



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

Examined assessment

Paper number: Past paper

Date: Summer 2024

Mark Scheme

v1.0 Post-standardisation

Past paper

This Mark Scheme has been written by the assessment writer and refined, alongside the relevant questions, by a panel of subject experts through the external assessment writing process and at standardisation meetings.

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 (AO) and total mark for each question.

Marking guidelines

General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all learners, who must receive the same treatment. You must mark the first learner 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.
- The marks awarded for each response should be clearly and legibly recorded in the grid on the front of the question paper.
- If you are in any doubt about the application of the Mark Scheme, you must consult with your team leader or the chief examiner.

Guidelines for using extended-response marking grids

Extended-response marking grids have been designed to award a learner's response holistically and should follow a best-fit approach. 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.

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. You must also consider the relative weightings of the assessment objectives, so as not to over / under credit a response. Standardisation

materials, marked by the chief examiner, will help you with determining a mark. You will be able to use exemplar learner responses to compare to live responses, to decide if it is the same, better or worse.

You are reminded that the indicative content provided under the marking grid is there as a guide, and therefore you must credit any other suitable responses a learner may produce. It is not a requirement either, that learners must cover all of the indicative content to be awarded full marks.

Assessment objectives (AOs)

This unit requires learners to:

AO1	Recall knowledge and show understanding. The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.
AO2	Apply knowledge and understanding. The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations.
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.

The weightings of each AO can be found in the Qualification Specification.

Qu	Mark scheme	Total marks
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Section A

Total for this section: 22 marks

1	Which one of the following types of interactive media product is typically known for its body and head tracking features? A Augmented reality B eLearning platform C Interactive kiosk D Interactive television Answer: A – Augmented reality (1).	1 AO1=1
2	Which one of the following is part of the post-production process for audio assets? A Capturing B Configuring C Editing D Mastering Answer: D – Mastering (1).	1 AO1=1
3	Which one of the following processes involves encoding and compressing video data so that it can be played smoothly on various devices or platforms? A Configuring B Importing C Mastering D Rendering Answer: D – Rendering (1).	1 AO1=1

4	Identify one interactive feature of an interactive kiosk. Award one mark for identifying a correct interactive feature: • media assets (1) • navigation buttons (1) • scanning (1) • language options (1). Accept any other suitable response.	1 AO1=1
5	List three promotional uses of a website. Award one mark for each promotional use of a website, up to a maximum of three marks: • increase of sales (1) • increase online presence (1) • product or brand awareness (1) • influence behaviour (1). Accept any other suitable response.	3 AO1=3
6	I-see-a-saurus is a company aiming to teach everything about dinosaurs to children aged 3 years and over. The company wants to add a learning tool to their mobile app. The learning tool will allow children to see realistic dinosaurs in their own environment, using a smartphone or tablet. Identify the type of interactive media product that I-see-a-saurus want to add to their mobile app. Describe two reasons why this type of interactive media product would be useful when educating children. AO1 Award one mark for the correctly identified interactive media product: • augmented reality (AR) (1).	3 AO1=1 AO2=2

	AO2 Award one mark for each appropriate reason why the product would be useful when educating children, up to a maximum of two marks: • it would allow children to see the actual size of the dinosaurs to scale (1) • it could make it engaging for children (1) • it could encourage children to want to use the app more (1) • it could help children remember their experiences and learning (1) • it could appeal to children who prefer visual learning and education (1) • it could help children to better see the differences between dinosaurs (1). Note: AO2 marks can be awarded without successfully achieving the correct response for AO1. Accept any other suitable response.	
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7 (a)	Lee manages a website which features an audio podcast about cooking. Each episode focuses on a new recipe. The podcast has images and audio for each episode. Lee is currently completing the following processes: • audio capture • image capture. Describe one example of suitable content that Lee could capture for each process. Award one mark for each audio example. Suitable answers for audio capture could include: • voice recordings of the cooking instructions (1) • sound effects of the ingredients cooking (1) • a timer sound to signal the end of a cooking process (1) • ambience from the kitchen where the cooking is taking place (1). Do not accept 'sound' on its own. Award one mark for each image example. Suitable answers for image capture could include images of:	2 AO2=2
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	- the finished meal being displayed on a table (1) - the ingredients before they are cooked (1) - the chef cooking the meal through each of the stages (1) - the cooking processes throughout each stage of preparation (1) - the kitchen that the meal is going to be cooked in (1) - cooking utensils, kitchen tools, and equipment needed for the recipe (1). Accept any other suitable response.	
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7 (b)	Lee's podcast has been successful. Listeners of the podcast have asked for a video version to be produced. Lee is unsure of the benefits of a video podcast. Explain three benefits of Lee producing a video podcast. Award one mark for each explained benefit of producing video content for a podcast, up to a maximum of three marks. - Video content can attract a different audience. Some people prefer watching content over listening to audio-only formats (1). - By having video, you tap into the visual audience base that might not engage with audio-only content (1). - Video helps hosts connect better because they can see each other (1). - Having video is like talking face-to-face, making it easier to understand feelings and expressions (1). - Video lets hosts show their logo or special pictures while they talk, which may be better for branding (1). - People often watch videos longer than they listen to just sound, so they might stay interested in a video podcast more (1). - Videos are easier to share on social media. Clips from the video could get lots of people interested (1). - With video, hosts can show things while they talk, like the ingredients, making it easier to understand (1). - The video could show the whole cooking process so the audience can follow along in real time, making better results (1). - In video podcasts, you can see guests and the environment, making it more engaging for the audience (1). - Some instructions are easier to watch than listen to, so this will help the audience feel more confident when following along if they choose to watch the podcast (1). Accept any other suitable response.	3 AO3=3
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7 (c)	Lee has decided to produce the podcast videos. Lee now needs to consider the health and safety requirements to produce the videos. Lee will be filming in a kitchen and will need to do a risk assessment. Identify two possible risks when recording videos. Describe one example of a control measure that Lee could put in place to reduce each risk when recording in a kitchen. Complete Table 1 below. Table 1 <table><tr><td>Risk 1</td><td>Control measure</td></tr><tr><td> </td><td> </td></tr><tr><td>Risk 2</td><td>Control measure</td></tr><tr><td> </td><td> </td></tr></table>	Risk 1	Control measure			Risk 2	Control measure			4 AO1=2 AO2=2
Risk 1	Control measure									
Risk 2	Control measure									
AO1 Award one mark for each area of risk that is identified, up to a maximum of two marks: • slips (1) • trips (1) • falls (1) • fire / burns (1). AO2 Award one mark for each description of a control measure, in context with a cooking video podcast, up to a maximum of two marks: • (slips) Lee will need to make sure that all water used or spilt when cooking is dried up before and during the recording (1). • (slips) Lee will need to make sure all surfaces are dried after they have been cleaned throughout the cooking process (1). • (slips) Lee can place non-slip mats or rugs in areas prone to spills, such as near sinks, countertops, and cooking stations. These mats can absorb liquids and provide a textured surface.										

	reducing the risk of slips and falls by improving traction on the floor (1). • (trips) Lee will need to make sure all camera equipment and cables are out of the way in the cooking area, so the chef does not trip over them and cause damage (1). • (falls) any overhead cameras need to be secured in the kitchen to make sure they do not fall on the chef or the food (1). • (fire) the equipment needs to be set up away from all fires and cooking appliances to make sure they do not ignite or catch fire, such as a trailing cable over a naked flame (1). • (burns) Lee can implement safety protocols, such as using oven mitts, handling hot pots and pans with caution, and using appropriate protective gear like aprons and heat-resistant gloves when working near heat sources (1). Accept any other suitable response.	
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7 (d)	Lee has completed the first video podcast and is importing it onto the website. Lee is pleased with the result and now wants to develop a mobile app to improve his audiences' experience further. Describe why each of the following interactive features would be beneficial for Lee to have on the mobile app: • drop-down menus • interaction buttons • screen orientation. Award one mark for each suitable description, up to a maximum of three marks. • Drop-down menus can enhance user navigation and organisation within the app (1). • For Lee's video podcast app, drop-down menus could allow users to easily select different categories or episodes (1). • Drop-down menus allow users to quickly browse through topics like 'Recipes', making it simpler for users to find specific content they are interested in (1). • Interaction buttons, like play / pause / rewind / share buttons, facilitate user engagement and control (1). • In Lee's mobile app, interaction buttons could allow users to control the video playback, such as pause when following a recipe step (1). • Interaction buttons enhance user experience by providing intuitive controls for video playback and sharing functionalities (1).	3 AO2=3
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	• For a cooking video podcast, allowing screen orientation adjustments (landscape or portrait mode) in Lee's app provides users with choices (1). • Users might prefer landscape mode to have a wider view of cooking demonstrations, while others might find portrait mode more comfortable for reading accompanying text or instructions (1). • Offering screen orientation options improves user comfort and convenience while engaging with the app's video content (1). Accept any other suitable response.	
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Past paper

Section B

Total for this section: 22 marks

8	Which one of the following is a type of cable that is used to connect a condenser microphone to an audio interface? A External line return (XLR) B High-definition multimedia interface (HDMI) C Musical instrument digital interface (MIDI) D Universal serial bus (USB) Answer: A – External line return (XLR) (1).	1 AO1=1
9	A producer is likely to use a DAW when developing the sound for an interactive media product. What does the acronym DAW stand for? A Digital audio workplace B Digital audio workroom C Digital audio workspace D Digital audio workstation Answer: D – Digital audio workstation (1).	1 AO1=1
10	A well-known social media platform is reviewing its customer satisfaction survey. The platform asked users to rate the features they offer. Figure 1 shows the ratings that users have given each feature in the last three years. Figure 1	1 AO2=1

	Using the data in Figure 1, select the statement below that is correct. A All ratings improved in 2023 B Communication was the least improved in 2022 C Personal profile has decreased in 2023 D Selling has improved the most since 2021 Answer: D – Selling has improved the most since 2021 (1).	
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11	Identify three of the most common aspect ratios that are used for videos on social media platforms. Award one mark for each correct answer, up to a maximum of three marks. • 1:1 (1) • 16:9 (1) • 9:16 (1). Accept any other suitable response.	3 AO1=3
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12 (a)	Stacey has a fashion website. She claims that her clothes are ‘for everyone’, but she has received complaints that her website does not include people from the following demographics: - disability - religion and beliefs. Explain why it is important for Stacey to make sure that she includes each of these two demographics. Suggest improvements that she could make to her website for each demographic. Complete Table 2 below. Table 2 <table><tr><td>Disability explanation</td><td>Improvement</td></tr><tr><td>Religion and beliefs explanation</td><td>Improvement</td></tr></table> Note: ensure improvements are for website NOT the business itself. AO2 Award one mark for each explanation of why it is important that she is inclusive of each demographic, up to a maximum of two marks. - Making the website accessible to individuals with disabilities ensures that everyone can access and navigate the content (1). - By accommodating disabilities, Stacey broadens her audience and offers equal access to her fashion content (1). - It demonstrates a commitment to inclusivity and respects the diverse needs of all users (1). - Ensuring inclusivity regarding religion and beliefs reflects respect for diverse cultural backgrounds and beliefs (1). - It avoids potential biases or exclusions, making everyone feel welcome and represented on the website (1). - Being inclusive of various religious beliefs ensures that fashion choices resonate with different cultural and religious practices (1).	Disability explanation	Improvement	Religion and beliefs explanation	Improvement	4 AO2=2 AO3=2
Disability explanation	Improvement					
Religion and beliefs explanation	Improvement					

A03

Award **one** mark for each suggested improvement relative to each demographic, up to a maximum of **two** marks.

- Offering options to adjust text size accommodates users with visual impairments or reading difficulties, ensuring comfortable readability for all (1).
- Providing detailed descriptions or alt text for images helps visually impaired users understand the visual content through screen readers (1).
- Including captions or transcripts for videos benefits users with hearing impairments, ensuring they can access the content fully (1).
- Featuring diverse models representing various ethnicities, cultures, and religious backgrounds in fashion campaigns and imagery reflects inclusivity (1).
- Ensuring that the language used in descriptions or product names is respectful and does not inadvertently offend any religious or cultural beliefs (1).
- Acknowledging and celebrating diverse cultural holidays or events within the fashion content can create a sense of inclusivity and recognition (1).

Accept any other suitable response.

12 (b)	Disability and religion and beliefs are demographics. Identify two other demographics that Stacey may need to consider to be more inclusive. Suggest improvements that she could make to her website for each demographic. Complete Table 3 below. Table 3 <table><tr><td>Demographic 1</td><td>Improvement 1</td></tr><tr><td>Demographic 2</td><td>Improvement 2</td></tr></table> Note: ensure improvements are for website NOT the business itself AO1 Award one mark for each demographic identified, up to a maximum of two marks: - gender identity (1) - age groups (1) - sex (1) - income (1) - ethnicity (1) - location (1) - sexual orientation (1) - family situation (1) - pregnancy and maternity / paternity (1) - marital or civil partnership status (1). Do not accept 'disability' or 'religion and beliefs'. AO3 Award one mark for each suitable relative improvement suggested for the website, up to a maximum of two marks.	Demographic 1	Improvement 1	Demographic 2	Improvement 2	4 AO1=2 AO3=2
Demographic 1	Improvement 1					
Demographic 2	Improvement 2					

- Offer a diverse range of clothing options not limited by traditional gender norms, providing unisex or gender-neutral sections (1).
- Use inclusive language and imagery in product descriptions, avoiding gender-specific terms where possible (1).
- Feature models from various age groups wearing her clothing items, allowing visitors to visualise how the clothes look on people of different ages (1).
- Introduce an age filter option on the website so that users can easily search for clothing items suitable for their age group (1).
- Provide a range of price points to cater to different budgets, offering affordable options alongside higher-end products (1).
- Implement a filtering system that allows users to sort items by price range (1).
- Feature diverse models from various ethnic backgrounds in product images and advertisements, ensuring representation and inclusivity (1).
- Offer clothing lines that draw inspiration from diverse cultures, celebrating diversity in fashion (1).
- Provide international shipping options or highlight global availability to cater to customers from different regions (1).
- Consider displaying size guides and measurements in multiple standard systems (for example, US, EU, UK) to accommodate global customers (1).
- Include LGBTQ+ representation in marketing campaigns and imagery to foster an inclusive environment (1).
- Feature clothing lines that cater to diverse family dynamics, showcasing styles for various family setups (1).
- Introduce a dedicated section for maternity wear, offering comfortable and fashionable options for expectant mothers (1).
- Include size charts and descriptions specifically tailored to accommodate changing body shapes during pregnancy (1).
- Avoid assumptions about relationship status in marketing materials or product descriptions (1).
- Feature a wide range of clothing suitable for various occasions, whether single or partnered, without assuming a particular relationship status (1).

Do not award any AO3 marks which are relating to disability or religion and beliefs.

Accept any other suitable response.

13 (a)	Alex runs a hair salon. He has a website with images of hairstyles. Alex is considering buying another digital camera to improve the quality of the images. Identify two digital camera features. Explain how each feature can improve the quality of Alex's images. AO1 Award one mark for each identified camera feature, up to a maximum of two marks: • focus (1) • auto focus (1) • zoom (1) • lens (1) • orientation (1) • viewfinder (1) • shutter speed (1) • resolution (1) • flash (1) • memory (1) • storage types (1). AO2 Award one mark for each explanation of how they could improve the quality of Alex's image, up to a maximum of two marks. • A camera with manual focus allows Alex to precisely control what elements of the image are in focus. This ensures the hairstyles and details he wants to emphasise are clear, resulting in sharper, more defined images (1). • Auto focus functionality ensures that the camera quickly locks onto the subject, making it easier for Alex to capture spontaneous moments or adjust focus swiftly while shooting. This feature is useful when there's movement or when shooting multiple styles in succession (1). • A zoom lens provides flexibility in framing and composition without physically moving closer or farther from the subject. It allows Alex to capture various angles and close-ups of hairstyles without changing lenses or positions, offering a range of perspectives for his salon images (1). • Different lenses can significantly impact image quality. High-quality lenses can improve sharpness / reduce distortion / enhance colour accuracy, resulting in more professional-looking images. (1)	4 AO1=2 AO2=2
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	• Specialised lenses, like macro or portrait lenses, can highlight specific hair details or achieve different stylistic effects (1). • Different orientations offer different perspectives of the subject. Changing the orientation can allow Alex to capture the hairstyles from various angles, providing a more comprehensive view for potential clients and improving the overall content quality and range (1). • Using a viewfinder enables Alex to accurately frame his shots, ensuring he captures the desired elements within the image. It provides a clearer, distraction-free view compared to the camera's screen, aiding in precise composition (1). • A faster shutter speed can freeze motion, which is beneficial when capturing hairstyling actions or movements. It ensures that even when the hairstylist or model is in motion, the image appears sharp and clear, preserving the details of the hairstyle without blurring (1). • Higher resolution cameras capture more details, resulting in sharper and more defined images. This is crucial for showcasing intricate hair textures, styles, and fine details, ensuring the images look professional on the website (1). • Flash can help fill in shadows or add light in low-light situations, ensuring even and balanced lighting for hairstyle images. It is especially useful for indoor shots or when natural lighting is insufficient, preventing harsh shadows and maintaining detail in darker areas (1). • Ample memory allows for more photos to be taken before needing to offload or transfer images. This is particularly useful during photoshoots, allowing Alex to take numerous shots without worrying about running out of storage space, ensuring he captures various angles and styles (1). • Different storage types offer various capacities and transfer speeds. Opting for faster and higher-capacity storage types ensures quick data transfer from the camera to a computer, facilitating efficient workflow (1). Accept any other suitable response.	
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13 (b)	Alex has taken many images of his hairstyles with his new camera and has run out of space on his hard drive. He is considering the following options for external storage: • cloud-based storage • USB solid state drive (SSD). Describe one advantage and one disadvantage for each storage option for Alex. Award one mark for each advantage for each storage option, up to a maximum of two marks. Cloud-based storage: • Accessible from anywhere with an internet connection, allowing Alex to view and manage his photos on various devices (1). • Generally, offers scalable storage options, allowing Alex to expand his storage space as needed without needing physical upgrades (1). • Data is often backed up across multiple servers, providing redundancy and protection against hardware failures, to make sure Alex does not lose his photos (1). USB solid state drive (SSD): • Highly portable, allowing Alex to carry his photos anywhere and access them without an internet connection (1). • SSDs generally offer fast read / write speeds, allowing Alex to facilitate quick data transfers and access to photos (1). • Offers Alex control over physical access to data, reducing the risk of unauthorised access or data breaches (1). Award one mark for each disadvantage for each storage option, up to a maximum of two marks. Cloud-based storage: • Requires a stable internet connection for uploads and downloads, which might be limiting if Alex is in areas with poor connectivity (1). • Potential security risks if the cloud service provider experiences data breaches, though most providers implement robust security measures. Alex could have his images stolen and any other information that he is storing (1). • While some basic plans may be free, substantial storage needs might incur ongoing subscription costs, potentially becoming expensive in the long run for Alex (1). USB solid state drive (SSD): • Compared to cloud-based solutions, SSDs have a fixed storage capacity and may require Alex to purchase multiple drives if he fills up his first one (1).	4 AO2=4
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	• Being physical devices, SSDs are susceptible to damage, loss, or theft, potentially resulting in Alex losing his images (1). • SSDs are more expensive per terabyte compared to traditional hard drives, making larger storage capacities relatively costly for Alex (1). Accept any other suitable response.	
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Past paper

Section C

Total for this section: 15 marks

14	Which one of the following descriptions best defines ‘stock media’? A Media that has been licenced for use B Media that is artificial intelligence (AI) generated C Media that is free for everyone to use D Media that you have recorded yourself Answer: A – Media that has been licenced for use (1)	1 AO1=1
15	What does UK GDPR stand for? A United Kingdom General Data Privacy Regulation B United Kingdom General Data Privacy Rights C United Kingdom General Data Protection Regulation D United Kingdom General Data Protection Rights Answer: C – United Kingdom General Data Protection Regulation (1)	1 AO1=1
16	Which one of the following planning tools is used to plan the aesthetics of an interactive media project? A Flow chart B Gantt chart C Mood board D Storyboard Answer: C – Mood board (1)	1 AO1=1

17 (a)	Theo is a website designer. Theo has received a web design brief from Cognizant Beings. Cognizant Beings is a charity that educates people of all ages about wellbeing and mindfulness. They would like to develop an eLearning platform that people can access through their website. They have asked Theo for advice on the following two aesthetics: • colour scheme • typography. Give one suggestion for each of the aesthetics. Recommend reasons why. AO2 Award one mark for one suitable suggestion for each aesthetic, up to a maximum of two marks. Colour scheme: • soft pastel colours like light blues and greens (1) • a balanced colour scheme with sufficient contrast between text and background colours (1) • warm colours like oranges and yellows (1) • earthy tones like muted greens, browns, and soft yellows (1) • utilising shades of a single colour, such as various tones of blue or green. (1) Typography: • sans-serif fonts (1) • incorporating a font with a touch of uniqueness (1) • ensuring the chosen font supports various languages and has sufficient legibility (1) • introducing serif fonts like Georgia or Times New Roman (1) • incorporating script fonts (1) • fonts with a modern and geometric design, such as Montserrat or Raleway. (1) AO3 Award one mark for a suitable reasoning for each aesthetic choice, up to a maximum of two marks. Colour scheme: • (Soft pastel colours like light blues and greens) can promote a sense of calmness and relaxation, aligning with the mindfulness and wellbeing theme. These colours can help users feel at ease while engaging with the content (1).	4 AO2=2 AO3=2
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	• (A balanced colour scheme with sufficient contrast between text and background colours) is essential for readability, especially for users of all ages. High contrast between text and background improves accessibility (1). • (Warm colours like oranges and yellows) can evoke feelings of warmth and positivity. Incorporating these hues strategically can encourage a positive emotional response and engagement with the content (1). • (Earthy tones like muted greens, browns, and soft yellows) can evoke a connection to nature, promoting feelings of grounding and tranquillity. This palette aligns with wellbeing and mindfulness themes, fostering a sense of harmony (1). • (Utilising shades of a single colour, such as various tones of blue or green) can create a cohesive and sophisticated look. It simplifies the visual experience and provides a clean, unified appearance throughout the platform (1). Typography: • (Sans-serif fonts) are often preferred for digital content due to their clean and simple appearance, enhancing readability, especially on screens. Fonts like Arial, Helvetica, or Roboto can be considered, as they will likely lend themselves to a calm experience (1) • (Incorporating a font with a touch of uniqueness) can convey the brand's personality. A distinctive but readable font for headings or logos can add character without compromising readability (1) • (Ensuring the chosen font supports various languages and has sufficient legibility) at different sizes is crucial for an inclusive learning experience, which is what Cognizant Beings should be aiming for (1) • (Introducing serif fonts like Georgia or Times New Roman) for headings can add a touch of elegance and sophistication. These fonts can convey a sense of tradition and refinement, which may appeal to most ages (1) • (Incorporating script fonts) sparingly for specific headings or quotes can infuse a personal and human touch, enhancing the emotional connection with the content. However, legibility should be considered (1) • (Fonts with a modern and geometric design, such as Montserrat or Raleway), can convey innovation and a forward-thinking approach. These fonts can be suitable for headers or titles, aligning with a tech-savvy audience (1). Accept any other suitable response. Note: if a different reason is described to what has been mentioned in aesthetics accept the response if it is correct.	
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17 (b)	Cognizant Beings has agreed with the suggestions you made in 17 (a) and they would like Theo to develop the eLearning platform. Identify two types of research that Theo could complete before developing the platform. Explain why each type of research is important for Theo to complete. AO1 Award one mark for identifying each suitable research type up to a maximum of two marks. • target audience (1) • comparable products (1). AO2 Award one mark for each explanation of why each research type is important, up to a maximum of two marks. Target audience: • Wellbeing and mindfulness encompass various practices and techniques. Researching the audience helps identify specific areas of interest within these broad topics (1). • Mindfulness and wellbeing practices can vary widely among individuals. Researching the audience allows Theo to curate content that resonates with their specific interests (1). • Not all wellbeing and mindfulness practices are equally relevant to every user. Researching the audience helps prioritise content and features (1). Comparable products: • Analysing existing platforms in the same niche helps Theo identify successful features, functionalities, and design elements (1). • By examining user reviews, feedback, and ratings, Theo gains a deeper understanding of what users appreciate and what might need improvement in existing platforms (1). • Researching competitors allows Theo to identify gaps or areas where existing platforms might lack or underperform (1). • Examining competitors' strengths and weaknesses enables Theo to avoid common pitfalls or mistakes in the development of the new eLearning platform (1). Accept any other suitable response.	4 AO1=2 AO2=2
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17 (c)	Cognizant Beings are impressed with Theo's research. He must now gather the resources he needs to develop the eLearning platform. Identify two resources that Theo would need and describe why he would need them. AO1 Award one mark for each identified resource, up to a maximum of two marks: • hardware (1) • software (1) • personnel (1) • location (1) • licensing (1). Note: response must be from this list AO2 Award one mark for each description of why Theo needs each resource, up to a maximum of two marks. • Hardware, including computers is necessary for the testing and deployment of the eLearning platform (1). • Software tools are essential for designing content effectively within the eLearning platform (1). • Skilled personnel are helpful for contributing expertise in their respective areas to create an effective platform (1). • A suitable location provides the necessary environment for coordination and development among team members (1). • Licensing ensures compliance with copyright laws (1). • Licensing protects against legal issues related to the use of third-party resources (1). Accept any other suitable response.	4 AO1=2 AO2=2
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Section D

Total for this section: 21 marks

18	Meloncoli are a rock band who write uplifting songs aimed at young people aged 24 and under. They would like to gain more listeners within their target audience and have therefore asked for a website to be developed. Recommend features that could be included in their website. Explain the benefits of each feature.	9 AO1=3 AO2=3 AO3=3
Level	Mark	Descriptor
3	7 to 9	AO3 – Excellent explanation is present and very effective. The conclusions drawn are fully supported by judgements which are comprehensive and highly relevant. AO2 – Excellent application of knowledge and understanding is appropriate, with clear relevance to the context that is comprehensive and highly detailed and highly relevant. AO1 – Excellent wide range of relevant knowledge and understanding is shown, which is accurate, detailed and comprehensive. Subject-specific terminology is used consistently throughout
2	4 to 6	AO3 – Good explanation is present and effective but may be lacking appropriate development. There are attempts to draw conclusions, which are supported by judgements, but it is likely that some will be irrelevant. Mostly that is detailed and mostly relevant. AO2 – Good application of knowledge and understanding is mostly appropriate, but sometimes lacks clarity, and there may be a few errors. Mostly detailed and mostly relevant to the question. AO1 – Good range of relevant knowledge and understanding is shown, but may be lacking in sufficient detail, with a few errors mostly detailed. Subject-specific terminology is used, but not always consistently.

1	1 to 3	AO3 – Limited explanation, if present are of limited effectiveness. Attempts to draw conclusions are seldom successful and likely to be irrelevant, minimal detail and is mostly superficial. AO2 – Limited application of knowledge and understanding is inappropriate, with any attempt showing fundamental errors, minimal detail and is mostly superficial. AO1 – Limited range of relevant knowledge and understanding is shown but is often fragmented and with minimal detail. Subject-specific terminology is often inappropriate, and a lack of understanding is evident.		
	0	No rewardable material.		
Examiners are reminded that 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 that are included in the indicative content. Learners must be credited for any other appropriate response. It is not a requirement that the learner formulate a response specifically against each assessment objective as laid out in the indicative content (IC). Indicative content: AO1 – Knowledge Suggestions on a range of features that would be suitable for a website for a band / musician. Knowledge demonstrated may include reference to the following: • media assets • banners • navigation buttons • links • interaction buttons • increasing product or brand awareness • psychographics • age groups • audience use of interactive media.				

AO2 – Application of knowledge

Examples of application of knowledge could reference the following.

- Integrating an audio player for music tracks and a video player for music videos or behind-the-scenes content directly on the website enhances visitor engagement.
- Utilising banners or a featured content section on the homepage highlights new releases, upcoming concerts, or special promotions.
- A clear and intuitive navigation menu with buttons directing visitors to different sections (such as About, Music, Tour Dates, Merchandise.) makes the site easy to navigate.
- Including social sharing buttons for music tracks, videos, or blog posts encourages visitors to share content on their social media platforms.
- Strategically placed 'Call to Action' buttons prompt visitors to take specific actions, such as 'Listen Now,' 'Join the Mailing List,' or 'Get Tickets.'
- Integration of a music player or playlist allows visitors to listen to Meloncoli's music directly on the website.
- Audio player feature promotes engagement, enables easy access to their songs, and encourages longer website visits. It serves as a promotional tool for their music.
- A media gallery showcasing photos and videos from concerts, behind-the-scenes footage, and music videos provides an immersive experience for visitors.
- Including a fan interaction section, such as a forum or comments section, encourages fans to engage with each other and the band.
- Integrating social media links or feeds connects the website to Meloncoli's social media profiles.

AO3 – Analysis / evaluation

This could include conclusive discussions of the most important features that may be included on the website. This may include reference to.

- Including audio and video allows users to listen to Meloncoli's music and watch related videos, encouraging longer stays on the site and increasing exposure to their music.
- Banners could catch the visitors' attention immediately, promoting key content and encouraging exploration of the site.
- Call to action buttons encourage immediate engagement, leading users towards becoming active listeners, subscribers, or attendees at events.
- Integrating social media links or feeds extends the band's reach, encourages sharing of content, and facilitates broader engagement across various platforms.
- Navigation buttons ensure that visitors can quickly find what they are looking for, improving user experience and engagement, and likelihood of returning to the website.
- A media gallery helps in visually connecting with the audience, creating excitement, and fostering a sense of community among fans.

	- Interactive buttons such as 'Like', 'Follow', or 'Subscribe' facilitate direct engagement and interaction with the band's social media profiles or newsletter, fostering a stronger fanbase. - Social sharing buttons amplify the band's exposure and introduce their music to a wider audience through social sharing, if used by their current fan base. This may be popular for a younger audience who may be likely to share on social media. - A positive user experience is fundamental for the success of any app. Intuitive UI / UX, clear navigation, and accessible features ensure users can easily find what they need, making the app enjoyable to use. - Providing a variety of media assets, customisation options, and community-building tools encourages users to stay connected and invested in the platform. This leads to higher retention rates as users find value and enjoyment in using the app regularly. Accept any other suitable response.	
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19	Connectopians is a company that would like to develop a mobile app that is used for: - communication - pleasure - engagement. They would like their app to be as successful as other popular social media mobile apps. Recommend key assets and features that could be included in Connectopians' mobile application. Justify how each asset and feature could help Connectopians' mobile app to be successful. <table border="1"> <thead> <tr> <th>Level</th><th>Mark</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>4</td><td>10 to 12</td><td> AO3 – Excellent justification is present and very effective. The conclusions drawn are fully supported by judgements. AO2 – Application of knowledge and understanding is excellent, with clear relevance to the context. AO1 – A wide range of relevant knowledge and excellent understanding is shown, which is accurate and detailed. Subject-specific terminology is used consistently throughout. </td></tr> </tbody> </table>	Level	Mark	Descriptor	4	10 to 12	AO3 – Excellent justification is present and very effective. The conclusions drawn are fully supported by judgements. AO2 – Application of knowledge and understanding is excellent, with clear relevance to the context. AO1 – A wide range of relevant knowledge and excellent understanding is shown, which is accurate and detailed. Subject-specific terminology is used consistently throughout.	12 AO1=4 AO2=4 AO3=4
Level	Mark	Descriptor						
4	10 to 12	AO3 – Excellent justification is present and very effective. The conclusions drawn are fully supported by judgements. AO2 – Application of knowledge and understanding is excellent, with clear relevance to the context. AO1 – A wide range of relevant knowledge and excellent understanding is shown, which is accurate and detailed. Subject-specific terminology is used consistently throughout.						

3	7 to 9	AO3 – Justification is present and effective and has some good development. There are good attempts to draw conclusions, which are supported by judgements, which are mostly relevant. AO2 – Application of knowledge and understanding is good and mostly appropriate, which is mostly clear, and there may be a few errors. AO1 – A good range of relevant knowledge and understanding is shown, with a good level of detail, but maybe a few errors. Subject-specific terminology is used, but not always consistently.
2	4 to 6	AO3 – Justification is reasonable with some development. There are some attempts to draw conclusions, with some relevance. AO2 – Application of knowledge and understanding is reasonable, but may not be entirely appropriate. There may be lack of clarity and only some detail. There may be a range of mistakes. AO1 – A reasonable range of relevant knowledge and understanding is shown, with a reasonable level of detail. Subject-specific terminology is reasonable, but lacks consistency.
1	1 to 3	AO3 – Justification, if present, are of limited effectiveness. Attempts to draw conclusions are seldom successful and likely to be irrelevant. AO2 – Application of knowledge and understanding is limited and not appropriate to the context, with attempts showing fundamental errors. AO1 – A limited range of relevant knowledge and understanding is shown but is often fragmented. Subject-specific terminology, if used, is often inappropriate and a lack of understanding is evident.
	0	No rewardable material.

Examiners are reminded that 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 that are

	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 as laid out in the indicative content (IC). Indicative content AO1 – Knowledge Suggestions on a range of features that would be suitable for a social media mobile app used for entertainment. Knowledge demonstrated may include reference to the following: • media assets • menu bars • drop-down menus • links • navigation buttons • interaction buttons • screen orientation • scrolling. AO2 – Application of knowledge Examples of application of knowledge could reference the following: • Including various media assets like images, videos, gifs, and stickers enriches communication and expression on the platform. • Menu bars provide easy access to different sections or features within the app. They offer a structured and organised way for users to navigate, enabling quick access to desired functionalities. • Drop-down menus help in decluttering the interface by hiding secondary options until needed. They optimise screen space and simplify the user experience by offering a more compact and manageable way to access diverse features or settings. • Incorporating links allows users to seamlessly navigate to external content or related pages, fostering connectivity by providing additional information or resources. • Clear and visible navigation buttons enable users to move between different sections or pages within the app. They provide a sense of direction and ease of movement, ensuring users can explore and interact without confusion. • Interaction buttons such as 'Like', 'Comment' and 'Share' facilitate user engagement with content. They encourage users to interact with posts or other users' content, contributing to increased activity and social interactions on the platform. • Supporting different screen orientations ensures flexibility in how users interact with the app, whether in portrait or landscape mode. This	
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	accommodates user preferences and device usage habits, enhancing accessibility. • Smooth and intuitive scrolling through content enables users to explore a continuous feed of information or updates. It allows for effortless browsing and discovery of content, keeping users engaged and interested in what the app offers. • Allowing users to link their profiles or share content from your app to other popular social media platforms can increase visibility and attract new users. • Providing various content formats like photos, videos, stories, and even short-form content creation tools encourages users to express themselves creatively. This fosters engagement and keeps users entertained while using the app. • A clean, user-friendly interface enhances ease of use, making navigation simple and intuitive. This encourages users to engage frequently and stay longer on the app. AO3 – Analysis / evaluation This could include conclusive summaries of the most important features that may be included on the mobile app that will make the app successful. This may include reference to: • Features like messaging, content creation tools, and interaction buttons encourage users to actively participate and connect with others on the platform. The more engaged users are, the more frequently they will use the app. • Menu bars, drop-down menus, links, and navigation buttons make the app versatile by offering various functionalities and options. This versatility caters to different user preferences, ensuring a broader appeal and usage. • Supporting screen orientation and smooth scrolling ensures that users can comfortably use the app in different settings and on various devices, accommodating their preferences and habits. • Creating spaces for users to connect based on shared interests or geographic locations fosters engagement and a sense of belonging. Users find pleasure in interacting within communities and discussing topics they enjoy, which, in turn, encourages frequent engagement and return visits. Accept any other suitable response.	
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Assessment objective grids

Section A

Question	AO1	AO2	AO3	Total
1	1			1
2	1			1
3	1			1
4	1			1
5	3			3
6	1	2		3
7 (a)		2		2
7 (b)			3	3
7 (c)	2	2		4
7 (d)		3		3
Total	10	9	3	22

Section B

Question	AO1	AO2	AO3	Total
8	1			1
9	1			1
10		1		1
11	3			3
12 (a)		2	2	4
12 (b)	2		2	4
13 (a)	2	2		4
13 (b)		4		4
Total	9	9	4	22

Section C

Question	AO1	AO2	AO3	Total
14	1			1
15	1			1
16	1			1
17 (a)		2	2	4
17 (b)	2	2		4
17 (c)	2	2		4
Total	7	6	2	15

Section D

Question	AO1	AO2	AO3	Total
18	3	3	3	9
19	4	4	4	12
Total	7	7	7	21

Past paper