

Contents

	Page number(s)
INFORMATION FOR STUDENTS General information for students This section contains important information that students will need to understand before attempting the assignment.	3 4–6
Scenario for the assignment This section contains the assignment background which students will need to be familiar with in order to complete the tasks.	7
Your tasks and marking criteria grid(s) This section contains all the tasks students must complete before work can be submitted for assessment together with a copy of the marking criteria that will be used to assess each student's completed assignment.	8–14
How to reference and avoid plagiarism This section shows students the 'dos and don'ts' of referencing work and avoiding plagiarism.	15
INFORMATION FOR TEACHERS Guidance on using this assignment This section provides guidance to centre staff on the preparation and completion of the assignment.	17 18–22

OCR-set Assignment 1

Information for Students

OCR Level 1 / 2 Cambridge National Certificate in Creative iMedia

Unit R087: Creating Interactive Multimedia Products

General information for students

Q What do I need to do to complete this assignment?

A You need to attempt **all** tasks in this assignment. The assignment describes what work you have to do. It's really important that you do the work yourself without help from anybody else. That includes teachers, parents and other students. If we think you have not done this work yourself it could mean your marks are changed.

Q What help will I get?

A Your teacher can make sure you understand the assignment. If you get stuck then they can give you some general advice but there are rules about the kind of help and how much they can give you. Too much help might mean you haven't done the work yourself.

Q What if I don't understand something?

A If you are not sure, always check with your teacher. They have instructions on how much help they are allowed to give you.

Q I've been told I must not plagiarise. What does this mean?

A Plagiarism is when you take someone else's work and pass it off as your own. The work could come from the internet, a book, another student's coursework, course handouts and OCR teaching resources. It doesn't matter where it came from, it's what you do with it that could make it plagiarism.

There are a few ways plagiarism can happen that you need to know about:

- A student is asked to describe or explain something and they find good information on the internet or from a book. They use it in the evidence they give to their teacher to mark. They don't follow rules about saying where it came from. The 'rules' are about how to reference somebody else's work.
- A student uses information from a book and changes words but copies the sentence structure of a source and doesn't reference where the original work came from.
- A student copies so many words or ideas from a source that it makes up the majority of their work. In this case it does not matter if they have referenced it or not. When the majority of work is somebody else's ideas or thoughts it is not the student's own work.

Plagiarism has serious consequences: you could lose marks/the grade for this unit or you may not be allowed to achieve the whole qualification.

The work you produce must be your own work. You will be asked to sign a declaration to say that it is.

Q What is referencing and where can I find out more information about it?

A Referencing is the process of acknowledging the work of others. If you use someone else's words and ideas in your assignment, you must acknowledge it, and this is done through referencing.

You should think about why you want to use and reference other people's work. You can only be given marks for what you know and understand yourself, which cannot be shown by copying the words and ideas of others. Make sure it's clear in your work how you are using the material you have referenced to inform your thoughts, ideas or conclusions.

You can find more information about how to reference in the OCR Guide to Referencing available on our website: <https://www.ocr.org.uk/Images/168840-the-ocr-guide-to-referencing.pdf> or by watching the student guide to referencing video available here: <https://www.youtube.com/watch?v=uLHQD2bdurM>.

Q Can I work in a group?

A Only when your teacher tells you that you can. They need to be able to tell who has done which piece of work. People who work in groups cannot all claim the same evidence as being their individual work. Teachers also have to make sure we can see who has done what. Keep in mind that you cannot be given marks for what somebody else has done in the group.

Q Does my work for each task need to be in a particular format?

A For each task we'll tell you if your evidence has to be in a specific format. Check the wording in each task carefully.

- If we use the word '**must**', for example 'You must produce a report' or 'Your evidence/work must include a diagram', then you must produce the work in the stated format.
- If we use the word '**could**', for example 'You could include sketches of your ideas' or 'You could do this by annotating your diagram', this means that you are not required to follow the format we have given, but you must make sure that the work you do produce allows you to demonstrate the requirements of the marking criteria.
- You can present your work in a variety of ways – it can be handwritten, word-processed, on video or in digital media. What you choose should be appropriate to the task(s). If the assignment evidence is word-processed, you must ensure that your centre number, candidate number and the unit code appear on each page as a header or footer.
- If you are unsure about what evidence you need, please ask your teacher.

Q Can I ask my teacher for feedback on my work?

A We have given your teacher instructions on what kind of feedback they can give you. They are **not** allowed to tell you exactly what to do to make your work better, but they **can** remind you about what they've taught you. You can use that reminder to try and improve your work yourself. They can say what they've noticed might be wrong with your own work. For example if you describe something where the marking criteria ask for an evaluation they can point that out to you. Your teacher can explain the difference between a description and an evaluation. It's then up to you to decide if you need to change your work. If you think it needs to change you need to change it for yourself.

Q When I have finished, what do I need to do?

A You should make sure any printed work is in the right order and that all electronic files are sensibly named.

If you have included the personal details (such as name, address or date of birth) of someone other than yourself in your work, this must be blanked out (anonymised). Your teacher will tell you how to do this.

Hand in the work that you've completed for each task to your teacher. They might ask to see your draft work and early versions, so please keep your draft work in a safe place.

Q How will my work be assessed?

A Your work will be marked by your teacher. They will use the information in the unit specific marking criteria grid to decide which mark band your work meets. The marking criteria grid is divided into three mark bands. Each one has a range of marks – for example Mark Band 1 = 1–4 marks; Mark Band 2 = 5–7 marks and Mark Band 3 = 8–9 marks. Your teacher will decide which mark band description most closely describes your evidence and then decide how many marks from the mark band to give your evidence. Each marking criteria grid is detailed in the specification and included in the relevant set assignment. Please ask your teacher if you are unsure what the marking criteria are for this assignment.

Scenario for the assignment

Lifestyle choices

You have been commissioned by a health and leisure club that wants an engaging interactive multimedia product on lifestyle choices covering diet and exercise. The purpose of the multimedia product is to provide information to help people make choices about what they can do to stay fit and healthy.

The multimedia product should have two main pathways with information on:

- diet e.g. healthy foods, nutrition, what to eat and what to minimise
- exercise e.g. types of exercise such as gym sessions, running and team sports.

You can customise your multimedia product for an age group or have a menu to select different age ranges (e.g. teenage, middle age, old age). The age range of the intended target audience and their requirements can be included as part of your planning.

You will need to:

- include a range of appropriate assets including video, audio and images
- create the interactive multimedia product with non-linear navigation
- save it in a suitable format that provides user-driven interactivity to meet the client brief.

Read through all of the tasks carefully, so that you know what you will need to do to complete this assignment.

Important:

- You will need to refer to the marking criteria grid. Your teacher can explain the marking criteria if you need further clarification.
- You will need to draw upon relevant skills/knowledge/understanding from other units you have studied in this qualification.
- You can use the templates provided on the OCR Creative iMedia web pages. Ask your teacher if you wish to use any other templates.

Your Tasks

Task 1 – Identify interactive multimedia products

Learning Outcome (LO) 1 is assessed in this task.

The health club is unsure about what type of product could be created, and it has asked you to provide some information about the range of interactive multimedia products available, where they can be used and the hardware and software required.

The purpose of interactive multimedia products

You need to:

- investigate the range of interactive multimedia products available and where they are used
- identify design principles used with interactive multimedia products
- identify the hardware, software and peripherals required to create and view interactive multimedia products
- identify the different types of connection which can be used to access interactive multimedia products
- explain the limitations of connections, bandwidth and transfer speeds required to access interactive multimedia products
- include suitable file formats for use on different platforms.

Make sure you summarise any investigation and research in your own words. Present your evidence in an appropriate way.

Tips

- Find examples of interactive multimedia products on your own
- If you copy information from books, websites or course notes, make sure it is referenced
- Use your own words to describe or explain something

LO1: Understand the uses and properties of interactive multimedia products		
MB1: 1–5 marks	MB2: 6–9 marks	MB3: 10–12 marks
<p>Identifies a limited range of products and where they are used. Produces a limited identification of design principles.</p> <p>Identifies a limited range of hardware, software and peripherals required to create and view interactive multimedia products, demonstrating a basic understanding of their use and purpose.</p> <p>Demonstrates a basic understanding of the limitations caused by connections, bandwidth and data transfer speeds when accessing interactive multimedia products.</p> <p>Identification of file formats and their suitability for different platforms with limited accuracy.</p>	<p>Identifies a range of products, includes some details of purpose and where they are used and with some identification of design principles.</p> <p>Identifies a range of hardware, software and peripherals required to create and view interactive multimedia products, demonstrating a sound understanding of their use and purpose.</p> <p>Demonstrates a sound understanding of the limitations caused by connections, bandwidth and data transfer speeds when accessing interactive multimedia products.</p> <p>Identification of file formats and their suitability for different platforms is mostly accurate.</p>	<p>Identifies a wide range of products, includes most details of purpose and where they are used and with detailed identification of design principles.</p> <p>Identifies a wide range of hardware, software and peripherals required to create and view interactive multimedia products, demonstrating a thorough understanding of their use and purpose.</p> <p>Demonstrates a thorough understanding of the limitations caused by connections, bandwidth and data transfer speeds when accessing interactive multimedia products.</p> <p>Identification of file formats and their suitability for different platforms is accurate.</p>

Task 2 – Plan the interactive multimedia product

Learning Outcome (LO) 2 is assessed in this task.

Your client and target audience

You need to:

- consider the client requirements based on the brief
- identify the target audience, and what they will want from the interactive multimedia product.

Create a work plan

You need to:

- produce a work plan for the interactive multimedia product
- identify the resources which will be needed to create an interactive multimedia product.

Tips

- If you use a template for your work plan, make sure the source is referenced
- Decide for yourself what activities you will need to complete for your interactive multimedia product
- If you copy information from books, websites or course notes, make sure it is referenced
- Use your own words to describe or explain something

Produce ideas

You need to:

- use appropriate planning techniques to identify the assets needed to create the interactive multimedia product
- create visualisation diagrams, identifying design principles to be used for the interactive multimedia product
- plan the structure and navigation of the interactive multimedia product.

Legal restrictions

The interactive multimedia product will be used in a commercial context.

You need to:

- consider any legal issues and restrictions on the assets used, whether sourced or created.

Present your evidence in an appropriate way.

Tips

- If you copy information from books, websites or course notes, make sure it is referenced
- Use your own words to describe or explain something

LO2: Be able to plan the interactive multimedia product		
MB1: 1–2 marks	MB2: 3–4 marks	MB3: 5–6 marks
<p>Produces an interpretation from the client brief for an interactive multimedia product which meets few of the client requirements.</p> <p>Produces a limited identification of target audience requirements.</p> <p>Produces a work plan for the creation of the interactive multimedia product which has some capability in producing the intended final product.</p> <p>Draws upon limited skills/knowledge/understanding from other units in the specification.</p>	<p>Produces an interpretation from the client brief for an interactive multimedia product which meets most of the client requirements.</p> <p>Produces a clear identification of target audience requirements.</p> <p>Produces a work plan for the creation of the interactive multimedia product which is mostly capable of producing the intended final product.</p> <p>Draws upon some relevant skills/knowledge/understanding from other units in the specification.</p>	<p>Produces an interpretation from the client brief for an interactive multimedia product which fully meets the client requirements.</p> <p>Produces a clear and detailed identification of target audience requirements.</p> <p>Produces a clear and detailed work plan for the creation of the interactive multimedia product which is fully capable of producing the intended final product.</p> <p>Clearly draws upon relevant skills/knowledge/understanding from other units in the specification.</p>
MB1: 1–4 marks	MB2: 5–7 marks	MB3: 8–9 marks
<p>Uses basic planning techniques to show what the product will look like with limited consideration of design principles. Identifies a limited range of assets and resources to be used as part of these plans, some of which are not appropriate.</p> <p>Produces simple visualisation diagrams for the intended final product.</p> <p>Creates a test plan for the interactive multimedia product which tests some of the functionality.</p> <p>Demonstrates a limited understanding of legislation in relation to the use of assets in interactive multimedia products.</p>	<p>Uses sound planning techniques to show what the product will look like with some consideration of design principles. Identifies a range of assets and resources to be used as part of these plans, which are mostly appropriate.</p> <p>Produces sound visualisation diagrams for the intended final product.</p> <p>Creates a test plan for the interactive multimedia product which tests most of the functionality, identifying expected outcomes.</p> <p>Demonstrates a sound understanding of legislation in relation to the use of assets in interactive multimedia products.</p>	<p>Uses complex planning techniques to show what the product will look like with full consideration of design principles. Identifies a wide range of assets and resources to be used as part of these plans, which are wholly appropriate.</p> <p>Produces clear and detailed visualisation diagrams for the intended final product.</p> <p>Creates a clear and detailed test plan for the interactive multimedia product which fully tests the functionality, listing tests, expected and actual outcomes and identifying re-tests.</p> <p>Demonstrates a thorough understanding of legislation in relation to the use of assets in interactive multimedia products.</p>

Task 3 – Create the interactive multimedia product

Parts of Learning Outcome (LO) 2 and Learning Outcome (LO) 3 are assessed in this task.

You will need to produce the interactive multimedia product for the health club using a range of assets, tools and techniques to ensure it is suitable for the brief.

Obtain assets for use in the interactive multimedia product

You need to:

- create assets to be used in the interactive multimedia product and save in an appropriate format
- source assets to be used in the interactive multimedia product and save in an appropriate format
- re-purpose assets as needed and save using appropriate file and folder names.

Create the interactive multimedia product

You need to:

- prepare the structure of the interactive multimedia product
- use multimedia authoring software to combine the assets and create the interactive multimedia product
- create the navigation system as planned
- add interactive features to the multimedia product
- save and export the interactive multimedia product in a suitable format that retains interactivity to meet the client brief
- produce and maintain a test plan throughout production.

The final product(s) in their intended digital format **must** be supplied with the portfolio of evidence.

Tip

- When creating your interactive multimedia product, work independently making your own choices and decisions

LO3: Be able to create interactive multimedia products		
MB1: 1–4 marks	MB2: 5–7 marks	MB3: 8–9 marks
<p>Sources and creates the assets to be used in the interactive multimedia product occasionally using methods that are appropriate.</p> <p>Prepares the structure for the interactive multimedia product in a way which is sometimes consistent or does not reflect the designs.</p>	<p>Sources, creates and repurposes the assets to be used in the interactive multimedia product mostly using methods that are appropriate.</p> <p>Prepares the structure for the interactive multimedia product in a way which is mostly consistent and reflects the designs.</p>	<p>Sources, creates and repurposes the assets to be used in the interactive multimedia product consistently using methods that are appropriate.</p> <p>Prepares the structure for the interactive multimedia product in a way which is wholly consistent and fully reflects the designs.</p>
MB1: 1–5 marks	MB2: 6–9 marks	MB3: 10–12 marks
<p>Combines a limited range of different planned asset types with a basic navigation system to create a working interactive multimedia product. Some elements do not work as intended.</p> <p>Saves and exports the multimedia product in a file format that sometimes retains interactivity but has limited appropriateness to the client brief.</p> <p>Occasionally saves electronic files using appropriate file and folder names and structures.</p>	<p>Combines a range of different planned asset types with a clear navigation system to create a working interactive multimedia product. Most elements work as intended.</p> <p>Saves and exports the multimedia product in a file format that retains interactivity and is mostly appropriate to the client brief.</p> <p>Mostly saves electronic files using appropriate file and folder names and structures which are consistent and appropriate.</p>	<p>Combines a wide range of different planned asset types with a clear and coherent navigation system to create a working interactive multimedia product. All elements work as intended.</p> <p>Saves and exports the multimedia product in a file format that retains interactivity and is wholly appropriate to the client brief.</p> <p>Consistently saves electronic files using appropriate file and folder names and structures which are consistent and appropriate.</p>

Task 4 – Reviewing the interactive multimedia product

Learning Outcome (LO) 4 is assessed in this task.

Now the interactive multimedia product for the health club client has been produced, you need to consider whether you have met all the requirements of the initial brief. You will also need to review the overall quality of the product, and identify any improvements that could be made.

Review the interactive multimedia product

You need to:

- review the interactive multimedia product
- describe how well it meets the client's requirements
- explain how and why the interactive multimedia product could be improved
- describe areas for further development giving reasons for your choices.

Present your evidence in an appropriate way.

Tips

- When producing your review, work independently using your own thoughts and ideas
- If you use a template for your review, make sure the source is referenced

LO4: Be able to review interactive multimedia products		
MB1: 1–5 marks	MB2: 6–9 marks	MB3: 10–12 marks
<p>Produces a review of the interactive multimedia product which demonstrates a limited understanding of what worked and what did not, making few references back to the brief.</p> <p>Review identifies areas for improvement and further development of the interactive multimedia product, some of which are appropriate and sometimes explained.</p>	<p>Produces a review of the interactive multimedia product which demonstrates a reasonable understanding of what worked and what did not, mostly referencing back to the brief.</p> <p>Review identifies areas for improvement and further development of the interactive multimedia product, which are mostly appropriate and explained well.</p>	<p>Produces a review of the interactive multimedia product which demonstrates a thorough understanding of what worked and what did not, fully referencing back to the brief.</p> <p>Review identifies areas for improvement and further development of the interactive multimedia product, which are wholly appropriate and justified.</p>

HOW TO REFERENCE & AVOID PLAGIARISM

What is referencing?


Giving details in your work about where your information came from.

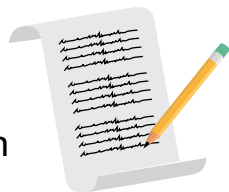
What is plagiarism?

Taking someone else's work, words or ideas and passing them off as your own.



DO

- **REFERENCE** anything you've copied from books, websites or course notes 
- Always use quotation marks
- Say where it's from and the date you got it
- **USE YOUR OWN WORDS** as well when asked to describe or explain something



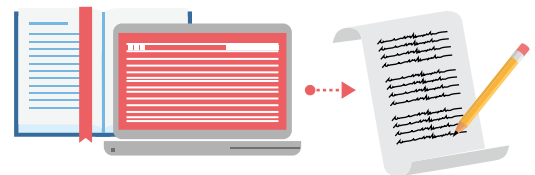
Why?

- A good way to get across your own opinions and thoughts
- Demonstrating your understanding helps get you marks



DON'T

- **JUST** copy from websites or books ... use it to support your own thoughts & ideas and make sure you **REFERENCE**



Consequences

- Copying without referencing looks like you're pretending it's your own words

This is known as plagiarism and **you could lose marks**

If you're not sure what this means for your assignment work, **ask your teacher.**

OCR-set Assignment 1

Information for Teachers

OCR Level 1 / 2 Cambridge National Certificate in Creative iMedia

Unit R087: Creating Interactive Multimedia Products

Guidance on using this assignment

1 General guidance

- 1.1 Assessment for this qualification **must** adhere to *Instructions for Conducting Coursework* provided by JCQ.
- 1.2 Information on referencing and acceptable levels of support for students is covered in more detail in the document 'Information for teachers on using referencing and on acceptable levels of guidance to students' which is available at <https://www.ocr.org.uk/Images/575972-guidance-for-teachers-on-using-referencing-and-acceptable-levels-of-guidance.pdf>.
- 1.3 OCR-set assignments must be used for summative assessment of students. They must not be used as practice materials. Students draw on their learning to respond to the assessment tasks in this set assignment. The rules for carrying out internal assessment are in the specification in Section 4. Pay particular attention to rules on:
 - Feedback
 - Templates
 - Revising and redrafting work
 - Authentication

Some of these rules are covered in more detail in the document 'Information for teachers on using referencing and on acceptable levels of guidance to students' which is available at <https://www.ocr.org.uk/Images/575972-guidance-for-teachers-on-using-referencing-and-acceptable-levels-of-guidance.pdf>.

2 Before carrying out the assignment

- 2.1 Give each student a copy of the *Information for Students* section of this assignment. You **must not** change or modify any of the tasks in this assignment in any way.
- 2.2 Students will not need to carry out any preparations prior to undertaking the assessment tasks, such as collating assets to use in the assessment since these are part of the assignment tasks.
- 2.3 Students will need access to resources, e.g. computer hardware and software.
- 2.4 Students will need access to appropriate interactive multimedia authoring software that will provide them with a wide range of tools and techniques to create a suitable final product.

3 During the assessment

- 3.1 We have estimated that it will take approximately 10 guided learning hours (GLH) to complete all tasks. These timings are for guidance only, but should be used by you, the teacher, to give students an indication of how long to spend on each task. You can decide how the time should be allocated between each part or individual task. You are also permitted to spread the tasks across several sessions, and therefore it is permissible for evidence to be produced over several sessions.

4 When completing the assignment and producing evidence

- 4.1 Each student **must** produce **individual** and **authentic** evidence for each task within the assignment.
- 4.2 You may give general support and guidance to students. This support and guidance should:
- focus on checking that students understand what is expected of them;
 - give generic feedback that enables the student to take the initiative in making improvements, rather than detailing what amendments should be made.

It is not acceptable for you to provide solutions/examples, to work through answers in detail or to detail specifically what amendments should be made.

For example: Acceptable – “Consider whether these criteria are detailed enough for you to later measure whether you have been successful.”

Not acceptable – “Produce a specification for your product to include success criteria.”

- 4.3 Students may use information from any relevant source to help them with producing evidence for the tasks. Students **must not** copy published material and claim it as their own work. They **must** also acknowledge the source even where they paraphrase the original material.
- 4.4 We have specified what evidence the student is expected to produce and given examples of the format it could take. The student can use a different, appropriate format unless we state they must not. The format should be what the student considers to be the most appropriate for the purpose of, and target audience for, each individual task.

5 Presentation of work for marking and moderation

- 5.1 The guidance in Sections 4.3–4.5 of the specification **must** be followed when marking, annotating and presenting work.
- 5.2 Centres wishing to produce digital evidence in the form of an e-portfolio **must** refer to Appendix C in the specification. However, where folder structure is assessed within the unit it is **not** permissible for centres to provide students with the structure to use.
- 5.3 Centres **must** provide guidance on the Unit Recording Sheet (URS) to show where specific evidence can be found. This may be through the use of the ‘page number’ column and/or by referencing file names and locations.

6 Conditions for using this OCR-set assignment

You must not make any changes to the OCR-set assignments. OCR have created three specific templates which you can give to students when they are creating a storyboard, test table or asset table. Your students do not need to use the OCR templates we have provided, and may create their own storyboards, test tables or asset tables, from scratch.

Students may also opt to use a template from a book, a website or course notes when, for example, creating a work plan or producing a review. If learners use a template from another source, they must make sure the source is referenced.

If you provide any material to prepare learners for the set assignment, you must adhere to the rules set out within the ‘Information for teachers on using referencing and on acceptable levels of guidance to students’ <https://www.ocr.org.uk/Images/575972-guidance-for-teachers-on-using-referencing-and-acceptable-levels-of-guidance.pdf>.

7 Specific guidance on the tasks

It is important that students are made aware from the start of their work on this assignment of the format their evidence will take so they know whether or not they need to print their work and whether or not they need to take screenshots for some of the tasks.

In relation to Task 1 you should ensure students have the opportunity to carry out relevant investigations – this might be achieved by access to the internet. You may refer them to the teaching and learning content for the unit. You **must not** direct students to specific research tasks to be carried out.

Task 1 Tips

- Find examples of interactive multimedia products on your own
- If you copy information from books, websites or course notes, make sure it is referenced
- Use your own words to describe or explain something

As an independent research task, it is expected that students source their own examples of interactive multimedia products when investigating the purpose of interactive multimedia products. Although, it is to be expected that different students may source the same interactive multimedia products, it would be highly unusual for all students in a cohort to have sourced an identical set of interactive multimedia products.

In line with the guidance on completing the assignment and producing evidence, 4.3 (above), and in line with *'Information for teachers on using referencing and on acceptable levels of guidance to students'* ([Guidance for teachers on using referencing and acceptable levels of guidance](#)), please remind students about the requirement to reference all copied work.

In line with the additional guidance on LOs, 8 (below), and as per *'Information for teachers on using referencing and on acceptable levels of guidance to students'* ([Guidance for teachers on using referencing and acceptable levels of guidance](#)), where the marking criteria requires the student to relay not just facts and definitions but to demonstrate their **understanding**, the student should not rely on only using referenced information from a website or a publication.

In relation to Task 2 you should ensure students have the opportunity to create a range of planning documents to appropriately plan the creation of the interactive multimedia product in line with the marking criteria which refer to 'planning techniques'. You may refer them to the teaching and learning content for the unit. You **must not** direct students to complete specific planning tasks.

Task 2 Tips

- If you use a template for your work plan, make sure the source is referenced
- Decide for yourself what activities you will need to complete for your interactive multimedia product
- If you copy information from books, websites or course notes, make sure it is referenced
- Use your own words to describe or explain something

Please look at '*Information for teachers on using referencing and acceptable levels of guidance to students*' ([Guidance for teachers on using referencing and acceptable levels of guidance](#)).

When developing a work plan, students need to independently decide the activities which will need to be completed during the assignment and how long will be spent on each activity. Although, it is to be expected that different students may include some activities that are the same, it would be highly unusual for all students in a cohort to have an identical list of activities in their work plan.

In line with the guidance on completing the assignment and producing evidence, 4.3 (above), and in line with '*Information for teachers on using referencing and on acceptable levels of guidance to students*' ([Guidance for teachers on using referencing and acceptable levels of guidance](#)), please remind students about the requirement to reference all copied work.

In line with the additional guidance on LOs, 8 (below), and as per '*Information for teachers on using referencing and on acceptable levels of guidance to students*' ([Guidance for teachers on using referencing and acceptable levels of guidance](#)), where the marking criteria requires the student to relay not just facts and definitions but to demonstrate their **understanding**, the student should not rely on only using referenced information from a website or a publication.

In relation to Task 3 you should ensure students are aware of the need to provide evidence of sourcing, creating and re-purposing assets for use in their product. You may refer them to the teaching and learning content for the unit. You **must not** direct students to use particular software or tell them the software tools/techniques they should use. You should ensure that students understand the need to specifically consider how they are going to present their final product to the client. You **must not** direct students to present their final work in any particular way. You should ensure that students have the opportunity to save and export the multimedia product in an appropriate file format to retain interactivity.

Task 3 Tip

- When creating your interactive multimedia product work independently making your own choices and decisions

Students must work on their own when creating their interactive multimedia product applying what they have learnt and not be led through a process to create an interactive multimedia product.

In relation to Task 4 you should ensure students are aware of the need to link their reflections back to the brief. Students should be reviewing the product and not the process.

Task 4 Tips

- When producing your review, work independently using your own thoughts and ideas
- If you use a template for your review, make sure it is referenced
- Students must produce their own review applying what they have learnt and not be led through a process of reviewing their completed interactive multimedia product.

Please look at '*Information for teachers on using referencing and acceptable levels of guidance to students*' ([Guidance for teachers on using referencing and acceptable levels of guidance](#)).

8 Additional guidance on LOs

Each section of the marking criteria focuses on a different aspect of student achievement. There should be no overlap between achievement credited for the different sections – although the same piece of work might be assessed in different sections, each different assessment will focus on a different aspect of that work.

LO1 assesses the students' research and investigation skills. The LO assesses the students' ability to conduct research and to use that research to document their investigation on the uses and properties of interactive multimedia products. Whilst research is a key part of this LO, students should be assessed on their own work and not just research material sourced from elsewhere as this does not demonstrate any understanding on the part of the student.

LO2 assesses students' planning, with the first section assessing the initial client brief and target audience and the production of a work plan for the creation of the multimedia product. The second section assesses the students' production of planning documents. Whilst originality and creativity are subjective they must be assessed and centre assessors should use the comments section of the Unit Recording Sheets to explain their decisions.

LO3 is concerned with the way that the students have used their chosen software to create their interactive multimedia product, and also the quality and appropriateness of their final product. The first section of this LO assesses students' ability to source and create their assets ready to be used in the final creation of the interactive multimedia product. The second section of this LO assesses the students' ability to combine assets and navigation to create a suitable interactive multimedia product and export of the product in a suitable format for the client's needs. If screenshot evidence of specific techniques has not been provided but the final multimedia product can be seen to confirm their use the centre assessor should note the techniques used, and where their use can be seen, on the Unit Recording Sheet.

LO4 assesses the students' own review of their finished interactive multimedia product. This should be a reflection of the multimedia product and potential for further development and improvement in relation to the brief provided by the client.