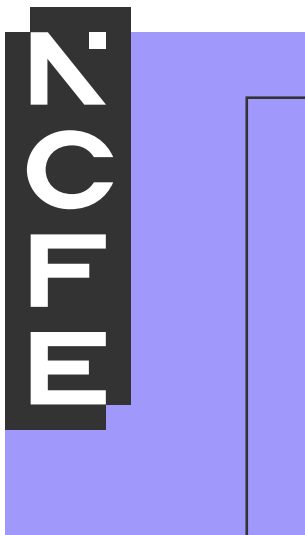




Chief Examiner and Chief Moderator Report

**NCFE Level 1/2 Technical Award in Interactive
Media
QN: 603/7005/1**

Series: Summer 2025

EA paper number: P002860

NEA paper number: P002862

EA assessment date: 13 June 2025

NEA assessment date: 30 April 2025

Introduction

This report contains information in relation to the examined assessment (EA) from the chief examiner and non-exam assessment (NEA) from the chief moderator, with an emphasis on the standard of learner work within this assessment series.

The aim is to highlight where learners generally performed well, as well as any areas where further development may be required.

Key points:

- grade boundary information
- administering the examined assessment (EA) and non-exam assessment (NEA)
- evidence creation
- standard of learner work
- responses to the assessments.

The qualification is linear, meaning both assessments must be taken in the same assessment series and cannot be combined across different assessment series. Learners are allowed one attempt at each assessment, and there are no resit opportunities.

Grade boundary information

This qualification consists of two assessments: the examined assessment (EA) and the non-exam assessment (NEA).

After both assessments are completed and marked or moderated, the marks are combined to give a final mark for each learner. Where the raw marks do not reflect the required weighting of the assessment, a scaling factor is applied. For further information on grading information and scaling factors, please see the Qualification Specification.

Qualification scaled mark boundaries in this series are:

		Notional boundaries*	
	Overall	EA	NEA
Scaling factor		1	1
Max	200	80	120
Level 2 Distinction*	175	68	106
Level 2 Distinction	151	58	93
Level 2 Merit	125	48	77
Level 2 Pass	100	39	61
Level 1 Distinction	77	30	47
Level 1 Merit	54	21	33
Level 1 Pass	32	13	19

*The grade boundaries given for each assessment are known as 'notional grade boundaries', as they are for illustrative purposes only. Grade boundaries are the lowest mark with which a grade is achieved.

Administering the examined assessment (EA) and non-exam assessment (NEA)

The EA is invigilated and must be conducted in line with our [Regulations for the Conduct of External Assessment](#) document. The NEA is moderated and must be conducted in line with our [Regulations for the Conduct of NEA – Non-Exam Assessment](#) document.

Learners must be given the resources to carry out the tasks and these are highlighted within the [Qualification Specific Instructions for Delivery](#) (QSID) document.

Evidence creation

Examined assessment (EA)

Learners should use the space provided to answer questions. Where answers are typed or additional pages included, the learner's name, centre number, centre name and task number must be clearly visible. The additional paper must then be securely attached to the workbook.

Where assessments are completed online, centres must ensure they are familiar with the Surpass platform and have completed all testing and preparation before the assessment, to ensure learners are unaffected by technological issues.

Non-exam assessment (NEA)

Learners should approach all tasks in the NEA with reference to time requirements and control conditions. Learners should produce evidence to meet each task independently and without guidance or support from teachers.

Learner evidence requirements are stated in each task and give required outcomes which can often be evidenced in a variety of ways to best meet the needs of the learner, unless otherwise stated.

Learner evidence submissions in this session often included a range of word-processed documents, PowerPoint presentations and digitised portfolios in line with expectations. Most learners had provided access to interactive media product outcomes via upload of materials or links to websites.

Centres are reminded that template documents, word frames and other supporting documents should not be supplied to the learner for the purposes of generating evidence against this assessment. Use of such materials to generate assessment evidence could potentially be considered malpractice.

Standard of learner work

Examined assessment (EA)

The learners demonstrated an overall equal spread of performance in this exam window, particularly in their comprehension of audience types and design principles related to assets and file types, as evaluated through common knowledge questions. High-achieving learners demonstrated the ability to tackle more challenging questions, providing insightful and well-developed responses that reflected a strong grasp of the subject. Additionally, several learners showed the ability to secure multiple marks by delivering comprehensive answers to extended-response questions, indicating a good grasp of virtual reality experiences and the necessary adaptations to enhance accessibility for all users. It is also worth noting that a higher percentage of learners engaged with the multiple-choice questions (MCQs).

While the overall performance of learners is commendable, there are specific areas that could be improved upon. Learners should be encouraged to tailor their responses to the context of the questions, ensuring that their answers are both focused and relevant to the examination requirements. Emphasising key technical terminology is crucial for success in these sections.

Furthermore, it is recommended that both centres and learners carefully consider the language used in the questions to ensure that their responses include sufficient detail and application. Additionally, effort should be made to address all questions whenever possible.

Non-exam assessment (NEA)

This was the second NEA for the qualification. The assessment consisted of six tasks to be completed by learners over 17 hours. The assessment was marked and internally quality assured by centres, with a sample of work externally moderated by NCFE.

A total of 120 marks were available across the assessment. Each task was allocated a range of marks placed against stated assessment objectives (AOs) linked to task focus. In this assessment AOs 1 to 5 were assessed via levels of response mark grids aligned to each task, with weightings in each task varied to reflect the nature of the qualification outcomes.

Learner outcomes were achieved across the available range of awarded marks and grades in this assessment, which suggested that learners had engaged with the assessment and that the assessment process had differentiated successfully between learner submissions.

The structure of the assessment allowed learners to accrue marks in areas in which they were most confident, which to some extent, counterbalanced areas of lesser success based on the AO composition of each task.

The majority of learners had attempted all tasks within the assessment, producing appropriate evidence in most cases to accrue marks against AOs. A minority of learners that registered for the assessment had not submitted any evidence or had not gained any marks for evidence produced. Some learners had not attempted all tasks within the assessment, which led to a reduction in the available marks.

Learner evidence was generally appropriately presented in line with expectations given at task level. However, as per the previous session, it was noted that some learners did not identify evidence explicitly against tasks, which in some cases led to a potentially detrimental lack of structure in responses. The chief moderator noted that evidence should be referenced to task responses to aid learners in ensuring coverage of tasks and for clarity of assessment.

Credible outcomes were produced by many learners, which indicated application of interactive media skills and understanding of key areas of the qualification content. Learner submissions generally reflected the demands of the brief and demonstrated creativity, imagination and application of techniques across a range of outcomes.

Learners who performed well tended to be able to demonstrate understanding of the brief requirements and refine their ideas via application of knowledge, skills and evaluation across the given tasks to produce a final interactive media product.

Summative feedback provided by assessors to learners was generally positively written and provided a summary of the learner's outcome. In many examples individualised and personalised feedback was provided to contextualise the assessment outcome to the learner. Assessor feedback did not always include marks and commentary at AO level within tasks, which in some cases made application of assessment less transparent (for the purposes of both accuracy of feedback to learners and external moderation).

Uploads of learner evidence and associated documentation for external moderation was generally well handled by centres, although it was noted that some uploads did not initially include all submitted learner evidence and, in some cases, did not include the assessment documents. Evidence and documentation missed from uploads has the potential to delay moderation of assessment and the chief moderator therefore advises that uploads should be carefully checked with reference to requirements (including the 'Learner Evidence Upload Checklist') to minimise any issues of this nature.

Responses to the assessments

Examined assessment (EA)

Question 1

Just over half of the learners responded correctly to the multiple-choice question (MCQ) about screen orientation, indicating a moderate level of understanding.

Question 2

An overwhelming majority of learners provided correct responses to this MCQ.

Question 3

This MCQ was successfully answered by most learners, reflecting their understanding of interactive features.

Question 4

Learner performance was hindered by a limited understanding of the question. In many cases, learners focused on the term 'ethics' while overlooking the key phrase 'ethical constraints', which contributed to their lack of success.

Question 5(a)

Overall performance in this question has been excellent, showing an understanding of various interactive features.

Question 5(b)

Learners responded well to this question by understanding that the importance of website links was imperative.

Question 6(a)

The majority of learners achieved full marks for this question. While most attempted a response, top performers distinguished themselves through more comprehensive and well-structured answers.

Question 6(b)

As with 6(a), most learners attempted to answer the question, yet those who achieved higher grades had the potential to secure perfect scores through more extensive responses.

Question 7(a)

Learner performance was less effective due to a misinterpretation of the question's context. Many overlooked the detail that Miles had already checked his display screen equipment (DSE), leading to the incorrect assumption that the question referred to the equipment rather than his working environment. This misunderstanding also impacted responses to part (b).

Question 7(b)

Responses to this task were mixed. Just over half of the learners correctly identified that Miles was now being asked to make adjustments to the DSE.

Question 8

This MCQ challenged some learners as it required recalling specific knowledge on demographic factors used to categorise audiences. While some learners found it challenging, overall performance reflected a reasonable level of understanding.

Question 9

Learners performed well on this MCQ, with the majority demonstrating a solid understanding of file formats.

Question 10

This MCQ received a good level of response. Primary and secondary sources represent fundamental components in all media projects and are vital for acquiring the necessary knowledge and understanding when developing an interactive media project.

Question 11

The responses from learners to this question were mixed. Half of the learners achieved the one mark available. A comprehensive understanding of the GIF file format and its relevance in the context of an interactive project was essential for formulating a successful response to the question.

Question 12

The responses from learners to this question varied significantly. Many learners did not gain a mark for their answers. Some learners confused demographics with psychographics, while others did not attempt to answer the question at all. This is an area that requires improvement.

Question 13(a)

The majority of learners were able to gain a mark for this question. This question allowed learners to earn up to two marks for providing a more detailed and comprehensive response. A key understanding of web design, along with the components involved in buying and selling online, was crucial for successfully addressing the question.

Question 13(b)

Most of the learners responded well to this question and were typically awarded at least one mark. Incorrect responses were usually where learners provided vague or wrong answers about the benefits of having a mobile phone and / or tablet for buying or selling on the move.

Question 14(a)

The majority of learners achieved a mark on this question, but those who provided a more detailed response were awarded the full two marks. The question asked the learners to justify one of the microphones, but some explained or reiterated the details for both microphones. It is crucial to read the question carefully and highlight the key points or command verbs.

Question 14(b)

Most learners gained at least one mark on this question. Recall of knowledge and understanding regarding sound / audio file formats is a key feature for this question.

Question 15

This question was structured in a scaffold style, allowing learners to earn a maximum of four marks. However, learners found the question challenging and it required a thorough understanding of file formats, particularly regarding compression options for uploading and using files on the internet. While some higher-achieving learners managed to explain how an image's clarity could change, the overall quality of responses was low.

Question 16

Learner's achievement was varied on this question. It is important to encourage them to read the question carefully and highlight the command verbs. In many instances, learners described the features, but failed to address how those features could influence computer speed when creating content. This misunderstanding significantly impacted the grades awarded.

Question 17

There was a notable improvement in performance across all cohorts for this question, with the majority of the learners achieving a mark. This demonstrates positive progress and highlights the learner's understanding.

Question 18

There was a notable improvement in performance across all cohorts for this question, with most of the learners achieving a mark. This demonstrates positive progress and highlights the learners' understanding.

Question 19

There was a notable improvement in performance across all cohorts for this question, with the majority of the learners achieving a mark. This demonstrates positive progress and highlights the learner's understanding.

Question 20 (a)

The responses to the question regarding compliance with UK General Data Protection Regulation (GDPR) were varied. Many learners offered brief explanations, demonstrating some knowledge of GDPR, but there were also instances where learners did not attempt to answer the question at all. This area shows potential for improvement, as a solid understanding of GDPR is essential for handling sensitive data effectively.

Question 20 (b)

Fewer learners attempted this question which followed on from 20(a) and required demonstrating knowledge and understanding of compliance when using an app on a mobile phone. The lower response rate and limited accuracy suggest this is an area requiring further development.

Question 21

The average response to this question indicated that most learners who attempted it were able to secure a mark. Answers regarding the definition of a royalty-free image and the process for acquiring one varied, showing some confusion among learners. However, those who did provide answers offered both positive and negative perspectives on their experiences, with some responses demonstrating a high level of insight.

Question 22

There was a mixed response to this question. The key to success was to carefully analyse the question's content before attempting the answer. Quite a few learners did not read the question carefully, therefore, did not give the correct response. The keywords in this question were 'Identify two methods of presenting this proposal'. Less than a quarter of learners achieved the full four marks for this question.

Question 23 (a)

Most learners achieved a mark in this question, explaining their understanding of the word 'aesthetics'.

Question 23 (b)

A high percentage of learners achieved a mark in this question.

Question 24 (a)

This question had a very low pass rate. It is important to understand the question's context and to identify key words and command verbs. In future proposals for learning, it is necessary to identify and consider potential resources needed for an interactive media product.

Question 24 (b)

The response to the question was varied among learners. A key factor in achieving success was a solid understanding of content licensing. While higher performing learners managed to score full marks on this question, there was a noticeable difference in the knowledge recall among level 1 learners.

Question 25

The performance on this question was satisfactory, with the majority of learners attempting a response. The key to success was the ability to read the question and identify its content. The requirement to discuss two clearly stated areas provided a structured yet open-ended approach, benefiting from the exam descriptors for fair assessment.

Question 26

The performance on this question was generally strong, as most of the learners completed it. Some responses demonstrated a thorough understanding of the virtual reality (VR) world and its potential adaptations for diverse audiences, while others focused on itemising the four interactive features instead of elaborating or justifying their significance. This area showed a stronger knowledge of an interactive product.

Non-exam assessment (NEA)

Task 1

In this first task, learners were asked to analyse and interpret the Project Brief, via research to establish client needs, target audience, consideration of software and hardware. The format of evidence was not specified, but it was mandatory that research outcomes were annotated and stated the learner's chosen interactive media product from the options given in the brief.

The majority of learners had produced a written response which showed analysis of materials drawn from research. The majority of learners had produced credible evidence against this task.

Learners who achieved higher marks in this task tended to be able to use well selected research sources to justify their decision in selecting an interactive media product to undertake work on during the NEA. Learners at this level had often explored the three potential product options and made considerations against each, drawing conclusions.

Research often included reference to well-chosen comparable interactive media products (for example, websites or mobile apps which were related to the brief in terms of content) which allowed for discussion of features and informed decision making in terms of the available options.

Learners who performed less well in this task tended to have undertaken research which was more limited in scope and had in some cases, quickly discarded available options in favour of a single focus, with limited justification. In some cases, research did not consider all requested elements or did not balance the response in these terms, for example, the learner may have considered the target audience in some detail but had not referenced consideration of hardware or software. Some submissions did not make a clear decision in regard to choosing one interactive media product, which tended to make the outcome less focused.

Application of research and analysis leading to an informed choice in response to this task generally allowed learners to approach Task 2 with more confidence.

Task 2

Task 2 asked learners to create a product proposal which expanded upon the choice of interactive media product made in Task 1 by the generation of initial ideas to meet the given brief. The format of the proposal was not specified, but the majority of learners had created a written proposal illustrated with visual ideas.

Learners who performed well in this task tended to have produced a detailed proposal, which provided highly considered and justified commentary upon product features, aesthetic choices and resource requirements. A range of broad initial ideas aligned to the selected product were generally evidenced and the learner had provided a rationale for creative choices. Pleasingly, some learners at this level set the proposal in a professional context and addressed it to the

client in a logically laid out and convincing format, which differentiated evidence against this task successfully.

Resource requirements and feature selection were discussed and aesthetic choices made at this stage were considered and well suited to the product. Often learners had refined the ideas and selected a frontrunner purposefully.

Learners who performed less well in this task tended to have produced a more limited range of ideas and had not always addressed considerations of product features. In some cases, at this stage, it was unclear which interactive media product type had been selected by the learner, which tended to impact on the clarity of the rationale. Ideas at this level tended to be less considered in terms of aesthetics and resource requirements.

In some cases, learner evidence produced against this task was not transparently differentiated from Task 1 outcomes and the proposal acted as an extension of research findings, without an appropriate focus on the function of the proposal as a communication of ideas.

The chief moderator noted that as tasks are allocated a specific timeframe, work should be clearly defined to allow accurate assessment and aid focus for learners. It is suggested that task responses should be clearly signposted by learners within their submissions.

Cohesively produced proposals created in this task tended to allow learners to move forward to Task 3 with a focused approach.

Task 3

In response to this task, learners were asked to create a plan for production of their interactive media product, based on one of the ideas communicated in their Task 2 proposal. The evidence required that a production plan be produced, but the format of this was not specified.

The majority of learners had created a written production plan which made use of appropriate visual representations including timelines and planning charts.

Learners who performed well in this task tended to have produced clear plans which considered software and hardware resource requirements, asset choices, processes and techniques and health and safety in the context of their selected interactive media product idea. Planning tools had been selected appropriately and conveyed the learners' intentions in many cases and the timeline given by the NEA was recognised. At this level, learners were generally able to consider realistic attribution of time to specific tasks and recognised the resources required to achieve outcomes. Responses often considered a range of assets and provided clear sources for these.

Lower performing learners in this task tended to have produced less detailed plans, which in some cases, were inconsistent in coverage of each required element and tended to offer more limited justification of approaches. Commentary on hardware and software requirements was often less specific and not always linked to outcomes. Timelines in some cases, were not realistic or did not recognise the time available to complete the NEA. Asset choices were not

always well considered at this stage, with some learner responses showing broad sources from which assets could be obtained, and limited consideration of specific required assets. Commentary was more often limited to simpler statements of intent.

In some cases, learner evidence recounted development to this point, with limited suggestion of how creation of the chosen product would be undertaken, and evidence was not well differentiated in focus from that presented in Task 2. As tasks are allocated a specific timeframe, work should be clearly defined to allow accurate assessment and aid focus for learners. It is suggested that task responses should be clearly signposted by learners within their submissions.

A minority of learners did not produce a response to this task, which limited available marks.

Learners who had produced detailed and specific plans for production tended to be able to approach Task 4 with greater coherence.

Task 4

Task 4 required that learners develop assets for their interactive media product, based on the plan created in Task 3 and provide evaluative evidence of the approaches in this process. No evidence format was specified for responses to this task, but the majority of learners had produced written commentary accompanied by screenshot evidence of asset development.

Learners who performed well in this task tended to have developed a range of assets from various sources. Assets often included images, audio and video. Some learners working at this level had generated imaginative video and audio assets for inclusion in their project. Development of assets was often documented well, showing use of specific tools and techniques to creatively edit and construct assets with reference to the learner's planning.

Learner submissions often provided clear evidence relating to use of technical skills and application of software to develop assets. Learner commentary was often able to reflect on the application of tools and techniques, evaluate success and drive development forwards, leading to well-presented outcomes. Learners in some cases, had commented on and provided visual evidence of directory / folder structures as part of their work. Exporting options were in some cases, evaluated in context.

Manipulation of assets at this level tended to be focused on the outcome and be applied with a degree of sophistication, and technical / aesthetic judgement.

Learners who performed less well in this task tended to rely more exclusively on the sourcing of stock images, giving a narrower range of developmental opportunities. Editing tended to be more reliant on simpler application of cropping and filtering, with more limited scope for reference to processes and techniques used. In a minority of submissions, extremely limited or no evidence of editing took place, which tended to limit available marks in both AO4 and AO2.

Justifications at this level were often less well defined and restricted to commentary regarding availability of assets, with limited consideration of generative and editing opportunities.

A minority of learners had not produced creditable evidence for this task.

Well-developed assets produced with consideration of the final interactive media product outcome tended to allow learners to approach Task 5 confidently.

Task 5

This task was given the highest weighting in terms of time and available marks within the NEA. In Task 5, learners were required to develop their interactive media product to meet the needs of the Project Brief and provide evidence of the production process undertaken to achieve this. The evidence was open in terms of format, but learners were required to provide the interactive media product in a form that is functional and accessible to third parties, alongside evidence of the production process.

The majority of learners had undertaken creating a website in response to the brief, with fewer learners undertaking to create a mobile app or e-learning platform. The majority of learners had supplied working links to the final product which demonstrated accessibility to third parties. In some cases, accessibility of evidence presented an issue for moderators as products were not always found to be accessible for this purpose. In some cases, this delayed moderation whilst working links and / or additional evidence was requested.

Learners who performed well in this task, often presented a functional interactive media product which responded effectively to the requirements of the brief. In some cases, outcomes showed an imaginative approach which was underpinned by application of technical skills. Products at this level tended to exhibit a range of functionality including navigation, alongside clear asset placement. Creative choices tended to be engaging and reflect the nature of the brief with thoughtful consideration of the target audience.

At this level, evidence of production processes was often detailed, with consistent consideration of all required elements. Commentary was often placed in the form of annotated screenshots which showed developmental activities and allowed for evidence of configuration, import, editing and testing. The majority of production process evidence was presented in written form. However, a minority of learners produced screencasts / videos including spoken commentary to support their outcome, which were creditable and effective.

Learners who performed less well tended to have presented products which were less sophisticated or in some cases, non-functional or incomplete. Outcomes at this level did not always consider all aspects of the brief and demonstrated a less organised approach to asset placement. Technical skills tended to be more limited in scope and creative choices were not implemented. In some cases, there was no evidence of testing to produce a functional and accessible outcome. Production process commentary was often more limited in scope and detail, and not all stages of the process were detailed in the learners' evidence.

A minority of learners had not submitted creditable evidence for this task.

Accessible, developed and functional interactive media products produced in this task tended to give learners a useful basis to move onto Task 6.

Task 6

In this final task, learners were required evaluate the technical skills processes, tools and techniques used to create their interactive media product. The format of the evaluation was not specific within the task and the majority of learners had provided written evaluations as evidence.

In some cases, evidence to meet this task was not explicitly differentiated from the evidence in Task 5. The chief moderator noted that as tasks are allocated a specific timeframe, work should be clearly defined to allow accurate assessment and aid focus for learners. It is suggested that task responses should be clearly signposted by learners within their submissions.

Learners who performed well in this task tended to be able to consider the application of creative editing and processing techniques, how well their interactive media product met the brief and how their interactive media product could be improved in relation to the brief as specified by the task. This was often logically presented and considered functionality of the product, accessibility to the target audience, aesthetics, and usability to allow for comprehensive and thoughtful responses.

Learners who performed less well tended to have produced evaluations which did not address all the specified evaluative areas or, in some cases, produced a more minimal response which addressed a limited range of evaluative points, which provided a narrower basis for conclusive commentary. Areas for improvement were sometimes less specific in scope and referred to the learner's own growth during the NEA, rather than consideration of interactive media product in relation to the brief.

A minority of learners had not produced creditable evidence against this task.

In some cases, outcomes from this task reflected the level of detail provided by learners in earlier evidence, with some learners able to sustain an evaluative approach through the course of the assessment.