

## Unit R005

Creating an Interactive product  
using multimedia components

For Training Purposes Only

## 2.6 Unit R005: Creating an interactive product using multimedia components

### Aims

This unit builds on Units R001 and R002 and learners will be able to apply the skills, knowledge and understanding developed in those units and vice versa.

This unit will enable learners to demonstrate their creative flair by combining multimedia components to create a vibrant, energetic or stimulating www, webpage, or interactive product.

Interactive products are used widely in everyday life; from visiting a website, ordering online products, using mobile phone applications, viewing a presentation, e-learning products or playing computer games.

On completion of this unit learners will be able to show how the interactive product meets both the user needs and extends their capability within the use of applications software such as website development.

### Learning Outcome 1: Be able to design interactive products

Learners must be taught how to:

- select and use the software features appropriate to the interactive products to aid in the design process, i.e. website, tablet/mobile phone apps, gaming platforms, presentation software
- identify success criteria, i.e. meeting the client brief, component quality, composition and the extent to which the product is interactive
- select and use different forms of navigation site planning techniques, i.e. mood boards, spider diagrams, mind mapping, site plans, house-style, hand-drawn templates
- source and store multimedia components for inclusion in products and how to make ready where applicable, i.e. source components images, video, sound, animation, scripting, sprites. Storage will necessitate the use of different file types<sup>1</sup>, i.e. swf, html, sis, app, exe, xaml, xml, ppt
- understand the implications of legislation on their sources, i.e. Copyright Law; Intellectual Property; photo permissions and releases; acknowledgement and referencing of sources<sup>2</sup>
- select the applications software dependent on purpose and audience, i.e. web authoring software, game making software, 'App' development software or presentation authoring software.

### Learning Outcome 2: Be able to create interactive products containing multimedia components

Learners must be taught how to:

- combine components using techniques (e.g. alternative pathway, user interaction and effects)
- use templates, i.e. master slides, environments, cascading style sheets
- create a navigation system, i.e. navigation bar, buttons, hyperlinks, mouse /keyboard controls, menus and drop down lists, graphical user interface
- set up interaction, i.e. roll over, drag and drop, input form, behaviours (e.g. pop up messages, shake, fades, and sounds) triggers, collision, scripting, hot spots
- use effects, i.e. transitions, html clock, fade in, fade out, custom animation.

**Learning Outcome 3: Be able to carry out usability testing**

Learners must be taught how to:

- test the product during production and where appropriate review tools and techniques used in line with the success criteria
- test the product post completion against the success criteria using a variety of feedback methods including client feedback.

**Links between units and synoptic assessment**

<sup>1</sup> Unit R001 LO2 supports this by developing an understanding of appropriate file types.

<sup>2</sup> Unit R001 LO4 supports this by developing an understanding of the implications of copyright legislation and the consequences of non-compliance with its provisions.

# Model Assignment Assessment Material

OCR Level 1/2 Cambridge National Certificate in ICT

OCR Level 1/2 Cambridge National Diploma in ICT

Unit R005: Creating an interactive product using multimedia components

## Please note:

This OCR model assignment is to be used to provide evidence for the unit identified above. Alternatively, centres may 'tailor' or modify the assignment within permitted parameters (see Information for Teachers). It is the centre's responsibility to ensure that any modifications made to this assignment allow learners to show that they can meet all of the learning outcomes and provide sufficient opportunity for learners to demonstrate achievement across the full range of marks.

## INSTRUCTIONS TO TEACHERS

### The OCR administrative codes associated with this unit are:

- unit entry code R005
- certification codes Certificate J810 / Diploma J820
- **The accreditation numbers associated with this unit are:**
- unit reference number L/503/6034
- qualification reference(s) certificate 600/4776/8  
diploma 600/4778/1

### Duration: Approximately 10 hours

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# Model Assignment: Information for Learners

OCR Level 1/2 Cambridge National Certificate in ICT

OCR Level 1/2 Cambridge National Diploma in ICT

Unit R005: Creating an interactive product using multimedia components

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# Scenario for the Assignment

'Out and Up' is a company that runs team-building exercises for young adults. The company has recently bought a small plot of woodland and has set up an activity centre that includes an assault course and a café.

'Out and Up' want to use new technology to advertise this new activity centre to youth groups. You have been asked to produce an interactive multimedia product that would advertise the facilities available at the centre in a manner that would appeal to adults between the ages of 17 and 23.

'Out and Up' are aware that this advertising could take many different forms and are happy for you to decide on an appropriate format for your product. However, the product must have a consistent style throughout.

'Out and Up' already has a reputation for creating exciting team-building exercises and wants to continue this reputation with the new activity centre. They are keen that the advertising that is created for the centre should reflect their reputation. Therefore, they have asked that the advertising uses a range of interactivity and effects to create an advert that appeals to the target audience, is visually exciting and leads to bookings being made at the new centre.

In order to create your interactive multimedia product, you will need to:

- Plan a product that meets the needs of the brief
- Source multimedia components, taking account of relevant legislation
- Create your product
- Test your product, both whilst you are making it and once it has been completed.

You could use components (assets) from a range of sources, including those that teachers from your school have already sourced, in order to create your interactive multimedia product.

**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 have access to the marking criteria. 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.

# Your Tasks

## Task 1: Design interactive multimedia products

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

It is important that, before you start to make your product, you have thought about what it is you are going to make, the resources you will need to include, how you are going to combine these resources together to create a suitable interactive multimedia product and how you will decide whether the completed product is suitable.

- A Produce a design specification for your interactive multimedia product. This specification should include the following:
- A list of success criteria. These criteria should be used to decide whether or not the completed product meets the needs of the client.
  - The type of interactive multimedia product you are going to create. This should be one of the following:
    - website
    - a tablet or mobile phone app
    - a game
    - a product created using multimedia authoring or presentation software

The product you create should show your creative flair and be a vibrant, energetic and stimulating product.

- A plan for your product in a suitable format. This plan should show the interactive components that will be included within the product, as well as the content and key events.
  - The software you intend to use to create the product.
- B Explain the reasons for your choice of:
- the type of product you are going to create
  - the software you are going to use.
- C Source and store multimedia components for inclusion in the product you are going to make, taking account of any relevant legislation. Make a list of all the components you have stored. Explain why you have chosen each component and consider the legal implications of using each of them in your product.

You should demonstrate your ability to draw upon **relevant** skills/knowledge/understanding from other units you have studied.



## Task 2: Making your interactive multimedia product

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

You are now ready to create your interactive multimedia product.

Create your product by carrying out the following activities:

- import your components into your chosen editing software
- create the interactive multimedia product that you have planned
- test your product as you develop it and on completion, to ensure that it works as intended.

## Task 3: Product testing

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Part of Learning Outcome (LO) 3 is assessed in this task.

Test the extent to which your finished product meets the needs of the client.

When testing your completed product, you should:

- obtain and analyse a variety of feedback to decide how well your product meets the success criteria you established in Task 1.

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## Information for Teachers

OCR Level 1/2 Cambridge National Certificate in ICT

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# Guidance on using this assignment

## 1 General guidance

- 1.1 OCR assignments are available to download free of charge from our website: [www.ocr.org.uk](http://www.ocr.org.uk)
- 1.2 OCR assignments are intended to be used for summative assessment of learners. The OCR specification gives more information on the arrangements for assessing internally assessed units.
- 1.3 This assignment has been designed to meet the full assessment requirements of the unit. Learners will need to take part in a planned learning programme that covers the underpinning knowledge, understanding and skills of the unit.

## 2 Before carrying out the assignment

- 2.1 Learners should be provided with a copy of the *Information for Learners* section of this assignment.
- 2.2 Learners will not need to carry out any preparations prior to undertaking the assessment tasks, such as collating resources to use in the assessment
- 2.3 We have estimated that it will take approximately 10 hours to complete all tasks. Learners would need approximately 3 hours to complete task 1 and approximately 4 hours to complete task 2 (continue to give breakdowns by each main task) and approximately 3 hours to complete task 3. These timings are for guidance only but should be used by the teacher to give learners an indication of how long to spend on each task. Centres can decide how the time can be allocated between each part or individual task. Centres are also permitted to spread the tasks across several sessions and therefore it is permissible for evidence to be produced over several sessions.

## 3 When completing the assignment and producing evidence

- 3.1 Each learner must produce individual and authentic evidence for each task within the assignment.
- 3.2 Centre staff may give support and guidance to learners. This support and guidance should focus on checking that learners understand what is expected of them and giving general feedback that enables the learner to take the initiative in making improvements, rather than detailing what amendments should be made. It is not acceptable for teachers/deliverers to provide answers, to work through answers in detail or to detail specifically what amendments should be made.
- 3.3 Learners may use information from any relevant source to help them with producing evidence for the tasks.
- 3.4 Learners must be guided on the use of information from other sources to ensure that confidentiality is maintained at all times.

- 3.5 We have specified what evidence the learner is expected to produce. Usually, the type of evidence provided may be modified, with the exception of certain types of evidence listed below under '*Permitted changes*'. It is important to note that it is possible to generate the evidence in a variety of formats. Centres must advise learners as to the most appropriate format of evidence. The nature of this assessment means that learners are free to use the format that they feel is most appropriate for the purpose and target audience for each individual task.

#### 4 Presentation of work for marking and moderation

- 4.1 Centres wishing to produce digital evidence in the form of an e-portfolio should refer to the appendix in the specification on guidance for the production of electronic assessment.
- 4.2 Centres may wish to discourage learners from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage learners to present their work so that it is easily accessible, e.g. spiral bound, stapled booklet, treasury tag.

#### 5 Scope of permitted model assignment modification

The model assignment is self-contained in its present form. The set of tasks form a coherent whole addressing all the learning outcomes and allowing access to the full range of marks.

##### **You must not change the following:**

- the learning outcomes
- the marking criteria
- the requirements for supervision and authentication as described in the specification (Section 4 *The centre assessed units*).

##### Permitted changes:

The model assignment can be modified in terms of the areas described below but centres must be sure that learners still have the opportunity to cover all of the learning outcomes and to access the full range of marks:

- A logical approach is suggested, and the tasks have been presented in a manner intended to allow for this.
- Whilst the scenario in this model assignment is fictitious, it is based on what is thought to be a 'typical' scenario. Centres may wish to play the part of a client, in which case, candidates may be provided with a range of resources, as though provided by the client. Candidates may then select the most suitable from these, providing justification as they do so. Where the centre plays the part of the client, individual feedback may also be provided so that the candidate may then complete the final evaluation of their product.
- Alternatively, candidates may be able to work with a real world client. In which case, centres are advised to account of the extent to which the

scenario may be changed, before allowing candidates to begin to create their product.

- the name and service provided by the organisation for which the candidate is creating the product. This may then effect the content. However, this change should not effect the quality of the completed product, nor the extent to which candidates are able to show their creative flair whilst creating a vibrant, energetic and stimulating product.
- each specific task may be appropriately contextualised to match with any permitted changes you have made to the scenario.

OCR has ensured that in the language used and the tasks and scenario provided we have avoided discrimination, bias and stereotyping and support equality and diversity. In the development of qualifications and assessments we use the guidance given in the Ofqual publication *Fair access by design*, notably this includes:

- using language and layout in assessment materials that does not present barriers to learners
- using stimulus and source materials in assessment materials (where appropriate) that do not present barriers to learners.

If centres wish to modify the model assignment we strongly advise that staff responsible for modifying the model assignment and the quality assurance of it refer to the publication *Fair access by design*.

**If modifications are made to the model assignment, whether to just the scenario or to both the scenario and individual tasks, it is up to the centre to ensure that all learning outcomes can still be met and that learners can access the full range of marks.**

## 6 Specific guidance on the task

Learners should be provided with a copy of the marking criteria for this unit when completing the assignment. Teachers should ensure that candidates understand the marking criteria and may explain it to them.

There is no further guidance provided in this section.

# Exemplar Portfolio

OCR Level 1/2 Cambridge National Certificate in ICT

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Unit R005: Creating an interactive product using multimedia components

This is not a complete exemplar portfolio.

What is included in this pack is a selection of evidence to show possible approaches for specific content areas and to exemplify the process of awarding mark bands at different levels.

This should not be shared with candidates; this is for teacher guidance only.

## Exemplar materials – Candidate 1

### R005: Creating an interactive product using multimedia components

#### Task 1 – Design interactive product

##### Choice of software

I have two main choices for my software for making the site. These are:

- Notepad
- Adobe Dreamweaver

I also need to work on graphics. I could use the following software for this:

- Paint
- Adobe Fireworks

I have created a website before with notepad and am pretty good with HTML code. However, I have not written a really interactive website in HTML before and would need to learn how to do this before I continued. I think that it would take about four hours to complete this learning. I could create a fairly good template for the site, but would need to work on each page separately. This would give me some flexibility with the layout and design for each page.

I have also created a website with Dreamweaver and found it quite straight forward. I liked the way that I could set up a template and then use it throughout the site. I also liked that when I changed the template, each page then changed with it. This is a good feature, but it can be restrictive, as each page basically needs to follow the same pattern and layout. Overall, I will use Dreamweaver to create my site. The range of tools that are available to create an impressive and interactive website is good and I would not need to spend time learning how to use the tools, as I have used them before. Time is tight on this project and so I have to be aware of this issue and so anything that can save time, or avoid me needing to do extra tasks, would be good. However, I will be able to use my HTML skills if necessary, by viewing the website in the code view.

I am aware that I would need to follow a template for my site and this may be a bit inflexible, but the good side of using a template is that my site would have a good house style that is applied throughout. I think this is a good reason to use Dreamweaver and is more important than the inflexibility that using a template may bring. I am thinking of having a slightly different style for one of my pages and so, if I do this, I would use a second template. This would be based on the main one, but, if I use it, will give me some more flexibility. I will use Adobe Fireworks for the graphics. Paint is a very easy programme to use, but the results are hardly ever impressive. I want to be able to edit pictures and create new graphics so that I create a professional image. I can do this more effectively with Fireworks, as the software is more complex and has a better range of tools. I also want to create some animated elements. Paint does not allow me to do this, whereas Fireworks does.

##### **Commentary for LO1 – Software Selection**

In this section of Task 1, as part of their specification for the interactive product, the candidate has written a clear explanation of why he has chosen to use the software he has. The description is clear and gives valid reasons for the choice. This represents a Mark Band 3 response for this part of Task 1.

## The multimedia components

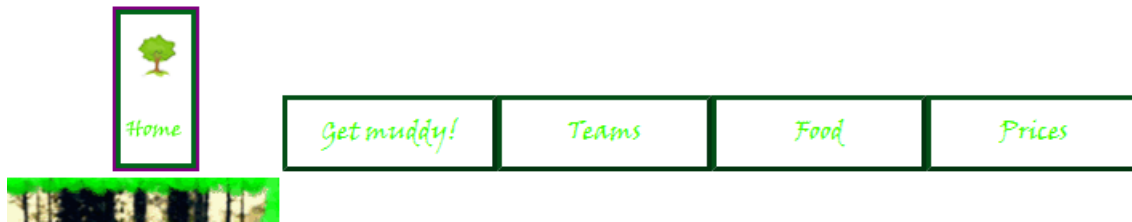
Element	Where used	Why used	Legislative constraint	How to comply
Tree ( <a href="http://www.bucy.net/apple-tree-cartoon">http://www.bucy.net/apple-tree-cartoon</a> )	Template (on logo and on home button)	The site is basically about trees. I wanted a cartoon image that would present a friendly image.	Cartoons are copyright the cartoonstock directory.	Email copyright holder for permission to use image.
Google Map (plug in)	Template	I wanted the user to be able to find the location of each site.	None	
Woodland Scene 1 ( <a href="http://www.smashandpeas.com/capturing-perfect-woodland-scenes/">http://www.smashandpeas.com/capturing-perfect-woodland-scenes/</a> )	Home Page	Image of woodland to set the scene. (rollover)	Copyright 2012 Smash and Peas	Email copyright holder for permission to use image.
Baked Potato( <a href="http://whatscookingamerica.net/Q-A/PotatoBaking.htm">http://whatscookingamerica.net/Q-A/PotatoBaking.htm</a> )	Food Page	Wanted an image of a hearty vegetarian meal.	NO copyright shown on page	Email page to enquire whether images are subject to copyright.

In this section of Task 1, the candidate has listed and justified all components. Where legislation does restrict the use of the resource, the candidate is clear what needs to be done. Similarly, where the copyright is not clear, the candidate is clear that it is their responsibility to check. Finally, where resources have been supplied by the candidate themselves, the candidate knows that copyright does not apply and so no action is required.



## Task 2 – Make an interactive product

### The navigation system



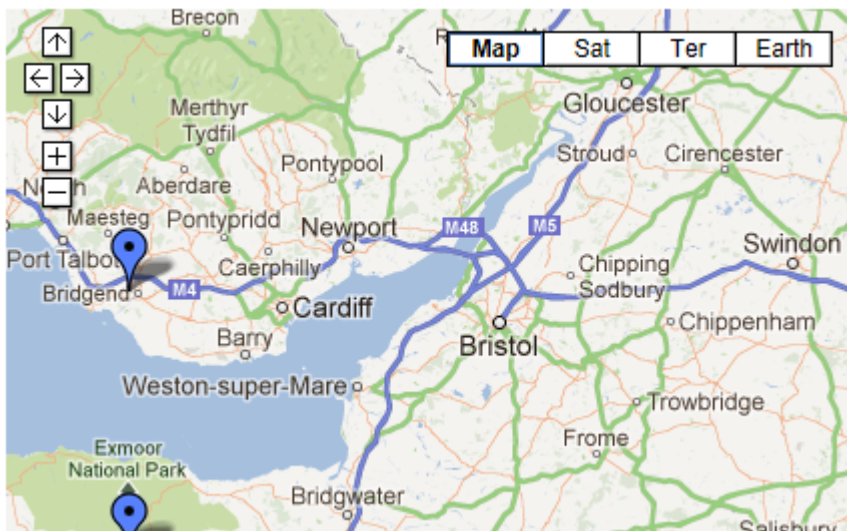
```
<p><strong><a name="Coventry" id="Coventry"></a>New Coventry Site Open NOW!!</strong></p>
```

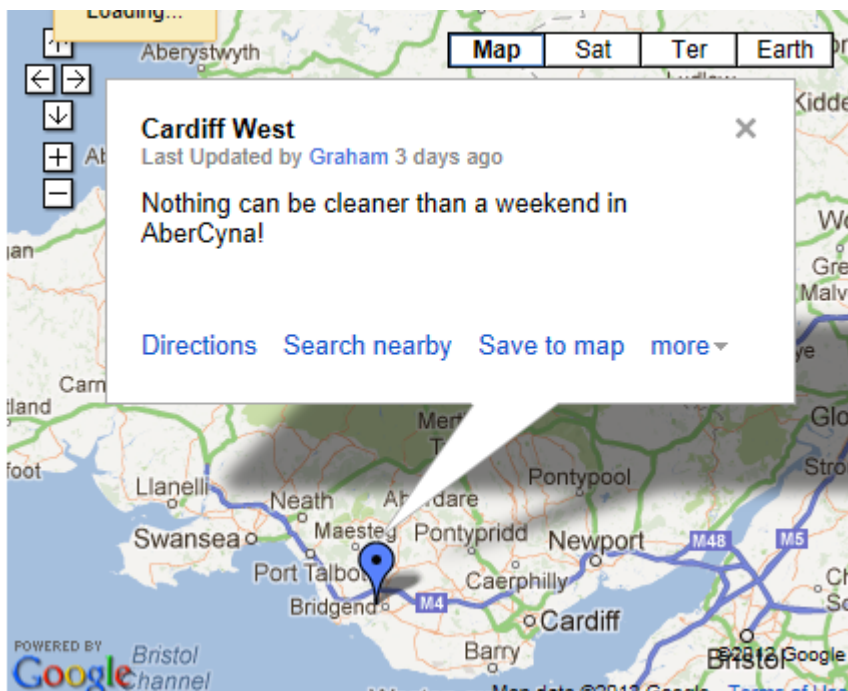
```
<p>Check out the Coventry Site. Special discount for people aged 17 - 23 - 20% off between December 2012 and February 2013. </p>
```

```
<p>Call 02476 363636</p>
```

The candidate has used a navigation bar on all pages on the site. This is an effective navigation system. There are also links to sections on the **offers** page, using Anchors to do so. Users of the website are able to return to the main section of the site from the offers page by using the navigation bar.

### Use of techniques and interaction





**Book now!**

WHICH ACTIVITY WOULD YOU LIKE TO DO?

++Choose++

WHICH SITE ARE YOU INTERESTED IN VISITING?

++Choose++

WHAT SORT OF GROUP ARE YOU?

++Choose++

DO YOU HAVE A DATE IN MIND?

++Day++ ++Month++

Submit

The candidate has included a number of features, including animated ad banners, which are consistently placed.

There is clear evidence that this candidate is able to use the software to great effect. The features included show that the candidate has a clear understanding of the advanced techniques and has used them appropriately and to good effect. The use of the Anchor Tag is particularly impressive.

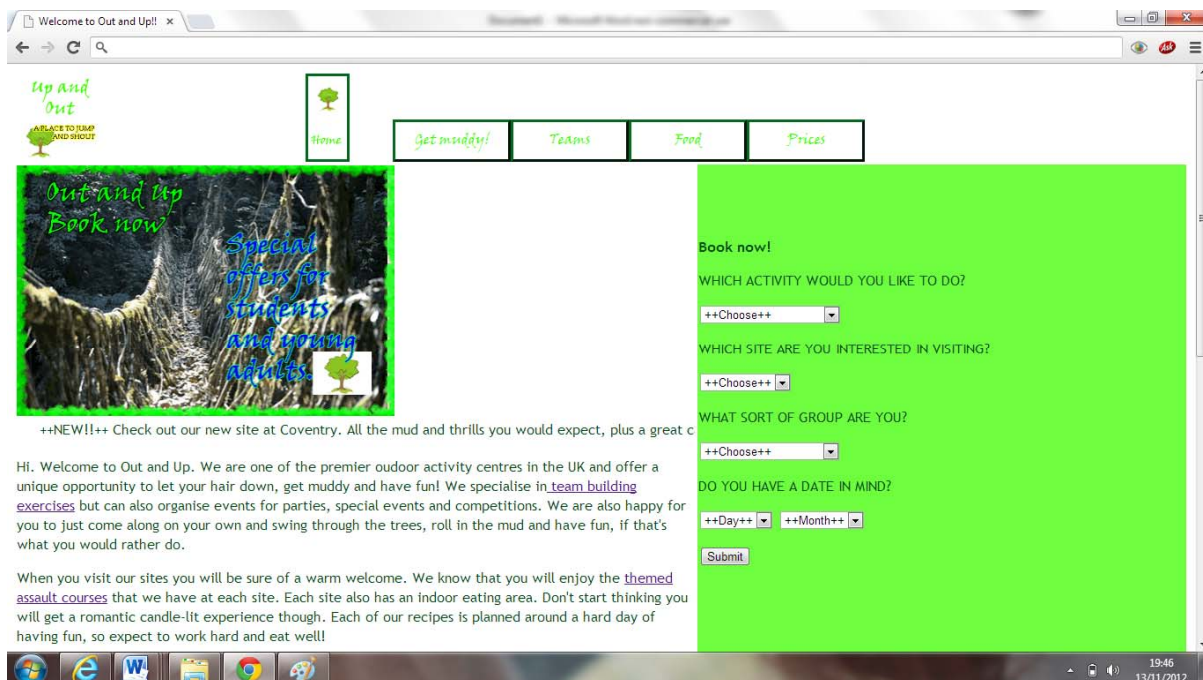
Due to the good use of templates, the candidate has used effects consistently throughout the interactive product. The fact that the sub template is itself based on the main template gives a further level of consistency.

All graphics follow the same pattern and, where appropriate, any text is in the same location. All graphics are of the same page and are on a consistent place on the page. Throughout the site, effects have been used to great effect. The placing and timing of the ad banners on each page is very effective. In one case, one graphic on the ad banner has been given extra time so that the text can be read. This is extremely effective and shows great awareness.

## Screen shots for Candidate 1

Please note that the candidate has created an interactive website to meet the demands of the client brief. The following screenshots have been provided for training purposes. In normal circumstances, the website would be sufficient evidence of the creation of an interactive product.

### Page 1 – home page



All pages have an identical layout. The layout is based on the Out and Up Template.dwt

## Get Muddy Page

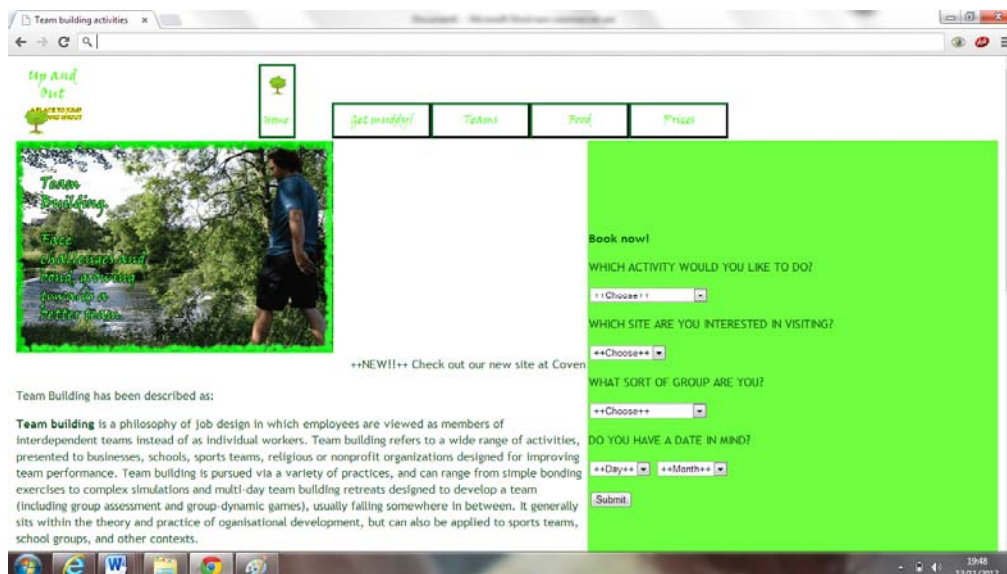


This page evidences the scrolling marquee.



Three images from the Get Muddy! page. These have been combined into an automated Ad Banner. Images one and two display for 3 seconds. Image three displays for 4 seconds.

## Team Page





## Food page

Food fit for heroes!

Up and Out  
A PLACE TO JUMP AND ABOUT

Home

Get muddy! Teams Food Prices

Steak Pie...tastes as great as it looks.

++NEW!!++ Check out our new site at Coventry. All the mud and...

**Hungry? Tired of small portions?**

With such a full day of fun you are bound to work up an appetite!

Our food is great quality and fantastic value, with kids' specials a regular feature on our menus. We make life easier for everyone; our friendly café supplies everything you could possibly need for a busy day out so you don't need to think about feeding the family before you set out on your action-packed adventure at Out and Up Adventures.

Why not stop off at the brand new Mud RockCafé and have an eating experience with a difference!

**Book now!**

WHICH ACTIVITY WOULD YOU LIKE TO DO?  
++Choose++

WHICH SITE ARE YOU INTERESTED IN VISITING?  
++Choose++

WHAT SORT OF GROUP ARE YOU?  
++Choose++

DO YOU HAVE A DATE IN MIND?  
++Day++ ++Month++

Submit

19:48  
13/11/2012

## Prices page

Check out our prices

Up and Out  
A PLACE TO JUMP AND ABOUT

Home

Get muddy! Teams Food Prices

optional graphic

++NEW!!++ Check out our new site at Coventry. All the mud and...

**Young swingers (10 - 16 years old)**  
£20 per session

**Up and coming (17 - 23 years old)**  
£25 per session

**Old enough to know better (but gonna do it anyway!) (23+)**  
£30 per session

**Book now!**

WHICH ACTIVITY WOULD YOU LIKE TO DO?  
++Choose++

WHICH SITE ARE YOU INTERESTED IN VISITING?  
++Choose++

WHAT SORT OF GROUP ARE YOU?  
++Choose++



DO YOU HAVE A DATE IN MIND?  
++Day++ ++Month++

Submit

New Coventry Site open now!

19:51  
13/11/2012

## Template

Name	Date modified	Type	Size
 Out and Up template.dwt	09/11/2012 09:03	DWT File	9 KB
 sub out and up template.dwt	09/11/2012 08:53	DWT File	7 KB

The interactivity on the Google Map has been used effectively. The addition of comments to the interactive map is a particularly nice touch.

This represents a Mark Band 3 response for this part of Task 2.

## Testing

### Record of how tested (during production)

What tested	How tested	Expected result	Actual result	Action required
Navbar buttons	Opened template in browser. Placed the mouse over each button on the navbar.	Background colour change to green, text to white.	Background colour changed to green, text to white.	None required
Navbar buttons	Opened template in browser. Clicked each button on the navbar.	Go to the page that fits the name.	“get muddy” and “teams” links worked, but “food” went to “prices” and “prices” went to food.	Edited Navabr so that links went to the correct page.
Drop downs on the booking form	Click on the down arrow.	When click on the down arrow on the drop down, the whole list should appear.	List appeared	None required.

## Record of how tested (once completed)

Interactive map – can I zoom in	Click on the marker on the map.	Should be able to zoom in and see the comment for the location	Worked as intended	None required
Text readability on Ad Banners	Looked at	The text will be readable in the time that the slide is on the screen for.	Could not read the text on the animation on the <b>home</b> page.  All other animations were fine.	Opened the graphics software and checked the timings. These were still on 7/100ths of a second. Changed to 300/100ths and re-exported the graphic.  Text on graphic now readable.

## Witness statement

<p><b>WITNESS STATEMENT</b></p> <p>Candidate Name: A. Student</p> <p>I have witnessed Alice testing her website both during creation and at the end. The testing has been planned in advance and has been thorough.</p> <p>I believe that the quality and quantity of her testing of the website is sufficient for MB3 to be awarded.</p> <p><i>S. Beale</i></p> <p>S. Beale (Teacher)</p>
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The candidate has created two test reports. One of these shows testing that was carried out during the creation of the product and the other has been carried out after the completion. The test report shows that all aspects of the site have been tested. There is also evidence that issues have been identified and fixed as part of the testing procedure.

The candidate has also produced a witness statements from a teacher, attesting that that the candidate was witnessed testing the product.

This represents a Mark Band 3 response for this part of Task 3

## Obtaining feedback

### Justification of feedback gathered

I asked three people for their feedback on my website. Each of these is discussed below:  
**Mr Beale (Teacher).** This was a discussion about the website. I asked Mr. Beale as he was my client and so had to decide whether the work was good enough for use.

I think that a discussion was the best way to get feedback for this task, as I wanted an impression about the website and maybe explain why I had done some of the things I had done. This was really effective and I enjoyed the chance to justify some of the decisions I had made. Mr. Beale did not initially agree with all of them, but accepted my points after some discussion.

**Anthony Johnson (Friend).** I gave Tony some set questions. These focussed on how much he would want to visit the new attractions in the Coventry site. I used Tony for this as he is aged 19 and so is part of the target audience. If he liked the site and felt that he would want to visit, then I would have some confidence that the site had been effective.

I asked set questions as I did not want a general discussion about the website, but specific answers to specific issues.

The questions I asked were:

1. Would you describe yourself as an active person?
2. Would you go to an activity site such as the one operated by Out and Up?
3. Do you know where the new site is?
4. Grade how likely you are to now visit the site, having the seen the website (1= very likely, 5= Not likely at all)
5. What features does the new site have?

**Mrs. Y. Student (Mother).** My mother is quite an active and adventurous person. She has swam with dolphins off of the shores of Florida, surfed on the coasts of Australia and, every year, runs with the bulls in Pamplona. Basically, a thrill junkie. I wanted her to look at the website and gauge whether she would be prepared to visit the site. If she was, I would know that people beyond the age of 23 would be interested in going to the Up and Out site. Whilst they are targeting people between 17 and 23, I thought it would be good to check whether other people would be interested.

I asked my mother the same set questions as I asked Anthony, as I would then be able to compare them. However, I also discussed her opinions, as I wanted another adult viewpoint. My mother is 35.

In this section, the candidate has justified their choice of person to ask for feedback. The reasons given for these choices are clearly explained and the justification is sound. Whilst more people could have been asked, the reasons given here are clear.

This represents a Mark Band 3 response for this part of Task 1.



Please read the instructions printed at the end of this form. **One** of these sheets, suitably completed, should be attached to the assessed work of **each** candidate.

<b>Unit Title</b>	<b>Creating an interactive product using multimedia components</b>	<b>Unit Code</b>	<b>R005</b>	<b>Session</b>	Jan / June	<b>Year</b>	<b>2</b>	<b>0</b>		
<b>Centre Name</b>						<b>Centre Number</b>				
<b>Candidate Name</b>	<b>Candidate 1</b>					<b>Candidate Number</b>				
<b>LO1: Be able to design interactive products</b> <sup>1 2</sup>						<b>Teacher Comments</b>	<b>Mark</b>	<b>Page No.</b>		
<b>MB1: 1 - 3 marks</b>		<b>MB2: 4 - 6 marks</b>		<b>MB3: 7 - 9 marks</b>		The candidate has written a clear explanation of why he has chosen to use the software he has. The description is clear and gives valid reasons for the choice.				
Produces a <b>basic</b> specification for an interactive product, identifying success criteria, <b>some</b> of which are suitable, and demonstrates a <b>limited</b> understanding of the client brief.	Produces a <b>sound</b> specification for an interactive product, identifying success criteria, <b>most</b> of which are suitable, and demonstrates a <b>clear</b> understanding of the client brief.	Produces a <b>comprehensive</b> specification for an interactive product, identifying suitable success criteria, and demonstrate a <b>thorough</b> understanding of the client brief.								
[1 2 3]	[4 5 6]	[7 8 9]								

MB1: 1 - 4 marks	MB2: 5 - 8 marks	MB3: 9 - 11 marks	Teacher Comments	Mark	Page No.
<p>Reasons for selecting the software to create the final product, including the presentation method of the design, are <b>basic</b> and <b>limited</b>.</p> <p>Applies <b>basic</b> planning techniques, enough to show what the product will look like but with <b>limited</b> consideration to the success criteria.</p> <p><b>Lists</b> components sourced for the interactive product and gives <b>basic</b> reasons for selection in relation to their success criteria.</p> <p>Stores the components to be used in the interactive product in file types that are not always <b>appropriate</b>.</p> <p>Design specification has <b>limited</b> structure. There may be errors in spelling, punctuation and grammar which are intrusive and likely to impact on the meaning. Makes limited use of technical terminology and demonstrates a <b>basic</b> understanding of the subject matter.</p> <p>Draws upon <b>limited</b> skills/knowledge/understanding from other units in the specification.</p> <p style="text-align: right;">[1 2 3 4]</p>	<p>Selects <b>appropriate</b> software to create the final product, including the presentation method of the design, and gives <b>sound</b> justification for its use.</p> <p>Applies <b>sound</b> planning techniques, including some reference to a house style that takes into consideration of <b>some</b> of the success criteria.</p> <p><b>Lists</b> components sourced for the interactive product, gives <b>sound</b> reasons for selection in relation to their success criteria and explains what the legislative constraints that apply to their use.</p> <p>Stores the components to be used in the interactive product in file types that are <b>mostly appropriate</b>.</p> <p>Design specification has <b>some</b> structure. <b>Occasional</b> errors in spelling, punctuation and grammar will not affect the overall meaning. Uses technical terminology with reasonable <b>accuracy</b> and demonstrates a <b>clear</b> understanding.</p> <p>Draws upon <b>some relevant</b> skills/knowledge/understanding from other units in the specification.</p> <p style="text-align: right;">[5 6 7 8]</p>	<p>Selects <b>appropriate</b> software to create the final product, including the presentation method, and provides a <b>thorough</b> and <b>detailed</b> justification for its use.</p> <p>Applies <b>comprehensive</b> planning techniques in a well organised way, including <b>some</b> reference to a clear house style that refers back to the success criteria.</p> <p><b>Lists</b> components sourced for the interactive product, clearly explaining and justifying choices in relation to their success criteria. Explains legislative constraints that apply to their use, stating how they would comply with them.</p> <p>Stores the components to be used in the interactive product in file types that are consistently <b>appropriate</b>.</p> <p>Design specification is logical and coherent. Contains <b>few</b>, if any, errors in spelling, punctuation and grammar. Uses technical terminology <b>accurately</b> and <b>appropriately</b> and demonstrates a <b>thorough</b> understanding.</p> <p><b>Clearly</b> draws upon <b>relevant</b> skills/knowledge/understanding from other units in the specification.</p> <p style="text-align: right;">[9 10 11]</p>	<p>The candidate has listed and justified all components. Where legislation does restrict the use of the resource, the candidate is clear what needs to be done. Similarly, where the copyright is not clear, the candidate is clear that it is their responsibility to check. Finally, where resources have been supplied by the candidate themselves, the candidate knows that copyright does not apply and so no action is required.</p>		

LO2: Be able to create interactive products containing multimedia components			Teacher Comments	Mark	Page No.
<b>MB1: 1 - 5 marks</b>	<b>MB2: 6 - 8 marks</b>	<b>MB3: 9 - 10 marks</b>	The candidate has used a navigation bar on all pages on the site. This is an effective navigation system. There are also links to sections on the offers page, using Anchors to do this. Users of the website are able to return to the main section of the site from the offers page by using the navigation bar.		
Combines components with a working <b>basic</b> navigation system when creating the interactive product.  [1 2 3 4 5]	Combines components with a working <b>sound</b> navigation system when creating the interactive product.  [6 7 8]	Combines components <b>effectively</b> showing a <b>clear</b> and coherent working navigation system when creating the interactive product.  [9 10]			

MB1: 1 - 5 marks	MB2: 6 - 8 marks	MB3: 9 - 12 marks			
<p>Applies <b>basic</b> techniques with some effects created in the software to allow user interactivity.</p> <p>Makes an attempt to use effects to meet user requirements, with <b>limited</b> success.</p> <p>Uses a <b>basic</b> template and the product in the <b>most</b> part reflects the designs.</p> <p style="text-align: right;">[1 2 3 4 5]</p>	<p>Applies <b>some</b> advanced techniques of the software enhancing the user interaction of the product.</p> <p>Uses effects <b>appropriately</b> to meet <b>some</b> of the user requirements.</p> <p>Uses a <b>sound</b> template and/or creates and uses a <b>clear</b> house-style and the product generally reflects the designs.</p> <p style="text-align: right;">[6 7 8]</p>	<p>Applies a <b>range</b> of <b>advanced</b> techniques of the software <b>appropriately</b> and <b>effectively</b>, enhancing the user interaction of the product and are based upon user requirements.</p> <p>Uses effects <b>appropriately</b> to <b>consistently</b> meet the user requirements.</p> <p>The interactive product is well organised, <b>effectively</b> making use of templates and/or creating and using house-styles, and the product fully and <b>accurately</b> reflects the designs.</p> <p style="text-align: right;">[9 10 11 12]</p>	<p>The candidate has included a number of features, including animated ad banners, which are consistently placed.</p> <p>There is evidence that this candidate is able to use the software to reasonable effect. The features included show that the candidate has an understanding of some of the advanced techniques and has used them appropriately and to good effect. However, the inclusion of a form as part of the template – making this a feature of each of the pages created from the template, does make the finished website somewhat clumsy and less than professional in appearance.</p> <p>In addition to the sound use of templates, the candidate has used effects appropriately throughout the interactive product.</p> <p>All graphics follow the same pattern and, where appropriate, text is in the same location. All graphics are placed appropriately on each page.</p> <p>The placing and timing of the ad banners on each page is appropriate. In one case, a graphic on the ad banner has been displayed so that the text can be read.</p> <p>The interactivity on the Google Map has been used well. The addition of comments to the interactive map is a particularly nice touch.</p> <p>The evidence meets the requirements of Mark Band 2 fully, but the somewhat clumsy template design and the lack of consideration for the house style which uses a bright background colour with very similar text colours, prevents us considering Mark Band 3. A mark at the top of Mark Band 2 can confidently be awarded.</p>		

LO3: Be able to carry out usability testing					
<b>MB1: 1 - 5 marks</b>	<b>MB2: 6 - 8 marks</b>	<b>MB3: 9 - 10 marks</b>		The candidate has created two test reports. One of these shows testing that was carried out during the creation of the product and the other has been carried out after the completion. The test report shows that all aspects of the site have been tested. There is also evidence that issues have been identified and fixed as part of the testing procedure.  The candidate has also produced a witness statements from a teacher, attesting that that the candidate was witnessed testing the product.	
Carries out <b>some</b> testing of the product.  [1 2 3 4 5]	Carries out <b>sound</b> testing of the product while creating and post completion.  [6 7 8]	Carries out <b>thorough</b> testing of the product while creating and post completion.  [9 10]			
<b>MB1: 1 - 3 marks</b>	<b>MB2: 4 - 6 marks</b>	<b>MB3: 7 - 8 marks</b>			
Gathers <b>limited</b> feedback and carries out some analysis of it, making a <b>limited</b> reference to success criteria.  [1 2 3]	Gathers <b>appropriate</b> feedback and analyses the feedback in relation to the final product and to <b>most</b> of the success criteria.  [4 5 6]	Gathers <b>appropriate</b> feedback and justifies the feedback methods used. <b>Effectively</b> analyses the feedback in relation to the final product and all of the success criteria.  [7 8]			
				<b>Total 60/</b>	
If this is a re-sit, please tick	Session and Year of previous submission	Jan / June	<b>2</b> <b>0</b>	Please tick to indicate this work has been standardised internally	

Please note: This form may be updated on an annual basis. The current version of this form will be available on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)).  
A completed Centre Authentication form CCS160 **must** accompany the MS1 when it is sent to the moderator.

### Guidance on Completion of this Form

- 1 **One** sheet should be used for each candidate.
- 2 Please ensure that the appropriate boxes at the top of the form are completed.
- 3 Please enter *specific* page numbers where evidence can be found in the portfolio, and where possible, indicate to which part of the text in the mark band the evidence relates.
- 4 Circle the mark awarded for each strand of the marking criteria in the appropriate box and also enter the circled mark in the final column.
- 5 Add the marks for the strands together to give a total out of 60. Enter this total in the relevant box.

## Exemplar materials – Candidate 2

### R005: Creating an interactive product using multimedia components

#### Task 1 – Design interactive product

##### Success criteria

I have been asked to create an interactive multimedia product. I have been given the specifications by the client and these are the success criteria:

- Pictures of woodland
- Pictures of assault courses
- Finished product should appeal to teenagers
- Consistent theme throughout
- Must be professional

##### **Commentary for LO1 – Success Criteria**

This is a simple list of criteria. There is no real thought about the purpose of the product, but there is evidence here that the candidate has an understanding of the client brief. This represents a Mark Band 1 response for this part of Task 1.

## Identifying resources and copyright

I will need to include a logo on every page. This will make my presentation look more professional and will improve the layout. I have a photograph of my Dad at the climbing wall and so I will use this. I have to ask his permission to use the photograph, because he may not want me to use it.

I need to be able to get from one page to another on the site and I would like all pages to be linked, so I am going to put links on the master slide.

I will need images of the new activity centre. The location will be in trees and so I want outdoor images. I have been given some photographs of outdoor areas and so I will pick the ones that are best for the client from these. These are all copyright free as my teacher has given them to me.

I have chosen FIVE images. Each of these is suitable because they show outdoor images. The candidate has identified some components to be used but they are not methodically listed. The work is also not in any real detail. For example, the candidate talks about “some photographs”. There is also some basic awareness of copyright. This represents a Mark Band 1 response for this part of Task 1.

## Task 2 – Make an interactive product

### The navigation system – candidate 2

ve us a call.



This candidate has chosen to complete this task as a PowerPoint presentation. The navigation here is limited to a home button that is on all pages other than the front page and an advance button. The advance button adds no functionality, as it is merely moving slides on one by one, which is a replication of the standard PowerPoint advance feature. The Home button is useful, but only in that it takes the candidate back to the front page. There is no ability to select, and then move to, sections of the presentation. This represents a Mark Band 1 response for this part of Task 2.

### Testing

I tested my presentation whilst I was working on it.

What testing	How testing	Expected outcome	Actual outcome	Action required
Home button	Click on the button	Go back to home page	Nothing happened	Check link on the master page
Slide changes	Open slide two from one	Effect happens when the page is opened	XYZ effect happened	None needed

The candidate claims to have tested two things – the home button and the transition. The test table shows that the home button did not work but it clearly does in the electronic file, so we can give the candidate BoD that this has been corrected. There is no testing of the content of the slides nor of the forward button. This is very limited - although it does match the wording for MB1 it is difficult to say that the learner's work *convincingly* meets the statement.

This represents a Mark Band 1 response for this part of Task 1.



## Gathering feedback

I asked the client for feedback on the completed presentation. She said that she was pleased with the presentation. She said that it showed lots of pictures and looked professional. She liked the pictures and the words that I had added. From the start, I knew that I needed to include pictures of woodland and outdoor areas and I have done this. I know that I have met the requirements set by the client.

The candidate has asked another person for some general feedback and has considered this with some reference to the original success criteria. This meets the MB1 requirement.

Please read the instructions printed at the end of this form. **One** of these sheets, suitably completed, should be attached to the assessed work of **each** candidate.

<b>Unit Title</b>	<b>Creating an interactive product using multimedia components</b>	<b>Unit Code</b>	<b>R005</b>	<b>Session</b>	Jan / June	<b>Year</b>	<b>2</b>	<b>0</b>		
<b>Centre Name</b>						<b>Centre Number</b>				
<b>Candidate Name</b>	<b>Candidate 2</b>					<b>Candidate Number</b>				
<b>LO1: Be able to design interactive products</b> <sup>1 2</sup>						<b>Teacher Comments</b>	<b>Mark</b>	<b>Page No.</b>		
<b>MB1: 1 - 3 marks</b>		<b>MB2: 4 - 6 marks</b>		<b>MB3: 7 - 9 marks</b>		This is a simple list of criteria. There is no real thought about the purpose of the product, but there is evidence here that the candidate has an understanding of the client brief.				
Produces a <b>basic</b> specification for an interactive product, identifying success criteria, <b>some</b> of which are suitable, and demonstrates a <b>limited</b> understanding of the client brief.  [1 2 3]		Produces a <b>sound</b> specification for an interactive product, identifying success criteria, <b>most</b> of which are suitable, and demonstrates a <b>clear</b> understanding of the client brief.  [4 5 6]		Produces a <b>comprehensive</b> specification for an interactive product, identifying suitable success criteria, and demonstrate a <b>thorough</b> understanding of the client brief.  [7 8 9]						

MB1: 1 - 4 marks	MB2: 5 - 8 marks	MB3: 9 - 11 marks	Teacher Comments	Mark	Page No.
<p>Reasons for selecting the software to create the final product, including the presentation method of the design, are <b>basic</b> and <b>limited</b>.</p> <p>Applies <b>basic</b> planning techniques, enough to show what the product will look like but with <b>limited</b> consideration to the success criteria.</p> <p><b>Lists</b> components sourced for the interactive product and gives <b>basic</b> reasons for selection in relation to their success criteria.</p> <p>Stores the components to be used in the interactive product in file types that are not always <b>appropriate</b>.</p> <p>Design specification has <b>limited</b> structure. There may be errors in spelling, punctuation and grammar which are intrusive and likely to impact on the meaning. Makes limited use of technical terminology and demonstrates a <b>basic</b> understanding of the subject matter.</p> <p>Draws upon <b>limited</b> skills/knowledge/understanding from other units in the specification.</p> <p style="text-align: right;">[1 2 3 4]</p>	<p>Selects <b>appropriate</b> software to create the final product, including the presentation method of the design, and gives <b>sound</b> justification for its use.</p> <p>Applies <b>sound</b> planning techniques, including some reference to a house style that takes into consideration of <b>some</b> of the success criteria.</p> <p>Lists components sourced for the interactive product, gives <b>sound</b> reasons for selection in relation to their success criteria and explains what the legislative constraints that apply to their use.</p> <p>Stores the components to be used in the interactive product in file types that are <b>mostly appropriate</b>.</p> <p>Design specification has <b>some</b> structure. <b>Occasional</b> errors in spelling, punctuation and grammar will not affect the overall meaning. Uses technical terminology with reasonable <b>accuracy</b> and demonstrates a <b>clear</b> understanding.</p> <p>Draws upon <b>some relevant</b> skills/knowledge/understanding from other units in the specification.</p> <p style="text-align: right;">[5 6 7 8]</p>	<p>Selects <b>appropriate</b> software to create the final product, including the presentation method, and provides a <b>thorough</b> and <b>detailed</b> justification for its use.</p> <p>Applies <b>comprehensive</b> planning techniques in a well organised way, including <b>some</b> reference to a clear house style that refers back to the success criteria.</p> <p>Lists components sourced for the interactive product, clearly explaining and justifying choices in relation to their success criteria. Explains legislative constraints that apply to their use, stating how they would comply with them.</p> <p>Stores the components to be used in the interactive product in file types that are consistently <b>appropriate</b>.</p> <p>Design specification is logical and coherent. Contains <b>few</b>, if any, errors in spelling, punctuation and grammar. Uses technical terminology <b>accurately</b> and <b>appropriately</b> and demonstrates a <b>thorough</b> understanding.</p> <p><b>Clearly</b> draws upon <b>relevant</b> skills/knowledge/understanding from other units in the specification.</p> <p style="text-align: right;">[9 10 11]</p>	<p>The candidate has identified some components to be used but they are not methodically listed. For example, the candidate talks about "some photographs". There is also some basic awareness of copyright.</p>		

LO2: Be able to create interactive products containing multimedia components			Teacher Comments	Mark	Page No.
<b>MB1: 1 - 5 marks</b>	<b>MB2: 6 - 8 marks</b>	<b>MB3: 9 - 10 marks</b>	This candidate has chosen to complete this task as a PowerPoint presentation. The navigation here is limited to a home button that is on all pages other than the front page and an advance button. The advance button adds no functionality, as it is merely moving slides on one by one, which is a replication of the standard PowerPoint advance feature. The Home button is useful, but only in that it takes the candidate back to the front page. There is no ability to select, and then move to, sections of the presentation.		
Combines components with a working <b>basic</b> navigation system when creating the interactive product.  [1 2 3 4 5]	Combines components with a working <b>sound</b> navigation system when creating the interactive product.  [6 7 8]	Combines components <b>effectively</b> showing a <b>clear</b> and coherent working navigation system when creating the interactive product.  [9 10]			
<b>MB1: 1 - 5 marks</b>	<b>MB2: 6 - 8 marks</b>	<b>MB3: 9 - 12 marks</b>			
Applies <b>basic</b> techniques with some effects created in the software to allow user interactivity.  Makes an attempt to use effects to meet user requirements, with <b>limited</b> success.  Uses a <b>basic</b> template and the product in the <b>most</b> part reflects the designs.  [1 2 3 4 5]	Applies <b>some</b> advanced techniques of the software enhancing the user interaction of the product.  Uses effects <b>appropriately</b> to meet <b>some</b> of the user requirements.  Uses a <b>sound</b> template and/or creates and uses a <b>clear</b> house-style and the product generally reflects the designs.  [6 7 8]	Applies a <b>range</b> of <b>advanced</b> techniques of the software <b>appropriately</b> and <b>effectively</b> , enhancing the user interaction of the product and are based upon user requirements.  Uses effects <b>appropriately</b> to <b>consistently</b> meet the user requirements.  The interactive product is well organised, <b>effectively</b> making use of templates and/or creating and using house-styles, and the product fully and <b>accurately</b> reflects the designs.  [9 10 11 12]			

LO3: Be able to carry out usability testing					
<b>MB1: 1 - 5 marks</b>	<b>MB2: 6 - 8 marks</b>	<b>MB3: 9 - 10 marks</b>		The candidate claims to have tested two things – the home button and the transition. The test table shows that the home button did not work but it clearly does in the electronic file, so we can give the candidate BoD that this has been corrected. There is no testing of the content of the slides nor of the forward button. This is very limited - although it does match the wording for MB1 it is difficult to say that the learner's work <i>convincingly</i> meets the statement.	
Carries out <b>some</b> testing of the product.  [1 2 3 4 5]	Carries out <b>sound</b> testing of the product while creating and post completion.  [6 7 8]	Carries out <b>thorough</b> testing of the product while creating and post completion.  [9 10]			
<b>MB1: 1 - 3 marks</b>	<b>MB2: 4 - 6 marks</b>	<b>MB3: 7 - 8 marks</b>		The candidate has asked another person for some general feedback and has considered this with some reference to the original success criteria	
Gathers <b>limited</b> feedback and carries out some analysis of it, making a <b>limited</b> reference to success criteria.  [1 2 3]	Gathers <b>appropriate</b> feedback and analyses the feedback in relation to the final product and to <b>most</b> of the success criteria.  [4 5 6]	Gathers <b>appropriate</b> feedback and justifies the feedback methods used. <b>Effectively</b> analyses the feedback in relation to the final product and all of the success criteria.  [7 8]			
				<b>Total 60/</b>	
If this is a re-sit, please tick	Session and Year of previous submission	Jan / June	<b>2 0</b>	Please tick to indicate this work has been standardised internally	

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