



**NCFE Level 1 Technical Award in Interactive Media  
(603/0851/5)**

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

Assessment window: Monday 10 January 2022 – Friday 18  
February 2022

Paper number: P001386

**Mark Scheme**

This mark scheme has been written by the Assessment Writer and refined, alongside the relevant tasks, by a panel of subject experts through the external assessment writing process and at standardisation meetings.

The purpose of this mark scheme is to give you:

- information on how individual marks are to be awarded
- the allocated assessment objective(s) and total mark for each task.

## Marking guidelines

### *General guidelines*

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

- The mark scheme must be referred to throughout the marking period and applied consistently. Do not change your approach to marking once you have been standardised.
- Reward learners positively, giving credit for what they have shown, rather than penalising them for 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 task, no matter how impressive the response might be.
- The marks awarded for each response should be clearly and legibly recorded in the grid on the front of the task booklet.
- If you are in any doubt about the application of the mark scheme, you must consult with your Lead Examiners or the Chief Examiner.

### *Guidelines for using extended response marking grids*

Extended response marking grids have been designed to award a learner's response holistically and should follow a best-fit approach. The grids are broken down into levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

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

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. Standardisation materials, marked by the Chief Examiner, will help you with determining a mark. You will be able to use exemplar learner responses to compare to live responses, to decide if it is the same, better, or worse.

## Assessment objectives

This external assessment requires learners to:

<b>AO1</b>	Recall knowledge and show understanding	40%
<b>AO2</b>	Apply knowledge and understanding	50%
<b>AO3</b>	Analyse and evaluate knowledge and understanding	10%

### Project brief

#### Emerging Talented Creatives (ETC)

ETC is an international company which aims to inform and inspire young people to work in the creative media industries around the world.

ETC is launching a new range of interactive products for young people to access information about the creative media industries. These products will provide young people with information about the employment opportunities, skills and qualifications they may need to progress in their chosen career.

ETC wants to target young people aged 11 to 16 to use their products.

You have been commissioned by ETC to **design** and **produce** a new interactive media product.

ETC has asked that your product must:

- be visually engaging to persuade the target audience to use the product
- represent **one** sector of the creative media industries (eg web design, games development, animation, television, mobile app design)
- include appropriate content about careers in your chosen sector of the creative media industries (eg qualifications required, training needed, job roles, types of contracts, salaries and location).

You will need to refer to each of these aspects within your interactive media product.

You must also submit your **actual interactive media product** to show how your ideas will work in practice.

**You have a total of 15 hours to complete the brief.**

Task	Marking guidance	Total marks
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1	<p>ETC wants to make sure that you consider all requirements of the brief.</p> <p>They would like to see a proposal of the content and layout of your interactive media product.</p> <p>Your proposal <b>must</b> include:</p> <ul style="list-style-type: none"> <li>• your chosen interactive media product and features</li> <li>• how the product reflects the target audience</li> <li>• the layout of your interactive media product</li> <li>• the navigation structure of your interactive media product</li> <li>• the sources, processes and techniques that you will use to create the interactive media product.</li> </ul> <table border="1" data-bbox="256 1070 1246 2009"> <thead> <tr> <th data-bbox="256 1070 368 1133">Level</th> <th data-bbox="368 1070 504 1133">Marks</th> <th data-bbox="504 1070 1246 1133">Descriptors</th> </tr> </thead> <tbody> <tr> <td data-bbox="256 1133 368 1391">6</td> <td data-bbox="368 1133 504 1391">31–36</td> <td data-bbox="504 1133 1246 1391"> <ul style="list-style-type: none"> <li>• Excellent planning of the content and layout of the interactive media product.</li> <li>• Excellent consideration of all aspects of the brief.</li> <li>• Excellent application of sources, processes and techniques.</li> </ul> </td> </tr> <tr> <td data-bbox="256 1391 368 1648">5</td> <td data-bbox="368 1391 504 1648">25–30</td> <td data-bbox="504 1391 1246 1648"> <ul style="list-style-type: none"> <li>• Very good planning of the content and layout of the interactive media product.</li> <li>• Very good consideration of all aspects of the brief.</li> <li>• Very good application of sources, processes and techniques.</li> </ul> </td> </tr> <tr> <td data-bbox="256 1648 368 1861">4</td> <td data-bbox="368 1648 504 1861">19–24</td> <td data-bbox="504 1648 1246 1861"> <ul style="list-style-type: none"> <li>• Good planning of the content and layout of the interactive media product.</li> <li>• Good consideration of all aspects of the brief.</li> <li>• Good application of sources, processes and techniques.</li> </ul> </td> </tr> <tr> <td data-bbox="256 1861 368 2009">3</td> <td data-bbox="368 1861 504 2009">13–18</td> <td data-bbox="504 1861 1246 2009"> <ul style="list-style-type: none"> <li>• Satisfactory planning of the content and layout of the interactive media product.</li> <li>• Satisfactory consideration of all aspects of the brief.</li> </ul> </td> </tr> </tbody> </table>	Level	Marks	Descriptors	6	31–36	<ul style="list-style-type: none"> <li>• Excellent planning of the content and layout of the interactive media product.</li> <li>• Excellent consideration of all aspects of the brief.</li> <li>• Excellent application of sources, processes and techniques.</li> </ul>	5	25–30	<ul style="list-style-type: none"> <li>• Very good planning of the content and layout of the interactive media product.</li> <li>• Very good consideration of all aspects of the brief.</li> <li>• Very good application of sources, processes and techniques.</li> </ul>	4	19–24	<ul style="list-style-type: none"> <li>• Good planning of the content and layout of the interactive media product.</li> <li>• Good consideration of all aspects of the brief.</li> <li>• Good application of sources, processes and techniques.</li> </ul>	3	13–18	<ul style="list-style-type: none"> <li>• Satisfactory planning of the content and layout of the interactive media product.</li> <li>• Satisfactory consideration of all aspects of the brief.</li> </ul>	<p><b>36</b></p> <p><b>AO1=36</b></p>
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			<ul style="list-style-type: none"> <li>Satisfactory application of most sources, processes and techniques.</li> </ul>	
	2	7–12	<ul style="list-style-type: none"> <li>Inconsistent planning of the content and layout of the interactive media product.</li> <li>Some consideration of most aspects of the brief.</li> <li>Inconsistent application of some sources, processes and techniques.</li> </ul>	
	1	1–6	<ul style="list-style-type: none"> <li>Basic planning of the content and layout of the interactive media product.</li> <li>Basic consideration of some aspects of the brief.</li> <li>Basic application of some sources, processes and techniques.</li> </ul>	
		0	<ul style="list-style-type: none"> <li>No creditworthy material.</li> </ul>	

<b>2</b>	<p>ETC wants you to produce your proposed interactive media product from <b>Task 1</b>.</p> <p>You <b>must</b> create your interactive media product.</p> <p>This might not be a completed version, but you <b>must</b> give evidence that the product shows sufficient interactivity and functionality.</p> <p>You <b>must</b> include evidence of the following when you create your interactive media product:</p> <ul style="list-style-type: none"> <li>experimentation with software solutions</li> <li>experimentation with hardware solutions</li> <li>creation and preparation of assets</li> <li>use of directory/folder structures</li> <li>appropriate file types and exporting options.</li> </ul>	<p><b>45</b></p> <p><b>AO2=45</b></p>						
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		<ul style="list-style-type: none"> <li>Excellent use of folder structures, file types and hardware/software solutions.</li> </ul>
5	30–37	<ul style="list-style-type: none"> <li>Creates an interactive media product with very good functionality, which contains features well-suited to product.</li> <li>Consideration of relationship with the brief and very good reference to initial planning.</li> <li>Very good use of folder structures, file types and hardware/software solutions.</li> </ul>
4	22–29	<ul style="list-style-type: none"> <li>Creates an interactive media product with good functionality, which contains features suited to product.</li> <li>Consideration of relationship with the brief and good reference to initial planning.</li> <li>Good use of folder structures, file types and hardware/software solutions.</li> </ul>
3	15–21	<ul style="list-style-type: none"> <li>Creates an interactive media product with satisfactory functionality, which contains features mostly suited to product.</li> <li>Some consideration of relationship with the brief and satisfactory reference to initial planning.</li> <li>Satisfactory use of folder structures, file types and hardware/software solutions.</li> </ul>
2	8–14	<ul style="list-style-type: none"> <li>Creates an interactive media product with inconsistent functionality.</li> <li>Inconsistent consideration of relationship with the brief and some reference to initial planning.</li> <li>Inconsistent use of folder structures, file types and hardware/software solutions.</li> </ul>
1	1–7	<ul style="list-style-type: none"> <li>Creates a basic interactive media product with limited functionality.</li> <li>Basic consideration of relationship with the brief and lacks reference to initial planning.</li> <li>Basic use of folder structures, file types and hardware/ software solutions.</li> </ul>
	0	<ul style="list-style-type: none"> <li>No creditworthy material.</li> </ul>

<b>3</b>	<p>You must now evaluate your interactive media product in relation to the brief.</p> <p>Your evaluation <b>must</b> include:</p> <ul style="list-style-type: none"> <li>• the technical skills you used and the choices you made</li> <li>• the processes that you have used and why you used them</li> <li>• how you could improve the interactive media product in relation to the brief.</li> </ul>	<b>9</b> <b>AO3=9</b>																								
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**Assessment Objective Grid**

Task	AO1	AO2	AO3	Total
1	36			36
2		45		45
3			9	9
<b>Total</b>	<b>36</b>	<b>45</b>	<b>9</b>	<b>90</b>