General Certificate of Education

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

IT12   Publishing

Report on the Examination

2010 examination – June series

Unit 12: Publishing (IT12)

Generally, where projects undertaken had real clients, candidates produced better portfolios. It was evident that many candidates had used real clients for their portfolio work and were often able to access higher marks than those who had not.

Action plans and monitoring of tasks showing durations in hours were evident in many candidate portfolios.

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 and AO3 being completed next; 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 tasks and events. Candidates who presented their portfolios in this way tended to gain higher marks than those who did not.

In general the publications were of a high quality. However some candidates had produced very short, simplistic publications which did not meet the requirements of the Specification.

In many portfolios there was some excellent evidence of client involvement throughout the process of producing the publication, where credible evidence via signatures, meeting minutes or screenshots of emails, to authenticate client communication, was provided. However some candidates did not have real clients, which led to them being unable to provide evidence for some criteria and so being unable to access some of the available marks. Some candidates failed to describe in detail their client's needs, only listing them to gain one mark.

Only a few portfolios showed that candidates understand what camera ready copy is, or its relevance to client needs, which led to a lack of evidence of an agreement with the client on the format and delivery method of the final version of the publication. This meant that those candidates could only gain limited marks in this area.

A few candidates only described their use of software tools to check their draft publication's spelling and grammar and did not actually demonstrate and describe, via screenshots, how they had carried this out. Most candidates did provide an initial version of the publication showing that it had been annotated during proof-reading, but did not then describe how they had done this, which would have allowed them to access the higher marks. Resizing of images was generally well evidenced by most candidates; however some had not shown the before and after images in a relevant software application, where the difference in proportions or sizes could be seen, or they had merely cropped images.

Many candidates produced separate implementation schedules that were of a good standard, but these often lacked detail on designing and testing tasks, focussing only on creation of the final publication. Often the required client agreement was missing which meant that no marks could be awarded.

The designs for the publication ranged from very basic sketches, which gained few marks, to highly detailed, scale drawings that contained a large amount of formatting information. This formatting information showed the editing required for the production of the document, as well as where all the assets would be used. In addition, some candidates produced excellent descriptions of how the formatting met their client's needs.

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

The Marking Grid rows pertaining to time planning and management were re-written for clarity in this series. Some candidates had provided good evidence of setting deadlines for tasks in their action plans which they subsequently used to monitor their progress. Most candidates had also shown, when planning the use of their time, estimates of task durations in hours.

Mark Ranges and Award of Grades

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