



General Certificate of Education

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

IT12 Publishing

Report on the Examination

2009 examination - June series

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Dr Michael Cresswell Director General.

Unit 12: Publishing (IT12)

General comments on A2 Units

Generally, where projects undertaken have real clients candidates produced portfolios with appropriate evidence and thus gained higher marks. It was evident that where candidates worked on given scenarios they were less engaged with the work and the marks achieved tended to be lower than for those who worked with real clients.

In A04, some candidates produced portfolios which showed some confusion regarding the term 'problem'. These candidates identified problems that occurred during the production of the solution and provided problem solving accounts rather than providing a narrative description of how the tasks were carried out whilst working on the unit as a whole.

Action plans and monitoring of tasks showing the anticipated and actual duration of each task in hours were evident in many, though not all candidates' portfolios. In the A2 units this lack of detail in plans means that only one of the four marks available for time planning can be awarded.

In all units, the better candidates presented portfolios that told the 'story' of their unit of work, rather than setting out their portfolios in Marking Grid order, where the purpose of the work is often not seen until the reader is well into the portfolio. Portfolios presented in this way gained higher marks for quality of written communication.

Unit 12

This A2 Unit builds on the skills introduced in Unit 1 and extends them to producing a published document, creating a house style and recommending a production method for the document. Logically, the portfolio should be assembled to show the process that is followed during the design and production of the document. It is likely that AO2 is completed first, with some elements of AO4; AO3 being completed second, along with some elements of AO4; then the evidence of implementation for AO1; finally testing of the product and review and evaluation for AO4. Presenting evidence in this order allows the process to be seen as a whole, rather than as a disconnected set of events. Candidates who presented their portfolios in this way tended to gain higher marks.

In general the publications were of a high quality, However some candidates had produced very short, unchallenging publications which did not allow the candidates to access all of the available marks.

In many portfolios there was some good evidence of client involvement throughout the process of producing the publication. However there were only a few candidates who provided credible evidence, through the use of signatures, meeting minutes or screenshots of emails, to authenticate their record of communication with the client. Some candidates did not have real clients, which led to them being unable to provide the required evidence for some criteria. This meant that they were unable to access some of the available marks.

Few portfolios showed that candidates understand what camera ready copy is, or its relevance to client needs. This led to a lack of evidence of an agreement with the client on the format and delivery method for the final version of the publication.

Some candidates only described their use of software tools to check the draft publication's spelling and grammar, but didn't actually demonstrate, through the use of screenshots, that they

had carried this out. This meant that only one of the four marks was available. Resizing of images was generally well demonstrated by most candidates. However some had not shown the before and after images in a format where the difference in proportions or sizes could be seen and the relevant marks could be awarded.

The designs for the publication ranged from very basic sketches, which gained few marks, to highly detailed scaled drawings that contained a large amount of formatting information. This formatting information showed the editing required to produce the document as well as where all the assets would be used. Those candidates who provided the greater level of details were able to achieve the highest marks.

Only the better candidates showed good understanding of house style and had provided authentic evidence of client agreement on an appropriate house style. This meant that few candidates were able to describe the house style used in the final publication and how this related to client needs.

It should be noted that when planning the use of their time candidates should estimate the amount of time they are likely to spend on each task in hours. Candidates who did not plan their time in this detail were not able to gain more than one of the four marks available. Overall there are double the marks available in the AS units for time management and monitoring progress and the degree of detail expected for maximum marks to be awarded is thus much greater.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.