



**NCFE Level 1 Technical Award in Interactive Media
(603/0851/5)**

**NCFE Level 2 Technical Award in Interactive Media
(603/0852/7)**

Assessment window: January 2019 – March 2019

Paper number: P000705

Mark Scheme

v1.1 Post-standardisation

This mark scheme has been written by the Assessment Writer and refined, alongside the relevant tasks, by a panel of subject experts through the external assessment writing process and at standardisation meetings.

The purpose of this mark scheme is to give you:

- information on how individual marks are to be awarded
- the allocated assessment objective(s) and total mark for each task.

Marking guidelines

General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all learners, who must receive the same treatment. You must mark the first learner in exactly the same way as you mark the last.

- The mark scheme must be referred to throughout the marking period and applied consistently. Do not change your approach to marking once you have been standardised.
- Reward learners positively giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the learner's response has no creditworthy material.
- Do not credit irrelevant material that does not answer the task, no matter how impressive the response might be.
- The marks awarded for each response should be clearly and legibly recorded in the grid on the front of the task booklet.
- If you are in any doubt about the application of the mark scheme, you must consult with your Lead Examiners or the Chief Examiner.

Guidelines for using extended response marking grids

Extended response marking grids have been designed to award a learner's response holistically and should follow a best-fit approach. The grids are broken down into levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

When determining a level, you should use a bottom up approach. If the response meets all the descriptors in the lowest level, you should move to the next one, and so on, until the response matches the level descriptor. Remember to look at the overall quality of the response and reward learners positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage, and use the available marks within the level to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. Standardisation materials, marked by the Chief Examiner, will help you with determining a mark. You will be able to use exemplar learner responses to compare to live responses, to decide if it is the same, better or worse.

Assessment objectives

This external assessment requires learners to:

AO1	Recall knowledge and show understanding	40%
AO2	Apply knowledge and understanding	50%
AO3	Analyse and evaluate knowledge and understanding	10%

Project Brief

Innovate Spaces is a UK initiative which hopes to transform unused urban locations.

Innovate Spaces wants families with children under 12 to use these transformed locations to learn, create, collaborate and celebrate.

Innovate Spaces wants artists and designers to identify unused urban locations in their local area. These locations can then be transformed into exciting and creative spaces.

Innovate Spaces has asked you to produce an interactive media product to show the transformation of the unused urban location. You must:

- identify a location that could be transformed (eg unused buildings, closed railway stations, run-down playgrounds, roof tops etc)
- use appropriate assets to engage the target audience (eg images, text, video, audio etc)
- show what your location could look like, transformed into an exciting and creative space.

You will need to refer to each of these aspects within your interactive media product.

You have a total of 15 hours to complete the brief.

Task	Marking guidance	Total marks
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1	<p>Innovate Spaces want to make sure that you consider all aspects of the brief. They would like to see a proposal of the content and layout of your interactive media product.</p> <p>Your proposal must include:</p> <ul style="list-style-type: none"> • your chosen interactive media product and features • how the product reflects the target audience • the layout of your interactive media product • the navigation structure of your interactive media product • the sources, processes and techniques that you will use to create your interactive media product. <table border="1" data-bbox="256 853 1246 2056"> <thead> <tr> <th data-bbox="256 853 368 913">Level</th> <th data-bbox="368 853 504 913">Marks</th> <th data-bbox="504 853 1246 913">Descriptors</th> </tr> </thead> <tbody> <tr> <td data-bbox="256 913 368 1115">6</td> <td data-bbox="368 913 504 1115">31–36</td> <td data-bbox="504 913 1246 1115"> <ul style="list-style-type: none"> • Excellent planning of the content and layout of the interactive media product. • Excellent consideration of all aspects of the brief. • Excellent application of sources, processes and techniques. </td> </tr> <tr> <td data-bbox="256 1115 368 1350">5</td> <td data-bbox="368 1115 504 1350">25–30</td> <td data-bbox="504 1115 1246 1350"> <ul style="list-style-type: none"> • Very good planning of the content and layout of the interactive media product. • Very good consideration of all aspects of the brief. • Very good application of sources, processes and techniques. </td> </tr> <tr> <td data-bbox="256 1350 368 1552">4</td> <td data-bbox="368 1350 504 1552">19–24</td> <td data-bbox="504 1350 1246 1552"> <ul style="list-style-type: none"> • Good planning of the content and layout of the interactive media product. • Good consideration of all aspects of the brief. • Good application of sources, processes and techniques. </td> </tr> <tr> <td data-bbox="256 1552 368 1787">3</td> <td data-bbox="368 1552 504 1787">13–18</td> <td data-bbox="504 1552 1246 1787"> <ul style="list-style-type: none"> • Satisfactory planning of the content and layout of the interactive media product. • Satisfactory consideration of all aspects of the brief. • Satisfactory application of most sources, processes and techniques. </td> </tr> <tr> <td data-bbox="256 1787 368 1989">2</td> <td data-bbox="368 1787 504 1989">7–12</td> <td data-bbox="504 1787 1246 1989"> <ul style="list-style-type: none"> • Inconsistent planning of the content and layout of the interactive media product. • Some consideration of most aspects of the brief. • Inconsistent application of some sources, processes and techniques. </td> </tr> <tr> <td data-bbox="256 1989 368 2056">1</td> <td data-bbox="368 1989 504 2056">1–6</td> <td data-bbox="504 1989 1246 2056"> <ul style="list-style-type: none"> • Basic planning of the content and layout of the interactive media product. </td> </tr> </tbody> </table>	Level	Marks	Descriptors	6	31–36	<ul style="list-style-type: none"> • Excellent planning of the content and layout of the interactive media product. • Excellent consideration of all aspects of the brief. • Excellent application of sources, processes and techniques. 	5	25–30	<ul style="list-style-type: none"> • Very good planning of the content and layout of the interactive media product. • Very good consideration of all aspects of the brief. • Very good application of sources, processes and techniques. 	4	19–24	<ul style="list-style-type: none"> • Good planning of the content and layout of the interactive media product. • Good consideration of all aspects of the brief. • Good application of sources, processes and techniques. 	3	13–18	<ul style="list-style-type: none"> • Satisfactory planning of the content and layout of the interactive media product. • Satisfactory consideration of all aspects of the brief. • Satisfactory application of most sources, processes and techniques. 	2	7–12	<ul style="list-style-type: none"> • Inconsistent planning of the content and layout of the interactive media product. • Some consideration of most aspects of the brief. • Inconsistent application of some sources, processes and techniques. 	1	1–6	<ul style="list-style-type: none"> • Basic planning of the content and layout of the interactive media product. 	<p>36</p> <p>AO1</p> <p>=36</p>
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2	<p>Innovate Spaces want you to produce your proposed interactive media product from Task 1.</p> <p>You must create your interactive media product.</p> <p>This might not be a completed version but you must give evidence that the product shows sufficient functionality.</p> <p>You must include the following when you create your interactive media product:</p> <ul style="list-style-type: none"> • experimentation of software solutions • experimentation of hardware solutions • use of directory/folder structures • appropriate file types and exporting options. 	<p>45</p> <p>AO2</p> <p>=45</p>															
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	2	8–14	<ul style="list-style-type: none"> • Creates an interactive media product with inconsistent functionality. • Inconsistent consideration of relationship with the brief and some reference to initial planning. • Inconsistent use of folder structures, file types and hardware/ software solutions. 	
	1	1–7	<ul style="list-style-type: none"> • Creates a basic interactive media product with limited functionality. • Basic consideration of relationship with the brief and lacks reference to initial planning. • Basic use of folder structures, file types and hardware/software solutions. 	

3	<p>You must now evaluate your interactive media product in relation to the brief.</p> <p>Your evaluation will need to include:</p> <ul style="list-style-type: none"> • your technical skills • the processes you have used • how you could improve your interactive media product 	9 AO3 =9																					
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Assessment Objective Grid

Task	AO1	AO2	AO3	Total
1	36			36
2		45		45
3			9	9
Total	36	45	9	90