

Sample portfolio: Unit 01

**NCFE Level 2 Technical Award in Interactive
Media**

QN: 603/0852/7

Contents

Introduction	2
Learner evidence and External Quality Assurer commentary	3
Evidence and Grading Tracker	22
Unit summative feedback	26

Introduction

The material within this portfolio relates to:

Unit 01 Investigate interactive media production (Y/615/3948)

This portfolio is designed to demonstrate the types of evidence that could be produced for Unit 01 of the NCFE Level 2 Technical Award in Interactive Media (603/0852/7). It's designed to provide guidance on how a portfolio could look, rather than being prescriptive.

Evidence may be submitted in a variety of forms. In this example there are written accounts and visual evidence, but the evidence could also be presented in an audio or audio-visual format, group discussions and presentations. Where the learner has provided visual evidence (for example screen grabs, copies of research), this has been clearly annotated to give context as to why it has been included. Each piece of evidence has been presented with the learning outcome number shown at the top of the page.

This portfolio contains both actual evidence from a learner and also manufactured evidence produced by NCFE. External Quality Assurer guidance has been provided for each piece of evidence relating to a learning outcome. The guidance comments on how the evidence meets the learning outcome and what could be improved to obtain a higher grade.

The suggestions and assessment methods are not exhaustive and Teachers are encouraged to explore other methods which will support the learner to produce the best evidence that they're capable of for the unit. For further advice on the suitability of a particular assessment method, you can refer to the relevant qualification specification or contact your NCFE External Quality Assurer.

It's strongly recommended that each unit is presented and assessed individually to allow accurate judgements about the learner's competence. This will also make it easier to award a grade for the unit. The work must then be internally quality assured and made available for the External Quality Assurer. It's accepted that a piece of evidence may be presented for more than one unit. Where this is the case, the evidence must be clearly mapped to all units and learning outcomes it applies to when presented to the External Quality Assurer. This will enable them to make an accurate judgement about the learner's competence and overall unit grade. We would encourage the use of our Evidence and Grading Tracker document which is available on our website, although any method which clearly records the evidence against the learning outcomes may be used.

Learner evidence and External Quality Assurer commentary**Unit 01 Investigate interactive media production**

Learning outcome 1 Understand what is required for the development of an interactive media product

Learner evidence:**Task One Learning Outcome One****The features of a website****House style:**

House style is about the specific usage and editing rules followed by writers and editors to ensure stylistic consistency in a publication or multiple publications. In this case a website, but can be used for other media's such as newspapers. So, for a website example: certain features included on websites like a logo, colour scheme and font are ways of showing house style. These are features that are themed for all different types of websites to make them distinct from other websites.

The colour scheme:

Colour scheme is important for a website as again, it show an identification to customers as to what they are looking at, so to help them identify the producer by a specific colour scheme. Colour can also be important to engage the customer, for instance if colours are bright and exiting, customers may be more likely to shop or get involved in the product being sold because the colours set a good atmosphere. In the same way, colours like grey and brown may be used as business like colours to make for a more professional and formal website, to market to a specific type of audience.

Typography:

This is referring to the characteristics of the font used on a website. For instance, the size, colour and style. It is also in reference to how font types can be used to attract customers.

Rollovers:

These are advertisements that websites use to market several products or sites consecutively. This happens when you hover over an add and others adds take its place. So, this can be used to market several products on websites.

Links:

Links can be used on websites to take customers to other products and sites that they own, or even to other sites which have more information on what they are marketing. For example, if you're marketing a talent show you can include links to your Facebook page for more information or YouTube to show off some of your previous work, and thereby get customers interested.

Unit 01 Investigate interactive media production (cont'd)

Learning outcome 1 Understand what is required for the development of an interactive media product (cont'd)

Learner evidence (cont'd):

Interactive elements:

These are used on websites to allow customers more insight into products they're looking at, as in, if you're looking at clothing you can enlarge the pictures and if you hover over the image the image may show a different style or outlook of that product to help customers feel more involved in the website and the product they're viewing. If customers get a better visual experience they may be more likely to buy from that website.

Who is my target audience?

The target market for talent shows such as Britain's Got Talent and The Voice have a wide range of audiences, which could include families, young couples and teenagers. So, age range can be between 5-50 years old, but this should not be restricting the idea that older couples may also enjoy these talent shows so age range could be from 5-80 years of age.

The sources, processes and techniques I need for to develop my website

I have done some research and found that there are a number of development stages to go through in order to create a website, this website lists them as:

- ✓ Site definition and planning – this means, figuring out what the purpose of the site will be and get my ideas sketched out for what I want to achieve making the ideas.
- ✓ Information architecture – this is to do with the organisation and labelling of my website, including things like shared areas.
- ✓ Site design – this will be my use of font size, use of colour and images/videos, to engage my target audience.
- ✓ Site construction – using web authoring, multimedia authoring, video/sound editing and animation software to build up the website, sourcing images and information from different websites as well as my own original work. If I get any information from other sites I will seek permission first.

Health and safety issues, I need to consider

When making a website, there are many health and safety issues to consider. You must make sure that all your computing equipment is properly adjusted including your seat so you're comfortable to work. You must make sure to take regular breaks to prevent eye damage. Stay well fed and hydrated, but be sure to keep food and drink away from equipment to keep it functioning properly and not risk damage to the equipment, otherwise work done to the website could be lost.

Things I may also have to consider are:

The Health and Safety at Work Act 1974 is the main piece of law covering health and safety in Great Britain. The Health and Safety Executive, with local authorities, and other enforcing authorities, is responsible for enforcing the Act and a number of other Acts.

Unit 01 Investigate interactive media production (cont'd)

Learning outcome 1 Understand what is required for the development of an interactive media product (cont'd)

Learner evidence (cont'd):

Health and Safety (Display Screen Equipment) Regulations 1992: A Display Screen Equipment is a device or equipment that has a graphic display screen, regardless of the display process involved; it includes both normal display screens and those used in developing technologies such as laptops, touch-screens and other similar devices.

In November 1988 the Parliament of the United Kingdom created the Copyright, Designs and Patents Act 1988, it is also known as the CDPA. It almost completely changes the legal base of copyright law in the United Kingdom. Essentially, the 1988 Act establishes that copyright in most works lasts until 70 years after the death of the creator if known, otherwise 70 years after the work was created or published. In order for a creation to be protected by copyright it must fall within one of the following categories of work: literary work, dramatic work, musical work, artistic work, films, sounds recordings, broadcasts, and typographical arrangement of published editions.

Unit 01 Investigate interactive media production (Y/615/3948) (cont'd)

Learning outcome 1 Understand what is required for the development of an interactive media product (cont'd)

Grading descriptors	Example
Pass: Describes what is required for the development of interactive media products	All assessment points are covered with minimal description.
Merit: Describes what is required for the development of interactive media products <u>and makes some links between them</u>	All assessment points are covered and some links are made between them. eg learners make links between certain features, processes and techniques and their intended audience.
Distinction: Describes what is required for the development of interactive media products <u>and explains how they are linked.</u>	All assessment points are covered and explanations are made about how they are linked. eg learners should be expected not only to be able to describe the assessment points but to explain how certain features, processes and techniques are more/less appropriate for certain types of audience.

Justification for the awarded grade:

The learner has looked at all of the elements required by the brief and described what is required for the development of an interactive media product, in this case a website. The learner fails to make detailed and thoughtful links between these elements and does not discuss how this could be combined to aid the development process.

Whilst the learner has looked at health and safety issues they are also lacking in depth and focus, and contain a large amount of information that has not been applied to their own working processes.

Grade awarded for this learning outcome - Pass

Unit 01 Investigate interactive media production (Y/615/3948) (cont'd)

Learning outcome 2 Experiment with interactive media products and their production in relation to a brief

Learner evidence:

Task 2 Learning Outcome 2

Here are some of the processes and techniques needed for the development of my interactive media product which will be a website for the promotion of a new talent show.

Image manipulation:

Image manipulation is used to make images of products more appealing, by using photo shop, you can air brush images to smooth them over and look a better quality than they are, an illusion that gets more customers to view and buy your products.

Adobe Photoshop can edit and change photos; it can change the body shape, skin tones, effect. It can crop out areas of an image and replace them with other images; the colour replacement tool is also very useful. In Photoshop I can get an image and then crop out the background and change it to vector by using the vector tool.

Sound creation and manipulation:

we can create sound files by recording them on devices or in studios to use for websites, like sample sound clips of singing or even using recordings of official sound tracks, to use on the website. You can also manipulate the sound files for desired effects e.g. adjusting the tempo of the music and the strength, so you can choose how loud and long a website viewer can hear the sound clip on your website.

Website authoring:

Adobe Dreamweaver creates interactive websites which incorporate all the other programs. It allows you to import features you have made other software. You can import banners from firework, logs, navigation bar, and an advert from flash. You can code it with HTML or you can make it on the program. The colour palette is very limited because images are supposed to be imported.

Adobe Fireworks is interactive because you can have links, pictures and you can move around images. The colour palette has thousands of different colours and you can change the pattern and gradient of colours. Gradients and special colour effect such as texture, pattern and shade can be applied in this program. This software creates both 2D and 3D images. On fireworks you can make interactive images and edit images. I would use it to create simple vector images and cartoons.

Multimedia authoring:

Adobe Illustrator means you can create complex vector images which look like a bitmap drawing. Illustrator has a huge customizable colour palette which has thousands of combinations of colours. There is also a 3D perspective mode which lets you create 3D images and scenery. Also, it lets you only draw inside a certain area.

Unit 01 Investigate interactive media production (Y/615/3948) (cont'd)

Learning outcome 2 Experiment with interactive media products and their production in relation to a brief (cont'd)

Learner evidence (cont'd):**Video editing:**

Similarly, to sound creation, videos must be recorded and can then be edited in software's such as movie-maker where you can piece together your filming and edit it, you can add in sound and music and cut undesired parts to perfect the video for publishing.

Animation software:

A good animation software to use is adobe animation, which you use to create animations relevant to your website, to engage your audience and give them a visual representation of what the website is selling. It can also be used to simply engage the reader with comical animation, to make the audience more interested in your website.

Adobe Flash: Flash allows you to make animations which can be used for websites. You can create frame by frame animations. You can also create 3D images. Abode flash is useful because I could make an animation which could use on my website. Also, I could make a sideshow with this program. Adobe flash is a good animation software however it is difficult to make complex animations.

Unit 01 Investigate interactive media production (Y/615/3948) (cont'd)

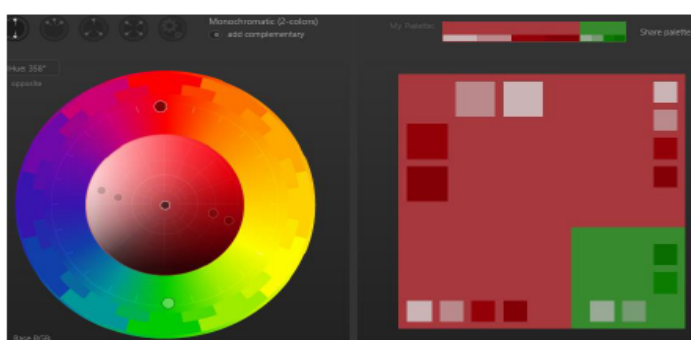
Learning outcome 2 Experiment with interactive media products and their production in relation to a brief (cont'd)

Learner evidence (cont'd):

Here is some of my experimentation with software to plan and design my website:

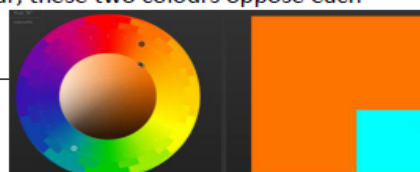
Example of complementary colour (opposite each other on the colour wheel)

Example 1b



The colour scheme on the left is an example of complimentary colours, complimentary colours are a pair of colours which oppose each other on the colour wheel. When combined these pair of colours create white and black.

These complimentary colours could be used on my website for the navigation bar or the background. Complimentary colours are effective for my website due to contrast used to show a mix of activities at my mill. Also I have seen a many number of examples of complimentary colours on the mill website, for example in website 3 there were complimentary colours used for the orange button which was on the light blue navigation bar, these two colours oppose each other on the colour wheel, which can be seen on the right on the colour wheel.



Unit 01 Investigate interactive media production (Y/615/3948) (cont'd)

Learning outcome 2 Experiment with interactive media products and their production in relation to a brief (cont'd)

Learner evidence (cont'd):

Example 2a

The colour scheme I have created on the left is an example of a colour scheme I would not use on my mill website, they are different shades of the same colour however the original colour isn't an acceptable colour for my mill website.

The example 2 colour scheme is not a good example of a colour scheme for my mill. First of all, **colour 1** and **colour 2** have been highly altered causing them to not even slightly resemble the original colour. During my research I have not seen a colour scheme that has extremely altered versions of the same colour which means it probably isn't appropriate for a family destination, however other websites I have not checked may have used this technique. Also, I did mention earlier, the original colour is not acceptable for a mill website due to it being dull and unattractive, since the original colour is dull this generally causes the different shades to be unappealing.

Unit 01 Investigate interactive media production (Y/615/3948) (cont'd)

Learning outcome 2 Experiment with interactive media products and their production in relation to a brief (cont'd)

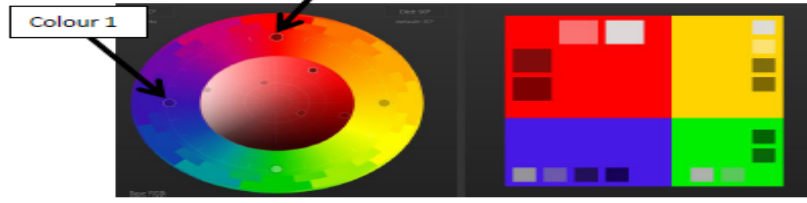
Learner evidence (cont'd):

Example of contrasting colours (colours which are next to each other on the colour wheel)

Example 1c

Colour 1


Colour 2



The colour scheme on the left shows an example of contrasting colours on a colour wheel and on a palette. Contrasting colours are colours that have 2 different colour sections between them. For example, on the colour wheel to the left colour 1 and colour 2 are contrasting colours

The colour scheme above shows 4 contrasting colours. Contrasting colours are appropriate for a mill website because it shows a range of different colours, implying the theme park vivid and exciting. Using these simple colours could also be used to aid with the simplicity of the website when a parent or child navigates it to see the theme park. Another reason for the using contrasting colours on my website is because during my research of similar websites, the website for the shopping centre in plymouth uses 3 of the contrast colours on the palette I have made. This can be seen in the screenshot below.

Contrasting colour pallet



Unit 01 Investigate interactive media production (Y/615/3948) (cont'd)

Learning outcome 2 Experiment with interactive media products and their production in relation to a brief (cont'd)

Learner evidence (cont'd):**Experimenting****Example 1**

This is an example of the font I could used for my website

Arial Rounded MT Bold

This font which is called "arial Rounded MT bold" could be one of the fonts I use on my website however the rounded edges of the letters looks slightly unprofessional. Also I have not seen font similar to this on any website I researched.

Example 2

This is an example of a font I could use on my website

Calibri

This font is called "calibri" which could be the font I use on my website because it's simple and legible at any size. Yet it is a very generic font which could make my website lack character or not complete the theme of my mill. During my research I did not see any websites using a generic font such as this one, the majority of the time the websites used a font which was unique and matched the theme, for example, the Bevan font on websites.

Unit 01 Investigate interactive media production (Y/615/3948) (cont'd)

Learning outcome 2 Experiment with interactive media products and their production in relation to a brief (cont'd)

Learner evidence (cont'd):

Example 3



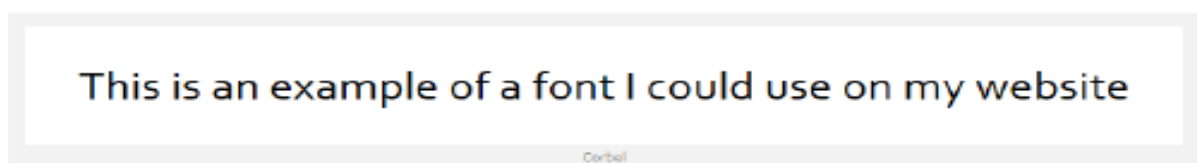
The font above named "HP Simplified" is a bold font which is acceptable for my website. The font is relatively bold which could look bad against a light colour background since in my research I have not seen bold text on a light background. For example, website 6 has very thin text against a white background which looks good and professional.

Unit 01 Investigate interactive media production (Y/615/3948) (cont'd)

Learning outcome 2 Experiment with interactive media products and their production in relation to a brief (cont'd)

Learner evidence (cont'd):

Example 4



The font above, which is called “corbel”, is a font which I would defiantly use on my website because it is simple and it is not very bold. I am choosing this font for the paragraph on my page because its similar to the paragraph fonts used on websites I researched and it is very subtle and should not distract people who visit the page from the other parts of my website.

Example 5



The screenshot to the left is an example of a font I could use for my websites headings and subheadings. The font I have chosen, called “Arial black”, is effective at being the headings because it is bold and accompanies the simplicity of my paragraph font. Also during my research, I have seen websites that use fonts similar to “Arial black” for example, website 4 uses a thick font for headings and tabs.

Unit 01 Investigate interactive media production (Y/615/3948) (cont'd)

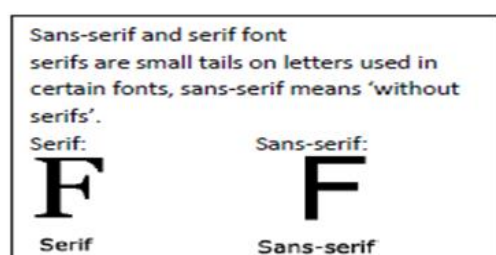
Learning outcome 2 Experiment with interactive media products and their production in relation to a brief (cont'd)

Learner evidence (cont'd):

Typography

Research

Website Analysis



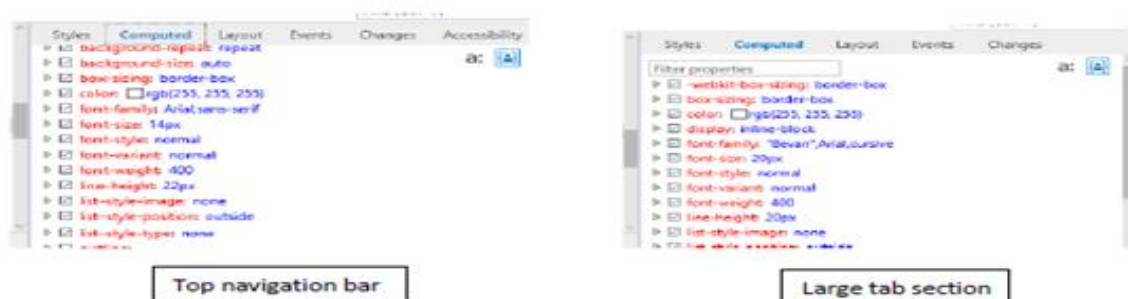
- ▶ ☒ font-family: "Circular-Pro-Black", "Noto Sans JP", Arial, sans-serif
- ▶ ☒ font-size: 19.2px

On the screen shot of the website above (website 4) the font which is used the most is Circular-Pro-Black, this font is sans-serif which contributes to the simplicity of the website, since there is less detail on the letters. Also fonts which are sans serif are considered more modern because they were created much more recently than serif font, because of this when I create my website I will use sans-serif. The font used on the website above is called "circular-pro-black" which is a thick, legible font, this is good because this font also makes the website easier to navigate and understand which are good qualities for a website aimed at families. Another important aspect of a websites font is the size of the font, the size of the subheading text I have selected (the font the arrow is pointing to) is 19.2px which means 19.2 pixels. When I create my website the size for the subheading I will use will most likely be between 19px to 20px because a similar size of 19.2px is used on the *Plymouth Drake Centre* website subheading which looks proportionate and is an effective subheading.

Unit 01 Investigate interactive media production (Y/615/3948) (cont'd)

Learning outcome 2 Experiment with interactive media products and their production in relation to a brief (cont'd)

Learner evidence (cont'd):



On this website for the family orientated shopping centre they use san-serif text for the top navigation bar but serif text for the large tab section near the middle. In the screenshot the large tab section is the only part which uses serif font, this might be used to show difference on the website or to make it look professional by including this font. After researching websites to observe typography I have not seen any fonts that are cursive, artistic or extravagant, it is the same in this website, there are two main fonts on this part of the page. "Bevan" is one of the main fonts which is thick and has serifs, the other font is "Arial" which is a simple and generic font that is sans-serif. On the website there is a large difference of font sizes between the top navigation bar and the large tab section. The text size for the headings in the large tab section is 20px, the top navigation bar font size is 14px. Since bevan is a large font the size of the font wouldn't have to be that high to be large, for example if 20px bevan and 20px arial were placed next to each other bevan would look bigger, this means that my heading would be larger than 20px because I would not be using bevan.

Unit 01 Investigate interactive media production (Y/615/3948) (cont'd)

Learning outcome 2 Experiment with interactive media products and their production in relation to a brief (cont'd)

Grading descriptors	Example
Pass: Carries out <u>purposeful</u> experimentation with <u>some</u> links to the brief	The learner's evidence of experimentation will have some links to the brief.
Merit: Carries out <u>focused</u> experimentation with <u>evidence</u> of how this has been used in relation to the brief	The learner will show evidence of experimentation using a range of processes, techniques and software solutions in relation to the brief.
Distinction: Carries out <u>thorough</u> experimentation with <u>clear evidence</u> of how this has been used in relation to the brief	The learner will show clear evidence of experimentation using a wide range of processes, techniques and alternative software solutions in relation to the brief.

Justification for the awarded grade:

The learner has talked about different software and techniques that could be used in the creation of a website and has carried out some purposeful experimentation, with ideas for use of fonts, typography and colour schemes for their website which link to the requirements of the brief.

Overall, the evidence of experimentation is limited to a few areas of production and does not show experimentation with, for example, visual effects of image manipulation software, all of which would connect back to the different techniques and software the learner has explored and discussed previously.

There is clearly some thought and purpose to the work being undertaken by the learner, but there is an overall lack of detail and focus throughout which restricts it from receiving a higher grade.

Grade awarded for this learning outcome - Pass

Unit 01 Investigate interactive media production (Y/615/3948) (cont'd)**Learning outcome 3** Review their experimentation with interactive media products**Learner evidence:****Task 3 Learning Outcome 3**

After conducting all of my research for interactive media product I decided to choose to create a website rather than a mobile app or an interactive kiosk. The reason is that I have created websites in the past so I know how to make them, meaning it will look and function better than a mobile app or interactive kiosk. But the biggest advantage of mobile applications is that they can be used portably, however this makes it more complicated to make. Another reason why I decided not to use create an interactive media product for an information kiosk was because finding images with a high enough quality to use on a large kiosk is difficult, I would probably have to take the picture myself to use so the quality wouldn't be low. Overall I am using a website because it has many more advantages than mobile application or information kiosk.

Processes and techniques used to manipulate my digital assets:**Hardware**

I will complete the majority of my tasks at school using a computer in the IT suite. The school PC's allows me to use all of the software I need, listed in the software section below, meaning I can create a good final product. The school PC is also quick and has a lot of memory space so I can keep a lot of images and designs.

I can use my phone to find the interactive mobile applications for the research section about which interactive media product I should use. The phone I will be using is an iPhone 5 which has 1 gigabyte of ram and 32 gigabytes of storage. This is good because it allows me to store screenshots of the apps I found. The phone also allows me to screenshot the apps I found so I could obtain high resolution images of the apps. I also used my phone to take my own photos that I can use on the site, it has an 8 megapixel camera on the front and balances hue and colour well so it is appropriate for taking images.

The scanner which I will use will be provided by my school. All of the scanning will be done at school on the scanner. I'll use the scanner to transfer my physical sketches onto the computer. The scanner has a high resolution when scanning so that the entirety of my sketches can be used and so they are legible. I would rather use a scanner than taking a picture of the sketches because it is easier for the images to be transferred from scanner to computer rather than camera to computer. Also the scanner only copies the sketches and nothing else.

I will use Microsoft word to write many of the tasks. I chose word because it is easy to work on due to the good user interface and because of the range of formatting tools. for the text. Microsoft office also has other features such as spell check which allows me to correct misspelt words via a huge dictionary integrated into Microsoft word, this is another reason why I will use Microsoft word. The word count on word is another reason why I will use Microsoft word; with this feature I can count the words or letters in a document.

Unit 01 Investigate interactive media production (Y/615/3948) (cont'd)**Learning outcome 3** Review their experimentation with interactive media products (cont'd)**Learner evidence (cont'd):**

Photoshop will be used to remove the white background from my logo. The reason for using Photoshop for this, because of the smart eraser tool which allows the Photoshop software to select and delete areas of the same colour, for my logo the area of the same colour is the white background.

I have decided to use Google chrome for all of the research and collecting all the images for the tasks. On Google chrome I have an unlimited number of non-copyrighted images I can use for my site which is a reason why I will use it. Due to the huge range of images I can find the exact image which I want on my site. Also I can download images in their full quality from the internet. I prefer to use the internet for images rather than taking the images myself because they look professional and good. Google chrome also allows me to visit many websites to collect research and information.

Content, assets and use of software:

Font lab studio was used to edit and play around with different fonts within my experimentation. I used colour wheels to experiment with different colour matches/designs.

Lorem ipsum Dummy text is a type of text which has no meaning and isn't meant to be understood, it is made of random letters combined to make meaningless words. The point of dummy text is to fill in an area with words when no actual content is needed. Lorem ipsum is a type of dummy text. I used Lorem ipsum in my design to fill up the areas which require no content i.e. the contact and home sections, they require no content because the brief only asks for an interactive map and not paragraphs of information about the amusement park. I used Lorem ipsum as my dummy text because it is most popular type of dummy text meaning it is easily recognised.

For my website, I will use images on each page to show what it is and to add content. I'll make sure that the images I use to achieve the purpose of my website are appropriate for my target audience. I will use images of talent shows that will be sourced from the internet and ones that I take on my phone which I will transfer to the computer.

I will have an animation on my home page which will run on a loop. I will make sure that it is composed of only vector images so that it will load and play consistently. Some animations that I could use are animations of a roller coaster going on a track or a Ferris wheel spinning.

On my website I will create sounds, when someone interacts with the website for example clicking or activating a rollover on an aspect. I will use a sound to show the website is professional and it is appropriate for my website due to the many interactive features. Also sounds can indicate to a user when something has been interacted with, for example clicking to re-direct to the home page or clicking a link. Another sound I could use on my website is a greeting that the user clicks to activate the audio player that plays a message.

Unit 01 Investigate interactive media production (Y/615/3948) (cont'd)**Learning outcome 3** Review their experimentation with interactive media products (cont'd)**Learner evidence (cont'd):**

The graphics I will create are ones that will be used mainly for the navigation bar and pages. Some of these graphics will include buttons, banner and logo. I will create the buttons and the logo in Serif DrawPlus because of the wide range of formatting, editing and vector image tools. I will create the banner and the main navigation bar of my website in Serif WebPlus.

The theme of my typography is important because it is what the visitor of my website has to read and understand it. Also, the font has to compliment the rest of the website. The colour of the font also has to match the website in order to create a colour theme. The size of the font will also contribute to the websites appearance and which areas of the website gather the most attention.

Colours

A colour theme is important to a website because it has to be appropriate and compliment it. Also, a website colour scheme helps to create a more professional looking website which looks good.

Media techniques

I will need to sketch possible designs of my website. This will help me because I could quickly design potential website ideas which can be made to look better on word or PowerPoint. On my sketches I will include buttons, a section for a logo, image sections and tabs.

Skills development:

I've played around with different media and ideas in order to get an understanding of what is suitable for my website. If techniques were unsuccessful I would simply use another that did work. I tried to use different software until I found one that worked with my ideas, and this helped to make a better end product.

What went well/not so well:

Sometimes software and hardware didn't function properly for instance the school computers were down for a week, making it hard to get software work done because it was solely done on said school computers. However mostly, the software I used ran smoothly allowing me to complete work at a good speed and ensure that no work was lost due to any computer faults. I think my research into typography and software was also very good and it allowed me to understand what I would need to make my website attractive to the target audience and complete all of my work successfully.

Ways to improve:

If I were to go back and do the work again I might choose to do my work from a laptop at home as they are portable so I can complete work wherever I go, including school and home. This means more time to complete work in a more suitable environment which could mean more and better quality work being created. I could also look at different types of hardware and software I could use in more detail to allow me to have more choice in what I will actually use to make my product.

Unit 01 Investigate interactive media production (Y/615/3948) (cont'd)**Learning outcome 3** Review their experimentation with interactive media products (cont'd)

Grading descriptors	Example
Pass: Describes the experimentation involved and <u>identifies some</u> aspects of what went well/not so well	The learner will identify some aspects of what went well or not so well in their experimentation and skills developed using feedback from others and self-reflection.
Merit: Describes the experimentation involved and <u>identifies</u> what went well/not so well	The learner will identify a range of aspects of what went well/not so well in their experimentation and skills developed using feedback from others and self-reflection.
Distinction: Describes the experimentation involved and <u>identifies</u> what went well/not so well and <u>opportunities for improvement</u>	The learner will identify a wide range of aspects of what went well/not so well in their experimentation, skills developed and ways to improve using feedback from others and self-reflection.

Justification for grade awarded:

The learner has produced a review of their experimentation and some aspects of this are thoughtfully explored. However, overall, the learner work lacks focus and they tend more towards explanations of what they will do to create the website rather than the relevant successes and failures within their experimentation.

Whilst on the surface it seems as if the learner has produced an extended review, when scrutinised it is clear that they have made only some limited judgements on a few relevant areas required by the learning outcome. There is also a lack of focus by the learner on the professional aspect of making a response to a brief, here learners have been asked to work within a vocational context and act as if they were responding to a client. The learner makes numerous references here to classroom equipment and resources which somewhat misses the vocational nature of the tasks to be undertaken.

Grade awarded for this learning outcome - Pass

Evidence and Grading Tracker

Unit 01 Investigate interactive media production (Y/615/3948) (cont'd)

A breakdown of the grades awarded for each learning outcome within unit 01 is shown below in an example of a completed Evidence and Grading Tracker, a blank copy of which is available for use or adaptation on the qualification page on our website.

A **Pass** grade can be awarded for the unit as a whole.

The learner has not achieved a **Merit or Distinction** grade for the unit because they did not achieve above a Pass grade for any of learning outcomes.

The learner is entitled to one opportunity to resubmit work for the unit to obtain a higher grade.

Unit 01 Investigate interactive media production (Y/615/3948)**Learning outcome 1**

You will:

Understand what is required for the development of an interactive media product

You must know about:

- the features of an interactive media product
- the target audiences of interactive media products
- the sources, processes and techniques needed for the development of an interactive media product
- health and safety issues related to computer use

You will	Location of evidence (eg hyperlink/portfolio page number and type)	Link your assessment task here
understand what is required for the development of an interactive media product	p4-6	

Grading descriptors for learning outcome 1			
NYA	Pass	Merit	Distinction
	✓		

Unit 01 Investigate interactive media production (Y/615/3948) (cont'd)**Learning outcome 2**

You will:

Experiment with interactive media products and your production in relation to a brief

You must demonstrate:

- experimentation of processes and techniques needed for the development of an interactive media product
- experimentation with software solutions
- experimentation with hardware options

You will:	Location of evidence (eg hyperlink/portfolio page number and type)	Link your assessment task here
experiment with interactive media products and your production in relation to a brief	p8-17	

Grading descriptors for learning outcome 2			
NYA	Pass	Merit	Distinction
	✓		

Unit 01 Investigate interactive media production (Y/615/3948) (cont'd)**Learning outcome 3**

You will:

Review your experimentation with interactive media products

You must consider:

- selection of processes and techniques
- use of software
- feedback
- skills development

You will:	Location of evidence (eg hyperlink/portfolio page number and type)	Link your assessment task here
review your experimentation with interactive media products	p19-22	

Grading descriptors for learning outcome 3			
NYA	Pass	Merit	Distinction
	✓		

Unit 01 Investigate interactive media production (Y/615/3948) (cont'd)**Unit summative feedback**

Grading descriptors for unit Y/615/3948			
NYA	Pass	Merit	Distinction
	✓		
IQA/EQA feedback <p>Well done Fiona, you have achieved a Pass for the unit and have shown an understanding of relevant software and hardware as well as techniques, processes and sources required to produce your website. You could improve this work by showing how all of these elements will combine together to allow you to produce an effective product for your client that will meet the needs of your target audience.</p> <p>Your experimentation is limited in parts and you could have provided evidence of how you had used different software and hardware to create/manipulate images, edit audio and audio-visual footage and how you will add these features into your product. You could also show some further experimentation with animation software as you have mentioned that you would like to include animations within your product.</p> <p>Your review contains some appropriate description of your experimentation but is very focused on what you would like to do when you create your product rather than the work already undertaken. You need to go back through the work that you did in tasks 1 and 2 and describe how successful you were with your experimentation and how you will use this in the creation of your final product.</p>			

I confirm I have graded this work against the grading descriptors for the qualification.

Overall unit grade: Pass

Date submitted on the Portal:

Teacher/Assessor Name: W Burgess

Signature: *W Burgess*

Date: 14/03/17