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: 11		**Subject: NCFE Level 1 Technical Award in Interactive Media**	
Subject	ICT	**Subject Lead contact information**	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 11 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 03 Development and production of an interactive media product)** The learner will: Understand how to use appropriate software for the development and creation of an interactive media product and its assets The learner must know about: • directory/folder structures • file types and exporting options • software solutions and associated tools • the needs of different audiences
Autumn 2	**Learning outcome 2 (Unit 03 Development and production of an interactive media product)** The learner will: Create an interactive media product to meet a brief The learner must demonstrate: • use of software solutions • use of techniques
Spring 1	**Learning outcome 3 (Unit 03 Development and production of an interactive media product)** The learner will: Review their finished interactive media product

	The learner must consider: • the final product compared with the brief • feedback from the target audience • the production processes
Spring 2	**Learning outcome 1 (Unit 04 Present and promote an interactive media product)** The learner will: Understand how to promote their skills and present an interactive media product in the creative media industry The learner must know about: • methods of presenting interactive media products • methods of professional promotion • the intended audience
Summer 1	**Learning outcome 2 (Unit 04 Present and promote an interactive media product)** The learner will: Present an interactive media product and promote their skills The learner must demonstrate: • methods of presenting an interactive media product • methods of promoting their skills
Summer 2	**Learning outcome 3 (Unit 04 Present and promote an interactive media product)** The learner will: Review the presentation and promotion of their interactive media product The learner must evaluate: • the format of the interactive media product • feedback

Assessment Details

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 03 Development and production of an interactive media product (L/615/3946)

Unit summary	Learners will understand how to use appropriate software and hardware for the development and creation of an interactive media product in response to a brief.
Guided learning hours	40
Level	1
Mandatory/optional	Mandatory
Graded	Yes
Internally/Externally Assessed	Internally and externally assessed.

Learning outcome 1

The learner will:

Understand how to use appropriate software for the development and creation of an interactive media product and its assets

The learner must know about:

- directory/folder structures
- file types and exporting options
- software solutions and associated tools
- the needs of different audiences

Grading descriptors	Example
Pass: Uses everyday language to list simple points.	No additional guidance
Merit: Uses some technical terms to list simple points.	No additional guidance
Distinction: Uses some technical terms to connect simple points.	No additional guidance

Delivery and assessment

Working alongside learning outcome (LO) 2, the learner will create evidence of the development process for each of the assets and the final interactive media product.

Software solutions and associated tools can include image manipulation, sound creation and manipulation, website authoring, multimedia authoring, video editing, animation software, gaming software etc.

The needs of different audiences can include accessibility, playability and user experience.

The learner must produce evidence to show the development of the interactive media product, eg production log/diary.

Learning outcome 1 (cont'd)

Types of evidence
Evidence could include: • digital or physical presentation • written report • audio-visual narrative • annotated screenshots • blog/vlog • screen capture • podcast.

Unit 03 Development and production of an interactive media product (L/615/3946) (cont'd)

Learning outcome 2

The learner will:

Create an interactive media product to meet a brief

The learner must demonstrate:

- use of software solutions
- use of techniques

Grading descriptors	Example
Pass: Production process will show a relationship with the brief	The creation of assets and/or an interactive media product will have some connection to the brief.
Merit: Production process will show use of some technical skills in meeting the brief	Some technical skills will be used in the creation and manipulation of assets and in authoring an interactive product, which will meet most aspects of the brief.
Distinction: Production process will show consistent use of some technical skills in meeting the brief	Some technical skills will be consistently used in the creation and manipulation of assets and in authoring an interactive product, which will meet the brief.

Unit 03 Development and production of an interactive media product (L/615/3946) (cont'd)

Learning outcome 2 (cont'd)

Delivery and assessment
Working alongside LO1, the learner must produce an interactive media product which relates to a brief. The learner should make use of: • plans from Unit 02 • a range of methods, techniques and equipment • technical skills • health and safety awareness • directory/folder structures • appropriate file types and exporting options • testing to ensure usability and functionality. Software solutions and associated tools can include image manipulation, sound creation and manipulation, website authoring, multimedia authoring, video editing, gaming software, software development kits for apps, animation software etc. Appropriate file types and exporting options could include appropriate file size, rendering, optimisation, publishing etc. Testing could include writing test plans, user testing, problem solving etc.
Types of evidence
The learner must provide the finished interactive media product. Evidence could include: • interactive media product, eg website, interactive presentation, animation, game, mobile app etc.

Unit 03 Development and production of an interactive media product (L/615/3946)

Unit summary	Learners will understand how to use appropriate software and hardware for the development and creation of an interactive media product in response to a brief.
Guided learning hours	40
Level	1
Mandatory/optional	Mandatory
Graded	Yes
Internally/Externally Assessed	Internally and externally assessed.

Learning outcome 1

The learner will:

Understand how to use appropriate software for the development and creation of an interactive media product and its assets

The learner must know about:

- directory/folder structures
- file types and exporting options
- software solutions and associated tools
- the needs of different audiences

Grading descriptors	Example
Pass: Uses everyday language to list simple points.	No additional guidance
Merit: Uses some technical terms to list simple points.	No additional guidance
Distinction: Uses some technical terms to connect simple points.	No additional guidance

Delivery and assessment

Working alongside learning outcome (LO) 2, the learner will create evidence of the development process for each of the assets and the final interactive media product.

Software solutions and associated tools can include image manipulation, sound creation and manipulation, website authoring, multimedia authoring, video editing, animation software, gaming software etc.

The needs of different audiences can include accessibility, playability and user experience.

The learner must produce evidence to show the development of the interactive media product, eg production log/diary.

Unit 04 Present and promote an interactive media product (R/615/3947)

Unit summary	Learners will present and promote an interactive media product in the creative media industry.
Guided learning hours	20
Level	1
Mandatory/optional	Mandatory
Graded	Yes
Internally/Externally Assessed	Internally and externally assessed

Learning outcome 1

The learner will:

Understand how to promote their skills and present an interactive media product in the creative media industry

The learner must know about:

- methods of presenting interactive media products
- methods of professional promotion
- the intended audience

Grading descriptors	Example
Pass: Makes general conclusions	Learners will provide general comments regarding how they will present and promote their interactive media product.
Merit: Makes simple conclusions related to the task of presenting their interactive media product	Learners will provide simple conclusions regarding how they will present and promote their interactive media product.
Distinction: Makes simple conclusions related to the task and the outcomes of presenting their interactive media product	Learners will provide simple conclusions related to the task regarding how they will present and promote their interactive media product eg the audience for the presentation, alternative types of presentation and methods of professional promotion.

Delivery and assessment

Learners will need to investigate:

- different types of presentation, such as digital portfolio/CV, online presence, promotional video, viral marketing, interactive showcase etc
- the audience for their presentation
- methods of self-promotion, eg exhibition, web presence.

Learners will need to plan how to present and promote their own interactive media product.

Unit 04 Present and promote an interactive media product (R/615/3947) (cont'd)

Learning outcome 1 (cont'd)

Types of evidence
Evidence could include: • annotated screenshots • presentation • video recording with commentary • digital or interactive presentation • poster • leaflet • audio-visual narrative • blogs/vlogs • e-flyer/email • podcasts.

Unit 04 Present and promote an interactive media product (R/615/3947) (cont'd)

Learning outcome 2

The learner will:

Present an interactive media product and promote their skills

The learner must demonstrate:

- methods of presenting an interactive media product
- methods of promoting their skills

Grading descriptors	Example
Pass: Uses relevant skills to present and promote an interactive media product	Learners will present their interactive media product using relevant technical and/or communication skills.
Merit: Uses a combination of relevant skills and/or equipment and/or materials and/or processes to present and promote an interactive media product	Learners will present their interactive media product using a combination of relevant technical and communication skills and equipment.
Distinction: Uses a combination of relevant skills, equipment, materials and processes to present and promote an interactive media product	Learners will present their interactive media product using a combination of relevant technical and communication skills, equipment, materials and processes.
Delivery and assessment	
Learners will produce a display of their work for an audience.	
Types of evidence	
Evidence of the process could include: • annotated screen shots • video with commentary • PowerPoint presentation • portfolio • interactive showcase • photographs • promotion stand.	

Unit 04 Present and promote an interactive media product (R/615/3947) (cont'd)

Learning outcome 3

The learner will:

Review the presentation and promotion of their interactive media product

The learner must evaluate:

- the format of the interactive media product
- feedback

Grading descriptors	Example
Pass: Identifies at least one strength or weakness in the presentation and promotion of an interactive product	Learners will identify one strength or weakness in the presentation and promotion of their interactive product using feedback from others and/or self-reflection.
Merit: Identifies at least one strength and at least one weakness in the presentation and promotion of an interactive product	Learners will identify one strength and one weakness in the presentation and promotion of their interactive product using feedback from others and/or self-reflection.
Distinction: Identifies at least two strengths and at least two weaknesses in the presentation and promotion of an interactive product	Learners will identify different strengths and weaknesses in the presentation and promotion of their interactive product using feedback from others and/or self-reflection.

Delivery and assessment

Learners should produce a review which considers the strengths and weaknesses in the presentation and promotion of their interactive media product.

Learners could consider audience feedback as part of the review.

Types of evidence

Evidence could include:

- annotated screen shots
- written report
- video with commentary
- PowerPoint presentation
- portfolio
- interactive showcase
- photographs.

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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