Non-Exam Assessment: Internal Synoptic Project

NCFE Level 1/2 Technical Award in Interactive Media (603/7005/1)

Centre copy

SAMPLE

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Contents

Introduction

The internal, non-exam assessment (NEA) takes the form of an internal synoptic project. It is a formal assessment that requires that requires the learner to independently apply an appropriate selection of knowledge, understanding, skills and techniques, developed through the full course of study, in response to a real-world situation, to enable them to demonstrate an integrated connection and coherence between the different elements of the qualification.

The NEA will contribute 60% towards the overall qualification grade and therefore it is important that the learner produces work to the highest standard that they can. The learner, therefore, should not be entered for the internal synoptic project until they have been taught the full course of study, to ensure that they are in the best position to complete the internal synoptic project successfully.

What is Synoptic Assessment?

Synoptic assessment is an important part of a high-quality vocational qualification because it shows that learners have achieved a holistic understanding of the sector and that they can make effective connections between different aspects of the subject content and across the breadth of the assessment objectives in an integrated way. The Department for Education (DfE) has consulted with awarding organisations and agreed the following definition for synoptic assessment:

"**A form of assessment which requires a candidate to demonstrate that they can identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the whole vocational area, which are relevant to a key task.**"

Synoptic assessment enables learners to show that they can transfer knowledge and skills learnt in one context to resolve problems raised in another. To support the development of a synoptic approach, the qualification encourages learners to make links between elements of the course and to demonstrate how they have integrated and applied their increasing knowledge and skills.

As learners progress through the course, they will use and build upon knowledge and skills learnt across units. The internal synoptic project will test the learners' ability to respond to a real-world situation.

Information for learners

Introduction

The internal non-exam assessment (NEA) is a formal assessment that will contribute 60% towards your overall qualification grade and therefore it is important that you produce work to the highest standard that you can.

You will be assessed on your ability to independently select, apply and bring together the appropriate knowledge, understanding, skills and techniques you have learnt throughout your course of study, in response to a brief, set in a real-world-situation.

The NEA will be assessed holistically using a levels of response mark grid and against five integrated assessment objectives. These assessment objectives and their weightings are shown below.

Suggested completion time

You have been provided with a total of **17** hours to complete this non-examined assessment.

You may use some or all of the time provided for each task.

You are allowed to use time allocated to one task on another task should you require.

You are not allowed to exceed the total number of hours.

Assessment objective
AO1 – Recall knowledge and show understanding The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding. **20 marks (16.67%)**
AO2 – Apply knowledge and understanding The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations. **32 marks (26.67%)**
AO3 – Analyse and evaluate knowledge and understanding The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions. **12 marks (10%)**
AO4 – Demonstrate and apply relevant technical skills, techniques, and processes The emphasis here is for learners to demonstrate the essential technical skills relevant to the vocational sector, by applying the appropriate processes, tools, and techniques. **40 marks (33.33%)**
AO5 – Analyse and evaluate the demonstration of relevant skills and techniques The emphasis here is for learners to analyse and evaluate the essential technical skills, processes, tools and techniques relevant to the vocational sector. **16 marks (13.33%)**

NCFE Level 1/2 Technical Award in Interactive Media (603/7005/1)

Non-exam assessment:
Internal Synoptic Project

Sample

To be given to learners on or after 5 January 2022.

Learner instructions

- Read the project brief carefully before you start the work.
- You **must** clearly identify and label all of the work you produce during the supervised time.
- You **must** hand in all of your work to the supervisor at the end of each timed session.

Learner information

- This non-exam assessment will assess your knowledge and understanding from across the qualification.
- Total marks **120.**
- The suggested completion time for this internal synoptic project is **17 hours**.
- All of the work you submit **must** be your own.

Please complete the details below clearly and in BLOCK CAPITALS.

Learner name _____

Centre name _____

Centre number [ ]   Learner number [ ]

Learner signature _____

Project brief

You have been approached by Tea and Trivia who are opening a new café in your area.

Tea and Trivia is a café chain. This company is opening a new café in your area. Tea and Trivia provides families with a creative space to play games and eat exciting food. The new café in your area wants to influence behaviour by attracting **families** with **children aged 7 to 12 years**.

Tea and Trivia has asked you to create an interactive media product. This product will provide new customers with engaging content about the games they can play and the food they can eat when they visit the cafe.

Tea and Trivia would like you to present **one** of the following interactive products:

- a website
- a mobile phone or tablet app
- a product that can be accessed on an information kiosk.

Project instructions:

Along with the final interactive media product, Tea and Trivia has asked you to present a portfolio. This portfolio should include:

1. research (2 hours)
2. a product proposal for your Tea and Trivia interactive media product (2 hours)
3. planning for your Tea and Trivia interactive media product (2 hours)
4. evidence to show how you have sourced, created and edited your assets (4 hours)
5. evidence to show how you have created your final interactive media product (5 hours)
6. evaluation of your final interactive media product (2 hours)

Assessment tasks

Task 1 – Research	
Recommended time	**2 hours**
Content areas assessed	1 – Types of interactive media products and their features 2 – Interactive media and the audience 3 – Software and hardware options for interactive media products 4 – Product proposals and planning for interactive media products
Assessment objectives	AO1 – 4 AO2 – 4 AO3 – 4

You are required to:

* analyse and interpret the product brief and the client needs
* carry out research to develop initial product ideas.

Your research should focus on one type of interactive product from the list that Tea and Trivia provided.

Annotate your research to justify how your initial product ideas meet the project brief and client needs.

You are permitted to use the internet to support your research. You must reference all sources used.

[12 marks]

Evidence	- Annotated research/initial product ideas. - Your internet browsing history used for research and planning purposes.
Evidence formats	Your evidence **must** be provided in one of the following formats: - hard copy - electronic.

Task 1 (a) – Research	
Marks	**Descriptors**
10–12	**AO3 – Excellent** analysis and interpretation of the project brief and client needs, that is **comprehensive** and **fully accurate**. Supported with **excellent** justifications for how their initial product ideas meet the project brief and client needs that are **comprehensive** and **highly relevant**. **AO2 – Excellent** application of knowledge and understanding of the project brief and the client's needs to their research that is **comprehensive** and **highly detailed** and **highly relevant** to the target audience and client needs. **AO1 – Excellent** recall of knowledge and understanding of interpreting a client brief **that is comprehensive**. The overall quality of the research will be **excellent,** reflecting a wide range of research sources in relation to the brief. All elements will be researched into in a **detailed** and **effective** way.
7–9	**AO3 – Good** analysis and interpretation of the project brief and client needs that is **detailed** and **mostly accurate**. Supported with **good** justifications for how their initial product ideas meet the project brief and client needs that are **detailed and mostly relevant**. **AO2 – Good** application of knowledge and understanding of the project brief and the client's needs to their research that is **detailed** and **mostly relevant** to the target audience and client needs. **AO1 – Good** recall of knowledge and understanding of interpreting a client brief that is **mostly detailed**. The overall quality of the research will be **good**, reflecting a wide range of research sources in relation to the brief. **Most** elements of the brief will be researched into in a **detailed** way.
4–6	**AO3 – Reasonable** analysis and interpretation of the project brief and client needs that has **some detail** and **some accuracy**, though this may be **underdeveloped**. Supported with **reasonable** justifications for how their initial product ideas meet the project brief and client needs that have **some detail**, and **some relevance**, though these may be **underdeveloped**. **AO2 – Reasonable** application of knowledge and understanding of the project brief and the client's needs to their research that has **some detail**, although this may be **underdeveloped**. Research will have **some relevance** to the target audience and client needs. **AO1 – Reasonable** recall of knowledge and understanding of interpreting a client brief that has **some** detail. The overall quality of the research will be **reasonable**, reflecting a range of research sources in relation to the brief. **Some** elements will be researched into in a **reasonably detailed** way.

| 1–3 | **AO3 – Limited** analysis and interpretation of the project brief and client needs is **minimal** with **limited accuracy**. Supported with **limited justifications** for how their initial product ideas meet the project brief and client needs that have **minimal detail** and **limited relevance** to the brief and are **mostly superficial**.

AO2 – Limited application of knowledge and understanding of the project brief and the client's needs to their research that has **minimal detail** and is **mostly superficial**. Research will have **minimal relevance** to the target audience and client needs.

AO1 – Limited recall of knowledge and understanding of interpreting a client brief that has **minimal detail**.

The overall quality of the research will be **basic,** reflecting **limited** use of research sources in relation to the brief. **Some** elements may be researched into in a **limited** way. |
|---|---|
| **0** | No rewardable material. |

Indicative content

NB: It is not a requirement that the learner formulates a response specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded in one holistic response and in the case of this task will be embedded into the annotated research evidence.

A learner's demonstration of recall of knowledge and understanding (AO1), their application of knowledge and understanding (AO2) and their rational and justifications (AO3) can be implied through the learner's ability to carry out successful research and annotate as required by the task.

AO1 – Learners will recall knowledge and understanding of interpreting a client brief that may include the following:

Client needs:

- product:
    - content: games, menu choices, dish of the day, offers etc
    - format: website, phone or tablet app, kiosk
- audience:
    - categorisation: families with children age 7 to 12 years
- resources:
    - hardware: camera, tripod, mic, lighting
    - software: image, video and audio editing software
- constraints:
    - timescales: 17 hours
    - resources: availability of hardware and software options, cast members if creating own assets
    - copyright issues: source of stock images, audio and video content.

AO2 – Learners will apply knowledge and understanding of the project brief and the client's needs to their research that may include the following:

Interactive media products:

- mobile app
- interactive kiosk
- website.

Learners will be expected to have researched a variety of similar websites, apps or interactive kiosks that have associations with cafés, restaurants and games.

Out of the choices of products, the most likely would be the website due to accessibility. Learners may refer to well-known authoring websites and platforms, showing that they have knowledge of this area of development.

It is least expected that a kiosk will be developed as part of this assessment, due to centre resources and accessibility.

Types of interactive media products and their features:

- types of interactive media products in context
- features of interactive media products
- media assets
- interactive features
- health and safety
- legal and ethical constraints.

Learners will likely be referring to the assets and interactive features of their proposed product; expectations for this will be the considerations of images, videos, house style, audio, interactive, menus and information pages, as well as linking in the target audience to their ideas.

Able learners will show that they have researched or have prior knowledge in relation to the hardware and software that they intend to use to create the product. This may be evidenced in making associations to the assets that they have seen within their research and being able to suggest the solutions that they have that can achieve their intention.

Differentiation between higher-level learners and lower-level learners will be seen in the level of detail that is used as well as the confidence on technical terms and language.

Interactive media and the audience:

- target audience (categorisation and product use)
- audiences' uses of interactive media
- software.

There is expectation that learners, when considering the brief, should be focusing on the target audience of families and young children. Screenshots will be expected at this stage, being able to identify the key components of their intended product, as well as what they may like to adapt, create something like, or replicate.

Images of existing family restaurants are expected with a view to include well-known cafés and diners, such as Rainforest Café and Planet Hollywood. Learners will have considered their product of choice and will have been able to link this to the brief.

When applying knowledge to the brief, there should be understanding of the target audience being applied. Upon choosing their product type, there will also be the expectation that the resources are references, such as what is going to be needed or used to respond to the brief.

At a lower-level, learners may only respond to a part of the brief or not be able to apply relevant or appropriate knowledge to the client requirements. This could be seen as a large focus on games but no food, a focus on adults but limited child-friendly considerations, or a focus on beverages (tea) but not focusing on food.

AO3 – Learners will analyse and interpret the project brief and client needs that may include the following:

Client brief:

- product:
  - content
  - format.

Where AO2 shows key principles and understanding of the content, tools and client in context, AO3 allows the learner to make educated and justified reasoning behind their intent and initial idea for the product and how this meets the brief. Lower-level learners may be limited in this area, not being able to offer strong connections to choices, or offering reasoning.

When referring to the client brief and offering justification, there will be strong signs of confidence in choices for a higher-level learner. They may show that they feel it is the best choice, offering justification in definitive terms. Lower-level learners may suggest that their choice is the right one; however, they cannot or do not offer any reason.

- audience:
  - categorisation.

The target audience includes 7 to12 year olds, which means that the content needs to be fun and engaging. As the client would like there to be examples of the food that is available, learners may suggest to make a children's menu page which is bright, colourful and engaging, with a game that they can play on it.

- resources:
  - hardware
  - software.

Learners will show that they have analysed the brief in relation to the hardware and software. This may be evidenced in making associations to the assets that they have seen within their research and being able to suggest the solutions that will meet the brief and achieve their intention.

- constraints:
  - timescales
  - budget
  - resources
  - copyright issues.

Learners will demonstrate that resources are justified based on what they have access to. They will have a realistic approach to time, abilities and creating what the client wants, and their answers will always have the client and the brief in mind. Answers that may not be successful will have little reference to the brief or may show signs of confusion or lack of clarity.

Task 2 – Product proposal	
Recommended time	**4 hours**
Content areas assessed	1 – Types of interactive media products and their features 2 – Interactive media and the audience 3 – Software and hardware options for interactive media products 4 – Product proposals and planning for interactive media products 5 – Developing an interactive media product 6 – Promotion and presentation of interactive media products
Assessment objectives	AO1 – 4 marks AO2 – 4 marks AO3 – 4 marks

Using your research and initial ideas from task one part (a), you are required to:

• create an interactive media product proposal for Tea and Trivia that communicates your initial ideas effectively.

Your proposal **must** meet the brief and provide justification for your creative choices.

You are permitted to use the internet to support your response to the task. You must reference all sources used.

[12 marks]

Evidence	• A proposal of your interactive media product. • Your internet browsing history used for research and planning purposes.
Evidence formats	Your evidence **must** be provided in the following format: • digital presentation.

Task 2 – Proposal	
Marks	**Descriptors**
10–12	**AO3 – Excellent** rational provided for all creative choices. Aesthetic choices will be **highly justified** with reasoning, linking to the brief at all times. **Well-reasoned** judgements and conclusions made on what they are going to produce. **AO2 – Excellent** application of the brief and client's needs to the proposal. Selection of their choice of interactive media product is **highly considered**, Resource requirements outlined are **highly appropriate**. Feature selection will be **highly relevant** to the brief. Aesthetic choices are very well suited to the product and are described in **comprehensive detail**. Health and safety is well considered. **AO1 – Excellent** recall of knowledge and understanding of the content and function of a product proposal that is **accurate** and **highly detailed**.
7–9	**AO3 – Good** rational provided for most creative choices. Planned aesthetic choices will be **mostly justified** with reasoning, **mostly** linking to the brief. **Mostly reasoned** judgements and conclusions made on what they are going to produce. **AO2 – Good** application of the brief and client's needs to the proposal. Selection of their choice of interactive media product is **mostly** well considered. Resource requirements outlined are **mostly appropriate**. Feature selection will be **mostly relevant** to the brief. Aesthetic choices are well suited to the product and are described in **most detail**. Health and safety is considered throughout. **AO1 – Good** recall of knowledge and understanding of the content and function of a product proposal that is **mostly accurate** and **detailed**.
4–6	**AO3 –** Reasonable rationale provided for **most** creative choices. Aesthetic choices may be lacking in justification with **some** linking to the brief. **Reasonable detail** on the judgements and explanations made regarding what is going to be produced. **AO2 – Reasonable** application of the brief and client's needs to the proposal. Selection of their choice of interactive media product is considered in **some detail** for its selection. Proposed aesthetic choices will have **some suitability** to the product with **some** descriptions and **some** clarity. Health and safety has **reasonable** consideration but may be lacking in **some** areas. **AO1 – Reasonable** recall of knowledge and understanding of the content and function of a product proposal that has **some accuracy** and **detail**.
1–3	**AO3 – Limited** rationale for some creative choices. Aesthetic choices are **very limited** in justification and may not link to the brief. **Very limited** detail on the judgements and conclusions made on what they are going to produce. **AO2 – Limited** application of the brief and client's needs to the proposal. Selection of their choice of interactive media product is **minimally appropriate,** with **limited** detail for its selection. Planned aesthetic choices may not be suited to the product and are not described clearly. Health and safety has **very limited** consideration. **AO1 – Limited** recall of knowledge and understanding of the content and function of a product proposal that have **minimal accuracy** and **detail**.
0	No rewardable material.

Indicative content

NB: It is not a requirement that the learner formulates a response specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded in one holistic response and in the case of this task will be embedded into the product proposal.

A learner's demonstration of recall of knowledge and understanding (AO1), their application of knowledge and understanding (AO2) and their rational and justifications (AO3) can be implied through the learner's ability to create a product proposal.

AO1 – Learners will recall knowledge and understanding of product proposals that may include the following:

The content of a product proposal:

- expected timeline
- requirements of resources:
  - hardware
  - software
  - personnel
  - location
  - licensing
- rationale of creative choices
- appeal to target audience
- health and safety
- costings
- type of interactive media product.

The function of a product proposal:

- agree product timeline
- communicate to the client the creative intentions of the product
- explain how the target audience will be engaged
- highlight required budget opportunity for client feedback.

AO2 – Learners will apply knowledge and understanding of the brief and their client's needs for the creation of a product proposal that may include the following:

The product proposal may include:

The content of a product proposal:

- expected timeline
- requirements of resources:
  - hardware
  - software
  - personnel
  - location
  - licensing

- rationale of creative choices
- appeal to target audience
- health and safety
- costings
- type of interactive media product.

The function of a product proposal:

- agree product timeline
- communicate to the client the creative intentions of the product
- explain how the target audience will be engaged
- highlight required budget opportunity for client feedback.

The product proposal may meet the following requirements of the client brief:

Client brief:

Product:

- **content:** the proposal of the product content will be highly relevant for the comprehensive learner. Detail will be clear on what assets, style and overall theme of the product will be. Understanding of how each asset will be tailored to the intended audience will be expected from the higher-level learners, with annotations and detail offered for a range of assets, which are highly relevant. Limited responses may not offer a range of assets. They may also have a more tenuous approach to the client brief that is not clear or relevant. In some responses, the general asset may be relevant, but without detail and expansion, this will limit this learner. Within middle level responses, you may find reference to colours. Some learners may suggest using bright colours to attract their audience. However, they might not expand on which colours. This demonstrates some detail, but it is not comprehensive.
- **format:** this is in reference to their choice of product to create. The most expected product will be a website, as opposed to an app or interactive kiosk, due to the accessibility of each of the products as well as the practical access to learn and develop these types. Learners of a high level will be able to discuss key features, uses, adaptability and why they will suit the target audience. Learners will be expected to discuss the key features, assets and house style that they will be applying to their product. Success will be measured by the demonstration of effective use of key terms, and explanation of how the format will be interacted with by the audience, as well as the usability. Features such as pages, buttons, images and so on will be referenced as to why a specific product was chosen over the others. Limited responses may not list the benefits or relevance to the audience or show strong understanding of what the product can offer.

Audience:

- **categorisation:** throughout the proposal, there will be a strong level of referencing to the target audience when looking at a high-level response. Understanding of the needs of the audience will be evident, as well as a demonstration of what choices they are going to make because of the audience. Limited responses may not show a strong consideration of the audience or will miss out key information. With the audience being families and 7 to12 year olds, assets will be chosen that are child friendly, easy to use, engaging, colourful and may have a cartoon-like nature. Considerations of the foods that young people are expected to enjoy may be included. A focus on games is expected as part of a strong and

detailed response. Child and family friendly games are intended, with potential inclusion of games into the product, although not essential. After research, learners may be able to showcase a range of game, food and family ideas, offering a range of evidenced knowledge and understanding in response to the brief.

Resources:

- **hardware/software:** statements are expected about the hardware and software. A strong response will offer a range of solutions that they will use in order to fulfil the brief, with explanations on what they are going to use them for. Confident statements highlighting what software/hardware is being used, what the intention of that usage will be, what the expected outcome will be, and reference to timescales may be evidenced. Limited responses may not reference hardware and software; they may skip straight to the assets. These types of responses may name a piece of software/hardware but not explain what they are planning to achieve with it.

Constraints:

- **timescales:** a realistic timeline, with clear understanding of how long a task will take, will be a high-level response. Limited responses may not show indication of time or a realistic timeframe. Ideas may be too extravagant; therefore, they would run out of time, or on the contrary, aim low and not stretch or utilise their time well. Good planning will be well balanced, realistic and offer achievable solutions
- **budget:** any reference to budget will be well considered. With learners using school/college equipment, it is expected that learners will not be asking for additional spend for this assessment. However, learners may reference the fact they already do have the tools necessary for completion. A comprehensive consideration could discuss already having suitable resources, thus not having to use a budget. Should the equipment/software not be accessible or free to use, references to the potential cost might be considered.
- **resources:** as with budget, learners will be expected to reference the resources that they intend to use for this product. If not covered in hardware or software, additional discussion is expected to reference the use of assets, online resources and stock websites, and potentially designing tools such as physical wireframes, pen, paper and so forth. Learners may also reference needing locations for recording, as well as any props or other potential goods
- **copyright issues:** this will be discussing the use of stock images, free images, images from the internet or taking their own. A high-level learner will show understanding of copyright and other legal constraints associated with intellectual property, offering suitable solutions to potential issues, or what they intend to do to mitigate the issue altogether. Limited responses will show limited consideration or will not be able to define or describe these areas with accuracy. They may also suggest that they will use stock/free images but not offer a reason why, which suggests that they know what to do but do not know why. This is partial understanding so can be awarded accordingly.

AO3 – Learners will provide rationale for their creative choices, and provide justification, judgements and conclusions on what they are going to produce that may include the following:

- rationale of creative choices
- justification for its appeal to the target audience
- health and safety considerations
- rational for the selection of interactive media product
- justification to the client the creative intentions of the product
- explanation of how the target audience will be engaged.

Task 3 – Planning	
Recommended time	2 hours
Content areas assessed	1 – Types of interactive media products and their features 2 – Interactive media and the audience 3 – Software and hardware options for interactive media products 4 – Product proposals and planning for interactive media products 5 – Developing an interactive media product
Assessment objectives	AO1 – 4 marks AO2 – 4 marks AO3 – 4 marks

Tea and Trivia has asked you to plan for production.

You are required to:

- create a plan for the production of your interactive media product based on the proposal you created in **task 2**.

Your plan **must** evidence **each** of the five (5) following areas:

- your planning tools
- choices of hardware
- choices of software
- asset choices
- sources, processes, and techniques that you will use.

You are permitted to use the internet to support your response to the task. You must reference all sources used.

[12 marks]

Evidence	• A **plan** of your interactive media product. • Your internet browsing history used for research and planning purposes.
Evidence format	Your evidence can be provided in any of the following formats: • written report • annotated diagrams • digital presentation • screen shots • screen recordings.

Task 3 – Planning	
Marks	**Descriptors**
10–12	**AO3 –** Planning will contain **highly comprehensive** justification of hardware, software and assets. Conclusions will be very clear and **highly detailed** with robust reasoning. Product features will also be **comprehensively justified** and **fully relevant** to the brief, as well as in line with their own proposal. **AO2 – Excellent** application of knowledge and understanding of the planning process in a completely appropriate format. **Highly** appropriate planning tools will be selected and used effectively. **Excellent** knowledge of hardware, software and asset choices throughout. Product features are **highly relevant** and described with strong detail. **Excellent** understanding of the target audience shown through **comprehensive** links to, sources, processes and techniques which are described in **comprehensive** detail and understanding of their use within the production of the product. **AO1 – Excellent** recall of knowledge and understanding of planning processes that is **accurate** and **highly detailed**.
7–9	**AO3 –** A **good** level of planning which contains a **mostly detailed** justification of hardware, software and assets. Conclusions will be **clear** and **mostly detailed** with reasoning. Product features will also be **justified** and **mostly relevant** to the brief, as well as in line with their own proposal. **AO2– Good** application of knowledge and understanding of the planning process in a **mostly appropriate** format. Appropriate planning tools will be selected and used well. **Good** knowledge of hardware, software and asset choices throughout as product features are **relevant** and **mostly** described with detail. **Good** evidence of understanding of the target audience is shown through links to sources, processes and techniques which are described in detail and demonstrate a **good** understanding of their use within the production of the product. **AO1 – Good** recall of knowledge and understanding of planning processes that is **mostly accurate** and **detailed**.
4–6	**AO3 –** Planning will contain **reasonable** explanation of hardware, software and assets with some inaccuracies. Conclusions may not be clear and may sometimes lack reasoning. Some product features will include **some justification** and **some relevance** to the brief. Planning may be out of line with their own proposal. **AO2 – Reasonable** application of knowledge and understanding of the planning process shown as documentation is presented in a format, which may not be entirely appropriate. **Some** planning tools will be selected and used with **some** success. **Reasonable** knowledge of hardware, software and asset choices. Product features may show **some relevance** and any description will show **some reasonable** understanding. **Reasonable** evidence of understanding the target audience shown but sources, processes and techniques are described with **some detail**, which demonstrates a **reasonable** understanding of their use within the production of the product.

	AO1 – Reasonable recall of knowledge and understanding of planning processes that has **some accuracy** and **detail**.
1–3	**AO3 –** Planning will contain **limited** justification of hardware, software and assets. Conclusions are not clear and are **limited** in reasoning. **Limited** product features are **minimally justified** and **minimally relevant** to the brief. Planning may be out of line with their own proposal. **AO2 – Limited** application of knowledge and understanding of the planning process; the format will be **limited** in terms of how appropriate it is. Planning tools may be selected and used, but with **limited** success. **Limited** knowledge of hardware, software and asset choices. Most product features may show **limited** relevance or be described with **limited** understanding. **Limited** evidence of understanding the target audience as sources, processes and techniques are described with **limited detail** and understanding of their use within the production of the product. **AO1 – Limited** recall of knowledge and understanding of planning processes that have **minimal accuracy** and **detail**.
0	No rewardable material.

Indicative content

NB: Markers are reminded that the indicative content reflects content-related points that a learner may make but is not an exhaustive list, nor is it a model answer. Learners may make all, some or none of the points included in the indicative content. Learners must be credited for any other appropriate response.

It is not a requirement that the learner formulates a response specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded in one holistic response and in the case of this task will be embedded into the production plan.

A learner's demonstration of recall of knowledge and understanding (AO1), their application of knowledge and understanding (AO2) and their analysis and evaluation (AO3) can be implied through the learner's ability to create a production plan.

AO1 – Learners will recall knowledge and understanding of planning processes that may include the following:

Planning processes:

- planning tools:
    o flow chart
    o strengths, weaknesses, opportunities, threats (SWOT)
    o Gantt chart
    o product navigation
    o storyboard
- research:
    o target audience
    o specific requirements of the brief
    o comparable products

- resources:
  - software
  - hardware
- asset selection:
  - stock media
  - sound
  - royalty free
  - original creation
- aesthetics:
  - mood boards
  - colour scheme
  - typography
  - interactive features
  - layout designs
- costings:
  - time
  - assets
  - resources
  - staff
- health and safety
- legal constraints:
  - GDPR
  - copyright
  - intellectual property.

AO2 – Learners will apply knowledge and understanding of the planning processes. Learners will offer a plan, with evidence of the proposed production that must include the following:

- **planning tools** – reference to suitable planning tools, such as GANTT Chart, flow charts, storyboard, SWOT and any other methods that allows the learner to demonstrate the creation and planning process. Higher-level learners will have used these effectively
- **choices of hardware** – this may include references to scanners, cameras, audio capture hardware, computer choices, graphics tablets, controllers, cables and connections. Learner should be indicating how they are planning to use them to achieve their proposal to the brief
- **choices of software** – this may include referencing the use of authoring platforms, image creation manipulation software, audio creation and manipulation software, video creation and manipulation software or motion capture. Learner should be indicating how they are planning to use them to achieve their proposal to the brief
- **asset choices** – these will include their choice of images, audio and video options. References to the content within each of these will be expected in relation to the brief and their proposal
- **sources, processes and techniques** – learners should indicate where they are sourcing their assets from, as well as the ways that they will be applying different processes and techniques to achieve the results that they desire in order to meet the brief. References to setting up the hardware and software may be detailed, capturing of content, corrective editing and any other suitable processes and techniques should be credited.

AO3 – Analysis of hardware and software solutions, with judgements and decisions. Learners will be expected to offer explanation of the hardware and software that they will use in order to complete the brief that must include the following:

Planning tools – after stating and choosing the planning tools that they are going to use, they will have offered justification of their choices. There may be some comparison in the tools that they could use. Additionally, learners are expected to reference the client brief in context with the planning tools, which will be coherent with their initial ideas as well as meeting the needs of the brief. Higher-level learners will have used an appropriate tool and added well considered data, which is realistic and justified.

Choices of hardware – in addition to the choices of the hardware chosen for the completion of the brief, learners will offer justification that is realistic, suitable, and in line with the expectations of the brief. Higher-level learners will show strong understanding of what they will use and why, whereas lower-level learners may be vaguer in their suggestions, or just stating that they are going to use them. Reasoning and justification are key for this AO. References to health and safety implications could be found in a comprehensive response, where they will have justified their safe use of equipment. Learners may be more proficient in specific hardware use and the application thereof, so may offer reasoning that revolves around this topic.

Choices of software – in addition to the choices of the software chosen for the completion of the brief, learners will offer justification that is realistic, suitable, and in line with the expectations of the brief. Higher-level learners will show strong understanding of what they will use and why, whereas lower-level learners may be vaguer in their suggestions, or just stating that they are going to use them. Reasoning and justification are key for this AO. Learners may reference their abilities in this area to justify their choices. Learners may be more proficient in specific software and the application thereof, so may offer reasoning that revolves around this topic.

Asset choices – there will be justified reasoning for each of their asset choices which will link to their choice of product, as well as the needs of the client. Reference to each area of the brief will be achieved by higher-level learners, where they will indicate the style and the intent for each asset. Lower-level learners may reference choices of assets but have limitations in how they associate with the intended audience, or only reference part of the brief. Strong responses will offer a range of assets with creative approaches to their use. Comprehensive answers will be realistic and achievable with clear knowledge and reasoning given for their choices. This could be giving detail about the time saved when using stock assets and why this is useful for the client and the product. Further detail could be given, suggesting what they would like to do if they had the opportunity or accessibility, but justifying why they decided against this option.

Sources, processes and techniques – all sources, processes and techniques are justified and well-reasoned for a high-level learner. Explanations will have clear association to the brief and will be relevant for the intended audience. Technical language should be awarded accordingly, both in relation to the processes and techniques, with special focus on the rationale behind each choice. Sources will be well justified, with clear understanding of legal constraints and implications. References to intellectual property and copyright when using images will be evidenced in a comprehensive response, showing understanding of the implications of not following associated protocols. Advanced answers may reference the implications on the creator, or the client should they use unauthorised images. Indication of using stock or free images should be considered a well considered response, as well as how to ensure that these images are indeed free from legal constraints.

Task 4 – Developing assets	
Recommended time	**4 hours**
Content areas assessed	1 – Types of interactive media products and their features 2 – Interactive media and the audience 3 – Software and hardware options for interactive media products 4 – Product proposals and planning for interactive media products 5 – Developing an interactive media product
Assessment objectives	AO1 – 4 marks AO2 – 4 marks AO4 – 20 marks AO5 – 4 marks

You are required to:

- create your assets for Tea and Trivia. You should follow the plan that you created in **Task 3**.

You **must** give evidence for **each** of the following areas:

- sourcing of assets
- development of assets
- use of hardware
- use of software
- processes and techniques used
- use of directory/folder structures
- appropriate exporting options.

Evaluate how **each** of your developed assets meet Tea and Trivia's brief. Provide justification.

You are permitted to use the internet to support your response to the task. You must reference all sources used.

[32 marks]

Evidence	• development of assets • evaluation of each asset and how they meet the brief • your internet browsing history used for research and planning purposes.
Evidence formats	Your evidence can be provided in any of the following formats: Development of assets • video • images • audio • animation. Evaluation of each asset and how they meet the brief: • written report, either handwritten or electronic.

Task 4 – Developing assets for interactive media – Technical skills	
Marks	**Descriptors**
16−20	**AO4 – Excellent** demonstration of technical skills, techniques and processes in the creation of assets, using **highly appropriate** hardware and software skills. **AO4 – Excellent** application of creative editing and processing techniques. **AO4 – Excellent** ability to construct assets. **AO4 – Sophisticated** and **effective** technical skills are demonstrated along with the provision of **clear** and **highly detailed** evidence of hardware and software solutions. **AO4 –** Creative choices are **highly appropriate** and **effective**.
11−15	**AO4 – Good** demonstration of technical skills, techniques and processes in the creation of assets, using **mostly appropriate** hardware and software skills. **AO4 – Good** application of creative editing and processing techniques. **AO4 – Good** ability to construct assets. **AO4 – Effective** technical skills are demonstrated along with the provision of **clear** evidence of hardware and software solutions. **AO4 –** Creative choices are **mostly appropriate** and **effective**.
6−10	**AO4 – Satisfactory** demonstration of technical skills, techniques and processes in the creation of assets, using **some appropriate** hardware and software skills. **AO4 – Reasonable** application of creative editing and processing techniques. **AO4 – Reasonable** ability to construct assets. **AO4 – Reasonable** technical skills are demonstrated along with the provision of **some** evidence of hardware and software solutions. **AO4 –** Creative choices that are **somewhat appropriate** and **somewhat effective**.
1–5	**AO4 – Limited** demonstration of technical skills, techniques and processes in the creation of assets, or appropriate hardware and software skills. **AO4 – Limited** application of creative editing and processing techniques. **AO4 – Limited** ability to construct assets. **AO4 – Limited** technical skills are demonstrated along with the provision of **limited** evidence of hardware and software solutions.

		AO4 – Creative choices are **limited in their appropriateness** and **limited in effectiveness.**
	0	No rewardable material

Indicative content

AO4 – Learners will demonstrate the application of technical skills, techniques and processes in the development of assets that must include the following:

- sourcing of assets
- development of assets
- use of hardware
- use of software
- processes and techniques used
- use of directory/folder structures
- appropriate exporting options.

Sourcing of assets – learners will be expected to seek appropriate assets that suit the nature of the brief. It will be expected that these assets are in the most part stock images and videos that have been sought from suitable websites and downloaded. Suitable images will be of a family-based nature and appropriate for young children aged 7–12. With the name of the café being Tea and Trivia, there could be images that we would associate with these words, or food that is more of a café nature, such as pastries, snacks etc. Other images could be those of games, either existing or learner generated. Learners may wish to capture their own pictures if they deem them appropriate to the brief. Additional assets could include interactive games for their product, such as quizzes or possible existing games to embed. It would be expected that learners will credit their assets accordingly, as well as offering reasoning for their choices. Lower-level learners may just collect assets without justification, or with very little justification. Higher-level learners will be able to offer justification for all areas of assessment, such as why the assets are suitable for their interactive media product, as well as why they suit the client's brief, the restaurant and the nature of the audience. Less appropriate asset content could be foods that are not aimed at young people, games that are not children friendly or the use of images that do not reflect the family theme.

Development of assets – this can be expected to be evidenced as a narrative of key development points within the production process, as well as screenshots to offer visual evidence. The expectation of 'before and after'' is high, or a discussion that explains what they are planning to do with the asset, based on their proposal (task 2) and planning (task 3). There will be indication of the uses of the assets, as well as what will be applied to them/what treatment they will receive to make them suitable for the product. This could be image manipulation (such as cropping, filters, resizing), video manipulation (adding text, cropping, fades, filters) or audio manipulation (filtering, editing, cropping). Annotation is most likely, with the level of detail in their responses indicating the level of ability. Lower-level learners may offer some development evidence, but there may be limitations in how much development has been achieved.

Use of hardware – where appropriate, learners will be expected to offer detail on the hardware that they are going to use. Resources may be limited for this assessment for some centres, so this should be considered when marking a learner's response. Answers may

include reference to their computer, graphics tablets, printers, cameras, scanners, and audio recording hardware (microphone, interface, MIDI keyboard). Higher-level learners will go into detail about how they used the hardware and why. It may not be expected that there is visual evidence for this, such as screenshots, so written descriptions may be more occurring for this section.

Use of software – learners are expected to select software which is appropriate and usable for the task they are aiming to complete. Naming the software will be expected, as well as being able to explain the process that they are completing with it. References to tools and functions is expected, as well as a range of screenshots evidencing their use. Lower-level learners may have limited references to the software uses, with only basic tools applied. Some centres may not have access to the most well-known software and may be using freeware. Freeware is often limited in functionality. In this instance, consideration of the application of the available tools is necessary.

Processes and techniques used – as with development of assets, this area will be evidenced in written responses that will most likely be accompanied by a screenshot or more. Higher-level learners will be able to offer a description of what they did as well as how, with good justification. Lower-level learners may offer responses that indicate that they adjusted the settings until they found something that they liked. There will be very limited rationale. The use of technical terms will be marked up when used accurately, consistently, and effectively. Higher-level learners will be able to use appropriate terms throughout their responses, indicating that their understanding is educated and well considered.

Use of directory/folder structures – it is expected that the files are organised and logical, with suitable use of structures. It would be expected that some learners have a folder for raw/unedited assets, then create another folder to use for the edited assets. Lower-level learners may have limited organisation, with folders having a very untidy approach. Appropriate folder and file naming is expected of a higher-level learner. There will be suitable and memorable names for assets and clearly labelled versions, if appropriate, as well as being listed in a logical way, such as alphabetical order, or last modified etc. Screenshots of the folder structure is expected here, with annotations of some key uses/organisational approaches. Lower-level learners may offer a screenshot of a folder that clearly has little order or structure.

Appropriate exporting options – upon the creation of the assets, it is expected that the learners should export them in a suitable format for their product. Higher-level learners may offer justification for their exportation choices, with reference to quality, size, and the loading time on the product. Lower-level learners may not offer such justification and may make errors in their export choices. Video file type may be the most common mistake within this part of the assessment, as well as limitations in the size of the file and the quality.

Task 4 – Developing assets for interactive media	
Marks	**Descriptors**
10–12	**AO5 – Excellent** evaluation of the success of the processes, techniques, technical skills and tools used in the development of assets in relation to the client brief that is **comprehensive** and **highly detailed**. The success of the aesthetics and usability of the developed assets are discussed in a **detailed** and **thoughtful** way. Suggests **thoughtful** and **creative** ways to improve the assets. **AO2 – Excellent** application of knowledge and understanding of the use of hardware and software to the requirements of the brief. **Highly suitable** creative solutions and suggestions, **highly relevant** to their choice of interactive media product. **AO1 – Excellent** recall of knowledge and understanding of the use of processes, techniques and tools that is **comprehensive** and **highly detailed**.
7–9	**AO5 – Good** evaluation of the success of the processes, techniques, technical skills and tools used in the development of assets in relation to the client brief that is **mostly detailed**. The success of the aesthetics and usability of the developed assets is discussed in a **considered** way. Suggests useful ways to improve the assets that are **mostly relevant.** **AO2 – Good** application of knowledge and understanding of the use of hardware and software to the requirements of the brief. **Mostly suitable** creative solutions and suggestions, **mostly relevant** to their choice of interactive media product. **AO1 – Good** recall of knowledge and understanding of the use of processes, techniques and tools that is **mostly detailed**.
4–6	**AO5** − **Reasonable** evaluation of the success of the processes, techniques, technical skills and tools used in the development of assets in relation to the client brief that has **some detail**. The success of the aesthetics and usability are discussed in **some detail**. Clearly suggests at least one way to improve the assets developed with **some relevance.** **AO2 – Reasonable** application of knowledge and understanding of the use of hardware and software to the requirements of the brief. **Some suitable** creative solutions and suggestions, **some relevant** to their choice of interactive media product. **AO1 – Reasonable** recall of knowledge and understanding of the use of processes, techniques and tools that has **some detail.**
1–3	**AO5 – Limited** evaluation of the success of the processes, techniques, technical skills and tools used in the development of assets in relation to the client brief that has **limited detail**. Aesthetics and usability may be mentioned, and success may not be discussed. Improvements may not have been included or are **very limited**. **AO2 – Limited** application of knowledge and understanding of the use of hardware and software to the requirements of the brief. **Limited** creative solutions and suggestions, with **very limited relevance** to their choice of interactive media product.

	AO1 – Limited recall of knowledge and understanding of the use of processes, techniques and tools that has **limited detail.**
0	No rewardable material

NB: Markers are reminded that the indicative content reflects content-related points that a learner may make but is not an exhaustive list, nor is it a model answer. Learners may make all, some or none of the points included in the indicative content. Learners must be credited for any other appropriate response.

It is not a requirement that the learner formulates a response specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded in one holistic response and in the case of this task will be embedded into and evidenced in the learner's creation of assets.

A learner's demonstration of recall of knowledge and understanding (AO1), their application of knowledge and understanding (AO2) and their analysis and evaluation (AO3) can be implied though their ability to create assets (AO4) required of the task.

AO1 – Learners will recall knowledge and understanding of the processes techniques and tools that may include the following:

Process stages, tools and techniques used in the development of assets:

- pre-production:
  - o setting up audio hardware
  - o setting up visual hardware
  - o appropriate configuration of hardware
  - o appropriate configuration of software
  - o asset collection:
    - ▪ stock images
    - ▪ library audio
- production:
  - o video capture
  - o audio capture
  - o image capture
  - o application of corrective editing and processing techniques:
    - ▪ video colour correction
    - ▪ audio enhancement
    - ▪ image colour and line correction
  - o application of creative editing and processing techniques
- post-production:
  - o mastering
  - o rendering
  - o exporting
- application of production techniques
- application of editing techniques
- suitability of creative choices:
  - o mood boards
  - o colour scheme

- o typography
- o assets
- o interactive features.

AO2 – Learners will apply knowledge and understanding of the use of hardware and software to the requirements of the brief and in developing assets that may include the following:

Software:

- authoring platforms (including cloud-based):
  - o for websites
  - o for mobile apps
  - o for eLearning tools
- image manipulation:
  - o image editing software
- audio manipulation:
  - o use of digital audio workstation (DAW)
  - o use of corrective and creative effects
- video manipulation:
  - o video editing software
  - o animation software
  - o motion capture.

Hardware:

- scanners
- cameras (digital and non-digital):
  - o video
  - o still
  - o focus
  - o auto focus
  - o zoom
  - o lens
  - o viewfinder
  - o tripods
  - o orientation
  - o shutter speed
  - o resolution
  - o flash
  - o memory
  - o storage types
- audio:
  - o audio interface
  - o microphone:
    - ▪ dynamic
    - ▪ condenser
  - o microphone stand
- computer:
  - o processor

- o motherboard
- o storage
- o graphics card
- o random-access memory (RAM)
- o sound card
- graphics tablet
- controllers:
  - o musical instrument digital interface (MIDI) controller
- cable and connections:
  - o universal serial bus (USB)
  - o micro USB
  - o high-definition multimedia interface (HDMI)
  - o wireless
  - o Bluetooth
  - o external line return (XLR)
  - o Ethernet cables
  - o headphone/audio jack.

AO5 – Learners will evaluate their demonstration and success of the processes, techniques, technical skills and tools used in the development of assets to meet the needs of Tea and Trivia. The nature of the evaluative points provided will be informed by the learner's decisions taken in response to the brief and so the list below only provides illustrative examples. When considering placement within the band, consideration should be given to the relevance and strength of the justifications provided. Typical responses may include evaluation of the following:

- choice of assets (effective) – I have selected a mixture of image, video and audio to provide a wide range of choice for interactive features. I think this was a real strength as the product may be used by 2 audiences (parents and children) so it will help increase audience engagement
- choice of assets (less effective) – I chose to put a lot of audio assets in to provide information about the food the café sells. Whilst it does provide detailed information for parents, it is not very fun for children and makes my product less engaging
- sourcing of assets (effective) – I did this really successfully by gathering a range of different assets that made use of different locations, such as images of food, audio of café sounds, and videos shot in colourful locations. This was effective because it allowed me to meet the needs of the brief, such as appealing to 2 different audiences
- sourcing of assets (less effective) – I only sourced assets from one location which was not very good as it meant I had less choice when constructing appealing games. Next time, I would try to source a wider variety of assets to allow me more choice in the editing stage
- development of assets (effective) – I was really pleased with how I developed ideas and think I was successful in creating engaging, useable assets. This is because I planned and worked through all stages (pre-production, production and post-production) and reviewed my work regularly to identify where changes were required
- development of assets (less effective) – I did not do this very well as I forgot to apply the post-production stage, such as mastering my audio assets, and the sound quality was effected
- use of hardware (effective) – I used a range of hardware, and I was really pleased with my control of the camera when capturing video. For example, I turned the auto-focus off so that my footage was stable and adjusted the shutter speed to control the lighting. This meant

that my shots of the café's food looked really appealing, helping me to promote the company and meet the brief

- use of hardware (less effective) – I was not pleased with my selection and use of hardware when capturing audio. For example, I used a condenser mic when capturing audio-visual asset of a band playing live music at the café. As there was a lot of guitar, the mic did not work as I thought, and the quality was not great. Next time, I would use a dynamic mic as I think the results would be better and would help create a more professional quality asset, helping me meet the needs of the client more

- use of software (effective) – I think my use of video editing skills was really effective because I was able to apply a range of transitions that were fast paced and engaging for the younger audience. I did this effectively by controlling the cuts on the timeline to create an energetic feel to the asset

- use of software (less effective) – I did not control the audio levels properly when creating an audio-visual asset, and this was not very good as I had a lot of different audio assets on my timeline and it meant that my audio was too quiet at times. This meant that the information on the café's dishes was not communicated well to the audience

- processes and techniques used (effective) – one technique I applied really well was colour correction. I wanted the video to feel warm and appealing and so I put an orange hue to the footage. It looked really good and helped me attract the older parents by creating a vintage look to the café

- processes and techniques used (less effective) – I tried to remove the background on one of my image assets, but I do not think it really worked as I did not use the select tool well and it looked a bit choppy

- use of directory/folder structures (effective) – I was really organised and put all of my different assets in set names eg AUDIO, VIDEO. I also named all of my files to reflect the date and take of my footage. This was really effective as it let me organise my timeline more productively

- use of directory/folder structures (less effective) – I forgot to name my audio files and then could not remember which files should sync with my footage. This meant that my interview with the café owner did not sound very good

- appropriate exporting options (effective) – I used H.264 so that I can keep the file size small but retain the quality. This is effective because it will help improve the audience experience

- appropriate exporting options (less effective) – I do not think I did this well as I forgot to adjust the resolution and the quality of my footage does not look professional.

Task 5 – Creating the interactive media product	
Recommended time	**5 hours**
Content areas assessed	1 – Types of interactive media products and their features 2 – Interactive media and the audience 3 – Software and hardware options for interactive media products 4 – Product proposals and planning for interactive media products 5 – Developing an interactive media product
Assessment objectives	AO1 – 4 marks AO2 – 16 marks AO4 – 20 marks

You are required to:

- carry out all production processes to create your interactive media product using the assets that you have created in **Task 4**.

Your interactive media product **must:**

- meet the needs of the brief
- follow your proposal from Task 2
- be accessible and fully functional.

You **must** provide evidence of the following production processes for your interactive media product. You should provide annotated screenshots of what you have done at that stage of the process and why.

- importing assets
- use of hardware
- use of software
- arrangement and placement of assets
- creative choices
- processes and techniques used
- testing the product
- appropriate exporting options
- how the product meets the brief.

You are permitted to use the internet to support your response to the task. You must reference all sources used.

[40 marks]

Evidence	• Stage of each process. • Interactive media product. • Your internet browsing history used for research and planning purposes.

Evidence formats	Your evidence can be provided in the following formats: Stage of each process: • annotated screenshots. Interactive media product: • web page • mobile app.

Task 5 – Creating an interactive media product Technical skills and functionality	
Marks	**Descriptors**
16−20	**AO4 – Excellent** ability to construct an interactive media product. **Sophisticated** and **effective** technical skills are demonstrated along with the provision of **clear** and **detailed** evidence of configuration of software, importing assets and use of software. **AO4 – Excellent** arrangement and placement of assets. **AO4 –** Functionality of the product: Creates versions of, and a final, fully working interactive media product with **excellent** functionality. **AO4 –** Product testing is **fully appropriate**, **highly detailed** and **comprehensive.** The final product is named and exported **entirely appropriately**.
11−15	**AO4 – Good** ability to construct an interactive media product. **Effective** technical skills are demonstrated along with the provision of **mostly clear** and **mostly detailed** evidence of configuration of software, importing assets and use of software. **AO4 – Good** arrangement and placement of assets. **AO4 – AO4 –** Functionality of the product: Creates versions of, and a final, fully working interactive media product with **good** functionality. **AO4 –** Product testing is **mostly appropriate**, **mostly detailed** and **mostly comprehensive**. The final product is named and exported **appropriately**.
6−10	**AO4 – Reasonable** ability to construct an interactive media product. Technical skills are demonstrated along with the provision of **some** evidence of configuration of software, importing assets and use of software that has **some detail.** **AO4 – Reasonable** placement of assets with some evidence of arrangement. **AO4 –** Functionality of the product: Creates a final interactive media product with **reasonable** functionality. There may be no other versions included.

		AO4 – Product testing is **mostly appropriate**. The final product is exported but may not be named appropriately.
	1–5	AO4 – **Limited** ability to construct an interactive media product. **Limited** technical skills are demonstrated. There may be **limited** evidence of configuration of software, importing assets or use of software that has **minimal detail.**
		AO4 – Assets may have been placed on the product but may not have been arranged effectively.
		AO4 – Functionality of the product: Creates an interactive media product with **limited** functionality. The product may be unfinished and l**imited** placement of **minimal** assets is evident.
		AO4 – **Limited** or no product testing available. The final product may not have been exported.
	0	No rewardable material

AO4 – Learners will demonstrate the application of appropriate process stages used in the development of an interactive media product:

- production:
  - creation, arrangement and placement of assets
  - creative choices
- post-production:
  - preview and testing
  - review functionality
  - review aesthetics
  - exporting.

AO4 – Learners will demonstrate the application of technical skills, processes, tools and techniques that may include the following:

- importing assets
- use of hardware
- use of software
- arrangement and placement of assets
- creative choices
- processes and techniques used
- testing the product
- appropriate exporting options
- that the product meets the brief.

Importing of assets – learners will be expected to seek appropriate assets that suit the nature of the brief. It will be expected that these assets are in the most part stock images and videos that have been sought from suitable websites and downloaded. Suitable images will be of a family-based nature and appropriate for young children aged 7 to12. With the name of the café being Tea and Trivia, there could be images that we would associate with these words, or food that is more of a café nature, such as pastries, snacks and so on. Other images could be those of games, either existing or learner generated. Learners may wish to capture their own pictures

if they deem them appropriate to the brief. Additional assets could include interactive games for their product, such as quizzes or possible existing games to embed. It would be expected that learners will credit their assets accordingly, as well as offering reasoning for their choices. Lower-level learners may not adjust the resolution or size of the assets appropriately for their project. Higher-level learners will be able to ensure that they are imported effectively so the end result looks consistent. The annotations may include reference to image size, resolution, readjusting assets, control of timeline (on editing software) and use of storage hardware to move/import assets.

Use of hardware – where appropriate, learners will be expected to offer detail on the hardware that they are going to use. Resources may be limited for this assessment for some centres, so this should be considered when marking a learner's response. Answers may include reference to their computer, graphics tablets, printers, cameras, scanners, and audio recording hardware (microphone, interface, MIDI keyboard). Higher-level learners will go into detail about how they used the hardware and why. It may not be expected that there is visual evidence for this such as screenshots, so written descriptions may be more occurring for this section. The annotations may include reference to camera set up, resolution, shutter speed, lighting, mic position, gain/audio levels.

Use of software – learners are expected to select appropriate software for the tasks that they wish to use and that suits the task that they are aiming to complete. Naming the software will be expected, as well as being able to explain the process that they are completing with it. References to tools and functions is expected, as well as a range of screenshots evidencing their use. Lower-level learners may have limited references to the software uses, with only basic tools applied. Some centres may not have access to the most well-known software and may be using freeware. Freeware is often limited in functionality. In this instance, consideration of the application of the available tools is necessary. The annotations may include reference to control of timeline, adjusting levels, applying effects, mastering.

Arrangement and placement of assets – learners are likely to provide screen shots of both using appropriate software and the final product. The annotations may include reference to typical features of assets, colour, intended effect, sizing, adjusting and contrast.

Processes and techniques used – annotations are likely to include use of image manipulation to enhance quality, remove backgrounds, apply a filter, adjust colour and levels (image/video). For audio there may be reference to adjusting levels, applying effects such as speed and pitch.

Testing the product – annotations are likely to reference the intended functionality, identifying errors and making adjustments.

Processes and techniques used – this area will be evidenced in written responses that will most likely be accompanied by a screen-shot or more. Higher-level learners will be able to offer a description of what they did as well as how, with good justification. Lower-level learners may offer responses that indicate that they adjusted the settings until they found something that they liked. There will be very limited rationale. The use of technical terms will be marked up when used accurately, consistently, and effectively. Higher-level learners will be able to use appropriate terms throughout their responses, indicating that their understanding is educated and well considered.

Appropriate exporting options – upon the creation of the assets, it is expected that the learners should export them in a suitable format for their product. Higher-level learners may offer justification for their exportation choices, with reference to quality, size, and the loading time on the product. Lower-level learners may not offer such justification and may make errors in their export choices. Video file type may be the most common mistake within this part of the assessment, as well as limitations in the size of the file and the quality.

Creative choices – this will be determined by the learner's approach to the brief and will likely be embedded through the annotations of all of the above examples.

The product meets the brief – this will be determined by the learner's approach to the brief and will likely be embedded through the annotations of all of the above examples.

Task 5 – Creating the interactive media product	
Marks	Descriptors
16–20	**AO2 –** Meeting the needs of the brief: **Excellent** consideration of all aspects of the brief. The needs of the client are **fully met** in a **sophisticated** and **effective** manner. The target audience is engaged in a **thoughtful** and **sophisticated** manner. The application of creative choices is **highly appropriate** and **effective**. **Comprehensive** application of all processes and tools being used in context. **AO1 – Excellent** recall of knowledge and understanding of product realisation that is shown through evidence of a functioning interactive media product that is **highly comprehensive** and **highly relevant.**
11–15	**AO2 –** Meeting the needs of the brief: **Good** consideration of all aspects of the brief. The needs of the client are **mostly met** in a **mostly effective** manner. The target audience is engaged in a **mostly thoughtful** manner. The application of creative choices is **mostly appropriate** and **mostly effective**. **Good** application of all processes and tools being used in context. **AO1 – Good** recall of knowledge and understanding of product realisation that is shown through evidence of a functioning interactive media product that is **mostly detailed** and **mostly relevant.**
6–10	**AO2 –** Meeting the needs of the brief: **Reasonable** consideration of all aspects of the brief. The needs of the client are **mostly met** in a **mostly effective** manner. The target audience is engaged in a **mostly thoughtful** manner. The application of creative choices is **mostly appropriate** and **mostly effective**. **Reasonable** application of all processes and tools being used in context. **AO1 – Reasonable** recall of knowledge and understanding of product realisation that is shown through evidence of an interactive media product that has **some detail** and **some relevance.**

1–5	**AO2 –** Meeting the needs of the brief: **Limited** consideration of **some** aspects of the brief. There may be attempts to meet the needs of the client in a **limited** manner.
	Any attempt to engage the target engage the target audience has a **very limited** effect.
	Some limited application of creative choices evidenced but will be **limited in appropriateness**.
	Limited application of all processes and tools being used in context.
	AO1 – Limited recall of knowledge and understanding of product realisation that has **limited detail** and **minimal relevance** shown through **limited** evidence of a functioning interactive media product that has **limited detail** and **minimal relevance.**
0	No rewardable material

Indicative content

NB: Markers are reminded that the indicative content reflects content-related points that a learner may make, but is not an exhaustive list, nor is it a model answer. Learners may make all, some or none of the points included in the indicative content. Learners must be credited for any other appropriate response.

It is not a requirement that the learner formulates a response specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded in one holistic response and in the case of this task will be embedded into and evidenced in the learner's creation of their interactive media product.

A learner's demonstration of recall of knowledge and understanding (AO1) and their application of knowledge and understanding (AO2) can be implied though their ability to analyse and evaluate (AO3) and in their ability to create their interactive media product (AO4) required of the task.

AO1 – Learners will recall knowledge and understanding of processes, tools and techniques that may include the following:

- importing assets
- use of hardware
- use of software
- arrangement and placement of assets
- creative choices
- processes and techniques used
- testing the product
- appropriate exporting options
- how the product meets the brief.

AO2 – Learners will apply knowledge and understanding of the project brief and client needs to the final interactive media product.

Task 6 – Summative evaluation of the product	
Recommended time:	**2 hours**
Content areas assessed:	7 − Review of production processes and final product
Assessment objectives:	AO5

You are required to:

- evaluate your demonstration of the essential technical skills, processes, tools and techniques used to create your interactive media product.

Your evaluation **must** include:

- your application of creative editing and processing techniques
- how well your interactive media product met the brief
- how you could improve your interactive media product, in relation to the brief.

You **must** consider the following **four (4)** areas within your response:

- functionality of the product
- accessibility for the target audience
- aesthetics
- usability.

You are permitted to use the internet to support your response to the task. You must reference all sources used.

[12 marks]

Evidence	• Your evaluation. • Your internet browsing history used for research and planning purposes.
Evidence format	Your evidence must be provided in any **one** of the following formats: • written responses • video with commentary.

Task 6 – Summative evaluation of the product	
Marks	**Descriptors**
10–12	**AO5 – Excellent** evaluation of demonstration of the essential technical skills, processes, tools and techniques used to create their interactive media product and the success of the final interactive media product in relation to the client brief that is **comprehensive** and **highly detailed** and **highly relevant.** The success of the functionality, accessibility for the target audience, aesthetics and usability are discussed in a **highly detailed** and **thoughtful** way. Suggests **thoughtful** and **creative** ways to improve the interactive media product.
7–9	**AO5 – Good** evaluation of demonstration of the essential technical skills, processes, tools and techniques used to create their interactive media product and the success of the final interactive media product in relation to the client brief is **mostly comprehensive** and **mostly detailed** and **mostly relevant.** The success of the functionality, accessibility for the target audience, aesthetics and usability are discussed in a **considered** way. Suggests useful ways to improve the interactive media product.
4–6	**AO5 – Reasonable** evaluation of demonstration of the essential technical skills, processes, tools and techniques used to create their interactive media product and the success of the final interactive media product in relation to the client brief with **some detail** and **some relevance**. The success of the functionality, accessibility for the target audience, aesthetics and usability are discussed in **some detail**. Clearly suggests at least one way to improve the interactive media product.
1–3	**AO5 – Limited** evaluation of the success of demonstration of the essential technical skills, processes, tools and techniques used to create their interactive media product and the final interactive media product in relation to the client brief with **limited detail** and **limited relevance**. Functionality, accessibility for the target audience, aesthetics and usability may be mentioned in **limited detail** or **relevance** but success may not be discussed. Improvements may not have been included or are **very limited**.
0	No rewardable material

Indicative content

AO5 – Learners analyse and evaluate their own demonstration of relevant skills and techniques, analysing how their finished product has met the brief with reasoning. The nature of the evaluative points provided will be informed by the learner's decisions taken in response to the brief and so the list below only provides illustrative examples. When considering placement within the band consideration should be given the relevance and strength of the justifications provided. Typical responses may include evaluation of the following:

- how well their interactive media product met the brief (effective): My product included a range of simple and colourful games that made use of imagery children would find fun like clowns and cakes. This was really successful as it will help create audience appeal and create a buzz for the café.
- how well their interactive media product met the brief (less effective): I put a lot of text into the features showcasing the café's dishes; whilst this works for the parents (who the café is trying to attract) I also did this for the children's meals and it made it look a bit boring. This isn't as effective because it wouldn't engage the younger audience as much.
- improvements for the interactive media product, in relation to the brief (effective): One improvement I could make is to include more games that link to the café's menu. This would have allowed me to have a greater link between my assets in the product and the purpose to promote the café.
- functionality of the product (effective): The use of buttons on my product that are bright and shaped like stars would be attractive to the younger audience and make it easier for them to navigate. This is really good as they will engage with product more
- functionality of the product (less effective): My product isn't very functional as the links don't always work how I wanted them to. For example, some of the children's games link to the menu which isn't very interactive
- accessibility for the target audience (effective): I have selected a simple and easy-to-read font for my text, using a contrasting colour to the background to help them stand out. This is good as it helps the audience use the product
- accessibility for the target audience (less effective): My font colours and background are too similar and it makes it difficult to read sometimes, this isn't as good and I would change this next time
- aesthetics (effective): The design of my start page is excellent as it covers all of the café's menu options, games and audio-visual links in the shape of a coffee bean, this helps link to the brand whilst also providing an engaging design
- aesthetics (less effective): I didn't really have a consistent design between the different sections of my interactive product, which makes it less impactful. Next time I would select a consistent colour scheme
- usability (effective): The interactive games I've included are simple, for example putting sugar into a cup of coffee. This is really effective as it links to the company's brand
- usability (less effective): My games are a bit boring and don't really appeal to a younger audience, next time I would try to use image assets that a younger audience would find engaging, such as bright balloons for the buttons.

This is the end of the internal synoptic project.

Mark Scheme

The purpose of this mark scheme is to give you:

- examples and criteria of the types of response expected from a learner
- information on how individual marks are to be awarded
- the allocated assessment objective(s) and total marks for each question.

Marking guidelines

You must apply the following marking guidelines to all marking undertaken. This is to ensure fairness to all learners, who must receive the same treatment. You must mark the first student in exactly the same way as you mark the last.

- The mark scheme must be referred to throughout the marking period and applied consistently. Do not change your approach to marking once you have been standardised.
- Reward learners positively, giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the learner's response has no creditworthy material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- If you are in any doubt about the application of the mark scheme, you must consult with your centre's internal quality assurer.

Guidelines for using extended response marking grids

Extended response mark grids have been designed to assess learners' work holistically. They consist of levels-based descriptors and indicative content.

Levels-based descriptors.

Each level is made up of several descriptors for across the AO range – AO1 to AO5, which when combined provide the quality of response that a student needs to demonstrate. Each level-based descriptor is worth varying marks.

The grids are broken down into levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

Indicative content reflects content-related points that a student may make but is not an exhaustive list, nor is it a model answer. Learners may make all, some or none of the points included in the indicative content, as its purpose is as a guide for the relevance and expectation of the responses. Learners must be credited for any other appropriate response.

Application of extended response marking grids

When determining a level, you should use a bottom-up approach. If the response meets all the descriptors in the lowest level, you should move to the next one, and so on, until the response

matches the level descriptor. Remember to look at the overall quality of the response and reward learners positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage and use the available marks within the level to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors.