**E-ASSESSMENT FOR GCE MOVING IMAGE ARTS CASE STUDY INFORMATION**

| Area | E-Testing |
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| Programmes Supported | GCE Moving Image Arts |
| Awarding Body | CCEA |
| Number of Learners | 672 |
| Contact | David Bradley |

**BACKGROUND**

Moving Image Arts is the study of film language through the process of making short films.

It started as a GCE AS pilot in seven schools in Northern Ireland in September 2002. The full GCE was first taught in September 2005. A GCSE in Moving Image Arts will be available for first teaching in September 2009. Both the GCE A Level and the GCSE are vocational courses.

Moving Image Arts most commonly resides in the Art and Design or Media Departments. At present Moving Image Arts is taught by a wide range of teachers including Art and Design, Media, English, Drama, IT and one Technology and Design teacher.

In June 2008, 452 pupils from 50 centres studied the AS course and 247 pupils from 34 centres studied the A2 course. Of these:

- 35% of the centres were Grammar Schools;
- 41% were Secondary; and
- 24% were Integrated Schools and Sixth Form Colleges.

61% of the entries were male and 39% female. We were pleased with these statistics as the writing team were concerned that the heavy reliance on technology might deter girls from taking the course.

The Moving Image Arts e-assessment exam was the first of its kind in the UK. A fully online paperless exam with moving image sequences had not been tried before. The results of the pilot were a huge success for both the pupils and examiners.

**A brief breakdown of the course requirements**

Moving Image Arts consists of four units. Pupils must complete two at AS level and two at A2 level. These are outlined in more detail below:

- AS 1 Creative Production - Foundation Portfolio;
- AS 2 Critical Response;
- A2 1 Creative Production and Research - Advanced Portfolio; and
- A2 2 Critical Response and Specialisation.

There is a 70:30 split between the coursework and the online exam. For the coursework units, pupils must:
- submit a written statement outlining the candidate's own creative intentions (AS);
- submit an illustrated essay exploring the work of a filmmaker of the pupil's own choosing (A2);
- produce a short pre-production exercise exploring practical film making techniques;

- produce a set of pre-production materials to facilitate the making of their own short film;
- make a short film of between three and five minutes; and
- evaluate their own film.

In the online exam, candidates must respond critically to three questions. The questions relate to unseen moving image clips from Hollywood films and world cinema. The objective of the exam is for candidates to analyse and evaluate the conventions of moving image artworks in an unseen context. They must draw on the knowledge and understanding they have developed from their own study and practice.

**Why Moving Image Arts uses e-assessment.**
We developed the online exam in response to the subject matter of Moving Image Arts. Candidates have to respond to multiple video clips and answer a number of questions. To do this in a non-electronic format would require all candidates to watch the videos at the same time on a screen at the front of an exam hall. This would limit the number of times a clip could be played and would not guarantee that all candidates had an equal viewing experience.
With the online exam, each candidate has full control over the video clips for each question. This allows them to watch the clips as many times as they need. They can also make the video play in full screen mode and can adjust the volume as required.

 The biggest advantage of this method of examining comes from the fact that candidates can work at their own pace and can freely skip between questions. This gives them a feeling of control, reduces stress and provides the best opportunity to succeed.

**OUR EXPERIENCE – PILOT IN ACTION**
We piloted the online AS Moving Image Arts exam in 2007.
The online exam was designed to present the content and questions of the exam in a clear and simple manner. We designed the e-assessment as a website as we believed that most of the candidates sitting the exam would be familiar with this structure. We divided the interface into three distinct sections:

- a question bar;
- the viewing window for the clips; and
- the space to type the answer.

The AS exam lasted for 1 hour 30 minutes and was held in IT suites at each centre. Candidates logged into the exam interface, read the questions, watched the videos (which were between 90 and 180 seconds long) and then answered the questions. The whole process was quite intuitive and engaging. Pupils sat at their own computer, wore headphones and were able to view the video clips in full screen. This made it relatively easy for them to concentrate on answering the questions.

During the exam, candidates were asked save their answers at regular intervals. If they forgot to do this, the exam application saved their work every two minutes. If a hardware failure or other error occurred during the examination, candidates could quickly move to another computer and resume the exam from the point that they left off. This level of security was reassuring for both the candidates and the invigilators.

When candidates finished the exam, they got visual confirmation of the answers they had provided. The candidate's answers were then sent to the CCEA server. Examples of the AS and A2 exams are available for download at [www.ccea.org.uk/movingimagearts](http://www.ccea.org.uk/movingimagearts)

**FEEDBACK**

**Examiners' experience**
The e-assessment used for the Moving Image Arts exams gave the examiners much greater access to the candidate's scripts. It also improved communication between examiners and vastly improved record keeping. The Chief Examiner had instant access to the scripts from all candidates entered for the exam unit. This made it much easier to maintain a constant standard compared with a paper-based marking process.

**Pupils' experience**
When we developed the exam, we were concerned that the interface used might cause some confusion for candidates. However, they adapted well and often found the method of viewing clips and answering questions very straightforward. 96% of candidates who took the 2007 AS exam said that it was easy to use. 94% said they preferred the online exam to paper-based exams.
Here are some of the pupils' comments:

**'I prefer this online Moving Image Arts exam to any paper-based exam I have had to complete. This gives each pupil the ability to pause, stop or replay each clip at his or her leisure.'**
**'It's great online. I feel more confident with my typed answers'**
**'This is a very different test to any other and it's less stressful than in a quiet hall with a paper.'**
**'I really enjoy doing the exam. I feel that I can type faster than I can write and therefore can submit better and fuller answers.'**

When we asked candidates to rate their enjoyment of the Moving Image Arts exam, 54% said that their experience was good or very good. Less than 10% said that they did not enjoy the exam.

**MOVING FORWARD**
When we reviewed all the benefits e-assessment offered for the online exam, we decided to change the coursework element to an e-portfolio and e-moderation process. We felt that e-assessment for coursework would allow for much better communication between pupils, teachers and moderators. E-assessment also greatly improves information handling and makes the process of moderation much more transparent.
A limited trial began with six centres in May 2008. Pupils had to create an electronic portfolio of work populated with Word documents, PDFs and video files. The process is outlined below:

- Candidates used the e-portfolio to post a draft version of their coursework to their teacher.
- Teachers reviewed the work and returned it to candidates with suggestions for improvement.
- Candidates amended their work and re-submitted it to the teacher.

- The drafting process continued until each candidate met the criteria for the portfolio.
- Teachers marked the coursework.
- The coursework was then moderated. Teachers were able to ask moderators for feedback on the quality of the work, its appropriateness for the course and its level of achievement.

Teachers either accepted each pupil's coursework or asked him or her to make further amendments to their work. This process replaced the portfolio clinic that is currently offered to centres.

- When all the coursework work was accepted, teachers finalised their marks for the work.
- If there was more than one teaching group in the centre, internal standardisation was carried out.
- The portfolios were then submitted to CCEA for moderation.

The benefits of using an e-portfolio instead of traditional coursework are not just limited to information handling and maintaining standards. For the vast majority of our pupils this is how they will work in the near future. We are seeing similar trends in industry where paper documents are becoming increasingly rare and video production and distribution reside almost entirely in the digital world. With the continued rise website like *YouTube* and the BBC's *iPlayer*, future generations will have to get used to repurposing content for many different delivery systems and video playing devices.

There are drawbacks to using e-assessment and e-moderation as well. One concern is that traditional sketchbook work (which for some candidates is an important part of their production work) will have to be scanned to produce the PDF documents. This adds an extra step, which at present is not needed. In the future candidates could make better use of image editing and scrap-booking applications to overcome these issues. These are also skills that pupils at KS3 are being encouraged to explore.

**A BRIEF DESCRIPTION OF GCSE MOVING IMAGE ARTS AND ITS E-ASSESSMENT**
GCSE Moving Image Arts was available for the first time in September 2008. It has been designed to build on the technical skills explored through the KS3 levels of progression in Information Technology and to ease the steep learning curve we currently have for GCE Moving Image Arts. The course is based on the study of film genres and gives candidates the opportunity to explore practical film making techniques and create their own moving image artwork.
The assessment of GCSE Moving Image Arts is entirely electronic and is spread over the duration of the two-year course. This is to help reduce the burden on teachers who currently do all their marking and assessment in a very short period of time at the end of GCSE and GCE courses.

Through the use of an e-portfolio like structure, we can also offer teachers a level of support that until now has not been practical. By placing the candidates work in an e-portfolio, we can improve the quality of our communication with teachers and give specific feedback about a particular set of coursework before it is submitted for final

assessment. This process will replace the portfolio clinics that we currently offer and also reduce the need for agreement trials.

You can find out more about the GCSE at www.ccea.org.uk/movingimagearts