Principal Moderator Feedback

Summer 2012

Applied GCE 6960

Unit 10 – Using Multimedia Software

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk for our BTEC qualifications.
Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson.
Their contact details can be found on this link: www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service.

Pearson: helping people progress, everywhere
Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

General comments

In this series, there appeared to be an increase in the number of centres either exceeding the file size limit for this unit or using incorrect file formats. Centres are reminded that they should refer to the latest guidance on the Edexcel website and ensure that work submitted is in line with requirements.

Some candidates are stills 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.

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. More successful candidates had a "real" end user for the product and could therefore produce a detailed functional specification for the client. 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.

There was evidence of some centres providing a generic assignment, which almost provides the function specification; in some cases all the candidates from the same centre produce similar products. This is not the best approach and does not allow the candidates to access the higher marks which require an independent approach to their work.

Stronger 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.

Strand (b)

Candidates who are aiming to produce a web site rarely provide sufficient design documentation. The design tends to focus on the web site aspects normally limited to navigation and general page layout. This is only part of the design, required for a multimedia product. It is better if candidates set out from the start to produce a multimedia product; they can design not only the page layouts but provide specific information on the multimedia elements of the product. This includes transitions, timings and storyboards.

The use of prototypes is another weak area. Few candidates involved others in evaluating them, or the prototypes consist of very basic changes to screen layout. 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.

Strand (c)
The aim of this unit is to produce a standalone multimedia product and there are a variety of ways this can be achieved. Centres need to be aware of the correct file formats for this unit as there were several examples of work in formats that were not in the Moderator's Toolkit. Once again, a number of e-books were submitted in exe format; these are no longer acceptable and will be rejected in future assessment windows.

The product should be capable of running largely standalone, and away from the development environment. This should be possible from within 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.

Strand (d)

Almost all candidates produced a test table; however this often only covered the basic navigation between pages and did cover items such as the functioning of an animation, or the timing of a video.

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.

Candidates at the lower end of the mark range tended to produce little feedback from others, apart from in the prototyping stage of the project. Involvement of others was very poorly evidenced. The use of test users featured in some work however the evidence to support this was sometimes weak, consisting of a questionnaire with little in the way of feed back against the functional specification. Those who had real clients produced better work for this strand.

Strand (e)

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.

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.

Candidates who listed measurable success criteria in their function specification often did well in this section. The best approach is start with the success criteria and then analyse the extent to which these have been met. Feedback from others and if possible the client helps candidates achieve higher marks.

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 the first two letters of surname and first of Christian name. It would help if the erecord sheet naming convention is the same.

The centre assessor should use the erecord as an opportunity to help the moderator find the evidence required to agree the marks given. The comments by centres often contained only one line comments, and in some other cases no comments at all were provided.

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

Ofqual

Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Rewarding Learning