

Moderators' Report/
Principal Moderator Feedback

Summer 2015

Pearson Edexcel GCSE
In ICT (5IT04)
Paper 01 Creating Digital Products

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Principal Moderators Report 5IT04 – Creating Digital Products

The CABs have different windows of availability and it is important that centres check that the CAB they are using will be valid for submission at the end of the course when candidate work is submitted for moderation.

Two CABS were available this year, 'Sea and Sky' for the second year and for the first time 'The Sporting World'. Moderators saw examples of both being used to good effect. Candidates are required to create one of the following four types of interactive digital products, related to the CAB theme.

- a game;
- an interactive multimedia or web-based interactive product; and,
- a database system with a customised user interface.

For each different type of product, candidates are expected to produce products that meets the following minimum requirements:

Interactive multimedia or Web-based interactive products:

Interactive multimedia products should have clear pathways through the product, include accessibility features, different types of interaction and be suited to the intended audience. They should also include animation, a range of different assets, and user input.

A web site should be interactive; working navigation based on 5 pages and is sufficient to demonstrate the features. It should be viewable in a web browser and have accessibility features, different types of links, animation, a range of different assets and some user-input such as a form, a request for info, a search feature, an interactive quiz or questionnaire.

Database with customised user interface:

There must be a minimum of 2 related tables, 1 input form. There should be searches based on related tables, including the use of relevant multiple search criteria. There should be a switchboard or menu system that is designed and suited to the audience. The output from the database should contain enough data to demonstrate full functionality and the functioning of user interface.

Game:

The game should have a scoring system, rules to progress / win, can be single player at a time or alternate plays for multiplayer, sprite interaction (with other sprites and / or environment), and some original assets. The game should be matched to the intended audience and follow the theme of the CAB.

The majority of the candidates whose work was sampled met these minimum requirements, however, in some cases, simpler products were

seen which had only limited user interaction or too few web pages to fully demonstrate the skills required for the higher mark ranges.

In some cases, the feedback section of the proposal document contained little or no feedback from the teacher. Failure to meet the brief has an impact on the number of marks it is possible to award and, therefore, this is an essential part of the initial support process for the candidates. The teacher should make use of this facility to ensure the candidate is able to make the best possible start to the process.

The Moderator's Toolkit is published on the Pearson website. It specifies the accepted file formats that moderators will be able to view on their PCs. It is each student's responsibility to ensure that their evidence includes only files that can be read using the Moderator's Toolkit. Please note that this toolkit has changes made from time to time and it is essential to check this before starting the CAB.

Centres should note that the evidence created in MS Publisher is not viewable using the Moderator's Toolkit and must be converted into an accepted file format.

The CAR is an important assessment document. It is the means by which an assessor communicates their assessment decisions and the rationale behind them to the moderator. It should be used to direct the moderator to relevant evidence and to assist the moderation process. The comments on the CAR should be addressed to the moderator, not the student.

Work on the digital products themselves must be carried out under supervision in the classroom. The teacher must be able to authenticate each students' evidence with confidence. Tools that require work to be stored online are NOT appropriate for this qualification, as it cannot be guaranteed that students cannot work on their digital products outside of the controlled environment.

Activity 1:

Candidates are expected to evaluate only **one** product; many candidates are still submitting two or more reviews. Candidate should be encouraged to complete one more detailed review well rather than several brief reviews which will not gain higher marks based simply on the number of reviews.

The majority of candidates were successful in creating a product review that provided some evaluation of the products' strengths and weaknesses, user interface and its functionality. The more able candidates also evaluated the usability and accessibility of the product. Some of these candidates also included a number of well-chosen screen shots that illustrated and supported the points being made in the text. This would achieve more marks.

Candidates were required to complete a proposal for their chosen product that outlined the purpose of the product, details the characteristics of the target audience and summarises the proposed content and features. This

provides an opportunity to review the proposal and amend it to ensure it fits with the CAB theme.

There are templates provided to assist the candidates with their proposal, the best examples were fully completed and the comments added by the candidates showed careful thought and consideration of the questions. It is essential that teachers read and comment on this proposal before the candidates move on to the design. This is an ideal opportunity to ensure that the product matches the CAB and the audience intended. Candidates should be instructed to look at the brief for this activity carefully as it changes from one CAB to another and centres should ensure that any internal documentation is up to date.

Activity 2:

This activity focuses on the design and development of the product. The design process varies considerably depending on the type of product being developed. There are different templates provided for each product type to help candidates in this process. Again, there are some changes from one CAB to another, so centres should ensure that any internal documentation available is up to date.

The candidate should include how the user interacts with the product and, therefore, candidates must provide designs of the user interface as well as considering database structure, links and page layouts, depending on the product type chosen. Most candidates successfully gathered and prepared content for use in their digital products. To gain the higher mark ranges, candidates need to have gathered and prepared a variety of appropriate content for use in the product.

The standard of recording the items in the asset table varies considerably. Candidates often failed to record the source of the content they have gathered within their assets table and many also did not document the editing or optimising of the content. One common problem was giving the name of the search engine used rather than the URL for the sources. In order to achieve the higher marks, the assets table should not be restricted to just images, candidates should be encouraged to give the source of text, and sound if they are used in the product and any additional ones used for the showcase.

Activity 3:

The digital showcase provides an opportunity for candidates to demonstrate the quality of their product. Candidates are expected to repurpose appropriate content and features from their product to promote it to a target audience of their choice. Often the audience for the showcase was not stated, making it difficult to assess if the showcase is fit for purpose. A number of candidates did not fully use the opportunity to showcase their product. In some case it consisted simply of an image or a sequence of images in a PowerPoint. The best work used carefully selected and repurposed content together with additional new content to make a

comprehensive showcase that promoted the product to the audience. These good examples often included video and audio.

Activity 4:

Candidates were asked to evaluate the design and development of their digital product, their digital showcase and their own performance. Candidates often evaluated the development of their product and their own performance but failed to evaluate the digital showcase and this limited some candidates from achieving high marks as they had not evaluated all of the project outcomes. Other candidates failed to mention the feedback given and received and others included limited suggestions for improvement.

A template was provided to assist with this aspect of the work, again, candidates should be instructed to look at the brief for this activity carefully as it changes from one CAB to another and centres should ensure that any internal documentation is up to date.

Preparing the Evidence:

Regardless of the type of product produced a copy of the fully functional product must be included in the candidate's e-portfolio on the CD. It is not acceptable to provide a link to a website for the moderator to view the final product as this does not comply with examination regulations. Candidates must organise the work into the Activity folders as directed in the CAB. In some cases the work was not well organised making it difficult to find some of the evidence required. Evidence must be checked to ensure it is accessible using the Moderator's Toolkit. Once the evidence is copied onto the moderation CD, it must be thoroughly checked again. All the evidence for the required sample should be on one CD or DVD. Links especially need to be tested as on some occasions links pointed back to the candidate's work area on the school system.

The Candidate Assessment Record (CAR) should be completed and provided **electronically** as part of the submission. Comments should be directed to the moderator, not the candidate and should explain where the internal assessor has awarded marks and provide details of any professional judgment applied. The marks for each section should be clearly shown on the CAR.

Where the Candidate Assessment Records (CARs) were completed in detail this aided the moderation process considerably and provided moderators with an insight into the rationale behind the marks awarded.

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

[centre #]_[candidate #]_[first two letters of surname]_[first letter of forename name].

