Falconer School

Curriculum Intent:

We are committed to providing a personalised curriculum which allows students to grow in confidence, build resilience and realise their full potential; equipping them with the skills and knowledge needed for future success.

Course Information			
Year: 10		**Subject: NCFE Level 1 Technical Award in Interactive Media**	
Subject	ICT	**Subject Lead contact information**	m.abusef@falconer.herts.sch.uk c.patel@falconer.herts.sch.uk
Exam Board	NCFE Level 1 Technical Award in Interactive Media	**Specification code**	(603/0851/5)

Subject Content

In year 10 students will cover the content from the NCFE Level 1 Technical Award in Interactive Media will be delivered with NCFE worksheets and power point presentation material. In preparation for the digital portfolio students will be required to follow the learning outcomes per term.

Differentiation:

Differentiation is the way the teacher adapts the classroom materials to provide the right kind of challenge to each student. This allows all students to access the same piece of work, at their own level. Some examples of differentiation used in Computing are:

- Visual aids
- Scaffolding
- Breaking tasks in to smaller chunks
- Check points/Project plans to check levels of progress
- Exemplars

Technical Terms:

features, e.g navigation, links, hit counters, help, multimedia, leader boards, levels, power-ups, credits

- target audiences, e.g age, gender, lifestyle
- processes, e.g storyboards, mood boards, wireframes, scripts, risk analysis, flow charts, coding, testing
- techniques, e.g sound editing, animation, video editing, image manipulation, interactive media authoring software
- health and safety, e.g risk assessments, using Display Screen Equipment (DSE).

Autumn 1	Learning outcome 1 (Unit 01 Investigate interactive media production) The learner will: Understand what is required for the development of an interactive media product

	The learner must know about: -the features of an interactive media product -the target audience of an interactive media product -the processes and techniques needed for the development of an interactive media product -health and safety issues related to computer use
Autumn 2	Learning outcome 2 (Unit 01 Investigate interactive media production) The learner will: Experiment with interactive media products and their production in relation to a brief The learner must demonstrate: -experimentation with the processes and techniques needed for the development of an interactive media product
Spring 1	Learning outcome 3 (Unit 01 Investigate interactive media production) The learner will: Review their experimentation with interactive media products The learner must evaluate: - use of processes and techniques - strengths and weaknesses
Spring 2	Learning outcome 1 (Unit 02 Plan and prepare for an interactive media product) The learner will: Understand how to produce a proposal to meet a brief The learner must know about: - ideas development - audience/end user - technical aspects - design aspects - content
Summer 1	Learning outcome 2 (Unit 02 Plan and prepare for an interactive media product) The learner will: Produce a proposal meeting the requirements of a brief The learner must demonstrate: Their ability to create a proposal which must include: - ideas development

	- audience/end user - technical aspects - design aspects - content
Summer 2	Learning outcome 3 (Unit 02 Plan and prepare for an interactive media product) The learner will: Produce planning for an interactive media product meeting the requirements of the brief and proposal The learner must demonstrate: -project planning to meet the criteria of the brief -use of recognised design processes Learning outcome 4 The learner will: Review the proposal and the planning of an interactive media product The learner must consider: - strengths and weaknesses - feedback

Assessment Details

Learners will experiment with interactive media products and understand the elements of the development process using hardware and software solutions. Learners will produce a proposal and plans for an interactive media product meeting the requirements of a brief. Assessment will take place each term at various points. Students will have the opportunity to reflect what they've learnt throughout each term in their assessment.

Level 1 standards

At Level 1, learners must have basic factual knowledge of the subject.
They must demonstrate the knowledge needed to complete well-defined, routine tasks, be able to use relevant skills and procedures and to select and use relevant information to inform actions.
Learners must be able to identify whether actions have been effective. They will complete straightforward analysis and evaluation with direction and guidance as needed.

Tasks

At Level 1, tasks should be well defined and routine, requiring a general understanding of the key concepts, processes, resources, techniques and materials relevant to the vocational area and their level of study. They should not need any technical skills or understanding for their completion.

Learners will complete routine tasks and simple procedures, which may have been broken down into stages by the Teacher/Assessor, with direction and guidance as needed.	

Unit 01 Investigate interactive media production (F/615/3944) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment
The Teacher will introduce a range of interactive media products and their associated techniques and processes, which include the points below: • features, eg navigation, links, hit counters, help, multimedia, leader boards, levels, power-ups, credits • target audiences, eg age, gender, lifestyle • processes, eg storyboards, mood boards, wireframes, scripts, risk analysis, flow charts, coding, testing • techniques, eg sound editing, animation, video editing, image manipulation, interactive media authoring software • health and safety, eg risk assessments, using Display Screen Equipment (DSE).
Types of evidence:
Evidence could include: • digital or physical presentation • poster • written report • leaflet • audio-visual narrative • annotated diagram • blog/vlog • digital showcase • podcast.

Learning outcome 2

The learner will:

Experiment with interactive media products and their production in relation to a brief

The learner must demonstrate:

- experimentation with the processes and techniques needed for the development of an interactive media product

Grading descriptors	Example
Pass: Carries out basic experimentation on one aspect of the brief	No additional guidance
Merit: Carries out basic experimentation on at least two aspects of the brief	No additional guidance
Distinction: Carries out experimentation with some links to ideas about the brief	No additional guidance

Delivery and assessment

The Teacher will support learners as they undertake experimentation with interactive media production processes and techniques.

Teachers must produce a brief which allows learners to experiment with interactive media products and their production.

The learner will produce evidence of experimentation with the processes and techniques needed for the development of an interactive media product, eg image manipulation techniques, sound creation and manipulation, website authoring, multimedia authoring, video editing, animation, game design, app development.

Types of evidence

Evidence could include:

- digital or physical presentation
- poster
- written report
- leaflet
- audio-visual narrative
- annotated diagram
- blog/vlog
- digital showcase
- podcast.

Learning outcome 3

The learner will:

Review their experimentation with interactive media products

The learner must evaluate:

- use of processes and techniques
- strengths and weaknesses

Grading descriptors	Example
Pass: Outlines some of what happened	Learners will outline some of the processes and techniques used in their experimentation work.
Merit: Outlines what has happened	Learners will outline the processes and techniques used in their experimentation work.
Distinction: Outlines what happened and states an overall conclusion	Learners will outline the processes and techniques used in their experimentation work and make a judgement on the strengths/weaknesses of the experimentation work based on feedback from others and/or self-reflection.
Delivery and assessment	
Learners will review their experimentation and consider the strengths and weaknesses in their use of production processes and techniques. This must be supported with feedback which could include client, audience, peer and/or Teacher feedback.	
Types of evidence	
Evidence could include: • annotated screen shot • written or verbal response • video with commentary • surveys and questionnaires • skills audit.	

Unit 02 Plan and prepare for an interactive media product (J/615/3945)

Unit summary	Learners will produce a proposal and plans for an interactive media product meeting the requirements of a brief.
Guided learning hours	30
Level	1
Mandatory/optional	Mandatory
Graded	Yes
Internally/Externally Assessed	Internally and externally assessed

Learning outcome 1

The learner will:

Understand how to produce a proposal to meet a brief

The learner must know about:

- ideas development
- audience/end user
- technical aspects
- design aspects
- content

Grading descriptors	Example
Pass: Identifies obvious point(s) of what is required for the proposal of an interactive media product without explanation.	Learners provide some obvious points of what is required for the proposal of an interactive media product but no explanation or detail is supplied.
Merit: Identifies point(s) of what is required for the proposal of an interactive media product without development/explanation.	Learners provide points of what is required for the proposal of an interactive media product but no explanation or detail is supplied.
Distinction: Identifies point(s) of what is required for the proposal of an interactive media product with development/explanation	Learners provide points of what is required for the proposal of an interactive media product with explanation.

Learning outcome 1 (cont'd)

Delivery and assessment

The learner will understand how to produce an interactive media proposal by investigating existing proposals. The learner could focus on the following areas in their research.

Idea or concept can include:
- a description of the idea.

Audience can include:
- target audiences
- breakdown of audience groups
- profiling.

Technical aspects can include:
- tools/techniques
- the intended platform of the product.

Design aspects can include:
- images
- page layout
- house style.

Content can include:
- interactive features, eg:
  - video content
  - audio content
  - image sliders
  - forms
  - forums
  - links
  - polls
  - maps
- non-interactive features, eg:
  - images
  - text
  - backgrounds
  - banners
  - logos.

Unit 02 Plan and prepare for an interactive media product (J/615/3945) (cont'd)

Learning outcome 1 (cont'd)

Types of evidence
Evidence could include: • digital or physical presentation • written report • audio-visual narrative • blog/vlog • user acceptance agreement • podcast.

Unit 02 Plan and prepare for an interactive media product (J/615/3945) (cont'd)

Learning outcome 2

The learner will:

Produce a proposal meeting the requirements of a brief

The learner must demonstrate:

Their ability to create a proposal which must include:

- ideas development
- audience/end user
- technical aspects
- design aspects
- content

Grading descriptors	Example
Pass: Proposal will show a relationship with the brief. Uses relevant skills or equipment or materials or processes	No additional guidance
Merit: Proposal will show use of some technical skills in meeting the brief. Uses a combination of relevant skills and/or equipment and/or materials and/or processes	No additional guidance
Distinction: Process will show consistent use of some technical skills in meeting the brief. Uses a combination of relevant skills, equipment, materials and processes	No additional guidance

Unit 02 Plan and prepare for an interactive media product (J/615/3945) (cont'd)

Learning outcome 2 (cont'd)

Delivery and assessment

The learner must produce a proposal which includes the following:

Idea or concept can include:

- a description of the idea.

Audience can include:

- target audiences
- breakdown of audience groups
- profiling.

Technical aspects can include:

- tools/techniques
- the intended platform of the product.

Design aspects can include:

- images
- page layout
- house style.

Content can include:

- interactive features, eg:
  - video content
  - audio content
  - image sliders
  - forms
  - forums
  - links
  - polls
  - maps
- non-interactive features, eg:
  - images
  - text
  - backgrounds
  - banners
  - logos.

Unit 02 Plan and prepare for an interactive media product (J/615/3945) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence:
Evidence could include: • digital or physical presentation • written report • audio-visual narrative • blog/vlog • user acceptance agreement • podcast.

Unit 02 Plan and prepare for an interactive media product (J/615/3945) (cont'd)

Learning outcome 3

The learner will:

Produce planning for an interactive media product meeting the requirements of the brief and proposal

The learner must demonstrate:

- project planning to meet the criteria of the brief
- use of recognised design processes

Grading descriptors	Example
Pass: Planning process will show a relationship with the brief	The planning evidence (the project plan or one of the design processes) will have some relevance to the brief.
Merit: Planning process will show use of some technical skills in meeting the brief	The planning evidence (the project plan and design processes) demonstrates some appropriate planning skills and is mostly relevant to the brief.
Distinction: Planning process will show consistent use of some technical skills in meeting the brief	The planning evidence (the project plan and design processes) consistently demonstrates some appropriate planning skills and is mostly relevant to the brief.
Delivery and assessment	
The learner must produce project plans related to their proposal which includes the following: • produce a project plan which outlines a set of tasks which will take into account the design, production and review of an interactive media product • utilise recognised design processes eg create wireframes, storyboards, navigation maps/plans, planning timescales, sketches, mind maps, mood boards, colour combinations, typography etc.	

Unit 02 Plan and prepare for an interactive media product (J/615/3945) (cont'd)

Learning outcome 4

The learner will:

Review the proposal and the planning of an interactive media product

The learner must consider:

- strengths and weaknesses
- feedback

Grading descriptors	Example
Pass: Uses everyday language and identifies some of what happened	The learner will identify, using everyday language, some of what happened and strengths and weaknesses when producing the proposal and planning.
Merit: Uses some technical terms and identifies what has happened	The learner will identify, using some technical terms, what happened and strengths and weaknesses when producing the proposal and planning.
Distinction: Uses a range of technical terms and outlines what happened and states an overall conclusion	The learner will identify, using a range of technical terms, what happened when producing the proposal and planning. The learner will state an overall conclusion taking into account strengths and weaknesses.

Unit 02 Plan and prepare for an interactive media product (J/615/3945) (cont'd)

Learning outcome 4 (cont'd)

Delivery and assessment
The learner will review the proposal and planning documentation in relation to the brief and consider strengths and weaknesses. This must be supported with feedback which could include client, audience, peer and/or Teacher feedback.
Types of evidence
Evidence could include: • annotated screen shots • written or verbal response • video with commentary • surveys and questionnaires • skills audit • peer-to-peer • client feedback • design sign-off.

What can I do to support my child at home?

To work through material online on the google classroom, and use BBC Bite size.
https://www.qualhub.co.uk/qualification-search/qualification-detail/ncfe-level-1-technical-award-in-interactive-media-4566#SupportMaterials

Work experience

Work experience can be very valuable to learners to gain a realistic insight into the career or job they may be interested in. The following websites provide useful information and guidance:

- www.bbc.co.uk/careers/work-experience/
- www.creativeskillset.org/
- www.hse.gov.uk/youngpeople/workexperience/index.htm

Recommended resources

NCFE Worksheets & Internal Synoptic brief.

Teaching Staff Contact Details

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