# Sample portfolio: Unit 02

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

**QN: 603/0852/7**

# Contents

**Introduction**

The material within this portfolio relates to:

**Unit 02 Plan and prepare for an interactive media product (R/615/3950)**

This portfolio is designed to demonstrate the types of evidence that could be produced for Unit 02 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 format. 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 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 www.ncfe.org.uk, although any method which clearly records the evidence against the learning outcomes may be used.

**Learner evidence and External Quality Assurer commentary**

**Unit 02 Plan and prepare for an interactive media product (R/615/3950)**

**Learning outcome 1** Understand how to produce a proposal to meet a brief

**Learner evidence:**

## Ideas development

In order to develop ideas, I will need to conduct research into similar websites that advertise and encourage audiences to interact with TV talent shows. I will need to look at all aspects of these sites and gain an understanding of the different pages they contain and the different ways people can interact with them, such as voting or choosing their favourite outfits for contestants to wear or even songs for them to sing.

I will also need to look at all of the different content in terms on including videos, audio and pictures or even animations so that I can better understand what content is most popular on these sites. I will also have to think about how I can find this sort of content for myself and how I will place it into my own website. I will look into different colours and font types that I can use to attract my audience, I will also need to consider the type of audience I want to attract and how I will do this. I will maybe produce some moodboards to help me visualise my ideas and look at different ways of producing content for my website, so I will need to use my technical and creative skills combined to make my website work properly and appeal to the audience.

Overall I think I will need to do a lot of research and experimentation to help me plan what would be the best look and content for my website and make it as successful as possible.

## My chosen audience/end-user

I will need to gain an understanding of my chosen audience which I have identified as being quite varied due to the fact that TV talent shows are popular family viewing. I have researched different TV talent shows such as 'Britain's got Talent' and 'The Voice' to see the types of audience they attract, I have also done some web searches to see what audience data has been collected on these types of shows. I have looked at a range of articles and websites and it is generally agreed that the target audience for talent shows is 16-34 year olds of both genders, there are some exceptions as shows like 'Britain's got Talent' is often seen as family viewing so some older adults and younger children may also form part of the audience, however, this is who I need to target my website at. With this age range, some of my end-users may not be as tech savvy as the others so I need to make sure I have something for everyone and that the site is easy to navigate. I will need to avoid too much slang language but will also need to include social media links for younger users as they are always networking and respond well to hashtags and Facebook links so that they can share their thoughts and experiences. I should also see if I can have some music and video downloads available from the show so that people can listen/watch again to acts that they like.

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcome 1** Understand how to produce a proposal to meet a brief (cont'd)

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

**Technical Aspects**

Here are some of the technical aspects I will need to consider when creating my website to ensure that my webpages are clear and images are able to be viewed properly without squashing or stretching them.

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcome 1** Understand how to produce a proposal to meet a brief (cont'd)

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

| | JPEG Filetype | | |
|---|---|---|---|
| Insert Printscreen of the export screen here | **What effect does changing the quality have?** (mention the filesize) | | |
| |  |  |  |
| | **20**<br>In this image the quality has been reduced to 20 qualities. The image has become pixelated and has lost a lot of quality. The file has reduced a lot. | **60**<br>The image has been reduced, from 100, 40 quality. The image still keeps the some of the high quality and doesn't become pixelated. The file size doesn't reduce much. | **80**<br>The image quality is 80. The image has high quality and there is little difference between this image and 100 qualitiy. The file size is high though. |
| | **What effect does changing the smoothing have?** (mention the filesize) | | |
| | Changing the smoothing of a jpeg image makes the image blurry and increases the file size. Also changing the smoothness increases or decreases the brightness. | | |

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcome 1** Understand how to produce a proposal to meet a brief (cont'd)

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

| Image Filetype Compression and Comparison | | | |
|---|---|---|---|
| | **Number of Colours** | **Lossy or Lossless?** | **Support Transparency?** |
| GIF | 256 | lossy | Yes |
| PNG | 16 bit | Lossless | Yes |
| JPEG | 16 bit | Lossy | No |

In this document you will summarise the uses of the graphic file types and your potential uses of them –
http://www.bbc.co.uk/schools/gcsebitesize/dida/graphics/selectingrev6.shtml

| Example of potential uses of the graphic file types | | | |
|---|---|---|---|
| | **GIF** | **JPEG** | **PNG** |
| My potential use | Logos as I may want a transparent back ground and I can reduce the number of colours. Other cartoon style vector images. My banners will be saved as this. | High quality images and mainly photos; they don't loss too much quality. Also they are lossy. | For images using effects such as drop shadows or glows, which also require transparency, So I will use it for some of the images that are dark inside the mill. Fireworks by default uses PNGs. |

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcome 1** Understand how to produce a proposal to meet a brief (cont'd)

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

| Resolution Definitions |
| --- |
| **Describe DPI (Dots per Inch)** |
| The definition of dots per inch means how many dots per inch in an image. The more dots per inch the better the quality, the fewer dots per inch the worst. The fewer dots there are the lower the quality of the image. |
| **Describe PPI (Pixels per Inch)** |
| The definition of pixels per inch means how many pixels per inch in an image. The more pixels per inch the better the quality, the fewer pixels per inch the worst. They are different from dots because they are square. The minimum PPI for a printed image is 300. If the PPI is lowered then the image will lose quality. |
| **What resolution would you set images for websites, PowerPoint presentations and other on screen purposes? Justify your answer.** |
| Websites or on screen programs should use 72dpi because it still has good quality and it is the maximum resolution for monitors. Also if the resolution was any higher most computers wouldn't be able to open them which means my website will not work for most people, if the image resolution is lower the presentation will have low quality. |
| **What resolution would you set images for a high quality magazine? Justify your answer.** |
| For an image which is going to be printed a 300dpi is standard but sometimes 150dpi is acceptable but this cannot be lowered. Also if there is a low quality image it wouldn't look good which means the magazine won't sell that well. Another is reason to keep the quality at 300dpi is because some printers won't be able to print a lower or higher quality image. |
| **What problem could there be with a high resolution (large PPI) image?** |
| The problems with a high resolution image are that the large PPI could mean printing an image would be expensive. Also some monitors might not be able to view the image because the PPI is too high and you have to use a sever to transfer them. Another problem is that the file size is large. |

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcome 1** Understand how to produce a proposal to meet a brief (cont'd)

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

## Advantages of using videos

A benefit of using a video on an interactive product is that it allows you to provide the user with a lot of information without them having to read. This means that users can learn more about the interactive product quicker and in a more entertaining way. Also if a business is selling something it can better demonstrate a product or service. This can be seen in the interactive product screenshot below, that shows the new design of a computer without having to describe it and so the interactive product visitor has a better idea of what the computer looks like and demonstrate a better product.

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcome 1** Understand how to produce a proposal to meet a brief (cont'd)

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

Another benefit of using videos on an interactive product is that I can show video tutorials or virtual tours of my product of place. This is an advantage because I can give the users extra information without them having to read paragraphs of text and it is more user friendly. Below is an example of an interactive product that provides video tutorials and how the information is shown to the user.
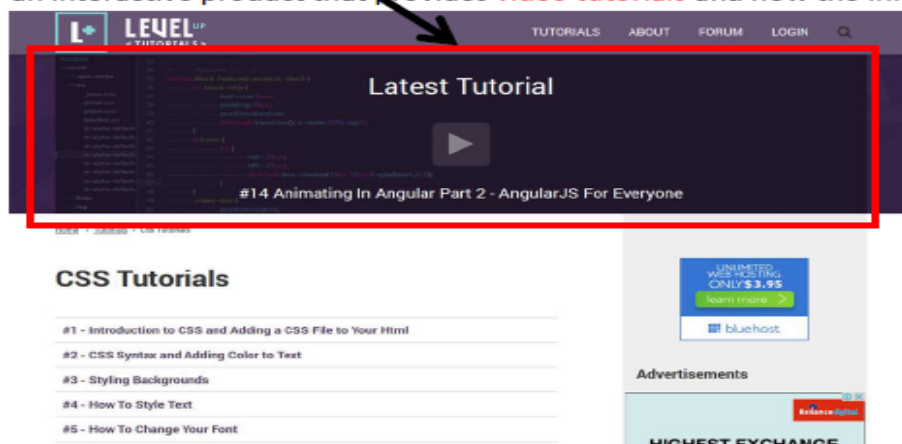
**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcome 1** Understand how to produce a proposal to meet a brief (cont'd)

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

Using a video on an interactive product helps you stand out among similar products. This is because it makes it more entertaining and shows differentiation. This is an advantage because it means visitors are more likely to visit and stay on the interactive product if the videos is entertaining and shows a purpose, like the video below.



When an interactive product has a video and a sophisticated video player on their interactive product it shows expertise and shows that your video is professional. This means that the producers of the interactive product are skilled and is more appealing to the user. Below is an example of interactive product that incorporates a video and looks professional.

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcome 1** Understand how to produce a proposal to meet a brief (cont'd)

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

If a video is used on an interactive product then it can show promotional videos or even show adverts to gain revenue. A promotional video would mean a video that shows the interactive product key features, purpose and its strengths. This appeals to the user meaning that the users stay on for longer and enjoy the interactive product more. An advert on an interactive product means that revenue can be gained from showing the video by advertising other products or services. Below is an example of an interactive product that uses promotional videos and advertising videos.
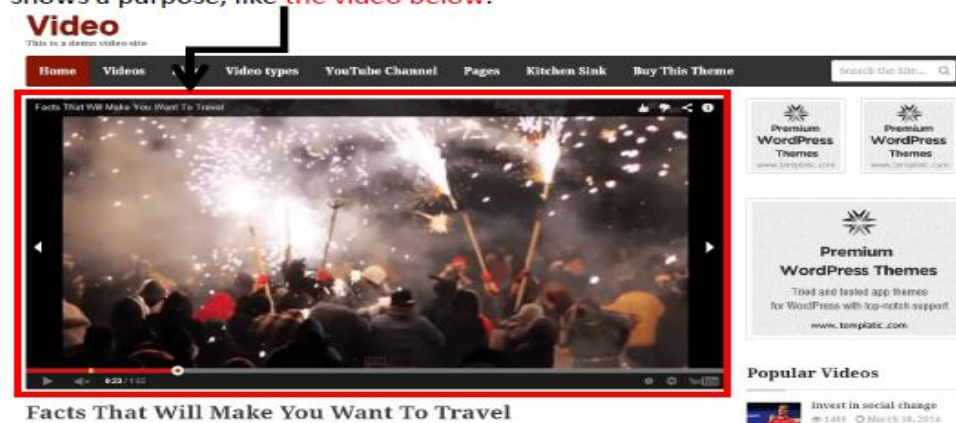
**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcome 1** Understand how to produce a proposal to meet a brief (cont'd)

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

Since interactive products have many different functions and purposes using a video means it needs to be appropriate and customised. This is an advantage because it means that videos can convey purpose more effectively. For example, below, the videos start/title screen shows what the purpose of the interactive product is because it's customised.
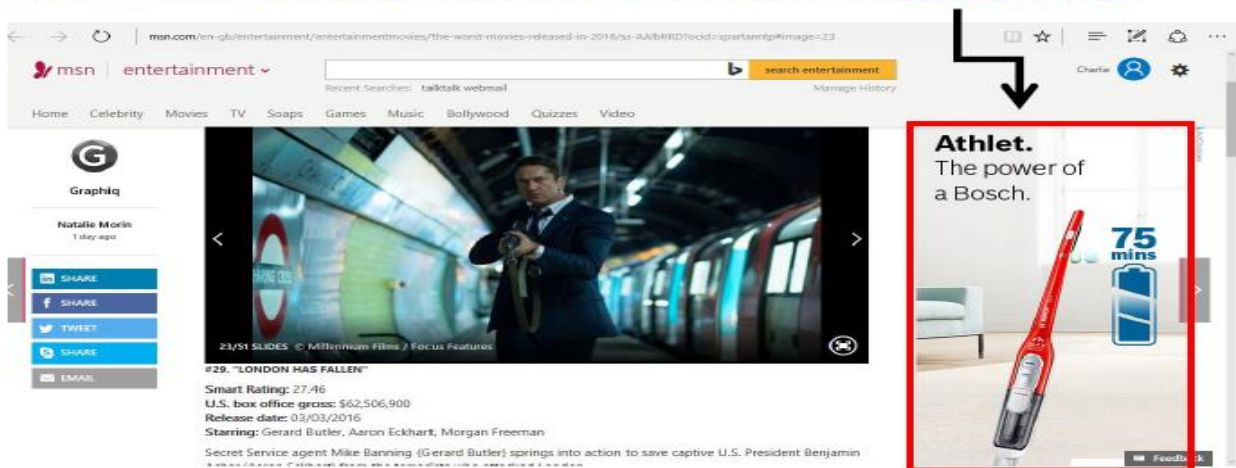
**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcome 1** Understand how to produce a proposal to meet a brief (cont'd)

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

Another advantage of using videos is that they can be saved in different file formats in order to be accessed on different browsers and devices. This is good because it provides users with more compatibility and a larger rang of devices they can watch an interactive products video from meaning it is easier for the user so they will like the interactive product more. Below, is an example of the different file types that a video can be saved as.

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

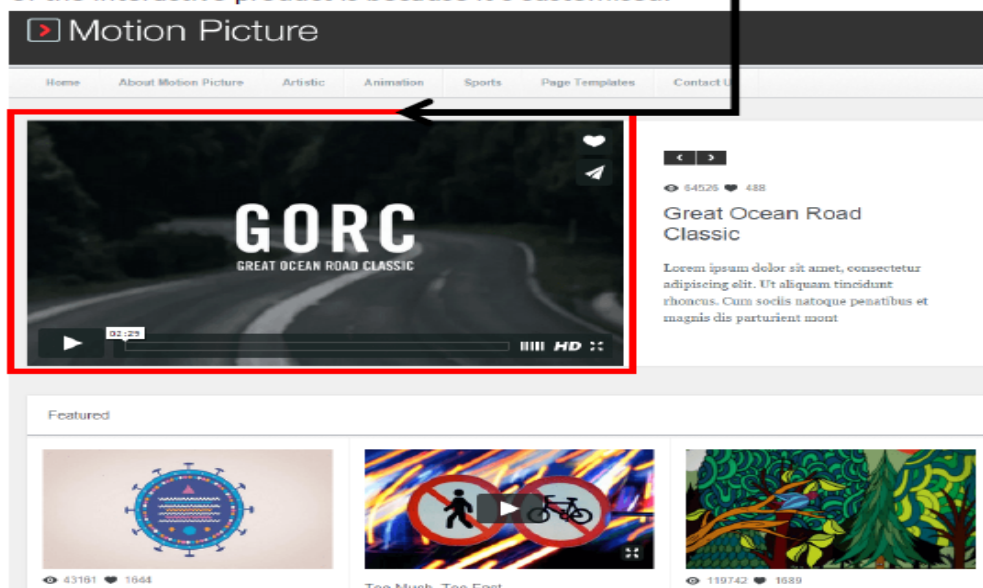**Learning outcome 1** Understand how to produce a proposal to meet a brief (cont'd)

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

This also means that videos can be set to have low file sizes which is good because it means that a video will take less time to load and less memory to store it. When less time is needed to load less bandwidth is required so the user sees the video quicker and it consumes less data. This can do in the app or on an interactive product, for example the one below.



Search ranking is the position an interactive product takes on the list of results when an interactive product user searches something. For example if you searched "News" the first results would likely be newspaper/online news companies. This is because they use relevant tags that the search engine recognises and presents to the user when they search for the relevant topic. Using videos means that an interactive product can have more tags and obtain a higher position on the list of results when a user searches for something. This is good because then a user sees your interactive product first rather than other and/or competitors leading to more interactive product views.

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcome 1** Understand how to produce a proposal to meet a brief (cont'd)
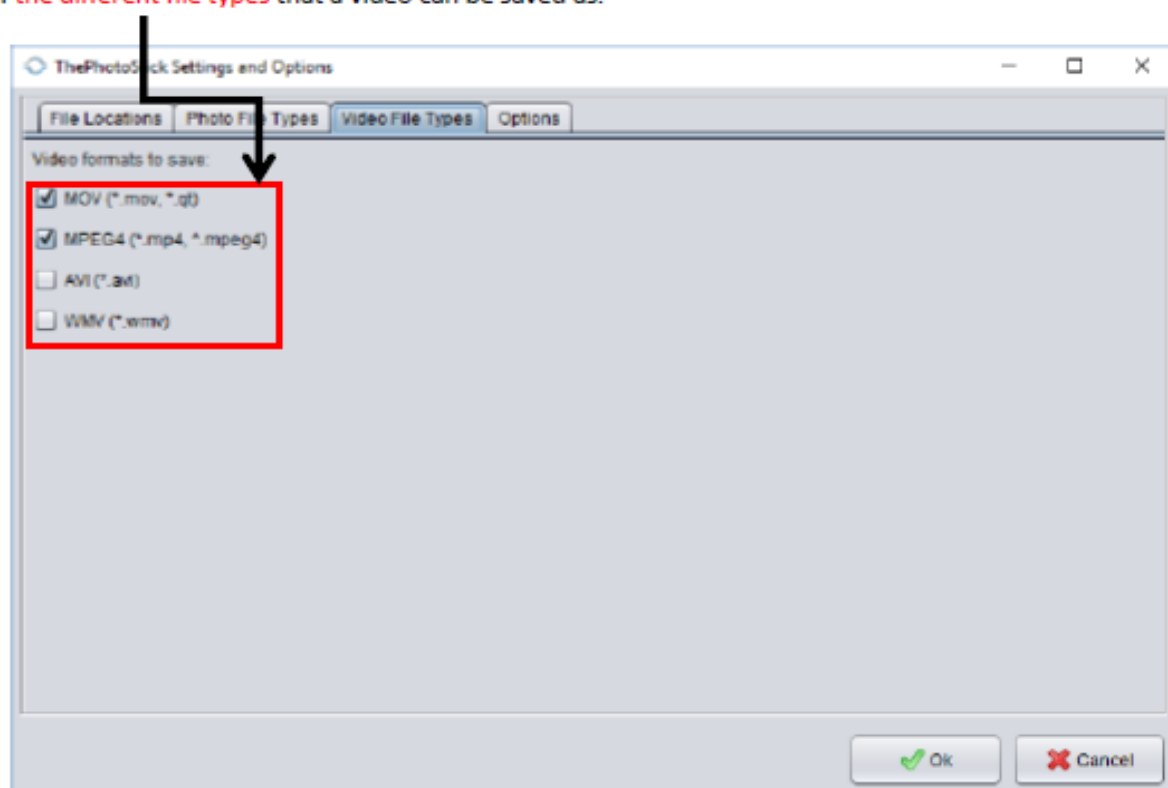
**Learner evidence (cont'd):**



**Disadvantages of using videos**

If an interactive product uses a video it requires a lot of code to be streamed which requires a lot of data. This means that a video may not load to a high quality or may even become unavailable to the user because the interactive product can load it. This means that the user can become frustrated with the interactive product and not visit it again. This can be very damaging for an interactive product that contains only video show in the example below, YouTube, of a video with low quality and a video that has not loaded at all.

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcome 1** Understand how to produce a proposal to meet a brief (cont'd)
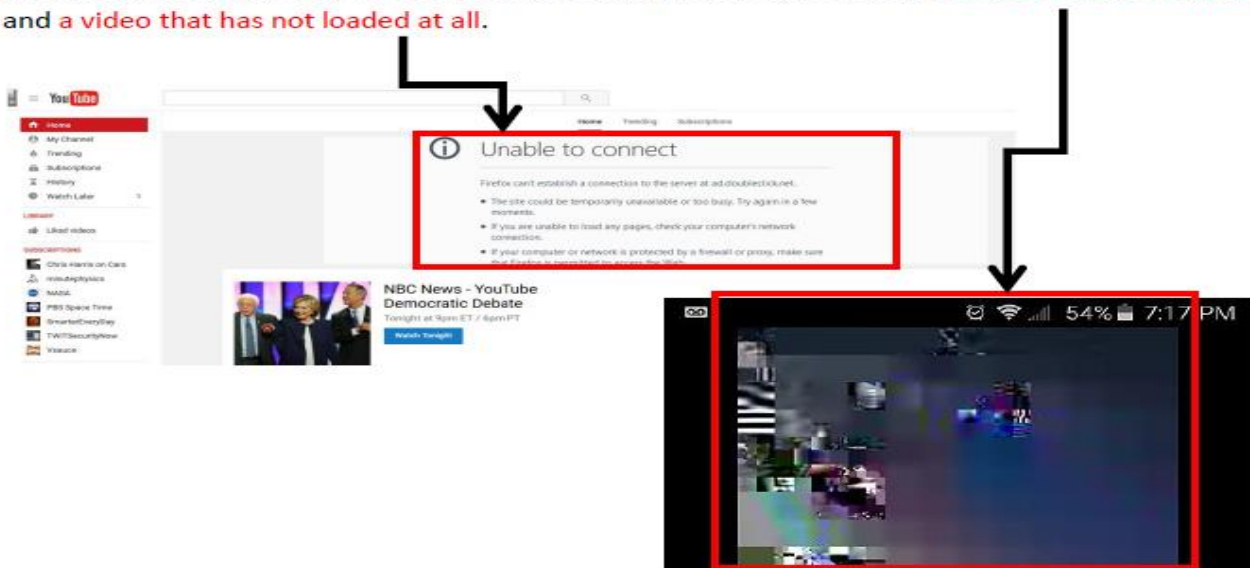
**Learner evidence (cont'd):**

If a video player is faulty and/or lack control then this can frustrate the user. For example is the video player doesn't have a slider (a slider is a point on a bar underneath the video that can be moved to go to different points in the video) it means that the user can't go to other parts of the video that they want, this lack of customer satisfaction can lead to users laving and possibly not returning to the site. Below is an example of a video that has a bad video player with limited capabilities.



This can also make an interactive product look unprofessional and cause the users to believe that the standards of the interactive product have dropped so they decide to use a different interactive product. This can lead to an interactive product having a damaged reputation.

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcome 1** Understand how to produce a proposal to meet a brief (cont'd)

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

Another big problem with using videos on an interactive product is that there can be compatibility errors when trying to watch them or even create them. This can infuriate users because the video they want to watch isn't compatible, so the user will go to a different site that has the video working correctly. For example below the screenshot shows a video that isn't able to play because it requires the latest version and it's incompatible.
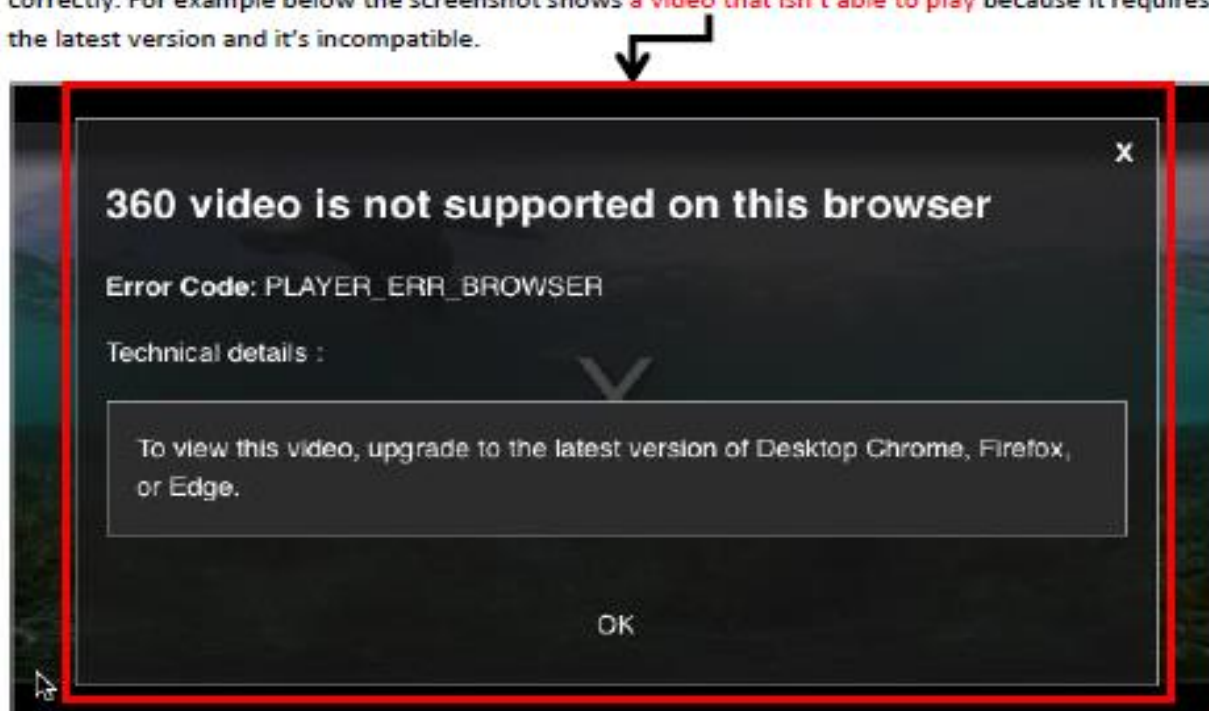


Creating video that are appropriate and look good on an interactive product can be time consuming and require a lot of skill. This could mean hiring a professional to produce a video which costs a lot of money or buying an expensive video editing and producing software. Also the user could find the video better if it has been made with reliable software. However there are free video editing softwares, e.g. windows movie make, but even those can have error, for example the error shown in the screenshot below.
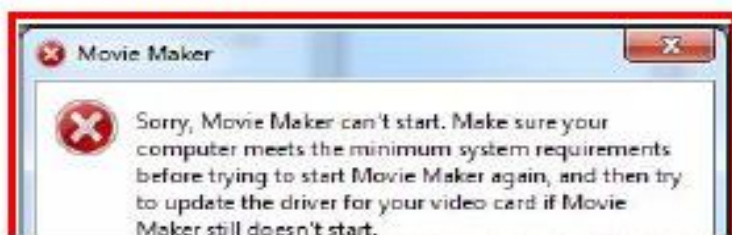
**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcome 1** Understand how to produce a proposal to meet a brief (cont'd)

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



Charlie Velasquez

**Vector**

Based on mathematical equations

Fully scalable

File size=small

They do not lose quality when they are resized

Objects

The advantages of vector images is that they have a small file size which means you can make lots and still have space on your computer. They are also good for logo designing because they can be printed to any size and still look the same.

The disadvantages are that they lack detail and that they are not very realistic. They are also very flat and basic.

Vector images are stored in files such as .eps, .odg, .xml and svg.

Vector images are made on programs such as illustrator and firework.

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcome 1** Understand how to produce a proposal to meet a brief (cont'd)

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

VCERT –ICT



**Bitmap**

Based on pixels

When resized you can only make them smaller

File size=large

They lose quality when they are resized larger

Pixels

The advantages about bitmap images are that they are very realistic and have a large amount of detail. Since they are made of individual pixels they can be edited to the finest detail. They are good for pictures and illustrations.

The disadvantages are that they have large file sizes and that when they are resized they can become blurry or pixelated.

Bitmap images are stored in files such as .jpg, .bmp, .tiff and .gif.

Bitmap images are edited on programs such as firework and Photoshop. Bitmap images are made by a camera.

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcome 1** Understand how to produce a proposal to meet a brief (cont'd)

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

**Video image**

Based on pixels

When resized you can only make them smaller

File size=large

They lose quality when they are resized larger

Pixels

The advantage of video images is that millions of them can make up a video; since they are pictures they can be individually edited. They also have an extremely large colour palette which means they have more detail so the finished video looks better. Also they are mainly lossy so that they take up less room.

The disadvantages are that, even though they are lossy, they still take up a large amount of storage. Also when they are resized they lose quality.

Video images are stored in MP4 and .MOV files.

Video images are edited in windows movie maker, iMovie and many more.

Charlie Velasquez

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcome 1** Understand how to produce a proposal to meet a brief (cont'd)

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

### Types of bitmaps

**Gif (graphics interchange format)**
Gifs are used when there are large areas with flat or single tone colours. They are mainly used for logos icons banners or cartoon because they consume less bandwidth. The have a colour palette of 256. Although gifs cannot be used for photo graphs, due to the lack of quality, they are good for mobile websites because they use less bandwidth. This means the phone only has to download a small file which saves data.

**JPEG (Joint Photographic Experts Group)**
Jpegs are the most popular one used on the web; they are preferred for photographs because they support 16.7 million colours, have a higher quality and are more detailed. Even though they do not allow a transparent background they sacrifice quality (lossy), every save, to make the file size smaller. These sacrifices are undetectable to the human eye.

**Png (portable network graphics)**
Png are a graphic file format which use lossless data compression. It has a 24-bit RGB palette, there are made for transferring images. It is the most popular lossless file

**Bmp (bitmap)**
A bitmap image is composed of pixels, they are very realistic and each individual pixel can be edited. They are good for pictures and illustrations.

### Compression

Compression is when a file size is reduced by permanently deleting redundant information.

**Lossy**
Lossy compression is when the compressed file is uncompressed redundant information is permanently deleted. These types of compression are generally used in audio and video.

**Lossless**
Lossless compression is when the entire amount of data, saved in a compressed file, is recovered when the file is uncompressed. This is particularly used for spread sheet and financial files because losing data every time you save poses a problem.

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcome 1** Understand how to produce a proposal to meet a brief (cont'd)

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

## Design aspects of my product

I will need to consider the current designs being used by websites for talent shows and make sure that I make mine just as appealing, the companies that have created these sites have obviously done a lot of reseach into what they contain and how to lay them out so I would be silly to ignore what they have done.

Here are some websites I have researched and ideas on aspects I might or might not use.
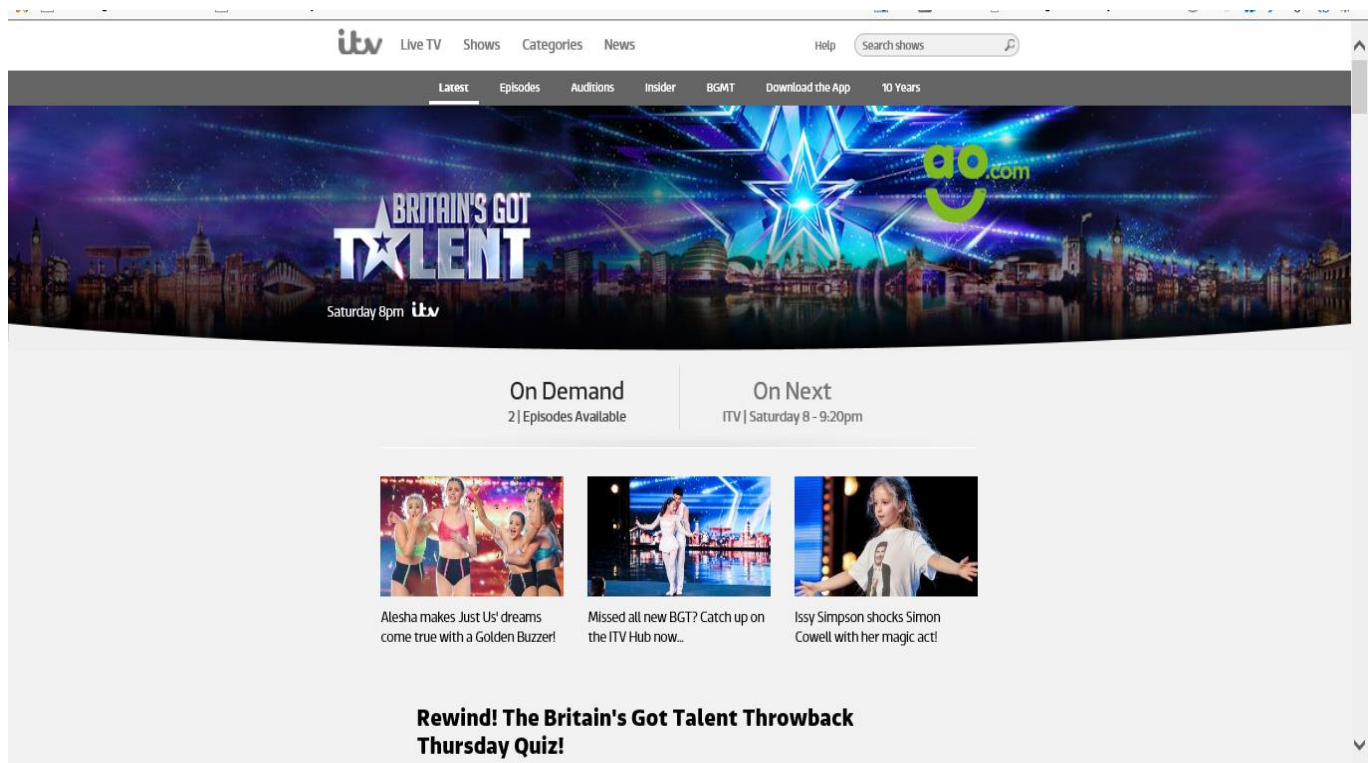


Here is an example of the 'Britains got Talent' website which is created by ITV. There are lots of links to different episodes of the programme which allows viewers to search for acts or moments they enjoyed from the serues and watch them again. More importantly there are links to the On Demand service as well as information about when the programme will be on next. The site also contains links to 'insider information' and 'auditions' this allows users to feel more involved with the programme and feel like they are getting a VIP look at what goes on behind the scenes, they can also watch and rewatch auditions and again relive favorite moments. The link also allows them to know when auditions will be held in case they are interested in take part. There are lots of images from the show to entice the audience and help them find things they are interested in, that makes it visually appreaing.

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcome 1** Understand how to produce a proposal to meet a brief (cont'd)

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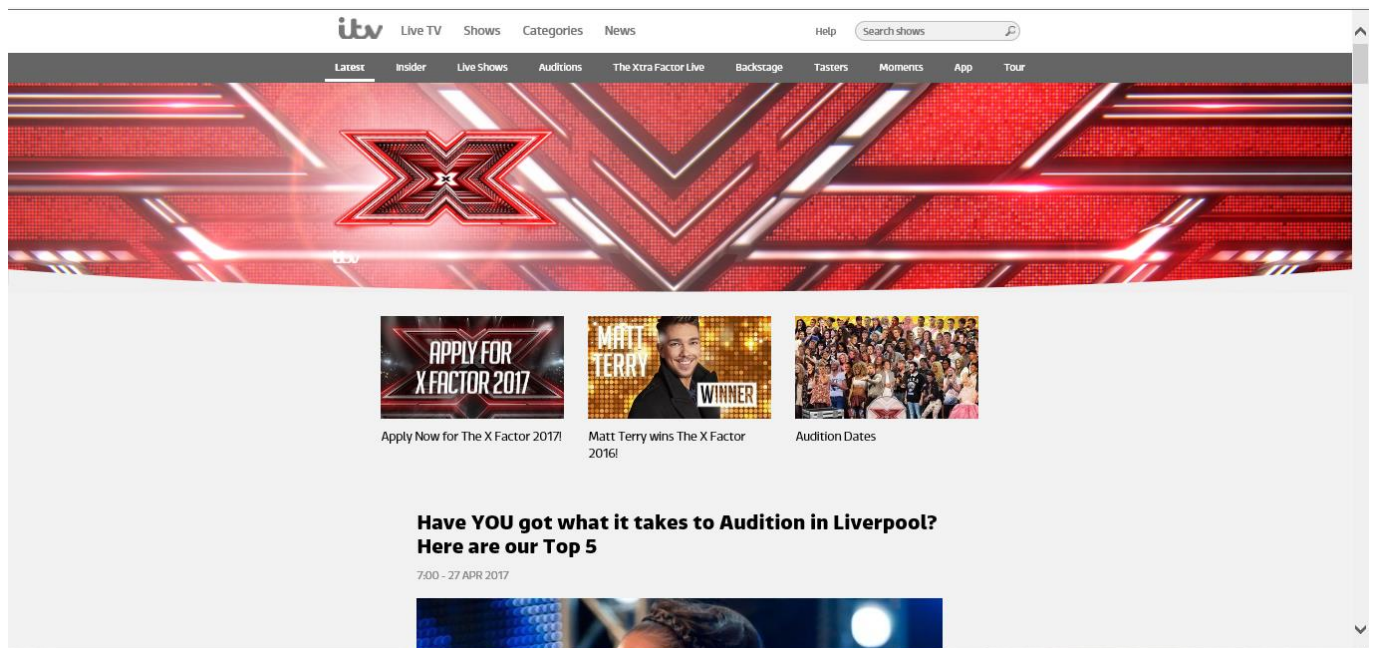


This is the website for the 'X Factor', as you can see it is similar to the one for 'Britains got Talent' this is because they are both produced by ITV so they have maintained a 'house style' to make them more recognisable, this is something I could consider for my product.

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcome 1** Understand how to produce a proposal to meet a brief (cont'd)

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

Here is a screenshot from 'The Voice' as this is a BBC show it has a different layout than the other shows but it still has similar links and lots of pictures to make it visually appealing. The website also has the BBC logo so it is clear which channel the programme is associated with. A logo is an important part of a companies brand identity to I will need to make sure I include one in my website.

All of the websites have links to social media somewhere on the main page and there is good use of bright colours and consistent fonts on the BBC website, this means that the audience are confused by loads of different styes of writing and think that they mean something when they don't. There is good use of bold and capitals so show when there is a link or a title.

I will need to consider how I place pictures on my page and how I use text and fonts so that it is appealing and doesn't confuse the audience.

## Outline of what my product will contain

I will be producing a website to advertise a new TV talent show and to attract viewers to interact with the programme by watching and listening to clips or past programmes and even voting online for their favourite acts or artists. I think that my website should contain the following features:

- Images from the show
- Links to past programmes so people can watch/listen again
- Information on upcoming programmes/events
- Details of participants and possible auditions
- Links to downloadable content
- Insider information and interviews with panel members
- Links to social media such as Facebook and Twitter
- Clear use of fonts, that are consistent throughout
- Audience appeal through use of colour and appropriate house style

I will need to make sure that my content is colourful, bright and arrtactive and will appeal to my target audience so that they will come and look at all of the acts that we will have on the talent show and will take part in different activities, which will keep then engaged and exited.
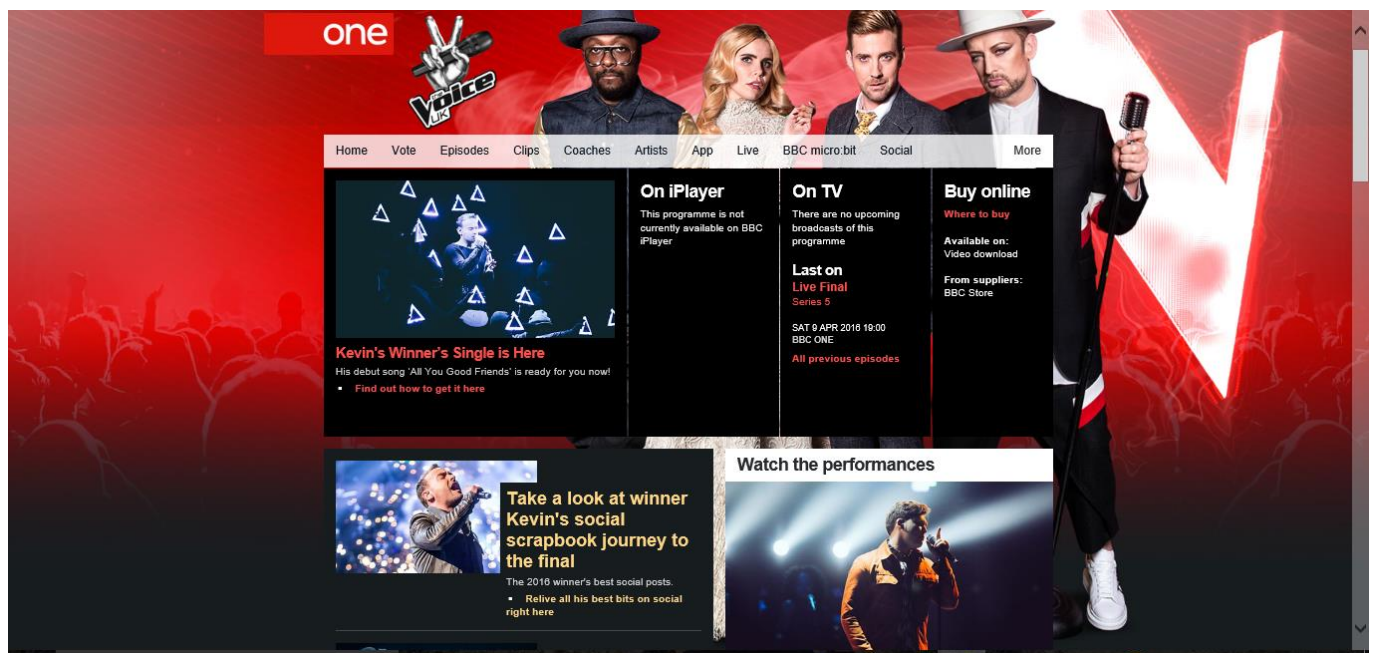
**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcome 1** Understand how to produce a proposal to meet a brief (cont'd)

| Grading descriptors | Example |
|---|---|
| **Pass:** Describes relevant aspects of what is required for the proposal of an interactive media product | All assessment points are covered with suitable description. |
| **Merit:** Describes relevant aspects of what is required for the proposal of an interactive media product and <u>makes some links between them</u>. | All assessment points are covered and some links are made between them.<br><br>eg learners make links between different aspects such as how the content/style is determined by the audience. |
| **Distinction:** Describes relevant aspects of what is required for the proposal of an interactive media product and <u>explains how they are linked</u>. | All assessment points are covered and explanations are made between them.<br><br>eg learners explain how different aspects impact on each other and how the proposal meets the brief. |

**Justification for the awarded grade:**

The learner has produced a lot of relevant content and has clearly thought about some of the technical considerations that may impact on the aesthetics of the website. There is research into design and consideration of what will appeal to the target audience. The learner has described relevant aspects of what is required for the proposal of an interactive media product, and makes some links between these aspects with some consideration of how this will be practically applied to their own production work and the planning they will need to undertake.

Overall, the learner does use a lot of descriptive language, and whilst they do, on occasion, explain the relevance of their ideas, this is not always consistent and it is clear that there is variance in the engagement of the learner with different aspects of the process. The work as a whole is of a Merit standard.

**Grade awarded for this learning outcome - Merit**

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcomes 2 & 3** Produce a proposal meeting the requirements of a brief/Produce planning for an interactive media product meeting the requirements of the brief and proposal

**Learner evidence:**

# <u>PROJECT PROPOSAL</u>

**Working Title:** New TV Talent Show Website
**Creator:** Jaine Traine

## <u>Outline of product</u>

I will be producing a website to advertise a new TV talent show and to attract viewers to interact with the programme by watching and listening to clips or past programmes and even voting online for their favourite acts or artists.

## <u>Use of recognised design processes for functionality and appearance</u>

I will use recognised design processes to plan my produce and ensure that the website has suitable functionality and appearance. I will use moodboards and wire frames/flat plans to plan out the layout of my site and decide on where to place my interactive features such as tabs and links.

## <u>Selecting assets:</u>
### ☐ <u>capturing images</u>

I will use appropriate software to capture images, if I choose to use my own original footage I will use a digital camera to record footage and then capture it using editing software that will allow me to cut clips, add transitions and make changes to the sound etc. If I use images from the internet I will need to make sure that they are copyright free and safe them in an appropriate file format so that I can manipulate or change then using software such as Photoshop, making sure that they are appropriate for my website and able to attract my chosen audience.

### ☐ <u>recording audio</u>

I will record and capture audio in the same way as the audio-visual footage although I will need to use a microphone and audio recording equipment. I will need to also capture that footage using editing software that will allow me to change the pitch and tone and hopefully remove and noises that I don't want in there. I can also find audio footage on the internet and download it, this will mostly be appropriate for songs or for little noises like clicks that will sound when someone clicks a tab or link. Like the video footage I will need to make sure that I try and find work that is free from copyright and I will also need to make sure that I only download music from legal streaming sites. I will also need to make sure that I don't alter anything too much so that it cannot be recognised as what it is or becomes too distorted.

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcomes 2 & 3** Produce a proposal meeting the requirements of a brief/Produce planning for an interactive media product meeting the requirements of the brief and proposal (cont'd)

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

## Audience

I have looked at a range of articles and websites and it is generally agreed that the target audience for talent shows is 16-34 year olds of both genders, there are some exceptions as shows like 'Britain's got Talent' is often seen as family viewing so some older adults and younger children may also form part of the audience, however, this is who I need to target my website at.

## Project planning

I have planned all of the elements of my website and know all of the features that I want to include. I have written this up in the outline of my production and will need to make sure I plan all of these elements carefully so that they are appropriate for my audience and will work when I place them in my website.

## Time management

I will create a schedule to work from, this will outline all of the tasks that I will have to do during the creation of my website and I will provide myself with appropriate timescales to get all of the work done. I will also allow some extra time within my planning in case things don't work out the way that I want them to and I have to redo something or record more footage for the website, this is called contingency planning and I will need to make sure that I allow some extra time at all stages in case it is needed. My client expects me to meet a deadline so I will need to make sure the extra time needed fits within the time available to do the work.

Firstly, I am going to produce a project plan which outlines all of the tasks which I will need to carry out in order to complete my website, this includes the design and production of the site and will allow time for my company to review my product and give me feedback so that I can make any changes is necessary. If I produce a schedule it will allow me to be more disciplined in my approach to my work and keep on track with the deadlines the company has set for me.

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcomes 2 & 3** Produce a proposal meeting the requirements of a brief/Produce planning for an interactive media product meeting the requirements of the brief and proposal (cont'd)

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

# Production Schedule

| Week | Activity | Completion Date | Contingency time |
|------|----------|-----------------|------------------|
| 1 | Searching for content ideas and creating moodboards. | 06.01.17 | 1hr |
| 2 | Planning layout, sketches, creating wireframes and interactive maps. | 20.01.17 | 1 day |
| 3 | Planning buttons and taps, creating mock ups and deciding on best ones to use in website. | 27.01.17 | 2hrs |
| 4 | Planning colour scheme and experimenting with fonts for inclusion in website. | 03.02.17 | 1hr |
| 5 | Sourcing images, footage (audio and audio-visual) for use in website. | 10.02.17 | 1 day |
| 6 | Preparing assets and ensuring they are saved using the correct file formats. | 17.02.17 | 2 days |
| 7 | Designing website and adding content. | 10.03.17 | - |
| 8 | Designing website and adding content. | 10.03.17 | 2 days |
| 9 | Testing website to make sure it works properly. | 17.03.17 | 1 day |
| 10 | Gathering feedback from others and making changes if required. | 24.03.17 | 1 day |

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcomes 2 & 3** Produce a proposal meeting the requirements of a brief/Produce planning for an interactive media product meeting the requirements of the brief and proposal (cont'd)
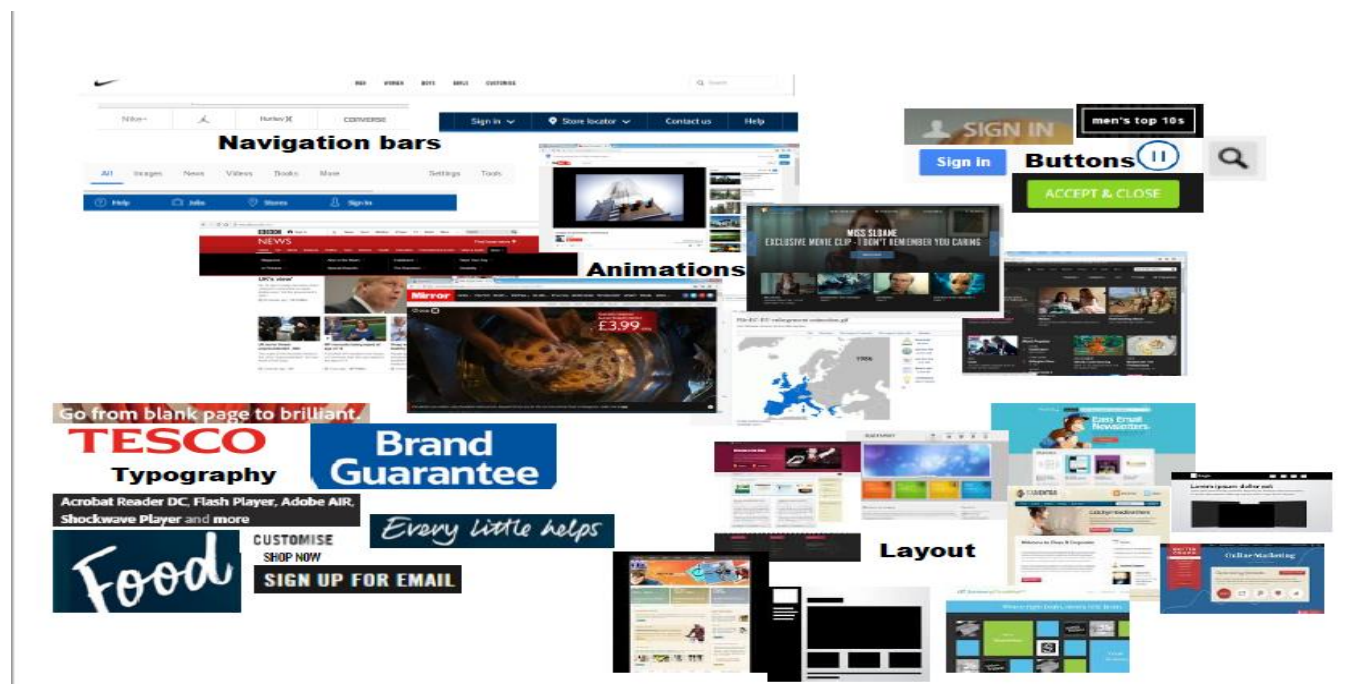
**Learner evidence (cont'd):**

<u>**My Moodboards**</u>

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcomes 2 & 3** Produce a proposal meeting the requirements of a brief/Produce planning for an interactive media product meeting the requirements of the brief and proposal (cont'd)

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

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcomes 2 & 3** Produce a proposal meeting the requirements of a brief/Produce planning for an interactive media product meeting the requirements of the brief and proposal (cont'd)
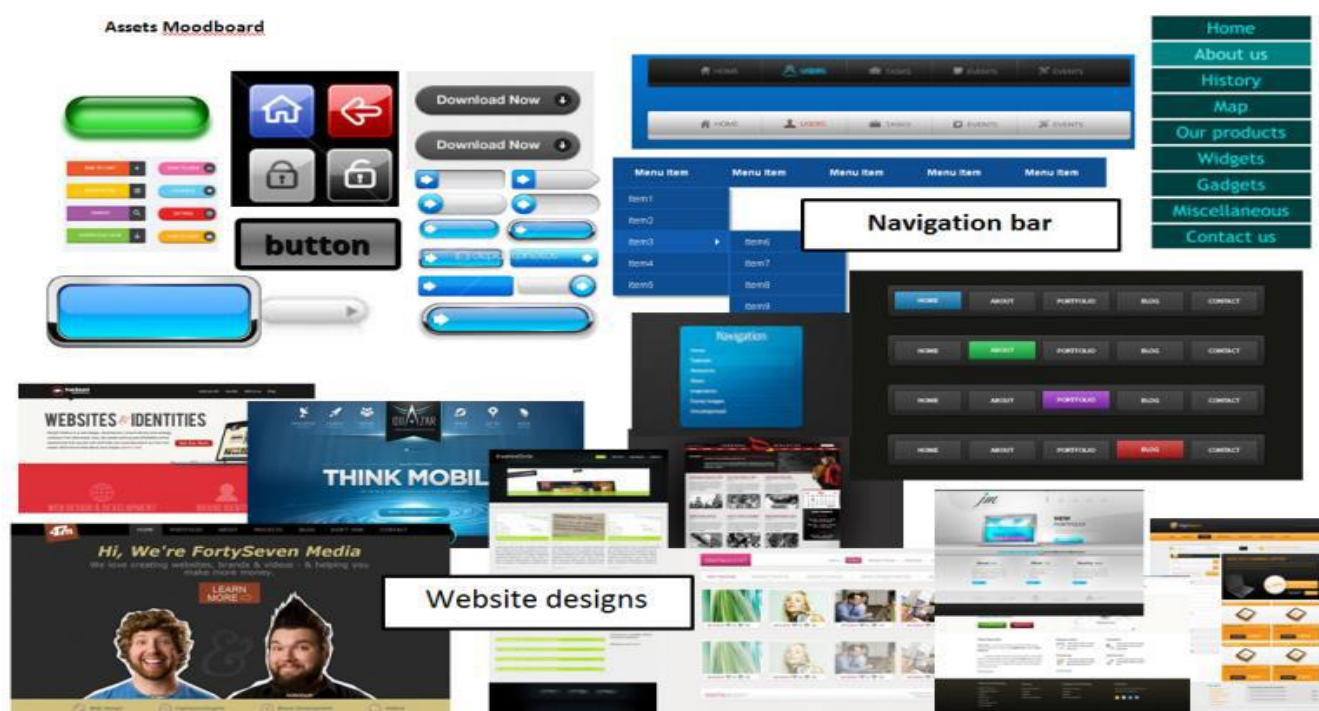
**Learner evidence (cont'd):**

**Navigation maps/plans**

| **Button designs** | | | |
|---|---|---|---|
| **Your Design 1** | VOTE | Interactivity<br>Font<br>Colours | When you click on this button it allows you to vote after you fill in the voting form, there is no colour change or transition when it's clicked. I probably won't choose this one because it doesn't accompany the navigation bar I am going to choose so I will probably choose design 2. |
| **Your Design 2** | VOTE | Interactivity<br>Font<br>Colours | When you click on this button it allows you to vote after you fill in the voting form, there is no colour change or transition when it's clicked. This is the button I will use on my website because it accompanies the navigation bar I will choose unlike 1 and 3. |
| **Your Design 3** | VOTE | Interactivity<br>Font<br>Colours<br>Font<br>Colours | When you click on this button it allows you to vote after you fill in the voting form, there is no colour change or transition when it's clicked. I probably won't choose this one because it doesn't accompany the navigation bar I am going to choose so I will probably choose design 2. |

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcomes 2 & 3** Produce a proposal meeting the requirements of a brief/Produce planning for an interactive media product meeting the requirements of the brief and proposal (cont'd)
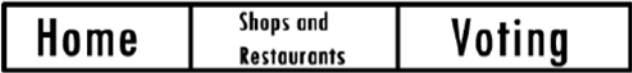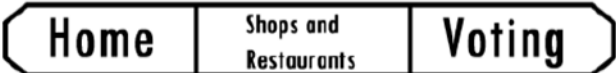
**Learner evidence (cont'd):**

| Navigation bar | | | | |
|---|---|---|---|---|
| **Logo Your Design 1** | Home \| Shops and Restaurants \| Voting | Interactivity | | When you click a button on the navigation bar it takes you to the page it says. The font is the font I chose for my headings and the colours are black and white. |
| | | Font | | |
| | | Colours | | |
| **Logo Your Design 2** | Home \| Shops and Restaurants \| Voting | Interactivity | | When you click a button on the navigation bar it takes you to the page it says. The font is the font I chose for my headings and the colours are black, light grey, grey and dark grey. |
| | | Font | | |
| | | Colours | | |
| **Your Design 3** | Home \| Shops and Restaurants \| Voting | Interactivity | | When you click a button on the navigation bar it takes you to the page it says. The font is the font I chose for my headings and the colours are black and white. |
| | | Font | | |
| | | Colours | | |
| | | Font | | |
| | | Colours | | |

_For Merit / Distinction: Compare and contrast Designs 1-4 and state which you will choose and why_

I am going to choose design 1 because accompanies the text I have chosen for my website also it accompanies the colours of my buttons and my logo unlike design 2. Also the corners of my navigation are normal, similar to my chosen button, unlike navigation bar 3.

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcomes 2 & 3** Produce a proposal meeting the requirements of a brief/Produce planning for an interactive media product meeting the requirements of the brief and proposal (cont'd)

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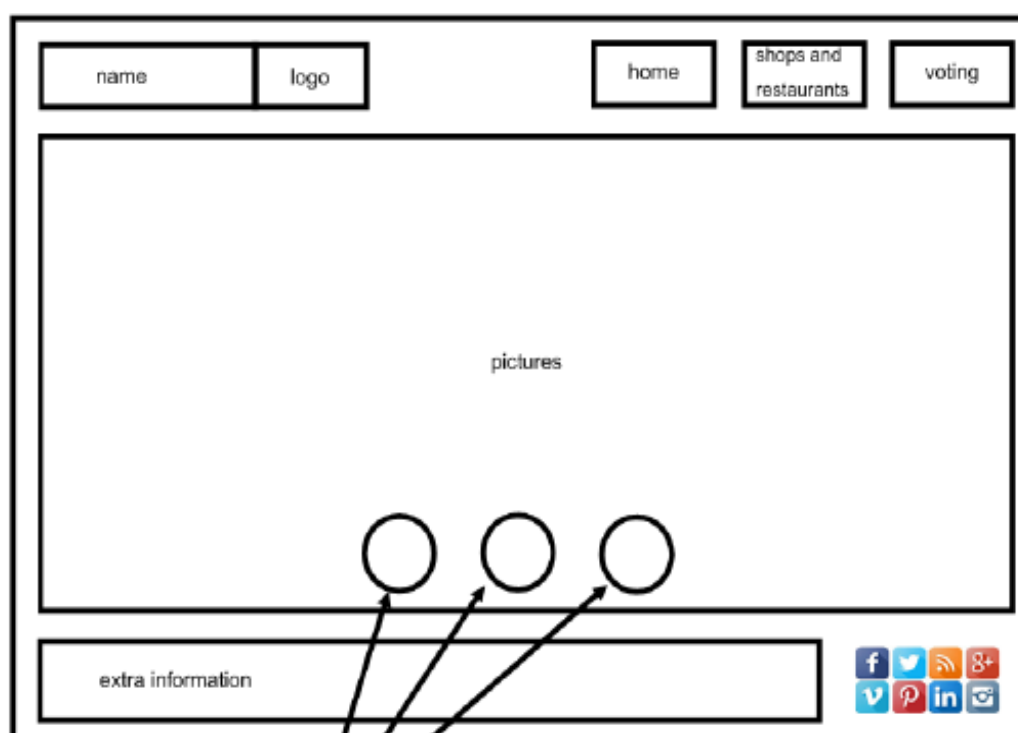


buttons used to navigate through slideshow images

On the top of each page is an identical navigation bar which allows you to visit the different pages of my website. On the home page there is a large image in the middle which shows different images when you click the circle at the bottom. In the bottom right corner there are icons for different social media platforms, they are external links. The

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcomes 2 & 3** Produce a proposal meeting the requirements of a brief/Produce planning for an interactive media product meeting the requirements of the brief and proposal (cont'd)

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



Just like the home page this page has the same navigation bar. The different shop categories are set in two boxes, the top box is an image of the shop category and the bottom is a list of the different shops. I have chosen the setup because it's easy for the user to navigate through my page, it's clear and the images are informative.

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcomes 2 & 3** Produce a proposal meeting the requirements of a brief/Produce planning for an interactive media product meeting the requirements of the brief and proposal (cont'd)

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



Just like the home page this page has the same navigation bar. The design brief and images +video box contains a screenshot of a design brief which is a requirement for my website, images of Stowford mill plus my proposed idea and a video of a similar idea. The information box contains a paragraph about why you should vote for my proposed idea. Underneath the information box is the voting button which redirects you to the voting page. I have chosen to have the voting functionality on a separate page so it can be accessed by everyone.

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcomes 2 & 3** Produce a proposal meeting the requirements of a brief/Produce planning for an interactive media product meeting the requirements of the brief and proposal (cont'd)
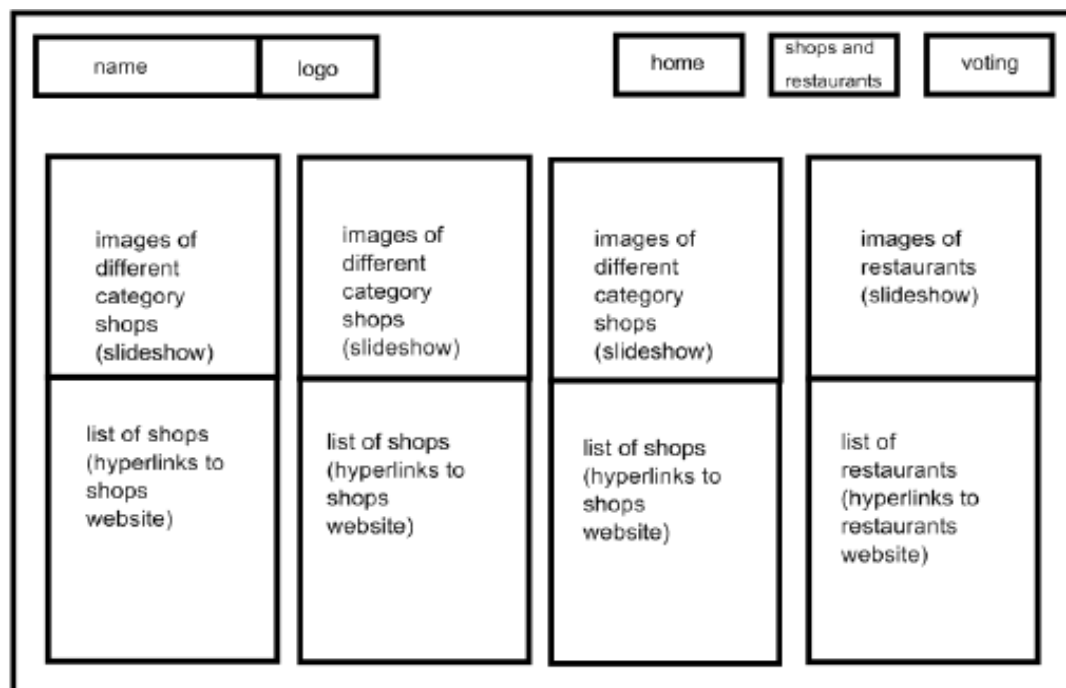
**Learner evidence (cont'd):**

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcomes 2 & 3** Produce a proposal meeting the requirements of a brief/Produce planning for an interactive media product meeting the requirements of the brief and proposal (cont'd)
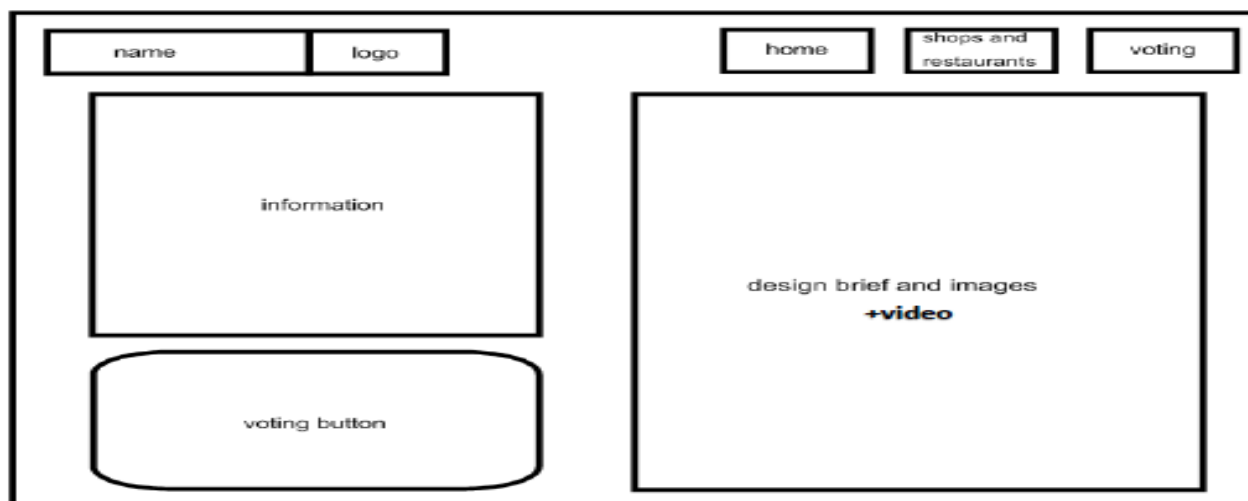
**Learner evidence (cont'd):**

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcomes 2 & 3** Produce a proposal meeting the requirements of a brief/Produce planning for an interactive media product meeting the requirements of the brief and proposal (cont'd)
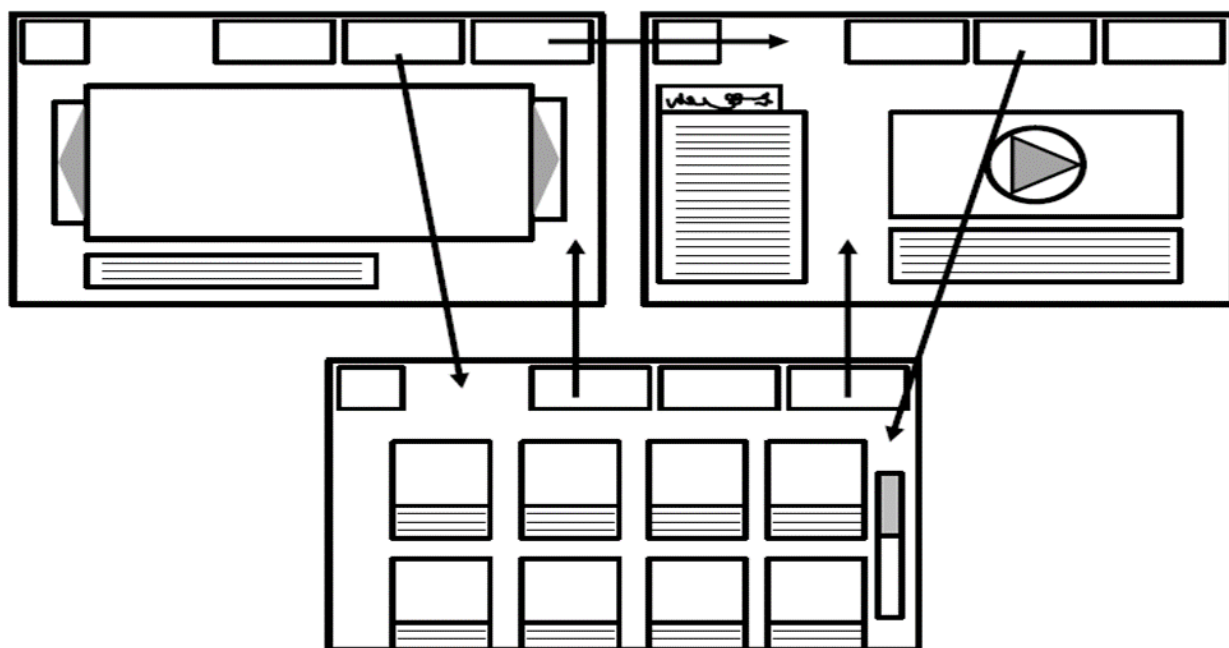
**Learner evidence (cont'd):**

## Colour combinations and typography

**Colours**

A colour theme is important to a website because it has to be appropriate and compliment. Also a website colour scheme helps to create a more professional looking website which looks good. Below are 4 examples of colour schemes:
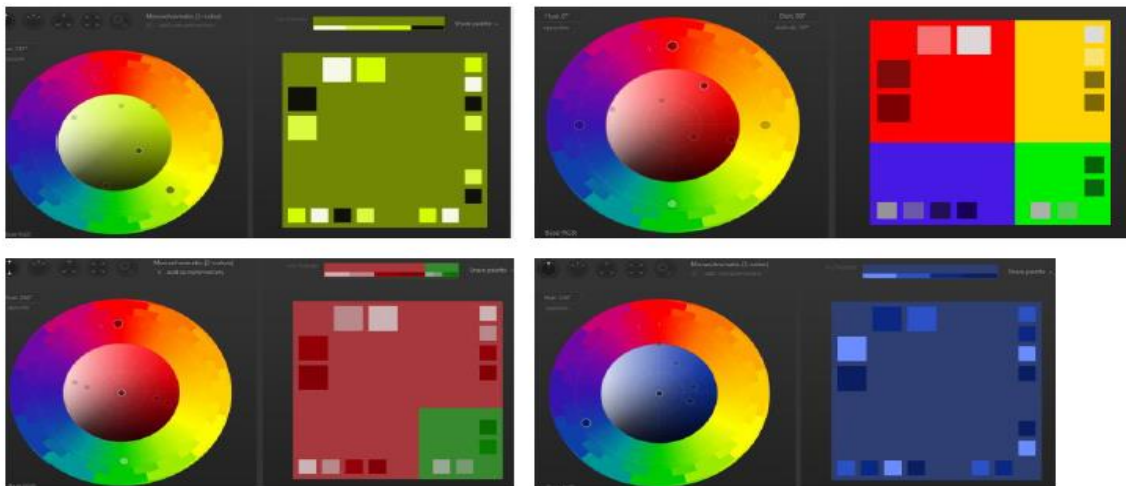


I have chosen to go with a yellow and red colour scheme as I think that is more neutral and will appeal to males and females, if I used blue or pink it would make it seem like I was only targeting one particular audience and that isn't the case.

I have experimented with different typography and decided to go for a font that is easy to read, I Google common website fonts and found the following information, sans-serif fonts are often used in websites as they are easy to read and not too stylised which can put people off a bit. If a font is too swirly or joined up it is difficult to read and can put people off. I won't use too much bold, I will only embolden text that leads to an external or internal link so that people know to click on it, other than that I will use normal text. I got this information from http://web.mit.edu/jmorzins/www/fonts.html.

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcomes 2 & 3** Produce a proposal meeting the requirements of a brief/Produce planning for an interactive media product meeting the requirements of the brief and proposal (cont'd)

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

# Common sans-serif fonts

Helvetica is the granddaddy here, but Arial is more common on modern OS's.

**Helvetica**

ABCDE abcde 012345 &*!,.
Helvetica is a sans-serif font. It is a good choice for short text, perhaps a paragraph or two in length. Unix and Macintosh computers have had always had Helvetica, and it is a native font on PostScript printers.

**Arial**

ABCDE abcde 012345 &*!,.
Arial is near-copy of Helvetica, updated slightly. Windows uses Arial in place of Helvetica.

# Common serif fonts

Times is the grand-daddy of serif fonts, but Times New Roman is more common on recent OS's.

**Times**

ABCDE abcde 012345 &*!,.
Times (also called Times Roman) is the traditional serif font. It is available on Macintosh and Unix computers, and is a core PostScript font. Times was designed for use as newspaper column text. It has a small size, compared to most other fonts.

**Times New Roman**

ABCDE abcde 012345 &*!,.
Times New Roman is Microsoft's version of Times. It is available on Windows computers, and most Macintosh computers.

# Common monospace fonts

Designed to mimic typewritten output, these fonts are often used when writing code. Courier is the grand-daddy, while most recent OS's have Courier New.

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcomes 2 & 3** Produce a proposal meeting the requirements of a brief/Produce planning for an interactive media product meeting the requirements of the brief and proposal (cont'd)

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

`Courier`

```
ABCDE abcde 012345 &*!,.
Courier is the traditional monospace font. It is available on
Macintosh and Unix computers, and is a core PostScript font.
```

`Courier New`

```
ABCDE abcde 012345 &*!,.
Courier New is Microsoft's version of Courier. Most Windows and
Macintosh computers will have Courier New.
```

## Less-common sans-serif fonts

Verdana is popular, but still new to the scene. Tahoma's style is half-way between Verdana and Arial. Comic Sans MS is often liked for its informal feel. Avante Garde is big and spacious. Impact and Arial Black are both designed for titles and headings. All of the fonts in this section suffer from the problem that most Unix machines don't have the fonts.

**Verdana**

ABCDE abcde 012345 &*!,.
From around 2000 until mid-2002, Microsoft distributed a set of Web-optimized fonts, for free use. They have stopped allowing downloads, but still ship the fonts with Windows. Verdana is a sans-serif replacement. Its lowercase letters are very large, compared to the overall size of the font, which makes text easy to read on the web.

Unfortunately, the stretching of Verdana lowercase letters has two drawbacks. One issue is that the stretched letters don't look quite right when printed—compare them to Arial, for example. The other problem is that some people don't have the Verdana font, and these people may have trouble reading a web page that uses Verdana. The problem is that while 9 pt Verdana is readable, 9 pt Arial is not readable, and a person who doesn't have Verdana will probably have their web browser choose Arial as the substitute font.

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcomes 2 & 3** Produce a proposal meeting the requirements of a brief/Produce planning for an interactive media product meeting the requirements of the brief and proposal (cont'd)

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

**Tahoma**

ABCDE abcde 012345 &*!,.
Tahoma is another of Microsoft's web fonts. It is not as widely available as Verdana or Arial are.

**Arial Black**

**ABCDE abcde 012345 &*!,.**
**Arial Black is a version of Arial designed for headlines.**

**Comic Sans MS**

ABCDE abcde 012345 &*!,.
Comic Sans MS is a sans-serif font with a soft, rounded style.

**Impact**

ABCDE abcde 012345 &*!,.
Impact is a Microsoft Web font, designed for headlines.

**Avant Garde**

ABCDE abcde 012345 &*!,.
Avant Garde or Century Gothic. HP Printers call this Avant Garde Gothic.

**Less-common serif fonts**

Georgia is a web-optimized serif font, but is still a newcomer. Palatino is as old and established as Times is, but looks terrible on recent Unix systems. Century Schoolbook, Garamond, and Bookman seem to be available on Unix systems, but I am not sure how widespread they are on Windows/Mac systems.

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcomes 2 & 3** Produce a proposal meeting the requirements of a brief/Produce planning for an interactive media product meeting the requirements of the brief and proposal (cont'd)

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

**Georgia**

ABCDE abcde 012345 &*!,.
Georgia is a Microsoft Web font. It has serifs but also has large lowercase letters, similar to Verdana. It is a nicely readable screen font, but has the same problems that Verdana does: it looks bad when printed, and paged designed for Georgia will look bad if rendered in Times, because of the difference in letter size.

**Palatino**

ABCDE abcde 012345 &*!,.
Palatino is a less-commonly used serif font. It is available on Macintosh and Unix computers, and is a core PostScript font. It is available on Windows computers under alternate font names.

Palatino was originally designed as a display font—for example, to be used in lettering on signs. Nevertheless, it is commonly used to set body text.

**Bookman**

ABCDE abcde 012345 &*!,.
Bookman, also called Bookman Old Style. Not shipped with WinXP. Shipped with MS Office 2000.

**Garamond**

ABCDE abcde 012345 &*!,.
Garamond. There are a lot of variants of this font. Not shipped with WinXP.

**Century Schoolbook**

ABCDE abcde 012345 &*!,.
Century Schoolbook is a core postscript font. You cannot rely on its being present on Windows computers. Not shipped with WinXP.

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcomes 2 & 3** Produce a proposal meeting the requirements of a brief/Produce planning for an interactive media product meeting the requirements of the brief and proposal (cont'd)

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

Having looked through all of this information I have decided to stick with Ariel as my font as I know that it is a common font used in websites and written documents and one that people are familiar with. It also keeps it form on webpages so isn't subject to distortions meaning I wouldn't have to do anything with it.

**<u>Sourcing and creation of assets required for my website</u>**

I have searched the web for suitable images for my website, I will also look at filming some footage but will not be able to do that until the show starts for real, in the meantime I will use archive and found footage. This is a print screen of my assests which I have downloaded and saved in an appropriate format I chose to use Photoshop for my assets which is good image editing software and it has lots of features like resizing images, adding shapes, brushes, text and image adjustments. It is also easy to create graphics such as logos.

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**
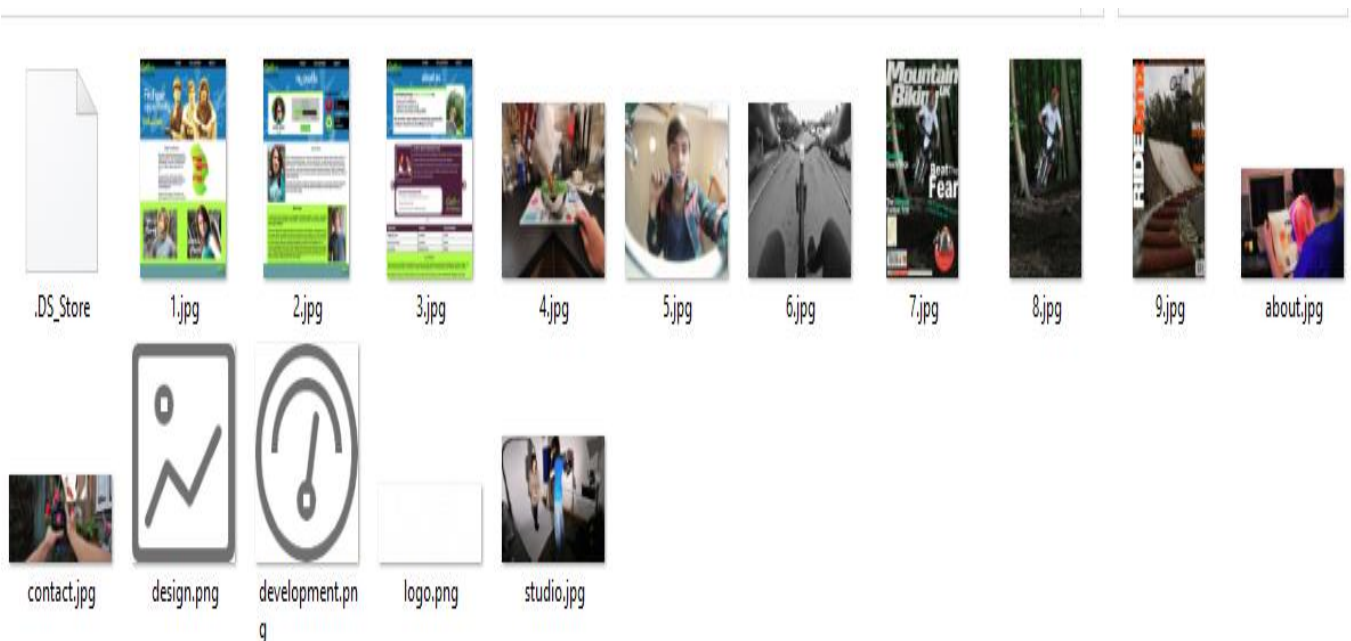
**Learning outcomes 2 & 3** Produce a proposal meeting the requirements of a brief/Produce planning for an interactive media product meeting the requirements of the brief and proposal (cont'd)

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

Here are some screenshots of me creating Logo's and backgrounds for my website, I have experimented with colours and fonts mentioned earlier and this is what I came up with in the end.

**Logo**



**Background**

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcomes 2 & 3** Produce a proposal meeting the requirements of a brief/Produce planning for an interactive media product meeting the requirements of the brief and proposal (cont'd)

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

Now I have my assets saved and have experimented with logos and backgrounds I feel that I have enough information and assets to begin buling my website. I know that I still need to do some experimenting with filmed footage of my own but I still think I need to waot until I can get ome live footage from the show to do this and leave that out of the site for now.

I have also downloaded a lot of songs from the internet and saved them as .mpeg files for inclduing in my website, I want to play these for my target audience and see what they think should be included and what should be left out, I have gone for a mix of modern and older music so that I can appeal to audiences from across my identified age ranges.
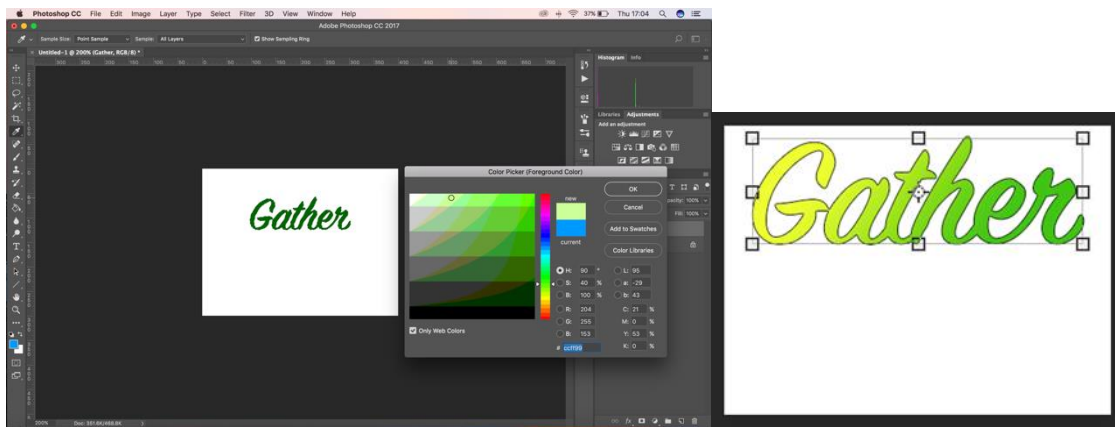
**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcomes 2 & 3** Produce a proposal meeting the requirements of a brief/Produce planning for an interactive media product meeting the requirements of the brief and proposal (cont'd)
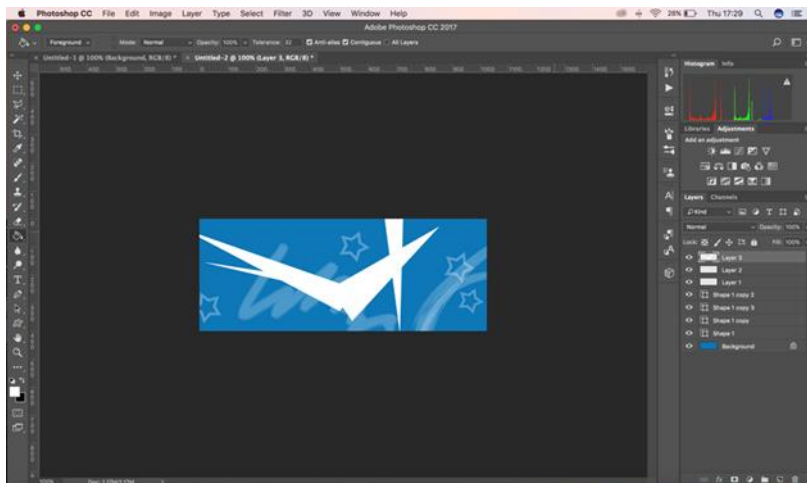
Learning outcome 2

| Grading descriptors | Example |
|---|---|
| **Pass:** The proposal will show application of skills in meeting the brief and <u>responding</u> to any straightforward problems that arise | No additional information. |
| **Merit:** The proposal will show the <u>effective</u> application of skills in meeting the brief and <u>solving</u> any straightforward problems that arise | No additional information. |
| **Distinction:** The proposal will show the <u>consistent</u> and <u>effective application</u> of skills in meeting the brief and <u>efficiently solving</u> any straightforward problems that arise | No additional information. |

Learning outcome 3

| Grading descriptors | Example |
|---|---|
| **Pass:** Planning process will show application of skills in meeting the brief and <u>responding</u> to any straightforward problems that arise | No additional information. |
| **Merit:** Planning process will show the <u>effective</u> application of skills in meeting the brief and <u>solving</u> any straightforward problems that arise | No additional information. |
| **Distinction:** Planning process will show the <u>consistent</u> and <u>effective application</u> of skills in meeting the brief and <u>efficiently solving</u> any straightforward problems that arise | No additional information. |

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcomes 2 & 3** Produce a proposal meeting the requirements of a brief/Produce planning for an interactive media product meeting the requirements of the brief and proposal (cont'd)

**Justification for grade awarded:**

The learner has made a strong attempt at effective planning of the production process and has shown the effective application of different skills in meeting the brief, through gathering of information, exploring a range of design and content ideas and consideration of the best format to use for the creation of their product. There is evidence of solving some straightforward problems that have arisen when sourcing and saving assests and the learner has thought about the need to have contingency time in place when working on their planning and production activities.

Whilst at times the learner does not always fully and effective explain their ideas or outline how their work will be used within their product, they have undertaken some detailed and thoughtful planning in places which is beyond Pass level but which is lacking in the consistency that would be expected of a Distinction-level learner.

**Grade awarded for these learning outcomes - Merit**

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcome 4** Review the proposal and the planning of an interactive media product

**Learner evidence:**

**How well my plan addresses the design brief**

I think my planning addressed the brief well, I have looked at all of the areas that I was asked to and tried to come up with effective solutions that my client would be happy with. I made sure that I kept in mind what the purpose of my product was, which was to attract and entertain the audience and also kept my audiences' needs in mind by thinking about what they would like to see but also what they are used to seeing in this type of product.

**My choice of interactive media product, intended platform and choice of assets and processes**

I think my choice of product is slightly conventional but I also think it is what the audience will expect to see or will look for when they are into a TV talent show. Audiences like to have extras and added bonuses and a website is a good way of giving them this and allowing them to access extra content once the programme is over.

My platform is also a good choice as everyone uses the internet nowadays and even the older members of the audience enjoy surfing the web so they can find this site really easily by typing in the title of the programme. I will also make sure that it is available on mobile devises like phones and tablets so that people can visit the website no matter where they are.

I think the assets I have chosen are good, they are bright and colourful and will attract the audience and I will make sure that there are images and videos that everyone will be interested in. I have included still images as well as videos and audio so the audience have plenty to interact with and download and they can click through the content easily and with the added bonus of background clicks to let them know that their navigation is working.

I have used appropriate software and processed in preparing my assets and used suitable file formats that will allow me to include all of the images and footage I have gathered in my website without loosing quality.

**What went well/not so well and meeting my deadlines**

I am really pleased with all of the research that I did into other products because that really did help me to decide how my website should look and what I should include in it. It gave me some great ideas for different areas to include within the website and also how I should plan and layout my navigation. I have been able to find a lot of copyright free images and music to use in my site and these have been really good for me and helped me stay on target.

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcome 4** Review the proposal and the planning of an interactive media product (cont'd)

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

Working on my assets was one thing that I could have done better as there was so much that needed to be included in my site it took me a very long time to find everything I needed. As there is not a show yet so no contestants and judges I do not have anything I can film to add to my site, this means that it has taken me a long time to find bits from other shows that I could use to make my site appealing and without having to pay out a lot of money to use them.

I have worked really hard to meet all of the deadlines that I have set myself so far and I have allowed myself a little extra time in case I came across any problems that I hadn't expected. Overall I have managed to hand my work in on the date required and only needed to use 1 whole contingency day in total as my assets took longer to sort out than I had planned. I have made sure that I referred to my schedule as much as possible and kept a copy of it on my phone so that I stayed motivated and pushed myself to achieve all of my targets.

**Feedback from my audience, peers and Teacher**

I have shown all of my planning work and ideas to some of my target audience who are also students in my class, I have also asked my Teacher to have a look at it all and tell me what they think, here are some of the things they said:

**Montel:**

The planning is good, I like how you have done a schedule to follow, that is a great idea.

**Paul:**

I like the font styles and colours you have chosen I think that they will attract the target audience and will be easy for them to see.

**Sarah:**

Brilliant choice of tunes for the downloads, lots of current stuff that I like to listen to but also some older stuff for the older audience, not my kinda thing but good for the people you want to attract.

**Alana:**

I love all the pictures and video clips you have put together, it was hard to see them at first but once you showed me how to play them I thought they were just right.

**Mr Dunne:**

Well done Jaine, there are some good ideas here, you have really thought about the audience and what they would like to see!

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcome 4** Review the proposal and the planning of an interactive media product (cont'd)

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

**Ways I could improve my product**
I havent completed my product yet so I am not sure if there are any improvements that I can make at the moment, however, I do think that I could go back and review my assests and make sure that I have them in the best condition possible ready for incuding in my website. If I make sure I spend some extra time on the quality of the images and footage I will be able to make the site look better and more attractive to the audience.

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcome 4** Review the proposal and the planning of an interactive media product (cont'd)

| Grading descriptors | Example |
|---|---|
| **Pass:** Describes the proposal and planning process involved and identifies <u>some</u> aspects of what went well/not so well | No additional information. |
| **Merit:** Describes the proposal and planning process <u>involved</u> and identifies what went well/not so well | No additional information. |
| **Distinction:** Describes the proposal and planning process involved and <u>identifies</u> what went well/not so well <u>and any opportunities for improvement</u> | No additional information. |

**Justification for grade awarded:**

The learner has described the proposal and planning process involved and identifies what went well and not so well. They have gathered feedback from their peers and their teacher and thought about how this can be used to make improvements to their work. The learner has made some evaluative comments and explains their reasoning at times which goes beyond a mere description of what they did.

**Grade awarded for this learning outcome - Merit**

**Evidence and Grading Tracker**

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

A breakdown of the grades awarded for each learning outcome within unit 2 is shown below in an example of a completed Evidence and Grading Tracker, a copy of which is available for use or adaptation on the qualification page on our website.

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

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

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

**Unit 02 Plan and prepare for an interactive media product (R/615/3950)**

**Learning outcome 1**

You will:

Understand how to produce a proposal to meet a brief

You must know about:

- ideas development
- audience/end-user
- technical aspects
- design aspects
- content

| You will | Location of evidence (eg hyperlink/portfolio page number and type) | Link your assessment task here |
|---|---|---|
| understand how to produce a proposal to meet a brief | p4-25 | |

| Grading descriptors for learning outcome 1 | | | |
|---|---|---|---|
| **NYA** | **Pass** | **Merit** | **Distinction** |
| | | ✓ | |

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcome 2**

You will:

Produce a proposal meeting the requirements of a brief

You must demonstrate:

Your ability to create a proposal which must include:

- ideas development
- audience/end-user
- technical aspects
- design aspects
- content

| You will: | Location of evidence (eg hyperlink/portfolio page number and type) | Link your assessment task here |
|---|---|---|
| produce a proposal meeting the requirements of the brief | p27-46 | |

| Grading descriptors for learning outcome 2 | | | |
|---|---|---|---|
| **NYA** | **Pass** | **Merit** | **Distinction** |
| | | ✓ | |

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcome 3**

You will:

Produce planning for an interactive media product meeting the requirements of the brief and proposal

You must demonstrate:

- project planning to meet the criteria of the brief
- use of recognised design processes for functionality and appearance
- selection of assets

| You will: | Location of evidence (eg hyperlink/portfolio page number and type) | Link your assessment task here |
|---|---|---|
| produce planning for an interactive media product meeting the requirements of the brief and proposal | p27-46 | |

| Grading descriptors for learning outcome 3 | | | |
|---|---|---|---|
| **NYA** | **Pass** | **Merit** | **Distinction** |
| | | ✓ | |

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Learning outcome 4**

You will:

Review the proposal and the planning of an interactive media product

You must consider:

- how well planning addresses the design brief
- choice of interactive media product
- the intended platform of the product
- selection of assets and processes
- feedback
- timescales/meeting the deadlines

| You will: | Location of evidence (eg hyperlink/portfolio page number and type) | Link your assessment task here |
|---|---|---|
| review the proposal and the planning of an interactive media product | p48-49 | |

| Grading descriptors for learning outcome 4 | | | |
|---|---|---|---|
| **NYA** | **Pass** | **Merit** | **Distinction** |
| | | ✓ | |

**Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)**

**Unit summative feedback**

| Grading descriptors for unit R/615/3950 | | | |
|---|---|---|---|
| **NYA** | **Pass** | **Merit** | **Distinction** |
| | | ✓ | |

**IQA/EQA feedback**
Well done Jaine, you have achieved a Merit overall for this unit.

You have thought carefully about your product and target audience and planned your time and activities carefully to ensure that you will produce your product within the timescales provided by the client.

There is some good evidence of experimentation, although you could have added more screenshots or images and been more descriptive when outlining the processes you have been through, all of these things would help you to improve your grade. To gain a Distinction you would need to provide more explanation of your planning and experimentation and how and why you have selected your content. In addition, you need to explain how you will meet your deadlines and explain what you could improve, referring to the feedback from others.

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

**Overall unit grade: Merit**

**Date submitted on the Portal:**

**Teacher/Assessor Name:    John Dunne**

**Signature:**    *J Dunne*

**Date: 03/03/17**