

# Moderators' Report Principal Moderator Feedback

June 2011

Applied GCE  
6960 01 – Using Multimedia  
Software

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Publications Code UA027383

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## **General Comments**

Candidates often link this unit to Unit 8 – Managing ICT Projects. This is good practice however the candidates need to be aware of the different documentation requirements of the two units.

Some candidates are still producing web sites with very little in the way of a multimedia experience. This is not what the specification requires, although the product may be accessed via a browser. The main focus should be multimedia, combining videos, animations and sounds. Candidates who produce many page of text only can expect little credit.

## **Comments on Strand (a)**

Not all candidates produced functional specifications that described the purpose of the product, the context and intended audience in sufficient detail most provided only brief comments. Some had explained what the finished product must do and how they would measure the success. Better candidates had a “real” end user for the product and could therefore produce a detailed functional specification for the client.

The functional specification should describe the purpose of the product, the context and intended audience in sufficient detail most provided only brief comments. Candidates who combine unit 8 and 10, often produce a document common to both units and therefore do not include enough detail, or confuse project deadlines in unit 8 for success criteria in unit 10.

Better candidates explain what the finished product must do and how they would measure the success in terms of what the product will do when completed. This is a vital section as it leads to better evaluations when there are criteria to refer back to.

To access MB3 candidates must provide measurable criteria against which the product can be judged. These criteria must relate directly to the product and be easy to measure, for example, the length of a video clip or the overall file size. Criteria such as “people will like my product” are too vague.

## **Comments on Strand (b)**

Many candidates did not provide sufficient design documentation. Only a few candidates produced comprehensive designs which matched exactly the agreed functional specification. Better candidates set out from the start to produce a multimedia product; they design not only the page layouts but provide specific information on the multimedia elements of the product. This includes transitions, timings and storyboards.

Some candidates set out to produce websites the design in these cases are often limited to navigation and general page layout. Page design and layout is only part of the design, to gain higher marks in this section the design should include more information and details about the multimedia elements.

Often, there was very little difference between the prototypes produced and only brief comments from the client for improvement. Again those who had real clients produced better work for this strand.

The use of prototypes is another weak area. Higher scoring candidates involved others in evaluating prototypes and there was clear indication where feedback had been incorporated

Too often, however, candidates did not involve others in evaluating them, or the prototypes consist of very basic changes to screen layout or colour. A working prototype is not required as this might be difficult within the size limits. However it should be possible to include some screen shots showing the development of the product. Again, those who had real clients produced better work for this strand.

### **Comments on Strand (c)**

Candidates are required to produce a working multimedia product that will function fully away from the development environment. Most met this aim within the context of the eportfolio, from where the product should be launched for the purpose of assessment.

The multimedia product should contain some combination of video, sound, animation, and images. It is not necessary for all to be present, but a combination of at least two of these should be in a basic product. The product should be interactive in some way, allowing the user to control the experience to some extent, for example choosing from a selection of videos, or controlling a slide show.

Better candidates produce products that are rich in multimedia, and contain a combination of sound, video, images and provide interaction with the user in some way. Candidates who set out to produce a website often produce pages of text and images which gain little credit.

### **Comments on Strand (d)**

Almost all candidates produced a test table; however this often only covered the basic navigation between pages and did not cover items such as the functioning of an animation, or the timing of a video. Again, better candidates tested the multimedia elements of the products and included the end user and test users in the process.

As well as the test table there should be some evidence of testing having taken place, this can be in the form of screenshots. Better candidates insert links into the test table to the screen shots.

Weaker candidates produced little feedback from others, apart from in the prototyping stage of the project. Involvement of others was very poorly evidenced and making use of any feedback, during testing was lacking in some e-portfolios. Again those who had real clients produced better work for this strand.

### **Comments on Strand (e)**

All candidates produced work which evaluated the whole of the unit but not all commented upon whether the final produced met the specified requirements. In order to achieve MB3 candidates need to produce well-

rounded analytical and critical evaluations. Few candidates provided any evidence of feedback on their work.

There was some evidence of points of improvement being identified but not of the feedback being acted upon, many commented very briefly on their own performance and current skill level.

The evidence in this e-portfolio was often mixed with that for unit 8, it is important that the candidates are aware of the different requirements of the evaluation for this unit. This unit requires the product to be evaluated; unit 8 requires that the project management be evaluated.

### **Standard Ways of Working**

In most cases the only evidence the external assessors had for this aspect was the bibliography and the file structures and names used by the candidates.

### **General Administration**

Most samples were correctly submitted with folders clearly labelled with centre numbers, candidate number and first 2 letters of surname and first of Christian name. It would help if the e-record sheet naming convention is the same

The centre assessor should use the e-record as an opportunity to help the moderator find the evidence required to agree the marks given. The comments by centres often contained only 1 line of comments, in other cases no comments at all were provided.

### **Grade Boundaries**

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Order Code UA027383

June 2011

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