



## **General Certificate of Education**

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

**IT14            Interactive Multimedia**

## **Report on the Examination**

*2009 examination - June series*

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## **Unit 14: Interactive Multimedia**

### **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 14**

This A2 Unit is equivalent to Unit 12 in demand. It introduces candidates to the techniques involved in designing and creating interactive multimedia applications and the demands that it makes on hardware. Interactivity should be between the users of the application and the application itself. The product needs to be 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 involves the user by incorporating other interactive features.

Some candidate portfolios showed that they had produced excellent multimedia solutions, demonstrating high level skills in the use of web creation and multimedia authoring software, video and sound recording and animation.

The installation and maintenance guides were generally good, but some candidates omitted to provide instructions on both installation and maintenance of the multimedia application.

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.

Most projects were appropriate in content and level, but many candidates did not achieve some of the marks in A03 by initially defining Inputs, Processes and Outputs (this refers to the interactive elements and their response to user input). This is an essential element of the design work. Better candidates did produce well annotated design work that incorporated the inputs, processes and outputs in the narrative or in a separate table.

Rarely did candidates justify creating sub-designs for each separate component of their solution. For example, in a multi-media solution the designs for the quiz section would be quite

different from the designs for slides/pages that contained videos, sounds, text, animated sequences or a gallery of images. Candidates need to explain how and why they have chosen to design each section this way and why these sub-designs are necessary.

Good candidates also listed all items of hardware and software that users would need to run the final multimedia solution, thus gaining high marks in that section of A03.

Some good design work showed the necessary assets linked to the designs, but often did not achieve full marks as other resources required to produce the solution, such as necessary hardware and software, were not present or were incomplete.

Many candidates produced implementation schedules that were separate from their time plans and were of a good standard, but these often lacked detail on designing and testing tasks, focussing only on creation of the final solution and as a result did not achieve the highest marks.

In A04 some candidates did a very good job of evaluating their product, but failed to identify their evaluation criteria as 'qualitative' or 'quantitative'. Few candidates gained more than two marks for detailing their actions in carrying out the work for the unit and highlighting their strengths and weaknesses, and only better candidates explained what improvements they had been able to make in their actions and the changes that resulted. These better candidates had often achieved these marks by building in review points at important milestones during the project, rather than just carrying out the review at the end of the project.

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 tasks 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, so 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.