



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

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

Assessment window: 25 January 2021 – 5 March 2021

Paper number: P001179

**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

Summer Picture House is an entertainment company that screens films outdoors.

Summer Picture House wants to encourage families to attend their outdoor screenings for summer 2021.

You have been commissioned by Summer Picture House to design and create an interactive media product.

The target audience will be families. Families will use the interactive media product to access information about upcoming events.

Your interactive media product must include the company name, 'Summer Picture House', and as part of the commission, you must choose **one** of the following events on which to base your ideas on:

- sci-fi afternoons
- animation evenings
- adventure weekends.

Summer Picture House has asked you to produce an interactive media product to promote your chosen event. You must:

- persuade the target audience (families) to visit your chosen event
- use appropriate assets to engage the target audience (eg images, text, video and audio)
- show how your chosen event could look as part of the Summer Picture House 2021 promotion.

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

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

| Task | Marking guidance | Total marks |
|------|------------------|-------------|
|------|------------------|-------------|

| 1     | <p>Summer Picture House wants to make sure that you consider all aspects of the brief.</p> <p>They would like to see plans of the content and layout of your interactive media product.</p> <p>Your plans <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="255 974 1241 2016"> <thead> <tr> <th data-bbox="255 974 368 1037">Level</th> <th data-bbox="368 974 502 1037">Marks</th> <th data-bbox="502 974 1241 1037">Descriptors</th> </tr> </thead> <tbody> <tr> <td data-bbox="255 1037 368 1294">6</td> <td data-bbox="368 1037 502 1294">31–36</td> <td data-bbox="502 1037 1241 1294"> <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 planning of sources, processes and techniques.</li> </ul> </td> </tr> <tr> <td data-bbox="255 1294 368 1552">5</td> <td data-bbox="368 1294 502 1552">25–30</td> <td data-bbox="502 1294 1241 1552"> <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 planning of sources, processes and techniques.</li> </ul> </td> </tr> <tr> <td data-bbox="255 1552 368 1765">4</td> <td data-bbox="368 1552 502 1765">19–24</td> <td data-bbox="502 1552 1241 1765"> <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 planning of sources, processes and techniques.</li> </ul> </td> </tr> <tr> <td data-bbox="255 1765 368 2016">3</td> <td data-bbox="368 1765 502 2016">13–18</td> <td data-bbox="502 1765 1241 2016"> <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> <li>• Satisfactory planning of most sources, processes and techniques.</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 planning 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 planning 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 planning 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> <li>• Satisfactory planning of most sources, processes and techniques.</li> </ul> | <p><b>36</b></p> <p><b>AO1=36</b></p> |
|-------|--|--|-------|-------------|---|-------|--|---|-------|--|---|-------|---|---|-------|--|---------------------------------------|
| 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 planning 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 planning 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 planning 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> <li>• Satisfactory planning 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 planning 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 planning 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>Summer Picture House wants you to produce your planned 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 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>   | <b>45</b><br><b>AO2=45</b>  |       |             |   |       |   |   |       |  |  |
|----------|--|---|-------|-------------|---|-------|---|---|-------|--|--|
|          | <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptors</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>38–45</td> <td> <ul style="list-style-type: none"> <li>• Creates an interactive media product with excellent functionality, which contains features precisely suited to product.</li> <li>• Consideration of relationship with the brief and excellent reference to initial planning.</li> <li>• Excellent use of folder structures, file types and hardware/software solutions.</li> </ul> </td> </tr> <tr> <td>5</td> <td>30–37</td> <td> <ul style="list-style-type: none"> <li>• Creates an interactive media product with very good functionality, which contains features well-suited to the product.</li> </ul> </td> </tr> </tbody> </table> | Level   | Marks | Descriptors | 6 | 38–45 | <ul style="list-style-type: none"> <li>• Creates an interactive media product with excellent functionality, which contains features precisely suited to product.</li> <li>• Consideration of relationship with the brief and excellent reference to initial planning.</li> <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 the product.</li> </ul> |  |
| Level    | Marks  | Descriptors   |       |             |   |       |   |   |       |  |  |
| 6        | 38–45  | <ul style="list-style-type: none"> <li>• Creates an interactive media product with excellent functionality, which contains features precisely suited to product.</li> <li>• Consideration of relationship with the brief and excellent reference to initial planning.</li> <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 the product.</li> </ul>  |       |             |   |       |   |   |       |  |  |

|   |       |  |
|---|-------|--|
|   |       | <ul style="list-style-type: none"> <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 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><br><b>AO3=9</b>  |       |       |             |   |     |   |   |     |   |   |     |  |   |   |  |   |   |   |   |   |   |  |   |   |
|--|---|---|-------|-------|-------------|---|-----|---|---|-----|---|---|-----|--|---|---|--|---|---|---|---|---|---|--|---|---|
| <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptors</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>8–9</td> <td> <ul style="list-style-type: none"> <li>Suggests thoughtful and imaginative ways to improve the interactive media product, in relation to the brief, with excellent justification of suggestions.</li> </ul> </td> </tr> <tr> <td>5</td> <td>6–7</td> <td> <ul style="list-style-type: none"> <li>Suggests thoughtful ways to improve the interactive media product, in relation to the brief, with very good justification of suggestions.</li> </ul> </td> </tr> <tr> <td>4</td> <td>4–5</td> <td> <ul style="list-style-type: none"> <li>Suggests considered ways to improve the interactive media product, in relation to the brief, with good justification of suggestions.</li> </ul> </td> </tr> <tr> <td>3</td> <td>3</td> <td> <ul style="list-style-type: none"> <li>Suggests satisfactory ways to improve the interactive media product, in relation to the brief, with satisfactory justification of suggestions.</li> </ul> </td> </tr> <tr> <td>2</td> <td>2</td> <td> <ul style="list-style-type: none"> <li>Suggests inconsistent ways to improve the interactive media product, with limited justification of suggestions.</li> </ul> </td> </tr> <tr> <td>1</td> <td>1</td> <td> <ul style="list-style-type: none"> <li>Suggests basic ways to improve the interactive media product, lacking justification of suggestions.</li> </ul> </td> </tr> <tr> <td></td> <td>0</td> <td> <ul style="list-style-type: none"> <li>No creditworthy material.</li> </ul> </td> </tr> </tbody> </table> |   |   | Level | Marks | Descriptors | 6 | 8–9 | <ul style="list-style-type: none"> <li>Suggests thoughtful and imaginative ways to improve the interactive media product, in relation to the brief, with excellent justification of suggestions.</li> </ul> | 5 | 6–7 | <ul style="list-style-type: none"> <li>Suggests thoughtful ways to improve the interactive media product, in relation to the brief, with very good justification of suggestions.</li> </ul> | 4 | 4–5 | <ul style="list-style-type: none"> <li>Suggests considered ways to improve the interactive media product, in relation to the brief, with good justification of suggestions.</li> </ul> | 3 | 3 | <ul style="list-style-type: none"> <li>Suggests satisfactory ways to improve the interactive media product, in relation to the brief, with satisfactory justification of suggestions.</li> </ul> | 2 | 2 | <ul style="list-style-type: none"> <li>Suggests inconsistent ways to improve the interactive media product, with limited justification of suggestions.</li> </ul> | 1 | 1 | <ul style="list-style-type: none"> <li>Suggests basic ways to improve the interactive media product, lacking justification of suggestions.</li> </ul> |  | 0 | <ul style="list-style-type: none"> <li>No creditworthy material.</li> </ul> |
| Level  | Marks   | Descriptors   |       |       |             |   |     |   |   |     |   |   |     |  |   |   |  |   |   |   |   |   |   |  |   |   |
| 6  | 8–9   | <ul style="list-style-type: none"> <li>Suggests thoughtful and imaginative ways to improve the interactive media product, in relation to the brief, with excellent justification of suggestions.</li> </ul> |       |       |             |   |     |   |   |     |   |   |     |  |   |   |  |   |   |   |   |   |   |  |   |   |
| 5  | 6–7   | <ul style="list-style-type: none"> <li>Suggests thoughtful ways to improve the interactive media product, in relation to the brief, with very good justification of suggestions.</li> </ul>                 |       |       |             |   |     |   |   |     |   |   |     |  |   |   |  |   |   |   |   |   |   |  |   |   |
| 4  | 4–5   | <ul style="list-style-type: none"> <li>Suggests considered ways to improve the interactive media product, in relation to the brief, with good justification of suggestions.</li> </ul>                      |       |       |             |   |     |   |   |     |   |   |     |  |   |   |  |   |   |   |   |   |   |  |   |   |
| 3  | 3   | <ul style="list-style-type: none"> <li>Suggests satisfactory ways to improve the interactive media product, in relation to the brief, with satisfactory justification of suggestions.</li> </ul>            |       |       |             |   |     |   |   |     |   |   |     |  |   |   |  |   |   |   |   |   |   |  |   |   |
| 2  | 2   | <ul style="list-style-type: none"> <li>Suggests inconsistent ways to improve the interactive media product, with limited justification of suggestions.</li> </ul>   |       |       |             |   |     |   |   |     |   |   |     |  |   |   |  |   |   |   |   |   |   |  |   |   |
| 1  | 1   | <ul style="list-style-type: none"> <li>Suggests basic ways to improve the interactive media product, lacking justification of suggestions.</li> </ul>   |       |       |             |   |     |   |   |     |   |   |     |  |   |   |  |   |   |   |   |   |   |  |   |   |
|  | 0   | <ul style="list-style-type: none"> <li>No creditworthy material.</li> </ul>   |       |       |             |   |     |   |   |     |   |   |     |  |   |   |  |   |   |   |   |   |   |  |   |   |

**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> |