

NCFE Level 2 Certificate in Creative Studies: Interactive Media (600/6906/5)

Assessment window:

This report contains information in relation to the external assessment from the Chief Examiner, with an emphasis on the standard of learner work within this assessment window.

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

Key points:

- administering the external assessment
- standard of learner work
- Regulations for the Conduct of External Assessment - V Certs
- referencing of external assessment tasks
- evidence creation
- interpretation of the tasks and associated assessment criteria
- planning in the external assessment.

It's important to note that learners shouldn't sit the external assessment until they've taken part in the relevant teaching of the unit to ensure they are well prepared for the external assessment.

Administering the external assessment

The external assessment (both supervised and invigilated) must be independent from the teaching of the unit. Work completed during the teaching of the unit cannot be used in the external assessment. Any stimulus materials used by the centre during the teaching of the unit cannot be used in the external assessment. Learners must complete all of the tasks independently.

The completion of the supervised tasks (Tasks 1, 2 and 3) must be sat in accordance with the [Regulations for the Conduct of External Assessments – V Certs](#). These tasks can be supervised by the Teacher and can be sat in a normal classroom environment. The tasks within the supervised period do not need to be invigilated. However, the supervised tasks must be treated independently from the teaching of the unit and learners must complete all tasks independently. This means the supervised tasks must not be Teacher led.

The completion of the invigilated tasks (Tasks 4, 5 and 6) must be invigilated and sat in accordance with the [Regulations for the Conduct of External Assessment - V Certs](#). It's important that the external assessment is sat in accordance with the specified conditions.

Standard of learner work

It is the centre's responsibility to ensure that the unit content is delivered in its entirety, before learners sit the external assessment, this allows learners to interpret the brief independently and provide the opportunity to achieve across all five assessment criteria.

In addition, it is the centre's responsibility to ensure learners are recruited with integrity at the correct level.

In this assessment window there were a high number of learners who hadn't achieved the assessment criteria. This was often due to the standard of work being produced to meet the individual assessment criteria.

There were some good examples of technically competent evidence however; examiners expressed considerable concern regarding the general standard of creative work and the general lack of understanding of interactive media design and processes.

Higher achieving learners demonstrated some excellent skill development within their design work and technical application and final outcomes were clearly individual. These were equally supported by well justified annotations and design / technical notes to demonstrate understanding of the subject.

As in previous assessment windows there were also some submissions that seemed to be less focused on the design of new interactive media products and used existing products to review or duplicate, therefore not entirely producing their own work.

The qualification is a combination of visual design and technical ability and many submissions were not seen to be at the creative or technical standard which is consistent with the level of the qualification.

There was significant evidence of many tasks, in particular earlier planning tasks, not being completed in their entirety and this often did not allow all Pass assessment criteria to be achieved. This may have resulted in an overall Not Yet Achieved (NYA) for an individual assessment criteria or the overall unit. Learners must be advised that all parts of a task must be attempted.

Regulations for the Conduct of External Assessment - V Certs

Malpractice

Examples of malpractice may include evidence of learners being given templates to work through to create evidence, or the submission of identical learner responses (either written work or audio files). All malpractice issues will be investigated.

It is imperative that centres and learners adhere to the Regulations for the Conduct of External Assessment - V Certs, to ensure the integrity of the qualification and to ensure that malpractice does not take place.

Maladministration

Examples of maladministration may, for example, include the presence of unauthorised people during the invigilated element of the assessment. Any concerns will be investigated.

It is imperative that centres and learners adhere to the Regulations for the Conduct of External Assessment - V Certs, to ensure the integrity of the qualification and to ensure that maladministration does not take place.

Referencing of external assessment tasks

Most learners labelled their work effectively per task, and this was much improved from the last assessment window.

There were some minimal submissions where tasks were labelled incorrectly or more than once and this was very difficult to examine.

Learners should fully understand how to reference their work correctly per task to ensure examiners are fully aware for which task evidence has been submitted, as detailed within the external assessment paper.

This paper has four tasks (1, 2, 4 and 5) that required evidence to be printed, all learners did this and location of electronic evidence was accessible with the work.

For tasks submitted digitally (product for 3 and 6), not all folders were labelled effectively or contained accurate evidence.

Learners should be encouraged to check all work is labelled regardless of the format to aid the examination process.

If examiners are not easily able to identify which evidence relates to which task then a Not Yet Achieved grade may be awarded.

Learners should check that their evidence is correctly saved prior to submission. Once the work has been transferred to a suitable storage device learners should check that their evidence can then be opened. In the case of a website, for example, the product should be tested to ensure full functionality. Learners demonstrating the testing of the product is a mandatory requirement of Task 6.

The acceptable file formats are clearly stated in the external assessment instructions provided. If a file type is not on the list of acceptable file formats as detailed, it will not be accepted and a grade of NYA awarded. This is due Examiners only having access to the acceptable file formats.

Evidence creation

In this unit, centres are required to deliver 30 hours of teaching and learning guided by the unit content. This must be done prior to learners undertaking the external assessment.

The brief and the tasks in the external assessment are to provide a context, it is therefore important that during the teaching of the unit, learners understand the assessment criteria and the grading descriptors. The tasks are to guide the learners to complete the assessment criteria and if the tasks are not completed fully then the assessment criteria might not be achieved and a grade of NYA would be recorded.

The use of templates within the assessment is not permissible. Learners must not be given templates or prescribed instructions that have clear teacher input. If templates simply indicate the task number these are permissible, no further information such as prompts regarding types of content or questions to the learner is permitted.

The initial planning tasks of the paper require evidence of individual interpretation of the design brief and an individual response to the constraints of the design brief. As in previous windows there were many learners who demonstrated too much focus on reviewing existing products within their planning evidence and this is not assessed, this type of research must have a clear and valid impact on their own idea development. Visual representation for the planning tasks was generally weak and did not demonstrate a valid understanding of interactive media design, digital representations were much more effective to communicate ideas and understanding.

The preparation of assets and creating the product also proved difficult for some learners. Although most clearly separated the supervised work from the final production work, evidence of preparing the assets for the final product was quite limited and dependent on the evidence of producing and submission of the final product.

Screen-grabs are potentially very useful evidence. Screen-grabs should be annotated to explain what the learner is showing by providing the screenshot. This is often the best way to evidence the development process. Learners need to be aware that the process of developing the interactive product is not evidence for a final interactive product nor is submitting a folder of assets without explanation of how and why they have been used/created.

Assessments of the development process were mostly good and in some cases very detailed written evaluations, learners responded well to Task 5 and demonstrated a good awareness of process and personal performance at various stages of development.

Evidence of testing the product was much improved and many learners did this effectively within their written evidence and annotated images. Most demonstrated valid understanding of this requirement.

Evidence regarding describing how the product can be cross platformed, again as in previous windows proved very challenging for learners. Some learners focused on writing about content and how their product would be viewed or accessed via a larger audience as well as not clearly referencing the three required platforms stated within the design brief.

More successful learners interpreted the task more effectively and clearly stated/illustrated how their product can be saved/published/exported across the three different platforms stated in the design brief.

Interpretation of the tasks and associated assessment criteria

Task 1 – AC 1.1

There was a substantial volume of variable evidence submitted for this task. Most learners attempted to complete this task even if this was incomplete task. Some learners provided some irrelevant evidence based on reviews of existing products that had no reference to their own development work. Product reviews are not required for this task, so were not assessed.

Learners responded well to the theme and seemed to relate to this effectively. Some learners demonstrated some valid creative application of their ideas and evidenced these effectively.

Most learners provided evidence that demonstrated relevant planning of resources, possible products and required techniques and processes. Most effective evidence supported these plans with annotated visual representations of interface design ideas and layout plans.

Some learners did not complete all requirements of both parts of the task or provided limited planning by submitting under developed visual representations, basic layout plans with limited annotation and very basic lists with minimal relevance to the brief or the intended product.

The focus of this planning task is to demonstrate how learners understand and plan for the interactive elements of potential products and this was quite limited for most learners.

Task 2 – AC 1.2

There was a substantial amount of evidence submitted for this task by most learners, however some learners simply repeated planning work from Task 1 and labelled it Task 2 and this is not appropriate. Evidence for this task should have a consistent continuation of the planning in Task 1 but should demonstrate significant progression of the idea development and a selection process.

Most learners submitted sufficient evidence for this task and representations of ideas at this stage did inform final products. Digital representations were much more effective, even if they had been created by weaker drawings/layouts/sketches.

Successful learners considered alternative designs, plans and navigation structures. In addition, these were consistently linked to the design brief constraints.

There was some limited planning for the navigation of the interactive product; some evidence created by hand was challenging to read. Learners should ensure the most appropriate resources are used to represent the navigation structure of their potential product.

Some very basic navigation structures for quite simple products proved quite difficult for some learners and this is a mandatory element of this task. Any format of evidence that demonstrates an understanding of how a user can navigate the product is permissible. This is inclusive of written explanations and annotations; however the learner must clearly show they have considered user navigation within the planning of their product and this was not always clear.

Task 3 – AC 1.3 1st part

This task requires learners to demonstrate their ability to prepare assets for the final product, the preparation of assets should clearly relate to their final product and platform. In addition, this should also be a clear preparation task, not a search activity using an online search engine for possible assets that could be used. If acquiring assets learners must demonstrate how they prepare these (e.g. edit and save) for correct use in the final product.

Some learners achieving a higher grade did this effectively using annotated screenshots that demonstrated choices made within appropriate software packages to edit and save assets in correct formats for their product.

Some learners simply saved assets in a folder with no indication of purpose or how they would be used. In these cases, evidence included screenshots of a folder structure or a folder of images. Some additional evidence did show the images acquired but not how they prepared these for their product.

Learners must be aware that as well as producing a final interactive product they must also clearly demonstrate the process undertaken to prepare assets to achieve at minimum a pass.

Task 4 – AC 1.5

There was a significant improvement with the evidence submitted for this task in this window.

Most learners submitted some valid evidence for this task, however there is still too much focus on how the products are viewed rather than how the product could be cross platformed.

Learners are required to describe how their product can be adapted (saved/published/exported)

for three different interactive media platforms as stated in the design brief. Many learners did not do this and this was one of the constraints of the brief that must be adhered to.

Successful learners used annotated screenshots that demonstrated preparing their own product for the three different platforms, this included screenshots of software options, preparing save/export/publish software settings and final file types.

Some learners demonstrated very limited understanding of what cross platforming is, how different platforms differ and how their product can be accessed on the three different platforms. Many of these learners simply focused on the actual content of their product or how the product will be viewed and by whom.

Task 5 – AC 1.4

Most learners submitted good and well written reviews for this task, many of which were very detailed and reflective of the whole development process. Learners achieving a higher grade illustrated their evaluations with specific examples and this was highly effective.

Some learners simply listed or described the stages and activities they undertook and this is not an assessment of the whole development process and this is a mandatory requirement for the assessment criteria.

There was also some limited evidence of review and many learners merely stated strengths and weaknesses of the project as a whole and how they could improve, rather than focusing on the actual development process and making predictions based on their assessment of the development.

At this level, an assessment should be an evaluative account of the process and the success or otherwise of the development process and this involves more than a sequential list of tasks completed.

Task 6 – AC 1.3 2nd part

Evidence for this task was mostly valid and all learners submitted a final product. Most learners were effective by submitting supporting evidence of making the final product; this was mostly by using screenshots of creating and testing the product in appropriate software.

Most learners submitted some very good work for this task and final interactive products demonstrated creative application and some valid technical competence at this level.

Although some learners provided screenshots of creating the product, they demonstrated a very limited understanding of authoring an interactive media product or the use of their chosen

software. In addition the use of subject terminology and how this is used within explaining the production was poor.

Learners must ensure they are not dependent on their product being the only evidence for this task; in addition evidence of testing the product is a mandatory requirement of this task.

Planning in the external assessment

Centres are reminded to be aware of the assessment windows of the external assessment. It's not advisable for learners to sit the external assessment early in their course.

It's far more appropriate to enter learners once they have taken part in the relevant teaching to ensure they are well prepared.

Centres would be in a better position to prepare their learners for the external assessment following the support of an external moderation visit for the internally assessed units.

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