



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

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

Assessment window: May 2019 – June 2019

Paper number: P000706

Mark Scheme

v1.0 Post-standardisation

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 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:

AO1	Recall knowledge and show understanding	40%
AO2	Apply knowledge and understanding	50%
AO3	Analyse and evaluate knowledge and understanding	10%

Project Brief

24 Hour City Breaks is an exciting new campaign that aims to encourage young people aged between 18 and 25 years old to visit more UK cities to explore the history and culture.

24 Hour City Breaks are asking artists and designers to present their ideas to identify cities (one city) to be used in the campaign.

24 Hour City Breaks has asked you to produce an interactive media product to show the historical and cultural places of interest in your chosen city. You must:

- persuade the target audience to visit the historical and cultural places of interest in your chosen city
- use appropriate assets to engage the target audience (eg images, text, video, audio, etc.)
- show how your chosen city could look as one of the cities in the 24 Hour City Breaks campaign

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
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1	<p>24 Hour City Breaks want to make sure that you consider all aspects of the brief. They would like to see a plan of the content and layout of your interactive media product.</p> <p>Your plan must include:</p> <ul style="list-style-type: none"> • your chosen interactive media product and features • how the interactive media product reflects the target audience • the layout of your interactive media product • the navigation structure of your interactive media product • the sources, processes and techniques that you will use to create your interactive media product. <table border="1" data-bbox="256 920 1243 2058"> <thead> <tr> <th data-bbox="256 920 368 981">Level</th> <th data-bbox="368 920 502 981">Marks</th> <th data-bbox="502 920 1243 981">Descriptors</th> </tr> </thead> <tbody> <tr> <td data-bbox="256 981 368 1184">6</td> <td data-bbox="368 981 502 1184">31–36</td> <td data-bbox="502 981 1243 1184"> <ul style="list-style-type: none"> • Excellent planning of the content and layout of the interactive media product. • Excellent consideration of all aspects of the brief. • Excellent application of sources, processes and techniques. </td> </tr> <tr> <td data-bbox="256 1184 368 1420">5</td> <td data-bbox="368 1184 502 1420">25–30</td> <td data-bbox="502 1184 1243 1420"> <ul style="list-style-type: none"> • Very good planning of the content and layout of the interactive media product. • Very good consideration of all aspects of the brief. • Very good application of sources, processes and techniques. </td> </tr> <tr> <td data-bbox="256 1420 368 1624">4</td> <td data-bbox="368 1420 502 1624">19–24</td> <td data-bbox="502 1420 1243 1624"> <ul style="list-style-type: none"> • Good planning of the content and layout of the interactive media product. • Good consideration of all aspects of the brief. • Good application of sources, processes and techniques. </td> </tr> <tr> <td data-bbox="256 1624 368 1859">3</td> <td data-bbox="368 1624 502 1859">13–18</td> <td data-bbox="502 1624 1243 1859"> <ul style="list-style-type: none"> • Satisfactory planning of the content and layout of the interactive media product. • Satisfactory consideration of all aspects of the brief. • Satisfactory application of most sources, processes and techniques. </td> </tr> <tr> <td data-bbox="256 1859 368 2058">2</td> <td data-bbox="368 1859 502 2058">7–12</td> <td data-bbox="502 1859 1243 2058"> <ul style="list-style-type: none"> • Inconsistent planning of the content and layout of the interactive media product. • Some consideration of most aspects of the brief. • Inconsistent application of some sources, processes and techniques. </td> </tr> </tbody> </table>	Level	Marks	Descriptors	6	31–36	<ul style="list-style-type: none"> • Excellent planning of the content and layout of the interactive media product. • Excellent consideration of all aspects of the brief. • Excellent application of sources, processes and techniques. 	5	25–30	<ul style="list-style-type: none"> • Very good planning of the content and layout of the interactive media product. • Very good consideration of all aspects of the brief. • Very good application of sources, processes and techniques. 	4	19–24	<ul style="list-style-type: none"> • Good planning of the content and layout of the interactive media product. • Good consideration of all aspects of the brief. • Good application of sources, processes and techniques. 	3	13–18	<ul style="list-style-type: none"> • Satisfactory planning of the content and layout of the interactive media product. • Satisfactory consideration of all aspects of the brief. • Satisfactory application of most sources, processes and techniques. 	2	7–12	<ul style="list-style-type: none"> • Inconsistent planning of the content and layout of the interactive media product. • Some consideration of most aspects of the brief. • Inconsistent application of some sources, processes and techniques. 	<p>36</p> <p>AO1=36</p>
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	1	1–6	<ul style="list-style-type: none"> • Basic planning of the content and layout of the interactive media product. • Basic consideration of some aspects of the brief. • Basic application of some sources, processes and techniques.
		0	<ul style="list-style-type: none"> • No creditworthy material.

2	<p>24 Hour City Breaks want you to produce your proposed interactive media product from Task 1.</p> <p>You must create your interactive media product.</p> <p>This might not be a completed version but you must give evidence that the product shows sufficient functionality.</p> <p>You must include the following when you create your interactive media product:</p> <ul style="list-style-type: none"> • experimentation of software solutions • experimentation of hardware solutions • use of directory/folder structures • appropriate file types and exporting options. 	<p>45</p> <p>AO2=45</p>												
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			<ul style="list-style-type: none"> • Good use of folder structures, file types and hardware/software solutions. 	
	3	15–21	<ul style="list-style-type: none"> • Creates an interactive media product with satisfactory functionality, which contains features mostly suited to product. • Some consideration of relationship with the brief and satisfactory reference to initial planning. • Satisfactory use of folder structures, file types and hardware/software solutions. 	
	2	8–14	<ul style="list-style-type: none"> • Creates an interactive media product with inconsistent functionality. • Inconsistent consideration of relationship with the brief and some reference to initial planning. • Inconsistent use of folder structures, file types and hardware/ software solutions. 	
	1	1–7	<ul style="list-style-type: none"> • Creates a basic interactive media product with limited functionality. • Basic consideration of relationship with the brief and lacks reference to initial planning. • Basic use of folder structures, file types and hardware/ software solutions. 	
		0	<ul style="list-style-type: none"> • No creditworthy material. 	

3	<p>You must now evaluate your interactive media product in relation to the brief.</p> <p>Your evaluation must include:</p> <ul style="list-style-type: none"> • your technical skills • the processes that you have used • how you could improve the interactive media product 	9 AO3=9									
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	4	4–5	<ul style="list-style-type: none"> Suggests considered ways to improve the interactive media product, in relation to the brief, with good justification of suggestions. 	
	3	3	<ul style="list-style-type: none"> Suggests satisfactory ways to improve the interactive media product, in relation to the brief, with satisfactory justification of suggestions. 	
	2	2	<ul style="list-style-type: none"> Suggests inconsistent ways to improve the interactive media product, with limited justification of suggestions. 	
	1	1	<ul style="list-style-type: none"> Suggests basic ways to improve the interactive media product, lacking justification of suggestions. 	
		0	<ul style="list-style-type: none"> No creditworthy material. 	

Assessment Objective Grid

Task	AO1	AO2	AO3	Total
1	36			36
2		45		45
3			9	9
Total	36	45	9	90