Year 10 Curriculum Overview ICT iMedia 2023-24

OCR Cambridge Nationals Creative iMedia

Autumn Term 1				
	Ro93 Topic area 2	**R094 - Visual Identity Topic Area 1&2**	**R094 Topic area 2 Plan digital graphics**	**R094 Topic area 3 Create visual identity and digital graphics**
Approx. No Lessons	**4**	**4**	**2**	**4**
Overview of Scheme of Learning	2.1 style, content, layout and purpose 2.2 Client requirements 2.3 Audience Ro93 3.2 idea documents - Mindmaps	Develop visual identity - Purpose of visual identity - Component features of visual identify Graphic Design - 2.1 concepts of graphic design - Ro93 2.5 media codes - Elements of visual identity - Visual identity style 3.2 idea documents - moodboards 2.3 visual identity planning - concept sketch	Understand planning techniques 2.1 Understand layout conventions for different products - Ro93 3.2 idea documents - visualisation (1 lessons) Understand the properties of digital graphics - Ro93 4.2 file properties and formats (1 lessons)	Understand software choices and tools for digital graphics Understand how to responsibly source assets Understand how to modify assets sourced Ro93 Asset logs Understand how to save and export digital graphics
Prior Learning		**Main links with what they see/ hear through advertising and products they use**	**Topic area 1**	**Topic areas 1 and 2 KS3 learning about using software tools**
Cultural Capital opportunities		Investigate visual identities of local and national organisations	Investigating careers One minute mentor videos	Investigating careers One minute mentor videos
Assessment focus				
Link to detailed content		R094 Topic area 1 Knowledge organiser R093 Topic area 1 Knowledge organiser	R094 Topic area 2 part 1 Knowledge organiser R094 Topic area 2 part 2 Knowledge organiser	R094 Topic area 3 part 1 Knowledge organiser R094 Topic area 3 part 2 Knowledge organiser

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Autumn Term 2	
	R094 OCR set assignment
Approx. No Lessons	**16**
Overview of Scheme of Learning	Completing the OCR digital assignment Must be completed independently
Prior Learning	**Topic areas 1, 2 and 3**
Cultural Capital opportunities	Investigate visual identities of local and national organisations Investigating careers One minute mentor videos
Assessment focus	Set assignment hand in during Spring term
Link to detailed content	R094 Topic area 1 Knowledge organiser R094 Topic area 2 part 1 Knowledge organiser R094 Topic area 2 part 2 Knowledge organiser R094 Topic area 3 part 1 Knowledge organiser R094 Topic area 3 part 2 Knowledge organiser R093 Topic area 1 Knowledge organiser

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	Spring Term		
	Finish R094 OCR set assignment	**R097 Topic area 1**	**R097 Topic area 2**
Approx. No Lessons	**4**	**10**	**6**
Overview of Scheme of Learning	Completing the OCR digital assignment Must be completed independently	Types of interactive digital media, content and associated hardware Features and conventions of interactive digital media Resources required to create interactive digital media product Pre-production and planning documentation and techniques for interactive digital media 3.2 idea documents – wireframe - flowcharts	Technical skills to create and/or edit and manage assets for use within interactive digital media products Technical skills to create interactive digital media
Prior Learning	**Topic areas 1, 2 and 3**	R094 Topic area 1 R094 Topic area 2 KS3 knowledge of planning documents and hardware needed	R094 Topic area 3 KS3 knowledge of software tools
Cultural Capital opportunities	Investigate visual identities of local and national organisations Investigating careers One minute mentor videos	Investigating careers One minute mentor videos	Investigating careers One minute mentor videos
Assessment focus	Set assignment hand in during Spring term	In class assessment – exam style (30 marks)	In class assessment – exam style (30 marks)
Link to detailed content	R094 Topic area 1 Knowledge organiser R094 Topic area 2 part 1 Knowledge organiser R094 Topic area 2 part 2 Knowledge organiser R094 Topic area 3 part 1 Knowledge organiser R094 Topic area 3 part 2 Knowledge organiser R093 Topic area 1 Knowledge organiser	R097 Topic area 1 Knowledge organiser	R097 Topic area 2 Knowledge organiser

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	Summer Term	
	R097 Topic area 3	**Ro97 Set Course work**
Approx. No Lessons	**6**	**10 plus remainder in year 11**
Overview of Scheme of Learning	Technical skills to create and/or edit and manage assets for use within interactive digital media products Technical skills to create interactive digital media	Completing the OCR digital assignment Must be completed independently
Prior Learning	R094 Topic area 3 KS3 knowledge of software tools	**Topic areas 1, 2 and 3**
Cultural Capital opportunities	Investigating careers One minute mentor videos	Investigating careers One minute mentor videos
Assessment focus	In class assessment – exam style (30 marks)	Set assignment Handin year 11
Link to detailed content	R097 Topic area 2 Knowledge organiser	R097 Topic 1,2,3 Knowledge organisers

4.2 Unit R093: Creative iMedia in the media industry

Aims

The media industry is vast, covering both traditional and new media sectors and providing work for individual freelance creatives as well as large teams in design houses and multinational companies. Job roles frequently overlap multiple sectors, and products often need to be suitable for more than one kind of output. However, there are common aspects to all media products. Pre-production and planning are vital; saving clients time and money and enabling creatives and designers to charge appropriately for their services. Products also make use of similar media codes to convey meaning, create impact and engage audiences.

In this unit you will learn about the sectors, products and job roles that form the media industry. You will learn the legal and ethical issues considered and the processes used to plan and create digital media products. You will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. You will learn to choose the most appropriate format and properties for different media products. Completing this unit will provide you with the basic skills for further study or a range of creative job roles within the media industry.

Unit R093: Creative iMedia in the media industry

Topic Area 1: The media industry

Teaching content	Breadth and depth
1.1 Media industry sectors and products	
Sectors of the media industry □ Traditional media ▪ film ▪ television ▪ radio ▪ print publishing □ New media ▪ computer games ▪ interactive media ▪ internet ▪ digital publishing Products in the media industry □ Video □ Audio □ Music □ Animation □ Special effects (SFX, VFX) □ Digital imaging and graphics □ Social media platforms/apps □ Digital games □ Comics and graphic novels □ Websites □ Multimedia □ eBooks □ AR/VR	To include: • Know the different sectors that form the media industry and how these are evolving • Know the types of products produced by, and used in, different sectors • Know that the same product can be used by different sectors

Unit R093: Creative iMedia in the media industry

1.2 Job roles in the media industry

□ Creative ▪ animator ▪ content creator ▪ copy writer ▪ graphic designer ▪ illustrator/graphic artist ▪ photographer ▪ script writer ▪ web designer □ Technical ▪ camera operator ▪ games programmer/developer ▪ sound editor ▪ audio technician ▪ video editor ▪ web developer □ Senior roles ▪ campaign manager ▪ creative director ▪ director ▪ editor ▪ production manager	To include: • How each role contributes to the creation of media products • Know the main responsibilities of each role in the creation of media products • Know that some job roles are specific to pre-production, production or post-production phases • Know that some job roles span multiple production phases • Why the size and scale of projects/productions means that individuals may perform more than one role Does not include: • Specific skills required for job roles

Unit R093: Creative iMedia in the media industry

Topic Area 2: Factors influencing product design

Teaching content	Breadth and depth
2.1 How style, content and layout are linked to the purpose	
□ Purpose ▪ advertise/promote ▪ educate ▪ entertain ▪ inform ▪ influence □ Style, content and layout ▪ colour ▪ conventions of genre ▪ formal/informal language ▪ positioning of elements ▪ style of audio representation ▪ style of visual representation ▪ tone of language	To include: • Know the different purposes of media products • How style, content and layout are adapted to meet each purpose
2.2 Client requirements and how they are defined	
□ Client requirements ▪ type of product ▪ purpose ▪ audience ▪ client ethos ▪ content ▪ genre ▪ style ▪ theme ▪ timescales □ Client brief formats ▪ commission ▪ formal ▪ informal ▪ meeting/discussion ▪ negotiated ▪ written	To include: • How to recognise keywords and information in client briefs • Know the requirements in client briefs that inform planning • Why requirements in client briefs can constrain planning and production • How to interpret requirements in client briefs to generate ideas and plan • Know the different ways that client briefs are communicated
2.3 Audience demographics and segmentation	
Categories of audience segmentation □ Age □ Gender □ Occupation □ Income □ Education □ Location □ Interests □ Lifestyle	To include: • Know the different categories of audience segmentation • Know examples of the way audiences are grouped for each segmentation type • The reasons for, and benefits of, audience segmentation • How audience characteristics influence the design and production of media products

Unit R093: Creative iMedia in the media industry

2.4 Research methods, sources and types of data

- Primary research methods
  - focus groups
  - interviews
  - online surveys
  - questionnaires
- Secondary research sources
  - books and journals
  - internet sites/research
  - magazines and newspapers
  - television
- Research data
  - qualitative information
  - quantitative information

To include:

- The reasons for, and benefits of, conducting research
- The advantages and disadvantages of primary and secondary research and data
- How research is carried out using different methods and/or sources
- The advantages and disadvantages of each primary research method and second research source
- The differences between qualitative and quantitative data/information

2.5 Media codes used to convey meaning, create impact and/or engage audiences

Media codes

- Technical
- Symbolic
- Written

Ways that meaning, impact and/or engagement are created using

- Animations
- Audio
  - dialogue
  - music genre
  - silence
  - sound effects
  - vocal intonation
- Camera techniques
  - angles
  - shots
  - movement
- Colour
- Graphics
- Interactivity
- Lighting
  - intensity/levels
  - position
- Mise-en-scene
- Movement
- Transitions
- Typography
  - emphasis
  - font size
  - font types

To include:

- Know the different technical, symbolic and written codes used to convey meaning, create impact and/or engage audiences
- How codes are used to convey meaning, create impact and/or engage audiences
- How the codes used relate to audience, purpose and context
- How the combination of content and codes work together to convey meaning, create impact and engagement

Unit R093: Creative iMedia in the media industry

Topic Area 3: Pre-production planning

Teaching content	Breadth and depth
3.1 Work planning	
□ Components of workplans ▪ phases ○ pre-production ○ production ○ post-production ▪ tasks ▪ activities ▪ workflow ▪ timescales ▪ milestones ▪ contingencies ▪ resources ○ hardware ○ people ○ software	To include: • The purpose of work planning • Know the components of workplans • The role of workplan components in work planning • The advantages of using workplans • How workplans are used to manage time, tasks, activities and resources for individuals and large teams
3.2 Documents used to support ideas generation	
□ Mind map ▪ digital ▪ hand drawn □ Mood board ▪ digital ▪ physical	To include: • Know the purpose of each document • Know the components and conventions of each document • Know the hardware and software used to create each document • Know the users of each document • When each document is appropriate for use • What makes each document effective • How to improve the effectiveness of documents for users in given contexts Does not include • Creating documents from scratch

Unit R093: Creative iMedia in the media industry

3.3 Documents used to design and plan media products

- □ Asset log
- □ Flow chart
- □ Script
- □ Storyboard
- □ Visualisation diagram
- □ Wireframe layout

To include:

- Know the purpose of each document
- Know the components and conventions of each document
- Know the hardware and software used to create each document
- Know the users of each document
- When each document is appropriate for use
- What makes each document effective
- How to improve the effectiveness of documents for users in given contexts

Does not include:

- Creating documents from scratch

3.4 The legal issues that affect media

3.4.1 Legal considerations to protect individuals

- □ Privacy and permissions
  - rights for recording images/taking photographs in public places
  - permissions for recording images/taking photographs on private property
  - permissions for publishing and commercial use of images and photographs taken
  - harassment and invasion of privacy
- □ Defamation
  - libel
  - slander
- □ Data protection
  - rights of data subjects in the collection, use and storage of personal data

To include:

- The purpose of, and reasons for, each legal consideration
- What is required of media producers to comply with each legal consideration
- The impact on individuals and media producers of media producers using and publishing inaccurate personal information

Does not include:

- Specific Acts of legislation

3.4.2 Intellectual property rights

- □ Protecting intellectual property (IP)
  - copyright
  - ideas
  - patents
  - trademarks
- □ Using copyrighted materials
  - creative common licence(s)
  - fair dealing
  - permissions, fees and licences
  - watermarks and symbols

To include:

- Know what is meant by intellectual property
- The purpose of, and reasons for, legislation to protect intellectual property
- What is required of media producers to respect intellectual property rights
- How and when intellectual property can be protected
- The implications for media producers of using copyrighted materials without permission

Does not include:

- Specific Acts of legislation

Unit R093: Creative iMedia in the media industry	
3.4.3 Regulation, certification, and classification □ Organisations responsible for regulation ▪ ASA (Advertising Standards Authority) ▪ Ofcom (The Office of Communications) □ Classification systems and certifications ▪ BBFC (British Board of Film Classification) certifications ▪ PEGI (Pan European Game Information) certifications	To include: • Know the types of products covered by regulation, certification and classification • The purpose of, and reasons for regulation, certification and classification • Know the roles of regulatory bodies and areas of responsibility • Know examples of the way media products are classified • The impacts of regulation, certification and classification on media production
3.4.4 Health and safety □ Health and safety risks and hazards in all phases of production □ Actions to mitigate health and safety risks and hazards □ Risks assessments □ Location recces	To include: • Know common risks and hazards in media production • What is required of media producers to mitigate health and safety risks and hazards • What risk assessments are and the purpose of risk assessments • What location recces are and the purpose of location recces Does not include: • Specific Acts of legislation • The creation of a risk assessment or recce

Unit R093: Creative iMedia in the media industry

Topic Area 4: Distribution considerations

Teaching content	Breadth and depth
4.1 Distribution platforms and media to reach audiences	
□ Online ▪ apps ▪ multimedia ▪ web □ Physical platforms ▪ computer ▪ interactive tv ▪ kiosks ▪ mobile devices □ Physical media ▪ CD/DVD ▪ memory stick ▪ paper based	To include: • Know the characteristics of the types of platform and media used to deliver products to audiences • The advantages and disadvantages of types of platform and media • How the characteristics of platforms affect the selection of final product file formats in given scenarios
4.2 Properties and formats of media files	
4.2.1 Image Files □ The properties of digital static image files ▪ DPI/PPI resolution ▪ pixel dimension □ Static image file formats ▪ raster/ bitmap ▪ vector ▪ uncompressed ▪ compressed	To include: • Know what is meant by DPI/PPI • How DPI/PPI relates to resolution and image quality • The relationship between pixel dimensions and quality for different image uses • Know examples of raster/bitmap and vector image files • The properties and limitations of uncompressed and compressed (lossy, lossless) file formats • The properties and limitations of raster/bitmap and vector static image file formats • How file format choice relates to use and context
4.2.2 Audio Files □ The properties of digital audio files ▪ bit depth ▪ sample rate □ Audio file formats ▪ uncompressed ▪ compressed	To include: • Know what is meant by sample rate and bit depth • How sample rate and bit depth relate to sound quality • What audio compression is and how it affects quality • The properties and limitations of uncompressed and compressed (lossy, lossless) file formats • How file format choice relates to use and context

4.2.3 Moving Image Files □ The properties of digital moving image files ▪ frame Rate ▪ resolution (SD, HD, UHD, 4K, 8K) □ Moving image files formats ▪ animation ▪ video ▪ uncompressed ▪ compressed	To include: • Know what is meant by frame rate • Know what is meant by SD, HD, UHD, 4K, 8K • How frame rate affects the quality of a product • Know examples of digital video and animation files • The properties and limitations of video and animation file formats • The properties and limitations of uncompressed and compressed (lossy, lossless) file formats • How file format choice relates to use and context
4.2.4 File compression □ Lossy compression □ Lossless compression	To include: • Know what is meant by lossy compression • Know what is meant by lossless compression • Why lossy and lossless compression are used

Assessment guidance

This unit is assessed by an exam. The exam is 1 hour and 30 minutes. It has two sections – Section A and Section B.

- Section A has 10 marks
- Section B has 60 marks
- The exam has 70 marks in total

This will be conducted under examination conditions. For more details refer to the Administration area.

The Creative iMedia 'Guide to our Sample Assessment Material' gives more information about the layout and expectations of the exam.

A range of question types will be used in the exam, but it will always require students to use the skills of analysis and evaluation.

Section A	• This will have between 7 and 10 closed response, multiple choice and short answer questions which assess the recall of knowledge and understanding. • Questions will sample content from all topic areas, with at least one question relating to each area.
Section B	• This will have context-based questions. Students will be presented with a short scenario which develops through the paper and will apply their knowledge of Creative iMedia concepts to produce relevant responses. • It will include closed response, short answer questions and three extended response questions. • Two of the extended response questions will assess analysis and evaluation, while the third will assess the recall and application of knowledge and understanding. • Content will be sampled from all topic areas, with at least one question relating to each area.

Synoptic assessment

This unit allows students to gain underpinning knowledge and understanding relevant to the qualification and sector. The NEA units draw on and strengthen this learning with students applying their learning in a practical, skills-based way. The synoptic grids at the end of the NEA units show these synoptic links.

More information about synoptic assessment within this qualification can be found in section 5.2 synoptic assessment.

4.3 Unit R094: Visual identity and digital graphics

Aims

Identity is a vital component of any business, product or brand. A visual identity communicates values and core principles to the consumer, user or customer. It makes a brand recognisable and helps sell a product or idea to a target audience. Logos, shapes, typography, colour theory and composition are all used to generate visual identities which work across different platforms and media, and user interface and experience are key considerations in the design process.

In this unit you will learn how to develop visual identities for clients. You will also learn to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience. Completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry.

Unit R094: Visual identity and digital graphics

Topic Area 1: Develop visual identity

Teaching content	Exemplification
1.1 Purpose, elements and design of visual identity	
Purpose of visual identity □ Recognition/familiarity □ Establish a brand □ Develop brand loyalty □ Visual communication with audiences/consumers Component features of visual identity □ Name □ Logo □ Slogan/strap line Elements of visual identity □ Graphics ▪ shape/symbol □ Typography □ Colour palette and meaning □ Layout/complexity Visual identity design style □ Business type □ Brand values □ Brand positioning ▪ economy ▪ mid-range ▪ high-end	To include: • What is meant by visual identity • That visual identity is used to communicate the nature of brands and business' services or products • The component features of visual identity • The elements of visual identity • How visual identity relates to brand identity • How visual identity elements are influenced by business type, brand values and brand positioning • How visual identity elements are combined to shape perception and create emotional response • That visual identity needs to encapsulate brand values and be appropriate/relevant for the audience and type of market • That if the perception or impression created by visual identity is not in line with the desired brand identity, then it is not fit for purpose • Using appropriate elements to create visual identity suitable for different target audiences/ consumers

Unit R094: Visual identity and digital graphics

Topic Area 2: Plan digital graphics for products

Teaching content	Exemplification
2.1 Graphic design and conventions	
Concepts of graphic design □ Application of visual identity □ Alignment □ Typography □ Use of colour and colour systems □ Use of white space Layout conventions for different graphic products and purposes □ Additional information □ Headlines and copy □ Image content □ Titles and mastheads	To include: • The importance of graphic designs that incorporate visual identity and house style • Why typography is important to convey clear messages using suitable text fonts and sizes • Colour systems and colour trends e.g. Pantone, NCS • Using colour to convey the intended meaning • Typical layouts for ○ advertisements ○ CD/DVD/Blu-ray covers ○ games ○ leaflets ○ magazine/book covers ○ multimedia products ○ packaging ○ posters ○ web images and graphics Does not include: • Billboards (too high in size/resolution) although may be included in the teaching as a form of advertisement

Unit R094: Visual identity and digital graphics

2.2 Properties of digital graphics and use of assets

Technical properties of images and graphics □ Bitmap/raster properties ▪ colour depth ▪ colour mode ▪ compression settings ▪ overall quality ▪ transparency □ Vector graphic properties ▪ compatibility ▪ file size ▪ scalability ▪ software support	To include: • Limitations of bitmap/raster file formats in terms how many colours are supported, scalability (enlarging) and whether transparent backgrounds can be included • Benefits of vector file formats, scalability for large print use Does not include: • Exclusive use of vector files to create digital graphics
Licences and permissions to use assets sourced from □ Client images □ Internet □ Logos □ Photographs □ Stock library	To include: • Using search engine filters (image size, type, licence) • Using image stock libraries terms and conditions • Limitations of re-using social media content • Rights and permissions for the use of client owned and third-party assets (logos and images) • Permitting use of own photographs and graphics in a client product • Using asset tables to record licence/copyright information Does not include: • Practical activity of obtaining licences, permissions through contact with owners or payment of fees

2.3 Techniques to plan visual identity and digital graphics

Pre-production and planning documentation used to generate ideas and concepts for visual identity and digital graphics □ Mood board □ Mind map □ Concept sketch □ Visualisation diagram	To include: • Creating mood boards with relevant content using physical materials - pictures, text, colours placed on large sheet/board • Creating digital mood boards using digital images collected from web and other sources, placed on documents/slides in software applications • Using mind maps drawn out on paper or using software applications to expand ideas and identify details • Using concept sketches to develop ideas • Using visualisation diagrams to show design ideas and possible layouts, sketched with annotations or concept art created in software applications Does not include: • Any form of project management planning documentation including workplans and Gantt charts

Unit R094: Visual identity and digital graphics

Topic Area 3: Create visual identity and digital graphics

Teaching content	Exemplification
3.1 Tools and techniques of imaging editing software used to create digital graphics	
Software tools and techniques used to create digital graphics □ Image/canvas size □ Layout tools □ Drawing tools □ Adjustments to brightness/contrast and colour □ Use of selections □ Use of layers and layer styles □ Retouching □ Typography □ Filters and effects	Examples of tools and techniques used to create digital graphics may include: • Setting the canvas size - expanding or modifying • Using layout tools to help the placement of assets e.g. grids, guides and rulers • Using drawing tools e.g. shapes, colour fill, gradients • Using brightness and contrast, levels, colour balance, hue, saturation • Using selections based on shape, colour or edge contrast • Using layers to structure a graphic, create, merge, rename, change opacity • Using layer styles to enhance the visual impact e.g. drop shadows, effects, textures • Using retouching techniques to remove unwanted elements e.g. cloning, healing, blur, colour swatches, colour picker, pencil, brush • Using typography to add information e.g. text, font styles, sizes and effects • Using filters and effects to enhance the visual appeal e.g. stylise, monochrome, colour toning, vignette, sharpen Does not include: • Using masks, customisation of tools
3.2 Technical skills to source, create and prepare assets for use within digital graphics	
Source assets for use in digital graphics □ Images □ Graphics	To include: • Using internet, stock libraries or client library to search for suitable image assets • Downloading/obtaining images and graphics, copying from download folder to working asset folder Does not include: • Obtaining licences and requesting permissions for their use
Create assets for use in digital graphics □ Editing sourced assets to create a derivative asset □ Creating assets using drawing tools	To include: • Creating original or new image assets by editing existing assets or drawing completely new images as bitmap or vector files Does not include: • Practical use and skills development in using a camera, scanner and graphic tablet

Unit R094: Visual identity and digital graphics	
Modify images and other assets to make sure the technical compatibility for use within print graphics □ Resize and resample □ Modifying image properties	To include: • Resampling of images and assets for use in a print product - checking pixel dimensions and dpi resolution for the intended size of reproduction • Rasterising vector based graphics for use in bitmap graphics Does not include: • Changing colour profiles of images
Store assets for use □ Storage location □ Changing the file format	To include: • Using different storage locations to clearly differentiate original and edited assets in separate folders • Using file formats to retain image quality (with/ without transparency)
3.3 Techniques to save and export visual identity and digital graphics	
Save and export □ Proprietary format master files □ Repurpose and export in appropriate file formats	To include: • Saving of files for visual identity and digital graphics as high resolution, proprietary format, master files as an archive for further edits • Repurposing and exporting of visual identity and digital graphics in file formats and image properties which meet client requirements

Marking criteria

Section 6.4 provides full information on how to mark the NEA units and apply the marking criteria. The marking criteria command words are further explained in Appendix B *Command words*.

The tables below contain the marking criteria for the tasks for this unit. If a student's work does not meet Mark Band 1 (MB1) criteria for any task, you must award zero marks for that task.

Unit R094 – Topic Area 1: Develop visual identity **Unit R094 – Topic Area 2: Plan digital graphics for products**		
MB1: 1–2 marks	**MB2: 3–4 marks**	**MB3: 5–6 marks**
Design concept for the visual identity is **limited** in its suitability for the client.	Design concept for the visual identity is **adequate** in its suitability for the client.	Design concept for the visual identity is **fully** suitable for the client.
MB1: 1–3 marks	**MB2: 4–6 marks**	**MB3: 7–8 marks**
Justification shows **limited** understanding of the extent to which the visual identity is fit for purpose.	Justification shows **sound** understanding of the extent to which the visual identity is fit for purpose.	Justification shows **comprehensive** understanding of the extent to which the visual identity is fit for purpose.
MB1: 1–2 marks	**MB2: 3–4 marks**	**MB3: 5–6 marks**
Produces **basic** planning documentation for the digital graphic product.	Produces **adequate** planning documentation for the digital graphic product.	Produces **detailed** planning documentation for the digital graphic product.

Unit R094 – Topic Area 2: Plan digital graphics for products Unit R094 – Topic Area 3: Create visual identity and digital graphics		
MB1: 1–2 marks	**MB2: 3–4 marks**	**MB3: 5–6 marks**
Use of technical skills to create the visual identity is **limited** in its effectiveness. Properties and format(s) of the visual identity are **limited** in appropriateness.	Use of technical skills to create the visual identity is **adequate** in its effectiveness. Properties and format(s) of the visual identity are **adequate** in appropriateness.	Use of technical skills to create the visual identity is **effective**. Properties and format(s) of the visual identity are **clearly** appropriate.
MB1: 1–2 marks	**MB2: 3–4 marks**	**MB3: 5–6 marks**
Few assets are prepared for use in the digital graphic. Use of technical skills to prepare assets is **limited** in its effectiveness.	**Some** assets are prepared for use in the digital graphic. Use of technical skills to prepare assets is **partly** effective.	**All** assets are prepared for use in the digital graphic. Use of technical skills to prepare assets is **effective**.
MB1: 1–4 marks	**MB2: 5–8 marks**	**MB3: 9–12 marks**
Use of tools and techniques to create the digital graphic products is **limited** in its effectiveness. Design concepts and layout conventions are applied in a **limited** way to the digital graphic products. The final digital graphic products meet the client's requirements in a **limited** way.	Use of tools and techniques to create the digital graphic products is **partly** effective. Design concepts and layout conventions are applied **adequately** to the digital graphic products. The final digital graphic products **adequately** meet the client's requirements.	Use of tools and techniques to create the digital graphic products is **effective**. Design concepts and layout conventions are applied **effectively** to the digital graphic products. Final digital graphic products **fully** meet the client's requirements.
MB1: 1–2 marks	**MB2: 3–4 marks**	**MB3: 5–6 marks**
Properties and format(s) of the final digital graphic products are **limited** in their appropriateness.	Properties and format(s) of the final digital graphic products are **adequate** in their appropriateness.	Properties and format(s) of the final digital graphic products are **clearly** appropriate.

Assessment guidance

Task	Assessment guidance
Task 1	**Strand 1a** A simple logo for the visual identity could be credited in Mark Band (MB)1. To achieve the higher mark bands, a more complex visual identity, incorporating suitable component features would be needed. This should be clearly appropriate for an intended audience/consumer and the nature of the client's product or service. Evidence of students' development of ideas can contribute to the marks, but the final concept must be clearly shown for MB3. **Strand 1b** The assessment is based on students' understanding of the extent to which the visual identity is fit for purpose. Statements that it meets the client's needs may be credited in MB1, whereas justifications of 'how' and 'why' are needed for the upper mark bands. To achieve MB3, the understanding would need to cover both the client and target audience/consumer. Note that this task is analytical/evaluative in nature. When designing the visual identity and justifying their design choices, students need to make decisions independently. Although it is to be expected that different students may make similar decisions and develop similar ideas, it would be highly unusual for all students in a cohort to have identical work. **Strand 1c** Two main items of evidence contribute to the marking descriptors. These cover both what the intended graphic will look like and the details of any assets to be used. Both of these would be needed to consider achievement in MB3. A simple layout diagram would be appropriate for MB1. For the upper mark bands, this should be clear and detailed for use by the client or graphic designer. To record the details of assets, students may choose the format of the information themselves or use the asset table template on our secure website Teach Cambridge. More comprehensive details including permissions would be needed for the upper mark bands. Students must not be directed to complete specific planning tasks but may be referred to the teaching and learning content for the unit. When designing their digital graphic product, students need to make decisions independently. Although it is to be expected that different students may make similar decisions and develop similar ideas, it would be highly unusual for all students in a cohort to have identical work.
Task 2	**Strand 2a** There are two parts to this first strand. The first covers the creation of the visual identity while the second the requirement to save it in a suitable format. Technical skills are evidenced in the resulting quality of their use/application when creating the visual identity. This is a qualitative assessment. Areas to consider would be precision, accuracy, and overall effectiveness in the creation of the visual identity. For the upper mark bands, the image properties and file format of the saved/exported visual identity should be suitable for further use in graphic design products. A combination of unsuitable properties and file format(s) may be credited within MB1 whereas both the image properties and choice of file format(s) for the visual identity would need to be appropriate for MB3.

Task	Assessment guidance
	Strand 2b The first part of this strand, covering the preparation of assets, is assessed quantitatively. This should be clearly and explicitly evidenced as a preliminary activity before the creation of the actual digital graphic. If the preparation of assets is only implied in the final graphic, then MB1 would be appropriate. For MB3, all of the assets to be used in the digital graphic should be prepared at a suitable resolution. The second part is about the use of technical skills to prepare the assets and the assessment is qualitative in nature. The ability to apply knowledge and understanding of the technical compatibility of the assets is a key determinant for the higher mark bands. Ensuring the dimensions, resolution and file format are suitable would be one way to meet this requirement. This should be supported by explicit evidence for the upper mark bands. If the evidence is only implied, then MB1 is appropriate. **Strand 2c** The first part of this strand assesses students' use of the tools and techniques found within image editing software applications to create the digital graphic. It is the degree to which students are effective in the use of the tools and techniques that is assessed at this stage, rather than the overall quality of the finished graphic. For the upper mark bands, students must evidence their skills in applying tools and techniques identified in the teaching content. Although Microsoft Office based applications are not disallowed, this is likely to constrain the opportunity for achievement to MB1 on the basis that many of the specified tools and techniques are not available. The second descriptor assesses the overall look and feel of the finished graphic. It also assesses the application of design concepts and the layout conventions of graphic design. The placement and inclusion of the visual identity contributes towards this criterion. For the upper mark band this should effectively apply design concepts and layout conventions in order to be visually appealing and engaging for the viewer. The third descriptor assesses how effectively the digital graphic meets the client's requirements. For the upper mark bands, the digital graphic would need to demonstrate a synergy or connection between what was wanted, the style of the visual identity and the content/layout of the finished graphic. When creating their digital graphic product, students must make decisions independently. They must apply what they have learnt and not be led through a process to create a digital graphic product. Students must not be directed to use particular software or software tools and/or techniques. **Strand 2d** This strand is about saving and exporting the finished digital graphic in the two formats required by the parameters of the scenario. The image properties and file format contribute towards this and would need to be correct in both graphic files for the upper mark band. When exporting their graphic, students need to independently decide on suitable electronic formats and properties. Best fit assessment should be applied by taking both versions of the digital graphic into account. If one of these was clearly inappropriate, then best fit would place the achievement in MB2 at best.

Synoptic assessment

Some of the knowledge, understanding and skills required when completing this unit will draw on the learning developed in Unit R093. The following table details where these synoptic links can be found:

R094: Visual identity and digital graphics		R093: Creative iMedia in the media industry	
Topic Area		**Topic Area**	
1	Develop visual identity	2	Factors influencing product design
2	Plan digital graphics for products	2	Factors influencing product design
		3	Pre-production planning
		4	Distribution considerations
3	Create visual identity and digital graphics	3	Pre-production planning
		4	Distribution considerations

More information about synoptic assessment within this qualification can be found in section 5.2 Synoptic assessment.

4.6 Unit R097: Interactive digital media

Aims

Interactive digital media products are found across the media industry, in games, websites and apps, learning and knowledge based systems, simulations and in commerce. At the heart of digital media products is a fusion of media rich content including text, images, sounds, video and animation. This content is combined with UX and UI design to create an immersive and engaging environment which can promote, educate, entertain, inform or influence.

In this unit you will learn to design and create interactive digital media products for chosen platforms. You will learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience. Completing this unit will provide you with the basic skills for further study or a range of creative and technical job roles within the media industry.

Unit R097: Interactive digital media

Topic Area 1: Plan interactive digital media

Teaching content	Exemplification
1.1 Types of interactive digital media, content and associated hardware	
The format types of interactive digital media □ Websites □ Information points □ Mobile apps □ E-learning products □ Digital maps □ Games	To include: • The different formats interactive digital media takes • How format is linked to the purpose of interactive digital media products • How format is linked to the audience of interactive digital media products • How devices used to access interactive digital media products impact on its format
Content used in interactive digital media □ Images □ Audio □ Video □ Animation □ Text □ Tables □ Lists □ Forms □ Navigational buttons □ Maps □ Quiz □ Layers	To include: • How each type of content is used in interactive digital media products • What each content type is used for • How assets are used to create content • How the form and structure of interactive digital media products is affected by digital media content • How the form and structure of interactive digital media products is affected by the audience and purpose
Hardware devices used to access interactive digital media □ Computers □ Games consoles □ Kiosks □ Phones □ Smart TV □ Tablets	To include: • The range of devices used to access interactive digital media • How the devices used to access interactive digital media are linked to purpose and audience of products • How to adapt content to suit different access methods

	Does not include: • Technical specifications of hardware and software needed to host interactive digital media products
Methods of user interaction within interactive digital media □ Touch screen/stylus □ Voice controls □ Camera input □ Keyboard/buttons □ Mouse/joystick control	To include: • How each method of user interaction can be used to interact with interactive digital media products • Selecting appropriate applications for each method of user interaction
1.2 Features and conventions of interactive digital media	
Features of interactive digital media design □ GUI (graphical user interface) design ▪ consistent use of layout ▪ colour scheme ▪ house style ▪ typography selection ▪ white space □ Interface and interaction styles ▪ click ▪ touch/gesture ▪ voice control ▪ motion/movement ▪ drag/drop ▪ feedback/closure □ Accessibility ▪ alternate text ▪ text readability ▪ captions ▪ contrasting colour ▪ resizable text ▪ flexible input ▪ mobile device accessibility ▪ screen size and orientation adjustments	To include: • What makes an effective GUI • Differences between types of interface and interaction styles including advantages to users • Technical limitations of interface and interaction styles • Selecting appropriate interfaces and interaction styles • Non-linear navigation and its benefits • The importance of accessibility and how each accessibility feature assists users • Selecting appropriate accessibility features
Conventions of interactive digital media □ Non-linear navigation □ User friendly intuitive interfaces □ Suitability for target audiences	To include: • Applying conventions to create effective interface designs
Creativity in interactive digital media □ Originality □ Imaginative design □ Derivative design	To include: • How original work differs from adaptations to existing designs • How imaginative work can be derivative • How to balance following conventions with originality/imagination to produce creative products

Unit R097: Interactive digital media

1.3 Resources required to create interactive digital media products

Hardware used to create interactive digital media □ Computer □ Mouse/trackpad □ Stylus □ Monitor □ Graphics tablet □ Touch screen □ Microphone □ Digital camera	To include: • How different hardware is used to create interactive digital media products • Why designers use particular hardware devices • The positive and negative impacts hardware choice has on final products
Software used to create interactive digital media products □ Web authoring software □ App creation software □ Authoring tools □ Kiosk interface software	To include: • How different software applications and their tools are used to create interactive digital media • Why designers use particular software applications • The positive and negative impacts software and related tool choice has on final products

1.4 Pre-production and planning documentation and techniques for interactive digital media

Pre-production documentation for interface planning □ Wire frames □ Storyboards Pre-production documentation and planning for content □ Master page/page template design □ Asset table □ Assets to form content ▪ position of assets ▪ purpose of assets □ Properties of assets linked to purpose ▪ age appropriateness ▪ quality ▪ size on screen □ Technical compatibility of assets ▪ file size ▪ file type ▪ resolution	To include: • Creating designs which include all aspects of interactive digital media ○ screen designs ○ colour scheme, text, layout ○ navigation features ○ GUI (menus, buttons, links) ○ interaction with media elements • Planning the content of interactive digital media products • Using conventions of interactive digital media when planning user interface layouts • Planning the properties of assets needed to meet client requirements • Planning assets that are technically suitable for interactive digital media products and client requirements Does not include: • Any form of project management planning documentation including workplans and Gantt charts • Visualisation diagrams • Asset sourcing
Pre-production documentation and planning for user interaction □ Navigation and hierarchy diagrams □ Interactive features and controls	To include: • Planning the navigation between pages/scenes and interactive elements • Planning user interaction • Planning responses to interaction (feedback/ closure)

Unit R097: Interactive digital media

Topic Area 2: Create interactive digital media

Teaching content	Exemplification
2.1 Technical skills to create and/or edit and manage assets for use within interactive digital media products	
□ Techniques for sourcing suitable assets ▪ advanced searching ▪ search by feature/property ▪ search by licence ▪ libraries	To include: • Using search tools to source assets which are suitable for use within interactive digital media • Locating and using libraries and stock media, when identifying and selecting pre-made digital media content • Saving and exporting assets as suitable file sizes/ formats for use as components within interactive digital media
Static image assets □ Types ▪ vector ▪ bitmap □ Techniques to repurpose image assets ▪ adjust brightness/contrast and colour ▪ adjust image/canvas size ▪ apply filters ▪ apply transformations ▪ retouching	To include: • Using software tools and techniques to create and repurpose static image assets • Using vector and bitmap images appropriately • Adjusting brightness and contrast, levels, colour balance, hue, saturation • Changing image/canvas size - expanding or modifying • Using filters and effects to enhance visual appeal - stylise, monochrome, colour toning, vignette, sharpen • Applying transformations to correct or distort objects - flip, skew, rotate • Using retouching techniques to remove unwanted elements - using cloning, healing, blur, colour swatches, colour picker, pencil, brush, background removal • Saving and exporting assets as suitable file sizes/ formats for use as components within interactive digital media
Audio assets □ Types ▪ sound effects ▪ narration ▪ music □ Techniques to repurpose audio ▪ cut ▪ split ▪ trim ▪ extend ▪ optimise file size/format ▪ enhancing sounds in audio editing software ▪ volume editing	To include: • Using software tools and techniques to create and repurpose audio assets • Importing sound to create assets • Trimming/cutting/splitting unwanted parts of sound assets • Joining sounds together to extend sound assets • Adjusting volume of sound assets • Saving and exporting assets as suitable file sizes/ formats for use as components within interactive digital media

Unit R097: Interactive digital media

Moving image assets □ Types ▪ video ▪ animation/animated assets □ Techniques to repurpose moving images ▪ cut ▪ split ▪ trim ▪ extend ▪ speed/pitch tempo ▪ optimise file size/format	To include: • Using software tools and techniques to repurpose video assets • Importing video footage to create assets • Placing and sequencing video assets along timelines • Trimming/cutting unwanted parts of video assets • Adjusting brightness and colour of video assets • Saving and exporting assets as suitable file sizes/ formats for use as components within interactive digital media
Interactive assets □ Types ▪ diagrams ▪ maps ▪ buttons/roll over buttons ▪ banners ▪ navigation bars ▪ forms	To include: • Using software tools and techniques to create interactive elements
2.2 Technical skills to create interactive digital media	
Product folder management □ Structure of the product folder ▪ root, images, media content, styles □ File naming conventions	To include: • Structuring product folders within creation software • Using naming conventions to facilitate file management within product creation software Does not include: • Structuring and naming of files unrelated to the product
Techniques to create □ Master page/template elements ▪ house style ▪ navigation system ▪ fixed/editable content □ Master page/template □ Product content □ Playback controls □ Triggers and behaviours	To include: • Implementing effective house styles within master pages/templates e.g. colour scheme, font styles, layout, fixed content, editable content/regions • Creating structures for navigation systems for interactive digital media e.g. navigation bar, buttons, rollovers, hyperlinks, hotspots • Using master pages/templates within interactive digital media products to ensure consistent styling e.g. singular and multipage templates/master page used to create a set of stylised pages each conforming to the house style • Inserting content into interactive digital media products e.g. text, images, tables, lists, sound, video, audio, maps, forms

	• Setting up playback controls within interactive digital media products e.g. navigation buttons, rollover buttons • Setting up triggers and behaviours within interactive digital media products e.g. pop-up messages, drag and drop, scoring and reporting, user input, customised screen messages and feedback, closure
2.3 Techniques to save and export/publish interactive digital media	
Saving interactive digital media products during creation □ Interactive digital media products native file formats □ Version control Exporting/publishing finished interactive digital media products □ Techniques for exporting/publishing □ Platform independent file formats	To include: • Saving interactive digital media products in native software using propriety formats to maintain editable versions during creation • Using version control and naming conventions to help rollback of features during the testing phase To include: • Using settings/processes to export/publish finished interactive digital media products • Using appropriate file formats for interactive digital media products to be used without requiring installation of specialist software, compatibility of file formats with platforms and devices Does not include: • Publishing finished products to online locations

Unit R097: Interactive digital media

Topic Area 3: Review interactive digital media

Teaching content	Exemplification
3.1 Techniques to test/check and review interactive digital media	
Techniques to test/check the technical properties of interactive digital media □ Methods of testing and checking ▪ test plan ▪ checklist ▪ success criteria □ Elements of interactive media to test/check ▪ testing input or behaviours ○ trying to break inputs ○ testing by following navigation paths or by deliberately not ▪ functionality tests ○ navigation ○ interactivity ○ inputs and outputs Performance of multimedia assets ▪ testing multimedia functions ○ testing playback/appearance ○ testing volume/quality ○ testing user controls for multimedia	To include: • The structure, content and use of test plans, checklist and success criteria • How to record test results and how and when to retest • How and why to test iteratively both during production post-production • Planning and carrying out a range of functionality tests to make sure interactive digital media products function as intended • Checking the component quality of interactive digital media products • Checking the suitability of file formats used for interactive digital media against lists of compatible formats with the intended platforms, devices or distribution channels Does not include: • Peer or client testing/focus group feedback • Performance tuning and debugging, black and white box testing, soak testing, load testing, regression testing
Techniques to review the fitness for purpose of completed interactive digital media □ Suitability for client requirements □ Suitability for target audience ▪ suitability of content ▪ accessibility □ Review of audio-visual quality, aesthetics, appeal, interaction, and engagement	To include: • Strengths and weaknesses of created interactive digital media • Comparing created interactive digital media products against client briefs, client requirement lists or success criteria • Assessing the appropriateness of chosen styles and approaches/conventions for clients and target audiences • Assessing fitness for purpose e.g. adverts should advertise; promotions should promote Does not include: • Client/peer/focus group feedback or review, questionnaires, vox pop

Unit R097: Interactive digital media

3.2 Improvements and further developments

Constraints which limit the effectiveness of interactive digital media □ Interactive digital media constraints ▪ time ▪ resources ▪ hardware ▪ software ▪ skills □ Interactive digital media improvements ▪ overall style and design ▪ quality ▪ content and concept ▪ animation/video ▪ audio	To include: • How the quality of created interactive digital media products are constrained by time, resources, hardware, software, budget, legislation, skills • The feasible improvements to created interactive digital media products in terms of client requirements and target audience engagement
Further development opportunities for digital media □ Further developments ▪ scope ▪ additional multimedia elements ▪ more or different interactivity ▪ altering product type	To include: • How successful interactive digital media products can lead to repeat business/further commissions from a client • How different resources, software, budget and skills could help interactive digital media to be developed further • How to devise further developments in terms of client requirements and target audience

Marking criteria

Section 6.4 provides full information on how to mark the NEA units and apply the marking criteria. The marking criteria command words are further explained in Appendix B *Command words*.

The tables below contain the marking criteria for the tasks for this unit. If a student's work does not meet Mark Band 1 (MB1) criteria for any task, you must award zero marks for that task.

Unit R097 – Topic Area 1: Plan interactive digital media		
MB1: 1–2 marks	**MB2: 3–4 marks**	**MB3: 5–6 marks**
Produces a **basic** interpretation of the client brief. Explanation of how the intended product meets the client brief and why it appeals to the target audience is **limited**.	Produces an **adequate** interpretation of the client brief. Explanation of how the intended product meets the client brief and why it appeals to the target audience is **sound**.	Produces an **effective** interpretation of the client brief. Explanation of how the intended product meets the client brief and why it appeals to the target audience is **comprehensive**.
MB1: 1–3 marks	**MB2: 4–6 marks**	**MB3: 7–8 marks**
Produces **basic** pre-production and planning documentation. Pre-production and planning documentation support the creation of **few** elements of the final product.	Produces **adequate** pre-production and planning documentation. Pre-production and planning documentation support the creation of **some** elements of the final product.	Produces **detailed** pre-production and planning documentation. Pre-production and planning documentation support the creation of **all** elements of the final product.
MB1: 1–2 marks	**MB2: 3–4 marks**	**MB3: 5–6 marks**
Demonstrates **limited** understanding of how assets will contribute to the effectiveness of the final product.	Demonstrates **sound** understanding of how assets will contribute to the effectiveness of the final product.	Demonstrates **comprehensive** understanding of how assets will contribute to the effectiveness of the final product.

Unit R097 – Topic Area 1: Plan interactive digital media Unit R097 – Topic Area 2: Create interactive digital media		
MB1: 1–4 marks	**MB2: 5–8 marks**	**MB3: 9–12 marks**
Use of technical skills to create the component parts is **limited** in its effectiveness. Conventions and creativity in the components are **limited** in their fitness for purpose. The range of components supports the creation of the final product in a **limited** way.	Use of technical skills to create the component parts is **partly** effective. Conventions and creativity in the components are **adequate** in their fitness for purpose. The range of components **partly** supports the creation of the final product.	Use of technical skills to create the component parts is **effective**. Conventions and creativity in the components are **fully** fit for purpose. The range of components **fully** supports the creation of the final product.
MB1: 1–5 marks	**MB2: 6–10 marks**	**MB3: 11–14 marks**
Use of technical skills to create the final product is **limited** in its effectiveness. Conventions and creativity are applied in the final product in a **limited** way. Final product is **limited** in its fitness for purpose.	Use of technical skills to create the final product is **partly** effective. Conventions and creativity are **adequately** applied in the final product. Final product is **adequately** fit for purpose.	Use of technical skills to create the final product is **effective**. Conventions and creativity are **effectively** applied in the final product. Final product is **fully** fit for purpose.
MB1: 1–3 marks	**MB2: 4–6 marks**	**MB3: 7–8 marks**
Formats of the saved/exported components are **limited** in their appropriateness. Properties and format(s) of the final product are **limited** in their appropriateness.	Formats of the saved/exported components are **adequate** in their appropriateness. Properties and format(s) of the final product are **adequate** in their appropriateness.	Formats of the saved/exported components are **clearly** appropriate. Properties and format(s) of the final product are **clearly** appropriate.

Unit R097 – Topic Area 1: Plan interactive digital media Unit R097 – Topic Area 3: Review interactive digital media		
MB1: 1–3 marks	**MB2: 4–7 marks**	**MB3: 8–10 marks**
Testing/checking is **limited** in its effectiveness in reviewing technical properties. Review demonstrates **limited** understanding of the effectiveness of the final product for client and target audience.	Testing/checking is **partly** effective in reviewing technical properties. Review demonstrates **sound** understanding of the effectiveness of the final product for client and target audience.	Testing/checking is **fully** effective in reviewing technical properties. Review demonstrates **critical** understanding of the effectiveness of the final product for client and target audience.
MB1: 1–2 marks	**MB2: 3–4 marks**	**MB3: 5–6 marks**
Recommendations demonstrate **limited** understanding of areas for improvement and further development. Recommendations have **limited** explanation.	Recommendations demonstrate **sound** understanding of areas for improvement and further development. Recommendations are **partly** explained.	Recommendations demonstrate **comprehensive** understanding of areas for improvement and further development. Recommendations are **fully** explained.

Task	Assessment guidance
Task 1	**Strand 1a** For Mark Band (MB)1, students may have simply stated the chosen audience and restated the client. An explanation of the content or chosen style of the interactive digital media product with reference to the client brief would be more appropriate for MB2 or MB3. An explanation of only one or two ways in which the intended product meets the client brief and appeals to the target audience would be suitable for MB1. MB3 could be achieved by explaining a few ways in great detail (depth) or by explaining many ways concisely (breadth). Diagrammatic representations would illustrate the interpretation but would not be sufficient on their own to fulfil the requirement to explain for the upper two bands. When interpreting the brief, students need to make decisions independently. Although it is to be expected that different students may make similar decisions and develop similar ideas, it would be highly unusual for all students in a cohort to have identical work. **Strand 1b** Pre-production documentation for the interactive digital media product could be presented in a number of different formats. Basic planning for MB1 may cover only the basic structure, layout and content of the product, whereas detailed planning for MB3 would be expected to include breadth and depth. Indicating how and where interactive digital media elements are combined and controlled would contribute meeting the upper MB criteria. It would be unlikely for any single pre-production document to cover 'all' elements of the final interactive digital media product. To meet the criteria for MB3, separate planning for different types of multimedia assets as well as planning for the final product itself would be expected. Students must not be directed to complete specific planning tasks but may be referred to the teaching and learning content for the unit. When planning their interactive digital media product and justifying their design choices, students need to make decisions independently. Although it is to be expected that different students may make similar decisions and develop similar ideas, it would be highly unusual for all students in a cohort to have identical work. **Strand 1c** This strand requires students to demonstrate understanding of how assets contribute to the effectiveness of the interactive digital media product. A list of assets could be credited in MB1, but would not demonstrate understanding. A consideration of the technical properties of the assets chosen and reference to how the style or type of assets would appeal to the target audience or match the conventions of the type of interactive digital media product to be created would contribute to meeting the requirements for MB3.

Task	Assessment guidance
Task 2	**Strand 2a** The component parts in this instance are the navigation elements and the multimedia assets. When creating the components, technical skills might be used to edit and prepare assets in suitable formats, sizes and quality. Demonstrating the skills and knowledge to create and repurpose assets to make sure they are technically suitable would be required to meet the criteria for MB3. Audio and video assets may be mixed and edited separately or together using a range of technical skills of appropriate software in order to meet the criteria for MB3. Fitness for purpose in terms of conventions used and creativity for MB3 could be credited if the multimedia components match the content stipulated in the client brief, and by adhering to the conventions of the product type requested. Where either the multimedia components or the final product is a poor match in terms of genre, content or design style a mark in the lower band would be suitable. Components support the creation of the final product by virtue of their range (different kinds of multimedia), and their properties. To fully support the creation of the final product for MB3, assets would need to be complete and technically fit for purpose. Few assets or types, or many assets but with limited technical suitability would be appropriately assessed in MB1. **Strand 2b** For MB1, the final product may be simplistic, incomplete or limited in its suitability as an interactive digital multimedia product. Some evidence of the tools used to create the product would support marks for this strand particularly if it is incomplete. Students might present screenshots to show the technical skills and tools of the software in use during the creation process. This is particularly helpful to credit some marks if the editing software is unavailable to assessors and the final product is not exported. An original idea which does not follow the conventions of an interactive digital media product would fit the criteria for MB1 in this strand for the conventions used and creativity. For credit in the upper mark bands both creativity and conventions should be evident in the final product. The criteria for fitness for purpose can be met by ensuring the final product is of a suitable, complexity, format and style and contains the content specified by the client. Typographical errors and omissions would limit fitness for purpose and so the mark for this descriptor would not be placed in the upper band. When creating their interactive digital media product, students must make decisions independently. They must apply what they have learnt and not be led through a process to create an interactive digital media product. Students must not be directed to use particular software or software tools and/or techniques. **Strand 2c** This strand assesses the appropriateness of the components (the multimedia assets) and the final product (the interactive digital media product). In order to meet the criteria for MB3, the assets would need to be saved using appropriate formats and properties so that they can be incorporated in the final product. Choices of multimedia assets based on technical suitability and appropriateness of content would contribute to marks in the upper bands. Where the final product does not combine multimedia assets or is not exported to a suitable format to meet the brief, MB1 would be appropriate. For MB3, the naming of the final product file would contribute to demonstrate relevance to the client would be one way to make sure it is clearly appropriate. This criterion could also be supported by evidence that the file properties of the interactive digital media product are suitable for the output method or platform specified in the client brief. When exporting their interactive digital media product, students need to independently decide on suitable electronic formats and properties.

Task	Assessment guidance
Task 3	Students must produce their own review. They must apply what they have learnt and not be led through a process of reviewing their completed interactive digital media product. **Strand 3a** Review of the technical properties of the components and the finished interactive digital media product could be presented as a completed test plan. At MB1 this may only outline a few tests, or may be limited by testing only one or two components. If results and retests are considered this would contribute to MB2. An outline of how errors were resolved or prioritised for resolution might be expected at the upper end of the mark range. The components and product could be checked instead of or as well as testing. Evidence to support checking could include an account of how elements were watched or listened to, compared with the plans and designs and client brief and edited accordingly. To be effective for MB3, the technical properties of the components and product should be considered comprehensively. The second descriptor assesses understanding of the effectiveness of the interactive digital media product for the client and target audience. If only the client or target audience are considered, a mark in MB1 may be suitable. For the upper mark band both client and target audience, and the multimedia components and final product should be considered. A test plan on its own would not evidence understanding of effectiveness, only functionality; so, some form of account or explanation would be expected for the upper mark bands. **Strand 3b** This strand requires an understanding of areas for improvement and further development, and an explanation of the recommendations. A list of aspects which failed when testing the interactive digital media product would demonstrate limited understanding for MB1. For MB3 students may have prioritised aspects to be addressed. Explaining which are the most important and why might be one way to demonstrate comprehensive understanding. Areas for improvement and further development should be explained with reference to the client requirements and target audience engagement in order to demonstrate comprehensive understanding for MB3, and should include both the component parts of the product and the interactive digital media product itself. If only the components or the interactive digital media product are considered, a mark in MB1 would be suitable. Since there is no requirement for a prescribed number of improvements and developments, a few aspects considered and explained in detail could nevertheless meet the criteria for MB3.

Synoptic assessment

Some of the knowledge, understanding and skills required when completing this unit will draw on the learning developed in Unit R093. The following table details where these synoptic links can be found:

R097: Interactive digital media		R093: Creative iMedia in the media industry	
Topic Area		**Topic Area**	
1	Plan interactive digital media	2	Factors influencing product design
		3	Pre-production planning
		4	Distribution considerations
2	Create interactive digital media	3	Pre-production planning
		4	Distribution considerations
3	Review interactive digital media	2	Factors influencing product design
		3	Pre-production planning
		4	Distribution considerations

More information about synoptic assessment within this qualification can be found in section 5.2 Synoptic assessment.