



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

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

Assessment window: 20 January – 28 February 2020

Paper number: P000921

**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 they are 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

Language Buddy is an exciting educational resource that allows young people to practise and learn foreign languages.

The company hopes their classroom resources will encourage teachers in primary schools to make learning a new language fun and interactive!

Language Buddy want interactive media designers to present their ideas for their new resource packs for 2020. Ideas should be based on **one** language only.

Language Buddy has asked you to produce an interactive media product for your chosen language. This product will be used as a learning resource by teachers in classrooms.

#### You must:

- aim the product at the target audience of children aged 7 to 11
- use appropriate assets to engage the target audience (eg images, text, animations, interactive quizzes, games, video and audio)
- show how your chosen language could be represented in the new resource packs for 2020 (eg consistent style, colour schemes, photographs, flags, sounds, fonts etc).

You will need to refer to each of these three client requirements within your interactive media product.

You are not required to write any content for your product in your chosen language. Your chosen language is for the Language Buddy theme only.

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

Task	Marking guidance	Total marks
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1	<p>Language Buddy wants to make sure that you consider all aspects of the brief.          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 interactive media 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 your interactive media product.</li> </ul> <table border="1" data-bbox="256 1005 1243 2045"> <thead> <tr> <th data-bbox="256 1005 368 1066">Level</th> <th data-bbox="368 1005 502 1066">Marks</th> <th data-bbox="502 1005 1243 1066">Descriptors</th> </tr> </thead> <tbody> <tr> <td data-bbox="256 1066 368 1323">6</td> <td data-bbox="368 1066 502 1323">31–36</td> <td data-bbox="502 1066 1243 1323"> <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="256 1323 368 1581">5</td> <td data-bbox="368 1323 502 1581">25–30</td> <td data-bbox="502 1323 1243 1581"> <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="256 1581 368 1798">4</td> <td data-bbox="368 1581 502 1798">19–24</td> <td data-bbox="502 1581 1243 1798"> <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="256 1798 368 2045">3</td> <td data-bbox="368 1798 502 2045">13–18</td> <td data-bbox="502 1798 1243 2045"> <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> <b>AO1=36</b></p>
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	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>

2	<p>Language Buddy 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 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>• creating and preparing 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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	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 and suggest ways to improve it in relation to the brief.</p> <p>Your evaluation <b>must</b> include:</p> <ul style="list-style-type: none"> <li>• how your product has met the brief</li> <li>• suggestions of how you could improve the interactive media product.</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>