Moderators' Report/
Principal Moderator Feedback

Summer 2016

Pearson Edexcel GCSE
In ICT (5IT04)
Paper 01 Creating Digital Products

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Two CABS were available this year, 'The Sporting World'' for the second year and for the first time 'Where I live'.

The CABs have different windows of availability and it is important that centres check that the CAB they are using will be valid for submission at the end of the course when student work is submitted for moderation.

Moderators saw examples of both being used to good effect.

CAB Requirements

Students are required to create one of the following four types of interactive digital products, related to the CAB theme:

a game

an interactive multimedia or web-based interactive product

a database system with a customised user interface

For each different type of product, students are expected to produce products that meet these minimum requirements:

Interactive multimedia or Web-based interactive product:

Interactive multimedia products should have clear pathways through the product, include accessibility features, different types of interaction and that are suited to the intended audience. They should also include animation, a range of different assets, and user input.

A web site should have interactivity; working navigation based on 5 pages and is sufficient to demonstrate the features. It should be viewable in a web browser and have accessibility features, different types of links, animation, a range of different assets and some user-input such as a form, a request for info, a search feature, an interactive quiz or questionnaire.

Database with customised user interface:

There must be a minimum of 2 related tables, 1 input form. There should be searches based on related tables, including the use of relevant multiple search criteria. There should be a switchboard or menu system that is design and suited to the audience.

The output from the database should contain enough data to demonstrate full functionality and the functioning of user interface.

Game:

This should have a scoring system, rules to progress / win, can be single player at a time or alternate plays for multiplayers, sprite interaction (with other sprites

and / or environment), and some original assets. The game should be matched to the intended audience and follow the theme of the CAB.

General Comments

The majority of the students whose work was sampled met these minimum requirements and good examples were seen of both CABs being used.
The feedback section of the proposal is very important and the teacher should make use of this facility to ensure the student is able to make the best possible start to the process.

The CAR is an important assessment document. It is the means by which an assessor communicates their assessment decisions and the rationale behind them to the moderator. It should be used to direct the moderator to relevant evidence and to assist the moderation process. The comments on the CAR should be addressed to the moderator, not the student.

Work on the digital products themselves must be carried out under supervision in the classroom. The teacher must be able to authenticate each student's evidence with confidence.

Activity 1

Students are expected to evaluate only one product; many students are submitting two or more reviews. Students should be encouraged to complete one, more detailed, review rather than several briefer reviews which will not gain higher marks based simply on the number of reviews.

The majority of students were successful in creating a product review that provided some evaluation of the product's strengths and weaknesses, user interface and its functionality. The better students also evaluated the usability and accessibility of the product. The best students included a number of well-chosen screen shots that illustrated and supported the points being made in the text.

Students were required to complete a proposal for their chosen product that outlined the purpose of the product, details the characteristics of the target audience and summarises the proposed content and features.

There are templates provided to assist the students with their proposal, the best examples were fully completed and the comments added by the students showed careful thought and consideration of the questions
It is essential that teachers read and comment on this proposal before the students move on to the design. This is an ideal opportunity to ensure that the product matches the CAB and the audience intended.

Centres should note that the brief for this activity changes from one CAB to another and centres should ensure that any internal documentation is up to date.

Activity 2

This activity is all about the design and development of the product. The design process varies considerably depending on the type of product being developed. There are different templates provided for each product type to help students in this process. Again there are some changes from on CAB to another, so centres should ensure that any internal documentation available is up to date.

The student should include how the user interacts with the product and therefore students must provide designs of the user interface as well as considering database structure, links and page layouts, depending on the product type chosen.

Most students successfully gathered and prepared content for use in their digital products. To gain the higher mark ranges students need to have gathered and prepared a variety of appropriate content for use in the product.

The standard of recording the items in the asset table varies considerably, students need to record the source of the content they have gathered within

their assets table and remember to document the editing or optimising of the content.

In order to achieve the higher marks, the assets table should not be restricted to just images; students should be encouraged to give the source of text, and sound if they are used in the product and any additional ones used for the showcase.

Activity 3

The digital showcase provides an opportunity for students to demonstrate the quality of their product. Students are expected to repurpose appropriate content and features from their product to promote it to a target audience of their choice.

The best work used carefully selected and re-purposed content together with additional new content to make a comprehensive showcase that promoted the product to the audience. These good examples often included video and audio.

Activity 4

Some students did not mention the feedback given and received, whilst others included limited suggestions for improvement.

A template was provided to assist with this aspect of the work, again Students should be instructed to look at the brief for this activity carefully as it changes from one CAB to another and centres should ensure that any internal documentation is up to date.

Preparing the Evidence

The students should organise the work into the Activity folders as directed in the CAB. In some cases the work was not well organised making it difficult to find some of the evidence required.

Evidence must be checked to ensure it is accessible using the Moderator's Toolkit.

Once the evidence is copied onto the moderation CD, it must be thoroughly checked again. All the evidence for the required sample should be on one CD or DVD.

Links especially need to be tested as on some occasions links pointed back to the student's work area on the school system.

The Student Assessment Record (CAR) should be completed and provided electronically as part of the submission. Comments should be directed to the moderator, not the student and should explain where the internal

assessor has awarded marks and provide details of any professional judgment applied. The marks for each section should be clearly shown on the CAR.

Where the Student Assessment Records (CARs) were completed in detail this aided the moderation process considerably and provided moderators with an insight into the rationale behind the marks awarded.

Samples should be submitted with folders clearly labelled with centre numbers, student number and first 2 letters of surname and first of forename name. It would help if the CAR sheet naming convention is the same.

[centre #]_[student #]_[first two letters of surname]_[first letter of forename name].

Grade Boundaries

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