



Non-Exam Assessment (NEA)

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

Centre version

October 2024 release

v1.0

Past paper

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Introduction

The non-exam assessment (NEA) is a formal synoptic assessment that requires learners 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; therefore, it is important that the learner produces work to the highest standard that they can. The learner must not start the NEA until they have been taught the full course, to ensure that they are in the best position to complete the NEA 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. It also shows that they can make effective connections between different aspects of the subject content and across the breadth of the assessment objectives (AOs) 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 NEA will test the learners’ ability to respond to a real-world situation.

Information for learners

Introduction

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

Assessment objectives (AOs)
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 technical skills, techniques and processes The emphasis here is for learners to analyse and evaluate essential technical skills, processes, tools and techniques relevant to the vocational sector. 16 marks (13.33%)

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 AOs and total marks for each question.

Marking guidelines

General 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 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.
- If you are in any doubt about the application of the mark scheme, you must consult with your internal quality assurer.

Guidelines for using extended-response marking grids

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

Band-based descriptors

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

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

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, as its purpose is to guide 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 band, you should use a bottom-up approach. If the response meets all the descriptors in the lowest band, you should move to the next one, and so on, until the response matches the band descriptor. Remember to look at the overall quality of the response and reward learners positively, rather than focusing on small omissions. If the response covers aspects at different bands, you should use a best-fit approach at this stage and use the available marks within the band 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.

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Documentation

Declaration of authenticity

The learner and assessor **must** complete the form at the end of the assessment and before any marking takes place. The assessor **must** check the number of tasks submitted by the learner is accurate.

The completed form **must** be retained within the centre and is not to be sent to the moderator or NCFE unless specifically requested.

Learner name:	
Tasks submitted:	
Learner declaration:	
I certify that the work submitted for this NEA is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.	
Learner signature:	
Date:	

Assessor name:	
Assessor declaration:	
I certify that the work submitted is the learner's own. The learner has clearly referenced any sources used in the work. I confirm that all work was conducted under conditions designed to assure the authenticity of the learner's work.	
Assessor signature:	
Date:	

Note: once completed, the declaration of authenticity **must** be stored securely within the centre, in line with NCFE Regulations for Conduct of NEA – Non-Exam Assessment. A copy of this declaration form **must** be made available to NCFE upon request.

GDPR consent

Section A: this section must be completed by the learner

- NCFE may select your work for use at teacher training or standardisation events. Your work will be anonymised by removing your name. All materials will be reviewed regularly and will be removed if no longer required.
- NCFE may select your work at some point in the future for use in teaching and learning resources published on the NCFE website. Your work would be anonymised by removing your name. All materials will be reviewed regularly and will be removed if no longer required.
- You understand that this agreement may be terminated at any time through written request.
- For further details about how we process your data, please refer to the [legal information section on the NCFE website](#).

Please tick the option that applies, and sign and date the boxes below:

Tick one only	
I consent to my work being used in the manner detailed in section A	
I do not consent to my work being used in the manner detailed in section A	
Learner signature:	
Date:	

Section B: this section must be completed by any participants who feature in the work

Over 13 years old

- I am over 13 and I give my permission for my video and / or photographic image to be used as detailed in section A (above).

Under 13 years old

- I give my permission for my child's video and / or photographic image to be used as detailed in section A (above).

Name of participant (printed)	Participant / Parent / Carer signature	Date

If any of the participants have declined permission, please tick here: ☐

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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 NEA will assess your knowledge and understanding from across the qualification.
- The maximum mark for this NEA is **120**.
- The maximum completion time for this NEA is **17 hours** (plus **2 hours** preparation and research time).
- 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

Preparation and research task

Maximum time: 2 hours

In addition to the allocated assessment time for this NEA, you are permitted to spend a maximum of **2 hours** to undertake research and develop a research pack that you can refer to during the formal NEA assessment time. During this 2-hour period, you may access all learning materials, the internet and other published materials.

You should use this time to create your own research pack, and it is this pack alone that you may use during the allocated time given to the NEA. This is the only support material that is permitted during the completion of NEA tasks (unless otherwise stated within each of the task instructions).

All research and data used in your final NEA **must** be referenced appropriately. As a minimum this **must** include the following:

- the use of quotation marks to clearly identify any passages not of your own words
- date accessed (websites only)
- name of source / author.

Evidence requirements: research pack of no more than four sides of A4, font size 12 (if word processed), to be returned to your assessor at the end of each task / session and submitted with the completed NEA.

Formal non-exam assessment (NEA)

Maximum completion time

You have been provided with a total of **17 hours** to complete this NEA (plus **2 hours** for preparation and research).

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

You are allowed to use any remaining time allocated to one task to rework previous tasks up to the maximum time allowed.

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

You should not start your NEA until you have been taught the full course of study. This will ensure that you are in the best position to complete the NEA successfully.

Project brief

You have been approached by ReflectMindz, a charity working to raise awareness of mental health issues.

Their aim is to create a product which will inform and educate young adults aged 16 to 19 as they move from education to employment, on issues surrounding mental health in the workplace.

ReflectMindz would like you to present **one** of the following interactive products:

- an e-learning platform
- a website
- a mobile app.

Project instructions:

Along with the final interactive media product, ReflectMindz has asked you to present a portfolio. This portfolio **must** include:

1. Research
2. A product proposal for your ReflectMindz interactive media product
3. Planning for your ReflectMindz interactive media product
4. Evidence to show how you have sourced, created and edited your assets
5. Evidence to show how you have created your final interactive media product
6. Evaluation of your final interactive media product.

Assessment tasks and mark schemes

Task 1

Research	
Maximum 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 (AOs)	AO1 – 4 marks AO2 – 4 marks AO3 – 4 marks
You are required to: Analyse and interpret the project brief and the client needs. Carry out research to inform your choice of interactive media product and its features. Your research must focus on each type of interactive product and its features from the list that ReflectMindz has provided in the project brief. Explain which one you have chosen and why. Annotate your research to justify how your chosen option for the interactive media product and its features meets the project brief and client needs. Your research must include the following areas: • client needs • target audience • consideration of software and hardware • comparable interactive media products and their features. You are permitted to use the internet for this task. You must reference all sources used. [12 marks]	

Evidence	You must provide: • annotated research • your chosen interactive media product and its features. You could also use the following formats to provide evidence for your research: • written report • annotated diagrams • digital presentation • podcast • blog • video. You must also submit your internet browsing history of sites used to support your response to the task.
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Task 1: research		
Band	Mark	Descriptor
4	10 to 12	AO3 – excellent analysis and interpretation of the project brief and client needs, that is comprehensive and fully accurate. Supported with excellent justification for how their chosen interactive media product and features meet the project brief and client needs that is 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.
3	7 to 9	AO3 – good analysis and interpretation of the project brief and client needs that is detailed and mostly accurate. Supported with good justification for how their chosen interactive media product and features meet the project brief and client needs that is 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.
2	4 to 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 justification for how their chosen interactive media product and features meet the project brief and client needs that has some detail, and some relevance, though this 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.

Band	Mark	Descriptor
1	1 to 3	AO3 – limited analysis and interpretation of the project brief and client needs is minimal with limited accuracy. Supported with limited justification for how their chosen interactive media product and features meet the project brief and client needs that has minimal detail and limited relevance to the brief and is 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.
	0	No rewardable material

Note: it is not a requirement that the learner formulates a response in their portfolio specifically against each AO as laid out in the indicative content. The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the indicative content points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

Indicative content

AO1 – learners will recall knowledge and show understanding of interpreting a product brief and client needs that may include the following:

- product:
 - content – mental health awareness, managing mental health at work, mental health and how to support someone
 - format – website, mobile app, e-learning platform
- audience:
 - categorisation – educate / inform young adults 16 to 19
- resources:
 - software and hardware requirements
- constraints:
 - timescales – awareness of hours available
 - copyright issues – source of stock images, audio and video content.

AO2 – learners will apply knowledge and understanding of the project brief and the client needs to their research that may include the following interactive media products:

- an e-learning platform
- a website
- a mobile app.

Learners will be expected to have researched a variety of similar websites, apps or workplace training tools that have associations with mental health and may include the following:

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

Learners may 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. This may include the following:

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

Learners, considering the brief, should be focusing on the target audience of young adults 16 to 19. Screenshots may identify the key components of their intended product, as well as what they may like to adapt, create something like, or replicate.

Images of people receiving support or discussing their mental health may be included, as well as potential buzzwords about how support can be beneficial. 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 referenced, such as what is going to be needed or used to respond to the brief.

AO3 – learners will analyse and evaluate knowledge and understanding of the project brief and client needs that may include the following:

- 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.

- audience – categorisation.

The target audience includes adults aged 16 to 19, which means that the content needs to be appealing and eye catching. As the client would like there to be examples of the support available, learners may suggest creating a support page with includes the features and benefits of each of the areas of support available and how they will support the user's move towards better mental health.

- resources – software, hardware.

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

- constraints – timescales, budget, resources, copyright issues.

Learners may demonstrate that resources are justified based on what they have access to. They will have a realistic approach to time, their abilities and creating what the client wants, and their answers will always have the client and the brief in mind.

Past paper

Task 2

Product proposal	
Maximum 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 6. Promotion and presentation of interactive media products
Assessment objectives (AOs)	AO1 – 4 marks AO2 – 4 marks AO3 – 4 marks
You are required to: Create a range of initial ideas for your interactive media product chosen during your research in Task 1. Create an interactive media product proposal for ReflectMindz that communicates your initial ideas effectively. Your proposal must meet the project brief and provide justification for your creative choices. Your proposal must outline the following areas: • your understanding of the client and their needs • product features • aesthetic choices • consideration of software and hardware • target audience appeal. You are permitted to use the internet for this task. You must reference all sources used. [12 marks]	

Evidence	You must provide: • a product proposal. You could use the following formats to provide evidence: • digital presentation • written report • annotated diagrams • podcast • blog • video • recorded pitch. You must also submit your internet browsing history of sites used to support your response to the task.
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Task 2: product proposal		
Band	Mark	Descriptor
4	10 to 12	AO3 – excellent rationale 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. AO1 – excellent recall of knowledge and understanding of the content and function of a product proposal that is accurate and highly detailed.
3	7 to 9	AO3 – good rationale provided for most creative choices. 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 with mostly detailed description. AO1 – good recall of knowledge and understanding of the content and function of a product proposal that is mostly accurate and detailed.
2	4 to 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 conclusions made on what they are going to produce. 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. Resource requirements outlined are somewhat appropriate. Feature selection has some relevance to the brief. Aesthetic choices will have some suitability to the product with some description and some clarity. AO1 – reasonable recall of knowledge and understanding of the content and function of a product proposal that has some accuracy and detail.

Band	Mark	Descriptor
1	1 to 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. Resource requirements outlined are minimally appropriate. Feature selection has limited relevance to the brief. Aesthetic choices may not be suited to the product and are not described clearly. AO1 – limited recall of knowledge and understanding of the content and function of a product proposal that has minimal accuracy and detail.
	0	No rewardable material

Note: it is not a requirement that the learner formulates a response in their portfolio specifically against each AO as laid out in the indicative content. The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the indicative content points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

Indicative content

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

The content of a product proposal:

- expected timeline
- consideration of software and hardware
- rationale of creative choices
- appeal to target audience
- 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 content of a product proposal:

- expected timeline
- consideration of software and hardware
- rationale of creative choices
- appeal to target audience
- 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:

Product:

- **Content** – learners may provide a proposal that will be clear on what the assets, style and overall theme of the product will be. They may show understanding of how each asset will be tailored to the intended audience, with annotations and detail offered for a range of assets.
- **Format** – learners may make reference to their choice of product to create. Learners may discuss key features, assets and house style that they will be applying to their product. Learners may demonstrate 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.

Audience:

- **Categorisation** – learners may reference the target audience, as well as demonstrating what choices they are going to make because of the audience. Assets will be chosen that are appealing to young adults 16 to 19 with a range of both soft and vibrant colours. Considerations of the benefits of the products may be provided, there could also be consideration of links to sites that confirm and reinforce the benefits of the products. After research, learners may be able to showcase a range of products, features and benefits, offering a range of evidenced knowledge and understanding in response to the brief.

Resources:

- **Software / hardware** – learners may provide 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. 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.

Constraints:

- **Timescales** – learners may provide a clear understanding of how long a task will take, demonstrating good planning which will be well balanced, realistic and offer achievable solutions.
- **Budget** – learners may reference budgeting with reference to the potential cost might be considered.
- **Resources** – as with the budget, learners may reference the resources that they intend to use for this product, the use of assets, online resources and stock websites, and potentially designing tools such as physical wireframes, pen and paper. Learners may also reference needing locations for recording, as well as any props or other potential goods.
- **Copyright issues** – learners may discuss the use of stock images, free images, images from the internet or taking their own. Learners may 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.

AO3 – learners will analyse and evaluate their creative choices, providing rationale, 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
- rationale for the selection of interactive media product
- justification to the client regarding the creative intentions of the product
- explanation of how the target audience will be engaged.

Task 3

Planning	
Maximum 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 (AOs)	AO1 – 4 marks AO2 – 4 marks AO3 – 4 marks
You are required to: Create a plan for the production of your interactive media product based on one of the ideas proposed in Task 2. Your plan must evidence each of the following five areas: - resources including software and hardware - your selected planning tools and timeline for production - asset choices - sources, processes and techniques that you will use - health and safety considerations. You are permitted to use the internet for this task. You must reference all sources used. [12 marks]	
Evidence	You must provide: - a production plan for your interactive media product. Your evidence can be provided in any of the following formats: - written report - annotated diagrams - digital presentation - screenshots - screen recordings. You must also submit your internet browsing history of sites used to support your response to the task.

Task 3: planning		
Band	Mark	Descriptor
4	10 to 12	AO3 – planning will contain highly comprehensive justification of software, hardware 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 software, hardware and asset choices throughout. Product features are highly relevant and described with strong detail. Excellent understanding of the target audience is shown through comprehensive links to sources, processes and techniques which are described in comprehensive detail, demonstrating excellent 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.
3	7 to 9	AO3 – planning will contain a mostly detailed justification of software, hardware 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 software, hardware and asset choices throughout. Product features are relevant and mostly described with detail. Good understanding of the target audience is shown through links to sources, processes and techniques which are described in detail, demonstrating 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.

Band	Mark	Descriptor
2	4 to 6	AO3 – planning will contain reasonable justification of software, hardware 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 in a format, which may not be entirely appropriate. Some planning tools will be selected and used with some success. Reasonable knowledge of software, hardware and asset choices. Product features may show some relevance and any description will show some reasonable understanding. Reasonable understanding of the target audience is shown, and 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	1 to 3	AO3 – planning will contain limited justification of software, hardware 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 in a format that is limited in terms of how appropriate it is. Planning tools may be selected and used, but with limited success. Limited knowledge of software, hardware and asset choices. Product features may show limited relevance or be described with limited understanding. Limited understanding of the target audience is shown, and sources, processes and techniques are described with limited detail, which demonstrates a limited 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

Note: it is not a requirement that the learner formulates a response in their portfolio specifically against each AO as laid out in the indicative content. The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the indicative content points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

Indicative content

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

Planning processes:

- planning tools – flow chart, strengths, weaknesses, opportunities, threats (SWOT), Gantt chart, product navigation, storyboard, timelines
- research – target audience, specific requirements of the brief, 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 – electrical safety, display screen equipment (DSE)
- 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 allow learners to demonstrate the creation and planning process.

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. Learners may indicate how they are planning to use them to achieve their proposal to the brief.

Choices of hardware – this may include references to scanners, cameras, audio capture hardware, computer choices, graphics tablets, controllers, cables and connections. Learners may indicate how they are planning to use them to achieve their proposal to the brief.

Asset choices – these may 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 may 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 software and hardware may be detailed, capturing of content, corrective editing and any other suitable processes and techniques.

AO3 – analysis of software and hardware solutions, with judgements and decisions.
Learners will be expected to offer explanation of the software and hardware that they will use in order to complete the brief that may 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.

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. Learners may provide reasoning and justification for this AO. Learners may reference their abilities in this area to justify their choices.

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. Learners may provide reasoning and justification for this AO. References to health and safety implications may be justified.

Asset choices – there may 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. Learners may offer a range of assets with creative approaches to their use and may be realistic and achievable with 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. 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 may be justified, with understanding of legal constraints and implications. References to intellectual property and copyright when using images may be evidenced showing understanding of the implications of not following associated protocols. Learners 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, as well as how to ensure that these images are indeed free from legal constraints.

Task 4

Developing assets	
Maximum 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 (AOs)	AO1 – 4 marks AO2 – 4 marks AO4 – 20 marks AO5 – 4 marks
You are required to: Develop your assets for ReflectMindz using the plan you created in Task 3. You must give evidence for each of the following areas: • sourcing of assets • development of assets • use of software • use of hardware • processes and techniques used • use of directory / folder structures • appropriate exporting options. Evaluate how each of your developed assets meet the ReflectMindz brief and provide justification. You are permitted to use the internet for this task. You must reference all sources used. [32 marks]	

Evidence	You must provide: • evidence of developing your assets • an evaluation of your developed assets. 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. You must also submit your internet browsing history of sites used to support your response to the task.
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Task 4: developing assets – technical skills		
Band	Mark	Descriptor
4	16 to 20	AO4 – excellent demonstration of technical skills, techniques and processes in the development of assets, using highly appropriate software and hardware 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 software and hardware solutions. AO4 – creative choices are highly appropriate and effective.
3	11 to 15	AO4 – good demonstration of technical skills, techniques and processes in the development of assets, using mostly appropriate software and hardware 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 software and hardware solutions. AO4 – creative choices are mostly appropriate and effective.
2	6 to 10	AO4 – reasonable demonstration of technical skills, techniques and processes in the development of assets, using some appropriate software and hardware 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 software and hardware solutions. AO4 – creative choices that are somewhat appropriate and somewhat effective.
1	1 to 5	AO4 – limited demonstration of technical skills, techniques and processes in the development of assets, or appropriate software and hardware 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 software and hardware solutions. AO4 – creative choices are limited in their appropriateness and limited in effectiveness.

Band	Mark	Descriptor
	0	No rewardable material

Note: it is not a requirement that the learner formulates a response in their portfolio specifically against each AO as laid out in the indicative content. The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the indicative content points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

Indicative content

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

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

Sourcing of assets – learners may seek appropriate assets that suit the nature of the brief. Assets are in the most part stock images and videos that have been sought from suitable websites and downloaded. Suitable images may be appropriate for the audience of young adults 16 to 19, with the name of the business being ReflectMindz. There could be images that we would associate with these words, or some images that will encourage people to seek support and advice. Learners may capture their own pictures if they deem them appropriate to the brief. Learners may credit their assets accordingly and may be able to offer justification for all areas of assessment, such as why the assets are suitable for their interactive media product, and the suitability for the client, the business, and the nature of the audience.

Development of assets – this may be evidenced as a narrative of key development points within the production process and screenshots to offer visual evidence. Learners may explain 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 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).

Use of software – learners are expected to select software, which is appropriate for the task 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. Learners may reference tools and functions, as well as providing a range of screenshots evidencing their use.

Use of hardware – where appropriate, learners may offer details of the hardware that they are going to use. This may include reference to their computer, graphics tablets, printers, cameras, scanners, and audio recording hardware (microphone, interface, MIDI keyboard).

Processes and techniques used – this area will be evidenced in written responses that will most likely be accompanied by a screenshot or more and may have a description of what learners did and how the processes and techniques were used.

Use of directory / folder structures – learners may have files that are organised and logical, with suitable use of structures. Learners may have a folder for raw / unedited assets and then create another folder to use for the edited assets. Screenshots of the folder structure with annotations of some key uses / organisational approaches may be included.

Appropriate exporting options – upon the creation of the assets, learners should export them in a suitable format for their product. Justification for their exportation choices, with reference to quality, size and the loading time on the product may be provided.

Past paper

Task 4: developing assets		
Band	Mark	Descriptor
4	10 to 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 software and hardware 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.
3	7 to 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 software and hardware 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.
2	4 to 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 is 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 software and hardware 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.

Band	Mark	Descriptor
1	1 to 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 software and hardware 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

Note: it is not a requirement that the learner formulates a response in their portfolio specifically against each AO as laid out in the indicative content. The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the indicative content points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

Indicative content

AO1 – learners will recall knowledge and show 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 – setting up audio hardware, setting up visual hardware, appropriate configuration of hardware, appropriate configuration of software, asset collection including stock images, library audio
- production – video capture, audio capture, image capture, application of corrective editing and processing techniques
- video colour correction
- audio enhancement
- image colour and line correction
- application of creative editing and processing techniques
- post-production – mastering, rendering, exporting
- application of production techniques
- application of editing techniques
- suitability of creative choices – mood boards, colour scheme, typography, assets, interactive features.

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

Software:

- authoring platforms (including cloud-based) – for websites, for mobile apps, for e-learning tools
- image manipulation – image editing software
- audio manipulation – use of corrective and creative effects
- video manipulation – video editing software, animation software, motion capture.

Hardware:

- scanners
- cameras (digital and non-digital) – video, still, focus, auto focus, zoom, lens, viewfinder, tripods, orientation, shutter speed, resolution, flash, memory, storage types
- audio – audio interface, microphone: dynamic, condenser, microphone stand
- computer – processor, motherboard, storage, graphics card, random-access memory (RAM), sound card
- graphics tablet
- controllers – MIDI controller
- cable and connections – universal serial bus (USB), micro USB, high-definition multimedia interface (HDMI), wireless, Bluetooth, external line return (XLR), Ethernet cables, headphone / audio jack.

AO5 – learners will evaluate their own demonstration and the success of the processes, techniques, technical skills and tools used in the development of assets to meet the needs of the brief. Responses may include the following:

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

Task 5

Creating the interactive media product	
Maximum 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 (AOs)	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 developed in Task 4. Your interactive media product must: • meet the needs of the project brief • follow the project proposal from Task 2 • be accessible and fully functional to third parties wishing to view the product. You must provide evidence of the following production processes for your interactive media product. You must provide annotated screenshots of what you have done at each stage of the process and why. You must include: • importing assets • use of software • use of hardware • 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 for this task. You must reference all sources used. [40 marks]	

Evidence	You must provide: • your completed interactive media product (to be accessible and fully functional to third parties wishing to view the product). Your evidence of the production process can be provided in the following formats: • annotated screenshots or video of the stages. You must also submit your internet browsing history of sites used to support your response to the task.
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Past paper

Task 5: creating the interactive media product – technical skills and functionality		
Band	Mark	Descriptor
4	16 to 20	AO4 – excellent ability to construct an interactive media product. AO4 – 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 – creates 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.
3	11 to 15	AO4 – good ability to construct an interactive media product. AO4 – 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 – creates 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.
2	6 to 10	AO4 – reasonable ability to construct an interactive media product. AO4 – 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 – creates a final interactive media product with reasonable functionality. AO4 – product testing is mostly appropriate. The final product is exported but may not be named appropriately.

Band	Mark	Descriptor
1	1 to 5	AO4 – limited ability to construct an interactive media product. AO4 – 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 – creates an interactive media product with limited functionality. The product may be unfinished and limited 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

Note: it is not a requirement that the learner formulates a response in their portfolio specifically against each AO as laid out in the indicative content. The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the indicative content points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

Indicative content

AO4 – learners will demonstrate the application of appropriate process stages used in the development of an interactive media product that may include the following:

- 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 software
- use of hardware
- 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 may seek appropriate assets that suit the nature of the brief. The assets are, in the most, part stock images and videos that have been sought from suitable websites and downloaded. Suitable images will be appropriate for young adults 16 to 19. With the name of the company being ReflectMindz, there could be images that would associate with these words, or the charity's support and services. Learners may wish to capture their own pictures if they deem them appropriate to the brief. Learners may credit their assets, accordingly, offering reasoning for their choices. Learners may include annotated reference to image size, resolution, readjusting assets, control of timeline (on editing software) and use of storage hardware to move / import assets.

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 are expected, as well as a range of screenshots evidencing their use.

Use of hardware – where appropriate, learners may offer detail on the hardware that they are going to use. Learners may include reference to their computer, graphics tablets, printers, cameras, scanners, and audio recording hardware (microphone, interface, MIDI keyboard). Learners may provide reference to camera set-up, resolution, shutter speed, lighting, mic position and gain / audio levels.

Arrangement and placement of assets – learners are likely to provide screenshots 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 – learners may include explaining the annotations on the use of image manipulation to enhance quality, remove backgrounds, apply a filter and adjust colour and levels (image / video). For audio there may be reference to adjusting levels and applying effects such as speed and pitch.

Testing the product – learners may include explaining the annotations to reference the intended functionality, identifying errors and making adjustments.

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. Learners may evidence written responses that will most likely be accompanied by a screenshot or more, offering a description of what they did as well as how, with good justification.

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

Appropriate exporting options – upon the creation of assets, it is expected that the learners should export them in a suitable format for their product and may offer justification for their exportation choices, with reference to quality, size, and the loading time on the product.

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

Task 5: creating the interactive media product		
Band	Mark	Descriptor
4	16 to 20	AO2 – excellent consideration of all aspects of the brief. AO2 – 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. AO2 – the application of creative choices is highly appropriate and effective. AO2 – comprehensive application of 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.
3	11 to 15	AO2 – good consideration of most aspects of the brief. AO2 – the needs of the client are mostly met in a mostly effective manner. The target audience is engaged in a mostly thoughtful manner. AO2 – the application of creative choices is mostly appropriate and mostly effective. AO2 – good application of 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.
2	6 to 10	AO2 – reasonable consideration of some aspects of the brief. AO2 – some evidence of attempts to meet the needs of the client in a reasonably effective manner. Any attempt to engage the target audience has some effect. AO2 – the application of creative choices is somewhat appropriate and somewhat effective. AO2 – reasonable application of 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.

Band	Mark	Descriptor
1	1 to 5	AO2 – limited consideration of few aspects of the brief. AO2 – there may be attempts to meet the needs of the client in a limited manner. Any attempt to engage the target audience has a limited effect. AO2 – some limited application of creative choices evidenced but will be limited in appropriateness. AO2 – limited application of 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

Note: it is not a requirement that the learner formulates a response in their portfolio specifically against each AO as laid out in the indicative content. The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the indicative content points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

Indicative content

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

- importing assets
- use of software
- use of hardware
- 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 which may include:

- importing assets
- use of software
- use of hardware
- arrangement and placement of assets
- creative choices
- processes and techniques used
- testing the product
- appropriate exporting options
- how the product meets the brief
- source of information
- entertainment
- communication
- personal profile
- navigation
- self-development.

The learner will understand approaches to categorising audiences:

- demographics – age groups, gender identity, sex, income, ethnicity, location, disability.
- sexual orientation, family situation, religion and beliefs, pregnancy and maternity / paternity, marital or civil partnership status.
- psychographics – interests, lifestyles, beliefs, behaviours.
- profiling – primary audience, secondary audience.

Task 6

Evaluation of the product	
Maximum time	2 hours
Content areas assessed	7. Review of production processes and final product
Assessment objectives (AOs)	AO5 – 12 marks
You are required to: Evaluate 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 areas within your response: • functionality of the product • accessibility for the target audience • aesthetics • usability. [12 marks]	
Evidence	You must provide: • an evaluation of your interactive media product. Your evidence must be provided in one of the following formats: • written responses • video with commentary • annotated screenshots • digital presentation • screen recording with commentary.

Task 6: evaluation of the product		
Band	Mark	Descriptor
4	10 to 12	AO5 – excellent evaluation 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, highly detailed and highly relevant. AO5 – the success of the functionality, accessibility for the target audience, aesthetics and usability are discussed in a highly detailed and thoughtful way. AO5 – suggests thoughtful and creative ways to improve the interactive media product.
3	7 to 9	AO5 – good evaluation 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, mostly detailed and mostly relevant. AO5 – the success of the functionality, accessibility for the target audience, aesthetics and usability are discussed in a detailed and considered way. AO5 – suggests useful ways to improve the interactive media product.
2	4 to 6	AO5 – reasonable evaluation 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. AO5 – the success of the functionality, accessibility for the target audience, aesthetics and usability are discussed in some detail. AO5 – clearly suggests at least one way to improve the interactive media product.
1	1 to 3	AO5 – limited evaluation 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 limited detail and limited relevance. AO5 – functionality, accessibility for the target audience, aesthetics and usability may be mentioned in limited detail or relevance but success may not be discussed. AO5 – improvements may not have been included or are very limited.
	0	No rewardable material

Note: it is not a requirement that the learner formulates a response in their portfolio specifically against each AO as laid out in the indicative content. The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the indicative content points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

Indicative content

AO5 – learners will 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. Responses may include evaluation of the following:

- their application of creative editing and processing techniques
- how well their interactive media product met the brief
- improvements for the interactive media product
- functionality of the product
- accessibility for the target audience
- aesthetics
- usability.

The learner will understand processes for pre-production review: the appropriateness of assets, the viability of the timeline, communication with the client, the effectiveness of the proposal.

The learner will understand processes for a production review: application of production techniques, application of editing techniques, suitability of creative choices, mood boards, colour scheme, typography, assets, interactive features.