

## **GCSE Digital Communication Commentaries**

### **Unit 3: Creating Digital Text**

#### **Sample 1**

##### **Section A**

The justification for the chosen text was clear and relevant, using the focus group to link audience and purpose with some detailed explanation,. The analysis of secondary research was equally well used, though some of the comments here lacked the incisiveness of a top mark response. The final comments showed an impressive appreciation of the audience and purpose, connecting the research to how they intended to fulfil this brief.

**Score 19**

##### **Section B**

###### **Bi**

The candidate has produced a video that is closely focused on the audience and purpose and, with the use of some effective camera shots and editing options, sustained the attention of the audience. The imbalance between career options stopped it from reaching top marks – but it did understand the need to engage as well as inform the target audience.

###### **Bii**

The opening shots of the photographs were an inventive and adventurous choice to symbolise growing up. There was obvious discrimination shown in the selection of shots to sell a narrative to the audience.

**Score 39**

##### **Section C**

The evaluation is detailed and refers to research. The evaluation would have been better had the candidate made more specific comment about the choices made rather than general statements about doing things “well.” Comments on why onscreen text was effective rather than on the fact the audience could see the action as well as the text would have been more appropriate and achieved higher in the top band.

**Score 11**

#### **Sample 2**

##### **Section A**

There is an excellent use of research from the focus group and from the secondary research which shows the progression of ideas relating to why a website was appropriate in the selection of features for the website. The sense of needing to meet the audience and purpose of the brief was sustained throughout. The sense of critical analysis of text was more limited, though still good. The candidate does achieve a

mark within Band 5, but could have achieved a mark higher up the band with more focused comments.

### **Score 16**

#### **Section B**

##### **Bi**

The ideas within the site are appropriate and at times there is a secure realisation of audience and purpose. The response does lack structure on each page which puts it at the top of Band 3.

##### **Bii**

This response is awarded Band 3 as the candidate has not shown where they sourced the photographs from. The candidate needed to fill out the 'Authentication and Copyright Form' in order to have accessed the higher bands.

### **Score 23**

#### **Section C**

Throughout the review there is a clear sense that choices have been considered for their effect on the audience, making some reference to specific choices. These comments are quite general and more specific comment on effect would have achieved higher marks.

### **Score 10**

#### **Sample 3**

#### **Section A**

The candidate comments on the details of features from two similar websites to the one they chose to make. These comments are largely descriptive, with general points made about how these related to the product the candidate hoped to produce.

### **Score 6**

#### **Section B**

##### **Bi**

The candidate expresses ideas at a basic level – with only basic editing choices being evident. Although the candidate has done well to piece together 8 pages of a website, the navigation and the content of the pages is simple with little awareness of audience and purpose.

##### **Bii**

There is no real evidence of captured content. Each page contains text written by the candidate and some images taken straight from the internet. Therefore, the final product must be considered undeveloped.

### **Score 8**

**Section C**

This is a description of the website but with little comment on the intended effect on the audience or how the choices linked to the research. There are some basic evaluative comments.

**Score 5**