GCSE EXAMINERS' REPORTS

ICT

SUMMER 2015

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https://www.wjecservices.co.uk/MarkToUMS/default.aspx?l=en

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Annual Statistical Report

The annual Statistical Report (issued in the second half of the Autumn Term) gives overall outcomes of all examinations administered by WJEC.

ICT

General Certificate of Secondary Education

Summer 2015

UNIT 1 - Understanding ICT

Principal Examiner: Kathy Butcher

Comments on individual questions

Q.1   (a)   This question was well answered by most candidates. Many candidates have now started giving correct answers such as bold font and italic text; however some still simply gave bold/italic/text on its own which is not accepted.

(b) (i)   This was a new question and was quite well answered by most candidates. Candidates correctly identified hyperlinks and hotspots as correct answers for navigating around a presentation. Many gave the answer "buttons" on their own which was incorrect.

(b) (ii)   This was a new question and was answered fairly well. Common answers included Video and Animation.

(c)   Candidates answered this question well. Candidates mostly related the example to the trip scenario. Some candidates lost marks due to giving DTP or presentation software as answers which were eliminated as they were written in the question.

Q.2   This question was extremely well answered by all candidates and was accessible to all candidates due to the tick box format.

Q.3   (a)   This question was accessible to most candidates due to the tick box format and was generally answered well.

(b)   Answered well by some candidates. Most candidates gave memory card as a correct answer.

(c)   Candidates were able to score at least one mark here and the most popular answer was the ability to edit photographs. Well answered.

Q.4   (a)   Well answered – most candidates correctly identified that there were seven records in the database.

(b)   Extremely well answered by all candidates. Sensible fields were given and popular answers included Emergency Contact Numbers and Swimming Ability.

(c)   This question was written in a different format and required the students to identify that the school differentiated the students by Student ID and that it uniquely identified the two students with the same name. Very well answered.

(d)   The first part was poorly answered by most candidates. Many candidates incorrectly gave the answer Number. However, the second part to the question was well answered with many candidates giving Format Check as the correct answer.

Q.5 (a) (i) Fairly well answered. Common answers included changing icon size. Some candidates incorrectly gave changing font size as an answer which was eliminated as it featured in the question.

(a) (ii) Many candidates gave moving and deleting folders as an answer.

(b) Well answered although many candidates gave voice recognition software as an input device which was incorrect. Popular answers included braille keyboard and microphone.

(c) Poorly answered by all candidates. The question asked for a specific use of how an app could improve the learning of a student. Most candidates gave vague answers such as "An app to improve revision". Correct answers included the subject and a specific example such as a dictionary app to help with English that would test students on their spelling.

Q.6 (a) Quite well answered. Students identified that registration was a use of a management information system in a school. Most candidates gained at least one mark here.

(b) Well answered. Most candidates could identify two methods of electronic registration other than online registration. Advantages and disadvantages were also well answered.

Q.7 Quite well answered by most candidates, although many candidates lost marks due to giving repeated preventions for all three health hazards. The new format for the question made it accessible to more candidates as it was in a table format with the preventions already given.

Q.8 (a) Very well answered by all candidates – Exam 1 was correctly identified by almost all candidates as being the data in cell C2.

(b) The correct answer of C was given by most candidates.

(c) Well answered.

(d) The IF function was correctly identified by the majority of candidates.

(e) Well answered. Candidates are very familiar with advantages of using a spreadsheet.

(f) This was a new question and was poorly answered by all candidates. A high proportion of candidates attempted the question however. Some candidates gave the correct formula although it did not include absolute cell referencing.

Q.9 (a) Most candidates found this question extremely accessible and their knowledge of advantages of online booking was very good. Incorrect answers for disadvantages of online booking included paying a booking fee which was incorrect.

(b) This question was accessible to all candidates due to the new tick box format. Many candidates correctly identified double keying as the correct answer.

Q.10 (a) Quite well answered by most candidates. Some candidates confused broadband with Wi-Fi and gave incorrect answers. Most candidates gained at least one mark here for giving the answer "Can use landline as well as the Internet at the same time".

(b)(i) Very well answered.

(b)(ii) Well answered. Candidates correctly identified dangers of social networking and the matching preventions that parents could take. Candidates sometimes repeated protection methods which lost them marks.

(c) Poorly answered by most candidates. Candidates gave technologies that have been around for several years such as HD television and tablets. The minority of correct answers included Curved TVs and smart watches.

Q.11 (a) Control Systems was a new topic for the essay question and was answered well by most candidates. The first part asked candidates to identify two different control systems, a sensor used and an output device. Many of the candidates where able to give a clear, coherent answer that accurately identified the control system and the sensor used. Marks were lost due to incorrect control systems being given such as CCTV. Candidates who correctly identified a control system and a sensor lost marks due to giving an alarm as an output device rather than the correct answer of a speaker.

(b) Quite poorly answered by many candidates. Most candidates' answers gave advantages and disadvantages of data logging rather than control systems. Operates 24/7 was a popular answer for an advantage of control systems and initial cost of equipment was a popular disadvantage. The quality of written communication was assessed on Q11 and spelling and grammar was very good - very few candidates lost marks due to incorrect terminology, spelling and grammar used.

ICT

General Certificate of Secondary Education

Summer 2015

UNIT 2 - CONTROLLED TEST

Principal Examiner: Noreen Kay

General Comments

Centres should ensure the moderators reports go to the person responsible for GCSE ICT. Subject leaders should be made aware of the fact they can be downloaded. Some Centres make exactly the same mistakes despite the detailed advice given to them by moderators in previous reports.

Some centres only completed the official banded mark form from the WJEC but this gave no indication of where the Centre had actually awarded the marks. Comments from the Centre as to which features marks were awarded for would aid the moderation process.

Those centres that used the one sheet marking grid were generally more accurate and moderators could clearly see where marks had been awarded. This is downloadable from the WJEC.

Many Centres now prefer to submit their work in digital format. Please submit on a USB drive as this speeds up the moderation process. Centres must ensure that all work awarded marks is present on the electronic versions especially backup evidence and that they are well organised and easy for moderators to follow.

Most centres have a good understanding of the requirements of the controlled test and most assessed accurately.

FILE HANDLING

Most centers provided good evidence but some areas need highlighting.

- Evidence of backup folders on an external device: Screenshots should show the end process not just the copying. The screenshot must show the root folder not just one file saved on a USB or external device/different network drive.

- Demonstrate careful version management: this applies to the several files **not including** the draft and final DTP / presentation documents they are already required to do.

- There should be evidence of **two** different folder operations e.g. copy, move

RESEARCH AND DATA COLLECTION

- For full marks in searching the internet, there is a minimum of <u>three</u> screenshots required of searches and their results

  1. 11 key word search using a search engine
  2. A second keyword search for a different purpose using a search engine.
  3. 1 URL search **showing the keyword search box empty** and typing the URL address directly into the address bar. This is generally misunderstood with screen shots of pages of links. There should be <u>no produced links</u> on this screenshot.

- Questionnaires must be filled in to show they had acquired information. Blank questionnaires should not be awarded marks.

- The same goes for email. Emails should be to some <u>external </u>source and not the peer group as in the later section. They should also have received a reply with some information in before they can be awarded a mark.

- Sources logs should have more than 2 different types of links. Candidates should be encouraged to show about 4 links at least with a variety of types e.g. some links to websites and some to pictures.

EMAIL

The email must be in line with the requirements of the controlled test task. Some centres show screenshots of candidates doing email activities but have no content or no content which has any bearing on the <u>stated task in the examination controlled test paper</u>. Therefore these should not be awarded any marks.

The mark for using a contacts list is not for selecting a contact.   It is for using a contacts list to add and amend and delete entries. All three must be evidenced.

Yet again, formative evaluations contained within emails were generally very weak and very limited. They tended to be of a general nature and would do little to help the candidate show they had responded to those comments in improving their individual work.

COMMUNICATING INFORMATION

Comments from others and own comments to improve the work.

Although this was stressed in this report last year and at INSET, it is still an area where many centres are generous with their marking.

Centers are encouraged to look at the INSET material provided by the WJEC on how to assess the quality of these comments. This is an area which needs to be improved with more in depth comments and suggestions for improvements

Comments were again **<u>very</u>** weak and general e.g. *'Change the font/add more text/add more pictures.'* Such general comments were not worthy of any mark and yet again some centres seemed to adopt a system where if candidates wrote anything; no matter how brief and unconstructive; they gave the candidates the mark.

Drafts and final documents

'Accuracy and plausibility and fitness for purpose of document'
Some documents had many spelling and grammar mistakes.

Only features which appear on the final document or presentation should be credited:

- insert, crop or resize and position an image fit for purpose needs a before and after screenshot and it would be helpful if these could be annotated by the candidate,
- on a web page or in a presentation, a sequence a set of events needs a screenshot showing the selected custom animation if submitted on paper,
- use a **second** different sources for data . Some centres used original animations or sound but evidence of these was needed,
- automatic headers or footers must appear on final document **on more than one page or slide,**
- automatic page numbering **on more than one page or slide** must appear on final document or slide.

MODELLING

This tended to be well done with most candidates gaining the maximum marks for basic features and most gaining advanced features.

As last year the marking of '*Explanation of formulas/function/ feature' tended* to be generous.

Please use the following for guidance.
- **Sum is used to add up the range of numbers = 0 mark band**
- **Sum(B2:D2) is used to give the total points gained = 1 mark band**
- **Sum(B2:D2) is used to give the total points gained by adding up the points given for goals, assists and appearance = 2 mark band**

Accuracy and plausibility mark should only be awarded if the candidate covers all the requirement of the controlled test for the modelling task.

Some candidates still MUST screenshot or print out their spreadsheets in formula view or **any** formula marks or relative referencing marks are not available to them

What if investigations are yet again a problem area.
A what if investigation is not a development of the design of the spreadsheet such as adding extra columns or formula.
What if investigations need **to have a reason** for undertaking them **and a conclusion** to the results of that investigation (*what was the knock on effect?*).
What was the total before and what was it after the investigation?

Advanced features
These were generally well evidenced this year.

DATA HANDLING

Basic features
This was generally accurately marked.

Produce lists
Please note that only the **database, the searches and the sorts required by the controlled test task** should be given any credit.

Advanced features
The following are very common error by Centres;

- use logical operators/at least one wild card/parameter search must have a reason why the search is undertaken or no marks should be awarded,
- sort on multiple fields must have a reason why the data is required to be sorted in this way or no marks should be awarded,
- calculations in forms or reports must be shown in design view so the formula can be seen.

EVALUATION

The marks for the formative evaluation earlier (8 marks) are added to the seven marks for the summative evaluation on the banded IT2 form.

Summative evaluation (7 marks)
Although the majority of centres accurately mark this section, there are still some candidates and some centres who do not understand that an evaluation is not a description of what they have done. It is a critical consideration of what has added value to their solution, what detracts or is poor about what they produced and concrete suggestions for improving their work. Candidates are expected to write a critical evaluation on each of the following not just make one brief comment on each.

The summative evaluation should cover all of the following;
- analysis of data and information used in modelling (*Data/formulas graphs),*
- analysis of data and information used in data handling *(Keyfield. extra fields+ data validation),*
- concrete suggestions for improvements *(modelling and data handling),*
- evaluation of other tools + techniques *(all tasks: Final choice of DTP features/ investigations/ sorts/ searches / etc),*
- review of feedback *(Just a statement saying they considered improvement),*
- analysis of research methods/ data collected/data used (Internet/ paper sources/email),
- evaluation of working practice *(data protection/security/health and safety).*

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UNIT 3 - ICT IN ORGANISATIONS

Principal Examiner: Mark Thomas

Q.1   Very well answered. Most candidates were able to identify whether the devices listed were used for input or output.

Q.2   Many candidates were able to name a type of network topology and the majority of candidates were able to draw a diagram of their chosen network topology. Some candidates were not awarded the second mark as they failed to label the position of the workstations on their chosen network topology.

Fewer candidates attempted this question than any other.

Q.3   (a)   Most candidates were able to identify the correct statements for a bitmap or vector graphic.

(b)   (i)   Most candidates were able to state what is meant by the term optimisation.
Marks were not awarded for "changing the size of the graphic" as candidates were required to explicitly state that the <u>file</u> size is reduced.

Most candidates were able to suggest a way of optimising a graphic. Popular answers included "reducing the number of colours" and "reducing the resolution". Marks were not awarded for stating that changing the file type is a form of optimisation. Further qualification was required here, e.g. "change to jpeg to reduce the quality of the graphic."

(ii)   This question was very well answered with most candidates stating that "faster downloads" or "saving storage space" were an advantage of optimising graphics.

Q.4   (a)   Well answered. Most candidates were able to name the animation techniques described.

For the third animation technique described, a considerable number of candidates incorrectly named "key frame animation" as the technique described.

(b)   Quite well answered. The majority of candidates were able to describe what is meant by onion skinning.

(c)   Well answered. The majority of candidates were able to describe what is meant by a story board.

Q.5 (a) Well answered. The majority of candidates were able to name the interface that allows computers and musical instruments to communicate with each other.

(b) Quite well answered. The majority of candidates were able to give three different uses or advantages of music composition software.

Popular answers included "adding instruments", "cheaper to produce music than to hire a music studio" and "music can be edited".

(c) The majority of candidates were able to describe why signals from a computer need to be converted so they can be output through a speaker.

(d) Many candidates were able to give one benefit and one drawback of using WAV sound files against using MP3 sound files.

A considerable number of candidates mixed the two file formats up. Some candidates stated that a drawback was a larger size. This wasn't awarded credit as candidates were required to explicitly state a larger <u>file</u> size.

Q.6 (a) Very well answered. Most candidates were able to identify the two statements that are true for a graphical user interface.

(b) Some candidates had difficulty in answering this question. The issue that some candidates had was that they failed to name a suitable device and instead named an action for inputting data. For example, stating "fingerprint scanning" instead of naming the actual device, "fingerprint scanner".

For the example of use part of the question, many answers seen lacked detail and were too general.

(c) (i) Well answered.

(ii) Quite well answered. The majority of candidates stated that command line interfaces were "more suitable for expert users" and that "little processing power is needed".

Q.7 (a) Very well answered.

(b) Well answered, although a significant number of candidates incorrectly stated that a hotspot was a free Wi-Fi area.

(c) Quite well answered. Popular correct advantages included the time saved when producing each page or that the developer only has to fill in their own content. Consistent layouts were also a popular correct answer.

A significant number of candidates said that templates are more professional. This was not awarded credit as candidates were expected to state why this is true, e.g. they ensure corporate house style.

(d) Quite well answered.

Q.8 (a) Poorly answered. A significant number of candidates had difficulty giving two advantages and two disadvantages of computerised data logging.

Some candidates incorrectly stated that hacking was a disadvantage of computerised data logging.

(b) (i) Many candidates were able to state that a simulation model "simulates a real life scenario", but failed to state that it is a "program".

(ii) Quite well answered. Popular answers referred to safety.

(iii) Quite well answered. The majority of candidates were able to give one disadvantage of using simulation modelling.

Q.9 (a) Poorly answered. A significant number of candidates gave an answer related to checking the tyre pressure of a car or testing exhaust emissions.

(b) Poorly answered. A significant number of candidates gave advantages related specifically to medical expert systems.

(c) Poorly answered. A significant number of candidates gave disadvantages related specifically to medical expert systems.

(d) Well answered. Many candidates stated that AI is a "computer that thinks like a person"

Q.10 (a) Quite well answered. The majority of candidates stated that cloud computing involved storing data via the Internet. Where candidates answered the question incorrectly, they tended to state that data was stored on a server, but it wasn't clear if they understood that this was a remote server.

(b) Quite well answered. The most popular answer was the "global access to files".

(c) Quite well answered. The most popular answer was related to the hacking of files stored using cloud computing.

Q.11 Many of the candidates where able to discuss the advantages of an e-commerce system to the organisations and to the customers.

A significant number of candidates failed to fully address the question by discussing the disadvantages of an e-commerce system.

Q12 A minority of candidates fully addressed the question, appropriately describing advantages and disadvantages of video conferencing for both the employer and staff.

Popular answers given for the advantages included "no expenses for travelling to meetings" and "no time wasted travelling". For the disadvantages, popular answers included "fast data internet connection is needed" and "poor quality video feed".

A significant number of candidates answered the question incorrectly by referring to teleworking instead of video conferencing.

Most candidates used the correct terminology when answering the question and used accurate spelling, punctuation and grammar.

ICT

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UNIT 4 - CONTROLLED ASSESSMENT

Principal Examiner: Noreen Kay

General Comments

Centres should ensure the moderators reports go to the person responsible for GCSE ICT. Subject leaders should be made aware of the fact they can be downloaded. Some Centres make exactly the same mistakes despite the detailed advice given to them by moderators in previous reports.

Some centres only completed the official banded mark form from the WJEC but this gave no indication of where the Centre had actually awarded the marks. Comments from the Centre as to which features marks were awarded for would aid the moderation process. Those centres that used the one sheet marking grid were generally more accurate and moderators could clearly see where marks had been awarded. This is downloadable from the WJEC.

Centres are reminded that samples of work should be submitted **<u>electronically</u>** not in printed form. Please submit on a USB as this expedites the moderation process. Centres must ensure that all work awarded marks is present on the electronic versions, especially backup evidence, and that they are well organised and easy for moderators to follow. Centres should remember to label their Centre number on the USB.

Centres need to consider how they are going to publish the websites especially for the moderator to assess. Of the many websites and presentations seen very few ran as completely as they should. Videos and animations in websites and even in Powerpoint presentation sometimes did not play. Therefore the supporting evidence reports became crucial in supporting centre marks. Reports containing screenshots of features were invaluable. These need not be a complete record of every little step a candidate took but provide sufficient evidence of features used. A candidate statement saying *'I did this etc.'* is not sufficient if the features cannot be demonstrated on the final website or presentation.

Moderators should not be expected to download original software and go through the original work files to find evidence of features. All features awarded marks must appear on the final presentations or website.

Centres are encouraged to test the sample on a USB/ laptop away from the network to see if the links still work and to experience what the moderator experiences.

Candidates should be encouraged to organise the work in their folders so they are understandable and easy to find evidence.

Most centres have a good understanding of the requirements of the controlled test and most assessed accurately.

Some of the websites and presentations were of a very high standard.

Many of the comments from last year are applicable this year as new centres had similar misinterpretations.

ORGANISATION OF FOLDERS AND FILES

Many of the issues this year were the same as outlined in last year's report. Sensible naming of files and folders: this requires the moderator to be able to anticipate what might be in the file. If the file says 'pictures' then it should not contain a sound file. It is 1 mark for sensible naming of folders <u>and</u> files not just folders or files.

<u>Evidence of backup folders on an external device:</u> Screenshots should show the end process not just the mid copying process. The screenshot must show the root folder not just one file saved on a USB or external device/different network drive.

<u>Demonstrate careful version management</u>: this applies to the several files related to the development of the presentation or website and not report files such as website analysis or evaluation.

<u>Sources log;</u> this came in many forms and was generally ok. Note candidates should be encouraged to have at least 4 different links and not just all picture links. There must be some website links as well.

RESEARCH AND DESIGN

<u>Analysis of websites</u>

Again this was generally well done

<u>Describe the target audience of each</u>.
Candidates should be encouraged to be more specific. General phrases like customers / people are too vague. They need to say what age group/ specific group of people etc.

<u>Compare and contrast multimedia or web features.</u>
For many centres this was one of the major problem areas.

- Candidates do ***not need to identify data/ pictures/logos for this section***. They should identify multimedia e.g. flash animation/movies/podcasts etc. or web features hyperlinks/hotspots/shopping trolleys etc.

- Having clearly **identified** them on the website **by drawing an arrow to them not just** listing them as a set of bullet points. Some centres set up a table and had candidates copy and paste a screenshot of the feature into the table and label it. This was quite a useful way of doing the comparison analysis.

- Having identified the features, for maximum marks, candidates had to compare four similarities and four differences between the features on the websites. If they had not labelled the feature in one of the two ways outlined above then they should not be awarded any marks in this section. This does not include data, pictures or logos. It does not include colour schemes such as one is mainly blue and the other black and white. Candidates should compare the mood colours i.e. house style/imagery they convey.

<u>Identify file type and file size of two different features on the websites.</u>
Again this section was not well done.
- These could include different types of compression for images or multimedia/web features
- They could be on one web site they do not need two on each site.
- They must be **different types - not 2 jpegs**
- They must also **identify or indicate the size of the file as well as the type.**

<u>Research individual presentation or web page</u>

Some Centres awarded full marks when there was no design evidence.

- **This is a design phase and there must be evidence of planning and design.**
- **No design marks can be given for an implemented system i.e. it cannot be inherent.**
- **Using a design from a library of master slides is not original design or original implementation.**

Candidates were expected to write a paragraph about the purpose of their web page or presentation. This should include purpose and target audience

Candidates are expected to explain how or why their solution is fit for purpose and audience. They should describe the content of each slide or web page.

Candidates were expected to hand draw the design of a master page and scan it in or use a paint type package **or** use DTP features to design in outline their master page.
1 mark basic layout
1 mark adding navigation features to be used

<u>Collection and design of mood colours/moodboard</u>

Moodboards must consist of <u>clear evidence of consideration</u> <u>at least 2</u> out of the three of the following;
- imagery;
- colours schemes;
- font styles.

IMPLEMENTATION
Please note the comments made under general points about publishing the website or presentation. Only features present on the webpages or presentation should be awarded marks.

Again it was a similar picture to last year but a few centres still do not understand the basic requirements of the specification.

In outline candidates should;

- Create an <u>original</u> master page or master slide with navigation features.

- Enter <u>text fit for purpose</u> on each slide or web page (to a max of 6)
  Some centres gave marks when there was no suitable text on the page only pictures.

- Create **two discrete** original images, one simple and the other using at least three layers. The simple image **cannot** form part of the complex one. Provide evidence of features used to create them. Consider compression choices for both.

- Create a detailed storyboard for a first original animation with timings.

- Create **the first** original animation and provide evidence of features used to create it. Consider timings and frame rate.

- Create **a second different** animated banner.

- Use and manipulate sound files.

- Use other advanced features can be used to enhance the basic requirements outlined above.

- Evaluate their work

Most of this was well done but a few centres incorrectly double counted one feature especially with regard to images and animation.
Again some Centres are only producing 1 image and 1 animation but wrongly give full marks.
I repeat the following from last year's report.

IMAGES

There should be **two original images** created by the candidate and not images from a clipart library. If an image from a clipart library is used the image itself must be extensively edited and not just add text to it.
Evidence of the use of at least 3 frames should be included for a complex image.
Most candidates did create 2 clearly different images but many did not show any evidence of consideration of compression formats used. They should not be given the second mark for each image if they have not screenshot evidence and discussed this process.

Illustrate the techniques used to create each range of software tools.
Sometimes it was clear what tools were used (shapes/fill/text) but other times moderators could not support the centre marks. It would be useful if candidates annotated their images to say what they used some unusual tools or they should provide construction evidence e.g. lighting effects, removal of backgrounds etc.

ANIMATIONS OR ANIMATED MOVIE

In general these were very well done and candidates produced some very original animations.
However some centres only do 1 animated banner and count it twice. There needs to be **two original animations**, one which is a banner and one which is the candidates own choice.

An animated movie is not using still photographs to make a movie.
It is using movie making software to make an animation.
Some centres created an animation using animation software and included their animation in a movie to gain the transition and video effects marks and this was fine.

Create a storyboard **for the animation** not the movie. This is a design feature prior to implementation and not an implemented feature; therefore no implemented images should be included in it.

The second mark was for planning the frame rate and/ or timings involved in each frame group; where this was attempted it was well done but some centres gave two marks when frame rates/timing were not planned.

Two animations are required. Some centres created an animated banner combining graphics and text and counted this as both their main animation and their banner. **This is not acceptable**. Animations need clear evidence of features used and this is up to the candidate to provide. Many moderators struggled to see the use of features for which the centre had awarded marks.
Complex animations require complex movement not just a car moving straight across six frames.

Many centres misunderstood the backdrop mark in basic features to that in advanced features.
- In the basic features there is a still background which does not move.

- In the advanced features the **background moves as well as the animation** in front of it.

Very few candidates explained their timing and/or frame rate which they went on to use but centres still awarded the mark.

SOUND

Create and manipulate sound or music
Centres approached this in a variety of different ways. Candidates could gain the three basic marks in one of three ways.

Use a sound file from a library / background to a movie. = **1 mark**

The other **two** basic marks could come from **two** of the following;
- One simple edit on sound e.g. crop
- Second simple edit on sound e.g. change volume
- Discussion of compression used / or of movie compression if sound is in movie
- Extended discussion and justification of compression used and evidence of experimenting with different file compression types.

Advanced features
Use of advanced features in sound seemed more popular this year with widespread use of sound editing programs such as Audacity.

Most of the evidence for advanced features was generally provided in the report. However some centres appeared to award marks for advanced features when little or no evidence was provided and their marks could not be supported especially as the sound files did not play in the website or presentation.

EVALUATION

These were generally better marked than last year. Centres are becoming more demanding before awarding marks. Teacher comments would be useful in describing where they awarded the marks.

However, some candidates were given full marks when some of the main sections were not covered e.g. how to publish/host their presentation or website to the web was particularly badly done as they tended to talk only about compression.

For full marks evaluations should not be a description of what candidates did but should evaluate the good points and be critical of the weak points in their solutions. They should suggest concrete future developments, not just say add more pictures, add a video, add another animation etc.

In addition **all** of the following sections have to be covered.

Evaluation of solution (website or presentation/ images/ sound /animations movies data)
- **description** of the suitability and effectiveness of the features analysed
- **evaluation** of tools and techniques used
- **justification** of choice of image, movies, sound and animation optimisation.

Critical analysis and problem solving
- suggestions for **improvement**
- review of feedback given and received
- comments on modifications made

Publication
- **consideration of download/upload times and file size** (compression/optimisation)
- **consideration of output to the web (hosting)**

Summary evaluation
- **evaluation of effectiveness** of final solution (fit for purpose?)
- **evaluation of working practice** (research/ organisation /safe working)

GCSE ICT Report Summer 2015

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