AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

Applied Information and Communication Technology
8751, 8753, 8756 & 8759

IT14   Interactive Multimedia

Report on the Examination

2008 examination - June series

Unit 14: Interactive Multimedia

General comments concerning A2 units

28 marks are available for AO4 in each of the A2 units. Candidates are only able to achieve 1 mark for time management and planning unless they have included an estimate of the time they anticipate that they will require in order to complete each of the tasks they have planned to do. At AS level the candidates should have learnt the rudiments of time planning and by A2 should be able to quantify the amount of time required for different parts of their work. Many candidates were able to build on their experience at AS level in order to provide evaluation criteria that they could clearly identify as quantitative and qualitative, but generally test strategies and plans were weak throughout – especially on the units where there is no tangible product to test. Candidates need to consider how to test a non-working model and how to test a design.

The construction of the portfolio and quality of written communication is awarded 4 marks and a well organised, spell checked and grammatically correct portfolio will score higher marks than one that is not. Well organised portfolios had an accurate contents page; relevant headers or footers on the work; and were divided into appropriate sections of work. Consecutive page numbering from the beginning to the end of the portfolio is essential for accurate recording of assessment decisions.

Unit 14: Interactive Multimedia

This A2 Unit is roughly equivalent to Unit 12 in demand, though there is less emphasis in the assessment on client involvement. It introduces candidates to the techniques involved in designing and creating interactive multimedia and the demands that it makes on hardware.

Interactivity should be between the users of the application and the application itself.

The product is an interactive multimedia application that incorporates various media elements with features that allow the user a choice about the path taken through the application and involve the user by incorporating other interactive features.

Some excellent applications were produced, with some portfolios showing that candidates had a good understanding of the software tools and techniques required to create the applications. This was best shown through a commentary on the implementation of the application, with the technical details explained. Disappointingly, a substantial number of candidates produced simple presentations with the only interactivity being provided by navigation arrows and very little evidence of combining media types.

The guide for the installer/maintainer of the application often lacked installation and maintenance instructions.

Most candidates described the client well and gave a description of the application to be developed. Better candidates included the rationale for the application by, for example, explaining why a multimedia application would engage the audience and what techniques were available to do this.

Of particular concern was the large number of candidates who did not provide an implementation schedule separate from their overall time planning. The majority of candidates who did create a schedule included few of the items that would be expected, such as creation and assembly of assets, production of designs and client approval at various stages.

Candidates who took a systems approach to the design of their applications provided well structured design work with storyboards for video and animation, screen designs and designs for the interactive elements. A substantial number, however, did not appreciate the input, output and processing requirements for their application. This refers to the interactive elements and their response to user input.

Good marks were achieved by candidates who had described the resources required to run the application and the resources required to create the application. It was noticeable that these were best described by candidates who had taken a systematic approach to the design of their application. Some candidates did not include such things as plug-ins required to make their applications run in a browser; others did not include resources such as images and text files that were necessary to create their applications.

Mark Ranges and Award of Grades
Grade boundaries and cumulative percentage grades are available on the **Results statistics** page of the AQA Website.