Examiners' Report
Principal Examiner Feedback

Summer 2017

Pearson Edexcel GCSE in
Information and Communication Technology
(5IT03) Paper 1

Exploring Digital Design

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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 which allows all candidates to access all grades. To this end, the paper is designed to gradually increase in difficulty with a greater percentage of higher grade components in the later questions.

The examination is designed to test the candidates' ability to apply knowledge of digital design within a given context. The scenario is provided at the start of the paper which runs throughout the examination, with additional information provided with individual questions as required. Many questions are supported by a range stimulus materials related to a particular assessment focus and aspect of the scenario. In this examination, the scenario focused on an international sports competition and some of the digital products that organisers for such an event may produce. These included advertising materials, a database for competitors and information points that could be used by visitors. It is vital that candidates make appropriate use of knowledge for specific products and audiences, and to show an understanding of general design principles, if they are to attain the highest marks. More successful candidates apply their understanding to the provided context rather than producing generic, unfocused answers.

On the whole, the candidates' performance showed a slight drop compared with performance in the June 2016 assessment series, with the average mark falling slightly. Many candidates did not perform well as responses often did not make appropriate use of the given scenario, or a suitable explanation / expansion was not provided in questions worth more than one mark.

Centres are encouraged to look at previous examination papers with their candidates to ensure they are familiar with the design and expectation of the paper. Candidates should be aware of the requirements of particular command verbs; understanding, for example, that an explain question should contain two linked points. This would greatly improve candidate performance.

This is a 'digital design' paper and as such addresses a range of practical, applicable skills. Candidate preparation should be as realistic as possible, creating links with Units 2 and 4, and highlighting the methods of gathering, preparing, designing and creating digital content within a variety of contexts. This would help candidates to understand the practical applications of the content of this unit, and enable them to more readily apply their understanding to the given context within the exam.

Question 1(ai)

Candidates generally performed well on this question with most candidates able to gain a mark for identifying an appropriate tool, typically copy / paste. Almost half of candidates were able to demonstrate deeper knowledge of design and editing tools by identifying a second tool. Candidates who were less successful misunderstood the question, possibly due to not having secure technical vocabulary. In these cases candidates tended to give the names of software (e.g. Photoshop) rather than the names of the tools that these programs provide.

Question 1(bi)

Generally, performance on this question was good with the majority of candidates able to identify at least one way the posters could be changed to be more consistent in terms of brand identity. On the whole, candidates understood the need to be consistent in the use of typeface and that the use of a logo helps to link different products. Candidates who were not as successful often constructed poorly or unclear responses. When suggesting changes to products that are given in the stimulus material, candidates should ensure their responses provide specific responses that clearly refer to the products.

Example	Examiner Comments
(i) Julianna checks the posters. She tells Ali that it is not clear that the events are part of the same competition. Identify **three** changes Ali could make to the posters to make it clear that the events are part of the same competition. (3) 1 use real images of people carrying out the sports 2 Add the logo of the organisation on both posters. 3 use same font styles for each section e.g. Date of the event	1. 'use real images' - not enough to imply same style (real) across both posters. Clarity of response is important when suggesting changes. In this case, examiners would have to infer too much to award the mark. 2. 'logo' (1). 3. 'same font' (1).
(i) Julianna checks the posters. She tells Ali that it is not clear that the events are part of the same competition. Identify **three** changes Ali could make to the posters to make it clear that the events are part of the same competition. (3) 1 Add images with colour not just the Shadow 2 Make the event name clear by Adding It at the top 3 Make the text Saying where the event is being held Stand out.	1. No mark awarded. 2. 'Make event name clear by adding it at the top' (1) - enough to award mark for name / title. Although they have confused event and competition, 'adding' implies an understanding that the second poster has something missing so adding will make them consistent. 3. No mark awarded. Total: one mark awarded.

Question 1(bii)

Performance on this question was, overall, not of a high standard, with many candidates providing insufficient responses to gain marks. Where candidates did gain marks, responses were often limited to only a single mark, most typically for identifying that the user may not be able to scan the QR code. Candidates were rarely able to provide an appropriate linked response, as was the case in many of the explain questions, to gain two marks. Centres are encouraged to work with candidates to develop their responses in a way that is appropriate for the given command verbs.

Example	Examiner Comments
Explain why Ali has included both a QR code and the website address. (2) As there might be faults with the users phone when scanning / also their there could be fault with the QR code e.g. when printing, so both website and QR code is needed	'might be a fault with the users phone when scanning' (1) – shows enough understanding to award - 'Users may not be able to scan the QR code'. 'fault with the QR code e.g. when printing' (1) Printing / paper issues. Two marks awarded. Tip: for 'explain' to gain maximum marks the response must include a valid point which is then supported by an expansion or reason.

Question 1(ci)

Performance on this question was weak, and exemplifies one of the main performance issues across the examination, i.e. candidates' lack of understanding of technical vocabulary. Most Candidates did not gain a mark for this question. Centres are encouraged to work with candidates to develop a strong understanding of technical vocabulary as this allows the candidates to access the questions and respond in a clear and more precise way.

Question 1(cii)

Candidate performance on this question was not of a high standard, with most candidates unable to provide a response sufficient to gain marks. Generally, candidates did not appear to be well prepared in terms of exam technique and were not able to decode questions effectively. In this question, candidates were required to give ways that animation is used, i.e. to provide examples or how it may appear in the given product. Many candidates, however, provided answers that looked at why it is used, e.g. to draw attention, which is a repeat of the question and, therefore, did not gain marks. Centres should spend time with candidates teaching them how to decode questions so that they can extract the key meaning and requirements of the question.

Example	Examiner Comments
(ii) The digital poster will use animation. State **two** ways that animation can be used to draw attention to some content. (2) 1. Animation could include arrows to a certein image 2. Enlarge Add enlarge animation to content	1. 'arrows to certain images' (1) – this was considered just enough to be an example for a specific animation (such as an animated GIF) to award the mark. However, this candidate would be encouraged to be slightly clearer in their response. 2. 'add enlarge animation' (1) – again, this reposnes is enough to gain the mark (MKPT 4) but the clarity of the response could be improved. Two marks awarded.

Question 1(d)

Performance on this question was of a good standrd with most candidates gaining at least one mark. Many candidates were able to demonstrate enough understanding to gain a second mark. It is encouraging to see that candidates demonstrating a strong grasp of copyright.

Example	Examiner Comments
(d) Ali wants to use content that has been created by others. State **two** ways that Ali can ensure he can legally use content created by others. (2) 1 Check the copy right and seek permission from the creator 2 Credit the creator somewere in the product, so that copyright laws are adhered to.	'Check the copyright' (1) - just enough to show understanding of using in a way that has been set out by creator (MKPT 3). 'Seek Permission' (1).
State **two** ways that Ali can ensure he can legally use content created by others. (2) 1 Ask for permission from the owner 2 Mention the owner of the asset.	'Ask for permission' (1). 'Mention the owner' – this is does not demonstrate enough understanding to gain the marks. Just referencing the source may not be enough if the item is copyrighted and not supplied under creative commons.

Question 2(b)

Candidates performed well here with most showing enough understanding to gain three out of the four available marks. Candidate were generally able to demonstrate an understanding of the need to vary the size of data entry fields to reflect the data they will receive. Candidates were, on the whole, able to provide a suitable method of improving ease of use and data accuracy for either 'Date of birth' or 'Category'. Where candidates did not achieve marks, this was often through the selection of an inappropriate data entry method for 'Date of birth'.

Example	Examiner Comments
(4) **Competitor Table** Title: e.g. Mr., Mrs. Name: Country: Date of birth: Category: Able-bodied/Impaired	1. All fields have spaces for data entry – one mark awarded. 2. Data entry fields sized appropriately – no mark awarded - Name box and Title box are too similar in size. Name should be larger. 3. 'Date of Birth' field formatted to aid entry / improve accuracy (e.g. DD/MM/YYYY boxes. Calendar / date picker) - no mark awarded - drop down for full date is inappropriate for use of drop downs. It would be expected that the entry field would be

	separated in to Day, Month and Year. 4. Category uses dropdown or radio buttons – one mark awarded.
Competitor Table Title: e.g. Mr., Mrs. Name: Country: Date of birth: Day Month Year Category: Able-bodied/Impaired · Able-bodied impaired	1. All fields have spaces for data entry - mark awarded. 2. Data entry fields sized appropriately - mark awarded. 3. 'Date of Birth' field formatted to aid entry / improve accuracy - mark awarded - drop down for days / month and labels. 4. Category uses dropdown or radio buttons - mark awarded.

Question 2(ci)

Candidate performance on this question was generally of a good standard with most candidates able to provide at least one accessibility feature with many able to provide both. Candidates who performed at a lower standard demonstrated limited understanding of the subject specific terms (i.e. 'accessibility feature' specifically refers to designs features that aid users with additional needs), and as such were either unable to access the question or did not provide a clear enough answer.

Example	Examiner Comments
(i) The menu screen includes a button that inverts colours to aid visually impaired users. Give **two other** accessibility features Ali could add to the menu screen. (2) 1 He could add a voice over 2 He could add a help icon.	1. In this response, the lack of technical vocabulary has clearly hampered performance. 2. 'He could add a voice over' – one mark awarded – the candidate has shown just enough understanding to get the mark but would have been better if they had used - Listen to this page feature -. 3. 'He could add a help icon' – this is not specific enough to users with additional needs to gain a mark.

Question 2(cii)

Candidates performed quite well here with the majority able to gain at least one mark, typically for identifying that it is a legal requirement to include accessibility features. Many were able to gain a second mark by demonstrating a wider understating of the use of accessibility features. Although many candidates gained marks here, the quality and clarity of the responses could be improved.

Example	Examiner Comments
(ii) Give **two** reasons why digital products should include accessibility features. (2) 1. It will attract more viewers 2. More easier for the users to use	1. Here we see a one mark response. Although marks were gained, there was the potential to gain maximum marks but the clarity of the response prevented this. 2. 'It will attract more users' (1) – this was considered just enough to award MKPT 4. 3. 'Easier for the users to use' – this was not enough to award MKPT3. The response is too general and does not show a clear understating of allowing access for specific / more users.

Question 2(ciii)

Performance on this question was not of a high standard. Although many candidats gained marks, a surprisingly large percentage of candidates did not access any marks. Where candidates did not perform well there were broadly two themes. One, many candidates did bot decode the question correctly and provided accessibility features in their suggested improvements. Two, resposnes were every generic an did not provide specific reference to the provided example.

Example	Examiner Comments
(iii) Identify **two** ways, other than accessibility features, that the menu screen in **Figure 4** could be improved. (2) 1. Include san serif fonts 2. place navigation at the top of screen.	1. 'include san-sarif fonts' (1) – enough for MKPT 4. Examples of more legible fonts that could be used were accepted. 2. 'place navigation at the top of screen' - no mark awarded - this is a menu screen, so the buttons provided are 'navigation'. Reference to additional 'navigation' must be specific and

	appropriate to gain a mark.
(iii) Identify **two** ways, other than accessibility features, that the menu screen in **Figure 4** could be improved. (2) 1 Make sure all the boxes on screen are the same size, and alligned 2 Fill in the white space with images	3. 'makes sure all the boxes on screen are the same size' (1) MKPT 3. 4. '..and aligned' (1) MKPT 2. 5. Response 2 is not appropriate to gain a mark. Adding images to the menu screen is not appropriate for its intended use.
(iii) Identify **two** ways, other than accessibility features, that the menu screen in **Figure 4** could be improved. (2) 1 Adding images of whats provided 2 Audio So that the text can be read out So people who may be blind can still hear whats provided.	6. 'Adding images' - no mark awarded. This is a database menu screen so images are not an appropriate suggestion. Candidates should ensure that the improvements they suggest are appropriate for the given scenario and should not rely on generic responses. 7. 'Audio so the text can be read out' - no mark awarded. Suggested improvements should NOT have been accessibility features. Candidates must ensure the fully decode the question.

Question 2(d)

Performance on this question was generally of a low standard with many candidates not accessing any of the available marks. Candidates, in many cases, did not seem aware of the requirement of scalability, or the need to use it with different surfaces, backgrounds etc. when a logo is intended for both digital and physical product. Therefore, a vector image would be the most appropriate image file type.

Example	Examiner Comments
(d) Ali has included the USEL logo on the menu screen. The logo is saved as an image and used on a range of digital and physical products. State the image file type that should be used for a logo and explain why it is suitable. (3) File type Svg Why it is suitable companies ~~of~~ save their logos as svg because it can be ~~resized~~ resized and won't lose quality like a vector.	1. 'SVG' (1) 'can be resized (1) and won't lose quality' (1). Three marks awarded.
File type PNG Why it is suitable - Image is more clear due to more pixel - Image ~~can has~~ have no background to it so that it can be used in a range of products (transparency). (Total for Question 2 = 14 marks)	2. 'PNG' - no mark awarded. 3. 'no background....(transparency)' (1). 4. Although the file type is incorrect a mark was awarded for a correct reason. One mark awarded.
File type Jpeg Why it is suitable as the sth file type is compatible with most softwares, so that you don't need ~~of~~ additional software for the file type.	1. 'JPEG' is not an appropriate file type for a logo. 2. 'Compatible with most softwares' compatiblity with software is irrelevant in this context.

Question 3(a)

Performance on this question was of a low standard with few candidates accessing the marks, again highlighting the general lack of technical vocabulary from most candidates. Only a relatively small number could identify the name of the design document that is used to identify the pages of a website and how they will link together.

Question 3(bi)

Most candidates were able to gain at least one mark here, typically for identifying that using a template helps to ensure consistency across pages. As in other questions across the examination, candidates showed a general lack of technical vocabulary, with may providing answers relating to storyboards or other design documents rather than the use of a template.

Example	Examiner Comments
(b) (i) Ali uses a template when creating the website. Give **two** benefits of using a template. (2) 1 Gives an idea of how the website will be displayed. 2 can be used to make changes and improvements for the website.	Response 1 - no mark awarded. The candidate's response appears to be focused on pre-development design, rather than the use of a template file during production. Response 2 - 'used to make changes and improvements for the website' - this does not demonstrate understanding of site wide changes to award MKPT 5 (universal changes). No marks awarded.
(b) (i) Ali uses a template when creating the website. Give **two** benefits of using a template. (2) 1 Allows consistency across the pages 2 Allows Ali to save time when creating the website	1. 'consistency across the pages' (1) Just enough for MKPT 1 2. 'save time when creating the website' (1) MKPT 2 2 marks awarded.

Question 3(bii)

Performance on this question was of a very good standard with the majority of candiates able to provide a response that gained two marks. Where candidates did not gain both marks this, as on other occasions, was down to lack of clarity in response and not providing a clear, linked expansion to a point made.

Example	Examiner Comments
The website must be easy to use by as many people as possible. Explain **one** reason why 'Button 2' would make the website easier to use than 'Button 1'. (2) Button 2 is easier to understand, when compared with button 1. This allows users to predict what the button will lead them to.	1. The response attempts to provide two points 'easier to understand' and 'allows the user to predict'. Although there is an attempt at linking the response, the two parts are in essence the same (relating to user understanding). The candidate does not provide a reason for this (e.g. uses a universal image) so a second mark cannot be awarded. one mark awarded.
The website must be easy to use by as many people as possible. Explain **one** reason why 'Button 2' would make the website easier to use than 'Button 1'. (2) Some people might Find an image image better to indicat what the button is It helps People who may Find it difficult to read.	1. 'Image... indicate what the button is. (1) It helps people who may find it difficult to read (1)' Two marks awarded.

Question 3(c)

This question targeted higher attaining candidates who performed well. Many lower attaining candidates were not able to access the question. The performance of the targeted candidates was generally quite good with many of these able to achieve at least one of the two available marks. Most commonly, a mark was achieved for identifying that the alt text could be loaded instead of the image or that the text provided a general description of the image content. Responses were often not linked, however, and many candidates were not able to provide a suitable expansion.

Example	Examiner Comments
(c) Ali adds 'Alt text' to the images he includes on the web pages. Describe how the use of 'Alt text' supports users with poor internet connections. (2) Less data is used, so it helps users with poor connection euse the website and have access to it.	1. 'Less data is used' – the response does not provide a suitable expansion or reason. The majority of the candidate's response is a repeat of the given question. 2. The response could be improved by identifying why less data is used (e.g. the images do not need to be loaded). One mark awarded.
(c) Ali adds 'Alt text' to the images he includes on the web pages. Describe how the use of 'Alt text' supports users with poor internet connections. (2) – Tells them what the image will be about, if it cannot be seen, helping them to obsers information and not have to wait long to view image	1. 'Tells them what the image will be about' (1). 'If it cannot be seen' (1) - alternative wording MKPT 2.

Question 3(d)

Performance was was of a low standard with many candidates not able to demonstrate an understating of the reasons why a JPEG image pixelates when enlarged. While candidates understood the term pixilation, it was clear that many had not explored the deeper technical features of different image types and how this affects their use. It is suggested that a combination of practical and theoretical approach to this specification area is applied when teaching, where candidates can explore how and why different image types are used and the effects on the images when they are used in different ways.

Example	Examiner Comments
(d) When an image is added to the web page and enlarged it becomes pixelated. Explain why a JPEG image pixelates when enlarged. (2) Because JPEG files are made from bitmap So when you enlarge the image, you can recognise the squares and than becomes blurry	'It is a bitmap (1) - MKPT 1. 'you can recognise the squares (1) - Just enough MKPT 3 - pixels become enlarged
(d) When an image is added to the web page and enlarged it becomes pixelated. Explain why a JPEG image pixelates when enlarged. (2) file type is small when inlarged it is pixilated due to the pixils becoming larger	'Pixels becoming larger' (1) – MKPT 3 allow - each pixel is 'larger' for original resolution being lost.

Question 3(e)

Performance on this question wasof a low standard with many candidates not able to provide responses that gained marks. Responses often showed a lack of understating of how to respond to the command 'Describe how…' and many other responses not correctly decoding the question that is being asked. Many responses showed some understanding of what a rollover effect is but candidates responses were often definitions rather than descriptions of their use within the given context.

Example	Examiner Comments
(e) Ali adds a 'roll-over' effect to the navigation menu. Describe how the use of 'roll-over' effects optimises the use of screen space. (3) 'roll over effect' does not require a space for additionell buttons or space. This is becouse when the user hovers over the image or text information will come up. This reduces the need for space for texts or links.	'when the user hovers over the image' (1). 'information will come up' (1). Reduces the need for space for texts of links - not enough for maximised use of space as not enough understanding shown of increasing the amount of space for other objects on the page.
Describe how the use of 'roll-over' effects optimises the use of screen space. (3) by using a roll over effect navigation menu will appear and disapear when ever needed. Therefore This reduces the space needed for a dedicated navigation menus.	'…menus will appear and disappear when needed' (1). 'reduces the space needed for navigation' (1) - alternative wording for providing more space for other content.

Question 3(f)

The majority of candidates were able to access some marks here but few were able to provide responses that gained three or four marks. Achievement here was hampered by a lack of exam technique with many candidates providing only superficial, generic responses (e.g. 'bigger') which showed little or no understand of the given content. Responses that relate to performance or size of a device / platform must show a clear and accurate understanding to gain marks.

Example	Examiner Comments
(f) Ali will produce mobile and desktop versions of the web pages. **Explain two** reasons why the desktop version of a web page often has a greater range of content. (4) 1 Desktop is more powerful than a mobile phone, so it can use more Memory and load up files of assets with larger sizes. 2 Desktops have a bigger screen so more images, texts and videos can be put on the screen.	Response 1. 'Desktop is more powerful...more memory (1) - 'more powerful' 'load up files and assetts with large sizes' (1) - suitable alternative for greater range of content. Response 2. 'bigger screen' (1) 'more...can be put on the screen' (1) - enough for 'more can be shown on the page. Four marks awarded.
(f) Ali will produce mobile and desktop versions of the web pages. **Explain two** reasons why the desktop version of a web page often has a greater range of content. (4) 1 You cout Desktops have a lot of Large storage space in order to save a lot of content. 2 There would be more content on the be desktop because the screen size is much larger compared to a mobile phone.	Response 1. No awardable content - 'Desktops havea lot of storage space' - this is not enough for MKPT 1 (processing power) - the website will not be stored on the computer so storage space is not a relevant factor. Response 2. 'screen size is much larger' (1). 'There will be more content' - is not enough for the expansion of MKPT 2 as greater range of content is

	given in the question. For the MKPT 2 expansion it must be clear that they are referring to how much can fit on the screen / a single page. One mark awarded.

Question 4(a)

Performance on this question was of a low standard with many candidates not providing sufficient responses to gain marks. Typically, responses did not adequately relate the points that they made about touch screens to the information points that the devices would be running. Responses tended to focus on use / lack of external peripherals which did not always meet the requirements of the question.

Example	Examiner Comments
4 There will be interactive information points to help visitors at the sporting venues. (a) Visitors will access the information points using a touch screen instead of a mouse. Give **two** ways in which using a touch screen interface affects the design of the information points. (2) 1. *Touch screen is not as quick and efficient (quick responsive) than a mouse* 2. *Touch force On a mouse you have double click where touch screen, it will be hard to have this function*	1. No awardable content. 2. 'double click...hard to have this function' (1) MKPT 4 - alternative actions for common functions. One mark awarded.
Give **two** ways in which using a touch screen interface affects the design of the information points. (2) 1. *larger & intractive buttons* 2. *Simple functionality features*	1. 'larger interactive buttons' (1) - MKPT 1. 2. Simple functionality features - no mark awarded. The response does not provide enough information in relation to the touch screen / information point to award a mark.

Question 4(b)

Performance on this question was of a low standard with many candidates not attempting the question. Where candidates did attempt the question, responses were often far too generic with 'drawbacks' not being appropriately related to the use of touch screens in the given context. Where candidates did achieve marks, these were typically for identifying the problems with a touch screen becoming dirty, which would affect functionality, and issues relating to placement.

Question 4(ci)

Performance on this question was generally of a good standard with the majority of candidates able to achieve at least one mark. Although candidates were generally able to achieve marks, very few responses were stated as 'conditions' (e.g. 'Timer >= 10 Seconds'), and often the candidate's response lacked clarity.

Example	Examiner Comments
(c) The shaded area in **Figure 6** shows a loop. (i) State **two** conditions that will break the loop. (2) 1 .... If the user ~~doesn't~~ _the timer is_ more than 10 seconds. 2 .... If the user pressed no	1. 'if the timer is more than 10 seconds' (1). 2. 'If the user pressed no' (1). Two marks awarded.
(c) The shaded area in **Figure 6** shows a loop. (i) State **two** conditions that will break the loop. (2) 1 If the user does not ~~press~~ _Press_ anything 2 If the user pressed something before 30 seconds	1. 'user does not press anything' - not enough as this is not a 'condition' that breaks the loop - to gain MKPT 3 the response must show an understanding of the timer reaching 10 seconds. 2. No awardable content.

Question 4(cii)

Performance on this question was of a low standard with the majority of candidates not achieving marks. Responses showed a lack of understanding of the context in which the flow chart was placed. Many candidates provided general responses relating to loops in flow charts they have encountered, but with little or no consideration of the appropriateness to the given situation. When providing responses to questions such as this, where they are required to interpret the use of a particular feature, candidates must ensure that their responses are contextual.

Example	Examiner Comments
(ii) Explain the purpose of the loop. (2) The purpose of the loop is for the information point to not be left on a certain page if the person using it has left so that it is ready for use from the start by the next person who comes to use the information point.	'not to be left on a certain page if the person using it has left' (1). '…ready for use from the start by the next person' (1). Two marks awarded.
(ii) Explain the purpose of the loop. (2) To allow more time for the screen to be shown under all circumstances. (i.e. user if not pressing yes or no).	'To allow more time for the screen to be shown' (1). The candidate has shown enough understanding of 'To give a user time' to gain the mark.
(ii) Explain the purpose of the loop. (2) Let's the timer keep Keep keepgoing until it finishes, or the user hies no	'Let's the timer keep going until it finishes' - not enough for 'to give the user time to respond'. The candidate is describing what is happening rather than providing a reason for its inclusion. No marks awarded.

Question 4(di)

Candidate performance on this question varied dramatically. While many candidates were able to gain marks, a surprising number did not achieve any of the available marks. Where candidates did not perform well, this was generally due to a lack of overall understating / application of the context. This question required candidates to identify characteristics of the test users that may not result in appropriate testing outcomes (e.g. the age range of the testers was quite narrow which did not reflect the audience). It is recommended that candidate's spend a little extra time in the exam ensuring that they are fully aware of the context for each question.

Question 4(dii)

Performance on this question was of a low standard with very few providing a responses that was able to gain credit. Performance here was hampered by poorly constructed answers that were often vague. As a result, responses that did gain marks were usually only sufficient to gain one mark form a possible two.

Example	Examiner Comments
(ii) Explain why the profiles of test users should represent the target audience. (2) So that they can get feedback from the right people and learn more from the right target audience and get better ideas from the right people who would know more	The response is too vague meaning too much would have to be inferred by the examiner to award a mark. It is not clear if the candidate is referring to the similarity in needs of the test users and actual user. No mark awarded.
(ii) Explain why the profiles of test users should represent the target audience. (2) So that the product being made is produces correctly and fit the requirements for the targeted audience.	'fit the requirements of the targeted audience' (1) - just enough for 'Same characteristics / needs' 1 mark awarded.

Question 4(e)

The extended questions are an opportunity for candidates to demonstrate deeper understanding of a particular area of the specification. Targeted at C grade and above, the extended questions require candidates to provide linked changes of reasoning that are supported by examples that are appropriate to the given scenario.

On a whole, candidates demonstrated only superficial understanding of the content being tested. Answers were typically able to identify some ways that content or functionality may be altered / used in relation to the information point. However, response often relied on simple statements and often did not provide suitable examples in relation to audience and purpose. As a result, answers were usually limited to mark bands 1 and 2 with few mark band 3 responses seen.

Example	Examiner Comments
*(e) Discuss how the content and functionality of the information point will be affected by the intended purpose and target audience. (6) As the information point is targetted towards both "able-bodied and impaired" people, there will have to be accessibility features included. These may include the ability to change colors, font size or have audio play telling the person what the button or information says. Furthermore, the product is aimed at people "from all over the world" and must therefore include several languages in order to make the information accessible to all users. The product must also be kept relatively simple. It will be used by a variety of ages and a variety of ICT skill levels. For this reason, the information point display should be simple with minimal extra features. It should also be laid out clearly and intuitively. The purpose of the information point is to inform rather than to engage or promote, and so on, so this will not affect the purpose of the product. Finally the buttons should be large and have clear labels that are not vague in their meaning. The product features a touch screen and the buttons must therefore be big enough to press and seperated well so that the person presses the button they are trying to. (Total for Question 4 = 18 marks)	The response covers a range of points including audience, purpose and functionality design / content. The candidate makes a number of linked points that make use of fully relevant and well considered examples such as: 'able bodied and impaired...accessibility'. Such as narration' 'Range of user skill...simple and intuitive' The response meets the descriptor for mark band 3 and is awarded an initial mark of six. QWC is appropriate at this level. Six marks awarded.
*(e) Discuss how the content and functionality of the information point will be affected by the intended purpose and target audience. (6) The content of the information point, such as vocabulary, will need to be simplified because of different education levels in the target audience. For example there are people that have a school education therefore vocabulary may need to be simplified to make the information accessible to them. Instructions may be needed to help people with low ICT skill levels Furthermore, because the information point will be used by young people, video tutorials may be used to engage them, this would affect the functionality. It's intended purpose is to inform so a large majority of the content will be text to pass information on to the user; therefore functionality will be affected because there will be less space for functions	The response covers audience and purpose and attempts to provide examples of how content and functionality can be adapted / used. The candidate attempts to provide examples to explain their reasoning for example: Education level - School - effect on the vocabulary used. Age of user - young - engage using videos. The examples are correct and well considered but are only partially relevant to the competition.

	The response best suits the descriptor for mark band 2 and is awarded and initial mark of 4.
However, some of the content won't have to be affected because English is the first language for the large majority of the target audience therefore translations will not be needed. Furthermore there are little disabilities. Overall some accessibility features may be needed but most of the content can be information	QWC is appropriate for this level .
(Total for Question 4 = 18 marks)	Four marks awarded.
*(e) Discuss how the content and functionality of the information point will be affected by the intended purpose and target audience. (6) If the content of the information point is difficult to understand the target audience may find it useless. The purpose of the information point is to provide guidance for the target audience. If the content for the target audience is incorrect, it may lead users to become confused. The functionality of the information point is really important, as if the information point does not function as it should it will cause poor user experience. The user may find it difficult to use, and this will reflect negatively for the organisation	The candidate attempts to cover content and functionality and makes passing reference to purpose in their response. The examples they use are very superficial and not linked to the competition in the scenario. Examples: 'If it does not function properly it will cause poor user experience'...May find it difficult to use' 'Purpose of the information point is to provide guidance...if incorrect... users become confused' The Response best fits the description for mark band 1 and given an initial mark of 2. QWC is appropriate for this mark band level so the mark is not adjusted. Two marks awarded.

Question 5(aiii)

Performance on this question was of a low standard with few candidates accessing the marks. A general lack of basic vocabulary was evident from most candidates, as seen with other question responses. Only a relatively small number appeared to know what a timeline storyboard was and what it is used for, therefore, they were not able to provide a benefit of using one. Centres are encouraged to ensure that candidates have a solid foundation in the basic terms, tools and vocabulary associated with digital design so candidates are able to access the demands of the examination.

Example	Examiner Comments
(iii) Ali plans the movie using a timeline storyboard. **Explain one benefit of using a timeline storyboard when designing a movie.** (2) *So you are pre planned for your Idea and when your stuck you can look over your storyboard*	No awardable content. The candidates reference to planning is essentially a repeat of the question / stem.
(iii) Ali plans the movie using a timeline storyboard. **Explain one benefit of using a timeline storyboard when designing a movie.** (2) *Time line will show what things come first and last. The time line will also show at what time in the movie things happen/come up.*	'Time line will show what things come first and last' (1) - alternative wording for 'can see when each video is played'. 'show at what time in the movie things happen' - this is awardable against 'can see when each video is played'. However, this mark a has already been awarded One mark awarded.
(iii) Ali plans the movie using a timeline storyboard. **Explain one benefit of using a timeline storyboard when designing a movie.** (2) *You can see exactly when each section of the movie is played, and for how long. This can also be used to see when music or audio files are played or ended.*	'can see exactly when each section of the movie is played' (1) 'and for how long' (1). Two marks awarded.

Question 5(b)

Performance on this question was generally of a good standard with most candidates able to achieve at least one mark with the majority able to identify two types of audio that could be used.

Question 5(ci)

Candidates generally performed well on this question with most being able to achieve at least one of the three available marks. Typically, candidates were able to demonstrate an understating of the need to apply the changes identified by the test users. As in other areas of the examination, many candidates did not provide appropriate responses based on the command verb. i.e. they did not provide a clear description of the process that would be followed and the stages of that process that would be applied.

Example	Examiner Comments
(i) During week 4 Ali will analyse the results from user testing. Describe what Ali should do after he has done this. (3) Ali should test all the content and gain feedback from other users after that he should re test the changes/improvements to see if the changes fit for purpose if not to make changes.	're test' (1) 'the changes' (1) - enough to show understanding that the candidate has actioned the feedback. 'to see if the changes fit for purpose' (1) - enough for 'check actions are successful' Three marks awarded.
(i) During week 4 Ali will analyse the results from user testing. Describe what Ali should do after he has done this. (3) Ali should then spend the time to check where any errors were possibly found during the user testing. He can also spend the time to improve on any of the areas that did not appeal to the testers (ie a part of the vid) Once he has done this he should give it another test before uploading the movie to the website.	'improve on any of the areas that did not appeal to the testers' (1). 'Should give it another test' (1). Two marks awarded.
(i) During week 4 Ali will analyse the results from user testing. Describe what Ali should do after he has done this. (3) re test so that the movie is working fine without any problems as it she didn't re test it could give the user a bad exprience if there was problems found.	're-test' (1) 'so that the movie is working' is not enough to award 'checking changes were successful. One mark awarded.

Question 5(cii)

As seen throughout various candidates' responses, many did not have a strong enough grasp of general terminology to fully access the paper and demonstrate understating. The majority of candidates did not gain any marks in this question. It was clear form many of the responses that they were unclear as to what 'versioning' is. Where candidates did demonstrate an understating of versioning, most did not move beyond providing a single point. However, a few well-structured three mark responses were seen.

Example	Examiner Comments
(ii) Ali creates version 1.0 of the movie in week 2. Explain why versioning is used when creating and maintaining digital products. (3) Versioning is used to help track progress of the product and the development. It keeps the order of progress from the first version to the most updated version.	Used to track progress of the product and development (1). '…most updated version.' (1). Two marks awarded.
(ii) Ali creates version 1.0 of the movie in week 2. Explain why versioning is used when creating and maintaining digital products. (3) To make sure that all the versions he has created doesn't get mixed up with the most updated version as he doesn't want to upload the wrong movie. Furthermore, he knows that every version means that he has improved something so he is getting closer to his goal.	'make sure that all the versions …doesn't get mixed up' - this is not enough for aids documentation of changes. 'the most updated version' (1) - showing the most up to date version. One mark awarded.
(ii) Ali creates version 1.0 of the movie in week 2. Explain why versioning is used when creating and maintaining digital products. (3) When versioning, it allows Ali to keep track of the progress that he makes during the development of the movie. This also allows Ali to fall back on his previous work if any problems were to encounter with the latest versions, saving Ali time from starting the creation of the digital device all over from the beginning.	'track of the progress...during development' (1) - enough for 'Aids documentation' (MKPT 1). 'allows Ali to fall back on previous work' (1) (MKPT 3). 'If any problems were to encounter' (1) (MKPT4). Three marks awarded.

Question 5(d)

As previously stated in this report, the extended questions are an opportunity for candidates to demonstrate deeper understanding of a particular area of the specification. Targeted at C grade and above, the extended questions require candidates to provide linked changes of reasoning that are supported by examples that are appropriate to the given scenario.

Although performance on this extended question was better than in question 4(e), where more candidates accessed marks, the performance on this question demonstrated only superficial understanding of the content being tested. Answers typically were able to identify some factors that need to be considered when sharing content online. Responses tended to focus on the need to adjust quality and or size of the video with some reference, although not always full, to adapting content. Responses often relied on simple statements and often did not provide suitable examples in relation wider considerations such as compatibility, bandwidth streaming vs downloading etc. As a result, answers were usually limited to mark bands 1 and 2 with few mark band 3 responses seen.

Example	Examiner Comments
*(d) Users will access and view the 'Highlights' movie online. Ali wants users to have a good experience. Discuss the factors Ali should consider when creating content to be shared online. (6) Ali should make sure that the movie is accessible on all digital devices such as desktops, and mobiles. Also he should make sure everything that is accessible on a desktop is accessible on a mobile as a desktop can handle more due to size, storage capacity and also includes a graphics card. Moreover make sure that all the accessibility features are on all digital devices so everyone has the same use experience. Make sure buttons on Mobile phones are easy to press as screens are much smaller than desktops.	The response attempts to consider some factors that affect user experience. Areas covered include - Accessibility, Compatibility and file size The areas covered while appropriate are not supported by appropriate discussion and the examples used / discussion is not relevant to the given scenario (i.e. a video). The Response best suits the descriptor for mark band 1 and is awarded an initial mark of two.
	QWC is appropriate for this mark band level so the mark is not adjusted. Two marks awarded.

Ali will have to ensure that his content must be sensitive and not discriminate against others, as it may result to the video being deleted off the website. The quality of the video must be high, so that users get a good experience as they will be able to watch it in good quality and attract them. The video file size should not be too large as it may buffer when it is online and could reduce the bandwidth as well as take a long time to stream online. The video must also ensure that it follows the copyright law and credits the owner of a precourt is used to prevent the copyright law from being breached. The video should be uploaded to a place where users can easily have access to the video without having difficulties with finding it. The 'highlight' movie should also show key parts of the movie, not the whole movie itself.

	The response makes some valid statements about a range of factors to be considered.

The response makes some valid statements about a range of factors to be considered.

Areas covered include - Copyright, size of video, video content.

The areas covered provide consideration of the impact and there is an attempt to support these with examples.

Size of video – bandwidth / load times / buffering.

Type of content - Attracting the audience / attracting viewers.

Hosting / accessing the video.
The factors considered cover are wide ranging but occasionally these contain inaccuracies or not explored correctly.

The Response best suits the descriptor for mark band 2 and is awarded an initial mark of 4.

QWC is appropriate at this level.

Four marks awarded.

Discuss the factors Ali should consider when creating content to be shared online. (6)

The first factor Ali should consider when creating contents to be shared online is the compatibility of the video on different devices. Ali needs to ensure that the video will be in a format where any device can access it because it will allow the video to have more viewers and prevents any hassle for the viewer as they will not have to switch to a specific device to view the video.

Another factor Ali should consider is the length of the video. Generally if the video is too long then the full size is very large. This can mean very large upload times and if the viewer wishes to download the video, then it can mean very long download times. This may also

Another problem with a long video is that it prevents those with very poor internet or a system that are not very powerful from accessing it. This is because it may take too long to load ruining user experience.

The response makes a number of valid statements about the factors to be considered.

Areas covered include -Compatibility, length of video / load times.

For the factors considered the candidate explores how these will impact the user including;

Compatibility - need to use a particular device.

Size of video - load times / bandwidth considerations.

The examples are well chosen and address a range of considerations.

The response best suits the descriptor for mark band 3 and is awarded an initial mark or six.

QWC is appropriate for this mark band level so the mark is not adjusted.

Six marks awarded.

Paper Summary

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

- Develop critical review skills by exploring a range of professionally and non-professionally produced digital products. Consider how high-quality products address audience requirements and use these ideas as a way of evaluating other products.
- Practice giving specific, written feedback on how products can be improved.
- Ensure responses are contextual and appropriate to the given situation and stimulus material.
- Develop understanding command words, and their requirements, so that candidates are aware of how their response to a question should be structured.
- In extended writing questions, ensure that when a point is made that it is expanded and where appropriate supported by an example.
- Explore the purpose and use of a range of different documents used when designing digital products and practice using these in response to given scenarios.