Sample Portfolio: Level 2 Pass

NCFE Level 2 Award in Interactive Media
QN: (603/0852/7)

Contents

Introduction

The material within this portfolio relates to:

Unit 01 - Investigate interactive media production (Y/615/3948)
Unit 02 - Plan and prepare for an interactive media product (R/615/3950)
Unit 03 - Development and production of an interactive media product (D/615/3952)
Unit 04 Present and promote an interactive media product (K/615/3954)

This portfolio is designed to demonstrate an example of the evidence that could be produced for all units of the NCFE Level 2 Award in Interactive Media. It's designed to provide guidance on how a portfolio could look, rather than being prescriptive.

In this example there are written accounts and visual evidence, but the evidence could also be presented in an audio/video format. Where the learner has provided visual evidence (for example screen grabs, copies of research), this has been clearly annotated to give context as to why it has been included. Each piece of evidence has been presented with the assessment criteria number shown at the top of the page.

This portfolio contains manufactured learner evidence and assessor feedback produced by NCFE. External Quality Assurer guidance has also been provided for each piece of evidence relating to an assessment criterion. The guidance comments on how the evidence meets the assessment criterion and what could be improved to obtain a higher grade.

NCFE Level 2 Award in Interactive Media (603/0852/7)

Internal Assessment Sample Tasks

NCFE Level 2 Award in Interactive Media Unit 1 Investigate Interactive Media Production

Assignment Title	Designing an Interactive Multimedia Product for Valley Park School
Duration	30 Hours

Internal Assessment Task

In this introductory unit you will experiment with interactive media products and understand the elements of the development process using hardware and software solutions.

You are working as part of the new student induction team for Valley Park School. As a specialist in interactive media production you have been asked to produce an interactive media product to publicise the school for new students and visitors.

However, the headteacher of the school wants to be sure you 'know your stuff'.

In order to do this, you will need to show them that you are able to understand what is required for the development of an interactive media product.

Develop and illustrate your ideas throughout using sketches, drawings, diagrams, printouts and different types of digital software.

Task 1 (LO1) - Understand what is required for the development of an interactive media product

Firstly, you must show you know about:

➢ The features of interactive media products
➢ Your target audience
➢ The sources, processes and techniques you will need for the development of your interactive media product
➢ Health and safety issues.

You may relate the above to one of the following areas:

➢ Website
➢ Interactive presentation
➢ Animation
➢ Game
➢ Mobile app

You could product the following evidence:

➢ digital or physical presentation
➢ poster
➢ written report
➢ leaflet

- ➤ audio/visual narrative
- ➤ annotated diagram
- ➤ blog/vlog
- ➤ digital showcase
- ➤ podcast

Learning Objective 1	Pass	Merit	Distinction
Understand what is required for the development of an interactive media product	Describes what is required for the development of interactive media products.	Describes what is required for the development of interactive products <u>and makes some links between them.</u>	Describes what is required for the development of interactive products <u>and explains how they are linked.</u>

Task 2 (LO2) – Experiment with interactive media products and their production in relation to a brief

The school want you to show your own skills within your chosen area of interactive media by experimenting with:

➢ Processes and techniques needed for the development of an interactive media product including software solutions e.g.: ○ Image manipulation ○ Sound creation and manipulation ○ Website authoring ○ Multimedia authoring ○ Video editing ○ Animation software

You will need to show evidence of your experimentation in an appropriate format.

You could produce the following evidence:

➢ Digital or physical presentation
➢ Poster
➢ Written report
➢ Leaflet
➢ Audio/visual narrative
➢ Annotated diagram
➢ Blog/vlog
➢ Digital showcase ➢ Podcast

Learning Objective 2	Pass	Merit	Distinction
Experiment with interactive media products and their production in relation to a brief	Carries out purposeful experimentation with some links to the brief.	Carries out focused experimentation with evidence of how this has been used in relation to the brief.	Carries out thorough experimentation with clear evidence of how this has been used in relation to the brief.

Task 3 (LO3) - Review their experimentation with interactive media products

You must now review your experimentation. You should take into consideration:

➢ The processes and techniques that you used to manipulate your digital assets
➢ Your use of software
➢ Your skills development ➢ What went well/not so well ➢ Feedback e.g.:
    ○ Client ☐ specialist e.g. professional developer
    ○ Audience/end-user ○ Peer ○ Teacher ○ Ways to improve.

You could produce the following evidence:

➢ Feedback through social media
➢ Annotated screen shot
➢ Written or verbal response

> Video with commentary ➢ Surveys and questionnaires ➢ Skills audit.

Learning Objective 3	Pass	Merit	Distinction
Review their experimentation with interactive media products	Describes the experimentation involved <u>and</u> identifies <u>some</u> aspects of what went well/not so well.	Describes the experimentation involved and <u>identifies</u> what went well/not so well.	Describes the experimentation involved and <u>identifies</u> what went well/not so well and <u>opportunities for improvement.</u>

NCFE Level 2 Award in Interactive Media Unit 2 Plan and prepare for an interactive media product

Assignment Title	Designing an Interactive Multimedia Product for Valley Park School
Duration	30 Hours

Internal Assessment Task

You will produce a proposal and plans for an interactive media product meeting the requirements of a brief

Congratulations! By completing Unit 01 you have shown the head teacher of Valley Park School that you 'know your stuff'.

You are now officially part of the new student induction team for the school. As a specialist in interactive media production, your brief is to produce an interactive media product to publicise the school to new Year 7 students. You will need to think about the potential audiences you would like to attract and how you will create a suitable interactive media product for them.

Task 1 (LO1) - Understand how to produce a proposal to meet a brief

You need to show that you understand how to create a proposal for an interactive media product that will attract your chosen audience to find out more about the school.

In order to do this, you will need to show your understanding of:

> Ideas development
> Your chosen audience/end-user
> Technical aspects of your product
> Design aspects of your product
> An outline of what your product will contain

You could product the following evidence:

> Digital or physical presentation
> Written report

  ➢ Audio/visual narrative
  ➢ Blog/vlog
  ➢ Podcast

Learning Objective 1	Pass	Merit	Distinction
Understand how to produce a proposal to meet a brief	Describes relevant aspects of what is required for the proposal of an interactive media product	Describes relevant aspects of what is required for the proposal of an interactive media product and <u>makes some links between them.</u>	Describes relevant aspects of what is required for the proposal of an interactive media product and <u>explains how they are linked.</u>

Task 2 (LO2 – LO3) – Produce a proposal meeting the requirements of a brief

You will produce plans for an interactive media product meeting the requirements of the brief.

You must produce a planning document for an interactive media product that will attract your chosen audience to find out more about the school. Your document must demonstrate that you can:

  ➢ Use recognised design processes for functionality and appearance ➢ Select assets e.g.:
    o Capturing images o
    Recording audio o
    Animation o Filming o
    Project planning/time
    management o
    Interactive media
    authoring.

You must produce project plans related to your proposal which includes the following:

  ➢ a project plan which outlines a set of tasks which will take into account the design, production and review of an interactive media product
  ➢ utilisation of recognised design processes e.g.:
    o create wireframes
    o Storyboards o
    navigation maps/plans
    o planning timescales
    o sketches o mind-
    maps o mood-boards
    o colour combinations
    o typography etc.
  ➢ the sourcing and creation of assets required for the production of your interactive media product.

You could produce the following evidence:

  ➢ Digital or physical presentation
  ➢ Written report

- ➤ Audio/visual narrative
- ➤ Blog/vlog
- ➤ Annotated diagrams
- ➤ Wireframes
- ➤ Storyboards
- ➤ Navigation maps/plans
- ➤ Planning timescales (Gantt charts)
- ➤ Sketches
- ➤ Mind-maps
- ➤ Mood-boards
- ➤ Colour combinations
- ➤ Typography options (font stacks/font families)

Learning Objective 2 and 3	Pass	Merit	Distinction
Produce a proposal meeting the requirements of a brief	The proposal will show application of skills in meeting the brief and <u>responding</u> to any straightforward problems that arise	The proposal will show the <u>effective</u> application of skills in meeting the brief and <u>solving</u> any straightforward problems that arise	The proposal will show the <u>consistent</u> and <u>effective application</u> of skills in meeting the brief and <u>efficiently solving</u> any straightforward problems that arise
Produce planning for an interactive media product meeting the requirements of the brief and proposal	Planning process will show application of skills in meeting the brief and <u>responding</u> to any straightforward problems that arise	Planning process will show the <u>effective</u> application of skills in meeting the brief and <u>solving</u> any straightforward problems that arise	Planning process will show the <u>consistent</u> and <u>effective application</u> of skills in meeting the brief and <u>efficiently solving</u> any straightforward problems that arise

Task 3 (LO4) - Review the proposal and the planning of an interactive media product

Now review the plan which you created. You must evaluate:

- ➢ How well your plan addresses the design brief
- ➢ Your choice of interactive media product
- ➢ Your intended platform for the product
- ➢ Your choice of assets and processes
- ➢ What went well/not so well
- ➢ Timescales/meeting the deadlines

You must also collect and consider feedback from e.g.:

- ➢ Client
- ➢ Specialist e.g. professional developer
- ➢ Audience/end-user
- ➢ Peer
- ➢ Teacher

You could also consider ways to improve.

You could produce the following evidence:

- ➢ A report
- ➢ PowerPoint
- ➢ Annotated design sheet
- ➢ Audio
- ➢ Visual

Learning Objective 4	Pass	Merit	Distinction
Review the proposal and the planning of an interactive media product	Describes the proposal and planning process involved and identifies some aspects of what went well/not so well	Describes the proposal and planning process involved and identifies what went well/not so well	Describes the proposal and planning process involved and identifies what went well/not so well and any opportunities for improvement

NCFE Level 2 Award in Interactive Media Unit 3 Development and Production of an Interactive Media Product

Assignment Title	Designing an Interactive Multimedia Product for Valley Park School
Duration	40 Hours

Internal Assessment Task

You will understand how to use appropriate software for development and creation of an interactive media product and its assets.

As an official part of the new student induction team for Valley Park School, it is now your job to produce and test the interactive media product to promote the school to your chosen audience/endusers that you developed within the previous unit. The New Student Team director wants to see clear evidence of your development processes.

Task 1 (LO1 – LO2) – Create an Interactive Media Product

You must show the new student induction team director that you know about and are able to use:
- Directory / Folder Structures
- File types and exporting options
- Software solutions and associated tools
- The needs of your chosen audiences/end-users.

You must provide:
- Your development works
- Your final interactive media product

You could product the following evidence:

- Digital or physical presentation
- Written report
- Audio/visual narrative
- Blog/vlog
- Screen Capture
- Podcast
- Interactive Media Product

Learning Objective 1 and 2	Pass	Merit	Distinction
Understand how to use appropriate software and hardware for the development and creation of an interactive media product and its assets	Correctly applies <u>some</u> technical terms with examples/explanations	Correctly applies <u>a range of</u> technical terms with examples/explanations	<u>Consistently</u> and correctly applies a <u>wide range</u> of technical terms with <u>well thought-out</u> examples/explanations
2 Create an interactive media product to meet a brief	Production process will show application of technical skills in meeting the brief and <u>responding</u> to any straightforward problems that arise	Production process will show the <u>effective</u> application of technical skills in meeting the brief and <u>solving</u> any straightforward problems that arise	Production process will show the <u>consistent</u> and <u>effective application</u> of technical skills in meeting the brief and <u>efficiently solving</u> any straightforward problems that arise

Task 2 (LO3) – Review an Interactive Media Product

The New Student Team director has asked you to review your working processes and your interactive media product to ensure that is suitable for your chosen audience.

You must collect feedback and evaluate:
- ➢ Your final product compared with the brief
- ➢ Your initial ideas and planning
- ➢ Your choice of assets
- ➢ Your choice of software

  Strengths and weaknesses of your interactive media product and working processes ➢ Ways to improve your interactive media product and working processes.

You must also collect and consider feedback from e.g.:

- ➢ Client
- ➢ Specialist e.g. professional developer
- ➢ Audience/end-user
- ➢ Peer
- ➢ Teacher

You could also consider ways to improve.

You could produce the following evidence:

- ➢ A report
- ➢ PowerPoint
- ➢ Annotated design sheet
- ➢ Audio
- ➢ Visual

Learning Objective 3	Pass	Merit	Distinction
Review their finished interactive media product	Identifies/outlines <u>basic</u> ways to improve the outcome and the production process	Identifies/outlines <u>advanced</u> ways to improve the outcome and the production process	Identifies/outlines advanced ways to improve the outcome and the production process <u>with development/explanation of ideas</u>

NCFE Level 2 Award in Interactive Media Unit 4 Present and Promote an Interactive Media Product

Assignment Title	Promoting a completed interactive media product
Duration	20 Hours

Internal Assessment Task

In this final unit, you will present and promote an interactive media product in the creative media industry.

Five months ago, when you were appointed to the new student induction team, you were on a 6month probationary contract. In one month's, time you will be invited to a final interview to decide if you will be offered a permanent post. At this you interview will be asked to:
- ➢ Give a presentation of your work for Valley Park School
- ➢ Showcase your products and skills

Before then you still have a number of tasks to complete. Your performance in these tasks will also be reviewed at the final interview.

Task 1 (LO1 – LO2) – Create a Product to Promote your Interactive Media Product

The New student Induction Team Director, Janet, was very pleased with the interactive media product that you created to promote Valley Park School.
She now needs you to demonstrate how much you know about:
- ➢ methods of presenting interactive media products
- ➢ methods of professional promotion
- ➢ the intended audience
- ➢ physical and / or digital presentation skills
- ➢ communication skills
- ➢ technical skills
- ➢ selection of format and medium
- ➢ methods of self-promotion

You could product the following evidence:

- ➢ Annotated screenshots (e.g. social media page)
- ➢ Presentation
- ➢ Video recording with commentary
- ➢ Digital or interactive presentation
- ➢ Poster
- ➢ Leaflet
- ➢ Audio/visual narrative
- ➢ Blog/vlog
- ➢ Screen capture
- ➢ Flyers / email
- ➢ Podcasts

Learning Objective 1 and 2	Pass	Merit	Distinction
Understand how to promote their skills and present an interactive media product in the creative media industry	Describes a single method of presentation and promotion in addition to the client needs and opportunities available in the industry	Describes at least 2 methods of presentation and promotion in addition to the client needs and opportunities available in the industry and makes some links between them	Describes a wide range of methods of presentation and promotion in addition to the client needs and opportunities available in the industry and explains how they are linked
Present an interactive media product and promote their skills	Selects and uses technical skills to present and promote an interactive media product.	Selects and uses a combination of the most appropriate technical skills and equipment to present and promote an interactive media product	Selects and uses a combination of the most appropriate relevant skills, equipment, materials and processes to present and promote an interactive media product

Task 2 (LO3) – Review a Method of Promoting an Interactive Media Product

You have now completed all the tasks set by the new student induction team Director. Before the interview, they ask you to review how well you have presented your product and promoted your skills, highlighting strengths and weaknesses.

In your review you must evaluate:
➢ Strengths and weaknesses
➢ Feedback

Your review is to be submitted to the new student induction team Director before your final interview takes place. This interview will determine whether you have successfully completed your 6-month probationary period.

You could produce the following evidence:

➢ A report
➢ PowerPoint
➢ Annotated design sheet
➢ Audio
➢ Visual

Learning Objective 3	Pass	Merit	Distinction
Review the presentation of their interactive media product and promotion of their skills	<u>Identifies</u> a range of strengths and weaknesses with supporting evidence.	<u>Identifies</u> a range of strengths and weaknesses with supporting evidence and <u>describes the impact on the overall outcome</u>	<u>Describes</u> a range of strengths and weaknesses with supporting evidence, showing evidence of <u>recognising different levels of importance</u>

Learner Evidence
Unit 1 – Investigate interactive media production
LO1: Understand what is required for the development of an interactive media product.

Features and Techniques of an Interactive Media Product

Features of an interactive media product

Colour scheme

- A colour scheme is the series of colour put together on your product to make it look more colourful and interesting. If you have a good colour scheme on your interactive media product then you also have a good house style.

Navigation bar

- The navigation bar is a bar at the top of the screen that shows all of the main pages and has links(a link is a connection to another page) to the other pages in the document. The navigation bar is located on all ages in the document
- This is an example of a navigation bar, I got this one from the school website if you hover over one of the links and a drop down effect will happen(a dropdown effect is an effect that drops a bar of links down when you roll over one link) and you can click on the links on the dropdown and it will take you to the links page in the document.
- If you have a good navigation bar then you have a good house style

links

- External links
- An external link is a link that leads to a completely different website these could be websites that contains videos or it could be a picture by someone else so the link has to be there. For example if you are on a website and there is a video link from Youtube and you click on it you will be taken from the website you clicked the link on to the Youtube website
- Internal links
- An internal link is the opposite of an external link, so it is a link that leads to another place on the same website as the link you clicked on for example on the valley park school website there is a link called news and it takes you to the news and events page on the same website.

leaderboards

- In interactive media a leader board will be used if you want to find out who is the best at a certain thing or who has the most of a certain thing.

Techniques of an Interactive Media Product

Sound Editing

- Sound editing is where you can edit sounds that you are going to put into your product.
- You can change the pitch, speed, volume and length of the sounds.
- You can use different pieces of software to do this.
- Our example would be Audacity because it's installed in our computers.
- Every product will have sounds that will be edited in different ways to meet the audience and prupose.

https://entertainment.howstuffworks.com/sound-editing.htm

Animation

- Animation is the method of making still images move. There are lots of different ways that this could be done.
- The link below shows lots of different methods of animations that could be used in an interactive media product.
- http://www.studentworldonline.com/article/6-different-types-of-animation/495/
- Animations can be used in range of different places in products, from animated logos to banners.
- Animation is important to make it interesting and interactive.
- We could use Adobe Flash and Pivot to make some animations for our product.

Video Editing

- Video editing it the process of making a video that you have recorded or got from the internet and editing it to make it better.
- There are loads of tools that could be used, from adding text to changing the speed or adding filters to the scenes.
- It's important edit the videos to make it better and more suitable.
- We could use Movie Maker on the desktops or iMovie on our iPads.

Image Manipulation

- This is the process of editing images that you might have taken yourself or got from the internet.
- You could add text, add filters or change some of the sizes of the images when you edit them.
- We could use Photoshop or Fireworks to edit our images.
- It could also be making new images using something like Fireworks or Illustrator that would be cartoony images.
- It's important to edit the images to make them more suitable for the audience.

Interactive Media Authoring Software

- This is the process of actually making your product using special software.
- It means that you can make the links and other features that I have already discussed in the LO1 write-up.
- You can make and test your product to make sure that it works properly.
- This software is where everything else that you have made will be combined together to make your final product.
- We could be using Mediator to make our products.

Sources of an Interactive Media Product

Internet

The internet can be used to look up the information needed for an interactive media product however if you look for the information in the wrong places there is a danger of the information that you're searching for is wrong.

Books

A book is a source that can be used to learn information about what is wrote about. You can scan pictures from books and you can learn how to do certain things when making your interactive media product.

Technical Manuals

Just like books these will have information helping to use certain things in an interactive media product and will teach you how to use things when making one and give off information on how they work and the types of interactive media products that can be made for example an interactive product or a website.

Magazines

These will do pretty much the same as books and technical manuals but it will show information about dome people who made successful interactive media product and give some ideas on some of the easiest interactive media products maybe or the most advised one by some professionals for beginners.

Processes of an Interactive Media Product

This is the process of testing your final product to make sure that it works as expected. This will involved making sure that your final product meets the audience and purpose and what you planned to do.

This is the process of looking at what you have planned so far and looking for any risks that could affect you. For example getting your finger stuck in a stapler or not filming students and teachers without their permission.

Risk Analysis

Scripts

These are used to plan out videos and the text that will go into your products. These are important as you need to plan what you are doing so you know it works well.

Testing

Processes

Moodboards

These are used to first gather your ideas together and help you think about the product that you are making. These are meant to include images and lots of different things that you like which link to your product.

This is the process of making your final product. This is done in the media authoring software. This is where you add your images, videos, animations and other stuff to make sure it works as you have planned it. This will link to testing.

Coding

Flowcharts

Storyboards

These are what is used to plan out final product. You can put in boxes to show where your layout is going to be and it's important to plan this out so you know what you are making.

This is the process of planning out specially how you can move around your product. This would be a navigation chart to show how all pages link together and work properly.

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Health and Safety of Creating Interactive Media Products

Data Protection Act

The data protection act has been made to protect data which is stored on a computer it applied to personal data such as names, addresses and bank details. It keeps the user's data safe.

I will need to make sure that people who use my product and include anything information wise is kept safe. I will also need to make sure that people's information within the product, like teacher names etc are kept safe in the school site too.

The Computer Misuse Act

The computer misuse act was passed by parliament and made three new offences:

- Getting computer material without permission
- Getting computer material without permission with further malicious intent
- Changing computer data without permission

If you break any of these, you can be put in prison for up to 5 years and you will also have to pay a fine of £5000.

I will need to make sure that when I am making my product I don't try to misuse any other the computers or hack into anyone else's computers. I will also need to make sure that my product is safe to use and not something that people can hack into.

Copyright Designs and Patent Act 1988

This is a current UK law this is also known as the cdpa this was an update of the 1956 copyright act. This is designed to stop people stealing other people's work and pass it off their own. It's to make sure that people have their work protected in case something does try to steal it.

When I am making my product I will need to make sure that I am referencing any images or text that I borrow from websites to make sure people get credit for them. I will also have to make sure that I ask permission to use some people's work as well.

Health and Safety At Work Act

The act requires:

- Provide tiltable screens
- Provide anti-glare screen filters
- Provide adjustable chairs
- Provide foot support
- Make sure lighting is suitable
- Make sure there is sufficient space to people to work
- Train employees how to use work stations correctly
- Ensure employees have sufficient
- Pay for regular eye sight tests for anyone who needs prescription glasses in order to use the computer

Although the act doesn't specifically apply to students in the classroom, I will make sure that I am taking regular breaks from using the computer and adjusting my position when using the computers.

Audience and Purpose

Audience

My product will be aimed at new year 7 students because they are the ones that want to learn about the school but also the other students in other years might need to use it as well. The genders of the audience will be a mix between boys and girls.

Purpose

The purpose of the product is to help the new year 7 find their way around the school and to help students in all year groups with information about the school.

LO2: Experiment with interactive media products and their production in relation to a brief

Page Ideas

Things that will be included in the product:

Map

A map will need to be included in the product because the product is aimed at the new year 7s who won't know their way around their school because they are new to the school.

GCSE / A Level / KS3

This part of the product will be all students who might want to know about that GCSE's they will take in the future and help others get prepared for a levels. And for year 7/8 students who might want more information about ks3.

Clubs

This is for those who would be looking for a club to do at the start of the year and want to know what happens in the club before joining in case there's something they don't like about it. And it will also include the days the clubs will be on and the times that they start and end.

Homepage

The homepage will be the way to get all other pages with the navigation bar at the top of the screen. At the bottom there will be contacts. There will be a picture slideshow of students learning.

Teachers

On this page there will be information on teachers and what lessons they teach and if they run any clubs.

Quiz

On this page there will be a quiz of Valley Park School to make it more interesting for the year 7s. This product will have to be interactive to gain the interest of the year 7s.

Canteen Menu

The canteen menu will be there to show students what food will be available for the week to come. This will be helpful because the students might see something they don't like that's being served the next day so they can bring a packed lunch instead.

Solutions for an Interactive Media Product

Interactive Kiosk

An interactive kiosk is something that is made up from a touch screen and a computer behind the scenes. They are large screens that are placed in public areas that people can click on and use them. They are often used in cinemas and shopping centres to show people where important information is.

An advantage of these are that they are easy to use because pf the touch screen and people will know how to use them. A disadvantage of them is they are quite easy to break and will cost a lot to repair. This means that if people misuse them then it could be expensive for whoever is making them.

For the interactive kiosk the client has requested it be nice and simple so year sevens or new students from any year can know what they're doing. The client has also asked for me to add a wide range of information for clubs including where they are and what they are and who will be running them and the times they finish and start. He also wants to me to add information on teachers teach, what subjects, what rooms they might normally teach in and what year they usually teach. The kiosks could be placed around the school so people know where to find stuff.

DVD

A DVD is a digital versatile disc what is played using lasers and lights within a DVD player. They have menus which mean people can click on them to use them. They are able to store quiet a lot of information and can be played using a special machine. An advantage of these is that they can store lots of information and will work well when used properly. A disadvantage of this is that it is hard to use without a DVD played and not everyone had one of these. Also they are very easy to break.

In a DVD it can be easy to use because most of the year 7s should know how to use a DVD player. The DVD could show students (year 8) about options and what you will do in each subject you have taken and been given. And year elevens will be finding out information about sixth form. But I think they would have to be separate disc for the GCSE options and sixth form. The client wants the DVD to have school details included in the product.

App

An app is a program that you can download onto a smart device, like a phone or tablet. In Valley Park School we have iPads where we can download videos and apps to use. These are often free, but have to go through our technical to make sure they are safe to have. An advantage of an app is that they are often free and people can get hold of them very easily. A disadvantage of an app is that if people don't have a device to put them on then they can't use them. Also another bad point is that sometimes they can be scammy and want you to spend lots of money on them and then they won't work.

It would be easy to access an app in school because every student gets an iPad. But they only get their iPad when they have their first computer science lesson so if their first lesson is on Friday week two they're going to have some trouble. It would include the clubs and the new Valley Park logo. It will also have the lunch menu and GCSE options.

Website

A website is a document written in a special programming language called HTML. It is used to put information on the world wide web. They are made up of images, text, hyperlinks and other interactive elements. An advantage of a website is that they are easy to use and people use them a lot in their dayto-day lives. A disadvantage is that they are quite complicated to make as you have to learn a lot about the programming language.

I could make a website for an interactive product as the client has asked that students be able to access it easily and I think that this would be very useful for them. However, because people don't get their ipads straight away they might it difficult to access when they first need it.

Navigation Bar Designs

Design 1

| Home | map | subjects | clubs | gcse | Six form | teachers |

Interactivity
Font
Colours
Green and white.

This navigation bar is the original design that I went for. I don't really like the design because it's a bit plain and boring

Design 2

| Home | map | subjects | clubs | gcse | Six form | teachers |

Interactivity
Font
Colours
Green and yellow

This navigation bar design is more interesting without being too vibrant. I like this one the most so I'm going to use this one because it's creative without overdoing it

Design 3

Design 4

	Interact ivity	I don't really like this design because it's very vibrant and bright with colours so I don't like it
	Font	
	Colours	Pink and yellow

	Interact ivity	This navigation bar is a very weird colour and has a wavy line underneat h the options but I like the colour and the navigation bar
	Font	
	Colours	Light blue

Colour Schemes for my Page Designs

Colour scheme 1: blue, white, yellow and gold

I like this colour because the blue shapes stand out from the white background. This means it will be eye catching for people to see. I think the logo stands out on these pages because of the black on the white. I think the yellow buttons stand out from the blue background on the navigation bar. This will again make it suitable for the audience of New Year 7 students.

I don't like this colour scheme because the golden writing in the blue boxes is quite hard to read. This is because the audience will want to read the information and find out what is going on, which they won't be able to do.

Colour scheme 2: black and white

I like this image because I think it blends in well with the silhouette image and it is a very normal image nothings too bright and nothings too colourful.

It is suitable for the audience of new year 7 students because it is easy to read and the letters are not too weakly coloured.

Things I do not like about this image.

The image is too boring it does not have any colour so it will not be very interesting for the new year 7 students. Another thing that could use improving is font size because the writing might be a bit

blurry because it's too small to read on a small screen so increasing the font size might be an improvement

Colour scheme 3: white, green and gold

This is the original layout that I chose it's the same as the natural school colours so it will blend in with the uniforms and the current school logo.

I like this image because it blends in with the original colours of the school also the white background of the new logo fits in well while in the top corners.

The things I dislike for this one are font size and the box in the bottom corner

The font size again needs to be bigger so that the new year 7 audience can read it well

And the box in the bottom left corner the font size of it has to be changed and the colour of the text could be changed to gold just like the other text and the box could be green

colour scheme 4: blue, green, black and white

this image could be more aimed at boys based on the colour selection so this colour scheme isn't as suitable as the others because it's not as much for both genders of the new year 7 audience.

I like this image because I think that the colours blue and green go well together. And I also like the effect of

the new school logo fading into the title at the top of the screen.

Things I don't like are writing colour

I don't like the fact that the writing in the blue boxes aren't green and the fact that the green boxes don't have blue writing
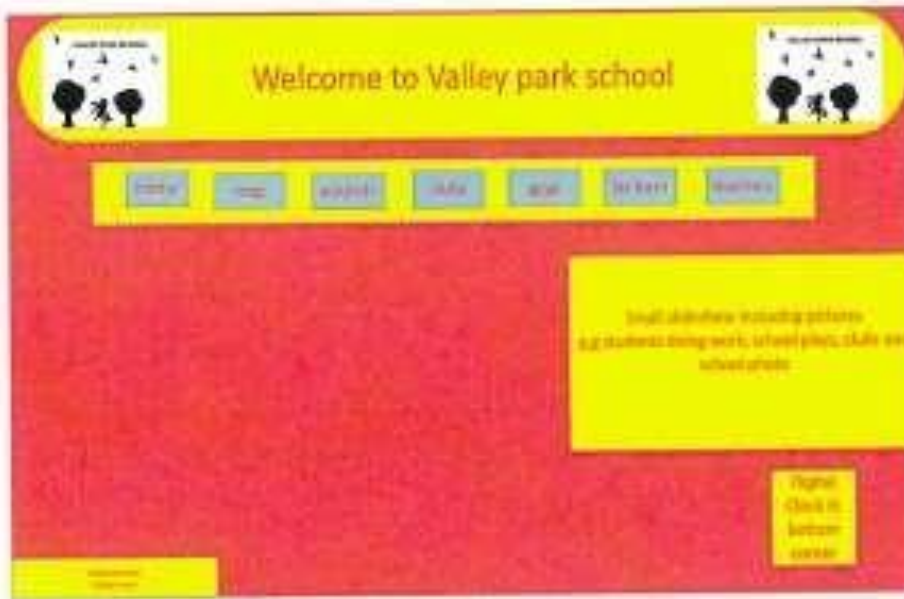
colour scheme 5: hot pink and yellow

I think that this colour is more aimed at girls because its brighter coloured and its pink which is more of a girl colour so this colour would be less suitable than the other colours schemes for all the new year 7 students.

I like this image because I think the hot pink and the yellow go well together I also like how the school logo stands out at the top

Things I don't like about this colour scheme are font size and the navigation bar boxes

The font size needs to be bigger so that the new year 7s can read the writing

And the navigation bar boxes should have better colours that blend in with the hot pink and the yellow.

Image Editing
Picture 1 (Edited on Snapseed)

- For this picture I made some tweaks to make it look better than the original for example.
- I rotated the picture 20 degrees to the right to make the picture look neater. ☐   I used a white balance to make the picture look more brighter ☐ I added a lens blur effect to give the image a more aesthetic look.
- I would think about using this software when creating my interactive media product because there are a lot of interesting features to make my final product look very aesthetic such as the frame effect, but the other disadvantages I would have with this piece of software would be that you have

pay a certain fee for some other features that would make my product look better and that the vintage feature is very complicated to use.

Photo 2 (Editing on Paint)

• For this image I flipped it horizontally this I done this so it would look neater. ☐ I also added a text so that the audience would know what building it was.

• I found that in Paint there was not many features available to edit photos so I wouldn't use Pain to edit images. ☐ In conclusion I wouldn't really use Paint for my product because yet it has some nice features to edit images but there are really basic features so like I said Microsoft Paint is a useful utility but it is not a regular image edit solution such a Photoshop as it has a few very significant limitations.

Photo 3 (Edited on Photoshop)

• For this image I added a vignette effect to give some aesthetics.
• I added some text to inform the audience where is place was. ☐ I also added the Spring Filter.
• I added a frame because I really didn't like seeing the edges.
• I would recommend editing images using Photoshop because it has a lot of unique filters and tools to help make images look better than the original. In conclusion, Photoshop can improve your skills. It is possible to clear up the blemishes and the imperfections in the photos and can remove and change the backgrounds to in the photos.

Photo 4 (Edited on Prisma)

- I used the Mosaic Filter to give an aesthetic effect
- I tested using the surf effect ☐   I added a SD filter
- In Prisma there isn't much photo editing tools so I wouldn't suggest using it to edit photos.
- In conclusion I wouldn't use Prisma when editing my images because it only contains filters but it doesn't contact much photo editing features.

Hardware Exploration

120(hardware)

Monitor

the monitor is the screen of the computer, used to see the things you are doing on the computer.

The monitor is the viewpoint for the computer for everything you want. All the software will be shown on the monitor and it is impossible to see what is on the computer without it.

Speakers

Speakers are used so that you can hear the things that are going on when playing a game or watching a video or listening to something on the computer

Camera

Used to take photos for special occasion maybe or for work or photography

Vr headset
a vr headset is a piece of hardware that can show you an image through a headset that goes over your eyes and you can see the image through the screen as if it were with your actual eyes.

Keyboard

The hardware works by pressing buttons that will be on the keyboard then the charge will go through the wire

Mouse

The mouse is the tool used to use the things on the screen. The mouse works by having a scanner on the bottom of it and then it moves the little mouse icon on the screen with accordance. The direction you move the mouse it moves on screen also the mouse has two click buttons for clicking documents

Pc

The pc is the main console it is the computer without this piece of hardware there would be nothing on the monitor and the speakers wouldn't play the keyboard wouldn't type anything the mouse wouldn't appear on the screen.

Touch screen

Touch screen is an interactive screen that does not require a mouse to use or keyboard or other types of hardware to use. The hardware can be used by touch so there is a keyboard on the screen for you to type with for example

printer

this hardware is used to make a paper copy of the work you have done on the computer or something from a website that you wish to print out
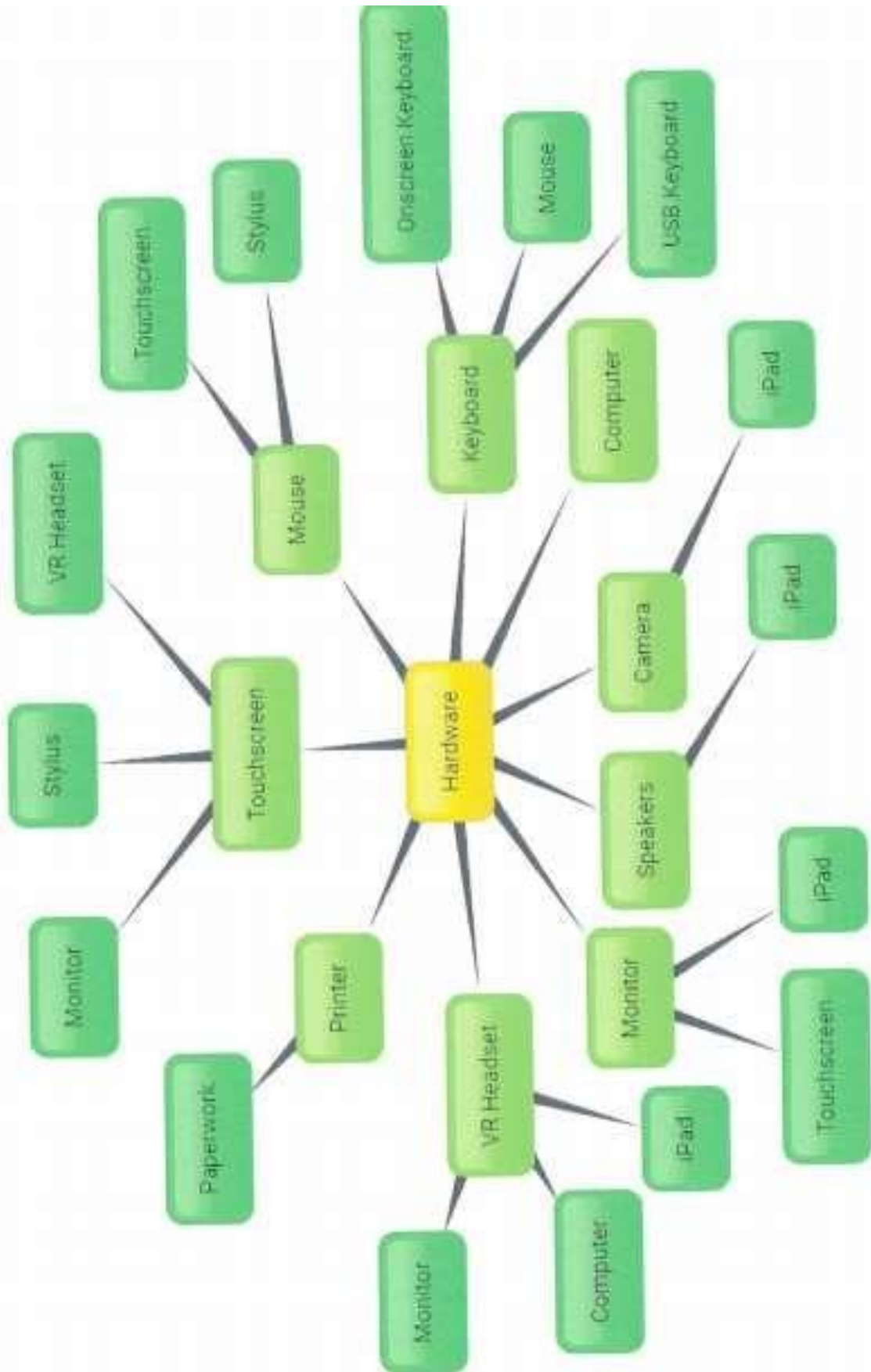
LO3: Review their experimentation with interactive media products

The first things that I did was to look at different types of products I would make to use at Valley Park School. I researched all of the different types of products and wrote some information down about each area. I tried to find out some strengths and weaknesses of each area and then described them. I also tried to say how it linked to the school and what the client wanted. I think that I did very well to find out all of the information that I needed and I have presented it well. I did find it hard to find some information about DVDs and interactive televisions. I think that if I were to do it again I would spend more time on it and I would want to include information, so I could get a better grade.

The next thing that I did was to create a rough navigation bar design that I could use for my product. I made up some of the buttons that would be on it and then changes the layout and colours of each one. I tried to make some of my images quite different, so I think that went well. I also tried to add some sketches that didn't use Word, as I don't like making designs within it. It's hard to get the layout right and I found it very difficult to make my pink design using it. I think the images are quite good and show lots of different ideas. I tried some things that I knew would not be suitable, but I wanted to see what people thought. My teacher and friends really didn't like the pink design and said that I should get rid of it because it doesn't really link to the school, but I really like it.

The next things that I did was to make a rough layout for a homepage that I could use in my designs. I then played around with the school's colours and lots of different colours to make some colour schemes. I really like how some of the designs came out. I like the blue and yellow one because it is easy to read and the colours work well together. I'm proud of the layout I made and think it's something that would be used at school. I think that some of my designs aren't realistic, like the green and blue one because it just looks that interesting and I don't like it. I would spend some more time on my colours to make it look better.

The next things that I did want to make some rough edits to images that I have taken around the school. I used lots of different apps and software to edit the image and make them look good. I tried using lots of different tools to make them look good. I'm happy with some of the images and how they turned out because I knew how to use each of pieces of software and it was easy to edit the images. I did find some of the software hard to use because I hadn't used it before and this meant my image edits weren't as good as they could have been.

The last thing that I did was to look at the hardware that I could use to make each of the products. I looked at the hardware I have available to me and decided which ones would be easy to use and described what I would use them for. I also made a mind map to show some of the different hardware that I could use instead. I don't think this document went very well for me because I was running out of time and didn't include as much information as I would have liked. I would want to spend more time on this document in the future.

Unit 01 - Assessor Feedback to Learner

Learner Name	Learner 1	**Qualification Name**	NCFE Level 2 Award in Interactive Media
Assessor Name	Miss Read	**Qualification Number**	603/0852/7

Please state the grade the learner has achieved
Grade: Level 2 Pass

Feedback from Assessor to Learner
LO1 - You have described the key areas that are required in the development of an interactive media product. You have described the features, sources, processes, and techniques that are involved in the development of products. You have related these to the brief at times, but this should be developed to build links between them. You have also identified some health and safety issues that relate to the use of computers. You have started to look at they might impact you and how you will need to follow them when developing your own product.   LO2 – You have carried out a range of different experimentation that show some general links to the brief. You have referenced the brief when you have been developing your colour schemes and navigation bars. You have also linked your experimentation of the image editing software back to your brief. This is limited at times and would need to be developed to achieve a higher grade.   LO3 – You have described what you did in your experimentation within your evaluation and given some consideration of the strengths and weaknesses. You have used your own self-reflections to build in your strengths and weaknesses. There is some reference of using feedback from others within your evaluation. You would need to develop your consideration of the strengths and weaknesses further to improve your overall grade.

Comments from Learner
XXX

Any further actions? (Please initial and date once actions have been completed)
XXX

Learner Signature	Miss Read	**Date**	XXX
Assessor Signature	Learner	**Date**	XXX

Unit 2 – Plan and prepare for an interactive media product
LO1: Understand how to produce a proposal to meet a brief

Audience and Purpose

The audience of my interactive product will be New Year 7 students to Valley Park School. Also, it will be aimed at parents who are thinking of sending their students to Valley Park, visitors and also new teachers to the school. It will be aimed at both genders. It will be aimed at these people because these will be the main people who need to use the product, so they know about the school and don't get lost.

The purpose of my product will be to help people find their way around the school if they are new to the school. It will also be for the users to learn about the community they are joining. They can also learn about the subjects at Valley Park and clubs they can also participate in. The product I am making will also be user friendly and professional. This will be because the purpose of the whole product is to help and teach the user with things to do with Valley Park and it must be professional because it says in the design brief it must be a 'sensible style'.

In my product I am also going to have different pages such as a title page, a navigation screen, clubs page, subjects page, a map, a community page, a gallery page, a quiz, FAQ's, Teachers, a Student Voice page and a page about Prefects and head boy/girl.

User requirements

Logo- We need the school logo because it reminds us what school we are currently in and that valley park controls and owns the product

Name of school- We need this so people that are visiting the school known what school they are in

Search bar- We need this so that anyone who wants to find a particular page on product can search to find it easily instead of searching through lots of pages that they don't need

Map- We need a map of the school so that new students can find their way around the school, this map would be easy to use so they don't get confused when trying to find classrooms

Teachers and subjects - We need the teachers and subjects listed on the new media platform because it will be easier for students to find out who teaches in what classroom at what time and what they are teaching in case they need to talk to them or have a class with them

Pages

Slide Name	Content	Media
Home Screen	This will introduce the audience to my product and will tell them some very basic information such as	Slideshow of images Navigation Bar Logo Text
School Map	This will include full maps of each school building and the layout of the entire school as well. You would be able to click a button to move up and down levels and would be able to input a classroom or building and get a route from that kiosk to that place.	Interactive map Text Logo Navigation bar
Canteen	This slide will include a menu for the canteen on that day and also	Interactive menu Logo Caterer logo Navigation bar Text
GCSE Classes	In this slide it would include then type of lessons you could choose for GCSE like drama or business studies	Logo Interactive drop down menu Navigation bar Text
A level Classes	This slide will include the subjects students can take at a level	Logo Interactive drop down menu Navigation bar Text
Base Classes	In this slide it would include the core subjects such as science and French	Logo Navigation bar Text Interactive drop down menu
Clubs	This slide will include the clubs available for students at school both during and after	Logo Navigation bar Interactive drop down menu Text

Exploration of Videos

Example 1

Website link: http://www.odeon.co.uk/films/black_panther/17642/

The video is a trailer for a movie. The trailer is displayed when, you click a button on the page which is below the movie poster. The purpose of the video is to give the audience a preview and brief experience of what the movie will be like. The designer has to choose to make this because, this way

they will be able to inform the audience when it will be out, and to encourage them to go see it. The reason the designer may have decided to use a trailer to do all of these things could be because, it will inform them in a better manner and they will feel that they see some of it therefore, they need to finish it and find out more about it.

Example 2
Website link: https://www.youtube.com/watch?v=lAGlb5lZiOA

This video is a video on you tube called try not to laugh challenge and is located on the side of the page alongside other videos. This video is a challenge where you watch funny clips and you have to try not to laugh. This is usually done with a group of people and the first person to laugh loses and so on. The designer has chosen to use a video in this way for entertainment and humour.

Example 3
Website link: https://www.youtube.com/watch?v=xpVfcZ0ZcFM

This video is on you tube and is a music video. This video is on the left-hand side of the page. The use of this video is entertainment and music. The purpose of it is for people to listen to it. The designer has chosen to use the video in this way possible because, they wanted to make money out of it and want to give people something to listen to and enjoy and cheer them up.

Example 4
Website link: http://www.bbc.co.uk/news/video_and_audio/must_see/43287289/syria-war-aid-convoyheads-to-eastern-ghouta

This video appears when you click a button called video and audio on BBC news. The video is used for information purposes. This is to inform people of things happening around the world, what other people are going through, what the weather is going to be like and so on. The designer has chosen to use this video in this way because, it may have an impact on the audience and may make them feel a part of what's happening.

Example 5
Website link: https://www.youtube.com/watch?v=HTOP6TOJwOI

This video appears on TV, YouTube etc. it is an advert for a drink called Ribena. This video is used to make people aware, that the brand has released a new drink. Another reason as to why Ribena have released this drink, is to gain popularity and gain customers. I think the designer has chosen to use this video to promote the video because, it can be seen by various people as everyone watches TV and You Tube etc.

Quality and Compression of Images

A vector graphic is a path which is defined by a start and end point along with other points such as angles and curves along the way. These paths can be a line, square, triangle or a curvy shape. It can also be a drawing or a complex diagram. (https://techterms.com/definition/vectorgraphic)

A bitmap graphic is used for photographs and graphics with a wide range of colours and graphic effects like buttons with a dropdown or rollover effect. Bitmaps are also used to create realistic graphics and images.   (https://www.sqa.org.uk/e-learning/BitVect01CD/page_08.htm)

A video image is a still frame that is basically a single static image taken that is extracted from a video or film.   (https://en.wikipedia.org/wiki/Film_frame)

A pixel is the smallest unit of a digital image or graphic that can be displayed and represented. It is also considered the most basic form of logical unit and can be shown by the use of a dot or square. (https://www.techopedia.com/definition/24012/pixel)

Image resolution is measured using dots per inch (dpi) which is also known as pixels per inch (ppi). The dpi can determine the amount of detail it has. If you wish to enlarge an image to be used on the web or for print, then always scan it at the highest dpi you can and enlarge the image size in the in your graphics software.
(http://www.bbc.co.uk/schools/gcsebitesize/dida/using_ict/presenting_informationrev4.shtml)

The better the resolution the better the on-screen appearance will seem to be. As resolution is how many pixels are used and the more pixels used the better the resolution. When talking about image quality it covers things like the level of accuracy. Things which can affect the image quality is the brightness, illumination and contrast as well as resolution. Another thing image quality refers to is the amount of pixels in it. (https://shuttermuse.com/glossary/image-quality/) A file format is the layout of the file and how it is presented or organized. The reason this is important is because, the program that is going to use the data which is in a file, must be able to recognize it so that it can access the data. (https://whatis.techtarget.com/definition/file-format)

Image compression is when you reduce the size of the file which the image is stored in. Lossy compression involves removing some of the data from a file in order to reduce its size. JPEG is one of the image files which uses lossy compression. Lossless compression involves storing enough information about a file so that it can be recreated later. The image type files which use lossless compression are ones such as GIF. Lossy compression reduces file sizes by permanently deleting specific bits within them, whereas lossless compression decomposes data back to its original form without any loss. Compression can reduce the quality of the image alongside when reducing the file size. So, it can be transferred easily to places but won't look good if you compress it.

Review of Interactive Multimedia Products
Multimedia Product 1: Website
Cbeebies.com

Audience - The target audience of the multimedia product is 0-6-year olds because they're the age group that generally watch the show and it will be for all genders because it has TV shows and games for both genders, it may also be used by parents to teach or entertain their kid(s).

Aim- The aim of the website is to let young children watch their favourite shows online and play games and print off activities to do.

Ease of Navigation - It is very easy to navigate as it big and bold buttons to pages that contain information of shows. And the text is easy to read, with easy to find categories that take you straight to what you want.

Layout of Website - The layout of the website is very simple and quite big with lots of pictures and colour. It's also easy to find your way around with big pictures that are clickable making it easy to find your way around

Impact - It will have an impact because they have videos, games, pictures and will give kids entertainment Use of colour

It is a very colourful website with the colours probably changing with an event starting.

Balance - The website has good amount of text and this is important as 6-year olds aren't going to want to read that much and has a good number of pictures, so kids know what the page is about.

Multimedia Product 2: Sam learning

Audience - The audience of this website are students who are trying to study and learn stuff for school, it gives them activities and tasks to do which help them get ready for test that they might have. The age targeted by the website is around 11-18 years of age. It is targeted towards both genders

Aim - The aim of the product is too help teens revise and learn about a certain subject, it helps them by giving them work which helps them remember information for a possible upcoming test.

Ease of Navigation-It is quite easy to navigate, as it has a navigation bar near the top which will take you to different areas of website that are for teachers, students etc. There's also an area for people who want to sign up or contact the site on the navigation bar.

Layout of Website

Good

It has big boxes with big text on, which makes the boxes easy to read

It has lots of images as links, which means you can immediately identify what the page is about by the image

Bad

It Is a bit too minimalist

Impact - It gets my attention because it is a simple clean page that doesn't have too much writing, so I can read everything in about 30 seconds. And the reason I think it's simple is because it is minimalist. Use of colour Good

Simple and it looks nice with the whole page sticking to the design.

Bad

A bit boring as its only two colours blue and white, which is very bland and may make the user think the webpage didn't have much effort put into it.

Balance - Yes, there is as there is a good amount of text, e.g. telling you about the subject. It also uses images a lot as it helps explain what you are learning about. It also has some games.

LO2: Produce a proposal meeting the requirements of a brief LO3: Produce planning for an interactive media product meeting the requirements of the brief and proposal

Proposal
Audience:
The audience of my interactive product will be New Year 7 students to Valley Park School. Also, it will be aimed at parents who are thinking of sending their students to Valley Park, visitors and also new teachers to the school. It will be aimed at both genders. It will be aimed at these people because these will be the main people who need to use the product, so they know about the school and don't get lost.

Purpose:
The purpose of my product will be to help people find their way around the school if they are new to the school. It will also be for the users to learn about the community they are joining. They can also learn about the subjects at Valley Park and clubs they can also participate in. The product I am making will also be user friendly and professional. This will be because the purpose of the whole product is to help and teach the user with things to do with Valley Park and it must be professional because it says in the design brief it must be a 'sensible style'.

Pages
In my product I am also going to have different pages such as a title page, a navigation screen, clubs page, subjects page, a map, a community page, a gallery page, a quiz, FAQ's, Teachers, a Student Voice page and a page about Prefects and head boy/girl.

Presenter and Background

In my product I have chosen to use a simple colour scheme that will catch the attention of the user. I have chosen to use this colour scheme because I think it will interest the audience and will make people understand what they want and be able to find it easily. I will keep the logo and navigation bar on every single page within my product and I will make sure that it is interesting, and people can easily use it.

Platform

I am going to make an interactive kiosk for my final product because I think it will meet the audience and purpose. An interactive kiosk can be placed around the school for people to use. It can be used to help people find their way and answer any questions that they have. I would suggest that these products are placed in the canteen, library, reception and the hall for best access to them. These are places where lots of students will be, so they will be used much more often. I have chosen to use Mediator to create my final product because it is something I know how to use, and I can make an interactive media product on it easily.

Project Plan

Step	Time Given
Proposal Document A proposal for the client	3 hours
Page Designs Designing the pages in my kiosk	5 hours
Asset Gathering Getting images, sounds and videos that I need to use.	5 hours
Asset Development Editing my images, sounds and videos that I have gathered.	4 hours
Making the final product This is where I will use Mediator to make the final product	6 hours
Final Product Testing This is where I will test my final product to make sure that it works	2 hours
Feedback / Final Improvements and Review This is where I will get the user to give feedback on my product and then make any improvements and review whether or not it meets the brief I was given.	5 hours

Some problems that might happen are: Accidentally deleting work, missing lessons, not understanding what to do. If any of these problems happen then I will give myself some extra time to catch up on this work and make sure that is completed to the best of my ability.

Techniques

Sound editing
Sound editing can be used in an interactive media to edit sounds that will be used in an interactive media product. Sound editing can be used to make sounds that would be used for buttons or any videos that will be used in the product. Sound editing is also used to help create sound files that will be played if a user wants to listen to them.

Animation
Animation can be used to make the logo used at the logo screen to be more attractive to the user of the product. Animation can also be used to help create animations for tutorials or for videos about what the school does. Animation can also be used for buttons and boxes in the product to make it look more attractive to the user.

Video editing
Video editing can be used in an interactive media product to help cut parts out of videos that might not be needed. Video editing can be used to overlap a voice onto the video, so someone can explain things related to the products topic. Video editing can be used to make videos look more attractive to a user.

Image manipulation
Image manipulation can be used in an interactive media product to improve images and make anything in the images look more attractive and eye catching. It can also be used to help add text to an image so that the user could know what something in the image is.

Interactive media authorising software

Interactive media product authorising can be used in an interactive media product to help check if the product is ready to be published. It can also be used to check if there are any issues with the product and the user can then fix them.

Navigation Chart
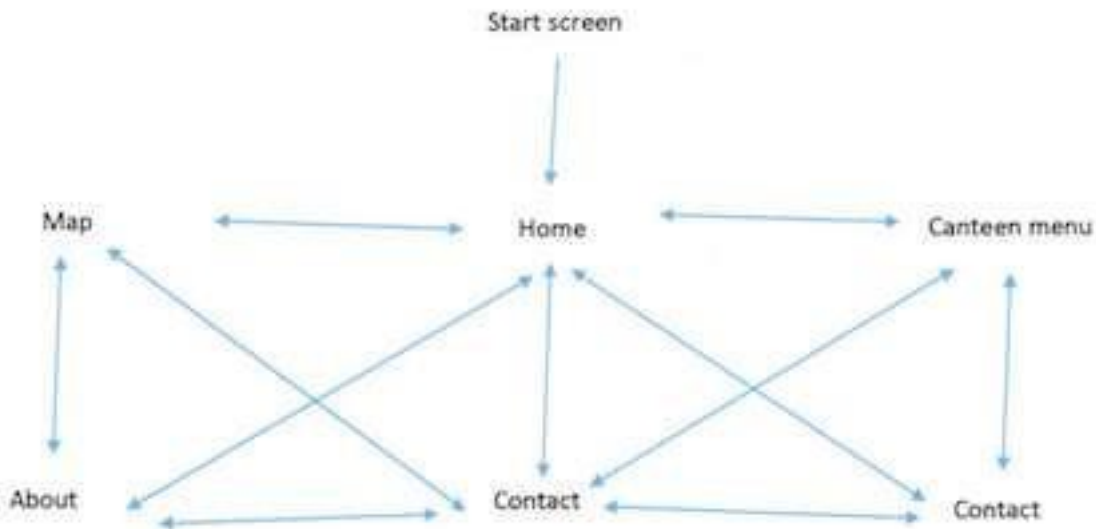
The way that the product for valley park school navigates is that it starts from the start screen which will have a logo, once this logo is clicked the user will be sent to the home page. On the homepage there will be a navigation bar that will have links to each of the pages, the second link on the page will be the map page which will send the user to a page where it has images of the maps. Then the next link on the navigation bar is the about page which shows information on the school and any other information on certain things, then there's another link that can send you to the contact screen where information on how to contact the school is on there.

Navigation Bar Designs
Design 1:

This navigation bar design is simple, yet it suits the product and what the colour scheme would look like. It also is easy for a young user to use the product and it will draw them in because of the colour scheme which is very simple yet nice to look at. I think this design is appropriate for the product because it fits what the schools colour scheme is and is very organised, so users will be able to use the navigation bar.

Design 2:

This navigation bar design is a simple design, but the colour scheme doesn't fit with the school's colour scheme. It is also very boring, so the user won't be attracted towards the product and the design doesn't stand out to the user. I don't think this design is appropriate for the product because the colour scheme doesn't stand out and looks really boring.

Design 3:

This navigation bar design is a complex design and it fits the schools new colour scheme. It has a very professional style to it and it is very attractive to users of this product. I think this design is appropriate because it looks professional and is very attractive to a user.

Design 4:

This navigation bar design is not suitable because it doesn't look professional and it is for younger audiences. It is not attractive to the target audience that the product is supposed to be for and it does not fit with what the product is. I think this design is not appropriate because it doesn't fit what the product is made for and what it does.

Design 5:

This navigation bar design is suitable because it looks professional and it fits the target audience of the product. It is attractive to the target user of the product and is easy to see. I think this design is appropriate because it is eye catching and is simple to use.

Font Experimentation
Example 1
The font I have used is called OCR A STD. I like this font because it is bold, the font stands out more, looks very professional and the text looks more interesting. It also makes the text look like it can be used by a business. Something that is negative about the font is that it's too bold and doesn't stick out to the user. it also doesn't target of the audience and the purpose that the product is created for.

Example 2
This font is called MS gothic. I like the font because it looks more professional which is good because it looks like it would be used at a business or school. It is also stands out which helps to be able to catch the users' eyes. Something negative about the font is that the font makes the text look smaller, it is difficult to see what the text is saying, and it doesn't fit the audience that is meant to use the product we are making.

Example 3
The font used is called Arial black. I like the font because the font makes the text stand out to the user, so I can make them attracted towards the product and the font looks like it's for a business and It looks great. the disadvantages of the font style are that it is too blocky and doesn't fit the product. It also doesn't match the style of what the school looks like.

Example 4
The font is called BankGothic Md BT. I like the font because it makes the text stand out and it looks like the text that the school uses for most of its websites and other places and it looks nicer. The disadvantages of this font are that it is difficult to see the text.

Example 5
This font is called skozuka Mincho pro l. I like this font style because it makes the text stand out and look bigger and more attractive to the user. this helps to draw the user to the product. The disadvantages of the font are that it doesn't suit the products look and isn't bold enough to be seen by anyone.

Slide Designs

Valley Park School BUILDINGS PAGE

Home | Clubs | Teachers | Buildings | Subjects | Canteen | Map | Quiz | Tour

Buildings

Interactive Slide show of pictures that relate to the different parts of the school.
Taken and edited myself.

Text that will contain news about the school. Sourced from the school website.

List of the different buildings in the school:
A Block
B Block
Annex
Taylor Building
Performing Arts
Gym
Canteen

Map of each of the areas. Sourced from school website.

List of subjects taught in those buildings.

Valley Park School SUBJECTS PAGE

Home | Clubs | Teachers | Buildings | Subjects | Canteen | Map | Quiz | Tour

Subjects

Years 7 - 8 | Year 9 - 11 | Sixth Form | Invicta Subjects

Text that will contain news about the school. Sourced from the school website.

Details about each of the subjects on offer for each year group.

Pictures of different subject logos. Sourced from the Internet.

Valley Park School CANTEEN PAGE

Home | Clubs | Teachers | Buildings | Subjects | Canteen | Map | Quiz | Tour

Canteen

Picture of the school canteen. Taken and edited myself.

Link to the canteen company's website.

Text that will contain news about the school. Sourced from the school website.

Menu for the current week.
Created myself based on information from the canteen.

Valley Park School MAP PAGE

Home | Clubs | Teachers | Buildings | Subjects | Canteen | Map | Quiz | Tour

Map

Text that will contain news about the school. Sourced from the school website.

Interactive map of the school site.
Main image sourced from the school's website.
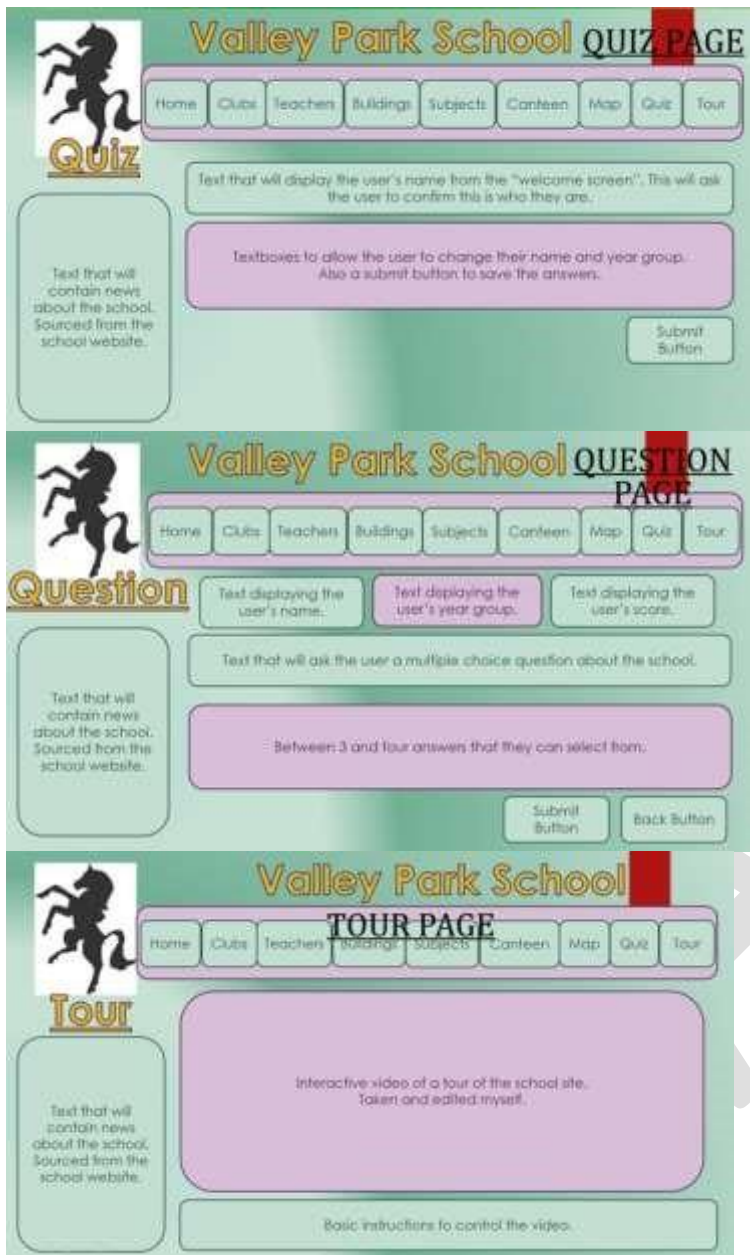
LO4: Review the proposal and the planning of an interactive media product

Evaluation

The first thing that I did was to create a proposal document that I could give to the client and it outlines what exactly I'm proposing to make. I have included a description of all of the important areas and I have written in full sentences to make sure that my writing makes sense to the people who are viewing it. I think that the proposal was quite difficult to write, and I didn't really know what to include in each area. I would like to spend some more time on this section and maybe add more detail when I have described the pages that I wanted to include.

The next thing that I did was to create a plan of the project and include some descriptions of the timings that are happening within the project and what I would do at each stage of the development. I have tried to add in as much detail as I can here, and I wanted to make sure that my times were accurate. The next thing that I did was to create a navigation chart to show how all of my pages are going to be linked together and what links them. I have chosen to use a navigation bar to do this and I'm quite proud of it. I think that my navigation chart is a little confusing at times and I don't think I included enough information to explain how my pages would be linked together.

I then started to experiment with different colours, fonts and navigation bars. I wanted to try as many different designs as I could to make sure that I was really happy with my final decision. I was then able to choose which one I wanted form the completed work as it's something that I find very interesting. I really like the experimentation that I have completed, as it shows off what I can do, and I think it's really good how all of the different designs have been created.

The final planning thing that I did was to create the page designs for each page within my product. I was able to decide what colours and layout I wanted to use and what information I needed to give for each one. I was able to work out what assets I needed and what I was going to do with them once I had finished them. It was quite important that I go all of this information right and that my designs were clear and easy to follow.

Unit 02 - Assessor Feedback to Learner

Learner Name	Learner 1	Qualification Name	NCFE Level 2 Award in Interactive Media
Assessor Name	Miss Read	Qualification Number	603/0852/7

Please state the grade the learner has achieved
Grade: Level 2 Pass

Feedback from Assessor to Learner
LO1– You have described the key areas that go into making a proposal for an interactive media product. You have explored a range of videos, images and website to gather inspiration and technical understanding for your own product. You have provided some description for each of these areas, but you would need to make some links between them to increase your overall grade.   LO2 and LO3 – You have produced a clear project proposal document for your own product. You have shown some understanding of technical terms and relevance when planning your product. You have created a project plan that clearly shows how you will respond to any problems that arise and any contingency plans that you have. You have produced a range of plans to show lots of different areas and these shows good application of the skills you have developed in earlier learning objectives. Your planning shows some consideration of the brief, but this is not always consistent.   LO4 - You have described what you did in your planning documentation within your evaluation and given some consideration of the strengths and weaknesses. This should be developed further to increase your grade and also you need to state an overall conclusion for how your planning went.

Comments from Learner
XXX

Any further actions? (Please initial and date once actions have been completed)
XXX

Learner Signature	Miss Read	Date	XXX
Assessor Signature	Learner	Date	XXX

Unit 3 – Development and production of an interactive media product
LO1: Understand how to use appropriate software for the development and creation of an interactive media product and its assets LO2: Create an interactive media product to meet a brief

Lesson Tracker

Lesson Target	What I did this lesson	Reflection	Target for Next Lesson
To make my master page	 I made the master page so that every page in the product would have the things on each page. For example, the navigation bar is on every page because I have it on the master page. I have made buttons that will eventually link to all of my pages. I have included the logo and animation that will now appear on all of my pages. I have included the name of the school and the colour scheme that I have originally chosen.	I found that this lesson was easy and that I worked hard and got a lot done in this lesson.	To make my homepage
To make my homepage	 I have added the 4 rights that the school has, and I have also linked up the buttons on the navigation bar so when you would click on the home page button it will take you to that page. Also, the other buttons on the navigation bar are linked up to the correct pages when you click on the button.	I found that this lesson was easy because I all I had to do was get the four rules that the school has and put them on to the page and I also had to have a piece of text saying what my product will help the user with.	To finish making my homepage

To finish my homepage	Valley Park School homepage image	I found that this lesson easy because I only had to add in to the interactive kiosk was a photo of one of the donkeys that the school has and to add the animation on to the page.	To make my map pages
	To finish the homepage of my product I have added images of the school on to the page and also, I have added in my logo and animation to the page.		
To make my map pages	Valley Park School Map image. I have added in to my product a map of the whole school and when you hover the mouse over a certain part of the map a label appears saying what part of the school that is. When you click on the label it will take you to a zoomed in version of that part of the map.	I found that this lesson a bit hard because of where I had made the subjects of each building disappear and appear. I also found that the lesson easy because of where I had added in to the product a map of the whole school.	To continue making my map pages
To make my map pages	The Gallery image. I have added in to my product a zoomed in version which is part of the big map of the whole school. The button that I have added to the bottom of the page that says	I found that this lesson easy because I only had to add in to my product a map of the gallery and so information about it. Also, I added in to my product a button at the bottom	To continue making my map pages

	back to map it will take you back to the main map of the whole school. This zoomed in part of the map is of the gallery. I have added in to my product a zoomed in version of the map which shows the bottom of the main building. The button that I have added in to the page at the bottom right corner of the page which says back to map will take you back to the main map of the whole school.	right of the page. I found that this lesson easy because all I had to do was add a map of the bottom floor of the main building and so information about it. Also, I added in to my product a button at the bottom right of the page.	
To make my map pages	 I have added on to my product a zoomed in version of the main map which show the top of the main building in the school. Also, I have added in a button at the bottom right of the page that says back to map which will take you back to the main map of the school. I have added in to my product a zoomed in version of the main map of the school which is the Tylor building. The map shows the layout of all three floors that the building has. Also, I have added a	I found that this lesson was easy because all I had to do was add in to my product a map of the top floor of the main building and add some information about it. Also, I added in to my product a button in the bottom right of the page. I found that this lesson was easy because all I had to do was add a map of Taylor building and add some information about it. Also, I	To make my subject pages

	button in to the bottom right of the page which says back to map and the button will take you back to the main map of the school. I have added in to my product a small map which shows what other buildings that the school has like the gym. Also, I have added in a button at the bottom right of the page that says back to map which will take you back to the main map of the school.	added in to my product a button in the bottom right of the page. I found that this lesson was easy because I only had to add in to my product a map of the other buildings that the school has and some information about them. Also, I added in to my product a button in the bottom right of the page.	
To make my subject pages	 I have added in to my product a photo of a classroom and three different buttons on to the page as well. The buttons say key stage 3, key stage 4 and key stage 5. When you click on any one of these three it will take you to what that year in the school does and can do for lessons.	I found that this lesson was hard because I had to link the three buttons that are at the bottom of the page to the correct pages and the easy part of the lesson was that I added an image of a classroom from Taylor building. Also, I added a little bit of information about the subjects.	To continue making my subject pages
To make my subject pages		I found that this lesson was easy because I only had to add in to	To continue making my subject pages

	I have added in to my product a list of what subjects key stage 3 do or can do and I have also added in to the product is a button at the bottom of the page which says back to subjects which will take you back to the page that has all of the of the key stages on.	my product some subjects that the KS3 do and an image of a classroom. Also, I added to my product a button at the bottom of the page.	
To make my subject pages	I have added in to my product a list of all the subjects key stage 4 do or can do and I have also added in to the product is a button at the bottom of the page which says back to subjects which will take you back to the page that has all of the of the key stages on.	I found that this lesson was easy because I only had to add in to my product what lessons KS4 does and what lessons that they can do. I also added a button into the middle of the page and a picture of the canteen.	To continue making my subject pages
To make my subject pages	I have added in to my product a list for all of the subjects that key stage 5 do or can do and I have also added in to the product is a button at the bottom of the page which says back to subjects which	I found that this lesson was easy because I only had to add in to my product a list of what lessons that KS5 do and can do. Also, I added into my product a button in the middle of the page and a picture of the plaza outside of	To make my teacher's page

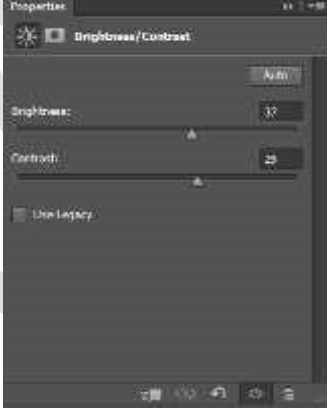|			
	will take you back to the page that has all of the of the key stages on.	the Taylor building.	
To make my teachers page	I have added in to my product a page that shows some of the teachers that the school has for some subjects that the school does. I have also added in to the product a scroll bar which means that you can scroll down to see the teachers that are not on display.	I found that this lesson was easy because I only had to add in to my product a list of subjects and listed some of the teachers that teach them subjects. Also, I added in to my product a scroll bar and a picture of the front of the school.	To make my clubs page
To make my clubs page	I have added in to my product a list of all the clubs that the school has to offer, and I have also added in to the product a link to the VLE that the school has which is on the right side of the page.	I found that this lesson was easy because I only had to add in to my product a list of all the clubs that the school does and a link to the VLE that the school has.	To make my quiz pages
To make my quiz pages	I have added in some photos of the school and I have also added in to the product a button that says click here to the quiz which will take you to the quiz page.	I found that this lesson was easy because I only had to add in to my product a button that will take the user to the quiz and two pictures of the school.	To continue making my quiz pages

This image will help

To make my quiz pages	I have added in to my product the first page for the quiz and I have also added in to the product four buttons which are the answers for the question and when you press the wrong answer the button will disappear.	I found that this lesson was easy because I only had to add in to my product four buttons for the answers for the question. I also added into my product a piece of text for the question.	To continue making my quiz pages
To make my quiz pages	I have added in to my product the second page for the quiz and I have also added in to the product four buttons which are the answers for the question and when you press the wrong answer the button will disappear.	I found that this lesson was easy because I only had to add in to my product four buttons for the answers for the question. I also added into my product a piece of text for the question.	To continue making my quiz pages
To make my quiz pages	I have added in to my product the third page for the quiz and I have also added in to the product four buttons which are the answers for the question and when you press the wrong answer the button will disappear.	I found that this lesson was easy because I only had to add in to my product four buttons for the answers for the question. I also added into my product a piece of text for the question	To make a score work within my quiz pages
To make the score work on my quiz		I found that this lesson was easy because I only	To make my login page work and

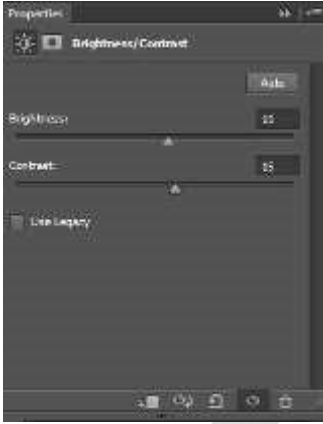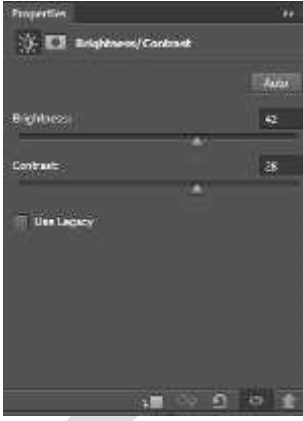|		had to add in to my product a score of what the user got for doing the quiz and a piece of text that says well do you have reached the end of the quiz.	display a welcome message on my homepage.
	 I have added in to my product a page for after the quiz that will tell you the score that you got for doing the quiz and I have also added in a piece of text that says well done you have reached the end of the quiz.		
To make my login page	 I have added in to my product a page that the user of the product can sign in to it and I have also added a button that says login for when the user has filled in the information above and the button will take the user to the home page.	I found that this lesson was easy because I only had to add in to my product two empty text boxes and a button at the3 bottom of the page.	N/A – I have finished my product.

Asset Table
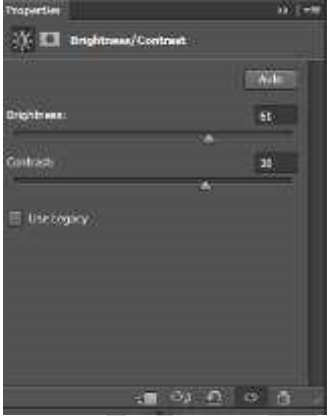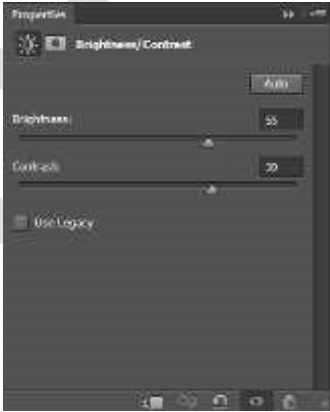
Image name	After	Improvement Made	Justification of Audience and Purpose
Dave the Donkey used on the homepage		I adjusted the colours of the image to make it appear more red. I changed the colours here: I also saved the image as a JPEG to make sure that I can add it to my product.	This image will help me meet the audience and purpose because the image shows Dave the donkey which is an animal from the farm that the school has.
Classroom		I have adjusted the colour of the image to make it appear cooler in colour. I have used the photo filter tool to make this change. I also saved the image as a JPEG to make sure that I can add it to my product.	This image will help me meet the audience and purpose because it shows what the classrooms look like in the Tylor building.

The Tylor building		I have adjusted the brightness to make the image brighter. Also, I made the building a tiny bit more yellow. I also saved the image as a JPEG to make sure that I can add it to my product.	me meet the audience and purpose because it shows what one of the buildings in the school look like.
The library computers		I have adjusted the colour of the image look more brighter and I also made the wood on the floor more of a brighter brown to make it look more varnished. I increased the levels of Yellow in the image to make this happen. I also saved the image as a JPEG to make sure that I can add it to my product	This image will help me meet the audience and purpose because it shows what the computers in the library look like and that they are not always crowded with people.

This image will help

Canteen tables and chairs		I have adjusted the contrast of the image to make the wooden table and chairs look more varnished. Also, I have adjusted the gamma correction in the image. I also saved the image as a JPEG to make sure that I can add it to my product	This image will help me meet the audience and purpose because it shows what the tables and chairs are like in the canteen and how clean it is there.
The gallery		I have adjusted the brightness of the image so that the image is not so dark. I also saved the image as a JPEG to make sure that I can add it to my product.	This image will help me meet the audience and purpose because it shows what part of the gallery look like from the outside and it also shows the main doors of the gallery.

The plaza		I have adjusted the brightness of the image to make it brighter than it already was. I also saved the image as a JPEG to make sure that I can add it to my product.	me meet the audience and purpose because it shows what the plaza looks like and how much space there is so the there is a lot of room for the students can move around in the summer.
The corridor In A block		I have adjusted the brightness of the image to make it brighter and I also have adjusted the saturation. I also saved the image as a JPEG to make sure that I can add it to my product.	This image will help me meet the audience and purpose because the image shows what the corridors are like in A block and the corridors are the same throughout the school.

This image will help

The school reception		I have adjusted the brightness of the image to make the image brighter than it already was. I also saved the image as a JPEG to make sure that I can add it to my product.	me meet the audience and purpose because the image shows what the school reception is like and where it is located within the school.
The canteen		I have adjusted the brightness of the image to make the image brighter than it already was. I also saved the image as a JPEG to make sure that I can add it to my product.	This image will help me meet the audience and purpose because the image shows where the students can get their food from in the canteen and it shows how clean the canteen is.

The 3g pitch		I have adjusted the brightness of the image, so it doesn't look so dark and I have also adjusted the contrast. I also saved the image as a JPEG to make sure that I can add it to my product.	me meet the audience and purpose because the image shows what the sports lessons are like and what the 3g pitch is like.
The gym		I have adjusted the brightness of the image to make the image brighter than it was because it was a bit too dark and also, I have adjusted the contrast. I also saved the image as a JPEG to make sure that I can add it to my product.	This image will help me meet the audience and purpose because the image shows what type of gym equipment that the school has and what the gym that the school has is like.

Folder Structure

I have made sure that all of my images are JPEG images and that even if I have edited them I have made sure that they worked properly. I have given them sensible names and made sure that product has been exported as a .exe file to work on the interactive kiosk.

This image will help

Testing

Test Description	Expected Outcome	Actual Outcome	Improvements
Test that the homepage page loads correctly	The page will load properly, and all images will display.	The page loads everything and the hyperlink works.	
Test that the subjects page loads correctly	The page will load properly, and all images will display.	The page loads everything and the hyperlink works.	
Test that the teaches page loads correctly	The page will load properly, and all images will display.	The page loads everything and the hyperlink works.	
Test that the about us page loads correctly	The page will load properly, and all images will display.	The page loads everything and the hyperlink works.	
Test that the map page loads correctly	The page will load properly, and I can click on the buildings and go to more information about them.	The page loads everything and the hyperlink works. The Taylor Building page didn't work properly.	I changed the link to the Taylor Building webpage and it started working properly.
Test that the contact us page loads correctly	The page will load properly, and I can fill in the form.	The page loaded as I expected as I was able to add in the information that I needed as well.	I did need to change the submit button so that it actually worked.
Test that the map is interactive and that the labels load correctly.	I will make sure that all of the labels load correctly and appear when I hover over them.	All of the labels load correctly and appear when I hover over them.	

LO3: Review their finished interactive media product

Questionnaire Analysis:

My interactive multi-media product has a variety of strengths. For example, my drag & drop activity is one of the strengths because it works fully and plays sound when the answer is right and wrong. Also, my canteen menu is a good feature because it shows a detailed view of the menu of each day.

A weakness of my product is that it's not enough pictures of the school included. I will change this by adding in more pictures. Also, there is not a lot of information included so I will change this by adding in for information. From my interactive media product, I'm going to improve my weaknesses, so I will add in more pictures and information into my product.

Also, I could fix the colour scheme and make it more professional, but I think that if I made it all one colour it would be boring and not eye catching enough for the user. And as all of my colours are different colours they are eye catching for example in the quiz it Is all different colours and is very addictive for the user to use because the questions are mind challenging but not too hard at the same time.

Evaluation

Strength's:

In my interactive multimedia product there is a variety of strengths included such as my interactive map fully works and is fully interactive, also it makes sounds as you click on the right answer or the wrong answer in the quiz. Also, my quiz is very well working and remembers the users name as it tracks the users score. Also, my logo is on all of my pages. Also, I put in a lot of effort towards the end because I needed to complete the product, so I had to work hard to get it complete in the time schedule

Weaknesses: Some of my weaknesses in my product is the information because there isn't enough detail about the school. And if I was to do it again I would add in more detail about the school. Also, another weakness is the teacher's page because there isn't any detail in it about what subjects they teach or what rooms they are commonly found in.

Audience & Purpose:

My interactive multi-media product meets the audience because the audience is aimed at new year 7s and is very easy for them to use because it's simple. Also, it has an interactive map to let the students know where they're are going at all time because it easy to follow. Also, it meets the purpose because it does what it's supposed to. This means that it meets the purpose because the purpose was to make it easy for new year 7s and it has done that with the map and how it works to comply with the new students. It tells them all about how the school works and it also asks you questions about the school, so you get to know it a bit better. A reason why it might not meet the audience is the colour scheme because it includes bright colour and parents might not like this and might want more of a consistent colour scheme. Also, another thing that might not meet the audience is the canteen menu because it is not detailed enough because I couldn't find I the canteen n menu because the website shows only the compulsory menu.

Unit 03 - Assessor Feedback to Learner

Learner Name	Learner 1	Qualification Name	NCFE Level 2 Award in Interactive Media
Assessor Name	Miss Read	Qualification Number	603/0852/7

Please state the grade the learner has achieved
Grade: Level 2 Pass

Feedback from Assessor to Learner
LO1 and LO2 – You have produced a range of evidence to show how you prepared and developed assets for your final product. You have shown some application of technical terms within your lesson tracker and asset table. You have described how your developments meet the brief and your designs. You have also mentioned how you addressed some of the problems that arose. There is some evidence of suitable naming conventions and folder structures.   LO3 - The review you have produced outlines basic successes and failures with your final product. You have described the successes and failures well, but you need to outline advanced ways to improve your final product to meet the audience and purpose.

Comments from Learner
XXX

Any further actions? (Please initial and date once actions have been completed)
XXX

Learner Signature	Miss Read	Date	XXX
Assessor Signature	Learner	Date	XXX

Unit 4 – Present and promote an interactive media product

LO1: Understand how to promote their skills and present an interactive media product in the creative media industry

<u>**Purpose**</u>

New Contract: A company has got a new contract and will need to present the final product they have created. They will show off the completed product and make sure that people are happy with it. They will get information from the people watching the presentation about anything that needs to be changed. They will also find out if the customer likes the things that they have made. Otherwise the company will be in trouble for not meeting their brief.

Testing: A company has to test the products they are making so might need to present a product to an audience and get them to give feedback on what they have done. This means that people can then work out what needs to be changed or completed remade. This will help make the client happier and is more likely to have a good impact on their product.

Competition Presentations: A company might be competing with like 3 other companies to win a contract so might have to present what they have made so far. They might have to give an overview of what they have done and how they think they could meet the needs of the client. They will want to impress the client so that they are likely to get given the new contract. A successful presentation means more money for the company.

Conference Presentations: Sometimes companies want to show off their products to their competitors and show what they can do and what they are able to do differently. For example, they will want to be at conferenced linked to their job roles to be able to show off their new stuff and make other companies jealous. This will help to promote themselves and might get more customers into the event and get them even more money and more work.

Awareness Presentations: Sometimes a company might want to show off a product they have made and make awareness of it. This would get people interested in it. An example would be if a game has been made then a company might show off their game at a gaming conference because the people there are likely to be involved in many games.

Apply for a Job: In a lot of jobs in the creative industry many of them ask for digital portfolios or examples of work that you have done. This means that sometimes interactive media products need to be shown to people to get a job and make sure that they are really happy with everything they have done and not done. It is a chance for the individuals to show off exactly what they have done and how this could be changed. It would need to professional and be something people want to see.

<u>**Presenting Interactive Media Products**</u>

Presentation – a PowerPoint or similar slide show that is shown to people to show off their skills and what they have done well.

Digital Portfolio – a simple website that contains links to work that has been done by someone. The website will include evidence to showcase work and the work can be downloaded and viewed.

Viral Marketing – a way that things are shared online and lots of people are able to see them. Generally, people will want to share things like videos or articles on social media. Often things like Facebook and Twitter are used to share this with lots of people.

Online presence – a way of sharing things online. This might be a website or a social media presence – like having a business page in Facebook or a business account on Instagram. People are able to view the things we have made online using their computer.

Promotional Video – this is a video that shows off what people have done and how things can be changed. This will include speaking and video clips to show off an interactive media product.

Purposes of presenting Interactive Media Products

| Scenario	Method	Reasons
A company has produced a retro game as part of a campaign for a Mental Health charity	Presentation	I think that a presentation is best because people will be able to use it and get more involved in what they are doing, and it will look professional. It will also let them meet the Mental health Charity and show this off to people who like games. It could be shown at GamesCon.
Fashion blog for a cosmetics client, such as Mac or L'Oréal	Social Media Presence	I would make the blog using blogger and then share this link all over social media. People who are interested in fashion and cosmetics are likely to also be interested in social media, so I want as many people as possible to see it online. This will meet the audience better and clearer.
Interactive TV advert for a children's theme park	YouTube and Daily Motion	I have also chosen to use an online presence for this one because I think it will help to get more people interested in the theme park. Using YouTube and Daily Motion will get more people to see the video and help to promote it. Also, YouTube lets people use the interactive part of the advert.
Website for a new homework site aimed at students	Online Presence	I have also chosen to use online presence because then students from everywhere world would be able to use the website and use the stuff in it.
Interactive kiosk for an exhibition of 90s culture at Maidstone Museum	Interactive Presentation	I have chosen to use an interactive presentation because it allows people to have buttons and a touchscreen to use with this. This means people will be interested in it and more likely to want to use this type of product.

IT Job Roles

Web designer

I notice that the agency is looking for someone who can use the latest technologies to create websites. It says that the person should be excited by new developments and not be afraid of taking risks when making new things.

This advert asks for a degree in website development from a University or a higher-level diploma in website design. They also ask for lots of experience in website software, such as Shopfiy, Photoshop and Mail Chimp.

The personal attributes that are needed are: good communication skills, team working and meeting deadlines.

Animator
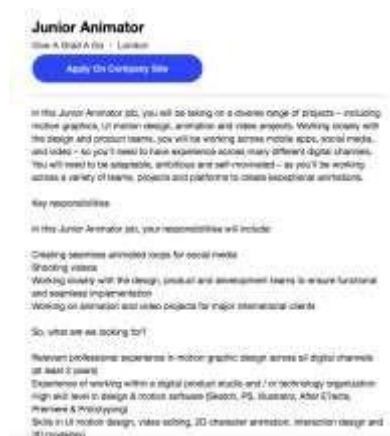
I notice that the agency is looking for someone who can work on lots of different things and is keen to learn more about the animation business. Animators make animations for websites or other areas, such as movies or videos. They want someone who can be an exceptional animator.

This advert asks for someone with two year's worth of experience in a related field and they must have a portfolio of examples of work. This could include things like animating completions or festivals.

Personal attributes that are needed are: creativity, imagination, drawing and modelling skills, communication skills, good leadership and team working skills.

Creative copywriter
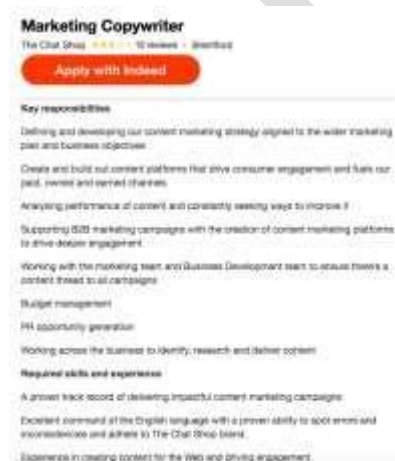
For this job you create websites and add written text. You are responsible for writing web content for the website and everything that goes onto it. You may have to create and edit blog posts for customers and make sure that all of your spelling is correct and well organised.

An employer would mainly be looking for a creative copywriter to have at least a year's worth of experience in writing for an online platform. They really want you to have good English as you are going to be writing lots.

Personal attributes that they are looking for are: Excellent written English with impeccable spelling and grammar, teamworking and experience of social media.

<u>Media content editor</u>

A video editor is someone who creates and edits videos that go online in a website or via a YouTube channel. They are responsible for making sure that the product meets the criteria set out by the customer.

Most employers ask for a degree in a media related course. They ask for people to have a portfolio of videos to show what they have done in the past.

The personal attributes that they are looking for are: Understanding of HTML and Video specifications.

LO2: Present an interactive media product and promote their skills.

Please refer to the my digital portfolio product.

LO3: Review the presentation and promotion of their interactive media product

Overall, I am very happy with my final digital portfolio. I chose to create a digital portfolio to show off all of the work that I have done because I think that it meets the audience and purpose well. It will let me show off my work and also give annotations to explain what I did and how I felt about it. The digital portfolio is also something that the marketing director can view the product in their own time. I chose to use Dreamweaver to create my portfolio because I thought that it would showcase some more of my skills and show off what software packages I am able to use. I did find creating the website a little difficult at first because I wasn't fully confident in using the application and I had to have some practice in using it. However, once I did get enough practice I found it much easier to create the pages and then add in the links to the documentation that I have produced. I think I would want to spend more time practising with Dreamweaver before I start to make the final product. This would allow me to make a better product and it would also help to improve my grade.

A strength of my portfolio is that I have included links to every single document that I have produced whilst at Valley Park school. I have added a brief description of each document that I produced and said some of the skills that I have developed. I think that this is a strength because it will be useful and interesting for people to read. Another strength of my product is that all of the links work properly and link up the pages. This means that the product is very easy to use for people and it will show off what they have done and make them impressed.

A weakness of my portfolio is that I have not included many interactive features in my website. I haven't included anything that people might be interested in watching or using, like I did in my interactive product. I wish that I had included many more animations or videos. I would also include a voice over to help explain some of my documents so that it would impress the marketing director more. Another weakness is that I have not been able to show off my interactive media product, without people having to download the full product and run it. I really wish that I could have included something like an online document viewer to view the work without having to download it. My teacher said that this would have been a very valid improvement for my work and would have made it a lot better for people to use.

Unit 04 - Assessor Feedback to Learner

Learner Name	Learner 1	Qualification Name	NCFE Level 2 Award in Interactive Media
Assessor Name	Miss Read	Qualification Number	603/0852/7

Please state the grade the learner has achieved
Grade: Level 2 Pass

Feedback from Assessor to Learner
LO1 – You have explored different methods of presenting your work and outlined how they might be used, but there is very limited evidence to suggest how these areas might be linked together. To improve your grade you will need to provide clear links between each of the different presentation methods. LO2 – You have created an effective digital portfolio to show your work for each of the units of your internal assessment. You have used a range of skills and present your evidence. You have briefly described the skills that you have developed and what each document contains. You would need to show how you have used a range of different materials and equipment to present and promote your interactive media product.   LO3 – You have produced a review that describes a range of strengths and weaknesses of the portfolio that you have produced. You have used self-reflection and some feedback to help you draw these conclusions. You would need to provide a description of the overall outcome of your digital portfolio.

Comments from Learner
<mark>XXX</mark>

Any further actions? (Please initial and date once actions have been completed)
<mark>XXX</mark>

Learner Signature	Miss Read	Date	<mark>XXX</mark>
Assessor Signature	Learner	Date	<mark>XXX</mark>

Marking Guide

/\ word missing   **sp** spelling   **p** punctuation   **gr** grammar

ex poor expression   **T** wrong tense   **?** meaning unclear

Cp capital letter   **//** new paragraph   **!** not sure what this is—incoherent

External Quality Assurer Commentary

Overall grade awarded – Level 2 Pass

<u>**Unit Grades**</u>

Unit 01 – Level 2 Pass
Unit 02 – Level 2 Pass
Unit 03 – Level 2 Pass
Unit 04 – Level 2 Pass

Justification for the awarded grade:

Unit 1:
For LO1, the learner has produced a range of evidence to describe a range of features that could be used in the development of an interactive media product. They have also produced a document that describes some processes and techniques that are also used in the development of an interactive media product. The learner has also produced some descriptions of the sources of information that can be used in creating an interactive media prodcut. The learner has also described the audience and purpose of their own interactive media product. They have also described a range of health and safety issues that are involved in the use of computers and the development of interactive media products. For LO2, the learner has experimented with a range of different image editing software, colour schemes, solutions, navigation bar designs and hardware for their own product. For LO3, the learner has then created a review to describe what they have done and a range of strengths and weaknesses of each.

Overall, the evidence of exploration for the creation of an interactive media product lacks detail and explanation. This could be developed by building links between each of the areas and describing how they might be combined together. The learner should consider how the experimentation may link to the brief and developing this would allow the learner to achieve a higher grade. The review outlines the experimentation that the learner has completed, along with some simple strengths and weaknesses, but this is not detailed and does not provide an overall conclusion as to how they feel their experimentation went.

Unit 2:
For LO1, the learner has conducted research into what makes a proposal document. The learner has conducted research into the different technical aspects that might be invovled in the proposal document and any features that are included in the final product. For LO2 and LO3, the leaner has created a brief proposal for their own interactive media product. They have explored existing products and considered the different audience and purpose of each. There is also some consideration of the tools and techniques that the learner will use, along with some identification of the house style and platform. The learner has provided some rough page designs to show the overall layout of their product. The learner has produced a project plan, navigation chart and navigation bar designs and colour schemes and typography experimentation. The learner has shown clear page plans for their own product. For LO4, the learner has then created a review to describe what they have done and some strengths and weaknesses of each stage they have gone through.

Overall within the exploration and production of a proposal document, the learner has identified what is required but there is a lack of explanation in their answers. They have not attempted to justify their choices or give reasons for their decisions. The learner has also not used technical terms and skills consistently in their write-up and this limits the grade they can achieve. The exploration of images and videos is limited at times, as does not consistently use technical terms when addressing the features of each. To achieve a higher gade the learner would need build some links between the technical aspects discussed and include additional inforamtion within them. To increase their grade for LO2 and LO3 the

learner would need to describe effective ways of solving the problems they encounter. The planning documents produced by the user show some use of technical skills in meeting the brief, but there is limited evidence of a range of techniques used. The review outlines the planning that the learner has completed, along with a simple strength and weakness, but this is not detailed and does not provide an overall conclusion as to whether their planning was successful or not.

Unit 3:

The learner has produced evidence to show how their images were manipulated and outlined the tools and software used to do this. The learner has also shown evidence to describe how their final product was developed and what tools they have used. The learner has also provided evidence of their folder structure and simple testing of their product. There is also a written review to outline some improvements that could be made to the final product along with how it meets the audience and purpose.

The evidence produced by the learner shows some technical skill and technical terminology when using different software packages, such as Photoshop and Mediator. They have provided examples and some descriptions of the key technical areas. Within the lesson tracker the learner has addressed some simple problems that occurred and how they addressed them. To improve the learner would need to develop their descriptin of these problems and ensure that there is clear evidence of solving these problems. They have successfully met some areas of the original brief, but some areas of their final product do not fully work as expected. This would need to be resolved to demonstrate consisent use of technical skills. The learner would also need to descibe how some of these technical skills can be combined together to increase their grade. The learner would need to develop their evaluation to include some advanced imrpovements that could be made to their final product to improve it. This would allow a more detaile devaluation to be created.

Unit 4:

For LO1, the learner has provided research into a range of presentation methods and outlined the use of each. The learner has also conducted research in a range of jobs and the skills that are needed in each. The learner has described their chosen presentation method and suggested some specific presentation methods that would match scenarios. For LO2, the learner has produced a simple digital portfolio along with all of the evidence produced for the remaining units of internal assessments. They have linked all of the pages and included download content for each unit completed. For LO3, the learner has completed a review of their digital portfolio outlining some strengths and weaknesses of each.

The evidence produced by the learner for LO1 is very simplistic at times and makes simple conclusions about how they are going to produce their digital portfolio. For example, there is limited discussion on where each presentation method is used and how it could be used. There are no links drawn between the different presentation methods. This should be developed with more explanation and some clear links between them to achieve a higher grade. The portfolio produced by the learner shows a range of technical skills, but there is clear evidence to show how different equipment and materials have been combined together to produce their final product. The learner would need to develop their evidence to show this in more detail to increase their grade. The review produced by the learner outlines some strengths and weaknesses of their digital portfolio, but to increase the grade achieved the learner should include an overall impact of their final portfolio.