



Non-Exam Assessment

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

Centre version

September 2023 release

v1.1

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Introduction

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

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

What is Synoptic Assessment?

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

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

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

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

Information for learners

Introduction

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

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

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

Assessment objective
AO1 – Recall knowledge and show understanding The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding. 20 marks (16.67%)
AO2 – Apply knowledge and understanding The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations. 32 marks (26.67%)
AO3 – Analyse and evaluate knowledge and understanding The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions. 12 marks (10%)
AO4 – Demonstrate and apply relevant technical skills, techniques and processes The emphasis here is for learners to demonstrate the essential technical skills relevant to the vocational sector by applying the appropriate processes, tools and techniques. 40 marks (33.3%)
AO5 – Analyse and evaluate the demonstration of relevant skills, techniques and processes The emphasis here is for learners to analyse and evaluate essential technical skills, processes, tools and techniques relevant to the vocational sector. 16 marks (13.3%)

Mark scheme

The purpose of this mark scheme is to give you:

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

Marking guidelines

General guidelines

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

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

Guidelines for using extended response marking grids

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

Levels-based descriptors

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

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

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

Application of extended response marking grids

When determining a level, you should use a bottom-up approach. If the response meets all the descriptors in the lowest level, you should move to the next one, and so on, until the response matches the level descriptor. Remember to look at the overall quality of the response and reward learners positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage and use the available marks within the level to credit the response appropriately.

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

Past paper

Documentation

Declaration of Authenticity

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

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

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

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

NB: Once completed, the declaration of authenticity must be stored securely within the centre, in line with the following NCFE Regulations for Conduct of NEA. A copy of this declaration form must be made available to NCFE upon request.

GDPR Consent

Section A: This section must be completed by the learner

- NCFE may select your work for use at teacher training or standardisation events. Your work will be anonymised by removing your name. All materials will be reviewed regularly and will be removed if no longer required
- NCFE may select your work at some point in the future for use in teaching and learning resources published on QualHub.co.uk. Your work would be anonymised by removing your name. All materials will be reviewed regularly and will be removed if no longer required
- you understand that this agreement may be terminated at any time through written request
- for further details about how we process your data please read more www.ncfe.org.uk/legal-information.

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

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

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

Over 13

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

Under 13

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

Name of participant (Printed)	Participant/Parent signature	Date

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

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Learner instructions

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

Learner information

- This NEA will assess your knowledge and understanding from across the qualification.
- The maximum mark for this assessment is **120**.
- The maximum completion time for this NEA is **17 hours** (plus **2 hours** preparation and research time).
- All of the work you submit **must** be your own.

Please complete the details below clearly and in BLOCK CAPITALS.

Learner name _____

Centre name _____

Centre number

Learner number

Learner signature _____

Preparation and research task

Maximum time: 2 hours

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

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

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

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

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

Formal NEA

Maximum completion time

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

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

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

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

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

Do not turn over until the assessor tells you to do so.

Project Brief

Scents 4 Senses make candles and aromatherapy products. This company sells its products in pop-up shops around the UK.

Scents 4 senses are launching a new aromatherapy range aimed at 13–19-year-olds. Scents 4 senses have asked you to create an interactive media product. The interactive media product will provide potential customers with informative content about the benefits of the new aromatherapy range

Scents 4 Senses would like you to present **one** of the following interactive products:

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

Project instructions:

Along with the final interactive media product, Scents 4 Senses has asked you to present a portfolio. This portfolio should include:

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

Assessment tasks and mark scheme

Task 1

Research	
Maximum time	2 hours
Content areas assessed	1 – Types of interactive media products and their features 2 – Interactive media and the audience 3 – Software and hardware options for interactive media products 4 – Product proposals and planning for interactive media products
Assessment objectives	AO1 – 4 marks AO2 – 4 marks AO3 – 4 marks
You are required to: analyse and interpret the product brief and the client needs carry out research to develop initial product ideas. Your research should focus on one type of interactive product from the list that Scents 4 Senses have provided in the project brief. Annotate your research to justify how your initial product ideas meet the project brief and client needs. You need to show that you have researched each of the following: - client needs - target audience - comparable interactive media products and their features - health and safety issues. You are permitted to use the internet to support your research. You must reference all sources used. [12 marks]	
Evidence	Your evidence must be provided in one of the following formats: - hard copy - electronic. You could use the following formats to provide evidence for your research: - written report - annotated diagrams - digital presentation - podcast - blog - video Your internet browsing history used for research and planning purposes.

Task 1 – Research		
Band	Marks	Descriptors
4	10–12	AO3 – Excellent analysis and interpretation of the project brief and client needs, that is comprehensive and fully accurate. Supported with excellent justifications for how their initial product ideas meet the project brief and client needs that are comprehensive and highly relevant. AO2 – Excellent application of knowledge and understanding of the project brief and the client's needs to their research that is comprehensive and highly detailed and highly relevant to the target audience and client needs. AO1 – Excellent recall of knowledge and understanding of interpreting a client brief that is comprehensive.
3	7–9	AO3 – Good analysis and interpretation of the project brief and client needs that is detailed and mostly accurate. Supported with good justifications for how their initial product ideas meet the project brief and client needs that are detailed and mostly relevant. AO2 – Good application of knowledge and understanding of the project brief and the client's needs to their research that is detailed and mostly relevant to the target audience and client needs. AO1 – Good recall of knowledge and understanding of interpreting a client brief that is mostly detailed.
2	4–6	AO3 – Reasonable analysis and interpretation of the project brief and client needs that has some detail and some accuracy, though this may be underdeveloped. Supported with reasonable justifications for how their initial product ideas meet the project brief and client needs that have some detail, and some relevance, though these may be underdeveloped. AO2 – Reasonable application of knowledge and understanding of the project brief and the client's needs to their research that has some detail, although this may be underdeveloped. Research will have some relevance to the target audience and client needs. AO1 – Reasonable recall of knowledge and understanding of interpreting a client brief that has some detail.
1	1–3	AO3 – Limited analysis and interpretation of the project brief and client needs is minimal with limited accuracy. Supported with limited justifications for how their initial product ideas meet the project brief and client needs that have minimal detail and limited relevance to the brief and are mostly superficial. AO2 – Limited application of knowledge and understanding of the project brief and the client's needs to their research that has minimal detail and is mostly superficial. Research will have minimal relevance to the target audience and client needs. AO1 – Limited recall of knowledge and understanding of interpreting a client brief that has minimal detail.
	0	No rewardable material.

Indicative content

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

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

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

Interpreting the Client brief:

- product:
 - content
 - format
- audience:
 - categorisation: teenagers aged 13-19 years
- resources:
 - hardware: camera, tripod, mic, lighting
 - software: image, video and audio editing software
- constraints:
 - timescales: 17 hours
 - resources: availability of hardware and software options, cast members if creating own assets
 - copyright issues: source of stock images, audio and video content.

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

- mobile app
- interactive kiosk
- website.

Learners will be expected to have researched a variety of similar websites, apps or interactive kiosks that have associations with shops, pop up businesses and online shopping.

Types of interactive media products and their features:

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

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

Interactive media and the audience:

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

Learners, may considering the brief, should be focusing on the target audience of 13-19 year olds. Screenshots may identify the key components of their intended product, as well as what they may like to adapt, create something like, or replicate.

Images of the product range and their ingredients may be included, this could also include them in use and reference to elements that are beneficial through use of buzz words. Learners will have considered their product of choice and will have been able to link this to the brief.

Learners may apply knowledge to the brief, and show understanding of the target audience being applied. Learners may apply knowledge to the brief and show understanding of the target audience being applied. Learners may show expectation of the resources are references, such as what is going to be needed or used to respond to the brief.

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

Client Brief:

- product: content, format.

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

- audience: categorisation.

The target audience includes teenagers aged 13-19 year olds, which means that the content needs to be appealing and eye catching. As the client would like there to be examples of available products, learners may suggest to create a product page with includes the features and benefits of each of the products and how they will enhance the user's experiences.

- resources: hardware, software.

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

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

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

Task 2

Product proposal	
Maximum time	2 hours
Content areas assessed	1 – Types of interactive media products and their features 2 – Interactive media and the audience 3 – Software and hardware options for interactive media products 4 – Product proposals and planning for interactive media products 5 – Developing an interactive media product 6 – Promotion and presentation of interactive media products
Assessment objectives	AO1 – 4 marks AO2 – 4 marks AO3 – 4 marks
Using your research and initial ideas from Task 1 you are required to: create an interactive media product proposal for Scents 4 Senses that communicates your initial ideas effectively. Your proposal must meet the project brief and provide justification for your creative choices. Your proposal must outline the following areas: - your understanding of the client and their needs - suggested interactive media product and justification - product features - aesthetic choices - target audience appeal - resource requirements - health and safety considerations. You are permitted to use the internet to support your response for this task. You must reference all sources used. [12 marks]	
Evidence	You could use the following formats to provide evidence: - digital presentation - written report - annotated diagrams - digital presentation - podcast - blog - video - recorded pitch. Your internet browsing history used for the purpose of your pitch.

Task 2 – Product Proposal		
Band	Marks	Descriptors
4	10–12	AO3 – Excellent rational provided for all creative choices. Aesthetic choices will be highly justified with reasoning, linking to the brief at all times. Well-reasoned judgements and conclusions made on what they are going to produce. AO2 – Excellent application of the brief and client's needs to the proposal. Selection of their choice of interactive media product is highly considered, Resource requirements outlined are highly appropriate. Feature selection will be highly relevant to the brief. Aesthetic choices are very well suited to the product and are described in comprehensive detail. Health and safety is well considered. AO1 – Excellent recall of knowledge and understanding of the content and function of a product proposal that is accurate and highly detailed.
3	7–9	AO3 – Good rational provided for most creative choices. Planned aesthetic choices will be mostly justified with reasoning, mostly linking to the brief. Mostly reasoned judgements and conclusions made on what they are going to produce. AO2 – Good application of the brief and client's needs to the proposal. Selection of their choice of interactive media product is mostly well considered. Resource requirements outlined are mostly appropriate. Feature selection will be mostly relevant to the brief. Aesthetic choices are well suited to the product and are described in most detail. Health and safety is considered throughout. AO1 – Good recall of knowledge and understanding of the content and function of a product proposal that is mostly accurate and detailed.
2	4–6	AO3 – Reasonable rationale provided for most creative choices. Aesthetic choices may be lacking in justification with some linking to the brief. Reasonable detail on the judgements and explanations made regarding what is going to be produced. AO2 – Reasonable application of the brief and client's needs to the proposal. Selection of their choice of interactive media product is considered in some detail for its selection. Proposed aesthetic choices will have some suitability to the product with some descriptions and some clarity. Health and safety has reasonable consideration but may be lacking in some areas. AO1 – Reasonable recall of knowledge and understanding of the content and function of a product proposal that has some accuracy and detail.

1	1–3	AO3 – Limited rationale for some creative choices. Aesthetic choices are very limited in justification and may not link to the brief. Very limited detail on the judgements and conclusions made on what they are going to produce. AO2 – Limited application of the brief and client's needs to the proposal. Selection of their choice of interactive media product is minimally appropriate with limited detail for its selection. Planned aesthetic choices may not be suited to the product and are not described clearly. Health and safety has very limited consideration. AO1 – Limited recall of knowledge and understanding of the content and function of a product proposal that have minimal accuracy and detail.
	0	No rewardable material.

Indicative content

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

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

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

The content of a product proposal:

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

The function of a product proposal:

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

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

The content of a product proposal may include:

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

The function of a product proposal:

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

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

Product:

- **content:** the learner may provide a proposal that will be clear on what assets, style and overall theme of the product will be. They may show understanding of how each asset will be tailored to the intended audience, with annotations and detail offered for a range of assets
- **format:** the learner may make reference to their choice of product to create. Learners may discuss key features, assets and house style that they will be applying to their product. Learners may demonstrate effective use of key terms, and explanation of how the format will be interacted with by the audience, as well as the usability. Features such as pages, buttons, images and so on will be referenced as to why a specific product was chosen over the others

Audience:

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

Resources:

- **hardware / software:** learners may provide a range of solutions that they will use in order to fulfil the brief, with explanations on what they are going to use them for. Statements highlighting what software / hardware is being used, what the intention of that usage will be, what the expected outcome will be, and reference to timescales may be evidenced

Constraints:

- **timescales:** learners may provide a clear understanding of how long a task will take, demonstrating good planning which will be well balanced, realistic and offer achievable solutions
- **budget:** learners may reference budgeting with reference to the potential cost might be considered
- **resources:** as with the budget, learners may reference the resources that they intend to use for this product, the use of assets, online resources and stock websites, and potentially designing tools such as physical wireframes, pen, paper and so forth. Learners may also reference needing locations for recording, as well as any props or other potential goods
- **copyright issues:** learners may discuss the use of stock images, free images, images from the internet or taking their own. Learners may show understanding of copyright and other legal constraints associated with intellectual property, offering suitable solutions to potential issues, or what they intend to do to mitigate the issue altogether

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

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

Task 3

Planning	
Maximum time	2 hours
Content areas assessed	1 – Types of interactive media products and their features 2 – Interactive media and the audience 3 – Software and hardware options for interactive media products 4 – Product proposals and planning for interactive media products 5 – Developing an interactive media product
Assessment objectives	AO1 – 4 marks AO2 – 4 marks AO3 – 4 marks
You are required to: create a plan for the production of your interactive media product based on the proposal you created in Task 2. Your plan must evidence each of the following five areas: - your planning tools - choices of hardware - choices of software - asset choices - sources, processes and techniques that you will use. You are permitted to use the internet to support your response to the task. You must reference all sources used. [12 marks]	
Evidence	Your evidence can be provided in any of the following formats: - written report - annotated diagrams - digital presentation - screen shots - screen recordings. Your internet browsing history of sites used to support your response to the task.

Task 3 – Planning		
Band	Marks	Descriptors
4	10–12	AO3 – Planning will contain highly comprehensive justification of hardware, software and assets. Conclusions will be very clear and highly detailed with robust reasoning. Product features will also be comprehensively justified and fully relevant to the brief, as well as in line with their own proposal. AO2 – Excellent application of knowledge and understanding of the planning process in a completely appropriate format. Highly appropriate planning tools will be selected and used effectively. Excellent knowledge of hardware, software and asset choices throughout. Product features are highly relevant and described with strong detail. Excellent understanding of the target audience shown through comprehensive links to, sources, processes and techniques which are described in comprehensive detail and understanding of their use within the production of the product. AO1 – Excellent recall of knowledge and understanding of planning processes that is accurate and highly detailed.
3	7–9	AO3 – A good level of planning which contains a mostly detailed justification of hardware, software and assets. Conclusions will be clear and mostly detailed with reasoning. Product features will also be justified and mostly relevant to the brief, as well as in line with their own proposal. AO2 – Good application of knowledge and understanding of the planning process in a mostly appropriate format. Appropriate planning tools will be selected and used well. Good knowledge of hardware, software and asset choices throughout as product features are relevant and mostly described with detail. Good evidence of understanding of the target audience is shown through links to sources, processes and techniques which are described in detail and demonstrate a good understanding of their use within the production of the product. AO1 – Good recall of knowledge and understanding of planning processes that is mostly accurate and detailed.
2	4–6	AO3 – Planning will contain reasonable explanation of hardware, software and assets with some inaccuracies. Conclusions may not be clear and may sometimes lack reasoning. Some product features will include some justification and some relevance to the brief. Planning may be out of line with their own proposal. AO2 – Reasonable application of knowledge and understanding of the planning process shown as documentation is presented in a format, which may not be entirely appropriate. Some planning tools will be selected and used with some success. Reasonable knowledge of hardware, software and asset choices. Product features may show some relevance and any description will show some reasonable understanding. Reasonable evidence of understanding the target audience shown but sources, processes and techniques are described with some detail, which demonstrates a reasonable understanding of their use within the production of the product. AO1 – Reasonable recall of knowledge and understanding of planning processes that has some accuracy and detail.

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

Indicative content

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

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

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

Planning processes:

- planning tools: flow chart, strengths, weaknesses, opportunities, threats (SWOT), Gantt chart, product navigation, storyboard
- research: target audience, specific requirements of the brief, comparable products
- resources: software, hardware
- asset selection: stock media, sound, royalty free, original creation
- aesthetics: mood boards, colour scheme, typography, interactive features, layout designs
- costings: time, assets, resources, staff
- health and safety
- legal constraints: GDPR, copyright, intellectual property.

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

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

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

Planning tools – after stating and choosing the planning tools that they are going to use, they will have offered justification of their choices. There may be some comparison in the tools that they could use. Learners may reference the client brief in context with the planning tools, which will be coherent with their initial ideas as well as meeting the needs of the brief.

Choices of hardware – in addition to the choices of the hardware chosen for the completion of the brief, learners may offer justification that is realistic, suitable, and in line with the expectations of the brief. Learners may provide reasoning and justification for this AO. References to health and safety implications may be justified.

Choices of software – in addition to the choices of the software chosen for the completion of the brief, learners may offer justification that is realistic, suitable, and in line with the expectations of the brief. Learners may provide reasoning and justification for this AO. Learners may reference their abilities in this area to justify their choices.

Asset choices – there may be justified reasoning for each of their asset choices which will link to their choice of product, as well as the needs of the client. Learners may offer a range of assets with creative approaches to their use and may be realistic and achievable with knowledge and reasoning given for their choices. This could be giving detail about the time saved when using stock assets and why this is useful for the client and the product. Further detail could be given, suggesting what they would like to do if they had the opportunity or accessibility, but justifying why they decided against this option.

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

Past paper

Task 4

Developing assets	
Maximum time	4 hours
Content areas assessed	1 – Types of interactive media products and their features 2 – Interactive media and the audience 3 – Software and hardware options for interactive media products 4 – Product proposals and planning for interactive media products 5 – Developing an interactive media product
Assessment objectives	AO1 – 4 marks AO2 – 4 marks AO4 – 20 marks AO5 – 4 marks
You are required to: create your assets for Scents 4 Senses. You should use the plan you created in Task 3. You must give evidence for each of the following areas: - sourcing of assets - development of assets - use of hardware - use of software - processes and techniques used - use of directory / folder structures - appropriate exporting options. Evaluate how each of your developed assets meet the Scents 4 Senses brief and provide justification. You are permitted to use the internet to support your response for this task. You must reference all sources used. [32 marks]	
Evidence	Your evidence can be provided in any of the following formats: Development of assets: - video - images - audio - animation. Evaluation of each asset and how they meet the brief: - written report either handwritten or electronic. Your internet browsing history.

Task 4 – Developing assets – Technical skills		
Band	Marks	Descriptors
4	16–20	AO4 – Excellent demonstration of technical skills, techniques and processes in the creation of assets, using highly appropriate hardware and software skills. AO4 – Excellent application of creative editing and processing techniques. AO4 – Excellent ability to construct assets. AO4 – Sophisticated and effective technical skills are demonstrated along with the provision of clear and highly detailed evidence of hardware and software solutions. AO4 – Creative choices are highly appropriate and effective.
3	11–15	AO4 – Good demonstration of technical skills, techniques and processes in the creation of assets, using mostly appropriate hardware and software skills. AO4 – Good application of creative editing and processing techniques. AO4 – Good ability to construct assets. AO4 – Effective technical skills are demonstrated along with the provision of clear evidence of hardware and software solutions. AO4 – Creative choices are mostly appropriate and effective.
2	6–10	AO4 – Satisfactory demonstration of technical skills, techniques and processes in the creation of assets, using some appropriate hardware and software skills. AO4 – Reasonable application of creative editing and processing techniques. AO4 – Reasonable ability to construct assets. AO4 – Reasonable technical skills are demonstrated along with the provision of some evidence of hardware and software solutions. AO4 – Creative choices that are somewhat appropriate and somewhat effective.
1	1–5	AO4 – Limited demonstration of technical skills, techniques and processes in the creation of assets, or appropriate hardware and software skills. AO4 – Limited application of creative editing and processing techniques. AO4 – Limited ability to construct assets. AO4 – Limited technical skills are demonstrated along with the provision of limited evidence of hardware and software solutions. AO4 – Creative choices are limited in their appropriateness and limited in effectiveness.
	0	No rewardable material.

Indicative content

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

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

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

Sourcing of assets – learners may seek appropriate assets that suit the nature of the brief. Assets are in the most part stock images and videos that have been sought from suitable websites and downloaded. Suitable images may be appropriate for teenagers aged 13-19, with the name of the business being Scents 4 Senses. There could be images that we would associate with these words, or some product images that will entice people into the shop. Learners may capture their own pictures if they deem them appropriate to the brief. Learners may credit their assets accordingly, and may be able to offer justification for all areas of assessment, such as why the assets are suitable for their interactive media product, suit the ability to client's brief, the business, and the nature of the audience.

Development of assets – this may be evidenced as a narrative of key development points within the production process, screenshots to offer visual evidence. Learners may explain what they are planning to do with the asset, based on their proposal (task 2) and planning (task 3). There will be indication of the uses of the assets, as well as what will be applied to make them suitable for the product. This could be image manipulation (such as cropping, filters, resizing), video manipulation (adding text, cropping, fades, filters) or audio manipulation (filtering, editing, cropping).

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

Use of software – learners may select software which is appropriate for the task, naming the software, as well as being able to explain the process that they are completing with it. Learners may reference tools and functions, as well as providing a range of screenshots evidencing their use.

Processes and techniques used – this may be evidenced in written responses that may be accompanied by screenshots and may have, a description of what the learner did and how it was used.

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

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

Task 4 – Developing assets for interactive media		
Band	Marks	Descriptors
4	10–12	AO5 – Excellent evaluation of the success of the processes, techniques, technical skills and tools used in the development of assets in relation to the client brief that is comprehensive and highly detailed. The success of the aesthetics and usability of the developed assets are discussed in a detailed and thoughtful way. Suggests thoughtful and creative ways to improve the assets. AO2 – Excellent application of knowledge and understanding of the use of hardware and software to the requirements of the brief. Highly suitable creative solutions and suggestions, highly relevant to their choice of interactive media product. AO1 – Excellent recall of knowledge and understanding of the use of processes, techniques and tools that is comprehensive and highly detailed.
3	7–9	AO5 – Good evaluation of the success of the processes, techniques, technical skills and tools used in the development of assets in relation to the client brief that is mostly detailed. The success of the aesthetics and usability of the developed assets is discussed in a considered way. Suggests useful ways to improve the assets that are mostly relevant. AO2 – Good application of knowledge and understanding of the use of hardware and software to the requirements of the brief. Mostly suitable creative solutions and suggestions, mostly relevant to their choice of interactive media product. AO1 – Good recall of knowledge and understanding of the use of processes, techniques and tools that is mostly detailed.
2	4–6	AO5 – Reasonable evaluation of the success of the processes, techniques, technical skills and tools used in the development of assets in relation to the client brief that has some detail. The success of the aesthetics and usability are discussed in some detail. Clearly suggests at least one way to improve the assets developed with some relevance. AO2 – Reasonable application of knowledge and understanding of the use of hardware and software to the requirements of the brief. Some suitable creative solutions and suggestions, some relevant to their choice of interactive media product. AO1 – Reasonable recall of knowledge and understanding of the use of processes, techniques and tools that has some detail.

1	1–3	AO5 – Limited evaluation of the success of the processes, techniques, technical skills and tools used in the development of assets in relation to the client brief that has limited detail. Aesthetics and usability may be mentioned, and success may not be discussed. Improvements may not have been included or are very limited. AO2 – Limited application of knowledge and understanding of the use of hardware and software to the requirements of the brief. Limited creative solutions and suggestions, with very limited relevance to their choice of interactive media product. AO1 – Limited recall of knowledge and understanding of the use of processes, techniques and tools that has limited detail.
	0	No rewardable material.

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

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

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

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

Software:

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

Hardware:

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

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

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

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

Task 5

Creating the interactive media product	
Maximum time	5 hours
Content areas assessed	1 – Types of interactive media products and their features 2 – Interactive media and the audience 3 – Software and hardware options for interactive media products 4 – Product proposals and planning for interactive media products 5 – Developing an interactive media product
Assessment objectives	AO1 – 4 marks AO2 – 16 marks AO4 – 20 marks
You are required to: - carry out all production processes to create your interactive media product using the assets that you have created in Task 4. Your interactive media product must: - meet the needs of the project brief - follow the project proposal from Task 2 - be accessible and fully functional. You must provide evidence of the following production processes for your interactive media product. You should provide annotated screenshots of what you have done at each stage of the process and why: - importing assets - use of hardware - use of software - arrangement and placement of assets - creative choices - processes and techniques used - testing the product - appropriate exporting options - how the product meets the brief. You must provide your internet browsing history used for research and planning purposes You are permitted to use the internet to support your response to the task. [40 marks]	

Evidence	Your evidence can be provided in the following formats: • stage of each process • annotated screenshots. Interactive media product: • a website • a mobile phone or tablet app • a product that can be accessed on an interactive kiosk. Your internet browsing history.
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Past paper

Task 5 – Creating the interactive media product - Technical skills and functionality		
Band	Marks	Descriptors
4	16–20	AO4 – Excellent ability to construct an interactive media product. Sophisticated and effective technical skills are demonstrated along with the provision of clear and detailed evidence of configuration of software, importing assets and use of software. AO4 – Excellent arrangement and placement of assets. AO4 – Functionality of the product: Creates versions of, and a final, fully working interactive media product with excellent functionality. AO4 – Product testing is fully appropriate, highly detailed and comprehensive. The final product is named and exported entirely appropriately.
3	11–15	AO4 – Good ability to construct an interactive media product. Effective technical skills are demonstrated along with the provision of mostly clear and mostly detailed evidence of configuration of software, importing assets and use of software. AO4 – Good arrangement and placement of assets. AO4 – Functionality of the product: Creates versions of, and a final, fully working interactive media product with good functionality. AO4 – Product testing is mostly appropriate, mostly detailed and mostly comprehensive. The final product is named and exported appropriately.
2	6–10	AO4 – Reasonable ability to construct an interactive media product. Technical skills are demonstrated along with the provision of some evidence of configuration of software, importing assets and use of software that has some detail. AO4 – Reasonable placement of assets with some evidence of arrangement. AO4 – Functionality of the product: Creates a final interactive media product with reasonable functionality. There may be no other versions included. AO4 – Product testing is mostly appropriate. The final product is exported but may not be named appropriately.
1	1–5	AO4 – Limited ability to construct an interactive media product. Limited technical skills are demonstrated. There may be limited evidence of configuration of software, importing assets or use of software that has minimal detail. AO4 – Assets may have been placed on the product but may not have been arranged effectively. AO4 – Functionality of the product: Creates an interactive media product with limited functionality. The product may be unfinished and limited placement of minimal assets is evident. AO4 – Limited or no product testing available. The final product may not have been exported.
	0	No rewardable material.

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

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

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

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

Importing of assets – learners may seek appropriate assets that suit the nature of the brief. The assets are, in the most, part stock images and videos that have been sought from suitable websites and downloaded. Suitable images will be of a teen based nature and appropriate for 13–19 year olds. With the name of the company being Scents 4 Senses, there could be images that would associate with these words, or products. Learners may wish to capture their own pictures if they deem them appropriate to the brief. Learners may credit their assets, accordingly, offering reasoning for their choices. Learners may include annotated reference to image size, resolution, readjusting assets, control of timeline (on editing software) and use of storage hardware to move / import assets.

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

Use of software – learners may select appropriate software for the tasks that they wish to use and that suits the task. Naming the software, as well as being able to explain the process that the learners are completing. References to tools and functions is expected, as well as a range of screenshots evidencing their use.

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

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

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

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

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

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

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

Task 5 – Creating the interactive media product

Band	Marks	Descriptors
4	16–20	AO2 – Excellent consideration of all aspects of the brief. The needs of the client are fully met in a sophisticated and effective manner. The target audience is engaged in a thoughtful and sophisticated manner. The application of creative choices is highly appropriate and effective. Comprehensive application of all processes and tools being used in context. AO1 – Excellent recall of knowledge and understanding of product realisation that is shown through evidence of a functioning interactive media product that is highly comprehensive and highly relevant.
3	11–15	AO2 – Good consideration of all aspects of the brief. The needs of the client are mostly met in a mostly effective manner. The target audience is engaged in a mostly thoughtful manner. The application of creative choices is mostly appropriate and mostly effective. Good application of all processes and tools being used in context. AO1 – Good recall of knowledge and understanding of product realisation that is shown through evidence of a functioning interactive media product that is mostly detailed and mostly relevant.
2	6–10	AO2 – Reasonable consideration of all aspects of the brief. The needs of the client are mostly met in a mostly effective manner. The target audience is engaged in a mostly thoughtful manner. The application of creative choices is mostly appropriate and mostly effective. Reasonable application of all processes and tools being used in context. AO1 – Reasonable recall of knowledge and understanding of product realisation that is shown through evidence of an interactive media product that has some detail and some relevance.
1	1–5	AO2 – Limited consideration of some aspects of the brief. There may be attempts to meet the needs of the client in a limited manner. Any attempt to engage the target audience has a very limited effect. Some limited application of creative choices evidenced but will be limited in appropriateness. Limited application of all processes and tools being used in context. AO1 – Limited recall of knowledge and understanding of product realisation that has limited detail and minimal relevance shown through limited evidence of a functioning interactive media product that has limited detail and minimal relevance.
	0	No rewardable material

Indicative content

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

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

AO2 – Learners will apply knowledge and understanding of the project brief and client needs to the final interactive media product which may include:

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

The learner will understand approaches to categorising audiences:

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

Task 6

Evaluation of the product	
Maximum time	2 hours
Content areas assessed	7 – Review of production processes and final interactive media product
Assessment objectives	AO5 –12 marks
You are required to: evaluate your demonstration of the essential technical skills, processes, tools and techniques used to create your interactive media product. Your evaluation must include: - your application of creative editing and processing techniques - how well your interactive media product met the brief - how you could improve your interactive media product, in relation to the brief. You must consider the following four areas within your response: - functionality of the product - accessibility for the target audience - aesthetics - usability. You are permitted to use the internet to support your response to the task. [12 marks]	
Evidence	Your evidence must be provided in one of the following formats: - written responses - video with commentary - annotated screenshots - written responses - video with commentary - digital presentation - screen recording with commentary. - your internet browsing history.

Task 6 – Summative evaluation of the product		
Band	Marks	Descriptors
4	10–12	AO5 – Excellent evaluation of demonstration of the essential technical skills, processes, tools and techniques used to create their interactive media product and the success of the final interactive media product in relation to the client brief that is comprehensive and highly detailed and highly relevant. The success of the functionality, accessibility for the target audience, aesthetics and usability are discussed in a highly detailed and thoughtful way. Suggests thoughtful and creative ways to improve the interactive media product.
3	7–9	AO5 – Good evaluation of demonstration of the essential technical skills, processes, tools and techniques used to create their interactive media product and the success of the final interactive media product in relation to the client brief is mostly comprehensive and mostly detailed and mostly relevant. The success of the functionality, accessibility for the target audience, aesthetics and usability are discussed in a considered way. Suggests useful ways to improve the interactive media product.
2	4–6	AO5 – Reasonable evaluation of demonstration of the essential technical skills, processes, tools and techniques used to create their interactive media product and the success of the final interactive media product in relation to the client brief with some detail and some relevance. The success of the functionality, accessibility for the target audience, aesthetics and usability are discussed in some detail. Clearly suggests at least one way to improve the interactive media product.
1	1–3	AO5 – Limited evaluation of the success of demonstration of the essential technical skills, processes, tools and techniques used to create their interactive media product and the success of the final interactive media product in relation to the client brief with limited detail and limited relevance. Functionality, accessibility for the target audience, aesthetics and usability may be mentioned in limited detail or relevance but success may not be discussed. Improvements may not have been included or are very limited.
	0	No rewardable material.

Indicative content

AO5 – Learners analyse and evaluate their own demonstration of relevant skills and techniques, analysing how their finished product has met the brief with reasoning. The nature of the evaluative points provided will be informed by the learner's decisions taken in response to the brief. Typical responses may include evaluation of the following:

- How well their interactive media product met the brief
- Improvements for the interactive media product,
- Functionality of the product
- Accessibility for the target audience
- Aesthetics
- Usability
- The learner will understand processes for pre-production review: appropriateness of assets, viability of timeline, communication with client, effectiveness of proposal
- The learner will understand processes for a production review: application of production techniques, application of editing techniques, suitability of creative choices:, mood boards, colour scheme, typography, assets, interactive features.

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