

Examiners' Report
June 2012

GCSE ICT 5IT03 01

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Introduction

This was only the second examination of Unit 3 for the new GCSE in ICT, the first of which took place in January 2012.

As with the Unit 1 examination this paper follows a non-tiered structure which allows access to candidates across the full grade range. To this end, the paper is designed to gradually increase in difficulty with a greater percentage of higher grade components in the later questions.

Also, the paper is written within a context to allow students to demonstrate their ability to apply their knowledge rather than repeat rote answers. The context runs throughout the paper and candidates should use this, and the range of visual stimuli provided, to guide them throughout the paper.

On the whole the candidate performance was better than that of the cohort from the January assessment window. Centres should be congratulated on addressing a number of the common misconceptions that were identified in the report on that window. However there were still a number of common misconceptions evident which centres should seek to address: these have been identified in detail for each of the individual questions within this report. As a general point of guidance, candidates do not always make appropriate use of the given scenarios. While credit is given to candidates who provide suitable non-contextualised answers, candidates who seek to provide examples and explanations within their answers that make use of the given scenarios, tend to perform better. Centres should try to provide candidates with a number of different scenarios in their preparation so that they are able to adapt general concepts and demonstrate deeper understanding.

This is a 'digital design' paper and as such addresses a range of practical skills. Where possible centres should seek to link the study of Unit 3 in tandem with the practical aspects of other units; for instance, the 'improvement' style questions are clearly linked to the test buddy approach of units 2 and 4.

Question 1 (b)

The majority of candidates were able to identify at least one area for improvement in the given example with a significant number gaining 2 marks or more. However, a number of general points could be made on the way 'improvement' style questions are answered. Firstly, students must suggest an improvement and not merely identify errors. Secondly, responses should be as accurate and as well explained as possible. i.e. responses such as 'make title visible' are not suitable as it is not suggesting a method of improvement.

(b) **Figure 1** shows the first draft of the school e-zine.

Frank notices that some text is blurred. It needs to be changed.

Identify **three** other changes that would improve the first draft of the e-zine.

(3)

- 1 The title is obstructed and partially out of sight.
- 2 The picture of the school Christmas show is unrelated.
- 3 The text boxes are un-ordered.



ResultsPlus
Examiner Comments

Here the candidate has identified errors and not suggested how to improve the errors so would not gain credit.

(b) **Figure 1** shows the first draft of the school e-zine.

Frank notices that some text is blurred. It needs to be changed.

Identify **three** other changes that would improve the first draft of the e-zine.

(3)

1. Keep the font size consistent

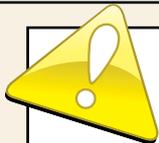
2. Keep the font style consistent

3. Keep the font colour the same, i.e. all ~~black~~ black, instead of black ~~and~~ and grey ~~and~~.



ResultsPlus Examiner Comments

Candidates should avoid focusing on one particular area, in this case font. Focusing on one particular feature will typically only result in one mark.



ResultsPlus Examiner Tip

Centres should seek to ensure candidates are given the opportunity to provide detailed and relevant feedback on the work of others, in a number of contexts, in order to be well versed in framing feedback correctly.

Question 1 (c) (i)

This question was generally answered well with the majority of candidates correctly identifying at least one suitable type of design documentation. Where candidates did not answer correctly there were two main issues.

Firstly, candidates provided names of software that they might use to create different designs rather than types of design documentation. The number of candidates providing this style of answer was higher than would be expected. Centres should work with candidates on developing exam technique that minimises this type of error.

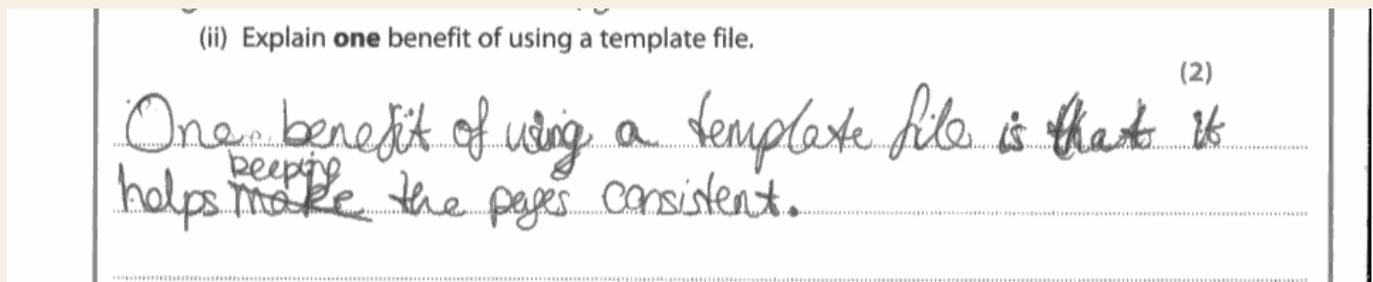
Secondly, a number of candidates lost marks by suggesting examples of design documentation that would not have been suitable in the given context; these were clearly just rote answers. It must be stressed that all answers and knowledge should be provided in the given context. Therefore candidates should not just be prepared with a long list of terminology, but be well prepared in the different documentation types with a clear understanding of their content and purpose.

Question 1 (d) (i)

The majority of candidates demonstrated an understanding of the use and application of template files. Most candidates were able to correctly identify at least one thing the template would apply to each page of the website. Where candidate responses were not successful in gaining the second mark it was often because they repeated a feature, such as 'font'.

Question 1 (d) (ii)

Most candidates were able to provide a suitable benefit of using a template file, such as 'saves time in production' or 'ensures consistency of pages': however responses were often let down by the quality of their explanation.



ResultsPlus
Examiner Comments

The response gains one mark for identifying consistency.

(ii) Explain **one** benefit of using a template file.

(2)

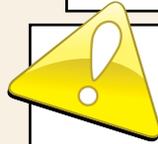
Less time is required: the use of a template requires less time to add the same elements onto different pages

(Total for Question 1 = 14 marks)



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Examiner Comments

An example of a two mark response.



ResultsPlus
Examiner Tip

Responses for two mark 'explain' questions should consist of a point e.g. 'saves time in production...' and a linked reason/explanation e.g. '...as all common elements are already placed'.

Question 2 (a) (i)

The majority of candidates gained 2 or 3 of the available marks for this question; usually for correctly applying a consistent font style and transition. Many candidates placed a logo on all slides but most failed to apply a title to all slides. However the most common error was in the application of slide length. While many candidates applied a consistent slide length many chose inappropriate timings. Centres must work with students to highlight that this is a contextual examination and when making design decisions the context and purpose of the product should be considered.

(a) The design in **Figure 2** is inconsistent and has a number of features that make it not fit for purpose.

(i) Asrah is redrafting her storyboard. It is not yet finished.

Complete the storyboard in **Figure 3**.

Ensure that the design is consistent throughout. It should be suitable for use as a digital poster.

(5)

Open Evening

Come and see
our school

School
Logo

Font: Comic Sans
Transition: Uncover down
Slide length
(seconds): 110

Open Evening

- Examples of students' work available
- Appointments with teachers can be made.

School
Logo

Font: Comic Sans
Transition: Uncover Down
Slide length
(seconds): 110

Open Evening

Wednesday 15th
February 2012
7:00pm

School
Logo

Font: Comic Sans
Transition: Uncover Down
Slide length
(seconds): 110



ResultsPlus Examiner Comments

Here the candidate gains four marks. Title, logo, font and transition are all correctly and consistently applied to each slide. However the slide length chosen is too long.



ResultsPlus Examiner Tip

When adding design features to storyboards and products, remember to consider the audience and purpose of the product.

(a) The design in **Figure 2** is inconsistent and has a number of features that make it not fit for purpose.

(i) Asrah is redrafting her storyboard. It is not yet finished.

Complete the storyboard in **Figure 3**.

Ensure that the design is consistent throughout. It should be suitable for use as a digital poster.

(5)

<p>open evening</p> <p>Come and see our school</p> <p>School Logo</p>	<p>Font: Arial</p> <p>Transition: uncover down</p> <p>Slide length (seconds): 15</p>
<p>Open Evening</p> <ul style="list-style-type: none">• Examples of students' work available• Appointments with teachers can be made. <p>School logo</p>	<p>Font: Arial</p> <p>Transition: uncover down</p> <p>Slide length (seconds): 15</p>
<p>open evening</p> <p>Wednesday 15th February 2012 7:00pm</p> <p>School 1080</p>	<p>Font: Arial</p> <p>Transition: uncover down</p> <p>Slide length (seconds): 15</p>

Figure 3



ResultsPlus
Examiner Comments

Here the candidate gains 5 marks. Slide timings are sensible for a digital poster.

Question 2 (a) (ii)

The large majority of candidates were able to gain at least one mark on this question, with around half gaining both marks. Common mistakes included the repetition of a design feature (most commonly colour) rather than identification of two different design details.

(ii) Identify **two** design details that are missing from Asrah's storyboard. (2)

1 colour of font and text

2 colour of background



ResultsPlus Examiner Comments

The response only gains one mark here as the same design feature (colour) is repeated.

(2)

1 the colour scheme

2 ~~background~~ ~~integrated~~ ~~details~~ ~~have~~ ~~been~~ ~~covered~~ the size of font



ResultsPlus Examiner Comments

This response is awarded both marks.

Question 2 (b)

Candidate responses to this question showed an understanding of the purpose and setting of the digital poster and why sound may not be used. Successful responses considered the venue and the impact of sound. Where responses were less successful, these were typified by either vague responses or displayed no clear understanding of the impact sound might have and when or not to use it. As part of teaching this unit, centres should expose students to a range of example digital products for varying purposes, with an array of multimedia content. Candidates need to understand the impact different multimedia elements can have and be able to apply this knowledge to different contexts.

(b) The digital poster will be displayed on a large screen in the reception area of the school.

Asrah has decided not to include sound.

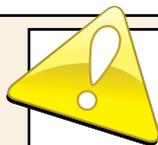
Give **one** reason for this. (1)

Because it would be inappropriate
for where it is being viewed.



ResultsPlus Examiner Comments

Here the response does not gain credit: it is too vague and does not show a clear enough understanding of the given scenario.



ResultsPlus Examiner Tip

Make answers clear and precise. Use the scenario - it will help you answer questions more accurately.

Question 2 (c) (i)

The vast majority of candidates were able to achieve at least one mark on this question with a pleasingly large percentage gaining both marks. Most were able to identify a property of the file that may have been causing problems for the intended user; however, the explanation of the identified property was where some responses fell short. In preparing candidates, centres should remember that this is an examined unit of practical skills. As part of digital design candidates should have a sound knowledge of the way different file properties affect the final digital product and its impact and usability for the end user.

Question 2 (c) (ii)

A very large majority of candidates were able to give a correct reason for making the example file read only. A small but significant number however confused read-only with copy protection and gave answers relating to copyright. Centres should work with candidates to develop a sound understanding of file properties and their relevance to digital design.

(ii) The properties show that the file is read-only.

Give **one** reason why Asrah might have done this.

(1)

So that Frank would be unable to save the file onto his computer.



ResultsPlus
Examiner Comments

A common misconception was that 'read-only' means the file could not be copied to another computer.

(1)

So that Frank cannot edit the final version that Asrah had made



ResultsPlus
Examiner Comments

This response is awarded the mark.



ResultsPlus
Examiner Tip

Candidates should have a clear understanding of how file properties affect digital design.

Question 2 (d) (i)

The majority of candidates were able to correctly state the correct term required, i.e. 'compression'. However a surprisingly large number were not able to give the correct term. In developing performance across the specification, centres should endeavour to ensure that candidates have good sound technical vocabulary in order to then access the deeper understanding of the application of many of the technical issues of digital design.

Question 2 (d) (ii)

Just over half of candidates gained one or more marks with only a small number gaining both marks available. Most candidates were able to identify an advantage of reducing file size, usually with reference to ease of download or page loading times. Many candidates failed to provide a linked explanation or did not make adequate reference to the impact of reducing file size of assets to the overall file size of the digital product.

(ii) Explain **one** advantage of reducing the file size of assets used in the poster. (2)

Take up less room and ~~space~~ means more
can be used.



ResultsPlus
Examiner Comments

This response is too vague so does not achieve any credit.

(ii) Explain **one** advantage of reducing the file size of assets used in the poster. (2)

Reducing the file size of the assets used
will reduce the total file size of the poster
and therefore allow it to load quicker.



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Examiner Comments

This is a clear linked response
for 2 marks.



ResultsPlus
Examiner Tip

Centres can help develop candidate performance in these types of questions by working on exam technique: for instance, ensuring the use of linked statements and avoiding repeating the wording of the question.

Question 3 (a)

The vast majority of candidates were able to identify at least one method of achieving more accurate data entry, with 'drop down list' being the most frequent answer. Many candidates were able to correctly identify radio buttons or check boxes as a suitable second answer. Many responses alluded to the use of input masks but often the term was not known and vague responses resulted in losing marks.

(a) Give **two** features Asrah could use on the form to make it easier to enter data.

(2)

- 1 She could have a drop down list of all the choices available.
- 2 ~~the~~ larger make the boxes larger and all the same size.



ResultsPlus
Examiner Comments

Here the candidate correctly identifies a method to aid data entry (drop down boxes). However making the boxes all the same size would not help data entry. The response gains one mark.

(a) Give **two** features Asrah could use on the form to make it easier to enter data.

(2)

- 1 She could use a drop down list on the fields like year group
- 2 She could have tick boxes in the field "after school club" as it may be alot to right instead of just clicking



ResultsPlus
Examiner Comments

Here the candidate gains both marks.

Question 3 (b) (i)

The majority of candidates did not answer this question correctly. The large percentage of incorrect answers was mainly due to candidates providing generic answers which did not demonstrate sufficient understanding of the given scenario. When suggesting suitable test users, candidates should consider the product in the scenario and consider the characteristics that would make them a suitable test user. i.e. be specific about the age range of the test user.

(b) Asrah tests the database as she develops it. She gets feedback from test users.

(i) Give **one** characteristic of a suitable test user.

(1)

they should be pupils.



ResultsPlus
Examiner Comments

The response does not identify an appropriate characteristic of a test user. No credit gained.



ResultsPlus
Examiner Tip

Read the scenarios carefully: they will help you give contextual answers.

(b) Asrah tests the database as she develops it. She gets feedback from test users.

(i) Give **one** characteristic of a suitable test user.

(1)

A staff member at a school.



ResultsPlus
Examiner Comments

This response shows an awareness of the intended user.

(b) Asrah tests the database as she develops it. She gets feedback from test users.

(i) Give **one** characteristic of a suitable test user.

(1)

Someone who is familiar with computers and
Database software.



ResultsPlus

Examiner Comments

Here the response shows an understanding that ICT capability may play a role in accurate testing.

Question 3 (b) (ii)

Performance in this question showed significant variation in quality. While the majority of candidates were able to achieve at least one mark of the three available, the quality of the responses was often disappointing. Here it was expected that the students provide the headings for a formative test log/plan, however many responses showed a limited understanding of the process of this type of testing with many focusing on user testing.

Here the response does not show a clear enough understanding of creating a test plan.

(ii) Asrah produces a test plan.

This is part of Asrah's test plan.

Description of test	Test data
Testing 'Name' field	Rashad Hussain
Testing 'Name' field	EVAN JONES

She has not included a column for the test number.

Give **three** other column headings that Asrah should include.

(3)

1. Comments

2. Any changes made

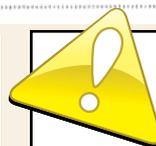
3. Type of testing



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Examiner Comments

Credit was given for 'changes made' but other titles are too vague.



ResultsPlus

Examiner Tip

Understanding of these topics is best taught in a practical way.

Give **three** other column headings that Asrah should include.

(3)

- Feedback
- 1 ~~Response~~ from Test user
 - 2 Improvements made
 - 3 Action that you have taken.



ResultsPlus
Examiner Comments

The candidate has misunderstood the use of the test plan and included user testing in their response. No mark is awarded for response 1 but credit is given for response 2 and 3

Give **three** other column headings that Asrah should include.

(3)

- 1 Expected outcome
- 2 Actual outcome
- 3 Actions taken.



ResultsPlus
Examiner Comments

A precise response which shows a clear understanding of how to create a test plan.

Question 3 (b) (iii)

The majority of candidates were able to achieve at least one mark on this question by identifying that the given test data contained data that would be outside of the expected data range for year groups. Many candidates were able to explain that this would be to test a validation rule within the system. Performance on this style of question could be improved by demonstrating a clearer understanding of the validation rule of the system. Many responses referred to testing the form rather than the validation in the field/data structure. Centres should work to develop the understanding that the form is the graphical interface of the system and that the validation etc would be carried out by the background system.

Question 3 (c)

Nearly all candidates were able to achieve at least one mark on this question with the majority gaining three or four marks. Where they were less successful this was due to responses or designs not clearly showing the differences between the components i.e. textboxes and navigation buttons could not be told apart, or poor understanding of layout and whitespace.

(c) Frank wants a menu screen as part of the interface for the database.

This is the design specification he has given to Asrah.

Product: NPS After School Clubs Database

Section: Main Menu

Main Menu Content Requirements:

- Product name
- Screen title
- Navigation buttons
 - Add/Edit pupil
 - Add/Edit club
 - Find pupil/club

Use the space provided to sketch a suitable design for the main menu.

(4)

NPS AFTER SCHOOL CLUBS DATABASE

Main Menu

Product name

Screen title

ADD PUPIL

EDIT CLUB

~~EDIT~~

Find Pupil / Club



ResultsPlus

Examiner Comments

Here the candidate gains credit for correctly adding the screen title and product name. However, the design does not clearly demonstrate if the other elements are navigation buttons (as expected) or data entry fields.

NPS After School Clubs Database

Main Menu

Click on the suitable option.

→ Add/Edit Pupil

→ Add/Edit Club

→ Find Pupil/Club



ResultsPlus
Examiner Comments

The response is clear enough to award all four marks.



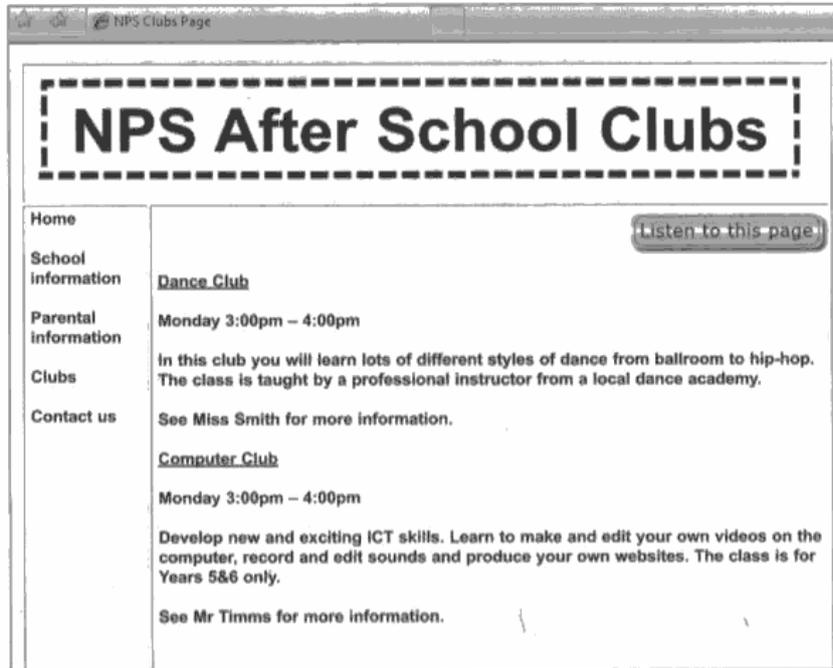
ResultsPlus
Examiner Tip

It is important that centres work with students to ensure all design work is of a high standard and clearly demonstrates an understanding of the digital design principles that are expected throughout the specification.

Question 3 (d) (i)

The large majority of candidates correctly answered this question, identifying a suitable reason to include a 'listen to this page' feature. Answers were generally clear and concise.

(d) Asrah has put a page on the school website with information about after school clubs.



(i) Asrah has added a 'listen to this page' accessibility feature to the page.

Give **one** reason for doing this.

(1)

So that people who are blind or have reading difficulties can use this option to find out about the page.



ResultsPlus
Examiner Comments

A clear and precise answer which gains the mark available.

(i) Asrah has added a 'listen to this page' accessibility feature to the page.

Give **one** reason for doing this.

(1)

So the website is accesable to a wider audience as people



ResultsPlus

Examiner Comments

This is a generic, rote response which does not demonstrate enough understanding.



ResultsPlus

Examiner Tip

Be as specific as possible. The question was asking about a specific accessibility feature, therefore the answers should be specific.

Question 3 (d) (ii)

The majority of candidates were able to gain at least one mark in this question although the number who gained all three of the marks available was, in comparison, quite small. Typically responses did not show a clear understanding of the differences between 'accessibility features' and 'design features' that would make a product more accessible to a particular audience. In this question making the site more accessible to young users was the focus and suggestions should have been valid and contextual. For instance many candidates suggested adding a resizable font option: however adding extra functionality would make a website more complex and therefore less accessible for younger users.

(ii) State **three** other design features that Asrah could use to make the page accessible to children under 11 years old.

(3)

1 font size change

2 colour

3 images



ResultsPlus

Examiner Comments

Here the answers are too vague and generic therefore it is impossible to interpret any understanding: the response does not gain any marks.



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Examiner Tip

Prepare candidates to be able to apply knowledge in context and not just provide standard, generic answers.

Another common error on this question was candidates confusing appealing and accessible. Many answers suggested ways the design would make the site appeal to young users such as 'bright colours to make it eye catching' rather than a focus on accessibility such as 'suitable colour combinations that are easy to read'.

(ii) State **three** other design features that Asrah could use to make the page accessible to children under 11 years old. (3)

- 1 More exciting font
- 2 I images and animations
- 3 sounds



ResultsPlus
Examiner Comments

Here response 1 does not address accessibility and again, responses 2 and 3 are too vague.

(3)

- 1 Instead of wtext use pictures to represent options or links.
- 2 Use suitable colours so it is not hard to read wrighting
- 3 Use short clear sentences so under 11's can understand.



ResultsPlus
Examiner Comments

A clear and accurate response, awarded 3 marks.

Question 4 (a) (i)

The majority of candidates answered this question correctly. Where credit could not be given, this was generally due to vague responses which failed to show sufficient understanding of the reasons a product such as this would need to be easy to use. To improve overall performance on questions relating to ease of use, usability etc, centres should expose students to a wide range of different products for a range of audiences.

4 Frank wants a 'virtual tour' of the school on the website to allow users to see the school in action.

The 'virtual tour' will be a multimedia product.

(a) (i) Give **one** reason why the 'virtual tour' should be easy to use.

(1)

It will be used by young children interested in coming to the school who will be of primary school age, so they may have limited technical knowledge.

(ii) Describe **one** method Asrah could use to gather information and ideas for the



ResultsPlus Examiner Comments

Here the response shows a good understanding of the way the suggested product would work and makes use of the context to provide a clear and accurate answer.



ResultsPlus Examiner Tip

The understanding of audience and purpose, and the ability to apply this understanding to a given context is key to success in digital design.

Question 4 (a) (ii)

Most candidates were able to achieve one or two marks on this question. Candidates were generally able to state a suitable method for gathering information, the most popular of which being a questionnaire. In addition to identifying a collection method most candidates were then able to identify a suitable sample group or explain the type of information they hoped to obtain through the chosen data collection method. Again the more successful responses used specific examples within the given scenario to provide a contextual answer. Less successful answers were generic responses and tended to only repeat the information given in the stem of the question. Centres should continue to develop candidates' ability to apply knowledge to the given scenarios in order to demonstrate a deeper, more practical understanding.

Question 4 (b)

While most candidates were able to achieve at least one mark on this question, the quality of responses tended to be poor. Candidates did not make suitable use of the given scenario and often the example uses provided for the listed features were too generic and did not show enough consideration of 'digital design'.

In the first example the answers are too generic and do not demonstrate an understanding of applying digital design to an actual context.

(b) The 'virtual tour' will be a multimedia product showcasing Nook Primary School in action.

Give an example of how each of these features could be used in the 'virtual tour'.

Use a different example for each feature.

(4)

Feature	Example use
Animation	could be used at the end.
Images	could be used ^{at the start} during the tour so that people can see the school.
Video	could be used during the video tour.
Sound	could be used during the video.



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Examiner Comments

Here the response does not gain any credit.



ResultsPlus
Examiner Tip

Centres should work with candidates to ensure they understand that when examples are required these should be detailed and suitable for the given context.

Here are some good quality responses.

Feature	Example use
Animation	Animated page with links to different parts of the School
Images	images of the School
Video	A video could be used to Show the School in action, for example a video of the lesson.
Sound	Sound could be used to Say what room you are in, what teachers there are and other attributes of the School.



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Examiner Comments

The candidate's example for images could be improved by giving a little more detail of which areas of school the images will show.

Question 4 (c) (i)

The majority of candidates were able to gain at least one of the two marks available here. Often they were able to correctly identify 'downloading' as one method for accessing video, but were not as accurate with their use of terminology for 'streaming'.

(c) A video advising parents about healthy eating has been made available on the school website.

(i) State **two** methods parents might use to watch this video.

(2)

1 window media player

2 Quicktime



ResultsPlus
Examiner Comments

In the first example we see a common error: suggesting programs for accessing video rather than 'methods'.



ResultsPlus
Examiner Tip

It is important that candidates are suitably prepared in terms of understanding the key vocabulary and terminology that appear in the specification.

Question 4 (c) (ii)

Performance on this question varied significantly with about half of candidates gaining at least one mark and only a small percentage of candidates achieving two marks. Typically responses were able to identify the role a codec might play in terms of making a video file easier to distribute.

This example shows an understanding of what the codec does (compresses video) but not why it would be compressed: "saving file space" is implicit in reducing file size.

(ii) Parents will need to use a codec to view the video.
Explain what a codec is. (2)

A codec is a compression file that reduces the file size of a video that is going to be shown, this saving file space.

ResultsPlus Examiner Comments

Candidate performance could be improved here by ensuring a linked response is provided that identifies what a codec does (e.g. encodes/decodes video) and why it is used (e.g. makes the video easier to upload/download due to reduced file size).

ResultsPlus Examiner Tip

Answers relating to compression should demonstrate an understanding of the practical application in terms of digital design. i.e. allowing greater access to the product etc due to ability to load/download more quickly.

Question 4 (d)

The vast majority of candidates were able to gain some credit on this question showing an understanding, in most cases, of at least one suitable method that could be used to test a school virtual tour. Typically responses tended to focus on user testing and occasionally developer testing: in most cases the scope of the testing described by the user was quite limited. Again candidates who made use of the context as a basis for their answers often performed better. For instance, in addition to the obvious functionality testing, candidates who understood that a virtual tour should be widely available and discussed ways of testing this (including testing browser compatibility, accessibility etc.) tended to score more highly in this question. Overall candidate performance was below what was expected here, with only a very small percentage of candidates performing in the top mark band. This was primarily due to responses not making adequate use of the given context or where only a very limited scope of testing was addressed.

Again it must be stressed that centres should work with candidates to ensure that candidate responses make full and appropriate use of the given context to demonstrate understanding.

The next response shows an awareness of the need for the developer to test the product and the need to make use of test users. However the examples and descriptions do not demonstrate an understanding of how these would be carried out effectively.

* (d) Asrah must test the 'virtual tour' to ensure it works as intended.

The 'virtual tour' must be easy-to-use and informative.

Using the context of the 'virtual tour', describe the processes Asrah must follow to ensure a full and thorough test.

(6)

Asrah, must make sure her 'virtual tour' is easy-to-use and informative. To make it a full and thorough test she has to make sure that the 'virtual tour' can be displayed onto any type of PC / laptop / netbook or digital device by saving it under the correct file name.

She also has to test to make sure all images and transitions are easy flowing and in the correct order.

Asrah also has to test it more than once, so that it's a more reliable test and it's had a thorough check through.

Asrah must also check for any errors in the 'virtual tour' or mistakes, if so they need to be changed.

Another thing Asrah must do is get another user to test the 'virtual tour' and give personal and useful feedback if Asrah needs to make changes to the 'virtual tour'.

(Total for Question 4 = 18 marks)



ResultsPlus
Examiner Comments

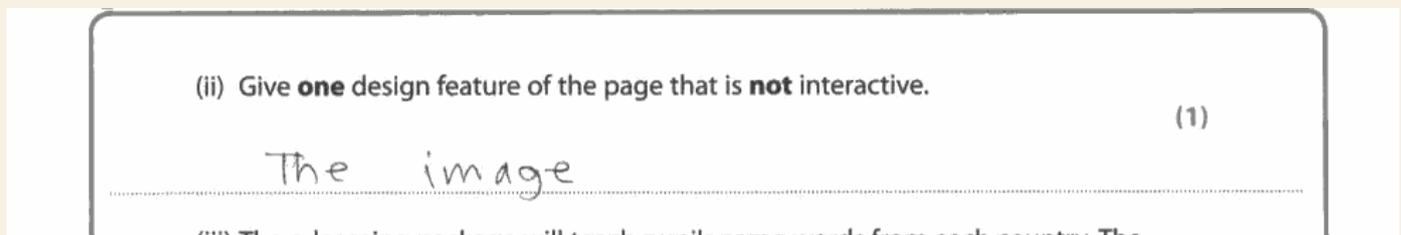
The response is placed in mark band 2 (three marks).

Question 5 (a) (i)

Candidates performed well on this question with a very large majority of candidates achieving at least one mark. Common errors here were usually around the video and a lack of a precise enough response from candidates. For example many candidates provided a single word answer 'video' which did not demonstrate a clear understanding that the video itself would not be interactive but the ability to control the video makes it interactive.

Question 5 (a) (ii)

A large majority of candidates correctly answered this question. Where responses did not achieve credit this was typically due to lack of detail in answers which made it difficult to clearly determine a candidate's understanding of the different features of the example product. In particular many candidates gave the answer "images" which was too vague as the product contained a combination of interactive and non interactive images.



ResultsPlus Examiner Comments

Here the response is too vague as some of the images in the example had interactivity.



ResultsPlus Examiner Tip

Ensure all answers are specific and where possible use precise examples from the given stimuli.

Question 5 (a) (iii)

The majority of candidates were able to achieve at least one mark on this question with most of these achieving both marks. Candidates were able to correctly identify a type of audio and in most cases the examples provided were accurate and contextual. Where performance was not as good this was usually due to poor technical vocabulary, in particular many candidates did not accurately identify the correct names for the types of audio.

In the example the candidate has good technical vocabulary and provides a clear and relevant example that is related to the given scenario.

(iii) The e-learning package will teach pupils some words from each country. The words will be part of the **narration** for a slide show. The package will also include a quiz.

State **one** other type of audio that could be used in the e-learning package and give an example of its use. (2)

Type of audio

Sound effects

Example of use

This could be used in the quiz as a clapping sound could symbolise a correct answer and crying sound effect could symbolise an incorrect answer.



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Examiner Comments

Here the response gains both marks.



ResultsPlus
Examiner Tip

Centres should work to ensure candidates are aware of all technical vocabulary that appears in the specification in order to improve their ability to access the paper successfully.

Question 5 (b)

Candidate performance in this question was quite disappointing with a large majority answering incorrectly and clearly not having a good understanding of 'versioning'. To improve performance on this type of question and to enable access to the paper as a whole, centres should develop candidates' technical vocabulary and their understanding of its use.

The first example shows a common response.

(b) Asrah saves her work regularly.
When she makes a big change she alters her file names by 1.
eg *elearningv1.0, elearningv2.0* etc.
When she makes small changes she alters her file names by 0.1
eg *elearningv1.1, elearningv1.2* etc.
Give the term for this. (1)

renaming



ResultsPlus Examiner Comments

Many candidates did not have sufficient technical vocabulary to access certain areas of the paper.

Give the term for this. (1)

Versioning, ~~Testing?~~



ResultsPlus Examiner Comments

A correct response.

Question 5 (c) (i)

Most candidates were able to successfully interpret the given flow chart and add suitable content to the example page. The majority of candidates were able to achieve both marks available here, and only a small percentage did not achieve at least one mark. To develop candidate performance here, centres should try to provide a range of opportunities to produce and interpret different types of design documentation; ensuring what they produce is clear and concise. Where performance was not as strong this was usually due to either misinterpretation of the flow chart or unclear additions to the given screen.

This response provides more than needed and adds all three possible features from the flow chart.

(i) Asrah has started to create a page for the quiz section using the flowchart.
Sketch **two** things on to the page that she has not yet added. (2)

The screenshot shows a web page titled "Flags Quiz" with a "HOME" button. The main content area contains "Question 1" which asks "Which country does this flag belong to?" and shows a black circle icon. Below the question are four buttons labeled "France", "Japan", "Germany", and "China". Handwritten annotations include a box containing "Score = 0", a box containing "Restart", and a box containing "Next Question".



ResultsPlus
Examiner Comments

In the example any two of the three additions would gain credit.

Question 5 (c) (ii)

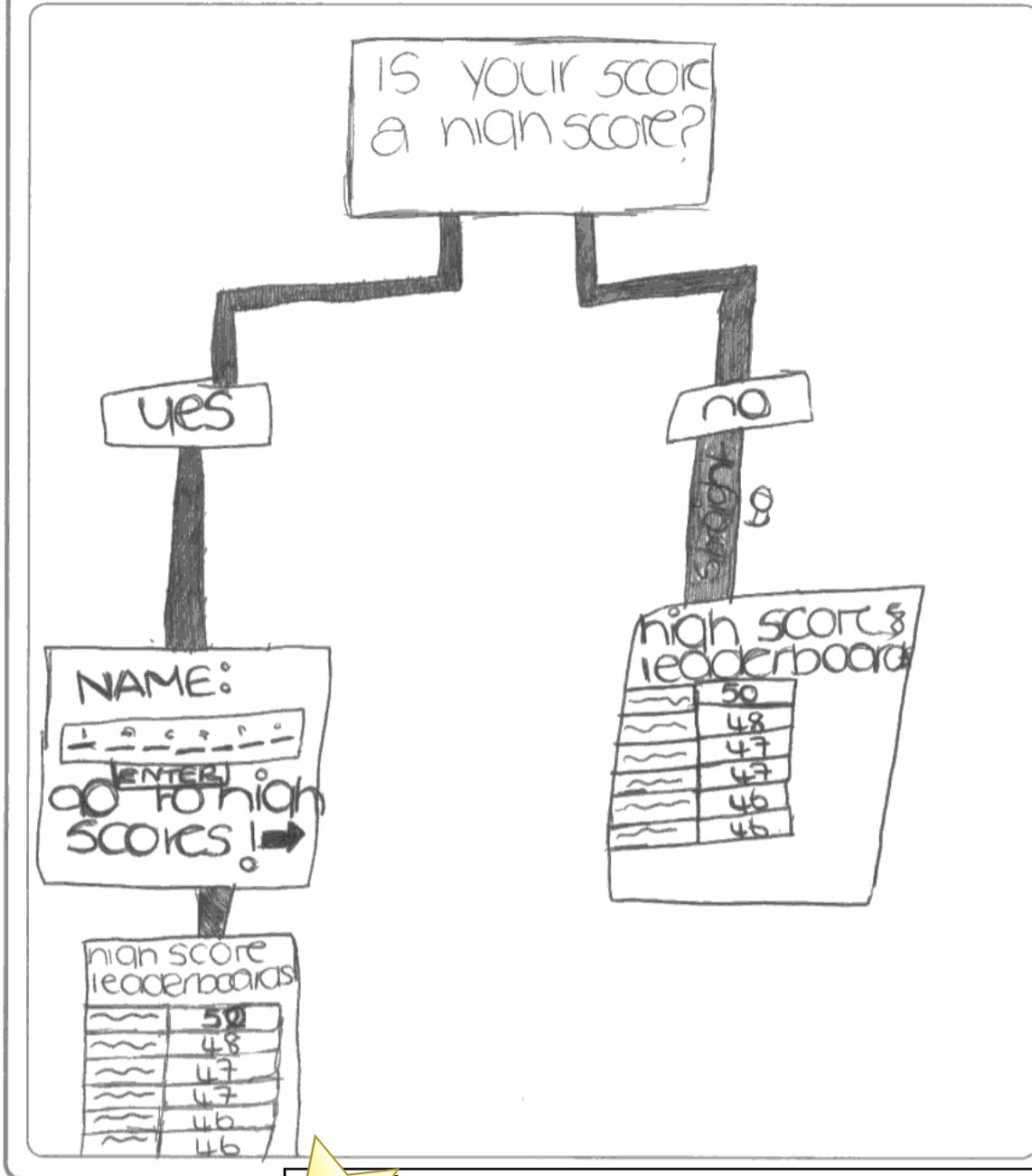
Candidate performance in producing flow charts was significantly improved from the January series. Only a very small number of candidates did not achieve at least one mark here with the majority of candidates achieving all four marks. A common error, where candidate responses did not achieve all four marks, was in the final termination of the flow chart routes. A number of candidates had different end routes rather than terminating at the same box 'display high score'.

(ii) Asrah is creating another flowchart. The flowchart should show what happens at the end of the quiz. It must do the following:

- check if the score is a 'high score'
- if yes, prompt player to enter name and then go to 'high score' table
- if not go straight to 'high score' table.

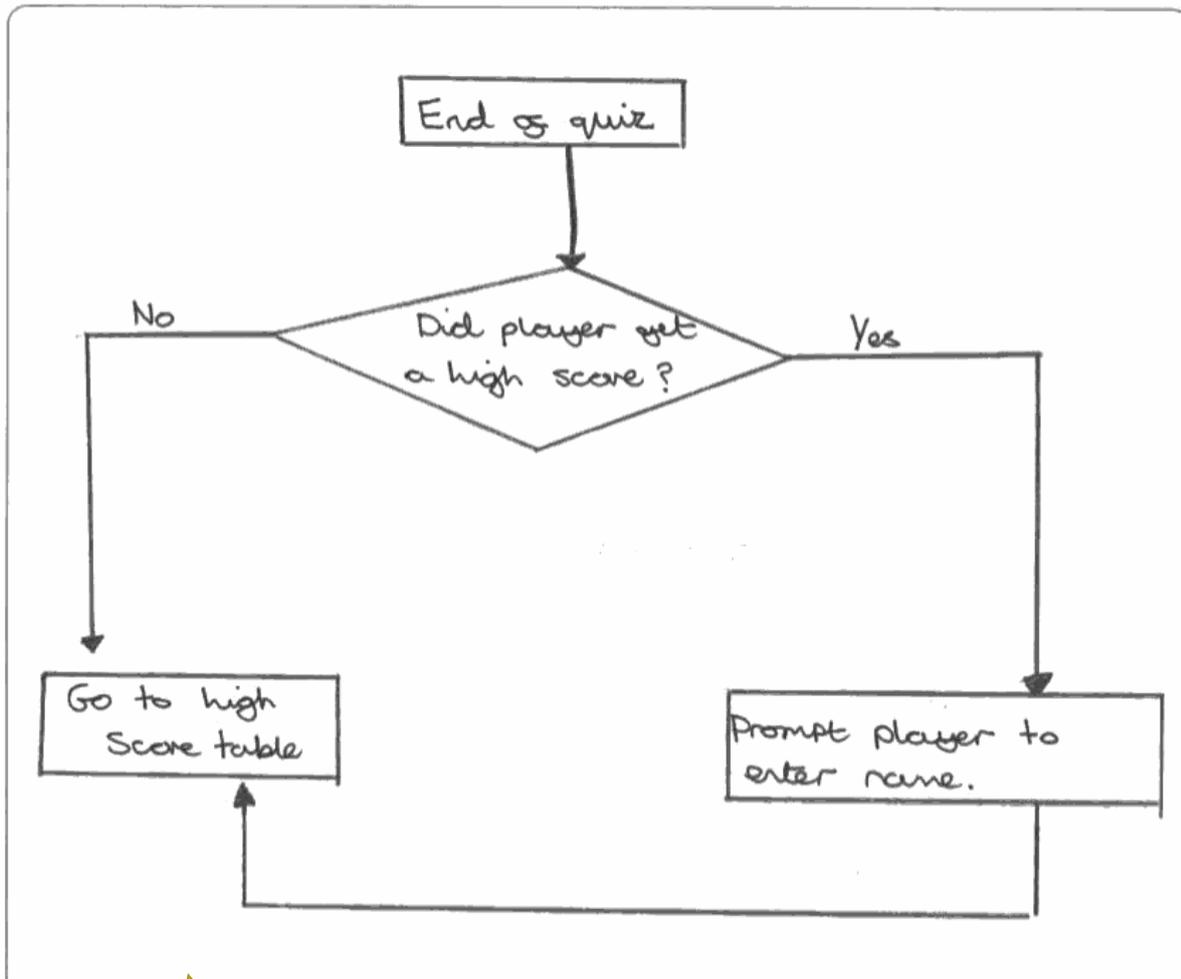
Use this space to draw how this flowchart might look.

(4)



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Examiner Comments

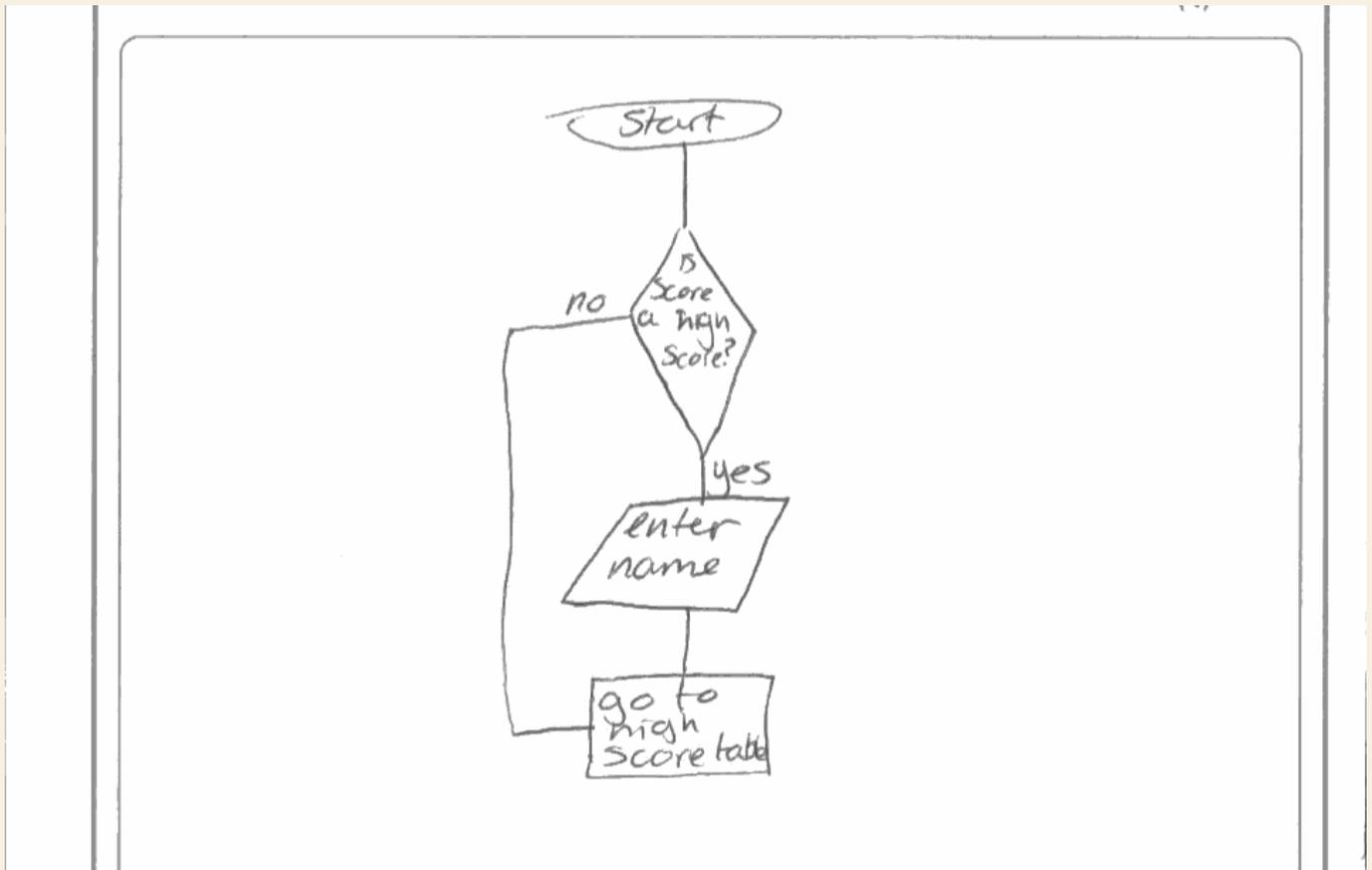
Here we see a common error. Many flow charts ended on separate routes rather than going to the same box for 'display high score table'.



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Examiner Comments

Here the response doesn't follow the conventional 'top down' flow chart. However the logic is correct so full credit is given.

While there is no requirement within the specification to use conventional flow chart symbols, it is the understanding of the logic that is important. It was clear that where candidates had experienced the use of flow chart notation performance was better in terms of producing and interpreting flow charts.



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Examiner Comments

A correct four mark response.

Question 5 (d)

Candidate performance here was mostly spread across mark bands 1 and 2 with only a small number of candidates achieving five or six marks. In general candidate responses tended to focus on the impacts of copyright on the designer when gathering or creating assets. While this was a perfectly acceptable point, few were able to expand their answers further than this with many ignoring other factors completely. A common misconception when discussing creating assets continues to be that the result will be of low quality. Centres should develop candidates' understanding that the result of producing assets is entirely dependent on the skill of the user and therefore producing assets from scratch will be equally as good/bad as those found on the internet. Where candidates performed better, they tended to give a much more balanced discussion of the options available to the designer and were able to give, with examples, reasons why each method may be used.

* (d) When developing the e-learning package Asrah creates her own assets.

Evaluate the impact of creating her own assets and other methods of gathering and preparing digital content.

(6)

By making her own asset she is
risking having bad quality images.
If you make your own image you
don't have to ask permission for it and
you can't specify the image to your
specific need. By making your own
assets it takes time and will take
you longer to make your product.
You can also acquire asset by asking
permission to use somebody's copyright
protected asset and then credit them
in your product. You could ~~get~~ use a
licensed asset which is paying to use
somebody's copyright protected work; you also
have to credit them in your product.
If you don't want to ask permission, or pay,
you can ^{download} ~~get~~ copyright free assets such
as videos and images from the internet.



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Examiner Comments

The first example is a typical mark band 1 answer (two marks). The candidate provides some accurate statements but discussion is limited.

Here we see a good response which addresses a range of issues relating to gathering and creating assets. Discussion is of a high quality and examples are relevant.

*(d) When developing the e-learning package Asrah creates her own assets.

Evaluate the impact of creating her own assets and other methods of gathering and preparing digital content.

(6)

Making personal assets has advantages over gathering assets which aren't owned. Making personal assets allows the user to personalize the look and feel of the asset - such as a logo, and make it apply to its use such as a button with a flag image on it, which would be appropriate in a language learning package.

However, it has disadvantages, creating assets takes time and may look poor if executed badly which could be avoided with pre-made alternatives. It also may be expensive as specialist software like the Adobe Suite may be required to render the assets for use.

However, using primary made assets avoids copyright infringement, which saves time in other ways. However, for those wishing to use secondary assets on the internet, they are required to use ask permission for its use. Many people use Creative Commons websites such as 'Wikipedia' to source files, because the content on there has permission to be used without contacting the producer unless they're changing it etc.

Some ways of increasing the quantity of assets is to re-purpose it, this may involve making minor changes to a logo like its colour scheme which makes a package have a different visual appeal while maintaining a high level of continuity on the product which is useful as it makes the product look professional.

(Total for Question 5 = 18 marks)



ResultsPlus
Examiner Comments

This response is placed in mark band 3.



ResultsPlus
Examiner Tip

Extended writing responses should make use of a range of clear examples that relate clearly to the given context.

Paper Summary

Candidate performance showed a marked improvement from the January series with candidates on the whole showing much stronger understanding of a range of design concepts.

To further improve candidate performance, centres should continue to develop candidates' exposure to a range of practical situations: explore different types of design project, make use of a range of tools and experience the full scope of design documentation, both in terms of producing and interpreting these documents. It was clear that where candidates performed well they had experience of a range design concepts in a practical setting and as such were able to apply their knowledge to the given scenario.

For future examinations centres should ensure that candidates:

- Make greater use of the given scenario within answers
- Make links between practical units (Unit 2 and Unit 4) and the content of this unit
- Improve quality, accuracy and level of content in design documentation
- When asked to provide examples of how a design feature might be used, ensure examples are specific to the product from the context of the question
- Develop stronger technical vocabulary to enable greater access to the paper.

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