

Examiners' Report June 2015

GCSE ICT 5IT03 01

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Introduction

This unit was first examined in January 2012 and forms part of the double award GCSE ICT qualification.

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

The examination is designed to test the candidates' ability to apply knowledge of digital design within context. The scenario is provided at the start of the paper which runs throughout the examination and is supported by a range stimulus materials, in this instance the scenario focused on a gym and some of the related digital products a business like this would need. Candidates should make use of these when demonstrating knowledge and understanding. More successful candidates applied their understanding to the provided context rather than producing rote answers.

On the whole the candidates' performance showed a slight improvement compared with performance in the June 2014 assessment window. However, many candidates had significant gaps in their knowledge which was often compounded by responses that did not make appropriate use of the given scenario, or suitable explanation/expansion was not provided in a question worth more than 1 mark.

Centres are encouraged to look at previous papers with candidates and ensure they are familiar with the design and expectation of the paper. Ensuring that candidates are aware of the requirements of particular command verbs; for example 'understanding' and that an explain question should contain two linked points, would greatly improve candidate performance.

This is a 'digital design' paper and as such addresses a range of practical, applicable skills. Candidate preparation should be as realistic as possible, creating links with Unit 2 and 4. Highlighting the methods of gathering, preparing, designing and creating digital content within a variety of contexts, would help candidates to understand the practical applications of the content of this unit and enable them to more readily apply their understanding to the given context within the exam.

Question 1 (a)

Candidate performance on this question was generally very good, with most candidates able to demonstrate an understanding of the need flow to achieve consistency by completing the given storyboard. Where candidates did not gain credit it was usually due to the omission of some of the required elements, rather than incorrect or inconsistent use, or failing to provide any response for the question.

Question 1 (b) (i)

Overall performance on this question was disappointing with the majority of candidates gaining only one of the available three marks. In many cases the responses were too general and did not show an understanding of audience and purpose of the given stimulus.

Typically, responses focused on 'adding images' or 'using more colour' rather than the need to make the given example suitable as a business presentation; for example by displaying the sales figures as a graph and formatting the main text as bullets in order to make it understandable/pick out the main points.

Monthly Gym Progress Report

In May 2015 we launched the 'Jim's Gym' branded exercise clothing and equipment. So far we have seen varied performance in the sales of different items. T-shirts and gym towels have been our best sellers and weight lifting gloves have been our worst selling item. In July we hope to start selling 'Jim's Gym' branded hoodies.

•Sales Figures (May 2015):

- T-shirts 100 sold
- Gym towels 95 sold
- Water bottles 50 sold
- Gym bags 25 sold
- Weight lifting gloves 3 sold

Jim's Gym

Figure 1

(b) **Figure 1** shows a slide from Glyn's first draft of his presentation.

(i) Give **three** ways that the slide could be improved.

- 1 have ~~color~~ a better layout (organisation) of the text (3)
- 2 have more pictures
- 3 have less text



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In this example, we see that the candidate's first and second response are too general to gain credit. The candidate's third response shows enough understanding that the given slide contains too much text.

(b) **Figure 1** shows a slide from Glyn's first draft of his presentation.

(i) Give **three** ways that the slide could be improved.

- (3)
- 1 A graph could visably display sales figures in an attractive manner
 - 2 The font size could be larger to help read the report
 - 3 give a subheading to show what the report is for.



ResultsPlus Examiner Comments

In this example, the candidate gains credit for their first and third response. The second response does not gain credit as the font size in the given example would be appropriate when viewed on screen.



ResultsPlus Examiner Tip

Be precise - in this response the candidate gains credit for the first and third response because they show a clear understanding of changes that would be suitable for the given context. Product design is influenced by the audience and purpose of the product so responses should always reflect the given scenario.

Question 1 (b) (ii)

A generally well answered question with the majority of candidates gaining at least two of the three marks available. Candidates were able to identify a range of suitable ways to achieve consistency in a product. Where candidates didn't perform as well, this was generally due to provision of answers that focused on only one way to achieve consistency (typically the use of consistency in font).

Candidates also fell down in providing answers that did not refer to achieving consistency of 'style' and instead provided other general consistency answers, such as layout. Candidates should be aware that consistency of style within a product does not necessarily require identical layouts of each screen/page. While some consistency of layout may be required, in some cases the layout would be dictated by the purpose and function of each individual page, but the style would be reflected by the target audience and the theme of the product.

(ii) Glyn wants the style of his presentation to be consistent.

Give **three** ways Glyn could do this.

- (3)
- 1 Use the same font on each slide.
 - 2 Glyn could use the same style formatting.
 - 3 Same size font for each part (for example, Heading size 42 pt and Body text size 14pt).



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Response 1 - Mark awarded for identifying using the same font would provide consistency.

Response 2 - No mark.

Response 3 - No mark - although correct, the response is a repeat of the marking point awarded in response 1 so cannot gain a mark.



ResultsPlus Examiner Tip

Try to provide a range of coverage in your responses. Focusing on only one area is likely to gain credit once only.

(ii) Glyn wants the style of his presentation to be consistent.

Give **three** ways Glyn could do this.

(3)

1 Same colour scheme (House style)

2 logo on all slides.

3 same font and text size.



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Examiner Comments

In the second example we see a response that gains 3 marks.

Response 1 - Mark awarded for identifying that the colour scheme should be followed.

Response 2 - Mark awarded - the response shows enough understanding that the logo should appear on all slides (which may not necessarily be in the same location).

Response 3 - Mark awarded - (consistent font).

Question 1 (c) (i)

The majority of candidates were able to gain at least one mark here, although the number of candidates who were not able to provide at least one suitable response was disappointing. Again, candidates focused on generic answers (such as 'it's black and white') which did not demonstrate an understanding of the audience and purpose of the product to which the scenario related. Successful candidates were able to identify that the intended product was for an adult audience as part of a business meeting and therefore the cartoon image was not appropriate in terms of theme/style and it also did not show anything that was specifically related to the subject matter.

Question 2 (a)

The majority of candidates were able to gain some credit here with most gaining 1 or 2 marks; surprisingly few candidates were able to provide suitable improvements to gain marks 3 and 4. As with Q1(b)(i) many candidates were prevented from gaining higher marks due to responses that did not consider the audience and purpose of the product.

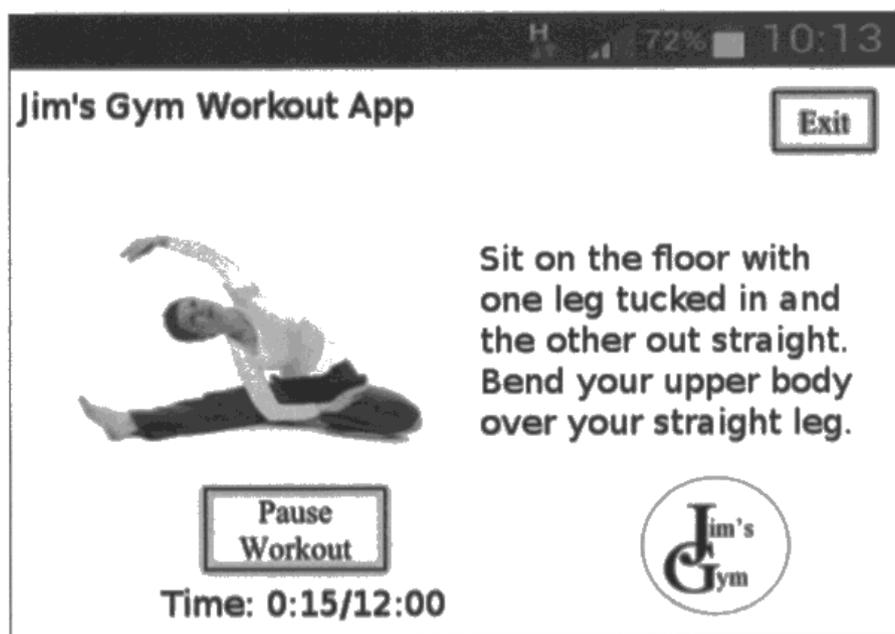


Figure 2

Figure 2 shows the screen from an early version of the app.

(a) Suggest **four** ways in which the screen could be improved.

- (4)
- 1 include a menu button, so people can navigate around the app.
 - 2 a time reset button should be included.
 - 3 add some colour to help the younger generation to exercise
 - 4 add some recommended workouts for the user to try. ~~based on the~~



Response 1 - Mark awarded for suggesting adding additional navigation/functionality.

Response 2 - No mark - while this is an appropriate answer, a mark has been awarded against this marking point in response 1.

Response 3 - No mark.

Response 4 - No mark - again while an appropriate answer, this also focuses on links to other parts of the app which was credited in response 1.

Question 2 (b) (i)

Candidate performance on this question was very good with most candidates able to successfully identify a multimedia element used in the given example. Where candidates were not successful, this was due to a lack of clear differentiation between multimedia elements and interactive elements.

Question 2 (b) (ii)

Candidate performance on this question was very good with most candidates able to successfully identify an interactive element used in the given example. Where candidates were not successful, this was due to a lack of clear differentiation between multimedia elements and interactive elements.

Question 2 (c) (i)

The majority of candidates were able to gain at least one mark here, with a large number also gaining the second mark. While a large number of candidates were able to suggest an appropriate use for the sounds, such as to provide a 'click' sound when pressing a button, many were not able to identify suitable sound types (i.e. sound effect, soundtrack and voice over). Centres should work with candidates to improve knowledge and understanding of key terminology in order to improve the accessibility of the content.

(c) The app makes use of audio.

(i) Identify **one** type of audio and how it could be used within the app.

(2)

Audio type

Sound effects

Use

When hovering over or clicking the buttons to show that they can be used.



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Examiner Comments

A good example of a two mark response.

(c) The app makes use of audio.

(i) Identify **one** type of audio and how it could be used within the app.

(2)

Audio type

Music

Use

To be played when the user is doing a work out.



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Examiner Comments

Audio Type - Not enough to award the mark, to gain this mark the candidate should provide specific audio types (e.g. sound effect, soundtrack or voice over) - Music on its own would not be enough.

Use - Mark awarded - the example used is enough to gain the mark for a suitable explanation of use of a soundtrack.

Question 2 (c) (ii)

Performance on this question was quite disappointing with a large number of candidates not able to gain marks. The use of codecs in digital products is now widespread and have a direct link to the specification points relating to file types/properties and compression. As such, centres should ensure candidates are aware of their use, benefits and drawbacks, and their impact on digital design.

Question 2 (d) (i)

A well answered question with most candidates able to identify a suitable file type that would be used for audio.

Question 2 (d) (ii)

A well answered question with most candidates able to identify a suitable file type that would be used for video.

Question 2 (e)

Performance on this question was quite varied; however, where candidates did gain marks this was usually through identification that a range of devices would be able to use the file due to the image file being 'common'. Many candidates phrased their responses in the negative e.g. 'a non common file type might need different software installing' or similar, which was enough to gain a mark. To improve performance centres should work with candidates to provide linked, expanded responses. A 2 mark explain question requires both a factual point and a linked explanation/expansion. Not providing a linked expansion is where many candidates did not manage to gain the second mark.

(e) Ceris decides to use a common image file type for the images in the app.

Explain why she does this.

(2)

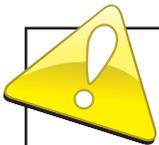
Because common image types are more likely to be supported across multiple platforms and no extra content will be needed to view the images



ResultsPlus Examiner Comments

Here we see a two mark example.

'More likely to be supported across...' (1 mark 'more compatible') '...multiple platforms' (1).



ResultsPlus Examiner Tip

When answering an 'Explain' question, provide clear linked points.

Question 3 (a)

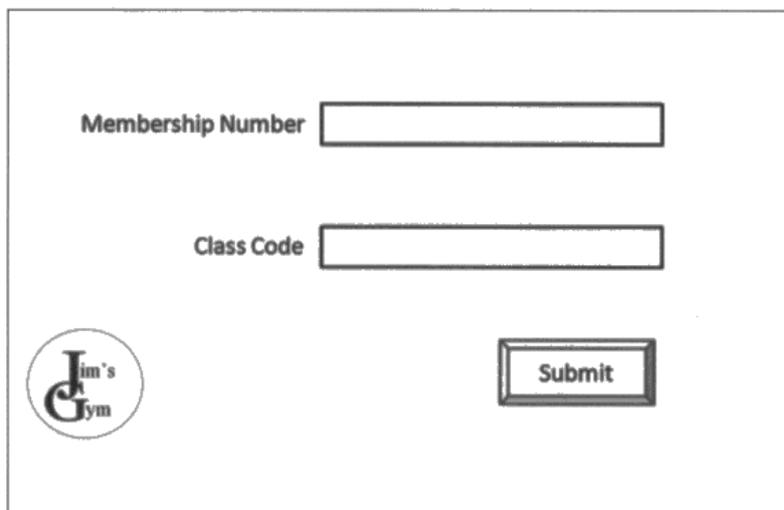
Performance on this question was very poor. Very few candidates were able to identify the design documentation that would be used to demonstrate the links between tables in a database. As demonstrated in some of the earlier questions, many candidates do not have a solid enough understanding of key terminology from the specification and as such are not able to access the full breadth and depth of the examination. Centres should work to ensure candidates have a good grasp of the key facts and terms within the specification so that they are able to understand the requirements of a question and express their responses more clearly and accurately.

Question 3 (b)

A generally well answered question with most candidates able to achieve at least one of the three marks available with many able to gain a second mark, but with only a small percentage of candidates able to gain the third mark. Candidates were usually able to suggest use of on screen help or the use of a drop down list for the 'Class Code' field.

(b) The database will be used to book fitness classes for gym members.

This is the screen that the staff will use.



Suggest **three** features that could be added to the screen to improve usability.

(3)

- 1 Add a form title so the user knows what they are using; improves usability.
- 2 ~~Have~~ Audio to play questions, improving usability.
- 3 Colour, to distinguish different modules.



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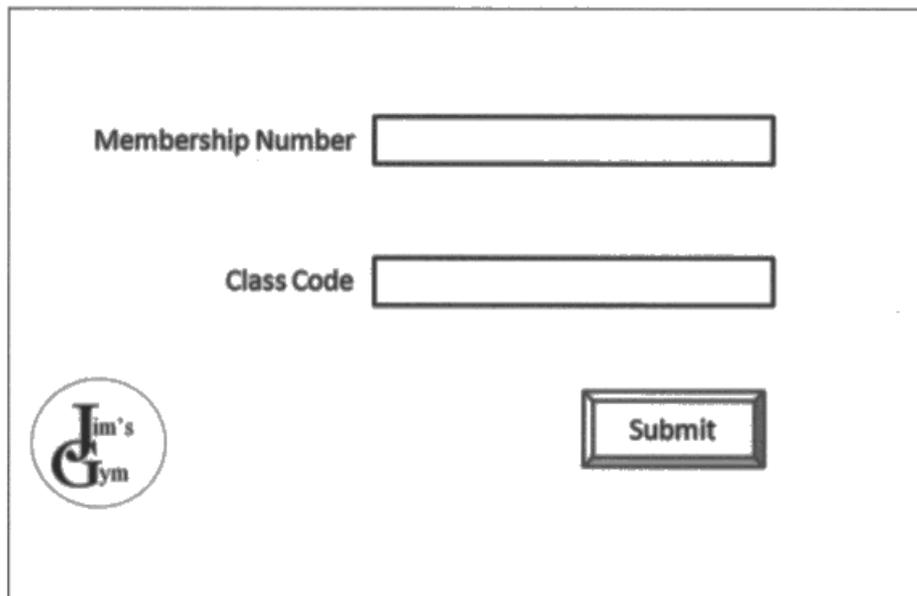
Response 1 - Mark awarded.

Response 2 - Mark awarded - just enough for 'accessibility features' (MKPT4).

Response 3 - No mark.

(b) The database will be used to book fitness classes for gym members.

This is the screen that the staff will use.



Suggest **three** features that could be added to the screen to improve usability.

(3)

1. Drop down lists

2. Radio buttons

3. A ~~text area~~ ^{Needs} A ^{form} title to show what this screen is used for



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In this example we see that the candidate does not gain credit for the first two responses as they are too general and do not show enough understanding of how to make the form more usable. For example, adding a drop down list to class code would be appropriate, however, adding it to the membership number field would be impractical due to the potential number of entries in the list.



ResultsPlus Examiner Tip

Be specific. In this example the candidate does not gain credit for the first two responses as they are too general.

Question 3 (c)

Nearly all candidates were able to access marks here, with most candidates gaining 4 out of the potential 6 marks. Most candidates were able to follow the design specification and included the main elements in their design (logo, title and entry fields). Additional features were often less successful although many candidates did provide indication of either onscreen help or a drop down menu for the class taught field. Layout and design quality was less well executed by candidates. Object sizes were often inappropriate for the importance/use of the given elements. Layout and use of space was also poorly done in the majority of responses.

In this example we see a 3 mark response. This response could be improved by closer adherence to the given specification and a clearer understanding of some standard design concepts such as sizing of objects in relevance of importance and/or their intended use.

:) The database will also be used to hold information about the fitness trainers that the gym employs.

Glyn gives Ceris a design specification for a form.

Form Title:

- Trainer Information ✓

Data entry fields:

- Name of trainer
- Class taught

Additional information:

- The form must include the gym logo ✓
- The form must be easy to use

Use this space to sketch a suitable design for a database form that matches the design specification.

(6)

Jim's Gym - Company Database Title

Trainer Information
entry fields

Name of trainer

Class you teach

Submit button

Logo



Form title (Trainer Information) - Mark Awarded.

'Name of trainer' - Data entry field - Mark Awarded.

'Class taught' - Data entry field - No mark, the field title does not match the specification when creating a design from a specification it is important as a designer you follow the given specification.

Gym logo - Mark Awarded.

Ease of use feature - No mark, no feature has been included.

Layout and sizing - No mark - The entry fields should be a sensible and size (i.e. 'Name of trainer' and 'Class Taught' field are of identical size which would be unlikely. The positioning of the submit button and the logo seem 'detached' from the rest of the content and creates excessive white space.

Question 3 (d)

Candidate performance on this question was well spread with the majority of candidates able to gain at least one mark with an even distribution of candidates also gaining two and three marks. Marks were most commonly gained for identifying 'improvements/intended actions' as one of the headings in a test plan/test log. While the overall performance was quite good here there was still a significant number who, based on their responses, do not appear to have had exposure to formal, standard test plans beyond the type of testing and feedback performed in the controlled assessments, with many responses referencing to 'Test buddy feedback' or similar. As part of an overall understanding of digital design it is important that candidates are exposed to, and understand, the content and use of formal test plans and ultimately their impact on the quality of design.

(d) Ceris must test the database to make sure it works correctly.

She creates a test log to record what she does.

This is part of the test log.

Date	Test Number	Test Data	Description of Test
18/03/2015	1	Aerobics	Class taught field accepts data entry

Suggest **three other** column headings that the test log should contain.

(3)

1 predicted outcome of test

2 Actual outcome of test

3 Action needed to be taken



Question 3 (e)

Performance on this question was generally very disappointing with many candidates not gaining marks. Typically, where candidates did not gain any marks this was due to identifying 'gender' as the characteristic of a test user. While this is a 'characteristic' the test user's gender is irrelevant in this situation as the use of the intended product is in no way affected by a person's gender.

When candidates did identify suitable characteristics, they typically could provide some reason for this, but explanations were often vague and did not provide a suitable linked expansion limiting 3(e)(ii) to 1 mark of the possible 2.

(e) Ceris gets adults to test the database.

(i) Give **one** characteristic, other than age, of a suitable test user.

(1)

People who have a good knowledge about ICT.

(ii) Explain why this characteristic would make somebody a suitable test user of the gym database.

(2)

If they have a decent understanding of ICT they will know what information should be included and what faults there possibly could be and can offer advice on constructive criticism



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3(e)(i) - Mark awarded for identifying 'High ICT Skills'.

3(e)(ii) - 'and what faults there possibly could be' enough to gain 1 mark against MKPT 3 (more likely to probe for weaknesses).

The explanation in 3(e)(ii) could be improved by adding a linked point such as 'knowing what similar products can/can't do' (1) means they can probe for weaknesses (1).

Question 4 (a)

A generally well answered question with most candidates gaining at least one of the two marks available. Answers here were usually clear and concise, with candidates typically gaining marks by identifying that the file size would make the pop-up load more quickly or that the file type supports animation. A large number of candidates were able to provide both these answers and gained two marks.

Where candidates were less successful this was usually due to them not fully understanding the nature of how the example product would be accessed/viewed. Many responses focused on the low size not taking up space on a user's computer, but as a pop-up is not stored on the user's computer this answer was not appropriate to the given scenario.

File size 150KB	doesn't take up room on the hard drive.
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File size - No mark - 'doesn't take up room on the hard drive'. Although the candidate has identified it is a small file size the response is not appropriate for the context, as a pop-up would not be downloaded/stored to the user's HDD.

Question 4 (b)

The majority of candidates gained one of the two marks available with only a small number gaining both. Where candidates did not perform well this was due to not understanding that they were required to provide ways that a product can be tested to ensure it can be viewed on screen by as many people as possible (i.e. that it will be able to load and/or fit).

(b) Ceris wants to make sure that the advert can be viewed by as many people as possible.

She tests the advert on different browsers.

Suggest **two other** ways that Ceris could test the advert.

(2)

1 test on different devices (e.g. tablet)

2 test in different locations.



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Response 1 - Mark awarded.

Response 2 - No mark - it is not clear from the response what they are testing by testing in 'different locations'. This response could be improved, and gain the mark, by showing that the different locations provide some variation in the test (such as the connection type).

Question 4 (c)

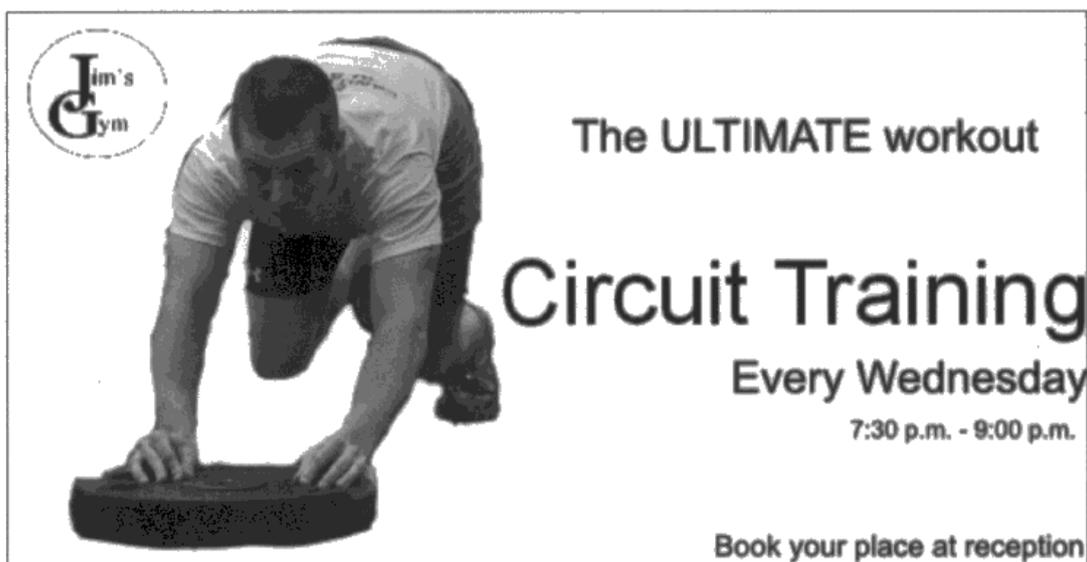
As with Q2(c)(ii) which required knowledge of how codecs are used and their effects, performance on this question was quite disappointing with a large number of candidates not able to gain marks. However, there was a larger number of candidates who were able to gain at least 1 mark, typically for identifying that compressing the file may affect the sound quality. As with Q2(c)(ii) it should be reiterated that the use of codecs in digital products is now widespread and have a direct link to the specification points relating to file types/properties and compression. As such, centres should ensure candidates are aware of their use, benefits and drawbacks, and their impact on digital design.

Question 4 (d) (i)

The majority of candidates were able to gain at least one mark on this question. Typically answers focused on saving time on the next product, but many failed to provide a suitable expansion to extend their answer and gain the second mark.

- (d) Ceris has created a poster to advertise a new class that the gym will offer. It will be shown on screens in the gym.

This is the poster Ceris has created.



- (i) Ceris creates another poster for a different fitness class. She chooses to re-purpose some of the digital content from her first poster.

Explain why she might re-purpose digital content.

(2)

To save time when making new content and so she is sure her content is suitable to use and it is not copyrighted.



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'Saves time when making new content' - gains 1 mark, this could gain a second mark by explaining this further such as 'as individual assets do not have to be remade/sourced'.

The candidates response regarding copyright would not gain credit as it doesn't ensure content is not copyrighted but it may reduce the issues of dealing with copyrighted materials, as they may have already gained permission to use it.

Question 4 (d) (ii)

Performance on this question was generally good with the vast majority of candidates able to gain some marks. Generally, candidates were able to identify the design criteria that would not be suitable for the intended purpose. Where candidates did not perform as well was in providing reasons for the identified criteria; if reasons did not gain credit these were usually not specific enough in terms of the given product.

Question 4 (e)

Performance on this question was quite disappointing with the majority of candidates providing responses that scored 2 or 3 marks out of the possible 6. Typically responses tended to focus on one area of the design and development process, usually testing, and reference to the use of others was often limited to responses such as 'get them to test'. As part of understanding digital design it is important that centres work with candidates to appreciate the full life cycle of a product and how each stage of design and development affects the next and how clients and users are important in this cycle beyond the role of tester.

In the first response we see a typical candidate answer.

***(e) Discuss how Ceris could involve Glyn and other users during design and development to ensure the adverts she is creating are fit for purpose.**

(6)

Ceris could create a survey for the others to fill out telling Ceris exactly what she wants so she can meet the design specification. Ceris could also create visual images of what the ~~the~~ pages look like and produce a mock so Glyn and other users can use and suggest any improvements.

Ceris could also give the previews of adverts to the users so they can choose what style and images look the best. And if they know what the adverts are about.

Ceris could ask the users to produce a storyboard of what they would like to see so that she could gather good ideas and create one perfect model.



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This response identifies some appropriate methods of gathering feedback and involving others in the design and development process. The response makes some attempt to explain how the suggested methods would be used but these are often general. There are some minor inaccuracies, such as the paragraph about getting users to create a storyboard. The response is placed at the bottom of mark band 2. As the response is at the bottom of a mark band QWC is not considered. The response is awarded 3 marks.

In the second example we see a top mark band answer. A response that identifies a range of ways in which others can be used in the cycle and provides suitable explanations and discussions of these methods. The response is accurate and well written and is placed in the top mark band.

* (e) Discuss how Ceris could involve Glyn and other users during design and development to ensure the adverts she is creating are fit for purpose.

(6)

Ceris could involve Glyn and other users during ~~testing~~ design and developments to ensure what the user requirements are likely to be during the analysis stage. She could also start to create a moodboard. In the design stage Ceris could create storyboards and design sketches of the advert ~~by her~~ with the use of the user requirements information she had gathered before hand. She could then create ~~for~~ a pre-visualisation of her adverts or a mockup ^{in the implementation stage} which could allow Glyn and other users to try ~~the~~ viewing and using the adverts. Once Glyn and other users are viewing the adverts this would be part of the testing stage. After this Ceris will reach the evaluation stage where Glyn and other users can give feedback on the adverts to Ceris. Ceris can use this feedback to modify ~~to~~ her adverts. However feedback can be given concisently throughout the design and development stage; this is called formative testing. The feedback received will allow Ceris to further improve her adverts ensuring that her adverts meet user requirements and is fit for purpose.

The constant feedback given to Ceris will allow ~~her~~ quality assurance. The users could give feedback on whether the adverts achieve to inform ~~an~~ and persuade, or not.



This response identifies a range of ways in which others can be used in the design and development cycle and provides suitable explanations and discussions of these methods.

The response is accurate and well written and is placed in the top mark band with a provisional mark of 5.

To have gained 6 marks the candidate would need to make greater/more explicit links between the different stages of the design and development cycle and how they each impact on the other.

Question 5 (a) (i)

Performance on this question was surprisingly poor with just over half of responses seen gaining a mark. As with some of the earlier questions, many candidates do not have a solid enough understanding of key terminology from the specification and as such are not able to access the full breadth and depth of the examination. Centres should work to ensure candidates have a good grasp of the key facts and terms within the specification so that they are able to understand the requirements of questions and express their responses more clearly and accurately.

Question 5 (a) (ii)

Performance on this question was generally quite good with most candidates able to gain at least 1 mark with many candidates providing a suitable expansion to access a second mark. Relatively few candidates however were able to provide a suitable linked response to gain all three marks. It was clear from the responses seen that on the whole candidates had an understanding of the subject matter in this question, but the construction of their answers often did not provide evidence of depth of understanding. It is advised that centres work with candidates to develop skill in writing linked responses that chain ideas and reasoning together.

(ii) Explain why it is important that a company's website adheres to accessibility standards.

(3)

to ensure all people can fully access the
site, and aren't discriminated against. Also
allows more people to see Jim's gym.



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1 mark awarded for 'allows more people to see Jim's gym'.

'to ensure all people can fully access the site' - is a valid answer on its own to gain credit but as the points are not linked/expanded only one mark can be awarded.

(ii) Explain why it is important that a company's website adheres to accessibility standards.

(3)

Because it has to be accessible for everyone because it is part of the law. DDA (disabled discrimination act) is ^{when} ~~where~~ a website doesn't have ~~a~~ accessibility features for disabled people and this could lead to the creator being fined.



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Although the part of the response ('if the website doesn't...') is phrased in the negative, the candidate provides linked points that gains 3 marks:

'the law' (1) '...a website doesn't have' - enough for 'must be followed' (1) ...'being fined' (1).

Question 5 (b) (i)

Performance on this question was very poor with most candidates not demonstrating an understanding of the research that would be undertaken by the designer, to ensure a survey would be fit for purpose, such as question mechanisms that could be included, the sample size etc. Many candidates provided responses dealing with the types of questions that would be included in the survey and as such many candidates did not gain any marks here.

(b) The website will include a gym user satisfaction survey.

(i) Ceris wants to do some research before creating the survey.

Identify **four** areas, other than user age, that her research might cover to ensure that the survey is fit for purpose.

(4)

- 1 Gender
- 2 Gym habits
- 3 Computer access
- 4 ICT ability



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Response 1 - 'gender' no mark as this would not affect the way in which the survey would function/be conducted when implemented on the website.

Response 2 - 'Gym habits' no mark, again the candidate focuses on potential, specific content rather than areas of research that would affect design decisions.

Response 3 - 'Computer access' - not enough understanding demonstrated here. The survey is to be incorporated into a website so the user must have some computer access. To gain this mark, candidates should show they understand that when designing the survey they will need to know about typical platforms/connection speeds etc in order to optimise the survey/site to enable most people to use it.

Response 4 - 'ICT ability' mark awarded, the ICT ability of your target audience may affect style, content and delivery platform.

Question 5 (b) (ii)

Performance on this question was generally very good with most candidates able to gain at least one mark with a significant proportion able to gain all four. Student responses generally showed a good understanding of the selection of test data, in this case for an age field in a survey, and were able to identify in most cases why the example data might have been chosen. What was pleasing to see here was that most responses were able to respond in context, for example with the first test data '4' that this would be out of a sensible range for the gym. Where candidates did not perform as well this was usually through poor construction of responses which did not fully demonstrate understanding. For example, many candidates did not make it clear if the intended test data should be accepted or rejected by a particular field.

Question 5 (c)

As with the earlier extended writing question candidates did not perform well here, with most candidates again only gaining 1 or 2 marks of the possible 6. Many candidates focused their answer on mobile devices themselves (usually smart phones) and provided descriptions of the features available, or the design of, mobile phones. These responses did not address the subject matter of the question and often gained no marks. Where candidates did gain marks, many responses focused only on one area outlined in the question, typically layout, and did not focus on design and features associated with digital products for mobile devices. Responses were often shallow and did not go much beyond statements related to the size of the devices screen and that this affects the amount of content a digital product for a mobile could show. Discussion was quite weak and many responses did not go beyond stating a number of simple points with very little accurate or appropriate expansion.

* (c) The number of people accessing digital content on mobile devices has increased significantly over the last few years.

Discuss the impact that this has had on the design, layout, and features of digital products.

(6)

For the design aspect it has made people use more computable / common file types that are stored on phones so images / videos can be viewed. Also more testing has had to be done on ~~phones~~ mobiles as they are becoming more common. For the layout vector images are now used more as they are scalable and don't use quality when they are viewed at different ~~sizes~~ sizes. They try to make products fit on one screen so there is less scrolling around which provides a good user experience. The digital

product also now has to be compatible for auto-rotation on the screen. Icons and buttons also have to be at a suitable scale so they can easily be viewed. Files may need compression so it is easier for mobile devices to load. Extra features such as social network sharing on a range of apps has become common. Quick download times are provided.



ResultsPlus

Examiner Comments

In this example the candidate shows an understanding of a range of features and design considerations related to how a digital product works on mobile technology.

The candidate provides linked and appropriate explanations of all the features that they identify and is placed in mark band 3.

The provided explanations are accurate but at times could go in to more detail; therefore the response is placed at the bottom of the mark band and is awarded 5 marks.

QWC is not taken into consideration as the response is already at the bottom of the mark band. However, the response is generally well organised so it does meet the descriptor for this band.

* (c) The number of people accessing digital content on mobile devices has increased significantly over the last few years.

Discuss the impact that this has had on the design, layout, and features of digital products.

(6)

People accessing digital content on mobile content has impacted digital products in many ways.

Design the design of digital products has changed to cater to a slower processing speed on a mobile the mobiles cannot load lots of images and multimedia as fast as computers so must have a simpler design with less pages.

Layout the layout of digital products has been affected as mobile devices have smaller screens so the ~~the~~ digital product must have a thinner width so the whole page can be viewed. This often creates a lot more drop down menus that only appear when clicked on so products/information can be seen on the full screen maximizing uses.

Features the features of these products now have a lot less multimedia, drop down menus, search bars making it ~~the~~ easier for the user to use and smaller fonts although accessibility features are around for this.



ResultsPlus
Examiner Comments

The response makes valid points regarding the inclusion of different interactive features and how screen layouts may be changed to suit the smaller screen size of the mobile devices. The points made are mostly valid (although the final paragraph contradicts the earlier information) and there is a reasonable attempt to explain/discuss the identified points. The quality of the content and discussion places the response at the top of mark band 2. QWC meets the descriptor for level 2. 4 marks awarded.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- Improve the range of knowledge of key terminology and common practices in digital design to ensure the requirements of the paper are understood, questions can be accessed and enable clearer more accurate responses.
- Ensure responses are contextual and appropriate to the given situation and stimulus material.
- Develop exam technique to fully address questions, understanding the requirements of particular command verbs will allow for greater accuracy in responses.
- In responses that require more extended answers, ensure examples are clear, concise and relate to the given context.
- Improve understanding and awareness of the requirements of products for different purposes and audiences including the style, expected content and platform for delivery.

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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with its registered office at 80 Strand, London WC2R 0RL.