

Task 1			
Assessment criteria:	Pass:	Merit:	Distinction:
1.1 Plan and prepare for production of final work	<i>Learners will develop ideas in response to the brief, selecting from a range of resources, media techniques and processes. Learners produce a structured plan for the production of their final work</i>	<i>Learners demonstrate critical understanding in their planning for the production of the final work, which can accommodate potential variations or interruptions</i>	<i>Learners imaginatively explore the requirements of the brief, and produce a comprehensive plan, justifying selections made and their creative intentions within the constraints of the available resources</i>
Range:	Plan and prepare: storage of captured images in correct locations; correct software; follow computer health and safety regulations; navigation charts; time management		
a) Explore a range of ideas b) Create a production plan Types of Evidence Tasks 1a) and 1b) <ul style="list-style-type: none"> Written statements Mind maps PowerPoint presentations Notes annotated sketches Tables Spreadsheets Diagrams Audio / visual recorded	1a) Evidence of idea development should include some of the following; <ul style="list-style-type: none"> your chosen film genre type of product you could create resources you could use media techniques and/or processes you could use <p>The learner evidence of ideas exploration will be basic and minimal.</p> 1b) The production plan will include some of the following; <ul style="list-style-type: none"> all resources you have selected all media techniques and processes you have selected visual design ideas for a digital user interface plans for at least 3 pages/screens/levels the stages of production required to create your interactive product any problems you might come across and how you will overcome these. <p>The learner will provide some reasons for some of the choices made above, these may be limited in detail</p> <p>The learner's production plan will be basic and minimal.</p> <p>Ideas will partially meet the brief, there may be little evidence to support how the ideas appropriately meet the brief.</p>	1a) Evidence of idea development should show in some detail most of the following; <ul style="list-style-type: none"> your chosen film genre type of product you could create resources you could use media techniques and/or processes you could use <p>1b) The production plan will be mostly relevant and will include most of the following;</p> <ul style="list-style-type: none"> all resources you have selected and why all media techniques and processes you have selected and why visual design ideas for a digital user interface plans for at least 3 pages/screens/levels the stages of production required to create your interactive product any problems you might come across and how you will overcome these. <p>And</p> <ol style="list-style-type: none"> Evidence of alternative design ideas (can be from the same starting point) Evidence should include some critical understanding of the choices made in relation to planning and the development of ideas by providing some clear analysis and/or evaluation and/or opinion, and/or reasons. Some basic evidence to show how variations to idea development will be managed and how interruptions have been considered and planned for. 	1a) Evidence of idea development should show in some detail all of the following; <ul style="list-style-type: none"> your chosen film genre type of product you could create resources you could use media techniques and/or processes you could use <p>1b) The production plan will be mostly relevant and include all of the following;</p> <ul style="list-style-type: none"> all resources you have selected and why all media techniques and processes you have selected and why visual design ideas for a digital user interface plans for at least 3 pages/screens/levels the stages of production required to create your interactive product any problems you might come across and how you will overcome these. <p>And</p> <ol style="list-style-type: none"> Evidence of alternative design ideas (can be from the same starting point) Evidence should include some critical understanding of the choices made in relation to planning and the development of ideas. Justification will include some clear analysis and/or evaluation and/or opinion, and or reasons. Some basic evidence to show how variations to idea development will be managed and how interruptions have been considered and planned for. <p>And</p> <p>Some valid evidence of all of these;</p> <ol style="list-style-type: none"> Imagination (creative intention) Working within the requirements of the brief Comprehensive planning (complete and wholly relevant) Consistent justification of selections
Glossary of Terms:	No Glossary of Terms	Critical understanding: The ability to deconstruct, analyse and evaluate and express opinions, learners could- give reasons for their choice.	Comprehensive: All-encompassing Explore: Search and investigate Creativity: Originality, imaginatively expressed Justify: Give reasons or evidence to support an opinion

Task 2			
Assessment criteria:	Pass:	Merit:	Distinction:
1.2 Use ideas developed to inform production of final work	<i>Learners record the development and application of ideas informing the production of the final work</i>	<i>Ideas are characterised by critical understanding which informs the production of the final work</i>	<i>The application of developed ideas shows originality and fluency in the production of final work and values experimentation</i>
Range:	No Range.		
<p>a) Create digital user interface, detail/experiment</p> <p>b) Create a diagram</p> <p>Types of Evidence</p> <p>Tasks 2a) and 2b)</p> <ul style="list-style-type: none">• PowerPoint presentations• Notes• annotated sketches• schematics• flow charts• annotated screenshots• Diagrams• Audio / visual recorded	<p>2a) Evidence in whatever format will show the design of at least three different pages/screens/levels. Plus design work should show some information of they have developed them.</p> <p>2b) Evidence in whatever format should show partially the interactive structure of the product.</p> <p>and/or</p> <p>Evidence of some clear instructions regarding user navigation.</p>	<p>2a) Evidence in whatever format will show the design of at least three different pages/screens/levels. Plus design work should show some information of they have developed them.</p> <p>2b) Evidence in whatever format should show mostly the interactive structure of the product.</p> <p>and/or</p> <p>Evidence of some clear instructions regarding user navigation.</p> <p>All of the following in some detail;</p> <p>1. Experimenting with alternative designs, processes and techniques</p> <p>2. Exploring alternative ways in of user interaction</p> <p>3. Evidence should include some critical understanding of the choices made in relation to planning and the development of ideas. Justification will include some clear analysis and/or evaluation and/or opinion, and or reasons.</p>	<p>2a) Evidence in whatever format will show the design of at least three different pages/screens/levels. Plus design work should show some information of they have developed them.</p> <p>2b) Evidence in whatever format should show in full the interactive structure of the product.</p> <p>and/or</p> <p>Evidence of some clear instructions regarding user navigation.</p> <p>Some valid evidence of all of these;</p> <p>1. Originality</p> <p>2. Consistency and fluency within the development work</p> <p>3. Full consideration of the experimentation/exploring work undertaken.</p>
Glossary of Terms:	No Glossary of Terms	Critical understanding: <i>The ability to deconstruct, analyse and evaluate and express opinions, learners could- give reasons for their choice.</i>	Fluently: <i>Smoothly flowing and without apparent effort</i> Originality: <i>Ability to think or express oneself in an independent and individual manner</i>

Task 3 and Task 6			
Assessment criteria	Pass	Merit	Distinction
1.3 Demonstrate the effective use of software and processes in preparing assets and producing and presenting the final interactive product	Learners demonstrate the use of software and processes appropriate for their purpose in preparing assets and realising their creative intentions in the presentation of the final interactive product	Learners demonstrate critical understanding in the selection and use of a range of appropriate software and processes to produce and present the final interactive product	Learners will show fluency and originality in their choice and use of software and processes that are effective in the preparation of assets and the presentation of their final interactive product
Range:	1.3 Effective use: exploring ideas; identifying possible ways forward; trying out ideas; selecting ideas to pursue in more depth Preparing assets: preparing an image, graphic, audio or video clip, animation, or sound effect Producing: using sufficient skills and understanding to make effective use of software and processes Presenting: in considered, organised and focused ways		
Task 3 a) Prepare and save assets b) Explain use of software and processes Task 6 a) Create product b) Test it Types of Evidence Tasks 3a) and 3b) <ul style="list-style-type: none">PowerPoint presentationsTech notesBlog entriesannotated screenshotsDiagramsAudio / visual recorded Types of Evidence Tasks 6a) and 6b) <ul style="list-style-type: none">annotated screenshotsTech notesBlog entriesfinal product	3a) Learners will evidence of preparing relevant assets that will be used. Plus evidence of saving assets in the correct file formats. This can also be evidenced by providing an assets folder or via a working product. 3b). Evidence of storing assets correctly. 6a) Final interactive product that demonstrates the use of ideas, designs and assets previously developed. Plus evidence of the creation process. 6b) Functioning product that is accessible in an appropriate format. Plus evidence of testing the interactive media product.	Task 3 In addition to Pass: All the following: 1. Explanation of choices made regarding asset preparation 2. Some clear comparison, contrasts and analysis. 1 and 2 will be in the form of some clear analysis and/or evaluation and/or opinion, and or reasons. Task 6 In addition to Pass. All the following; 1. Explanation of choices made regarding the creation, testing and finalising process. 2. Some clear comparison, contrasts and analysis. 1 and 2 will be in the form of some clear analysis and/or evaluation and/or opinion, and or reasons.	Some valid evidence of all of these: 1. Originality 2. Consistency and fluency within the preparation work In addition to Merit. Some valid evidence of all of these; 1. Originality 2. Consistency and fluency within the production work
Glossary of Terms	Appropriate: <i>Relevant to the purpose/task</i>	Critical understanding: <i>The ability to deconstruct, analyse and evaluate and express opinions, learners could give reasons for their choice.</i> Appropriate: <i>Relevant to the purpose/task</i>	Fluently: <i>Smoothly flowing and without apparent effort</i> Originality: <i>Ability to think or express oneself in an independent and individual manner</i>

Task 5			
Assessment criteria	Pass	Merit	Distinction
1.4 Assess the whole development process	<i>Learners assess the development process, reviewing their progress, and re-evaluating their ideas and choice of materials, software and processes</i>	<i>Learners produce a detailed evaluation of the development process reflecting on the success or otherwise of the overall task</i>	<i>Learners produce an informed and perceptive critical judgement of the whole development process identifying strengths and weaknesses and suggesting potential improvements</i>
Range:	Assess: make judgements on what has been done and what has been learnt through the whole design process and what would be changed if it were to be done again. This should include reference to the design brief; development of ideas; use of materials and techniques; links between own work and values and the work of others; and evaluating the final work in the context of the design brief		
a) Review Types of Evidence Tasks 5 <ul style="list-style-type: none"> PowerPoint presentations Blog entries Written statements Audio / visual recorded 	Evidence will include a basic review of some of the following; <ul style="list-style-type: none"> your planning for your interactive product (Task 1) your development of design ideas (Task 2) your preparation of assets (Task 3) your choice of materials, software and processes any changes you need to make to your initial ideas based on the development process <p>The below is not required at a pass:</p> <ul style="list-style-type: none"> Potential improvements at this stage. Strengths and weaknesses at each stage. 	Evidence will include a detailed review of most of the following; <ul style="list-style-type: none"> your planning for your interactive product (Task 1) your development of design ideas (Task 2) your preparation of assets (Task 3) your choice of materials, software and processes any changes you need to make to your initial ideas based on the development process Potential improvements at this stage <p>To include some strengths and weaknesses</p>	Evidence will include a detailed review of most of the following; <p>Clear strengths and weaknesses of:</p> <ul style="list-style-type: none"> your planning for your interactive product (Task 1) your development of design ideas (Task 2) your preparation of assets (Task 3) your choice of materials, software and processes any changes you need to make to your initial ideas based on the development process Potential improvements at this stage <p>Some valid basic evidence of all of these;</p> <ol style="list-style-type: none"> consistent, clear and comparative analysis of the whole developmental process potential improvements
Glossary of Terms	Evaluate: <i>Make a qualitative judgement taking into account different factors and using available knowledge/experience. Assess</i>	Detailed: <i>Thorough and in depth</i>	Perceptively: <i>Showing insight and understanding</i> Critical judgement: <i>Application of a critical understanding informing decisions</i>

Task 4			
Assessment criteria	Pass	Merit	Distinction
1.5 Describe how the media product could be cross-platformed	<i>Learners describe how the media product could be cross-platformed</i>	<i>Learners demonstrate critical understanding of a range of platforms and describe a generic cross-platform process to transfer their product</i>	<i>Learners demonstrate critical judgement of the issues underpinning cross-platform transfer and the potential and limitations that exist with particular applications</i>
Range:	1.5 Cross-platformed: the range of digital media platforms on which interactive products can be experienced is constantly evolving. This should demonstrate how an interactive media idea could be used on other platforms or devices such as televisions, mobile phones, internet, iPads, QR (Quick Response Coding), Augmented Reality		
<p>a) describe b) explain</p> <p>Types of Evidence</p> <p>Tasks 4</p> <ul style="list-style-type: none"> PowerPoint presentations Blog entries Written statements Audio / visual recorded 	<p>Learners evidence will include a basic description of how the product can be saved / exported / published for at least their chosen platform.</p> <p>Only a) for a pass</p>	<p>Learners evidence will include a description of how the product can be saved / exported / published for some of the following platforms;</p> <ol style="list-style-type: none"> a personal computer a mobile a tablet device <p>This may include their chosen platform and at least 1 other</p> <p>Learners will evidence critical understanding by providing some clear analysis and/or evaluation and/or opinion, and or reasons for how their interactive product could be cross-platformed.</p> <p>and</p> <p>All the following;</p> <ol style="list-style-type: none"> Some clear comparison and contrasts of the platforms Describe a generic cross platform process for their product <p>Only a) for a Merit</p>	<p>Learners evidence will include a description of how the product can be saved / exported / published for some of the following platforms;</p> <ol style="list-style-type: none"> personal computer a mobile a tablet device <p>This may include their chosen platform and at least 1 other</p> <p>Learners will evidence critical understanding by providing some clear analysis and/or evaluation and/or opinion, and or reasons for how their interactive product could be cross-platformed.</p> <p>and</p> <p>All the following;</p> <ol style="list-style-type: none"> Some clear comparison and contrasts of the platforms Describe a generic cross platform process for their product <p>Learner will evidence some consistent, comparison and/or analysis of the limitations with cross-platform transfer, inclusive of examples.</p> <p>Learners critical understanding will inform their final product (Critical judgment)</p> <p>a) and b) required for a Distinction</p>
Glossary of Terms	No Glossary of Terms	Critical understanding: The ability to deconstruct, analyse and evaluate, and express opinion, learners could- give reasons for their choice.	<p>Critical judgement: Application of a critical understanding informing decisions</p> <p>Critical understanding: The ability to deconstruct, analyse and evaluate, and express opinion, learners could- give reasons for their choice.</p>