (e.g. rollovers/alt-text) for buttons <p style="text-align: right;">2x1</p>	'Size' on its own. Must identify which feature they refer to.		2

Question Number	Answer	Do not accept	Additional Guidance	Mark									
2(b) (i)	<p data-bbox="360 308 1093 408">Award 1 mark for each license/permission identified and 1 further mark for its affect on the image's use.</p> <table border="1" data-bbox="360 408 1093 954"> <thead> <tr> <th data-bbox="371 416 510 483">Image</th> <th data-bbox="510 416 741 483">License/permission</th> <th data-bbox="741 416 1081 483">How use of image affected</th> </tr> </thead> <tbody> <tr> <td data-bbox="371 483 510 807">1</td> <td data-bbox="510 483 741 807">Creative commons</td> <td data-bbox="741 483 1081 807">Image may be used and changed/may have to credit original source/may not need to contact the author for permission /depends on permission specified by original creator</td> </tr> <tr> <td data-bbox="371 807 510 954">2</td> <td data-bbox="510 807 741 954">Copyright</td> <td data-bbox="741 807 1081 954">Must seek permission from copyright holder/may have to pay to use it</td> </tr> </tbody> </table> <p data-bbox="958 954 1104 984">(1+1) x 2</p>	Image	License/permission	How use of image affected	1	Creative commons	Image may be used and changed/may have to credit original source/may not need to contact the author for permission /depends on permission specified by original creator	2	Copyright	Must seek permission from copyright holder/may have to pay to use it		Mark for how use of image is affected can be gained even when correct license/permission is not given.	4
Image	License/permission	How use of image affected											
1	Creative commons	Image may be used and changed/may have to credit original source/may not need to contact the author for permission /depends on permission specified by original creator											
2	Copyright	Must seek permission from copyright holder/may have to pay to use it											

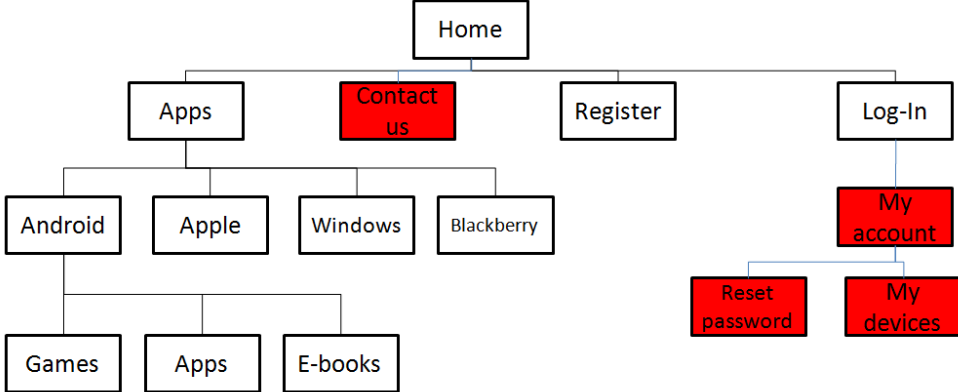
Question Number	Answer	Do not accept	Additional Guidance	Mark
2 (b) (ii)	<p>Any two benefits from:</p> <ul style="list-style-type: none"> • Quicker than creating/developing images from scratch • Access to a large selection of images • Will be organised by category/search facility will make finding what he wants easier • Licences/permissions will be clearly stated • Obtaining permission to use images will be easier <p style="text-align: right;">1x2</p>	<p>'Copyright does not apply' (or similar).</p> <p>'Saves time' without further explanation.</p>	<p>Images on a photo sharing site will still be subject to copyright laws, but it is likely that permission has already been given/permissions stated by the creator when uploading the image.</p>	2

Question Number	Answer	Do not accept	Additional Guidance	Mark
2 (c)	<p>B</p> <p style="text-align: right;">1x1</p>			1

Question Number	Answer	Do not accept	Additional Guidance	Mark
3 (a)			 <p>use help text</p> <p>drop down menu</p>	

	<p>Award one mark for inclusion of each data entry field:</p> <ul style="list-style-type: none"> • Date of birth • Phone type <p>Award one additional mark for inclusion of data entry feature that makes data entry easier/more accurate for each field:</p> <ul style="list-style-type: none"> • Date of birth <ul style="list-style-type: none"> ○ Data entry boxes e.g. [] [] /[] []/[] [] [] [] ○ Guide text eg DD/MM/YYYY ○ Drop down menus/rollers • Phone type <ul style="list-style-type: none"> ○ Drop down menu for phone types ○ Radio buttons ○ Clear annotation showing possible use of validation rule <p style="text-align: right;">(1+1) x 2</p>		<p>To award data entry field sketch must include label and text entry box.</p>	<p>4</p>
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Question Number	Answer	Do not accept	Additional Guidance	Mark
3 (b)	<p>Any three from:</p> <ul style="list-style-type: none"> • Use easier to read font/make text bigger/same (consistent) font on buttons and body text • Make page so it doesn't scroll sideways/improve spacing/position of top navigation bar / reposition title • Reposition/make adverts/images smaller • Use graphical buttons • Improve contrast on buttons <p style="text-align: right;">1x3</p>		Credit only responses that suggest an improvement, not just identify a problem.	3

Question Number	Answer	Do not accept	Additional Guidance	Mark
3 (c) (i)				
	<p>Award one mark for each correct page added to the correct level of the site map:</p> <ul style="list-style-type: none"> • Level 2 : <ul style="list-style-type: none"> ○ Contact us (1) • Level 3: <ul style="list-style-type: none"> ○ My Account (linked from Log-In) (1) • Level 4: <ul style="list-style-type: none"> ○ My devices (1) ○ Reset password (1) (both linked from My account) <p style="text-align: right;">1x4</p>		<p>'Contact us' page may be anywhere on the second level of the diagram.</p> <p>Award level 4 marks, if level 3 (My account) is omitted and linked directly from Log-In.</p>	4

Question Number	Answer	Do not accept	Additional Guidance	Mark
3 (c) (ii)	An Explanation of why a structure diagram is used: Can identify (at a glance) the pages/overall content of the site (1) and shows how pages are linked together (1) 2x1	Number of pages (rather than content).		2

Question Number	Answer	Do not accept	Additional Guidance	Mark
3 (d)	D 1x1			1

Question Number	Answer	Do not accept	Additional Guidance	Mark
3 (e)	Award any two from: <ul style="list-style-type: none"> • Rename assets folder / give new folder name • Group assets of a similar type (e.g. images / button etc.)/create sub-folders • Use consistent file types for similar assets • Give files meaningful filenames/names that describe the content/purpose • Convert banner to a more common file type • Delete duplicate files 1 x 2	Group assets by software type.		2

Question Number	Answer	Do not accept	Additional Guidance	Mark
4 (a)	<p>Any three from:</p> <ul style="list-style-type: none"> • Extended typing on mobile device/smartphone/tablet may be difficult • Typing (in the commands) may restrict users with impaired motor skills • Pop-up/onscreen keyboard would obscure some of the screen • The instructions might not work/game may not respond correctly if command is typed incorrectly • User may have to learn a wide range of commands/unsure what to type in (due to open ended question) • Users with poor literacy would not be able to use the game • Users may find too much typing boring (and not use the game) <p style="text-align: right;">1x3</p>			3

Question Number	Answer	Do not accept	Additional Guidance	Mark
4 (b)	<p>Description of logic of flow chart.</p> <p>Any four from:</p> <ul style="list-style-type: none"> • Game displays a description of surroundings and a picture(1) • Game checks if player has collected required key (1) • If yes puzzle is displayed, if not message telling player to find key is displayed (1) • Player types in an answer to puzzle (1) • Game checks if player has entered correct answer(1) • If yes door open message is shown and player advances, if not player is taken back to puzzle to try again (1) <p style="text-align: right;">1 x 4</p>		The explanation points provided must be in a logical order for maximum 4 marks. For points not in logical order, award maximum 2 marks.	4

Question Number	Answer	Do not accept	Additional Guidance	Mark
4 (c) (i)	<p>Award one mark for identification of one multimedia feature:</p> <ul style="list-style-type: none"> • Text • Image/graphics/picture <p style="text-align: right;">1x1</p>	Sound		1

Question Number	Answer	Do not accept	Additional Guidance	Mark
4 (c) (ii)	<p>Award one mark for identification of one interactive feature.</p> <ul style="list-style-type: none"> • Game controls • Direction controls • Mute button • Menu button • OK button <p style="text-align: right;">1x1</p>	Hyperlink		1

Question Number	Answer	Do not accept	Additional Guidance	Mark
4 (d) (i)	<p>Any one type of audio from:</p> <ul style="list-style-type: none"> • Music/soundtrack • Sound effect <p style="text-align: right;">1x1</p>			1

Question Number	Answer	Do not accept	Additional Guidance	Mark
4 (d) (ii)	<p>An explanation such as:</p> <ul style="list-style-type: none"> • Specialist equipment might be needed (1) which could be expensive to buy (1) • He might not have specialist/high quality equipment (1) which could result in poor sound recording/ background noise (1) • Recording your own sound may be time consuming (1) which could affect overall timings of the project (1) • Editing the raw sounds would require specialist software (1) which may take time to learn/be expensive to buy(1) • The recorded sound might not be as good quality (1) may make the sound difficult to hear/have a negative impact on user experience (1) <p style="text-align: right;">1+1</p>			2

Question Number		Indicative Content
4 (e)		<p>References design considerations that affect colour in digital products such as:</p> <ul style="list-style-type: none"> • Accessibility • Colour combinations • Media being used to present • Gender of audience (e.g. stereotypically boys prefer blue and girls prefer pink) • Age of audience - younger audiences prefer brighter/primary colours • Purpose of product – a formal product would use more sedate colours • Theme/topic – (e.g. A product about wildlife/nature may use more 'earthy' colours such as greens and browns) • House style of company that product is for • Feelings – Red = angry etc • Cultural influences
Level	Mark	Descriptor
	0	No awardable content
1	1-2	<p>Using a number of simple statements the candidate identifies a limited number of design decisions which affect the use of colour. Responses will be general and will most likely focus on audience preference. At this level the candidate is unlikely to give any explanation or examples.</p> <p>The student uses everyday language but their response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p>
2	3-4	<p>The candidate provides a range of examples of how design decisions affect the use of colour when designing a product. The candidate's responses are supported by explanations of how colour is used. The candidate's responses are mostly accurate.</p> <p>The student uses some specialist terms and their response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p>
3	5-6	<p>The candidate provides a wide range of well chosen examples of how design decisions affect the use of colour when designing a product. The candidate's responses are supported by accurate explanations of how colour is used and the affect it has on audience and purpose of digital products.</p> <p>The student uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.</p>

Question Number	Answer	Do not accept	Additional Guidance	Mark
5 (a) (i)	Any two from: <ul style="list-style-type: none"> • Listen to this page • Resizable font • Screen reader support • ALT text • Adjustable fonts • Alternative colour scheme 	'Sound'/'narration' without reference to accessibility function. E.g. to read/explain what is on screen		2

1x2

Question Number	Answer	Do not accept	Additional Guidance	Mark										
5 (a) (ii)	Award one mark for indentifying a feature and one mark for explanation: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Feature</th> <th style="width: 50%;">Explanation</th> </tr> </thead> <tbody> <tr> <td>Font 1 is a sans serif font /has greater letter spacing</td> <td>Easier to tell letters apart.</td> </tr> <tr> <td>The letters on font 1 are not joined</td> <td>Can identify individual letter/characters more easily.</td> </tr> <tr> <td>The non-cursive style of font 1</td> <td>More likely to be compatible with screen reader software.</td> </tr> <tr> <td>Font 1 is non-stylised</td> <td></td> </tr> </tbody> </table>	Feature	Explanation	Font 1 is a sans serif font /has greater letter spacing	Easier to tell letters apart.	The letters on font 1 are not joined	Can identify individual letter/characters more easily.	The non-cursive style of font 1	More likely to be compatible with screen reader software.	Font 1 is non-stylised		'Easier to read'	Mark for explanation cannot be gained if a valid feature has not been identified. Accept the reverse wording for feature and explanation in relation to font 2 (eg 'Font 2 is stylised (1) therefore harder to tell the letters apart (1)').	2
Feature	Explanation													
Font 1 is a sans serif font /has greater letter spacing	Easier to tell letters apart.													
The letters on font 1 are not joined	Can identify individual letter/characters more easily.													
The non-cursive style of font 1	More likely to be compatible with screen reader software.													
Font 1 is non-stylised														

1+1

Question Number	Answer	Do not accept	Additional Guidance	Mark
5 (a) (iii)	<ul style="list-style-type: none"> Disability Discrimination Act DDA <p style="text-align: right;">1x1</p>		Accept: 'Disability Discrimination'	1

Question Number	Answer	Do not accept	Additional Guidance	Mark
5 (a) (iv)	<p>Any one benefit from:</p> <ul style="list-style-type: none"> Allows wider range of users to access their product Product may be more popular as more people can use it Good for company image if products are accessible <p style="text-align: right;">1x1</p>	'Not getting fined' or any other answer related to the law.		1

Question Number	Answer	Do not accept	Additional Guidance	Mark
5 (b) (i)	<p>Explanation of how to test stability. Any four from:</p> <ul style="list-style-type: none"> • If product requires data entry enter extreme/incorrect data (1) to test validation (1) • Intentionally try to perform actions that are not expected by the product (1) to see if planned error message appears/product continues to function (1) • Run/load program at same time as other programs (1) to check for resource conflicts (1) • Employ test users of varying skill level (1) high skilled user who will intentionally try to 'break' product (1) and low skill user to check that they don't unintentionally cause it to 'break' (1) • Get a number of people to the product simultaneously (stress/load testing) (1) to see if the product can continue to function without error (1) <p style="text-align: right;">1x4</p>	'Test users' without suitable reference to their purpose in the testing of stability (i.e. their IT skills)		4

Question Number	Answer	Do not accept	Additional Guidance	Mark
5 (b) (ii)	<p>Any two reasons from:</p> <ul style="list-style-type: none"> • Check change/improvement has been successful • Check changes made have not effected functionality of other elements • Check no corruption/errors have occurred when saving/exporting latest version <p style="text-align: right;">1x2</p>			2

Question Number	Indicative Content
5 (c)	<p data-bbox="517 272 1962 336">Candidate provides an explanation of how profiling and background research would be used when designing a website:</p> <p data-bbox="517 379 837 408">Background research:</p> <ul data-bbox="566 416 2085 1267" style="list-style-type: none"> <li data-bbox="566 416 2085 730">• Investigate existing websites of the same topic/purpose the designer could for example: <ul style="list-style-type: none"> <li data-bbox="663 451 1944 515">○ Look at websites with similar content in order to see if there are common ways of presenting and using technical language <li data-bbox="663 523 2078 624">○ Identify common elements in style of the websites to ensure the feel of the site is familiar to the user and so provides a good user experience/ or so they can be radically different to create a greater impact on the user <li data-bbox="663 632 2063 730">○ types of functionality in a website could be investigated to ensure that the website they produce is competitive and provides the type of functionality expected by users of this type of site <li data-bbox="566 738 2085 1267">• Either through investigating existing companies or by carrying out market research (polls, questionnaires etc) <ul style="list-style-type: none"> <li data-bbox="663 810 2029 911">○ Identify the types of device that may access the site, and identify suitable file types that could be used, for example they may need to produce the same app in a format that is suitable for Blackberry, windows, android and iphone. <li data-bbox="663 919 2029 1019">○ Identify connection types that would typically be used by users and identify criteria for ensuring your product is accessible for example, will you require a mobile version of your site? What sort of optimisation of webpages and elements will be required? <li data-bbox="663 1027 2085 1161">○ Investigate how products (apps etc) can be distributed from your site for example will the file download directly to the target device (via site or via a client), or will the user be sent an email containing a link to download the app/file in order to provide a number of possible mirror sites to aid with managing high volume of user traffic, <li data-bbox="663 1169 2074 1267">○ Investigate typical and expected downloads/number of hits ensure your host and server can cope with the bandwidth requirements. Will you need to provide mirror sites? Will you need to set download limits on each user/IP address

Profiling

- Either through investigating existing companies or by carrying out market research (polls, questionnaires etc of their targeted market)
- Identify typical users of the site and their requirements from the site such as:
 - Description (age, gender, education/skill level etc)
 - Characteristics – What is the nature of the user (e.g. younger users may be more likely to get bored so they will require more multimedia content, will require faster loading times etc)
 - Potential reasons for visiting the site
 - User interests
 - Experiences and expectations – Is the user likely to be skilled or unskilled? Are there other sites of a similar type out there?
 - Are particular devices and methods of connecting to the site more popular with a particular or targeted audience group (e.g. does your targeted group make more use of tablets, PC or phone? If so will you optimise the site for access/use on this type of device or connection?)
- The designer would use these to identify design and functionality features of the product for example the style and functionality of the site might be radically different if aimed at young people as opposed to adults.

Level	Mark	Descriptor
	0	No awardable content
1	1-2	<p>Using a number of simple statements the candidate identifies ways in which research or profiling is used to ensure a website is fit for purpose. At this level the candidate may just provide features that profiling and research could identify with no explanation as to why. No distinction will be made between profiling and research. Little or no reference will be made to the given scenario.</p> <p>The candidate uses everyday language but their response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p>
2	3-4	<p>The candidate identifies some ways that the outcomes of profiling and research could be used to ensure the website is fit for purpose. The candidate provides some description, using examples, of how the outcomes would affect the final product.</p> <p>The candidate uses some specialist terms and their response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p>
3	5-6	<p>The candidate identifies a range of ways that the outcomes of profiling and research could be used to ensure the website is fit for purpose. The candidate clearly explains, using well-chosen examples, how each would affect the final product.</p> <p>The candidate uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.</p>

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