

# Examiners' Report January 2012

## GCSE ICT 5IT03 01

## 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, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our qualifications website at [www.edexcel.com](http://www.edexcel.com). For information about our BTEC qualifications, please call 0844 576 0026, or visit our website at [www.btec.co.uk](http://www.btec.co.uk).

If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can speak directly to the subject team at Pearson about Edexcel qualifications. Their contact details can be found on this link:

[www.edexcel.com/teachingservices](http://www.edexcel.com/teachingservices)



### Get more from your exam results

#### ...and now your mock results too!

ResultsPlus is Edexcel's free online service giving instant and detailed analysis of your students' exam and mock performance, helping you to help them more effectively.

- See your students' scores for every exam question
- Spot topics, skills and types of question where they need to improve their learning
- Understand how your students' performance compares with Edexcel national averages
- Track progress against target grades and focus revision more effectively with NEW Mock Analysis

For more information on ResultsPlus, or to log in, visit [www.edexcel.com/resultsplus](http://www.edexcel.com/resultsplus). To set up your ResultsPlus account, call 0844 576 0024

### 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 raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk) .

January 2012

Publications Code UG030688

All the material in this publication is copyright  
© Pearson Education Ltd 2012

# Introduction

This was the first examination series for Unit 3 for the new GCSE in ICT. This unit differs in many respects to Unit 1 of the qualification but we can also draw a number of key similarities.

Firstly, both written papers use an untiered paper structure allowing all candidates to access all grades. As such the paper is designed to gradually increase in difficulty with more higher grade components later in the paper.

Secondly, the paper is written within a context to allow students to demonstrate application of understanding rather than producing rote answers. Use of the context should allow candidates to continue to apply ideas gained in earlier questions to other questions throughout the paper. As in unit 1 common 'command words' are used which should allow candidates to clearly understand the type and level of response that is required.

The key difference however between this and unit 1 is that the focus of this exam is on an understanding of a range of practical skills; namely Exploring Digital Design. It is essential therefore that candidates develop the skill, knowledge and understanding for this unit in a practical manner wherever possible.

Due to its 'design' nature the papers for this unit will make use of a range of visual stimulus to allow pupils to access the scenario more readily. They will be expected at times to be able to produce plans and sketched designs for a given scenario. The more 'practical' nature of parts of the exam are designed to engage candidates and allow them to show their understanding in a range of ways.

## Question 1 (a) (i)

The majority of candidates scored two or three marks on this question with most candidates successfully identifying the need to improve the consistency and/or the legibility of the font used in the main text and title.

Here the candidate gains 3 marks.

**Answer ALL questions.**

**Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.**

**1 (a) Figure 1** shows a page from the e-book. Katherine knows it could be improved.

(i) One improvement that could be made to the page is to correct the spelling of the word 'defenses'.

State **four** other ways in which the page could be improved. (4)

1 Use consistent and easy to read font

2 Add colour to the image

3 Move the title up so it doesn't overlap with the image

4 Make the back and forward arrows boxes the same size to improve consistency.



**ResultsPlus**  
Examiner Comments

Where candidates did not gain marks this was usually due to inaccurate or vague responses such as "add colour" without any reference to how colour adding would improve the page.

## Question 1 (a) (ii)

The majority of candidates were able to identify at least 2 additional multimedia elements with a significant number gaining all three marks.

(ii) Katherine uses text and images in the e-book.  
Give **three** other multimedia elements she could use. (3)

1 ~~image~~ sound effects

2 ~~game~~ animations

3 website videos



### ResultsPlus Examiner Comments

The candidate successfully answers the question by identifying three multimedia elements. Correct terminology is used.

(ii) Katherine uses text and images in the e-book.  
Give **three** other multimedia elements she could use. (3)

1 hyperlinks - buttons to take you to another page

2 music files ~~and sounds~~

3 sound effects.



### ResultsPlus Examiner Comments

A recurring answer by a number of candidates which prevented them from achieving 3 marks was identification of "hyperlink" as a multimedia feature.



### ResultsPlus Examiner Tip

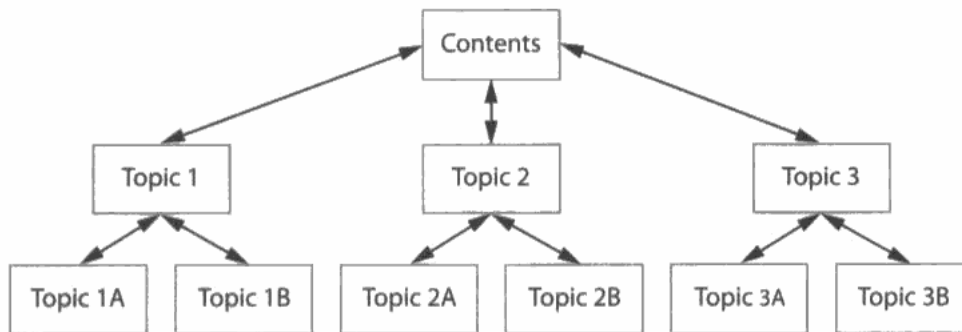
It should be stressed to candidates that while many multimedia products will contain hyperlinks in terms of digital design these should be considered as a way to achieve user interactivity.

### Question 1 (b) (i)

This was one of the least well answered questions. While about half of candidates managed to gain one mark by identifying that the structure diagram showed how the pages of the e-book will be linked, only a small number gained two marks as very few identified that it also showed what pages it will contain.

Many responses were vague and showed only a superficial knowledge of how structure diagrams work, showing that many candidates had not had exposure to using these documents in a practical context.

(b) Here is the structure diagram for part of the e-book.



(i) Describe the purpose of a structure diagram.

(2)

To show you an overview of what is in the e-book and to show you where each part leads.

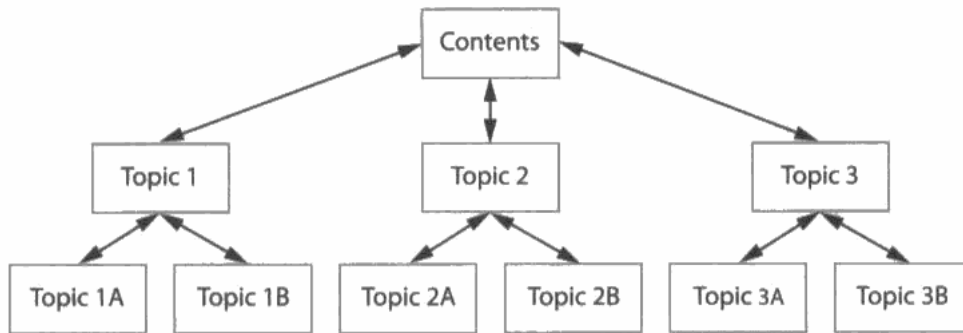


**ResultsPlus**  
Examiner Comments

Here the candidate gains 2 marks for showing an understanding of the diagram showing content and how they are linked. However, the quality of the response could be improved.

Many candidates were unaware of the purpose of different design documents.

(b) Here is the structure diagram for part of the e-book.



(i) Describe the purpose of a structure diagram.

(2)

*It is a plan of what the finished product will look like, and it shows where hyperlinks will be placed, and where each icon will direct you to.*



**ResultsPlus**  
Examiner Comments

Here is a common mistake where a candidate's response implies all design documents will "show you what it looks like".



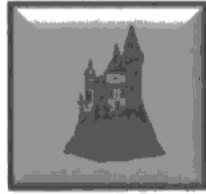
**ResultsPlus**  
Examiner Tip

Centres could improve candidate performance by delivering this part of the curriculum in a practical context in particular through the links with other units in this qualification.

## Question 1 (b) (ii)

The vast majority of candidates were able to achieve one mark on this question, with the majority of these successfully identifying that the images would appeal to the target audience (children). Answers in this and other questions can be improved by students considering reasons for using images in products other than to be aesthetically pleasing.

(ii) Katherine uses these images as buttons in the e-book.



Give **two** reasons for using images as buttons.

1. They help to identify what <sup>page</sup> they are hyperlinked to. (2)
2. They make the page look more fun, as text would be boring, images are more attractive, especially for a young audience.



**ResultsPlus**  
Examiner Comments

Here a candidate shows a good understanding of purpose of images as buttons gaining two marks.



**ResultsPlus**  
Examiner Tip

Reasons such as increasing accessibility reducing the amount of reading required and reflecting the theme of the product and therefore improving user experience, should be highlighted with candidates.



### Question 1 (b) (iii)

A generally well answered question with the vast majority of candidates gaining two or three marks. Responses were generally technically accurate with candidates demonstrating a clear awareness of how to achieve consistency.

Where responses were less successful candidates tended to focus on only one design element such as colour or font

(iii) Katherine wants to make the pages of the e-book consistent.

State **three** ways in which she can do this.

(3)

1. Have the same ~~font~~ size font on each page
2. Have the same colour scheme on each page
3. Have the same font style on each page.



**ResultsPlus**  
Examiner Comments

Here a candidate focuses on one feature (font) so is unable to achieve all three marks.



**ResultsPlus**  
Examiner Tip

When responding to such questions candidates should group their responses by type e.g. consistency of colours, consistency of font.

(iii) Katherine wants to make the pages of the e-book consistent.

State **three** ways in which she can do this.

(3)

- 1 have a consistent colour scheme.
- 2 have all the text the same
- 3 use buttons like 'home' and 'search' the same each time.



**ResultsPlus**  
Examiner Comments

A correct three mark response.

## Question 2 (a) (i)

Candidate responses to this question were generally quite weak with only a very small number gaining all four marks. Many candidates focused too much on the initial design documentation rather than the development process of the digital products.

Where candidates were more successful it was clear from their responses that centres had given candidates a clear overview of the process of product development and the stages required.

2 (a) Katherine always creates a plan before starting work.

Here is her partly completed plan for the e-book.

January		February	March	April	May
Create moodboard	Create storyboards	Write script			Produce final version

(i) State **four** tasks that Katherine must complete between writing the script and producing the final version.

(4)

- 1 Katherine must ~~write~~ collect all the multimedia for her book.
- 2 Create a prototype
- 3 Get test users to test her prototype and give feedback to her.
- 4 ~~She~~ Make improvements based on feedback.



**ResultsPlus**  
Examiner Comments

A response showing a good understanding of the processes involved.



**ResultsPlus**  
Examiner Tip

In developing delivery of this aspect of the qualification centres should consider the way that candidates are made aware of "the iterative approach to design and development" or "the system life cycle" both in theoretical and practical terms.

## Question 2 (a) (ii)

Candidate responses on this question again showed the vast majority of candidates only had a superficial understanding of the use and purpose of design documentation. While about half of candidates had enough understanding to gain one mark, only a very small number of candidates were able to provide an adequate explanation of the purpose of a moodboard to gain two marks.

A significant number of candidates did not gain any credit and in a large number of these cases candidates' descriptions were of the purpose of a storyboard and not of a moodboard.

(ii) Katherine creates a moodboard for the e-book.  
Give **two** reasons for producing a moodboard. (2)

1- A moodboard can be shown to a client to give them an impression of what the product will be like so they can give feedback and new ideas.  
2- A moodboard can be used during the design process to give ideas on font styles and colour schemes etc.



### ResultsPlus Examiner Comments

Here a candidate shows an understanding of the purpose of the moodboard, in particular to convey preferences and ideas.



### ResultsPlus Examiner Tip

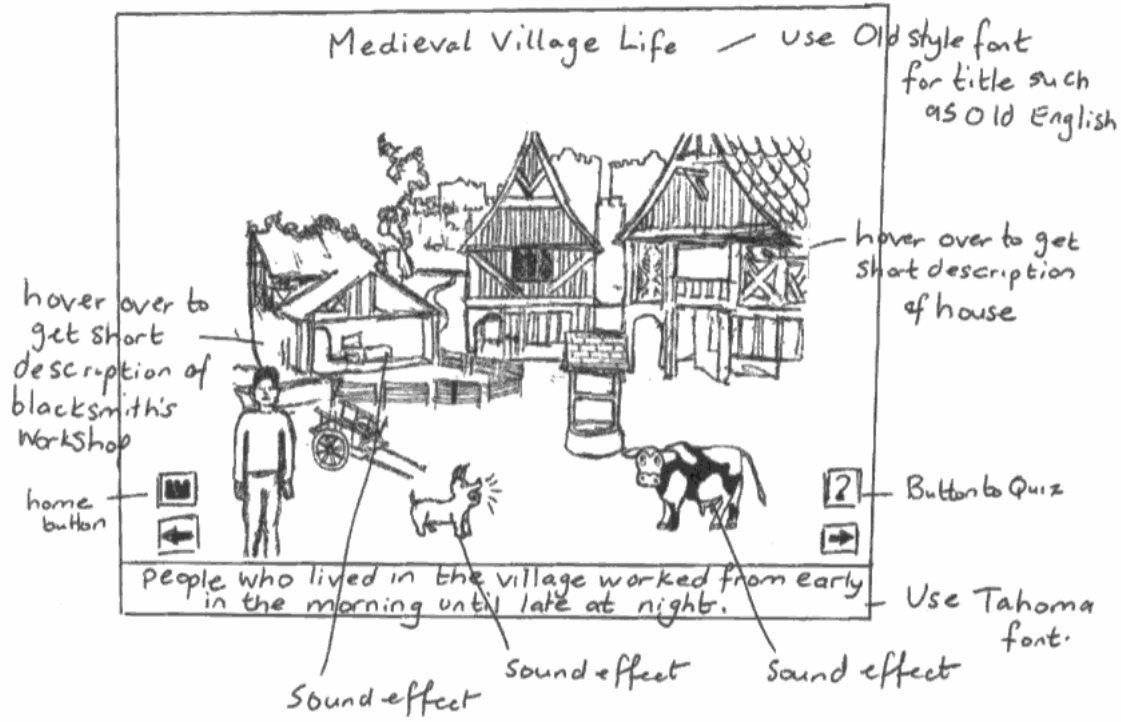
It is recommended that centres provide candidates with opportunities to explore all types of design documentation in a range of contexts to enable candidates to fully understand their purpose and application.

## Question 2 (b) (i)

A generally well answered question with most candidates gaining some credit. Candidates on the whole were able to identify features of the storyboard that were suitable for the target audience.

(b) Here is the storyboard for a page of the e-book.

The storyboard uses simple language for the text of the e-book.



(i) Identify **three** other features on the storyboard that make the e-book page suitable for its target audience.

(3)

1 used easy to read font (Tahoma)

2 Included suitable sound effects

3 They have made the home & Quiz buttons ~~easy~~ easy to recognize



**ResultsPlus**  
**Examiner Comments**

A correct response showing an understanding of the features of the storyboard.



**ResultsPlus**  
**Examiner Tip**

In questions such as this, candidates could improve their performance by ensuring that they make use of the stimulus material given and contextualise their answers. For instance a response such as "images" does not demonstrate enough understanding of the given material. However, "cartoon style images that children would like" would show a clearer understanding of how the target audience is being catered for.

## Question 2 (b) (ii)

Nearly all candidates were able to access this question, with a very large majority of candidates gaining all three marks. However, there were significant weaknesses observed in a large number of candidates' storyboards. In particular candidates did not make significant distinction between the different elements on the plans. For example it was often very difficult to tell the difference between text boxes, data entry boxes and buttons; again showing a superficial understanding of the purpose of design documentation.

It was often very difficult to tell the difference between text boxes, data entry boxes and buttons; again showing a superficial understanding of the purpose of design documentation.

- (ii) The e-book contains a quiz.  
The first screen of the quiz is a data entry form.

The data entry form should have:

- a title
- surname field
- first name field
- gender field (radio buttons)
- instructions for using the quiz
- start quiz button.

Complete this design for the data entry form.

(3)

The storyboard shows a data entry form with the following elements:

- Title:** A rectangular box at the top containing the word "Title".
- First name:** A rectangular box below the title.
- Surname:** A rectangular box below the first name.
- Gender:** A field with a dropdown arrow on the right. Below it are two options: "MALE (boy)" and "FEMALE (girl)". A handwritten note "Select one" points to the dropdown arrow.
- Instructions:** A large rectangular box containing three horizontal wavy lines and the text "\* instructions for using the quiz.\*".
- Start quiz button:** A rectangular box at the bottom left containing the text "Start quiz!".
- AGE:** A dropdown menu with a downward arrow and the text "SELECT ONE". Below it is a list of numbers: 4, 5, 6, 7, 8, 9.



## ResultsPlus

**Examiner Comments**

Here we can see an example of a response that makes little or no distinction between buttons, text boxes and data entry fields.



## ResultsPlus

**Examiner Tip**

Plans should be able to be used by third parties with little or no input from the plan's creator; this would not have been possible with many of the candidates' responses seen.



## Question 2 (b) (iii)

The majority of candidates were aware of a function of a drop down menu and were able to identify a reason for including it. Where candidates were less successful in their responses this was often due to insufficient explanation of a point. i.e. candidates make reference to it being "easier" but with no justification.

(iii) Explain why Katherine has used a drop down menu for the age field.

(2)

To reduce the amount of typing, and to reduce the amount of options so that there is less chance of making an error.



**ResultsPlus**  
Examiner Comments

Candidate shows a good understanding of the function and purpose of a drop down menu.

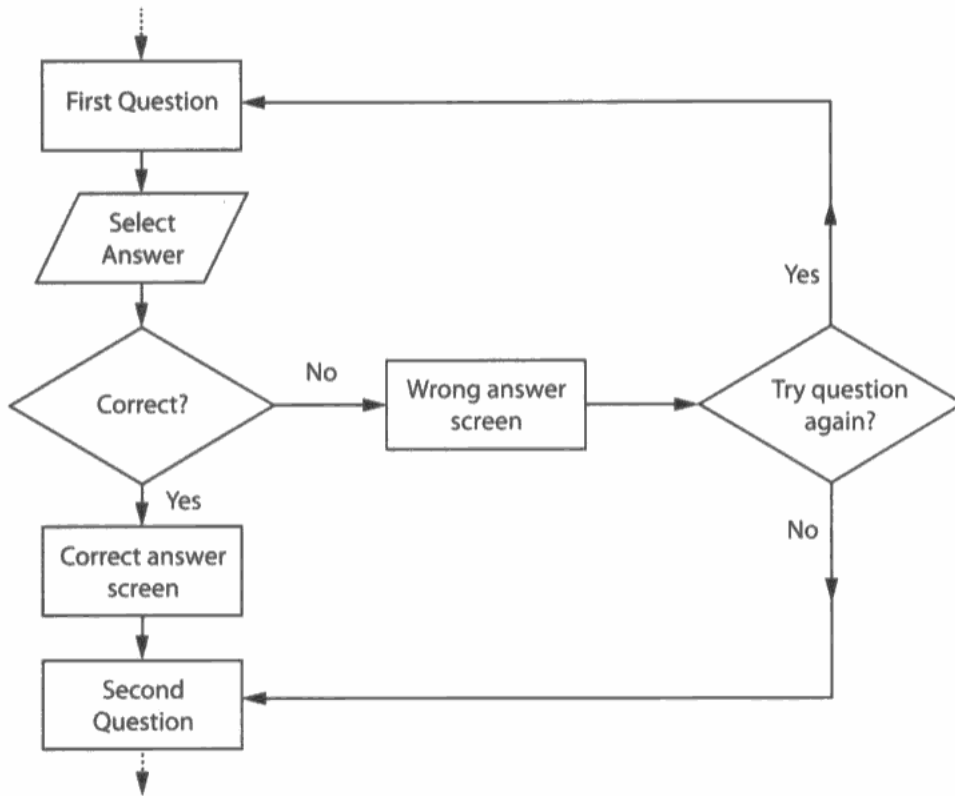
### Question 3 (a) (i)

This question was generally well answered with the majority of candidates gaining all four marks and almost all candidates achieving some success.

Where candidates were less successful it was generally due to the construction of their responses which led to skipping steps in the logic, such as missing out the description of displaying the "correct answer screen" following a correct answer.

3 Katherine uses a flowchart to plan the quiz.

(a) Here is part of the flowchart for the quiz.



(i) Describe what happens in the part of the quiz shown in the flowchart.

(4)

you get your first question, and you answer it. if you get it right then it will tell you its write, then you go onto your second question. But if you get it wrong you will get 'Try question again?' if you want to try again it'll take you to the beginning. if you dont then it will exit.



**ResultsPlus**

**Examiner Comments**

An example where the candidate shows an awareness of the logic of the diagram but misses some steps in their response.



**ResultsPlus**

**Examiner Tip**

Practice "talking through" the logic of flow charts. Get students to explain them to each other.

### Question 3 (a) (ii)

While a majority of candidates gained two marks for this question it was not answered as successfully as 3 (a) (i) despite them both requiring an understanding of flow charts. It was clear that many did not have experience of using flowcharts as a method of providing information.

While candidates are not expected to necessarily use correct flow chart symbols (it is the demonstration of correct logic that is assessed here), it was clear that where they had been exposed to the use of flow charts and symbols they showed a greater understanding of the construction of logical data flows and as such were often more successful at this question.

(ii) The quiz has ten questions. At the end of the quiz the score is displayed. If a user scores six or more, a 'well done' screen is displayed. Otherwise, a 'better luck next time' screen is displayed.

Complete this part of the flowchart.

(2)

```
graph TD; Start(( )) --> Display[Display score]; Display --> Decision{Six or more}; Decision -- No --> Output1[/better luck next time screen/]; Decision -- Yes --> Output2[/well done screen/];
```



**ResultsPlus**  
Examiner Comments

Here a candidate successfully gains two marks.

### Question 3 (a) (iii)

Responses to this question were often weak with the majority of candidates not achieving marks. While this question was intended as a higher grade discriminator, responses from even the more able candidates were often not well constructed.

Candidates often reverted to generic answers such as "easier". Specialist software is often more complex to use due to its specialist nature but would make creating flow charts easier as it may provide templates and/or the standard flow symbols.

(iii) Katherine uses specialist software to create flowcharts.  
Give **two** reasons for using specialist software. (2)

1 So it reduces errors of the flow chart

2 easier to understand what is happening.



**ResultsPlus**  
Examiner Comments

Here a candidate is unsuccessful in gaining marks as their responses are too general. The candidate could improve this answer by explaining how/why it reduces errors



**ResultsPlus**  
Examiner Tip

To improve performance on questions relating to specialist software, candidates should consider the need for and the benefits/drawbacks of such software in the context of the question.

### Question 3 (b) (i)

Candidate performance on this question was good with a large majority of candidates showing an understanding of the requirements to seek permission to take the video. However some candidates still clearly misunderstand who/where to seek permission when taking photographs and videos in public places.

(b) John is a photographer. Katherine has asked him to produce some video clips for the quiz.

(i) John wants to film at a local castle.

State what he must do to comply with legal requirements before he starts filming. (1)

Get permission from any people who are filmed in the castle footage for the video to be used.



**ResultsPlus**

**Examiner Comments**

Here the candidate understands the idea of seeking permission but displays a common misconception.



**ResultsPlus**

**Examiner Tip**

It is advised that centres explore this issue of permission with candidates so that a greater understanding is developed.

### Question 3 (c) (ii)

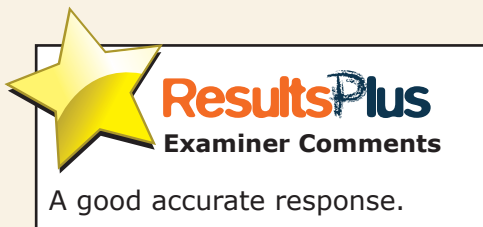
The majority of candidates were able to successfully identify one way to reduce the file size of the image but only a small number successfully identified two methods. Where candidates were less successful this was often due to general misconceptions.

(ii) John wants to reduce the file size of one of the photographs.  
Give **two** ways he can do this. (2)

1 He could use vector graphics rather than the Bitmap graphics

2 He could reduce the quality of the photographs

(iii) Give **one** disadvantage of reducing the file size of the photograph



Many candidates suggested that the image be "cropped" but did not mention that in order for this to reduce the file size it would need to be done in graphic software. Where candidate performance can be improved is by identifying the changing of file type to reduce file size.

(ii) John wants to reduce the file size of one of the photographs.  
Give **two** ways he can do this. (2)

1 Change the Image format.

2 Crop the Imagery



**ResultsPlus**  
Examiner Comments

Here we see an example of common misconceptions.



**ResultsPlus**  
Examiner Tip

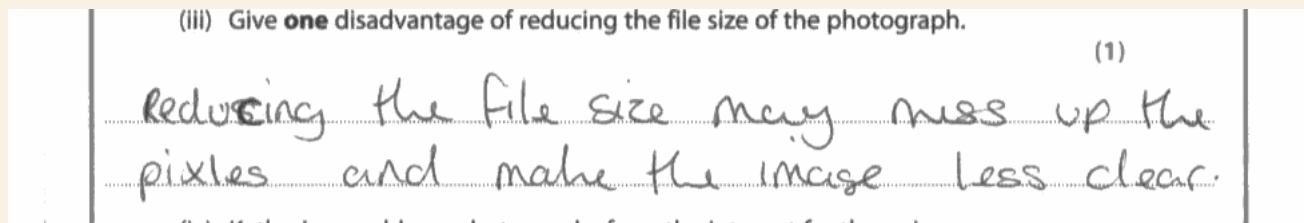
Candidates should be made aware that just changing the file type may not reduce the file size. Answers of this type should be more detailed and should identify how changing the file type might reduce the file size, such as changing to a vector image.



### Question 3 (c) (iii)

Candidate performance here was generally good, with a large majority of candidates providing responses that showed an understanding of disadvantages of reducing the file size of images; the most popular answer being the loss of quality of the image.

Candidate performance could be improved however through better use of more technical language.



**ResultsPlus**  
Examiner Comments

Here we see a response where a candidate shows an understanding of the effects of changing the file but does not have adequate technical vocabulary to translate this to an effective answer.

### Question 3 (c) (iv)

Performance on this question was generally good with the majority of candidates gaining at least one of the two marks available. Many candidates were clearly aware of potential issues relating to copyright but often these were not expressed clearly or some misconceptions were evident.

(iv) Katherine could use photographs from the internet for the quiz.

State **two** disadvantages of doing this.

- (2)
- 1 The image might be copyright and you would have to waste time getting permission.
  - 2 You might get better quality images if you took them yourself.



**ResultsPlus**  
Examiner Comments

A good understanding of the implications of copyright and an alternative given which gained credit.

While it is important that the candidates are aware that copyright may restrict use of images, it should be noted with candidates that being copyrighted is not in itself a disadvantage.

(iv) Katherine could use photographs from the internet for the quiz.

State **two** disadvantages of doing this.

- 1 they may be a subject of copy right<sup>(2)</sup>
- 2 the images may contain viro viruses and be unsafe to use



**ResultsPlus**

**Examiner Comments**

Here a candidate refers to copyright as a disadvantage, therefore not showing a full understanding.

### Question 4 (a) (i)

Candidate performance here was generally good with a majority of candidates gaining both marks. While most students demonstrated some understanding of the different types of audio, many responses lacked accurate technical language

Many candidates used generic terms such as "speech" "voice" and "music" rather than the technically correct terms from the specification. As a result many candidates were limited to one mark instead of two.

4 (a) Katherine is adding audio to her e-book.

(i) One type of audio Katherine could use is sound effects.

Give **two** other types of audio she could use. (2)

1 ~~speaking~~ video / video clips

2 speaking / talking



#### ResultsPlus Examiner Comments

The candidate here is perhaps attempting to say narration or voice-over with use of "speaking" and video clips. However it is unclear so only one mark was gained.



#### ResultsPlus Examiner Tip

Use the technical language listed in the specification with students. It will help them when constructing answers.

### Question 4 (a) (ii)

A small majority of candidates gained credit on this with only a quarter achieving all four marks.

Again here, as in other questions, candidates showed an awareness of copyright concerns but a lack of deep understanding was evident; many candidates cited images being subject to copyright as the disadvantage itself rather than the need to seek permission and/or the resulting costs and time.

(ii) Katherine now needs to source her sound effects.  
Give **two** ways she could do this, and give **one** disadvantage for each. (4)

1 She could get them off the internet

Disadvantage 1 There may be copy rights on them so she will need to check

2 She could use ~~computer~~ clip art which has saved effects

Disadvantage 2 They may not have what she is after



**ResultsPlus**

**Examiner Comments**

Here the candidate is showing awareness of copyright but does not explain the issue of copyright deeply enough.

### Question 4 (a) (iii)

The majority of candidates were able to gain at least one mark but only a very small number achieved two or three marks.

Many responses did not consider the need to achieve balance, or the impact not having good balance will have.

(iii) Explain why balance needs to be considered when combining different types of audio. (3)

Balance needs to be considered as combining different audio can cause sound to be muffled as the  
Combining audio reduces the quality of sound as  
it is the audio is too busy



#### ResultsPlus Examiner Comments

Here the candidate considers how balance may affect the quality of sound and gains one mark. The candidate could improve this by linking ideas as to the effect that this might have on the overall quality of the product and the experience of the user.



#### ResultsPlus Examiner Tip

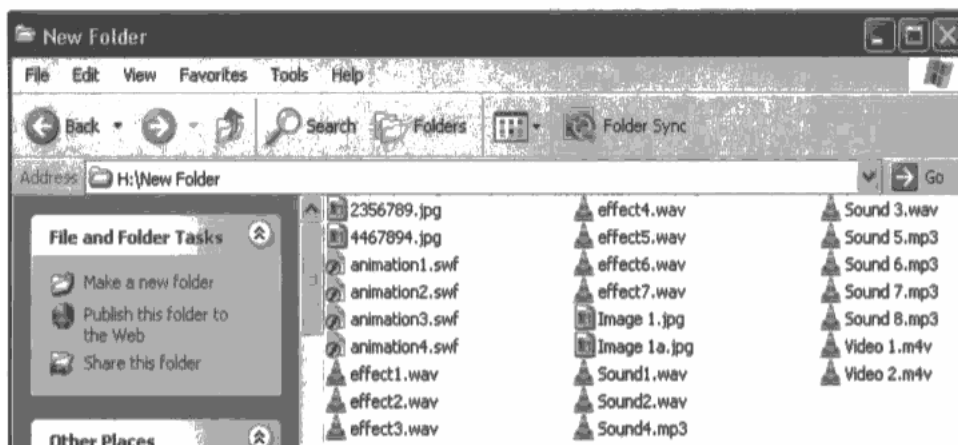
When answering "explain" questions try to link ideas and reasons. An example in the given context may help.

### **Question 4 (b)**

The majority of candidates gained one mark here through clear understanding of the need for subfolders in which to organise the files. Only a small number showed an understanding of the need to set up a suitably named parent folder and to correctly name files to ensure that their content and purpose is easily identifiable.

While candidates could write an explanation or draw a diagram, often those who showed an understanding of structure diagrams performed better in this question.

(b) Katherine has a large number of files for each e-book which she has to manage.



Describe a file management structure that Katherine could use to organise her files efficiently.

Use a diagram if you wish.

(3)



Katherine could organize her files into 3 different folders; images, soundfiles & videos. So she can when she's looking for a file it will be easier to find and will be a lot more organized.

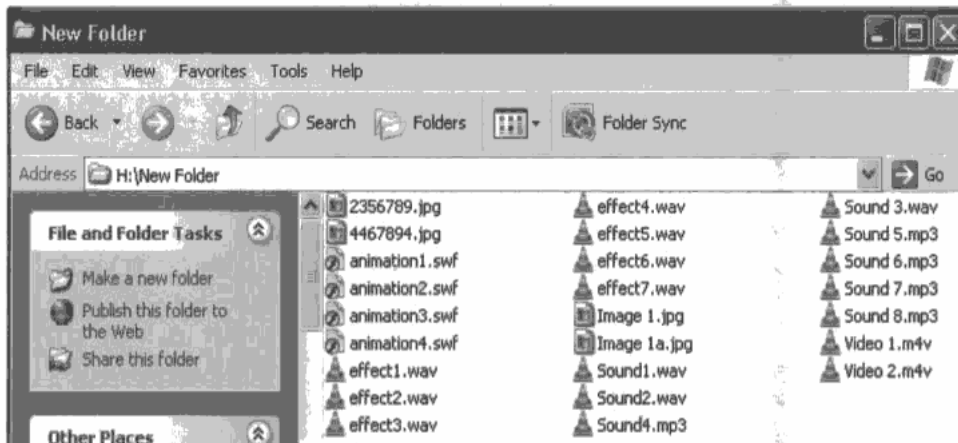


**ResultsPlus**  
Examiner Comments

A common one mark answer focusing on the need for subfolders.

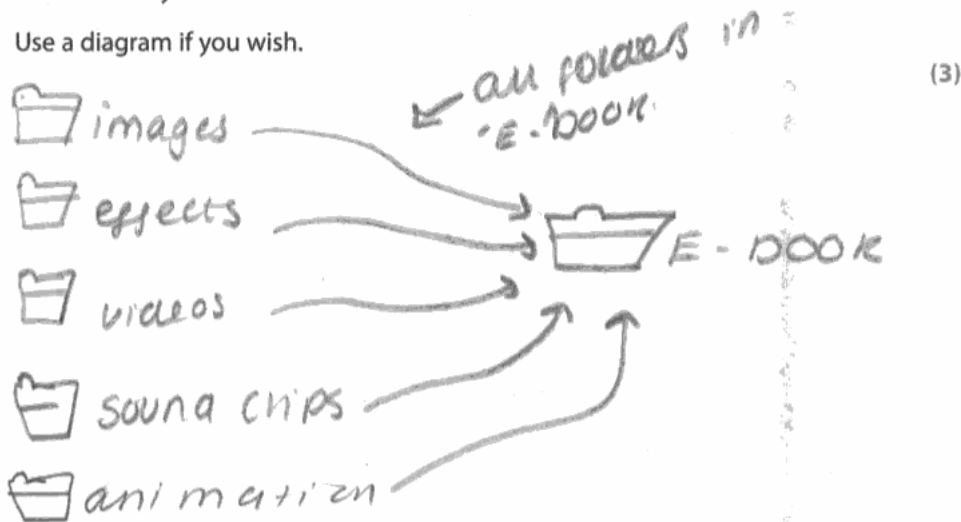


(b) Katherine has a large number of files for each e-book which she has to manage.



Describe a file management structure that Katherine could use to organise her files efficiently.

Use a diagram if you wish.



group all animation, sound clips, videos, effects and images into different folders, and then name each file accordingly, then name the files e.g. pig noise, image of man.



**ResultsPlus**

Examiner Comments

Here the candidate makes good use of the "diagram" to organise their thoughts which is then supported by an explanation; the candidate gains three marks.

## Question 4 (c)

This question was not successfully answered by the majority of candidates. While the extended questions are used as a higher grade differentiator only a minority of candidates gained any marks here. The most common mistake by here was in focusing responses on how assets make products suitable for different audiences rather than how assets must be prepared to ensure products are suitable for use on the internet.

\*(c) Katherine also publishes her e-books to be read online.

Discuss what Katherine must do to ensure that the digital assets she uses in her online e-books are suitable.

Use examples to illustrate your answer.

target audience  
file size  
art plan

(6)

~~create the ebooks and test to see if there arent any broken links,~~

She could create a test plan for different things she needs to test to check the digital assets are suitable. She must check that there arent any broken links, sound effects work, check to see if the file size is suitable to load up or fast enough. She could test the e-book out by getting some of her target audience to check ~~they~~ what they think of the digital assets by using questioning, interviews and checklists. By getting the people she was who are going to use the product she can see if the e.g sound effects are suitable for the product.



**ResultsPlus**  
Examiner Comments

Here the candidate provides a level 1 answer. While the candidate refers to the product being online they do not support their statements with any solid examples of how the assets themselves could be prepared to make the book function efficiently online.

\*(c) Katherine also publishes her e-books to be read online.

Discuss what Katherine must do to ensure that the digital assets she uses in her online e-books are suitable.

Use examples to illustrate your answer.

(6)

Any images that are used in the e-book should be used with different devices in mind. For example a vector image would be better than a bitmap image as it would remain clear at different resolutions, whereas a bitmap can become pixelated at larger resolutions. The video and audio content should be in formats that are easily viewable on all of the desired devices. They should be of filetypes ~~executable~~<sup>viewable</sup> on all browsers and operating systems. She should run tests to ensure this is all possible. Another feature is the file size of the features. If the files are very large they may take a long time to load on slower internet connections, which may damage the user experience. File sizes should therefore be kept to a minimum. The files could be ~~encoded~~ to reduce the file size and make the files more convenient. ~~the~~ The protocol used should be simple enough for all systems to decode the files. She should run tests on lots of browsers and devices to ensure all of these aspects are suitable.

(Total for Question 4 = 18 marks)



**ResultsPlus**  
Examiner Comments

The candidate produces a good level 3 answer, identifying a number of properties of assets that would make them suitable for use online. These have been justified through examples such as identifying the potential for a range of different devices to access them.

### Question 5 (a) (i)

A majority of candidates gained 1 of the two marks available here but only a small number managed to gain both. Many candidates identified the need to correct the link as part of the action required but only a small number showed an awareness of the need to retest once a link has been "corrected."

### Question 5 (b) (i)

The majority of candidates achieved one mark on this question with a small number achieving two marks; almost no candidates achieved all three marks. Most candidates were able to identify the fact that the designer would be getting feedback from the target audience (children). While quite a large number of candidates made reference to getting feedback from the teachers very few candidates were specific enough as to why feedback would be needed from this particular group.

(b) Katherine takes the e-book into some local primary schools for the children to use.

(i) Explain why she needs to gather information from the children and their teachers.

(3)

She needs to make sure that her product is suitable for her target audience. She needs to gather information on whether or not her product is going to ~~test~~ sell. She also needs to check if any improvements can be made.



#### ResultsPlus Examiner Comments

Here the candidate refers to use of the target audience to test the product but does not explore the other reasons for testing in the school. The candidate gains 1 mark.



#### ResultsPlus Examiner Tip

To improve performance here, candidates should ensure that when referencing different test users responses they identify why each group is used. This question also required consideration of the location of testing: candidates should consider any intended location of a product and the impact this will have on the product. This leads to the requirements of and reasons for location based testing.

### Question 5 (b) (ii)

Responses to this question were mostly successful with a very large majority of candidates achieving at least one mark and the majority of those achieving two marks. Generally candidates showed an awareness of the different methods of eliciting user feedback but in a large number of responses the quality of technical language could be improved.

(ii) State **two** methods she could use. (2)

1. ~~Ask~~ Ask the children what they think out of ten.

2. ~~Ask~~ Give the teacher a questionnaire



#### ResultsPlus Examiner Comments

Here the candidate shows an awareness of conducting an interview to gain feedback but does not use correct terminology.



#### ResultsPlus Examiner Tip

Ensure students are aware of the correct technical vocabulary as used in the specification. It will help with both short and extended answer questions.

## Question 5 (c)

Most candidates gained at least one mark out of a potential four here with the majority scoring two or three marks. Generally candidates demonstrated an awareness of a range of accessibility features but were often let down by their explanation in part ii.

(c) Katherine wants to ensure that her e-books are accessible.

(i) Identify **two** accessibility features she could use. (2)

1 read this page aloud option

2 bigger font size

(ii) Explain why Katherine needs to use accessibility features in her e-books. (2)

So the e-books can be used by a larger target audience and also to comply with government accessibility law



**ResultsPlus**

**Examiner Comments**

A common misconception in 5 (c) (i) - having a bigger font size is not the accessibility feature. Students should be made aware that the accessibility feature must be to alter the size according to need.

## Question 5 (d)

Candidates generally performed better in this extended response question compared to 4c. Most candidates were able to achieve some credit here with most producing answers on the edges of mark band 1 and mark band 2 (two or three marks). While most candidates were able to identify different design characteristics of different user groups, responses did not always translate in to how these features directly affect user interfaces.

\* (d) It is important that designers consider the characteristics of their target audience when designing digital products.

Discuss how the characteristics of target audiences affect the design of a user interface.

(6)

The different characteristics of a target audience affect the user interface in many different ways, for example; if your target audience is a much younger range of people, then there will need to be a lot of simple interacting, to keep them interested, and so that it's easy for them to use. However, if ~~your~~ your target audience is a group of people much more skilled with IT, the interface/interaction may not have to be as large and obvious. This may also mean the page could have various links and a large structure diagram, however with a younger audience you may only be able to have one or two links to keep it simple, although within the entire thingy page, there will need to be a lot of small interactions along the way, otherwise the young child could get bored ~~and~~ if there's not enough, or it drags on for too long.



**ResultsPlus**

**Examiner Comments**

The candidate produces a level 2 answer with reference to how a range of characteristics would suit the audience's preferences and needs.



**ResultsPlus**

**Examiner Tip**

Many candidate responses focused colours and fonts; performance could be improved by considering features such as usability of the interface, the skill level of the user, frequency of use of the product amongst other things.



## Paper Summary

Given that this was the first assessment opportunity for this unit candidates generally did well. They generally made good attempts at all questions with very few 'blank' pages seen, a sign that they have a broad understanding and that candidates of all abilities are accessing the paper.

Candidates on the whole had a good idea of audience characteristics and key concepts such as copyright have clearly been explored with students. Many candidates were aware of the existence of copyright and some of the restrictions this may place on digital products and their assets. When discussing improvements of designs, candidates often had a strong sense of audience and were able to identify key features of design that applied to those audiences.

Where performance was less strong candidates had clearly not experienced the topics in a practical situation. In particular their understanding and application of design documentation was an area where improvements can be made. This is a practical skills unit and candidates will benefit from applying these skills in a range of practical situations.

Many candidates also did not make use of the scenario-based questions to assist their responses. Performance in all questions (including the extended writing questions) could have been improved by applying the response more readily to the question. Centres should work with candidates to develop their ability to respond appropriately to the question within the given context, so that they can apply understanding rather than produce rote answers.

Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)

Order Code UG030688 January 2012

For more information on Edexcel qualifications, please visit

[www.edexcel.com/quals](http://www.edexcel.com/quals)

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual  
.....



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government



Rewarding Learning