



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

Examined Assessment

Paper Number: **Sample Assessment**

Date: **Sample 2022**

Mark Scheme

v1.0 Pre-Standardisation

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(s) 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

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 assessment objective can be found in the qualification specification.

Question	Mark scheme	Total marks
----------	-------------	-------------

Section A

Total for this section: 20 marks

1	<p>Which one of the following is not a type of interactive media product used for promotion?</p> <p>A. Augmented reality B. eLearning platform C. Mobile app D. Virtual reality</p> <p>Answer: B (eLearning platform)</p>	<p>1</p> <p>AO1=1</p>
2	<p>Which one of the following is a psychographic trait?</p> <p>A. Ethnicity B. Gender C. Income D. Lifestyle</p> <p>Answer: D (Lifestyle)</p>	<p>1</p> <p>AO1=1</p>
3	<p>Which one of the following is not a media asset?</p> <p>A. Audio B. Computer C. Images D: Video</p> <p>Answer: B (Computer)</p>	<p>1</p> <p>AO1=1</p>
4	<p>Name one common file type for an image. Award one mark for identifying any one of the following:</p> <ul style="list-style-type: none"> • JPEG (1) • PNG (1) • GIF (1) • TIFF (1) <p>Accept any other suitable response.</p>	<p>1</p> <p>AO1=1</p>

5	List three features of a digital camera. Award one mark for any of the following, up to a maximum of three marks. AO1: <ul style="list-style-type: none">• zoom (1)• focus (1)• auto focus (1)• video (1)• still image capture (1)• orientation (1). Accept any other suitable response.	3 AO1=3
----------	--	------------------------------

6	<p>Identify one software solution that may be used when creating an interactive media product.</p> <p>Explain two functions of the software.</p> <p>Award one mark for any of the following software solutions.</p> <p>AO1 – Software solutions may include:</p> <ul style="list-style-type: none"> • image manipulation software (1): <ul style="list-style-type: none"> ○ Adobe Photoshop (1) ○ Adobe Lightroom (1) ○ Skylum Luminar (1) • audio manipulation software (1): <ul style="list-style-type: none"> ○ Logic Pro X (1) ○ Cubase (1) ○ Audacity (1) • video manipulation software (1): <ul style="list-style-type: none"> ○ Adobe Premiere Pro (1) ○ Final Cut Pro (1) ○ Adobe After Effects (1). <p>Credit other suitable responses (brand names are appropriate for this task if it is an appropriate software solution).</p> <p>Award one mark for each appropriate function of the stated software solution, up to a maximum of two marks.</p> <p>AO2 – Associated functions must be appropriate to the software example provided and may include:</p> <ul style="list-style-type: none"> • (image manipulation software) to create a transparent background on an image (1) • (image manipulation software) to crop an image (1) • (audio manipulation software) to get rid of unwanted sounds when using audio editing tools (1) • (audio manipulation software) any example referring to the creation of original music/audio for their product (1) • (video manipulation software) to add text/subtitles to video asset (1) • (video manipulation software) to combine still images and audio together to make a video asset (1). <p>Accept any other suitable response.</p>	<p>3</p> <p>AO1=1</p> <p>AO2=2</p>
----------	--	---

7	<p>A small, UK based news website has been provided with information about a local politician’s private life.</p> <p>They are considering creating interactive video content about the politician to increase their online presence and generate more revenue.</p> <p>They have not been able to confirm if the information is reliable.</p> <p>Using your knowledge of ethical constraints, explain why they should confirm the information is reliable before posting anything online.</p> <p>Award one mark for each valid ethical constraint discussed in context of the scenario, up to a maximum of four marks.</p> <p>AO2 – Learners may apply knowledge and understanding of legal and ethical constraints such as:</p> <ul style="list-style-type: none"> • they should confirm the information is reliable and accurate so they can decide if the information has genuine public interest (1) • as the website is based in the UK, they may be subject to fines if they publish the information, and it is not correct (1) • publishing incorrect information may: <ul style="list-style-type: none"> ○ damage the public trust in the website (1) ○ harm their audience engagement (1) ○ impact on its finances as the website is small (1) • they should confirm the information is reliable as privacy laws in the UK exist to protect peoples’ private lives (1) • if the information is incorrect, they could cause harm to: <ul style="list-style-type: none"> ○ the politician’s reputation and/or personal life (1) • the UK has laws in place to restrict the reporting of things which may damage or harm other people (1). <p>Accept any other suitable response.</p>	<p>4</p> <p>AO2=4</p>
----------	---	-------------------------------------

8	<p>You are working on a project for a commercial client.</p> <p>During a planning session your colleague states that “age groups and income are the only important approaches to categorising audiences.”</p> <p>Evaluate your colleague’s approach to categorising audiences. Justify your response.</p>	<p>6</p> <p>AO1=2</p> <p>AO2=2</p> <p>AO3=2</p>								
	<table border="1"> <thead> <tr> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; vertical-align: top;">5–6</td> <td> <p>AO3 – Excellent analysis and evaluation of approaches to categorising audiences that is comprehensive and highly relevant. Supported with excellent justifications that are comprehensive and highly detailed.</p> <p>AO2 – Excellent application of knowledge and understanding of approaches to categorising audiences that is comprehensive and highly detailed, and highly relevant to the question.</p> <p>AO1 – Excellent recall of knowledge and understanding of approaches to categorising audiences that is comprehensive. Subject specific terminology is used consistently throughout.</p> </td> </tr> <tr> <td style="text-align: center; vertical-align: top;">3–4</td> <td> <p>AO3 – Good analysis and evaluation of approaches to categorising audiences that is detailed and mostly relevant. Supported with good justifications that are detailed.</p> <p>AO2 – Good application of knowledge and understanding of approaches to categorising audiences that is detailed and mostly relevant to the question.</p> <p>AO1 – Good recall of knowledge and understanding of approaches to categorising audiences that is mostly detailed. Subject specific terminology is used, but not always consistently.</p> </td> </tr> <tr> <td style="text-align: center; vertical-align: top;">1–2</td> <td> <p>AO3 – Limited analysis and evaluation of approaches to categorising audiences that has minimal detail. Supported with limited justifications that have minimal detail and are mostly superficial.</p> <p>AO2 – Limited application of knowledge and understanding of approaches to categorising audiences that has minimal detail and is mostly superficial, with minimal relevance to the question.</p> <p>AO1 – Limited recall of knowledge and understanding of approaches to categorising audiences that has minimal</p> </td> </tr> </tbody> </table>	Marks	Description	5–6	<p>AO3 – Excellent analysis and evaluation of approaches to categorising audiences that is comprehensive and highly relevant. Supported with excellent justifications that are comprehensive and highly detailed.</p> <p>AO2 – Excellent application of knowledge and understanding of approaches to categorising audiences that is comprehensive and highly detailed, and highly relevant to the question.</p> <p>AO1 – Excellent recall of knowledge and understanding of approaches to categorising audiences that is comprehensive. Subject specific terminology is used consistently throughout.</p>	3–4	<p>AO3 – Good analysis and evaluation of approaches to categorising audiences that is detailed and mostly relevant. Supported with good justifications that are detailed.</p> <p>AO2 – Good application of knowledge and understanding of approaches to categorising audiences that is detailed and mostly relevant to the question.</p> <p>AO1 – Good recall of knowledge and understanding of approaches to categorising audiences that is mostly detailed. Subject specific terminology is used, but not always consistently.</p>	1–2	<p>AO3 – Limited analysis and evaluation of approaches to categorising audiences that has minimal detail. Supported with limited justifications that have minimal detail and are mostly superficial.</p> <p>AO2 – Limited application of knowledge and understanding of approaches to categorising audiences that has minimal detail and is mostly superficial, with minimal relevance to the question.</p> <p>AO1 – Limited recall of knowledge and understanding of approaches to categorising audiences that has minimal</p>	
Marks	Description									
5–6	<p>AO3 – Excellent analysis and evaluation of approaches to categorising audiences that is comprehensive and highly relevant. Supported with excellent justifications that are comprehensive and highly detailed.</p> <p>AO2 – Excellent application of knowledge and understanding of approaches to categorising audiences that is comprehensive and highly detailed, and highly relevant to the question.</p> <p>AO1 – Excellent recall of knowledge and understanding of approaches to categorising audiences that is comprehensive. Subject specific terminology is used consistently throughout.</p>									
3–4	<p>AO3 – Good analysis and evaluation of approaches to categorising audiences that is detailed and mostly relevant. Supported with good justifications that are detailed.</p> <p>AO2 – Good application of knowledge and understanding of approaches to categorising audiences that is detailed and mostly relevant to the question.</p> <p>AO1 – Good recall of knowledge and understanding of approaches to categorising audiences that is mostly detailed. Subject specific terminology is used, but not always consistently.</p>									
1–2	<p>AO3 – Limited analysis and evaluation of approaches to categorising audiences that has minimal detail. Supported with limited justifications that have minimal detail and are mostly superficial.</p> <p>AO2 – Limited application of knowledge and understanding of approaches to categorising audiences that has minimal detail and is mostly superficial, with minimal relevance to the question.</p> <p>AO1 – Limited recall of knowledge and understanding of approaches to categorising audiences that has minimal</p>									

	<p>detail. Subject specific terminology is often inappropriate, and a lack of understanding is evident.</p>	
<p>0</p>	<p>No relevant material.</p>	
<p>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 must be credited for any appropriate response if relevant to the question.</p> <p>It is not a requirement that the learner formulate a response specifically against each assessment objective as laid out in the indicative content (IC).</p> <p>A learner’s demonstration of recall (AO1) and application (AO2) of knowledge and understanding can be implied through the learner’s ability to evaluate the question topic required of AO3.</p> <p>Indicative content:</p> <p>AO1 – Learners may recall knowledge and understanding of approaches to categorising audiences such as:</p> <ul style="list-style-type: none"> • demographics • psychographics • profiling. <p>AO2 – Learners may apply knowledge and understanding of approaches to categorising audiences such as:</p> <ul style="list-style-type: none"> • (demographics) allows audiences to be categorised into identifiable groups for commercial clients (including other factors such as gender identity, sexual orientation, location etc) • (psychographics) can select assets that would appeal to the interests/beliefs/lifestyle/behaviours of the audience • (profiling) fully defining the primary audience will allow the interactive media product to include assets and features that appeal to their needs • (profiling) allows the identification of possible secondary audiences for the interactive media product. <p>AO3 – Learners may form any judgement in terms of their evaluation of the colleague’s claim, it is the strength of their justifications that should be rewarded.</p> <p>Learners may support the statement and offer justifications such as:</p> <ul style="list-style-type: none"> • (demographics) age groups and income are hugely important to commercial clients as they are primarily interested in generating profit 		

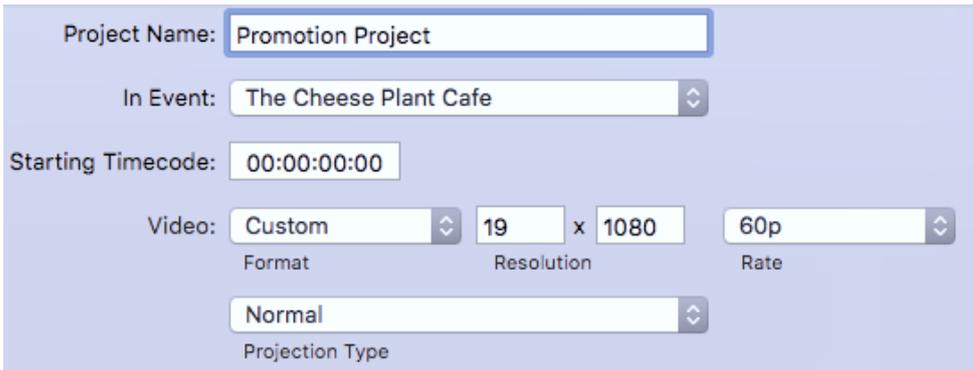
	<ul style="list-style-type: none"> • (demographics) targeting at certain age groups with high income levels may allow them to maximise their profit. <p>Learners may disagree with the statement and offer justification such as:</p> <ul style="list-style-type: none"> • (psychographics – interests) this must be considered as it may help to increase the engagement with the client’s product. As the client is commercial this may increase their profit • (psychographics – lifestyle) if this is considered the media product may enhance the audience’s lives, increasing the engagement with the client’s product. As the client is commercial this may increase their profit • (psychographics – beliefs) this is beneficial as it may help increase the engagement with the client’s product which may help to increase profit • (psychographics – behaviours) knowing the behaviour of the audience may help increase the audiences use of the media product, increasing the exposure to the client’s brand/increasing profit • (profiling – primary audience) this may help the client increase their profit through increased consumption • (profiling – secondary audiences) this is really significant as it may help increase its reach and audience engagement with the media product, increasing profit for the commercial client. <p>Accept any other suitable response.</p> <p>NB: learners may also offer a balanced view of the claim, offering a mixture of the above points, this is also acceptable.</p>	
--	---	--

Section B

Total for this section: 20 marks

<p>9</p>	<p>Which one of the following describes how a product looks?</p> <p>A. Aesthetics B. Functionality C. Typography D. Usability</p> <p>Answer: A (Aesthetics)</p>	<p>1</p> <p>AO1=1</p>
<p>10</p>	<p>What does RAM stand for, when referring to computer hardware?</p> <p>A. Random Access Media B. Random Access Memory C. Random Access Module D. Random Access Motor</p> <p>Answer: B (Random Access Memory)</p>	<p>1</p> <p>AO1=1</p>
<p>11</p>	<p>The diagram below shows the flow chart for the creation and launch of an educational website.</p> <p>In which weeks would the product be tested?</p> <p>A. Weeks 1 and 2 B. Weeks 2 and 5 C. Weeks 3 and 4 D. Weeks 4 and 5</p> <p>Answer: C (Weeks 3 and 4)</p>	<p>1</p> <p>AO2=1</p>
<p>12</p>	<p>Identify one post-production process used in the development of assets.</p> <p>Award a maximum of one mark for any of the following:</p> <ul style="list-style-type: none"> • preview and testing (1) • review functionality (1) • review aesthetics (1) • exporting (1). 	<p>1</p> <p>AO1=1</p>

13	<p>You are working on a new interactive media project.</p> <p>A team meeting created a list of processes for the project. However, they have not been planned into appropriate production stages.</p> <p>The team identified the following processes:</p> <ul style="list-style-type: none"> • creating a flow chart for the production process • creating a digital portfolio • using a camera to capture video footage • exporting a video for review • receiving the brief from the client • uploading content to a social media platform. <p>Using the list above, complete the table below by selecting one process for each stage of production.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Production stage</th> <th style="width: 25%;">Pre-production planning</th> <th style="width: 25%;">Production</th> <th style="width: 25%;">Post-production</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Process</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The table below shows the only possible, fully correct answer.</p> <p>Award one mark for each process correctly classified to the production stage, up to a maximum of three marks.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Production stage</th> <th style="width: 25%;">Pre-production planning</th> <th style="width: 25%;">Production</th> <th style="width: 25%;">Post-production</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Process</td> <td>Creating a flow chart for the production process (1)</td> <td>Using a camera to capture video footage (1)</td> <td>Exporting a video for review (1)</td> </tr> </tbody> </table>	Production stage	Pre-production planning	Production	Post-production	Process				Production stage	Pre-production planning	Production	Post-production	Process	Creating a flow chart for the production process (1)	Using a camera to capture video footage (1)	Exporting a video for review (1)	<p>3</p> <p>AO2=3</p>
Production stage	Pre-production planning	Production	Post-production															
Process																		
Production stage	Pre-production planning	Production	Post-production															
Process	Creating a flow chart for the production process (1)	Using a camera to capture video footage (1)	Exporting a video for review (1)															

<p>14</p>	<p>A colleague is at the pre-production stage in the development of an interactive media product.</p> <p>They have been provided with a number of video assets to import into the project. All assets were shot in 1080p HD using a 60p rate.</p> <p>They have configured the editing software, as shown in the image below:</p>  <p>Identify the software configuration error.</p> <p>Recommend the correct setting and explain how it will improve the project.</p> <p>AO1 – Award one mark for identifying the correct error:</p> <ul style="list-style-type: none"> • resolution of 19 x 1080 (1). <p>NB: if the learner only offers 1920x1080 without stating that the resolution is configured incorrectly then reward two marks (AO1 and AO2) as by providing the correct setting they have demonstrated they have identified the appropriate error.</p> <p>AO2 – Award one mark for recommending the correct setting:</p> <ul style="list-style-type: none"> • resolution of 1920 x 1080 (1). <p>AO3 – Award one further mark for recommending how it will improve the project for any of the following:</p> <ul style="list-style-type: none"> • the correct resolution setting will allow the video assets to be correctly viewed in the preview panel (1) • the correct resolution will result in the video output being correctly sized (1), rather than too small (1). <p>Accept any other suitable response.</p>	<p>3</p> <p>AO1=1</p> <p>AO2=1</p> <p>AO3=1</p>
-----------	--	---

<p>15</p>	<p>Explain the importance of two post-production processes in the creation of an interactive media product.</p> <p>Award one mark for each example of a post-production process, up to a maximum of two marks.</p> <p>AO1 – Examples of post-production process may include:</p> <ul style="list-style-type: none"> • preview (1) • testing (1) • review functionality (1) • review aesthetics (1) • export options (1) • exporting (1). <p>Award an additional one mark for each explanation of the importance of that process, up to a maximum of two marks.</p> <p>AO2 – Explanations of the importance of post-production process may include:</p> <ul style="list-style-type: none"> • (preview) allows the creator to visualise the final version before rendering and identify any errors, such as incorrectly sized assets (1) • (testing) allows the creator to: <ul style="list-style-type: none"> ○ check the assets (1) ○ check the interactive features function correctly before exporting (1) • (review functionality) allows the creator to: <ul style="list-style-type: none"> ○ ensure that the interactive features are easy to use/ accessible (1) ○ meet the needs of the client (1) ○ check for any required adjustments before exporting (1) • (review aesthetics) allows the creator to determine if the overall look/style of the product: <ul style="list-style-type: none"> ○ meets the requirements of the client (1) ○ is appealing to the target audience (1) • (export options) allows the creator to set the: <ul style="list-style-type: none"> ○ compression rate (1) ○ file format (1) ○ file type (1) ○ quality (1) ○ audio settings (1) • (exporting) produces the final version of the product for the client (1). <p>Accept any other suitable response.</p>	<p>4 AO1=2 AO2=2</p>
------------------	---	---

16	<p>You work as a media content designer.</p> <p>There are currently only four staff in your team, but you are expecting this to increase significantly over the next 12 months.</p> <p>Your manager has approved investment in a new media suite and has asked what method of internet access it will require.</p> <p>Compare two different methods of connecting to the internet.</p> <p>Recommend a solution for the team’s new media suite and justify your recommendation.</p> <p>AO1 – Type of internet connection:</p> <p>Award one mark for an appropriate method of internet connection, up to a maximum of two marks (AO1).</p> <ul style="list-style-type: none"> • ethernet cable (1) • wireless (accept Wifi) (1). <p>AO2 – Features of connection can include any valid reference to:</p> <p>Award one mark for each valid feature of the internet connection type, up to a maximum of two marks (AO2).</p> <ul style="list-style-type: none"> • (ethernet cable) typically this provides a faster connection (1) • (ethernet cable) provides a more stable connection (1) • (ethernet cable) provides a more secure connection (1) • (wireless/Wifi) allows a range of portable devices to connect to the internet (1) • (wireless/Wifi) it may be cheaper to setup than wired connections (1). <p>Award one mark for each valid analytical point regarding each method of connection, up to a maximum of two marks. This should include their choice, with reasoning.</p> <p>AO3 – Analysis of their choice of connection can include any valid reference to:</p> <ul style="list-style-type: none"> • (ethernet cable - typically this provides a faster connection) This may help to improve the team’s productivity (1) • (ethernet cable - provides a more stable connection) This may: <ul style="list-style-type: none"> ○ help limit interference levels (1) ○ reduce lost work (1) • (ethernet cable - provides a more secure connection) This may help protect the team’s work from cyber-attacks (1) 	<p>6</p> <p>AO1=2</p> <p>AO2=2</p> <p>AO3=2</p>
-----------	---	---

	<ul style="list-style-type: none">• (wireless/Wifi - allows a range of portable devices to connect to the internet) This may help the team collaborate more effectively (1) across different devices (1)• (wireless/Wifi - It may be cheaper to setup than wired connections) This may help keep the project within the team's budget (1). <p>Accept any other suitable response.</p>	
--	---	--

Section C

Total for this section: 19 marks

<p>17</p>	<p>Which one of the following is a compressed audio file type?</p> <p>A. JPEG B. MP3 C. PNG D. WAV</p> <p>Answer: B (MP3)</p>	<p>1</p> <p>AO1=1</p>
<p>18</p>	<p>Which one of the following allows you to control the length of time a camera’s sensor is exposed to light?</p> <p>A. Auto focus B. Orientation C. Resolution D. Shutter speed</p> <p>Answer: D (Shutter speed)</p>	<p>1</p> <p>AO1=1</p>
<p>19</p>	<p>You are completing a risk assessment.</p> <p>Which one of the following should you consider?</p> <p>A. Client feedback B. Equal opportunities C. Public interest D. Work location</p> <p>Answer: D (Work location)</p>	<p>1</p> <p>AO1=1</p>
<p>20</p>	<p>You are correcting the colour of a photo image.</p> <p>Identify one example of image manipulation software that you could use.</p> <p>Award one mark for any of the following:</p> <ul style="list-style-type: none"> • Adobe Photoshop (1) • Adobe Lightroom (1) • Snapseed (app) (1) • GIMP (1) • Skylum Luminar (1) • Serif Affinity (1) • Afterlight 2 (1). <p>Accept any other suitable response.</p>	<p>1</p> <p>AO1=1</p>

21	<p>You have been asked to create an interactive media product that will help 7–11 year olds to learn about science.</p> <p>Discuss how you might adapt the two areas below to suit the target audience:</p> <ul style="list-style-type: none"> • typography • assets. <p>AO2 – Award one mark for each adaptation, up to a maximum of three marks.</p> <p>Adaptations could include:</p> <ul style="list-style-type: none"> • add larger font (1) • add more images (1) • include videos (1) • include games (1) • have fun quizzes (1). <p>AO3 – Award one further mark for each discussion point relating to the need of the audience, up to a maximum of four marks:</p> <ul style="list-style-type: none"> • (add larger font) so it is appealing to a younger audience (1), large fonts allow for young people to see the words more clearly, allowing them to be more focused and interested in the content (1) • (add more images) such as cartoons so the children would find it more fun (1), science can be very technical, the use of cartoons will make it more visual for the learners (1) • (include videos) that the 7–11 year olds could watch to keep them entertained whilst they are learning (1), this would allow for more content to be covered within the subject, as opposed to if it was all written (1) • (include games) so the children would be able to enjoy the product more (1), including games will make learning more fun rather than seeming like a lesson (1) • (have fun quizzes) that will allow learners to test their knowledge in a fun way (1), quizzes allow the young people to enjoy success and achievement and see how well they are doing (1). <p>Accept any other suitable response.</p>	<p>6</p> <p>AO2=2</p> <p>AO3=4</p>
-----------	--	---

<p>22</p>	<p>You are designing a website for a musician to help increase the sales and streams of their new album.</p> <p>Recommend one feature that you could add to their website. Give a reason why.</p> <p>AO1 – Award one mark for an example of any of the following features:</p> <ul style="list-style-type: none"> • images (1) • videos (1) • audio player (1) • links to purchase (1) • banners (1) • interaction button (1) • payment options (1). <p>AO2 – Award a maximum of one mark for recommending a feature from any one of the following:</p> <ul style="list-style-type: none"> • images of the new album (1) • music videos from the album (1) • audio player of the album (1) • banners with album information (1) • links to purchase the album (1) • purchase options for the album (1) • buttons that link to the album (1). <p>AO2 – Award a maximum of one mark for a reason why they would recommend that feature:</p> <ul style="list-style-type: none"> • to allow direct purchasing from the website (1) • to show the cover of the new release to their fans (1) • to allow the users to hear the album before purchasing (1) • to see videos of the songs on the album (1) • to show the release date (1) • to allow users to click on a link to buy from a streaming platform (1). <p>Accept any other suitable response.</p>	<p>3</p> <p>AO1=1</p> <p>AO2=2</p>
<p>23</p>	<p>The owner of a small sunglasses shop is considering launching a new mobile app to help increase online sales. They have heard that some apps use augmented reality but are unsure if it will help.</p> <p>Describe two features of augmented reality and explain how each feature may help the business. Justify your answer.</p>	<p>6</p> <p>AO1=2</p> <p>AO2=2</p> <p>AO3=2</p>

	<p>Award one mark for each example of a feature, up to a maximum of two marks.</p> <p>AO1 – Examples of suitable features include:</p> <ul style="list-style-type: none"> • body and head tracking (1) • graphics (1) • menu (1) • buttons (1) • media assets (1). <p>Award one further mark for describing the feature in context, up to a maximum of two marks.</p> <p>AO2 – Examples of feature description could include reference to:</p> <ul style="list-style-type: none"> • (body and head tracking) adjusts the selected sunglasses to fit their face shape and facial features (1) • (graphics) may help the app be more visual (1) and link to the brand identity (1) • (menu) may help keep the app easy to use (1) by directing you to the right page (1) • (buttons) can help navigate the different features, such as launching the AR function (1) • (media assets) thumbnails of the different products can be included (1). <p>Award one further mark for an explanation of how the selected feature of augmented reality may help the business, up to a maximum of two marks.</p> <p>AO3 – Explanations/justifications of how the selected features of augmented reality may help the business could include:</p> <ul style="list-style-type: none"> • (adjusts the selected sunglasses to fit their face shape and facial features) <ul style="list-style-type: none"> ○ allows the customer to see if the sunglasses suit them more accurately (1) ○ removes the need to resize the actual product, saving the business time and costs (1) • (may help the app be more visual and link to the brand identity) <ul style="list-style-type: none"> ○ this could encourage greater engagement with the app (1) ○ increase the reach/awareness of the business brand (1) ○ lead to greater sales (1) • (may help keep the app easy to use by directing you to the right page) <ul style="list-style-type: none"> ○ this could lead to a more positive audience experience (1) ○ could help increase the apps reviews/ratings (1) ○ increase its popularity (1) 	
--	---	--

	<ul style="list-style-type: none">• (can help navigate the different features, such as launching the AR function)<ul style="list-style-type: none">○ this makes the app more interactive for the audience (1)○ allows the audience to try more sunglasses than can be displayed in a small shop (1)• (thumbnails of the different products can be included) as the shop is small, this allows the owner to increase its product range (1) which may help increase sales (1). <p>Accept any other suitable response.</p>	
--	--	--

Section D

Total for this section: 21 marks

24	<p>Assess three ways that you could use the internet to help you make your own interactive media product.</p> <p>Your answer should include an explanation of how and why you would use each of these three ways.</p>	<p>9</p> <p>AO1=3</p> <p>AO2=3</p> <p>AO3=3</p>								
	<table border="1"> <thead> <tr> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; vertical-align: middle;">7–9</td> <td> <p>AO3 – Excellent examples of the effects on their interactive media product creation, with highly considered reasoning and judgement. Responses are highly relevant and evidence a strong understanding.</p> <p>AO2 – Excellent range of applications used to support ideas. Written response is coherent and clear throughout. Conclusions are highly detailed, balanced and valid throughout.</p> <p>AO1: Excellent knowledge of uses and specific functions relating to the use of the internet, which is fluent with reference to appropriate terms and language.</p> </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">4–6</td> <td> <p>AO3 – Reasonable examples of the effects on their interactive media product creation, with considered reasoning and judgement. Responses are mostly relevant and evidence understanding.</p> <p>AO2 – Reasonable range of applications used to support ideas. Written response is clear throughout. Conclusions are mostly detailed, balanced and valid throughout.</p> <p>AO1: Reasonable knowledge of uses and specific functions relating to the use of the internet, which references mostly appropriate terms and language.</p> </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">1–3</td> <td> <p>AO3 – Limited examples of the effects on their interactive media product creation, with limited reasoning and judgement. Responses are limited in their relevance and understanding.</p> <p>AO2 – Limited range of applications used to support ideas. Written response is limited. Conclusions are limited in detail and balance and may not be valid throughout.</p> <p>AO1: Limited knowledge of uses and specific functions relating to the use of the internet, with limited reference to appropriate terms and language.</p> </td> </tr> </tbody> </table>	Marks	Description	7–9	<p>AO3 – Excellent examples of the effects on their interactive media product creation, with highly considered reasoning and judgement. Responses are highly relevant and evidence a strong understanding.</p> <p>AO2 – Excellent range of applications used to support ideas. Written response is coherent and clear throughout. Conclusions are highly detailed, balanced and valid throughout.</p> <p>AO1: Excellent knowledge of uses and specific functions relating to the use of the internet, which is fluent with reference to appropriate terms and language.</p>	4–6	<p>AO3 – Reasonable examples of the effects on their interactive media product creation, with considered reasoning and judgement. Responses are mostly relevant and evidence understanding.</p> <p>AO2 – Reasonable range of applications used to support ideas. Written response is clear throughout. Conclusions are mostly detailed, balanced and valid throughout.</p> <p>AO1: Reasonable knowledge of uses and specific functions relating to the use of the internet, which references mostly appropriate terms and language.</p>	1–3	<p>AO3 – Limited examples of the effects on their interactive media product creation, with limited reasoning and judgement. Responses are limited in their relevance and understanding.</p> <p>AO2 – Limited range of applications used to support ideas. Written response is limited. Conclusions are limited in detail and balance and may not be valid throughout.</p> <p>AO1: Limited knowledge of uses and specific functions relating to the use of the internet, with limited reference to appropriate terms and language.</p>	
Marks	Description									
7–9	<p>AO3 – Excellent examples of the effects on their interactive media product creation, with highly considered reasoning and judgement. Responses are highly relevant and evidence a strong understanding.</p> <p>AO2 – Excellent range of applications used to support ideas. Written response is coherent and clear throughout. Conclusions are highly detailed, balanced and valid throughout.</p> <p>AO1: Excellent knowledge of uses and specific functions relating to the use of the internet, which is fluent with reference to appropriate terms and language.</p>									
4–6	<p>AO3 – Reasonable examples of the effects on their interactive media product creation, with considered reasoning and judgement. Responses are mostly relevant and evidence understanding.</p> <p>AO2 – Reasonable range of applications used to support ideas. Written response is clear throughout. Conclusions are mostly detailed, balanced and valid throughout.</p> <p>AO1: Reasonable knowledge of uses and specific functions relating to the use of the internet, which references mostly appropriate terms and language.</p>									
1–3	<p>AO3 – Limited examples of the effects on their interactive media product creation, with limited reasoning and judgement. Responses are limited in their relevance and understanding.</p> <p>AO2 – Limited range of applications used to support ideas. Written response is limited. Conclusions are limited in detail and balance and may not be valid throughout.</p> <p>AO1: Limited knowledge of uses and specific functions relating to the use of the internet, with limited reference to appropriate terms and language.</p>									

<p>0</p>	<p>No rewardable material.</p>	
<p>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 included in the indicative content. Learners must be credited for any other appropriate response.</p>		
<p>It is not a requirement that the learner formulate a response specifically against each assessment objective as laid out in the indicative content (IC).</p>		
<p>A learner’s demonstration of recall (AO1) and application (AO2) of knowledge and understanding can be implied through the learner’s ability to assess the question topic required of AO3.</p>		
<p>Indicative content</p>		
<p>AO1 – Examples of use for the internet can include any valid reference to:</p>		
<ul style="list-style-type: none"> • to do research • to find assets • to purchase items • educational reasons • specific information seeking • entertainment (for example, streaming) • to find social apps • because they have forgotten the name of the website they want • to find a person • to find the best deal • to look for inspiration • to download software. 		
<p>AO2 – Examples of how they would use the internet can include any valid reference to:</p>		
<ul style="list-style-type: none"> • typing in a specific web address • direct search using a search engine across all • direct search using a search engine across images • direct search using a search engine across videos • key word search using a search engine across all • key word search using a search engine across images • key word search using a search engine across videos. 		

	<p>AO3 – Examples of why they would use the internet can include any valid reference to:</p> <ul style="list-style-type: none">• it will take me to my desired website• it will bring up a variety of results that I can browse through• it will save time• it can offer the top results• it can suggest the right search if it was misspelled• it can bring back links to official records that can be quoted• it means website addresses do not need to be remembered• it can highlight sites have been clicked before as they will be a different colour• it is updated regularly, so the top results will be the most recent• it allows me to access contact details easily if I do not have them• it allows me to purchase items online rather than in person. <p>Accept any other suitable response.</p>	
--	--	--

25	<p>A shoe retailer called Tread Stylish want you to design a mobile app that helps increase the sale of their shoes.</p> <p>Recommend a range of assets and features that could be included within the app.</p> <p>Justify why each asset and feature will increase the sales of their shoes.</p>	<p>12</p> <p>AO1=4</p> <p>AO2=4</p> <p>AO3=4</p>								
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%; text-align: center;">Marks</th> <th style="text-align: left;">Description</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top; text-align: center;">10–12</td> <td> <p>AO3 – Excellent justification for why the assets and features will increase the sales of their shoes, with highly considered reasoning and judgement. Responses are highly relevant to real world scenarios and product sales.</p> <p>AO2 – Excellent range of assets and features used that are fully accurate to creating mobile apps. Written response is coherent and clear throughout.</p> <p>AO1: Excellent knowledge of assets and features which is fluent with reference to appropriate terms and language.</p> </td> </tr> <tr> <td style="vertical-align: top; text-align: center;">7–9</td> <td> <p>AO3 – Good justification for why the assets and features will increase the sales of their shoes with considered reasoning and judgement. Responses are mostly relevant to real world scenarios and product sales.</p> <p>AO2: Good range of assets and features used that are mostly accurate to creating mobile apps. Written response is clear throughout.</p> <p>AO2 – Good knowledge of assets and features, which is fluent with reference to mostly appropriate terms and language.</p> </td> </tr> <tr> <td style="vertical-align: top; text-align: center;">4–6</td> <td> <p>AO3 – Reasonable justification for why the assets and features will increase the sales of their shoes with some reasoning and judgement. Responses will have some relevance to real world scenarios and product sales.</p> <p>AO2 – Reasonable range of assets and features used that have some accuracy in relation to creating mobile apps. Written response will have some detail but may not be clear throughout.</p> </td> </tr> </tbody> </table>			Marks	Description	10–12	<p>AO3 – Excellent justification for why the assets and features will increase the sales of their shoes, with highly considered reasoning and judgement. Responses are highly relevant to real world scenarios and product sales.</p> <p>AO2 – Excellent range of assets and features used that are fully accurate to creating mobile apps. Written response is coherent and clear throughout.</p> <p>AO1: Excellent knowledge of assets and features which is fluent with reference to appropriate terms and language.</p>	7–9	<p>AO3 – Good justification for why the assets and features will increase the sales of their shoes with considered reasoning and judgement. Responses are mostly relevant to real world scenarios and product sales.</p> <p>AO2: Good range of assets and features used that are mostly accurate to creating mobile apps. Written response is clear throughout.</p> <p>AO2 – Good knowledge of assets and features, which is fluent with reference to mostly appropriate terms and language.</p>	4–6	<p>AO3 – Reasonable justification for why the assets and features will increase the sales of their shoes with some reasoning and judgement. Responses will have some relevance to real world scenarios and product sales.</p> <p>AO2 – Reasonable range of assets and features used that have some accuracy in relation to creating mobile apps. Written response will have some detail but may not be clear throughout.</p>
Marks	Description									
10–12	<p>AO3 – Excellent justification for why the assets and features will increase the sales of their shoes, with highly considered reasoning and judgement. Responses are highly relevant to real world scenarios and product sales.</p> <p>AO2 – Excellent range of assets and features used that are fully accurate to creating mobile apps. Written response is coherent and clear throughout.</p> <p>AO1: Excellent knowledge of assets and features which is fluent with reference to appropriate terms and language.</p>									
7–9	<p>AO3 – Good justification for why the assets and features will increase the sales of their shoes with considered reasoning and judgement. Responses are mostly relevant to real world scenarios and product sales.</p> <p>AO2: Good range of assets and features used that are mostly accurate to creating mobile apps. Written response is clear throughout.</p> <p>AO2 – Good knowledge of assets and features, which is fluent with reference to mostly appropriate terms and language.</p>									
4–6	<p>AO3 – Reasonable justification for why the assets and features will increase the sales of their shoes with some reasoning and judgement. Responses will have some relevance to real world scenarios and product sales.</p> <p>AO2 – Reasonable range of assets and features used that have some accuracy in relation to creating mobile apps. Written response will have some detail but may not be clear throughout.</p>									

	<p>AO1: Reasonable knowledge of assets and features with reference to some appropriate terms and language.</p>
1–3	<p>AO3 – Limited justification for why the assets and features will increase the sales of their shoes with limited reasoning and judgement. Responses will have minimal relevance to real world scenarios and product sales.</p> <p>AO2 – Limited range of assets and features used that have limited accuracy in relation to creating mobile apps. Written response is limited in detail throughout.</p> <p>AO1: Limited knowledge of assets and features with limited reference to minimally appropriate terms and language.</p>
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 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).

A learner’s demonstration of recall (AO1) and application (AO2) of knowledge and understanding can be implied through the learner’s ability to recommend and justify, required of AO3.

Indicative content

Assets:

AO1 – Examples of valid assets:

- image
- video
- audio.

AO2 – Explanation of the application of assets can include any valid reference to:

- the display of imagery of the product for sale on the mobile app
- the application of various types of typography as part of the mobile app
- the application of branding as part of the mobile app

	<ul style="list-style-type: none"> • application of layout/how assets are displayed. <p>AO3 – Effects on the customer can include any valid reference to:</p> <ul style="list-style-type: none"> • inspiring customers to see all of the items for sale easily • inspiring customers to purchase • drawing the attention of potential customers. <p>NB: learners can achieve a maximum of six marks for assets.</p> <p>Features:</p> <p>AO1 – Examples of valid features:</p> <ul style="list-style-type: none"> • banner • links • social media icons • navigation bar • drop down menu • interaction button • e-commerce/sales • interactive design • favourites • bag/basket/trolley • subscription button • contact us • chat option • customer account/sign in. <p>AO2 – Application of features can include any valid reference to:</p> <ul style="list-style-type: none"> • enhanced customer experience due to enhanced functionality • including features to accommodate the needs a of different types of client • ease of navigation • ease of use • saving the customer. <p>AO3 – Effects on the customer can include any valid reference to:</p> <ul style="list-style-type: none"> • inspiring customers to engage • inspiring customers to purchase • enhanced sales • drawing the attention of potential customers. <p>NB: Learners can achieve a maximum of six marks for features.</p> <p>Accept any other suitable response.</p>	
--	--	--

Assessment Objective Grid

Qu	Content area	AO1	AO2	AO3	Total	
Section A (20 marks)						
1	1.1	1			1	MCQ
2	2.1	1			1	MCQ
3	1.2.1	1			1	MCQ
4	3.4	1			1	SAQ
5	3.2	3			3	SAQ
6	3.1	1	2		3	SAQ
7	1.2.2		4		4	ERQ
8	2.1.1/2.1.2	2	2	2	6	SAQ
Section B (20 marks)						
9	4.1.3	1			1	MCQ
10	3.2	1			1	MCQ
11	4.2/5.2		1		1	MCQ
12	5.1	1			1	SAQ
13	4.1.3/5.1		3		3	SAQ
14	5.2	1	1	1	3	SAQ
15	5.2/7.1.3	2	2		4	SAQ
16	3.2	2	2	2	6	SAQ
Section C (19 marks)						
17	3.4	1			1	MCQ
18	3.2.2.8	1			1	MCQ
19	1.3.1	1			1	MCQ
20	3.1.2	1			1	SAQ
21	1.2.2/2.1/2.2		2	4	6	SAQ
22	1.2	1	2		3	SAQ
23	1.2.2	2	2	2	6	SAQ
Section D (21 marks)						
24	1.1/2.2/4.1.4	3	3	3	9	ERQ
25	1.2.1/ 1.2.2	4	4	4	12	ERQ
Target		32–36	28–32	16–20		
Total		32	30	18	80	
Kil		14				