

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Edexcel GCSE**

# Information and Communication Technology

## Unit 3: Exploring Digital Design

Sample Assessment Material  
**Time: 1 hour 30 minutes**

Paper Reference  
**5IT03/01**

**You do not need any other materials.**

Total Marks

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

### Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (\*) are ones where the quality of your written communication will be assessed  
– *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*

### Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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**BLANK PAGE**



**Answer ALL questions. Write your answers in the space provided.**

**AMYS CLOTHES.com**

Amy owns AMYS CLOTHES.com. It sells a range of clothes and accessories from different suppliers.

Zain has been employed to design and develop the company's digital products.



Some questions must be answered with a cross . If you change your mind about an answer, put a line through the box  and then mark your new answer with a cross .

1 Zain will create some digital products. Some will be interactive and others will not.

(a) Which **one** of these products is **not** interactive?

(1)

- A Customer database
- B E-learning package
- C Television advert
- D Digital catalogue

(b) AMYSCLOTHES.com wants to attract new customers. One interactive product that Zain will create is an advertisement banner for the website.

This is the first version.



One way to improve the banner is to reduce the amount of 'white space'.

(i) Give **two** other ways of improving the banner.

(2)

1 .....

.....

2 .....

.....

(ii) Identify **one** interactive feature that could be added to the banner.

(1)

.....

.....



(iii) Zain creates a storyboard before producing the banner.

One feature shown on the storyboard is the text to be used.

List **three** other features that might be shown on the storyboard.

(3)

1 .....

.....

2 .....

.....

3 .....

.....



(c) Zain would like to use this image for one of the products.



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(i) State the name of the © symbol.

(1)

.....

.....

(ii) Explain what the © symbol means.

(2)

.....

.....

.....

.....

(d) Amy wants Zain to develop a 'house style' for AMYSCLOTHES.com.

(i) State **one** feature that would be included in a house style.

(1)

.....

.....



(ii) Give **two** advantages to AMYSCLOTHES.com of using a house style.

(2)

1 .....

.....

2 .....

.....

(iii) Zain needs to know the colours, images and styles that Amy likes before developing the house style.

Name the piece of design documentation Zain should use.

(1)

.....

.....

**(Total for Question 1 = 14 marks)**



2 AMYSCLOTHES.com has a database. This is used to provide a digital catalogue for customers.

(a) This shows the search page from the database.

**AMYSCLOTHES.com**

**Search Results**

Item Name:  Product ID:

Description:

Clothing Type:

Brand:  Price:

Enter Product ID to perform new search  

Result 4 of 15

Use arrows to navigate through results

Search By Category

- Accessories
- Evening Wear
  - Casual Wear
  - Formal Wear
  - Sportswear 



(i) List **two** design features that Zain has used to make it user friendly.

(2)

1 .....

.....

2 .....

.....





(ii) State **two** ways in which the **layout** of the search page could be improved. (2)

1 .....

.....

2 .....

.....

(b) Zain will ask test users to review the digital catalogue.

(i) Give **two** criteria he could use to select suitable test users. (2)

1 .....

.....

2 .....

.....

(ii) State **one** benefit to AMYSCLOTHES.com of choosing suitable test users. (1)

.....

.....

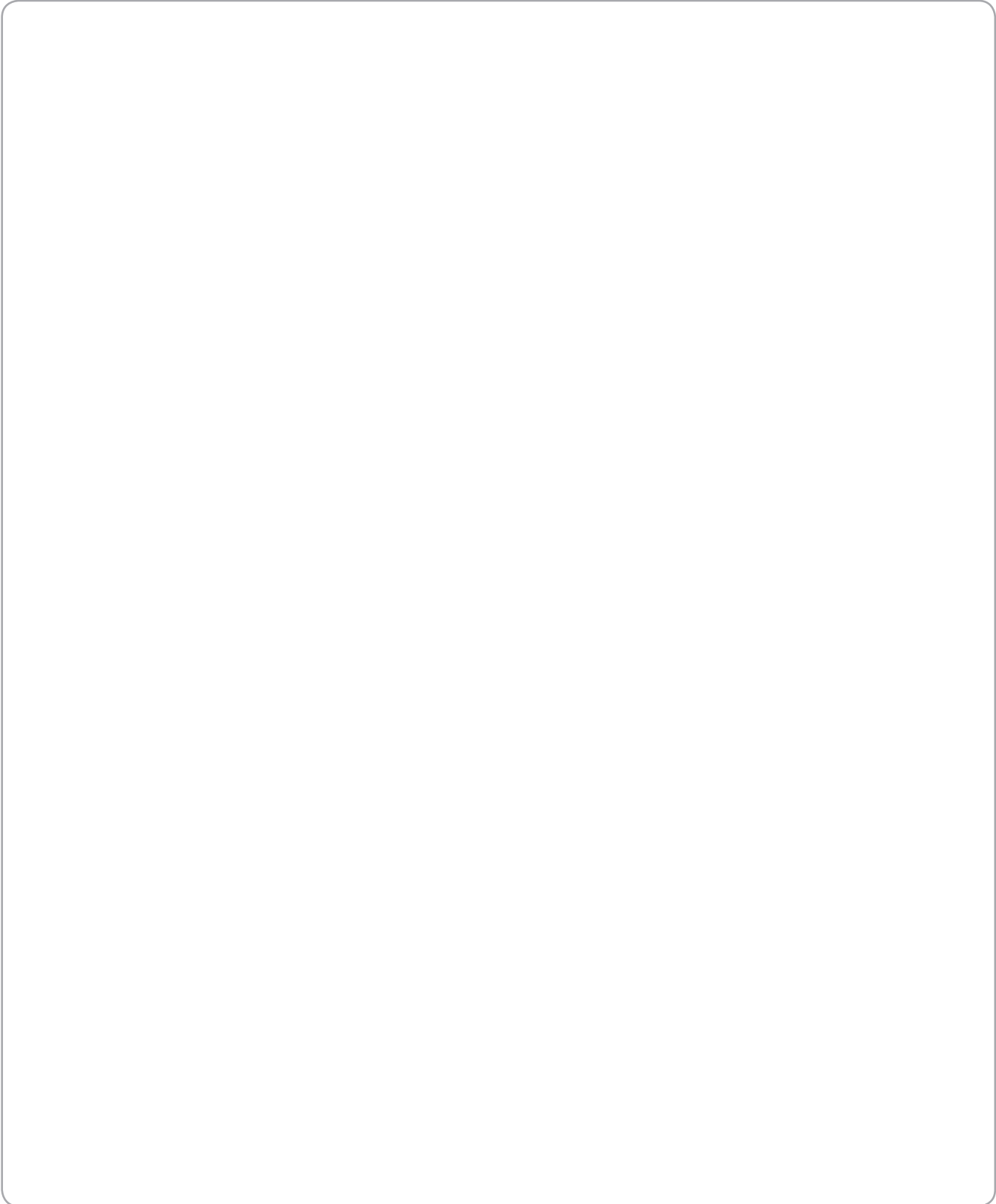


(c) Feedback from the test users shows that they would prefer the search features on one screen and the results of the search on another screen.

(i) Sketch a suitable layout for the search page of the digital catalogue.

Use this space for your sketch.

(5)



(ii) Explain **one** disadvantage to the user of having the results of their search on a separate screen.

(2)

.....

.....

.....

.....

**(Total for Question 2 = 14 marks)**



3 (a) Zain is redesigning the AMYSCLOTHES.com website.

He will create a range of design documentation including flowcharts and site maps.

(i) Give **one** reason why Zain creates detailed design documentation.

(1)

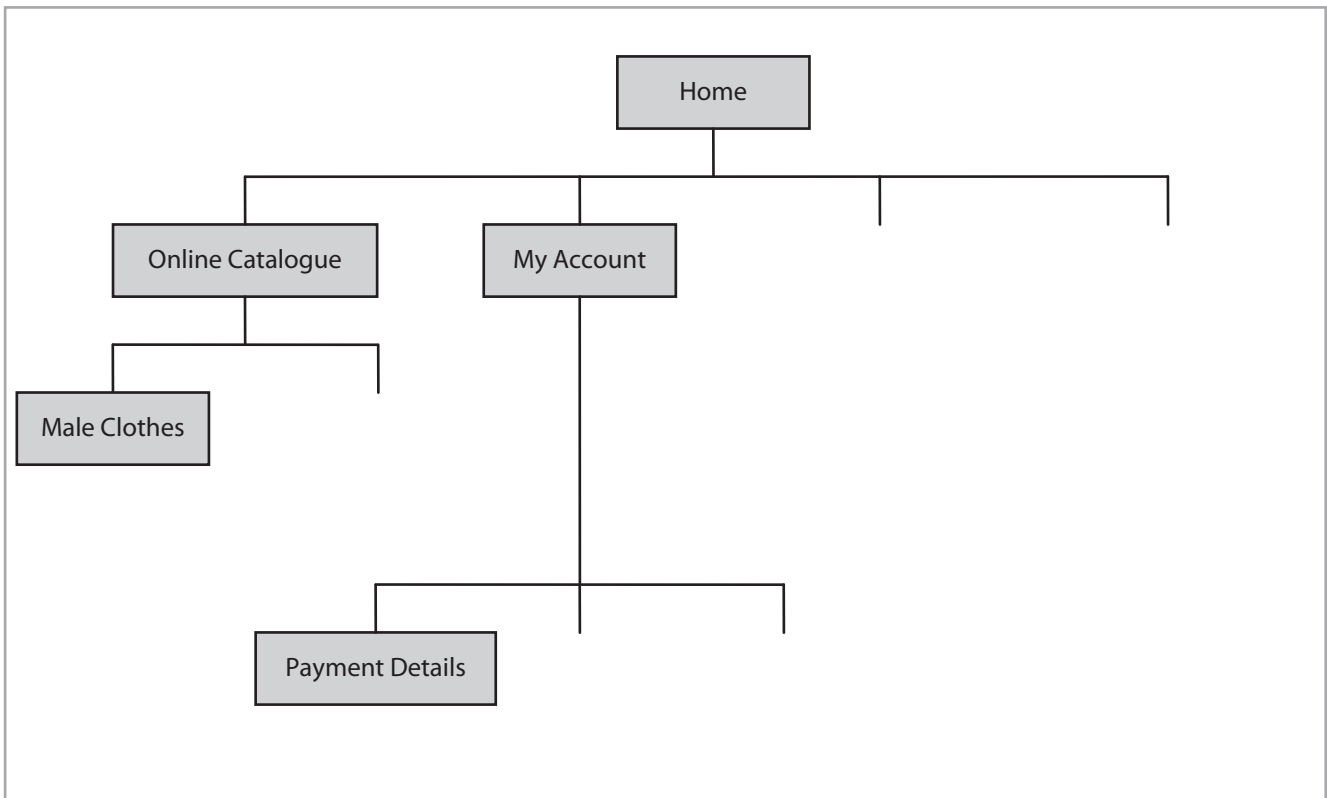
(ii) Amy and Zain agree that the website must include:

- **Home** page
- **Online Catalogue** page with links to:
  - **Male Clothes** page
  - **Female Clothes** page
- **My Account** page with links to:
  - **Payment Details** page
  - **Outstanding Orders** page
  - **Order History** page
- **Search** page with a link to:
  - **Results** page
- **Checkout** page.



Zain has started to draw a site map. Complete the site map.

(6)



(b) Zain is designing the **Payment Details** page for the website.

Most online ordering systems have a payment details page that uses a standard format for the data entry fields.

<b>First name</b>	<input type="text"/>
<b>Surname</b>	<input type="text"/>
<b>Card type</b>	<input type="text"/> ▼
<b>Card number</b>	<input type="text"/>
<b>Card expiry date</b>	<input type="text"/> ▼ <input type="text"/> ▼
<b>Security number</b>	<input type="text"/>

Explain **one** benefit to users of using a standard format.

(2)

.....

.....

.....

.....

(c) When developing the website Zain will first create a file that holds all the common elements.

(i) Give the name of this type of file.

(1)

.....

.....

(ii) Describe **one** advantage of using a file that holds all the common elements.

(2)

.....

.....

.....

.....



(d) The AMYSCLOTHES.com website will use a range of accessibility features.

(i) State **two** accessibility features that could be used in the website.

(2)

1 .....

.....

2 .....

.....

(ii) Give **two** reasons why AMYSCLOTHES.com should use accessibility features in its website.

(2)

1 .....

.....

2 .....

.....

**(Total for Question 3 = 16 marks)**



4 Amy has asked Zain to produce a range of advertising materials.

(a) Zain intends to re-purpose some elements he has previously created.

Give **two** reasons why re-purposing is a good strategy to use when creating related digital products.

(2)

1 .....

.....

2 .....

.....

(b) Zain will create a rolling presentation. This will be displayed on an information point in a large shopping centre.

(i) Amy and Zain have decided not to include sound in the rolling presentation.

Give **one** possible reason for this decision.

(1)

.....

.....

(ii) When designing the rolling presentation Zain has followed the *rule of thirds*.

Define the term *rule of thirds*.

(1)

.....

.....





(c) When developing digital products, Zain saves his work using different version numbers.

He has saved versions of his rolling presentation using these file names:

*presentation v1a, presentation v1b, presentation v2a*

Explain how his version numbering system might work.

(2)

.....

.....

.....

.....

(d) Zain will use both vector and bitmap images when creating the digital products.

(i) State **one** characteristic of each type of image.

(2)

Vector

.....

.....

Bitmap

.....

.....

(ii) Explain the main difference between them.

(2)

.....

.....

.....

.....



(e) Zain has used a graphics package to compress the images in his digital products.

This reduces the file size of the image.

Give **one** advantage and **one** disadvantage of reducing the file size.

(2)

Advantage

.....  
.....

Disadvantage

.....  
.....





5 (a) Amy wants to advertise AMYSCLOTHES.com on other websites.

Zain is creating a pop-up advert. This will use a range of design features, including bright, eye-catching text.

Give **two** other design features that could be used in the pop-up advert. Give a reason why each feature might be used.

(4)

Feature 1

Reason

Feature 2

Reason

(b) Zain uses formative testing during development to ensure that his products work as intended.

This table is part of Zain's test plan.

It shows one formative test that he has carried out on the pop-up advert.

Description of Test	Result
Is pop-up a suitable file size for use on the website?	Filesize = 12 Mb

(i) Suggest **one** column that is normally included in a test plan that Zain has not included.

(1)

(ii) Give **one** other formative test that Zain could carry out.

(1)



(c) Zain needs to test the effectiveness of the pop-up advert.

(i) Suggest **two** methods that he could use to obtain feedback from users.

(2)

1 .....

.....

2 .....

.....

(ii) For **one** of the methods you have suggested, describe the process involved.

(2)

Method

.....

Description

.....

.....

.....

(iii) Zain uses feedback to identify things that need changing or improving.

Explain why it is important for Zain to re-test the advert after he has made any changes.

(2)

.....

.....

.....

.....





Mark Scheme

Sample Assessment Material

GCSE ICT (5IT03) Paper 1  
Exploring Digital Design

## General Marking Guidance

- This mark scheme gives you:
  1. An idea of the type of response expected / acceptable / not acceptable
  2. How individual marks are to be awarded
  3. Specific codes styles used in this mark scheme
  4. Information on how to apply this mark scheme
- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
  1. *ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
  2. *select and use a form and style of writing appropriate to purpose and to complex subject matter*
  3. *organise information clearly and coherently, using specialist vocabulary when appropriate.*



## Specific Amplification

- Each different answer is determined by a bullet point
- / means that the responses are alternatives of the same answer and either answer should receive credit
- sub marks are indicated by (1)

## Marking

Only answers that make sense can be credited. Where candidates are required to describe or explain etc, words/phrases which are put together in a meaningless manner cannot be credited.

Do not award marks for repeat of the stem of the question.

The answers given in the mark scheme are exemplars and have been written in adult terminology. Credit must be given for answers which convey the same meaning as detailed here as well as correct answers that are not shown here.

Question Number	Answer	Do not accept	Additional Guidance	Mark
1(a)	C 1x1			(1)

Question Number	Answer	Do not accept	Additional Guidance	Mark
1(b)(i)	Any <b>two</b> ways from: <ul style="list-style-type: none"> <li>• move image/text to stop overlap</li> <li>• enlarge heading text</li> <li>• add web address/contact information</li> <li>• move company name so not truncated</li> <li>• use colour</li> <li>• use a different image.</li> </ul> 2x1	Better use of white space.	Do not accept negative answers such as 'not in black and white'.	(2)

Question Number	Answer	Do not accept	Additional Guidance	Mark
1(b)(ii)	Any <b>one</b> interactive feature from: <ul style="list-style-type: none"> <li>• hyperlink to AMYSCLOTHES.com</li> <li>• roll-over/mouse-over effect</li> <li>• alternative text</li> <li>• click activated animations.</li> </ul> 1x1			(1)

Question Number	Answer	Do not accept	Additional Guidance	Mark
1(b)(iii)	<p>Any <b>three</b> features from:</p> <ul style="list-style-type: none"> <li>• font style</li> <li>• font size</li> <li>• identification of colours to be used</li> <li>• location of text or images (layout guides)</li> <li>• size of assets (relative or exact)</li> <li>• timings</li> <li>• description of actions/animations</li> <li>• description of assets</li> <li>• page or screen size or dimensions.</li> </ul> <p style="text-align: right;">3x1</p>			<b>(3)</b>

Question Number	Answer	Do not accept	Additional Guidance	Mark
1(c)(i)	Copyright			<b>(1)</b>

Question Number	Answer	Do not accept	Additional Guidance	Mark
1(c)(ii)	<p>An explanation including:</p> <ul style="list-style-type: none"> <li>• the item is the intellectual property of somebody else/it belongs to somebody else (1)</li> <li>• can only be used with the owner's permission. (1)</li> </ul> <p style="text-align: right;">2x1</p>	Cannot use it.		<b>(2)</b>

Question Number	Answer	Do not accept	Additional Guidance	Mark
1 (d) (i)	<p>Any <b>one</b> feature from:</p> <ul style="list-style-type: none"> <li>• logo or symbol</li> <li>• font style e.g. for company name</li> <li>• font colour</li> <li>• colour scheme</li> <li>• standard layout.</li> </ul> <p style="text-align: right;">1x1</p>			(1)

Question Number	Answer	Do not accept	Additional Guidance	Mark
1 (d) (ii)	<p>Any <b>two</b> advantages from:</p> <ul style="list-style-type: none"> <li>• gives the company a professional look</li> <li>• aids brand recognition/similarity between products</li> <li>• allows for “re-purposing” of assets</li> <li>• familiarity between products helps user interaction.</li> </ul> <p style="text-align: right;">2x1</p>	Saves time and/or money. (without an acceptable context)		(2)

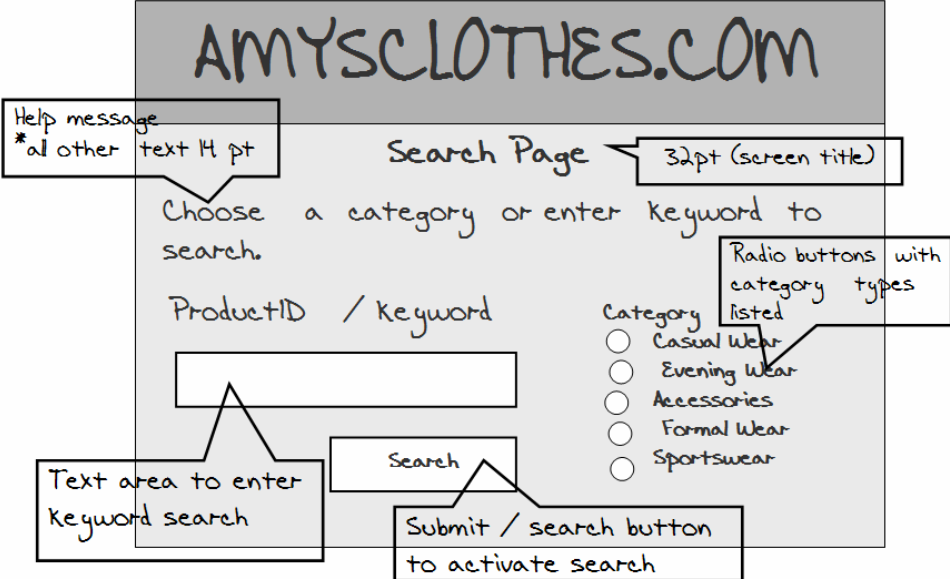
Question Number	Answer	Do not accept	Additional Guidance	Mark
1 (d) (iii)	<p>Moodboard</p> <p style="text-align: right;">1x1</p>			(1)

Question Number	Answer	Do not accept	Additional Guidance	Mark
2(a)(i)	<p>Any <b>two</b> design features from:</p> <ul style="list-style-type: none"> <li>• clear text/labels</li> <li>• help messages/instructions</li> <li>• image of item to aid description</li> <li>• bold navigation buttons</li> <li>• "category" search.</li> </ul> <p style="text-align: right;">2x1</p>	Reference to colour or aesthetic features e.g. logo unless justified.		(2)

Question Number	Answer	Do not accept	Additional Guidance	Mark
2(a)(ii)	<p>Any <b>two</b> ways of improving layout from:</p> <ul style="list-style-type: none"> <li>• better alignment labels/fields</li> <li>• search features should be together</li> <li>• move result navigation buttons so not with search features</li> <li>• ensure entire handbag image is visible</li> <li>• less empty space in title section/better use of white space</li> <li>• align "category" search buttons.</li> </ul> <p style="text-align: right;">2x1</p>	<p>General suggestions such as: "make layout better"</p> <p>OR</p> <p>Suggestions of changes to colour, font etc</p>	Suggested improvement should be specific and only about the <b>layout</b> of the given example.	(2)

Question Number	Answer	Do not accept	Additional Guidance	Mark
2(b)(i)	<p>Any <b>two</b> selection criteria from:</p> <ul style="list-style-type: none"> <li>• user should be from target age group</li> <li>• gender – see if style appeals to specific genders</li> <li>• low ICT capability to test robustness</li> <li>• high ICT capability test functionality and effectiveness.</li> </ul> <p style="text-align: right;">2x1</p>			(2)

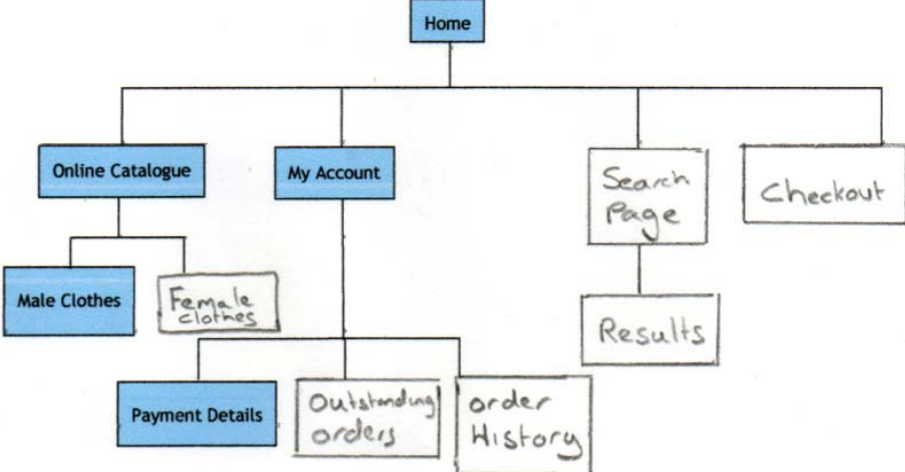
Question Number	Answer	Do not accept	Additional Guidance	Mark
2(b)(ii)	<p><b>One</b> benefit from:</p> <ul style="list-style-type: none"> <li>• products will be better suited to target audience</li> <li>• effective testing will reduce mistakes and make product more appealing</li> <li>• test results will be more accurate/reliable if test user is well selected.</li> </ul> <p style="text-align: right;">1x1</p>		Benefits given must clearly be a benefit for the company.	(1)

Question Number	Answer	Do not accept	Additional Guidance	Mark
2(c)(i)	<p>Candidates provide a clear design of new search screen.</p>  <p>Award marks for any <b>four</b> of:</p> <ul style="list-style-type: none"> <li>• logo or name of company</li> <li>• clear title e.g. 'Search Screen'</li> <li>• use of both search functions from original search screen (i.e. Product ID search and radio buttons)</li> <li>• help text/user instructions</li> <li>• action/submit buttons</li> <li>• additional user friendly features e.g. drop down lists</li> <li>• additional and appropriate search function.</li> </ul> <p style="text-align: right;">4x1</p> <p>Award one mark for suitable layout.</p> <p style="text-align: right;">1x1</p>		Award the layout mark for a reasonable attempt at suitably positioning the elements, e.g. title at top, searches underneath.	<b>(5)</b>

Question Number	Answer	Do not accept	Additional Guidance	Mark
2(c)(ii)	<p>An explanation of a disadvantage to the user:</p> <ul style="list-style-type: none"> <li>changing between screens might confuse/annoy/irritate users (1) which may result in customers not using company again (1)</li> <li>extra navigation required might spoil user experience (1) which may turn customers away/result in bad reviews of company. (1)</li> </ul> <p style="text-align: right;">1+1</p>		<p>Explanation requires linked responses for maximum marks.</p> <p>Individual statements score 1 mark max.</p>	<b>(2)</b>

Question Number	Answer	Do not accept	Additional Guidance	Mark
3(a)(i)	<p><b>One</b> reason from:</p> <ul style="list-style-type: none"> <li>plan how decisions and data will flow though the system.</li> <li>identify possible input/output requirements</li> <li>visualise the system as a whole before starting to create it</li> <li>allow another designer to take over.</li> </ul> <p style="text-align: right;">1x1</p>			<b>(1)</b>



Question Number	Answer	Do not accept	Additional Guidance	Mark
3(a)(ii)	<p>Award <b>one</b> mark for inclusion of each of the following pages in the correct place on the site map:</p>  <pre> graph TD     Home[Home] --- OC[Online Catalogue]     Home --- MA[My Account]     Home --- SP[Search Page]     Home --- Checkout[Checkout]     OC --- MC[Male Clothes]     OC --- FC[Female clothes]     MA --- PD[Payment Details]     MA --- OO[Outstanding orders]     MA --- OH[order History]     SP --- Results[Results] </pre> <ul style="list-style-type: none"> <li>• Search</li> <li>• Checkout</li> <li>• Female Clothes</li> <li>• Outstanding Orders</li> <li>• Order History</li> <li>• Results</li> </ul>	6x1	<p>The site map should have <b>three</b> levels</p> <ul style="list-style-type: none"> <li>• Level 1 – <b>Home</b> page</li> <li>• Level 2 – <b>Online Catalogue, Search, Checkout</b> and <b>My Account</b> pages</li> <li>• Level 3 – <ul style="list-style-type: none"> <li>• <b>Male Clothes</b> and <b>Female Clothes</b> pages (linked to <b>Online Catalogue</b> page)</li> <li>• <b>Results</b> (linked to <b>Search</b> page)</li> <li>• <b>Payment Details, Order History</b> and <b>Outstanding Orders</b> pages (links to <b>My Account</b> page).</li> </ul> </li> </ul>	(6)

Question Number	Answer	Do not accept	Additional Guidance	Mark
3(b)	An explanation involving: <ul style="list-style-type: none"> <li>familiar layout (1) will make it easier to use (1)</li> <li>similar layout to other sites (1) may reduce number of data entry errors. (1)</li> </ul> <p style="text-align: right;">1+1</p>	Comments about aesthetics	Explanation requires linked responses for maximum marks.  Individual statements score 1 mark max.	(2)

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

Question Number	Answer	Do not accept	Additional Guidance	Mark
3(c) (ii)	A description involving: <ul style="list-style-type: none"> <li>saves time (1) as all common elements are already set up on template (1)</li> <li>creates a greater consistency / house style (1) as design/layout is already set out(1)</li> <li>reduces chance of errors when making new pages (1) as only content has to be changed (1)</li> <li>can make changes to the template (1) and then apply to all pages that use that template. (1)</li> </ul> <p style="text-align: right;">1+1</p>	"Faster" or "Easier" unless justified.	Description requires linked responses for maximum marks.  1 mark for initial point and second mark for additional linked point.	(2)

Question Number	Answer	Do not accept	Additional Guidance	Mark
3(d)(i)	<p>Any <b>two</b> features from:</p> <ul style="list-style-type: none"> <li>• alternative text</li> <li>• resizable fonts</li> <li>• support for screen readers</li> <li>• adjustable fonts</li> <li>• "listen to this page".</li> </ul> <p style="text-align: right;">2x1</p>			(2)

Question Number	Answer	Do not accept	Additional Guidance	Mark
3(d)(ii)	<p>Any <b>two</b> reasons from:</p> <ul style="list-style-type: none"> <li>• increase audience demographic</li> <li>• online shopping might be more suitable for customers with disabilities, so sites should cater for them</li> <li>• legal requirements.</li> </ul> <p style="text-align: right;">2x1</p>			(2)

Question Number	Answer	Do not accept	Additional Guidance	Mark
4(a)	<p>Any two <b>reasons</b> from:</p> <ul style="list-style-type: none"> <li>• saves time compared to creating new resources</li> <li>• creates a sense of unity between products</li> <li>• may reduce errors if product/asset being re-purposed has already been well tested.</li> </ul> <p style="text-align: right;">2x1</p>	<p>"Easier"</p> <p>"Faster" unless justified</p>		(2)

Question Number	Answer	Do not accept	Additional Guidance	Mark
4(b)(i)	The presentation will be in a place where sound may not be heard (clearly, so may not have the desired impact). 1x1		Accept any answer that shows clear understanding of intended venue of presentation.	(1)

Question Number	Answer	Do not accept	Additional Guidance	Mark
4(b)(ii)	The design area is divided into 3 main sections to ensure layout is balanced. 1x1			(1)

Question Number	Answer	Do not accept	Additional Guidance	Mark
4(c)	An explanation involving: <ul style="list-style-type: none"> <li>file names that have changed by letter imply only minor changes (1)</li> <li>file names that increase by number imply major changes. (1)</li> </ul> 2x1		Award one mark for a statement related to either change of letter or increase in number	(2)

Question Number	Answer	Do not accept	Additional Guidance	Mark
4(d)(i)	<p>Award <b>one</b> mark for each of:</p> <ul style="list-style-type: none"> <li>vector image is based upon a formula (1)</li> <li>bitmap image is made up of a series of dots. (1)</li> </ul> <p style="text-align: right;">2x1</p>			(2)

Question Number	Answer	Do not accept	Additional Guidance	Mark
4(d)(ii)	<p>An explanation including:</p> <ul style="list-style-type: none"> <li>a vector image can be resized without loss of clarity (1) but bitmap images might become pixelated on resizing. (1)</li> </ul> <p style="text-align: right;">1+1</p>		Award one mark for an explanation involving one of the image types.	(2)

Question Number	Answer	Do not accept	Additional Guidance	Mark
4(e)	<p>Any <b>one</b> advantage from:</p> <ul style="list-style-type: none"> <li>reduced size of image makes files load faster.</li> <li>overall file size of product reduced.</li> <li>smaller size allows finished product to be used on a greater range of devices.</li> </ul> <p>Any <b>one</b> disadvantage from:</p> <ul style="list-style-type: none"> <li>image quality is reduced as a result</li> <li>image may not be able to be resized</li> <li>may make re-purposing of this asset difficult.</li> <li>image meta-data may be lost.</li> </ul> <p style="text-align: right;">2x1</p>			(2)

Question Number		Indicative Content
4(f)		<p>Stages in the design and development life cycle.</p> <ol style="list-style-type: none"> <li>1. Investigation: methods, Amy and audience</li> <li>2. Specify user requirements: functional spec outlining product and timelines, moodboard</li> <li>3. Outline design: house style / template</li> <li>4. Detailed design: storyboards, timings, effects</li> <li>5. Gathering content</li> <li>6. Testing / prototyping: test plans, functionality, user interface</li> <li>7. Feedback</li> <li>8. Modification</li> <li>9. Documentation</li> </ol> <p>Examples may be used to illustrate the discussion.</p> <p>Mark awarded for the content. This is then adjusted if the quality of written communication does not match the statement in the level descriptor. This cannot increase the content mark and cannot move the mark out of the level relating to the content.</p>
Level	Mark	Descriptor
	0	No rewardable content included.
1	1-2	The student identifies some stages of the digital design process and makes some attempt to explain a small number of the tasks/processes involved in the identified stages. The explanations are vague and examples may be limited or inappropriate. The student uses everyday language but their response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.
2	3-4	The student identifies and explains most of the stages involved in the digital design process. They makes a good attempt to explain the tasks/processes involved in the identified stages. They use examples to illustrate their discussion. The student uses some specialist terms and their response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.
3	5-6	The student identifies the major stages involved in the digital design process. They identify tasks involved in each of these stages and use good examples to support their discussion. The student uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.

Question Number	Answer	Do not accept	Additional Guidance	Mark										
5 (a)	<p><b>Accept any 2 features and valid reason for each such as:</b></p> <table border="1" data-bbox="259 341 1209 1169"> <thead> <tr> <th data-bbox="259 341 649 392">Interactive feature</th> <th data-bbox="649 341 1209 392">Reason</th> </tr> </thead> <tbody> <tr> <td data-bbox="259 392 649 624">Hyperlink to website</td> <td data-bbox="649 392 1209 624"> <ul style="list-style-type: none"> <li>• Allow user to quickly access the site if/when they have seen the advert.</li> <li>• No need to remember URL/avoid mistakes when typing in URL</li> </ul> </td> </tr> <tr> <td data-bbox="259 624 649 746">"Mouseover" effect</td> <td data-bbox="649 624 1209 746"> <ul style="list-style-type: none"> <li>• Improve user experience</li> <li>• Add interest/make advert more memorable</li> </ul> </td> </tr> <tr> <td data-bbox="259 746 649 940">"Alt Text"</td> <td data-bbox="649 746 1209 940"> <ul style="list-style-type: none"> <li>• Add detail to explain content o pictures without affecting layout</li> <li>• Accessibly feature for impaired users</li> </ul> </td> </tr> <tr> <td data-bbox="259 940 649 1169">Navigation to further info or feature</td> <td data-bbox="649 940 1209 1169"> <ul style="list-style-type: none"> <li>• Improve user experience</li> <li>• Add interest/make advert more memorable</li> <li>• Add extra detail/information without affecting "impact" of initial pop-up</li> </ul> </td> </tr> </tbody> </table>	Interactive feature	Reason	Hyperlink to website	<ul style="list-style-type: none"> <li>• Allow user to quickly access the site if/when they have seen the advert.</li> <li>• No need to remember URL/avoid mistakes when typing in URL</li> </ul>	"Mouseover" effect	<ul style="list-style-type: none"> <li>• Improve user experience</li> <li>• Add interest/make advert more memorable</li> </ul>	"Alt Text"	<ul style="list-style-type: none"> <li>• Add detail to explain content o pictures without affecting layout</li> <li>• Accessibly feature for impaired users</li> </ul>	Navigation to further info or feature	<ul style="list-style-type: none"> <li>• Improve user experience</li> <li>• Add interest/make advert more memorable</li> <li>• Add extra detail/information without affecting "impact" of initial pop-up</li> </ul>	"Text" as multimedia feature	Award 1 mark for a feature and 1 mark for a related reason.	<b>(4)</b>
Interactive feature	Reason													
Hyperlink to website	<ul style="list-style-type: none"> <li>• Allow user to quickly access the site if/when they have seen the advert.</li> <li>• No need to remember URL/avoid mistakes when typing in URL</li> </ul>													
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Navigation to further info or feature	<ul style="list-style-type: none"> <li>• Improve user experience</li> <li>• Add interest/make advert more memorable</li> <li>• Add extra detail/information without affecting "impact" of initial pop-up</li> </ul>													

Non interactive feature	Reason			
Animation	<ul style="list-style-type: none"> <li>• Make specific text more eye catching</li> <li>• Add interest/make advert more memorable</li> <li>• Make advert stand out from the website on which the pop-up is hosted</li> </ul>			
Video	<ul style="list-style-type: none"> <li>• Give clear example of what the clothes they sell look like</li> <li>• Add interest/make advert more memorable</li> <li>• Make advert stand out from the website on which the pop-up is hosted</li> </ul>			
Sound	<ul style="list-style-type: none"> <li>• Accessibly feature for visually impaired user</li> <li>• Increase impact of pop-up</li> <li>• Help create mood/style of pop-up advert</li> </ul>			
Image	<ul style="list-style-type: none"> <li>• Reduce the amount of text needed if image has a clear point</li> <li>• Provide examples of the clothes the site sells</li> <li>• Help user understand the text</li> </ul>			
2x(1 + 1)				



Question Number	Answer	Do not accept	Additional Guidance	Mark
5(b)(i)	<p><b>One</b> column from:</p> <ul style="list-style-type: none"> <li>• example test data</li> <li>• expected result</li> <li>• intended action following result</li> <li>• result of re-test.</li> </ul> <p style="text-align: right;">1x1</p>			(1)

Question Number	Answer	Do not accept	Additional Guidance	Mark
5(b)(ii)	<p><b>One</b> formative test from:</p> <ul style="list-style-type: none"> <li>• does animation run smoothly</li> <li>• is all text in advert correct</li> <li>• does hyperlink to website work</li> <li>• are all images clear</li> <li>• does pop-up work in a range of browsers</li> <li>• does sound play when advertisement is launched.</li> </ul> <p style="text-align: right;">2x1</p>	Is pop-up a suitable file size?		(2)

Question Number	Answer	Do not accept	Additional Guidance	Mark
5(c)(i)	<p>Any <b>two</b> methods from:</p> <ul style="list-style-type: none"> <li>• interview</li> <li>• questionnaire</li> <li>• checklist.</li> </ul> <p style="text-align: right;">2x1</p>			(2)

Question Number	Answer	Do not accept	Additional Guidance	Mark
5(c)(ii)	<p>A description of an identified method from:</p> <ul style="list-style-type: none"> <li>interview – identify a typical member of the chosen age range (1) and conduct a face-to-face discussion to collect their feedback (1)</li> <li>questionnaire – choose a sample from chosen age range (1) and send out or ask a series of written questions to collect the feedback (1)</li> <li>checklist – choose a suitable test user from chosen age range (1) and provide them with a list of areas to be tested/checked. Each would have a simple “tick” response. (1)</li> </ul> <p style="text-align: right;">1+1</p>		<p>There are no marks for identification of the method.</p> <p>The method can be different to those given in 5 (b) (i)</p> <p>Marks cannot be awarded if the method is not clear.</p>	<b>(2)</b>

Question Number	Answer	Do not accept	Additional Guidance	Mark
5(c)(iii)	<p>Linked explanation such as:</p> <p>Changes must be checked for functionality (1) and that they have not affected functionality of other items(1)</p> <p>Data errors/corruption may occur as new version is published (1) which would affect overall functionality (1)</p> <p style="text-align: right;">1+1</p>		<p>Explanation requires linked responses for maximum marks. Individual statements scores 1 mark max.</p>	<b>(2)</b>

Question Number		Indicative Content
*5(d)		<p>Discussion of the constraints and examples of how these can be overcome.            Constraints include: intellectual property, copyright and other restrictions, licences and permissions, file formats and types.            Ways of overcoming the constraints include:</p> <ol style="list-style-type: none"> <li>1. Create original assets and content/re-purpose his own content</li> <li>2. Locate and use specifically "copyright free" material – e.g. Creative commons licence, public domain etc</li> <li>3. Seek explicit permission from the original creator/observe codes of conduct/permission to take photographs of others and use them in your work</li> <li>4. Purchase third party assets</li> <li>5. Source assets which use commonly used formats or provide source code.</li> </ol> <p>Examples provided by student should relate to the pop-up advert.            Mark awarded for the content. This is then adjusted if the quality of written communication does not match the statement in the level descriptor. This cannot increase the content mark and cannot move the mark out of the level relating to the content.</p>
Level	Mark	Descriptor
	0	No rewardable content included
1	1-2	<p>The student uses simple statements that list legal constraints with limited discussion of how these can be overcome. Examples are limited and may not be relevant. They are likely to mention copyright and the need to seek permission.            The student uses everyday language but their response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p>
2	3-4	<p>The student includes basic descriptions of legal and some other constraints. They identify ways of overcoming constraints and briefly discuss topics such as a designer creating their own assets, creative commons licences and purchasing third party assets. They provide limited relevant examples based on the pop-up advert.            The student uses some specialist terms and their response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p>
3	5-6	<p>The student discusses the constraints and includes examples of how these can be overcome. The constraints discussed include legal and a number of other issues. The student discusses how these can be overcome and provides examples to support the discussion. The examples are relevant and based on the pop-up advert.            The student uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.</p>