

Student: **ASHLEY VESSEY**

| Common Assessment Criteria Applied                                                                                                                                                                                                                                                                                                                                                                                                | Marks available | Marks awarded |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------|
| <b>1. Research-informed Literature</b><br>Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.                                                                                                                                                                                                                                                               |                 |               |
| A (very!) brief description of the two sites, including similarities and differences in their mechanics and interfaces. Consideration of the target user groups for the two sites. Is there any overlap or potential to encourage users of one site to migrate to the other? The impact that the sites have had in terms of user numbers, length of use, social familiarity with and acceptance of security and privacy features. | 10              | 8             |
| <i>Good site descriptions. Remember to reference the sites themselves.</i>                                                                                                                                                                                                                                                                                                                                                        | 15              | <del>10</del> |
| <i>It's also used in industry. Good point about it being America-centric.</i>                                                                                                                                                                                                                                                                                                                                                     | 10              | 6             |
| <i>Good use of literature and statistics to back up usage, and security and privacy need more consideration</i>                                                                                                                                                                                                                                                                                                                   |                 |               |
| <b>2. Knowledge and Understanding of Subject</b><br>Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.                                                                                                                                                                                                                                                                   |                 |               |
| What elements of psychology, usability, design and copyrighting are significant and how these interact to provide an emotionally satisfying user experience? Are there any elements that don't work?                                                                                                                                                                                                                              | 40              | 23            |
| <i>Some good points raised, but they need more links to psychological theory, eg motivations.</i>                                                                                                                                                                                                                                                                                                                                 |                 |               |
| <b>3. Analysis</b><br>Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence                                                                                                                                                                                                                                                                                |                 |               |
| If a user of one system decides to try the other system then what elements are likely to feel comfortable or uncomfortable? Are there any features that might be missed?                                                                                                                                                                                                                                                          | 15              | 6             |
| <i>Likelihood of swapping considered, but no real discussion of how easy it would be or what problems would occur</i>                                                                                                                                                                                                                                                                                                             |                 |               |
| <b>4. Practical Application and Deployment</b><br>Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.                                                                                                                                                                                                                            |                 |               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                   | 0               |               |
| <b>5. Skills for Professional Practice</b><br>Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.                                                                                                                                                                                                                                          |                 |               |
| Document presentation and appropriate references to the research literature.                                                                                                                                                                                                                                                                                                                                                      | 10              | 5             |
| <i>Although this doesn't use bullet points it is still a bit disjointed. Try to make the text flow from paragraph to paragraph. Well presented.</i>                                                                                                                                                                                                                                                                               |                 |               |

**Assignment Mark** (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)

**Late Submission Penalties (tick if appropriate)**

Up to one week late

First Attempt?

**58** %