Examiners' Report
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GCSE ICT 5IT03 01

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Introduction

This unit was first examined in January 2012 and forms part of the double award GCSE ICT qualification.

As with the Unit 1 examination, this paper follows a non-tiered structure that allows all candidates to access all grades. To this end, the paper is designed to increase gradually in difficulty, with a greater percentage of higher-grade components in the later questions.

The paper is set in a context to allow candidates to demonstrate their ability to apply their knowledge rather than regurgitate rote answers. The context runs through the entire paper and candidates should make use of this, and the range of visual stimuli provided, to guide them throughout the examination.

It was clear from answers that centres are responding to comments in previous reports and making use of past examination materials in preparing candidates. A number of key areas have shown improvement, in particular the quality of design sketches, although there is scope for further progress here.

There was evidence, however, of a number of common misconceptions and key areas of weaker performance; these have been identified in detail in this report for each individual question. As a general rule, broader coverage of the specification content, not just those areas that have appeared in previous papers, is required. It was clear that many centres had not, for instance, covered 'creative commons' or other licences and permissions beyond a basic understanding of copyright law.

This is a 'digital design' paper and as such addresses a range of practical, applicable skills. Centres should try to make candidate preparation as realistic as possible, creating links with Units 2 and 4: highlighting the methods of gathering, preparing and creating digital content, along with the full gamut of related issues, will greatly improve candidate performance.

Question 1(b)(i)

Most candidates were able to gain at least 1 mark here. Commonly candidates referred to adding rollover effects or making use of buttons/icons instead of text.

Where candidates performed less well, answers lacked clarity or suggested a design change that would not make it clear that there were links, such as changing the colour or font.

(b) (i) **Figure 1** shows when the clubs and groups meet at *Futures Community Centre*.

Each name is a link to a page about the club or group.

Give **two** features Lee could use to make it clear that the names are links.

(2)

Feature 1 ...Add a 'mouse-over' effect that causes their color, size etc... to change

Feature 2 ...Change their color so that they stand out. This can be achieved using a contrasting color.

ResultsPlus
examiner comment

This candidate gained only 1 mark. The first response shows enough understanding to gain a mark for 'rollover', although technical vocabulary could be improved. The second response, however, does not gain a mark as it does not convey an understanding of how to show that the specified text performs an action when clicked.

(b) (i) **Figure 1** shows when the clubs and groups meet at *Futures Community Centre*.

Each name is a link to a page about the club or group.

Give **two** features Lee could use to make it clear that the names are links.

(2)

Feature 1 ..... *underline them to show it's a hyperlink.* .....

Feature 2 ..... *give instructions at the top saying "click on club for more information" - some indication in text form.* .....

Question 1(b)(ii)

This question was generally very well answered, with the majority of candidates gaining full marks. Typically, candidates' designs were clear and fit for purpose but candidates tended to lose marks by providing only vague labels of asset/content drawings, in particular the 'club information' text box.

(ii) Ruth has given Lee this design brief for the 'Yoga' page.

Design Brief

Title: Yoga

Text: A text box with club information

Images:

A yoga image

Centre logo

Additional design comments:

The text for the club title must be bigger than the club information.

The yoga image must be bigger than the logo.

Use this space to create a storyboard design for the 'Yoga' page.

(4)

Yoga Club

Club information
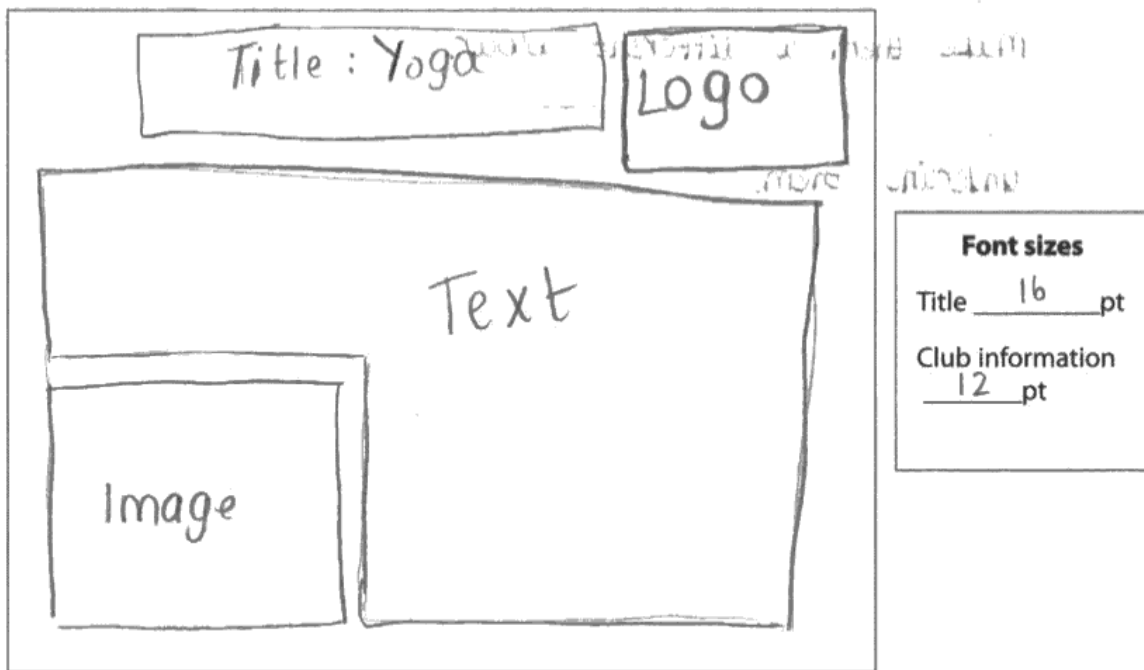
Yoga Image

Club information.

Centre Logo

Font sizes

Title __18__ pt

Club information __16__ pt

Title : Yoga

Logo

Text

Image

Font sizes

Title _____16_____ pt

Club information
_____12_____ pt

![ResultsPlus examiner comment]

examiner comment

Here the candidate loses 1 mark as the 'Text' asset is too vague. More detail is needed, such as what the text will be about.

![ResultsPlus examiner tip]

examiner tip

Design documentation needs to be specific and detailed to gain full marks.

Question 1(c)(i)

The majority of candidates gained 1 of the 2 potential marks for this question. Marks were generally lost through basing both answers on the theme of widening the target audience.

(c) The information point could be used by anyone in the community.

(i) Give **two** reasons why it should be easy to use.

(2)

1. uncase some one has disobilty in the comunity and wants to use it

2. Some one with only little ICT skills can use it

ResultsPlus
examiner comment

This candidate gained two marks. The response identifies 'disability', which relates to a widened audience base, and varying ICT skills, which can be considered a separate issue.

(c) The information point could be used by anyone in the community.

(i) Give **two** reasons why it should be easy to use.

(2)

1. So that people of all ages can access it.

2. To make sure it ~~went~~ is compatible with most if not all computers.

ResultsPlus
examiner comment

This candidate was awarded 1 mark for their first response but gained no credit for their second point because the computer is on site so compatibility with other machines is irrelevant.

ResultsPlus
examiner tip

Candidates must ensure that they read the question carefully and have a clear understanding of the context.

Question 1(c)(ii)

Candidate performance was varied, with just over half of candidates providing correct responses. Where candidates failed to gain credit, this was often due to limited technical understanding of how accessibility features should work. For instance, many responses referred to 'bigger fonts' rather than 'adjustable fonts'. It is important that candidates understand the subtle difference here. 'Bigger fonts' would be a global design change whereas 'adjustable fonts' would be an optional feature for the user to aid accessibility.

(ii) State **one** accessibility feature that Lee might include in the information point.

(1)

Choice of colours that won't affect uses with colour blindness e.g NOT green + red.

ResultsPlus
examiner comment

While this response could make better use of technical vocabulary, eg 'adjustable colour schemes', the candidate shows enough understanding to gain 1 mark.

(ii) State **one** accessibility feature that Lee might include in the information point.

(1)

Voice over

ResultsPlus
examiner comment

This answer does not gain a mark as 'voice-over' is not an accessibility feature. A voice-over is added and will play automatically whereas an accessibility feature is optional.

(ii) State **one** accessibility feature that Lee might include in the information point.

(1)

Resizable font

ResultsPlus
examiner comment

A good answer. The candidate's response is concise and uses correct vocabulary.

Question 1(d)

Just over half of candidates gained 1 mark for this question, with very few gaining 2 marks. Typically, candidates were aware that a vector image can be resized without losing quality but responses tended not to address the issue of why this is suitable for a logo, ie 'that a logo varies in size depending on the product it is used on'.

(d) The Centre logo will be used on a range of digital products.

Lee has saved the logo as a vector image.

Explain why a vector image is suitable for a logo.

(2)

Because logos are used in many different locations and is inevitable that the size will change or be varied this is why vector is suitable because the size can be altered without a change of quality.

(Total for Question 1 = 14 marks)

ResultsPlus
examiner comment

This candidate provided a good-quality 2-mark answer. It identifies the different uses of a logo, including varying size, and the properties of a vector that make it suitable for this purpose.

Question 2(a)

Most candidates gained 1 or 2 marks for this question. Relatively few candidates gained all 3 marks. Typically, candidates identified the need to make the font of the text consistent but failed to realise that they could gain credit for this answer only once, no matter how many different ways they chose to express it.

Road Safety   Close X

Seat Belts

Even at low speeds, crashing when not wearing a seat belt can be fatal.

As many as 15 front seat occupants are killed each year by the impact of an unbelted rear seat passenger. (source: www.rospa.com)

Wear your seat belt even when you're in the back. It could save your life and somebody else's.

Video Loading...
Please wait

FUTURES
Community
Centre

Figure 2

(a) Lee knows that the screen design needs to be improved.

Identify **three** improvements that he could make.

(3)

1 Make all the text sizes the same for the information about seat belts

2 You use the same font for all to the text for the information about seat belts.

3 make the sentences about sealt belts simpler as the etb. e-learning package is aimed at young children

(a) Lee knows that the screen design needs to be improved.

Identify **three** improvements that he could make.

(3)

1 Make the title 'Road Safety' central.

2 Make the sub title 'Seat Belts' bigger so it is more noticable.

3 Make all the text in the information about seatbelts the same font.

Question 2(b)(i)

The majority of candidates were aware of the term 'compression' and gained 1 mark. Where candidates did not gain credit, it was often due to what appeared to be a misunderstanding of the question: many wrong answers referred to ways of gaining compression, eg 'zip' or 'codecs', rather than the name for the process itself.

Questions 2(b)(ii) and (iii)

Candidates were specific about the positive effects of reducing the whole package's size and not just the size of the video. Many candidates were aware of the positive effect on loading times and this tended to be the most common response.

When writing about the negative effects, candidate responses tended to focus on the quality of the video. This approach was less successful when candidate responses were vague, eg 'quality is lost', with no specific reference made to, for example, the picture quality of the video is lost.

Using software to reduce the file size of the video affects the e-learning package.

(ii) Give **one positive** impact on the e-learning package.

(1)

The video will load faster on the e-learning package.

(iii) Give **one negative** impact on the e-learning package.

(1)

The video may lose some quality on the e-learning package.

ResultsPlus
examiner comment

This is a typical 2-mark answer. Here the candidate shows an awareness of the main positive and negative impacts of compressing a video.

Using software to reduce the file size of the video affects the e-learning package.

(ii) Give **one positive** impact on the e-learning package.

(1)

It makes the file size of the overall package smaller

(iii) Give **one negative** impact on the e-learning package.

(1)

The video It may lose quality

Question 2(c)(i)

The majority of candidates were able to suggest a correct and appropriate use for a voice-over in the e-learning package. Generally, however, candidate responses could be improved through better-quality description, in this case explaining how/why the voice-over would be used in the package.

Candidates failed to gain marks when it was clear they misunderstood what a voice-over is. Many candidates referred to 'sound effects', such as adding a sound to a button when you click it, rather than to the use of a voice-over.

(c) The e-learning package uses different types of audio.

One type of audio it uses is a voice-over.

(i) Describe **one** way that Lee might use a voice-over in the e-learning package.

(2)

Lee could use the voice overs for when the mouse hovers over a button to help the visually impaired.

ResultsPlus
examiner comment

The candidate discusses the use of a sound effect rather than a voice-over, and so did not gain any marks.

(c) The e-learning package uses different types of audio.

One type of audio it uses is a voice-over.

(i) Describe **one** way that Lee might use a voice-over in the e-learning package.

(2)

Lee could use it to narrate a certain part of the e-learning package. When someone goes to a different page, the narration could describe the content of the page for those with poor eyesight

ResultsPlus
examiner comment

This candidate gained 2 marks. The response suggests a suitable use ('to narrate a certain part of the e-learning package') and describes how/why this would be used ('describe the content...for those with poor eyesight').

Question 2(c)(ii)

Generally, this question was answered well by the significant majority of candidates. Most showed an understanding of needing to seek permission from the copyright holder before using the sound. Where candidates did not gain 2 marks, this was usually due to providing answers that were not completely clear on checking copyright status or crediting the source.

> (ii) The e-learning package also uses sound effects. Lee finds a sound effect he would like to use on the internet.
>
> Explain what Lee must do before using this sound effect, so that he does not break any laws.
>
> (2)
>
> He must check to see if the sound has copyright, if it does he must ask the ~~other~~ owners premission to use it, so that he does not break any copy right laws.

ResultsPlus
examiner comment

This is a good-quality 2-mark answer. The candidate identifies the need to check copyright status and ask for permission from the owner.

Question 2(d)(i)

Generally, this question was answered inadequately by candidates, with the majority gaining no marks or, at best, only 1 of the 2 marks available.

Where candidates gained a mark it was usually through identifying that an old asset would be edited when being re-purposed; however, they tended not to go on to discuss the reason for editing it, ie to make it suitable for use in a different context.

Candidates missed out on marks because their answers were too vague or were simply a rewording of the question, eg 'to change the purpose', which showed they were struggling to understand the question.

(d) Lee re-purposes some of his own digital content for the e-learning package.

   (i) Define the term 're-purposing'.

   (2)

Re-purposing is when you use something you had previously made / designed and change it a little to suit the new product it will be used in.

ResultsPlus
examiner comment

The candidate has provided a suitable 2-mark answer that identifies the modification of the original asset ('change it') and the reason why ('to suit the new product it will be used in').

Questions 2(d)(ii) and (iii)

Performances on these questions were disappointing, with only a minority of candidates gaining any marks at all, and very few gaining 2 marks. Responses were often poorly phrased or candidates had not grasped the pertinent fact that the designer was re-purposing his own content, not that of others.

Many stock answers were seen, such as 'saves time' and 'saves money'. These types of answer, unless clearly justified/explained, tend not to gain marks.

(ii) Give **one advantage** to Lee of re-purposing his own content.

(1)

Saves time as new content doesn't have to be produced.

(iii) Give **one disadvantage** to Lee of re-purposing his own content.

(1)

It might not be as suitable as content made for the new purpose.

(Total for Question 2 = 14 marks)

ResultsPlus
examiner comment

This is a good-quality 2-mark answer. The candidate has made valid points that are clearly explained.

ResultsPlus
examiner tip

Candidates should ensure that if stock phrases are used they are contextualised and supported by reference to the scenario, eg 'Re-purposing will save the designer time as he does not have to create assets from scratch.'

Question 3(a)

The majority of candidates were able to identify at least one of the problems that the properties of the given file would cause. Most candidates responded that the size of the file would cause loading problems.

Although many candidates recognised that the file was a PDF, some responses failed to give a reason why a PDF file would cause problems in this instance, ie 'a pdf is not an image file format'.

(a) Give **two** reasons why the properties of this asset might cause problems if used as an image on the website.

(2)

1 the file is not in an image formate

2 The file is very big xxxx, 803MB, and so may not be able to be used in the package

ResultsPlus
examiner comment

This candidate gained full marks for this question, correctly identifying that the file is not an image format and that the file size would cause loading problems.

(a) Give **two** reasons why the properties of this asset might cause problems if used as an image on the website.

(2)

1 image xxxxx is very big, may take long to load.

2 xxx opens with PDF meaning it wont open on website.

ResultsPlus
examiner comment

This candidate gained 1 of the 2 marks available. The first response gains credit for identifying loading time issues caused by file size. The second response, however, is not quite detailed enough to gain a mark. It could be improved by adding a short explanation at the end about why it will not open on the website, eg '... as it is not an image file'.

Questions 3(b)(i) and (ii)

Typically, candidates scored 1 or 2 marks of the possible 4, with very few gaining 3 or 4 marks. Generally, responses tended to focus on file size, ie 'image 1 is a smaller file size so it will load more quickly' and 'image 2 is a larger file size so it will be of higher quality', each of which would have gained the candidate 1 mark.

In order to achieve 2 marks for each response, candidates needed to explain the choices that could be made; very few candidates made use of the scenario (a map on a website) to support their answer.

(b) Lee wants to include a map on the website. He has two images he could use. Here are the properties of the images.

	Map1
Type of file:	JPEG Image (.JPG)
Opens with:	Photo Gallery
Location:	C:\websitefiles\futures
Size:	852 KB (873.075 bytes)
Size on disk:	856 KB (876.544 bytes)

Image 1

	Map2
Type of file:	TIFF Image (.TIF)
Opens with:	Photo Gallery
Location:	C:\websitefiles\futures
Size:	8.89 MB (9.329.784 bytes)
Size on disk:	8.89 MB (9.330.688 bytes)

Image 2

Lee compares the properties of the images.

(i) Explain why Lee might choose to use Image 1.

(2)

image 1 is a JPEG meaning the file size is smaller this means it will load on screen faster.

(ii) Explain why Lee might choose to use Image 2.

(2)

lee might choose image 2 because the file size is big this means that the quality of the image is good.

ResultsPlus examiner comment

These responses gained 1 mark for each. The candidate could have made better use of the scenario (the use of a map/image on a website) to develop and explain the answers further.

(ii) Explain why Lee might choose to use Image 2.

(2)

Lee might choose to image 2 because its good quality TIFF files are good for resizing and won't affect text on ano image when resizing.

Question 3(c)

Candidates generally did well on this question, with most gaining at least 3 of the 4 marks available. Where candidates did not gain full marks, this was usually due to small errors rather than not understanding structure diagrams. The most common errors seen were candidates missing out the 'Home' part of the structure diagram or missing one of the pages off the diagram.

(c) Lee uses a site map to plan the structure of the re-designed website. Ruth has asked Lee to include these pages in the site:

Home with links to:

- **Clubs and Groups** with links to:
    - ○ **Yoga**
    - ○ **Parent and Baby**
    - ○ **Youth Club**
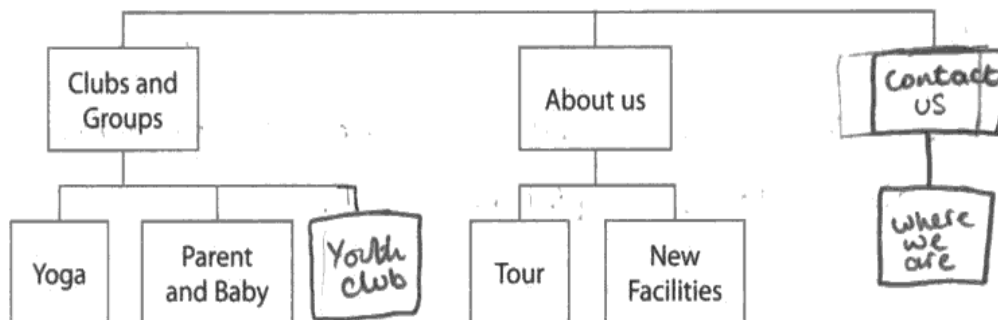- **About us** with links to:
    - ○ **Tour**
    - ○ **New Facilities**
- **Contact us** with a link to:
    - ○ **Where we are**

Complete the site map to show the structure of the website.

(4)

ResultsPlus
examiner comment

This is a typical 3-mark answer. The candidate missed the 'Home' page off the diagram, so loses a mark.

A hand-drawn site map diagram:

Home at the top, connected to three branches:
- **Clubs and Groups** — connecting to **Yoga**, **Parent and Baby**, **Youth Club**
- **About us** — connecting to **Tour**, **New Facilities**
- **Contact us** — connecting to **where we are**
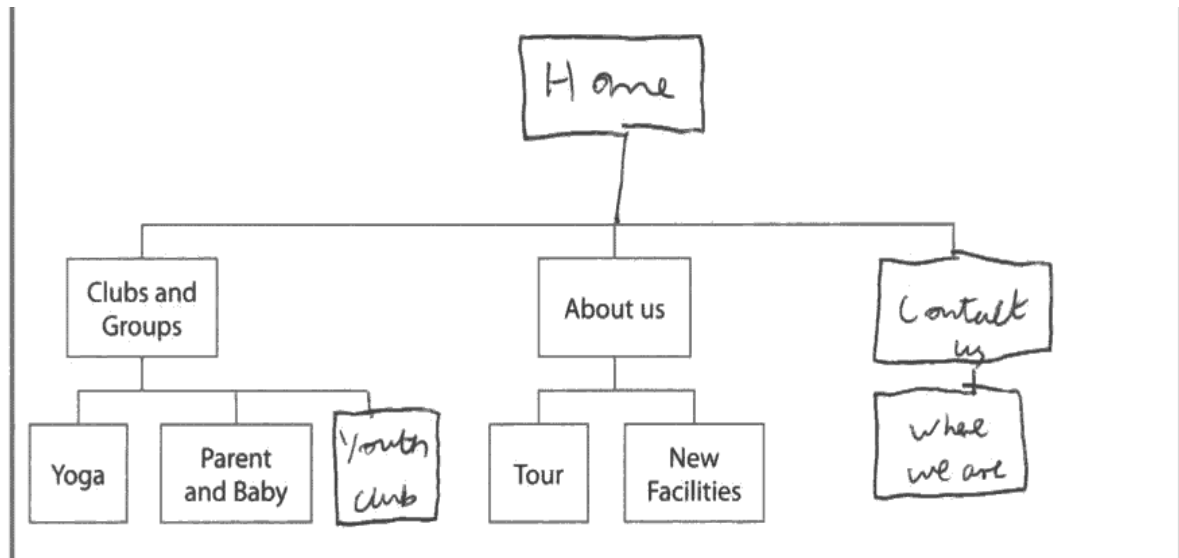
⭐ **ResultsPlus**
examiner comment

A good candidate response that gained 4 marks.

Question 3(d)(i)

This was a generally well-answered question, with the vast majority of candidates correctly identifying streaming as an alternative method of watching video on the internet.

Question 3(d)(ii)

The majority of candidates gained 1 of the 2 marks available, usually for identifying a codec's role in compressing/decompressing video. Many did not gain the full 2 marks because their answer did not go far enough to explain what a codec is or what role it plays.

(ii) Users will need a codec to watch the video.

Explain what a codec is.

(2)

A software that compresses or decompresses a video file, also changing its format ie from a .wav to an .mp3

ResultsPlus
examiner comment

This answer gained only 1 mark.

(ii) Users will need a codec to watch the video.

Explain what a codec is.

(2)

A codec is a piece of software used for compressing and decompressing video files. A codec is required to view compressed videos.

ResultsPlus
examiner comment

This candidate gained the 2 marks. The response clearly identifies that a codec is a piece of software that decompresses a video, and that it would be used in order for the user to be able to view the compressed video.

Question 3(e)

Most candidates gained some marks on this question, with the majority gaining 2 of the 3 available. Typically, candidates identified a suitable change and were able to provide a reason to make the change. Candidates were generally prevented from gaining all 3 marks by not providing a linked explanation that made two valid points.

(e) Lee has produced the Homepage for the re-designed site. He wants feedback.
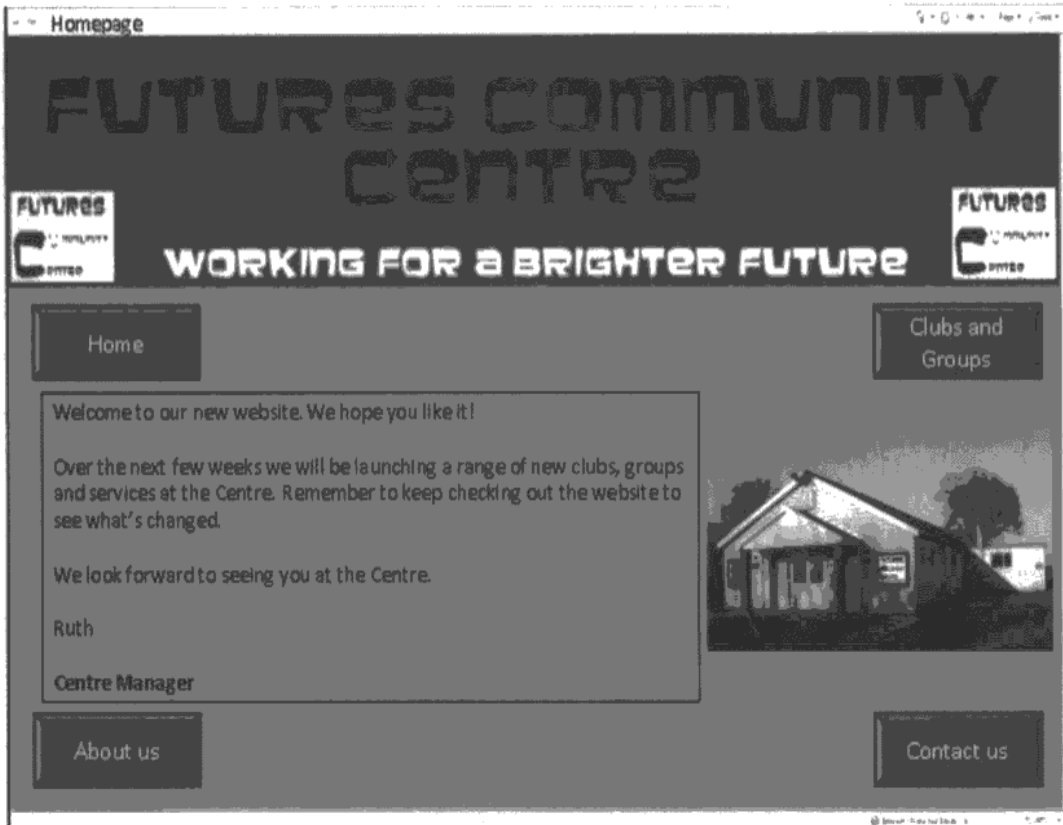
Identify **one** change that could be made to the design of the Homepage and explain how the change would improve the user experience.

(3)

Change

Make the text in the textbox bigger

Explanation

Some people may not be able to read clearly so increase the font size will make it easier for them to read.

Question 4(a)(i)

A generally well-answered question, with the majority of candidates gaining 2 marks. Where candidates did not gain credit, this was usually for responses relating to 'Label Y', where responses tended to give sound types, eg 'voice-over', rather than identifying it as the sound/audio layer.

4 Ruth wants Lee to create a video for *Futures Community Centre*. He plans the video using a timeline storyboard.

Figure 4 shows part of Lee's timeline storyboard.

Timing (secs)	1.00	1.50	2.00	2.50	3.00	3.50	4.00	4.50	5.00	5.50	6.00	6.50

X — CentreEntrance.gif | Yoga_Session_clip.avi

Transitions — Dissolve (gif to avi) | Title fades in | All fade to black

Y — Voice_over_1.mp3 | Voice_over_2.mp3

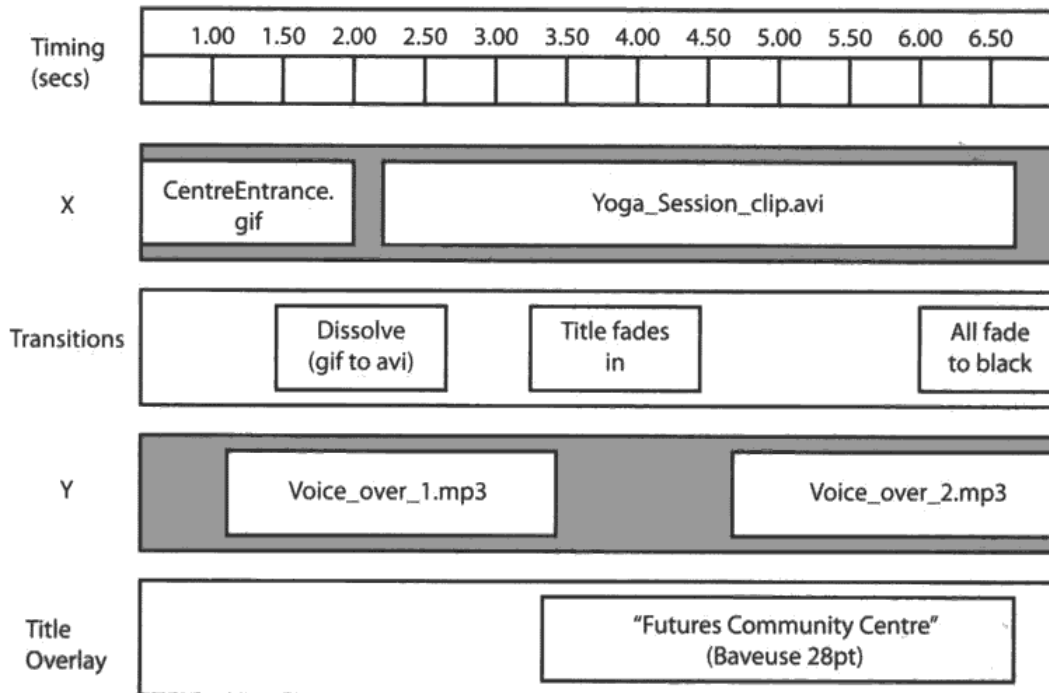**Title Overlay** — "Futures Community Centre" (Baveuse 28pt)

Figure 4

(a) (i) Two labels, X and Y, have not been identified on the storyboard.

Identify what the labels X and Y represent.

(2)

Label X

Video Clips   Animation

Label Y

Audio

Question 4(a)(ii)

This question was generally not well answered, with the majority of candidates not gaining any marks. Of those who did gain credit, most tended to provide limited descriptions of a timeline storyboard, typically identifying its use to plan the timings of the video. Many candidates failed to identify that it would also be used to plan the assets and layers that would be included in the video.

(ii) Describe one purpose of using a timeline storyboard when designing a video.

(2)

By using a timeline when designing a video, it makes it clear to the creator what is going to occur on the page at what time it is and when something such as 'voice overs' would play. It gives them a brief idea on the layout of the page with its assets.

ResultsPlus
examiner comment

This candidate provided just enough detail to be awarded 2 marks. The response identifies the timeline storyboard's role in showing timings and in planning the assets that will be used.

ResultsPlus
examiner tip

Remind candidates to aim for clarity in their responses, eg in the above example, 'A timeline storyboard allows the designer to identify the layers and assets of the video' (1 mark) 'and how these will be linked/overlapped, and the relevant timings.' (1 mark)

Question 4(b)(i)

Nearly all candidates answered this question well, with the vast majority gaining all 3 marks. Data entry boxes in the diagrams were generally clear and tended to have a label and a box. In some responses, however, it was not always clear what the components of the design were.

(b) (i) Users of the Centre's website must register to access the video online.

The Registration page will contain:

- a data entry field for the user's email address

- a data entry field for their password

- a submit button.

Complete the design for the Registration page.

(3)

examiner comment

The full 3 marks were awarded for this response. The candidate's diagram clearly shows data entry boxes, with labels, and a submit button.

Question 4(b)(ii)

This question was well answered by the majority of candidates. Most candidates who gained credit favoured 'drop-down menu' as a method for entering data more easily but other methods, such as 'auto complete', were also common responses.

Candidates tended to lose marks through not appearing to take into account the stimulus. Many candidates suggested 'user help text', which in this case would not be suitable as user instructions were already given on the page.

(ii) **Figure 5** shows a page that Lee has added to the site. The page allows the user to search on the name of a club or group.

Clubs and Groups

FUTURES COMMUNITY CENTRE

FUTURES

WORKING FOR A BRIGHTER FUTURE

FUTURES

Home

Clubs and Groups

Enter name of club or group

Search

About us

Contact us

Figure 5

Give **one** feature that Lee could add to the page to make data entry easier.

(1)

Drop down list for the search box

Question 4(c)(i)

This question was not well answered by candidates, with the majority failing to gain any marks. It was clear from the responses that many candidates have not been exposed to 'creative commons' and so were unable to name the licence.

Question 4(c)(ii)

As with Q4(c)(i), candidates' understanding of 'creative commons' was generally weak. Many clearly did not understand the difference between 'creative commons' and copyright and therefore provided answers that explained the use of copyright rather than 'creative commons' materials.

> (ii) Explain how these symbols affect the way Lee must work when using the image.
>
> (2)
>
> He must ensure he gets permission to use the images, also gives credit to owner of image.

ResultsPlus examiner comment

This candidate's response clearly refers to standard copyright licences ('gets permission'), so does not gain any marks. It is important that candidates understand that this particular variation of the 'creative commons' licence is permission to use and edit it as long as the original source is credited.

ResultsPlus examiner tip

Centres should draw significant attention to creative commons material and the varying licences. In terms of digital design, it is important that candidates are aware of the scope and variety of permissions, licences and restrictions on digital materials.

Question 4(d)

Candidate performance in this extended question was disappointing, with most candidates only producing responses in mark band 1 (1−2 marks).

Typically, responses were very vague and referred to general testing methods rather than specific tests and processes for the given scenario.

Often responses simply listed test methods with no discussion or explanation relevant to how the designer could test the video and its availability.

* (d) Ruth wants the Centre's videos to be viewable online.

Describe the test processes Lee could use to make sure as many people as possible can view the videos online.

(6)

There are lots of test processes that Lee could use to make sure lots of people can view the video's online. First he needs to check that the file format is compatible with a range of browsers such as; internet explorer, google chrome, safari, mozilla fire firefox etc, this makes sure that whatever browser you have, you can view the video. Lee also needs to use methods of gathering feedback such as forums and, questionnaires, interveiws and personal observations. He needs to make sure he had a range of ages and ICT ability to test the product in order for him to get maximum feedback. Lee could also use a method called 'black box testing' where the person testing the product has no previous experience with it, and only knows the input and expected output of the product. Lee needs to test the functional and non-functional sides of the product. the functional side is whether the product works as intended. and whether it comes was The non-functional side is things like: sercurity, stability, accessibility, usability and functionality. He can use other people to test this these things and either fill out a feedback sheet or give a personal response at a interveiw where you can ask more detailed questions and also follow up questions. These are a few of the ways that Lee can test his digital product to make sure that it is working and the videos run smoothly.

ResultsPlus
examiner comment

This is a mark band 2 response (4 marks). The candidate shows a good understanding of the need to test on a range of platforms and also includes a number of ways of testing products. The response needs to go further in discussing/justifying certain tests, such as varying platform, different devices (not just browsers).

ResultsPlus
examiner tip

Greater discussion, in context, would help this response move into the higher mark band. The response does not focus enough on the wide range of users in the community and how the video could be tested to ensure lots of people can use it.

Question 5(a)(i)

The majority of candidates gained at least 1 mark here with a reasonable number gaining 2. Most commonly candidates gained credit for identifying the need to provide details of background colour and font style. Where candidates did not perform well, this was generally with answers relating to navigation, which were often too vague or were not appropriate to the given scenario.

5   Ruth has asked Lee to produce an e-zine about *Futures Community Centre*.

Lee uses a storyboard to design the front cover of the e-zine.

Figure 6 shows Lee's partially completed storyboard.

Title Banner (72pt)
Banner = blue, font colour = black

Headlines for other stories
(48pt font colour = white)

Image of youth club members
at a session

Main Headline (68pt)
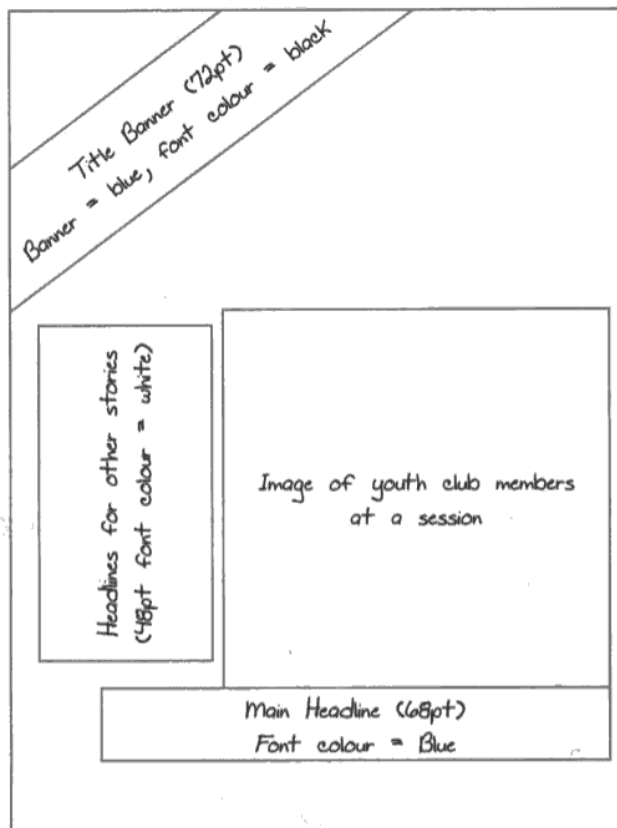Font colour = Blue

Figure 6

(a) (i) The storyboard shows some design details.

Identify **two** other design details that Lee should add to complete the storyboard.

(2)

1 Background colour

2 size of page

Question 5(a)(ii)

Candidate performance on this question was disappointing, with the majority of candidates failing to gain any marks. Candidates who did gain marks typically only scored 1 of the 2 available. Responses often showed little or no understanding of the visual hierarchy. Centres should ensure design methodologies, such as the visual hierarchy, are understood by candidates to help them recognise quality design.

(ii) Lee's design follows the *visual hierarchy*.

Explain what is meant by *visual hierarchy*.

(2)

Putting things in sizes relevant to how important they are to make sure our eyes are drawn to the most-important elements on the page.

ResultsPlus examiner comment

This candidate was awarded 1 mark. The response shows understanding of the visual hierarchy but the explanation does not go quite far enough to gain 2 marks. A second mark could be gained by explaining that the more important elements are larger/emphasised more.

Question 5(b)(i)

This was a very well-answered question, with a large majority of candidates identifying the correct tool that could be used. Where candidates were not successful, this was often through weaker understanding of technical vocabulary. In these cases, candidates provided proprietary names of packages rather than a 'tool' name.

(b) Lee is preparing some images for the e-zine.

This is an original image:

(i) Lee wants to use the area of the image inside the dotted line.

Identify a graphic tool he could use.

(1)

Crop.

ResultsPlus
examiner comment

This is a correct response for 1 mark.

Question 5(b)(ii)

Performances on this question were very good with almost all candidates correctly identifying that, if enlarged, the selected area might become pixelated. Where candidates tended not to achieve the mark, this was often through incorrect reference to the picture's resolution.

(ii) Lee wants to enlarge the selected area.

State **one** problem that might occur when this area is enlarged.

(1)

The image may loose quality

ResultsPlus
examiner comment

This candidate wrote just enough to gain the mark.

ResultsPlus
examiner tip

To improve the response the answer needs to be more specific. For example, the phrase 'becomes blurry' or 'becomes pixelated' would show a better technical understanding.

(ii) Lee wants to enlarge the selected area.

State **one** problem that might occur when this area is enlarged.

(1)

The resolution of the Image will decrease

ResultsPlus
examiner comment

This candidate did not gain the mark. The response mistakenly refers to the resolution of the image changing when enlarged. If enlarged, the resolution does not change, which is why it might become pixelated.

Question 5(b)(iii)

A wide range of marks was awarded for this question. The majority of candidates were able to achieve some marks by correctly identifying at least one suitable change that had been made, with many identifying two suitable processes. Often, however, responses lacked technical detail and could have been improved through better use of subject-specific vocabulary.

Image 1   Final image

Figure 7

(iii) **Figure 7** shows two of Lee's images.

Lee has used graphic tools to create 'Final image' from 'Image 1'.

He has used the text tool to add information.

Identify **two** other graphic tools and explain how they were used to create 'Final image' from 'Image 1'.

(4)

Tool 1

magnetic crop.

How used

He used the magnetic crop tool on photoshop to go around the area and then cut it out.

Tool 2

resize

How used

he resized the dog image to fit into the final image.

ResultsPlus
examiner comment

This was a good-quality answer that gained all 4 marks. The candidate uses good technical vocabulary and explains possible processes well.

Question 5(b)(iv)

The majority of candidates gained at least 1 mark for this question by correctly identifying a potential cause of the problem with the image. Typically, candidates identified file format as an issue but rarely were answers expanded to gain the second mark.

(iv) Lee would like to use his 'Final image' in the e-zine.

When he accesses the e-zine online this is what he sees:

Explain why this may have happened.

(2)

The might of moved the location
to one Image which means the
HTML template will be unable to
find it as it has changed the directory.

ResultsPlus
examiner comment

This response provides another possible answer: changed file location. The candidate also explains what problems this will cause. The response gained 1 mark for 'moved the location to [sic] the image' and the second mark for 'HTML template will be unable to find it'. This was a good 2-mark answer.

(iv) Lee would like to use his 'Final image' in the e-zine.

When he accesses the e-zine online this is what he sees:

Explain why this may have happened.

(2)

Web browser may not support the file.

examiner comment

This response gained 1 mark for identifying possible file type issues. To gain a further mark, the candidate could have written about why there might be a file type problem and what might have caused it.

examiner tip

Candidates should try to develop answers further to gain full marks.

Question 5(c)

As with the other extended question in this examination, candidate performance was disappointing, with very few mark band 3 answers seen and the majority of responses achieving only 1 or 2 marks.

Candidates tended to talk about aesthetic design features and/or accessibility features but responses rarely discussed these in relation to the given context or how these might affect the scope of digital design.

Varying content or style of presentation to present similar content to different audiences was rarely addressed in candidate responses.

*(c) It is important that a digital product is suitable for its intended audience.

Explain how the design of the *Futures Community Centre's* e-zine might be influenced by the intended audience's needs, preferences and characteristics.

(6)

The design of the community centre's e-zine is influenced by its intended audience. The elements that are intended to influence are sections like the ~~its~~ colour scheme. If it genrally has a blue colour scheme you can see in genrally has a target audience of ~~around~~ males. Also, by posting pictures of sports etc you can see they target the website as more genrally fine and able people that regularly exersize. Also, by using a quite contempary style of fonts and the use of 'youth' throughout the design genrally difects and adresses the ~~far~~ target market quite also. Also, with 'youth' genrally there needs is to get strong and muscular and be good at selfefence. this is where they advertise sessions in this genre.

* (c) It is important that a digital product is suitable for its intended audience.

Explain how the design of the *Futures Community Centre's* e-zine might be influenced by the intended audience's needs, preferences and characteristics.

(6)

The Ezine contains many different assets such as voice overs, videos, images, etc. This makes it suitable for people of all different needs as people with visual difficulties can listen to voice overs and people with hearing difficulties are able to read the ~~info~~ information and watch the videos, etc. The ezine is also suitable for people of all ages as certain clubs/activities may vary in age groups. It is suitable for all different age groups ~~though~~ as it contains videos and images for younger and maybe elderly users but also contains text and written information for those middle-aged adults. The Ezine ~~————~~ consists of many different pages all about different clubs and activities, such as 'dog agility class' and 'yoga class' which make it suitable for different preferences and characteristics. Many people have different interests which means the ezine must appeal to different types of people with different preferences and character-istics. The ezine ~~could~~ fulfills this by including these different pages of ~~————~~ a range of different activities so the ezine will appeal to a wider range of users and will be suitable for different needs, preferences and characteristics.

ResultsPlus
examiner comment

This candidate was awarded 4 marks. The response addresses several product design features and relates them to different audience needs.

ResultsPlus
examiner tip

To develop this into a mark band 3 answer, the candidate needs to give more detailed explanation of how the features meet the varying needs of the audience.

Summary

Based on their performance on this paper, candidates are offered the following advice:

- Use the given scenario within the response; answers should be contextual.
- Make links between the practical units (Units 2 and 4) and the content of this unit.
- Improve range of knowledge across all aspects of the specification.
- Ensure examples are specific and that they relate to the given scenario.
- Develop the use of examples to support discussion in extended answer questions.

Grade boundaries

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