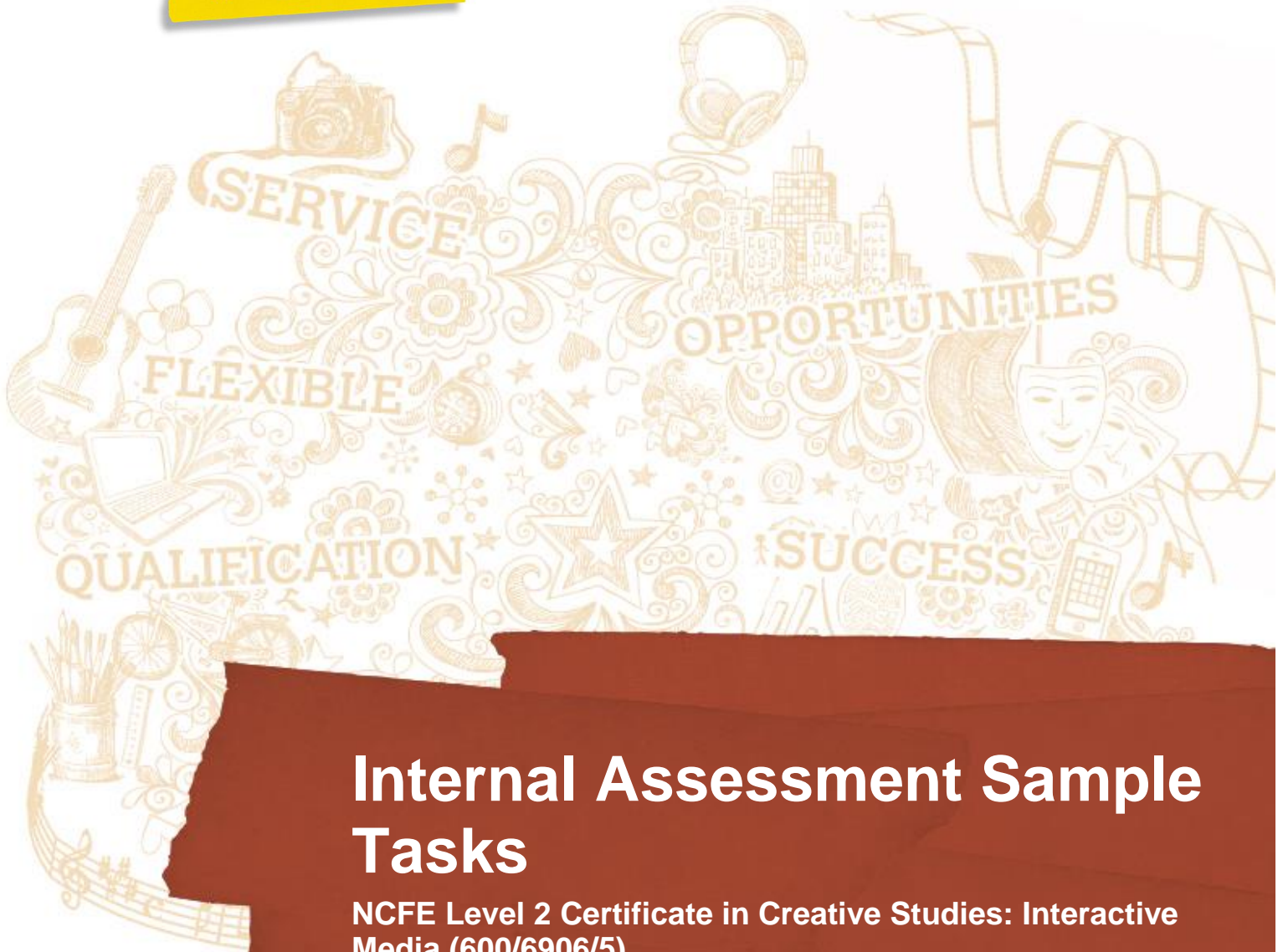# Internal Assessment Sample Tasks

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

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Introduction

NCFE has created a set of sample tasks for each unit which you can contextualise to suit the needs of your candidates to help build up a portfolio of evidence. The tasks have been created to cover all the learning outcomes and assessment criteria for each unit and provide opportunity for stretch and challenge.

To allow you the freedom to apply local or topical themes appropriate to your candidates, we've left the subject of the tasks open for you to design for each unit. You should plan the subject and apply the brief to the tasks in a way that suits your candidates and relates to local need.

Grading descriptors have been written for each assessment criterion within a unit. Assessors must be confident that as a minimum, all assessment criteria have been evidenced and met by the candidate. Assessors must make a judgement on the evidence produced by the candidate to determine the grading decision for the unit as a whole.

The grading descriptors for each unit can be found in Section 3 (page 20) of the Qualification Specification. Assessors should also refer to the grading criteria glossary of terms, which can be found in Section 8 (page 81) of the Qualification Specification. More information about internal assessment can be found in our Qualification Specification in Section 2 (page 13).

Authenticity

It's important to ensure that the work produced by each candidate is authentic and original – this can be recorded using the Assessment Declaration on the Candidate Front Sheet, which can be found on our website www.ncfe.org.uk.

Teachers should:

♦ supervise work to monitor progress and also prevent plagiarism
♦ supply evidence of their supervision and authenticate all work submitted for assessment
♦ ensure that any evidence provided which hasn't been produced by the candidate is referenced and acknowledged.

Assessors must countersign the Assessment Declaration on the Candidate Front Sheet to authenticate the candidate's work.

Writing a brief

Your brief should give the candidate sufficient information for them to understand what the topic or theme is that they're working to. It'll help to cover the following points so that the candidate can develop their ideas:

- an introduction about the company or organisation that you're basing the brief on (eg what it does and what market it's in)
- what the organisation wants to achieve from the brief (eg increased publicity, new branding)
- size of final commission if appropriate or how the commissioned work is to be used (eg logo on letterheads, music for an advert, public artwork)
- cost or budget (if appropriate)
- any other information you feel would be useful.

Unit 01 Originate ideas in response to an interactive media design brief (L/504/0729)

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Internal assessment task

Designers are skilled in their understanding of a brief and in the use of materials, equipment and software and are able to respond to a brief in a creative way.

Designers originate ideas from different sources:
♦ primary sources – sources derived from the designer's own observation
♦ secondary sources – other designers' work and other interactive products.

The designer uses a range of skills such as drawing, photography, painting, use of montage and experimenting with software, to refine the original observations into a design that is suitable for and responds to the requirements of the brief. This unit is about understanding the requirements of a brief, and searching for and using a range of sources to generate ideas to provide solutions to that brief. These constitute the initial stages of the design process.

In this assessment you'll be required to understand the requirements of an interactive design brief, and the technical language involved. You'll then research a wide range of primary and secondary sources from which to originate ideas. You'll show the development of a range of ideas and effectively communicate those ideas using suitable methods. Your ideas should be in response to feedback and take into consideration external factors which may persuade you to amend them.

Develop and illustrate your ideas throughout using sketches, drawings, diagrams, printouts and different types of digital software.

Task 1 (AC 1.1)

Read the interactive design brief to identify what its specifications are and what the terminology is requiring you to do.

When you're fully aware of what is required, research primary and secondary sources from which to generate ideas.

Task 2 (AC 1.2, 1.3, 1.6, 1.7)

Generate a range of ideas that might be suitable to fulfil the brief. Whilst developing them, illustrate the flow of ideas using suitable processes.

Task 3 (AC 1.4, 1.5, 1.6, 1.7)

Select from your range of ideas following evaluation and in response to feedback and external factors, communicate those alternative ideas visually (and in written form when suitable) using effective methods of communication.
NB Through the process of completing the brief, ensure that you conform to health and safety requirements.

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Unit 01 Originate ideas in response to an interactive media design brief (L/504/0729)

Types of evidence:

♦ illustrated research file with annotation and critical judgement
♦ experimental designs
♦ drawings
♦ exploratory and investigative work
♦ plans
♦ sketchbook
♦ notebook or style sheets
♦ on-screen design work.

Unit 02 Understand and explore a variety of interactive media products and processes (F/504/0730)

14-16

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Internal assessment task

We use a wide range of interactive products in our work and socially. Interactivity is the basis behind multimedia products whether through a website, DVD format, digital books, interactive TV, or hand-held devices such as mobile phones or iPads. All the products used on these devices require designs using a range of software and asset types to function. Individuals entering the interactive media industry need to have awareness of how interactive media products are devised, prepared and constructed in order for them to be uploaded and usable on the various devices.

In this assessment you'll be required to demonstrate the exploration of your practical skills in relation to using various types of software and processes. You'll need to research and use a variety of methods of capturing images and assess the suitability of various software packages to prepare and manipulate assets (eg images, text, animations, video) for use in the interactive environment.

Develop and illustrate your ideas throughout this assignment using sketches, drawings, diagrams and different types of digital software.

Task 1 (AC 1.2, 1.3)

Use and evaluate a range of image-capturing methods and equipment to upload assets (eg images, text, animations and video). Discuss the range of image and file types, identifying their differences and suitability for different uses within interactive media.

Task 2 (AC 1.1, 1.4, 1.5, 1.6)

Investigate and report on a range of software packages to prepare the assets using appropriate manipulation techniques. Your investigations must demonstrate experimentation and developing understanding of image resolution and compression in relation to desired results and quality issues.

Task 3 (AC 1.7, 1.8)

Evaluate how you've decided which hardware and software to use to meet the specification of the design brief.

Through the process of completing the brief, you should identify health and safety issues and how these might be alleviated or dealt with.

Unit 02 Understand and explore a variety of interactive media products and processes (F/504/0730)

Type of evidence:

♦ experimental designs
♦ drawings
♦ exploratory and investigative work
♦ plans
♦ a research file
♦ sketchbook
♦ notebook or style sheets
♦ on screen design work
♦ written (illustrated) report
♦ annotation.

Unit 04 Investigate typefaces in developing a graphic interface design (L/504/0732)

14 - 16

V Certs

Internal assessment task

Typefaces, often referred to as 'fonts' on-screen, not only provide readable text, a label or headline, but are also an important element in the look and 'feel' of an interactive product. The relationship of the typeface used to the overall graphic interface is important in providing a context but also in ensuring that the overall design of the interface is coherent, both aesthetically and technically. The typeface is as important a part of the overall design as an image, soundtrack or graphic block. It can provide emphasis, readability and impact. The most successful interactive products give as much attention to the typeface used, its size, colour, placement, etc, as every other aspect of the interactive on-screen design.

For this assessment you'll investigate a range of typefaces and their suitability for a range of interactive design interfaces. You'll also develop an understanding of the importance of graphic design to a creative interactive media product.

Task 1 (AC 1.1, 1.4)

Clearly show, using written and visual forms, that you've investigated a range of typefaces to use on-screen.

You also need to show why the typefaces are suitable for the context in which they are used and identify why alternatives might not be suitable.

Task 2 (AC 1.2, 1.3)

Clearly show, using written and visual forms, that you've investigated a range of on-screen user interfaces.

Identify the good and bad points of your chosen interfaces in terms of appearance: the use of typeface and graphical elements; the suitability of controls to navigate around it; the ease of navigation.

Task 3 (AC 1.3)

Identify how the visual 'codes' are used within interfaces, eg how colours work in interactive products; whether they are warm or cold, complementary or contrasting colours; how the colours affect the appearance; how images interact with blocks of colour.

Explore and try out ideas in an experimental way.

Unit 04 Investigate typefaces in developing a graphic interface design (L/504/0732)

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Task 4 (AC 1.4, 2.1, 2.2)

Choose at least 3 potential outcomes, which are relevant to the brief
and to its function, providing alternative on-screen typographic layouts.

Identify and explain the elements and terminology associated with each outcome.

Task 5 (AC 2.1, 2.4)

Using the correct technical language, describe the format of text on-screen for 3 alternative
interfaces. Describe what effect these attributes have on interactivity, appearance and readability.

Task 6 (AC 2.2, 2.3)

Produce ideas (at least 3) for the use of typography as part of your interface design solution. Your
typography ideas will at least include font, layout, shape, density, balance and colour.

Explain how the interfaces might function and evaluate their potential usability.

Types of evidence:

♦ final outcomes produced in response to a graphic interface design brief
♦ experimental designs
♦ drawings
♦ exploratory and investigative work
♦ plans
♦ a research file
♦ sketchbook
♦ notebook or style sheets
♦ on-screen design work
♦ written (illustrated) report
♦ annotation.

Unit 05 Investigate the creative use of moving images through interactive media (R/504/0733)

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Internal assessment task

We use a wide range of interactive products in our work or socially.
Interactivity is the basis behind multimedia products whether through a DVD format, digital books, interactive TV, or hand-held device such as mobile phones or iPads. Many of these media products use moving images, video or animation. Those entering the interactive media industry need to have an awareness of how an interactive media product can use the moving image as a central element of its design, or how moving images can be used to enhance the medium.

In this assessment you'll research the use of moving images in a range of interactive media applications. You'll apply the knowledge acquired to produce an interactive product which is enhanced by the use of video, moving image, and animation. The product will need to demonstrate control over the moving image to make it truly interactive; however, this is not a unit on video production so the video you produce is not meant to be extensive. Your own moving images should be sufficient to demonstrate enhancement of the interactive product. This is also not a unit on producing an extensive animation so these can be simple but used in such a way that they enhance the interactive experience.

Develop and illustrate your ideas throughout using sketches, drawings, diagrams and different types of digital software.

Task 1 (AC 1.1, 1.2, 1.4)

Investigate a range of types of moving images used in interactive media products.

Explain how the use of moving images enhances the product and the way it functions, or not.

Your research results should include illustrations and written analysis or annotation, explaining the positive and negative aspects of the application of moving images.

Task 2 (AC 1.3, 1.4, 1.8)

Research what sort of interactive product you're intending to produce. Investigate how video clips would be employed to enhance the use, interactivity and appearance of your chosen interactive piece.

Identify the positive and negative points of the use of video within interactive products.

Produce video clips, justifying their subject matter. Demonstrate their production with planning and organisation, drawings, designs and scripts.

Apply the video to the interactive product.

Unit 05 Investigate the creative use of moving images through interactive media (R/504/0733)

Task 3 (AC 1.2, 1.5)

Decide on a suitable animation, or animations, to include in your product.
Justify the use and explain how your product is enhanced.

Apply the animation to the product with consideration for the overall design.

Task 4 (AC 1.6, 1.7)

Apply fully functioning controls to the video and animation pieces ensuring that both video and animation do not simply operate in a linear fashion but are fully interactive for another user of the product.

You might want to get others to test the interactivity of your controls.

Types of evidence:

♦ experimental pieces of work on moving images, animation and application of control
♦ written or recorded report
♦ annotation.

Unit 06 Investigate the use of sound for an interactive media product (Y/504/0734)

14 - 16

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Internal assessment task

Sound is invariably used in contemporary interactive products, whether it's the sound effect for a game or a voice on or over the soundtrack of a film. Sound can enhance the interactive experience by providing: extra information; a running commentary; instructions; sounds to link with words or images on screen; music to provide a suitable feel to static or moving images; the soundtrack to a film; music to accompany a film; or moving images. The sounds/music could be recorded or electronically generated and produced by musical instruments or anything that makes a sound. Recordings do not have to be used as they are as they can be enhanced or changed to suit the interactive product, or adjusted by filter effects. Sounds can be manipulated and adjusted as any other asset to produce exactly what is required.

Develop and illustrate your ideas throughout using sketches, drawings, diagrams, printouts and different types of digital software.

Task 1 (AC 1.1)

Investigate a range of sound files and research their application in interactive products.

Task 2 (AC 1.2, 1.3, 1.4)

Record and capture sound files for use in the interactive product.

Save the files in appropriate formats, justifying your choices.

Experiment with sampling resolution to apply the most appropriate for a given use, justifying your decisions and illustrating your experiments.

Task 3 (AC 1.5, 1.6, 1.8)

Experiment with a range of filter effects and apply them appropriately with reasons for using them in the particular context.

Apply processing to the sound files for use in a range of interactive situations.

Investigate and manipulate sounds to achieve special effects.

Task 4 (AC 1.7)

Identify ways, providing practical examples, of applying sounds in an authoring environment.

Types of evidence:
♦ comparison of experimental pieces of work on sound files
♦ sampling resolutions
♦ filter effects.

Unit 07 Authoring an interactive DVD (D/504/0735)

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V Certs

Internal assessment task

DVDs are used as a handy method of transporting interactive media around. They're light, fairly small and fairly reliable. They're used for a range of media applications and can contain and use images, film, sound, music and 'written' documents, or combinations of any of these. Whilst some are fixed, eg they play in a linear way from start to finish with no possibility of stopping, they can also be made to be interactive so that the parts can be played in any order. These DVDs are used for a range of functions such as instruction manuals, training manuals, illustrated books, or promotional material, and can contain music or film with chapter links.

In this assignment you'll be required to understand how to collate a range of different source material from both physical and virtual sources, and organise them into tracks and chapters on a DVD so that it's interactive for others to use. You'll research a wide range of traditional sources, eg actual sources and virtual or digital ones, from which to originate ideas. You'll then show the development of the range of ideas and produce the fully interactive DVD, responding to feedback and taking into consideration external factors which may persuade you to amend your ideas.

Develop and illustrate your ideas throughout using sketches drawings, diagrams, printouts and different types of digital software.

Task 1 (AC 1.1, 1.2)

When you've read the interactive design brief and are fully aware of what its specifications and requirements are, identify and research interactive media authoring programmes.

After deciding the most suitable one, open it to start producing your DVD.

Task 2 (AC 1.2, 1.3, 1.4)

Generate a range of ideas that might be suitable to fulfil the brief and develop them using suitable processes.

Evaluate your ideas taking into account feedback and external factors.

Select from your range of ideas and communicate these visually (and in written form when suitable) using effective methods of communication. Import a range of media (at least 3) and use suitable software to render these assets compatible and ready for use.

Unit 07 Authoring an interactive DVD (D/504/0735)

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Task 3 (AC 1.5, 1.6, 1.7, 1.8, 1.9)

Create and select at least 4 chapters and give reasons for your choice.

Produce a timeline and create tasks suitable for the interactive DVD.

Devise and apply a menu, link the assets in a network and develop and employ suitable interactive buttons.

Task 4 (AC 1.10, 1.11)

Burn the DVD explaining the process and evaluate the quality and the interactivity of the DVD. Evaluate the whole production process.

NB Through the process of completing the brief ensure that you conform to health and safety requirements.

Types of evidence:

♦ experimental designs
♦ drawings
♦ exploratory and investigative work
♦ plans
♦ a research file
♦ sketchbook
♦ notebook or style sheets
♦ on-screen design work
♦ electronic folder containing the on-screen process work, experiments with software application menus, chapters and content
♦ interactive DVD
♦ written (illustrated) report
♦ annotation.