

Model Assignment

Issued January 2008

OCR Level 2 Nationals in ICT

Unit 4: Design and produce multimedia products

Please note:

This OCR model assignment may be used to provide evidence for the unit above. Alternatively, centres may wish to adapt this assignment or devise their own assignment for the purposes of assessment. It is the centre's responsibility to ensure that any adaptations made to this assignment allow candidates to meet all the assessment objectives and provide sufficient opportunity for candidates to demonstrate achievement across the full range of grades.

The scheme codes for these qualifications are:

OCR Level 2 National First Award in ICT	06324
OCR Level 2 National Award in ICT	06325
OCR Level 2 National First Certificate in ICT	06299
OCR Level 2 National Certificate in ICT	06276

The QCA Accreditation Number for this unit is:

Unit 4: Design and produce multimedia products	L/500/224
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This OCR model assignment remains live for the life of these qualifications.

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Model Assignment: Tutor Information

OCR Level 2 Nationals in ICT

Unit 4: Design and produce multimedia products

Guidance For Centres

1 General

- 1.1 OCR model assignments are issued free to centres on approval and are available to download from our website www.ocr.org.uk.
- 1.2 Centres may choose to:
 - use OCR model assignments for formal summative assessment of candidates
 - tailor OCR model assignments for formal summative assessment of candidates
 - use OCR model assignments as a benchmark for devising their own assignment.
- 1.3 This assignment has been designed to meet the full assessment requirements of the unit. Candidates will need to take part in a planned learning programme that covers the underpinning knowledge and skills of the unit.

2 Before carrying out the assignment

- 2.1 Candidates should be provided with a copy of the *Candidate Information* section of this assignment.
- 2.2 Candidates may carry out preparations prior to undertaking the tasks; there is no time limit for this.

3 When completing the assignment

- 3.1 Candidates should be allowed sufficient time to complete all of the tasks. However, this may vary depending on the nature of the tasks and the ability of individual candidates. It is suggested that evidence is produced in several sessions.
- 3.2 Each candidate must produce individual and authentic evidence for each task within the assignment.
- 3.3 Centre staff may give support and guidance to candidates. This support and guidance should focus on checking that candidates understand what is expected of them. It is not acceptable for tutors to provide model answers or to work through answers in detail.
- 3.4 Candidates may use information from any relevant source to help them with producing evidence for the tasks.
- 3.5 It is acknowledged that candidates in their responses may refer to situations in the scenario but as the scenario is fictitious this does not break any rules of confidentiality. However, candidates must be guided on the use of information from other sources to ensure that confidentiality is maintained at all times.

4 After completing the assignment

- 4.1 Candidates' evidence is assessed by the centre's assessor against the qualification specification contained in the Centre Handbook. When grading candidates' work centres **must** use the grading descriptors in the unit. For further information about assessment please refer to the section on Assessment and Moderation in the Centre Handbook.
- 4.2 Assessors' decisions should be quality assured across the centre through internal moderation. For further information about internal moderation please refer to the section on Assessment and Moderation in the Centre Handbook.

5 Presentation of work

- 5.1 Candidates may use the *Candidate Checklist* provided to ensure that they submit evidence for ALL tasks. They can do this by using the *Candidate Checklist* as a contents page inserting references/page numbers in the boxes provided.
- 5.2 Centres may wish to discourage candidates from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage candidates to present their work so that it is easily accessible, eg spiral bound, stapled booklet, treasury tag.

6 Acceptable evidence

- 6.1 For guidance on generation and collection of evidence please refer to the section on Assessment and Moderation in the Centre Handbook.

7 Reworking the assignment

- 7.1 If candidates do not meet the minimum PASS requirements for the assessment objectives, further work will be required.
- 7.2 Tutors may give feedback to candidates to support and guide them in producing evidence to the required standard.

Notes For Tutors

Introduction to the Tasks

Candidates will review several multimedia products – suggestions are made about the types of multimedia products to be reviewed but the specific choice of products will be left to individual candidates or centres. Candidates should be encouraged to review a variety of different multimedia products – e.g. interactive multimedia websites; educational and recreational computer games; online and CD ROM/DVD ROM presentations; commercial advertisements on CD ROM/DVD ROM. Candidates will then design a multimedia product, source and store suitable multimedia elements, including, if appropriate, multimedia elements they have themselves created as part of other work for this qualification. They will then create the product, seek feedback and suggest improvements. The tasks have been designed so that all of the assessment objectives in Unit 4 are addressed.

The work carried out in other units can be used as source material for this unit. For example, an animation created for Unit 20, graphics created for unit 21, sound created for Unit 22 and video created for Unit 23 could be elements used in the multimedia product.

This unit must **not** be evidenced by use of a simple website. The product should be an interactive multimedia presentation. It is intended that candidates use appropriate multimedia software e.g. Microsoft PowerPoint, Matchware Mediator, Macromedia Flash or similar.

Candidates will need to provide portfolio evidence for this unit using a range of suitable and appropriate techniques. These may include written and typed documentation, printouts, screenshots, video, audio presentation and computer files.

This model assignment must be used in conjunction with the unit specification and grading grids.

The Tasks

Task 1: Review several existing multimedia products

Assessment Objective 1 is assessed in this task.

Candidates need to review at least three examples of different existing multimedia products. These reviews must list and give an explanation of the good and not so good features of the multimedia products. The reviews could then be used to inform the design and development of the candidate's own multimedia product.

Candidates should be encouraged to review a variety of different multimedia products – e.g. interactive multimedia websites; educational and recreational computer games; online and CD ROM/DVD ROM presentations; commercial advertisements on CD ROM/DVD ROM.

For higher levels candidates will also need to show evidence that they have:

- identified the aim(s) and audience(s) of each of the multimedia products reviewed
- given a detailed explanation of the good and not so good features of each product reviewed
- suggested a range of valid improvements to the multimedia products reviewed to help the products to meet their aim(s).

Evidence for Task 1 (AO1) must take the form of a review of at least three different existing multimedia products. These reviews may be handwritten or word processed and could be illustrated by screenshots of the products to emphasise points made by the candidate. This evidence could be presented in hard copy or electronic form. As an alternative, recorded commentaries by the candidate may be suitable where these can be supplemented by screenshots or clips from the multimedia product. A detailed witness statement may be used to support other evidence submitted.

An example review layout is included below. Pass level candidates need only complete the first page in the example, covering the good and not so good features of three different existing multimedia products.

Example review layout

Type of multimedia product:

Website address (URL) or other product details:

Name of organisation/product:

1 List and explain at least three good features of the multimedia product:

2 List and explain at least three not so good features of the multimedia product:

3 Product aim(s) and target audience

Copy and paste some screen shots from the multimedia product and add comments in the boxes alongside.

Aim(s) of the product:

Target audience of the product:

Screen shot	How does the text/image relate to the aim(s) of the product?

4 Links between pages/screens/slides

Explain how user interaction is required to navigate the product.

QUESTION:	YOUR RESPONSE:
What did you have to do?	
What happened when you did this?	
How easy was it to understand what you had to do?	
How effective was the interactivity?	

5 Now comment on the following elements of the multimedia product:

ELEMENT:	YOUR COMMENTS:
Use of images in the product	
Colour used in the product	
The amount of text and other information	
The pace of the multimedia product	
User interaction	
Use of animation and/or video	
Navigation	

6 Suggest at least three valid improvements to the multimedia website/product to help meet the product's aim(s).

Task 2: Design a multimedia product

Assessment Objective 2 is assessed in this task.

Candidates are required to state the purpose and audience for the product they will produce. They must produce a plan which includes details of the housestyle and navigation system. A storyboard covering the main elements of the multimedia product must also be provided.

For higher levels candidates will also need to ensure that their description of the purpose and audience for their multimedia product is thorough. The plan must be detailed, with an appropriate housestyle and an effective navigation system provided. The storyboard must cover all the elements in their product. Designs must be well structured. It is expected that, for Distinction, planning will be comprehensive and will include enough detail for another person to implement the interactive multimedia product.

Evidence for Task 2 (AO2) must include: details of the audience the product is intended for, purpose, plan of the product, a housestyle and navigation system and a storyboard. A flowchart may be included, if appropriate, showing the different routes through the product. The plan of the product may be as simple as a site plan indicating the number of screens in the product and the links. The housestyle and navigation system should be presented graphically to show the layout and format of the slides and the navigation. The storyboard is more in-depth and should contain details of the elements to be included on each slide.

Task 3: Source and store suitable multimedia elements

Assessment Objective 3 is assessed in this task.

Candidates will need to source and store suitable multimedia elements including text, images and sound. They will provide details of the website URL/network location or other source information (including, for example, details of software used if they have created the element(s) themselves).

For higher levels, candidates will need to source and store video and animation elements in addition to text, images and sound. They will also need to ensure that accurate acknowledgement of all sources is given.

Evidence for Task 3 (AO3) should indicate the source of text, photographs, drawings, clipart, video, animation, sound and other materials stored and/or created by the candidate for use in the product. The material collected by the candidate should be appropriate for their multimedia product. Candidates must show evidence of acknowledging sources.

Task 4: Create the multimedia product

Assessment Objective 4 is assessed in this task.

The multimedia product must make use of alternative pathways, hyperlinks and multimedia effects. It must contain text, images and sound.

For higher levels the multimedia product must make effective use of user interaction in addition to alternative pathways, hyperlinks and multimedia effects. All elements must work as intended. The multimedia product must contain animation and video in addition to text, images and sound.

Centres may wish to assess AO4 electronically using the candidates' finished products. Alternatively, evidence could include printouts of each screen, clear enough to show the elements used. In this case, annotation is likely to be required to explain how these features work as intended.

Task 5: Seek feedback and suggest improvements (AO5)

Assessment Objective 5 is assessed in this task.

Candidates must seek and provide evidence of feedback from at least one test user or peers. They must suggest at least one possible improvement that could be made to the product.

For higher levels candidates must seek and provide evidence of a range of feedback from test users or peers, **and** complete a thorough self-evaluation of their product. They must suggest valid improvements that could be made to the product and for Distinction must also provide details of how such improvements could be achieved. It is not necessary for the improvements to be made, though this may provide further support for this assessment objective.

Evidence for Task 5 (AO5) must include written or recorded feedback about their product and, based on this feedback, candidates must suggest possible improvement(s). For Distinction, candidates will be required to suggest how improvements could be implemented. However, they are not required to actually carry out these improvements, though such additional evidence would be helpful in supporting the award of AO5.

Model Assignment: Candidate Information

OCR Level 2 Nationals in ICT

Unit 4: Design and produce multimedia products

CANDIDATE NAME: _____

General Information for Candidates

Q *Do I have to pass this assignment?*

A You must achieve at least a pass for this assignment to achieve credit towards the full qualification.

Q *What help will I get?*

A Your tutor will help you when completing the OCR model assignment and will make sure that you know what resources/facilities you need and are allowed to use.

Q *What if I don't understand something?*

A It is your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.

Q *Can I copy other people's work?*

A No. The work that you produce must be your own work. You should never copy the work of other candidates or allow others to copy your work. Any information that you use from other sources, eg books, newspapers, professional journals, the internet, must be clearly identified and not presented as your own work.

Q *Can I work in a group?*

A Yes. However, if you work in a group at any stage you must still produce work that shows your individual contribution.

Q *How should I present my work?*

A You can present your work in a variety of ways, eg handwritten, word processed, on video. However, what you choose should be appropriate to the task(s). For some work, eg presentations, coaching sessions, role-play, work experience, you will need to provide proof that you completed the task(s). A witness statement or observation sheet could be used for this. If you are unsure, check with your tutor.

Q *When I have finished, what do I need to hand in?*

A You need to hand in the work that you have completed for each task. Do not include any draft work or handouts unless these are asked for. When you hand in your work make sure that it is labelled, titled and in the correct order for assessing.

Q *How will my work be assessed?*

A Your work will be marked by an assessor in your centre. The assessor will mark the work using the assessment objectives and grade descriptors in the qualification specification.

Scenario

Live Charity Music Concert

You have been employed to assist in the organisation and promotion of a live charity music concert to be held at a venue in or close to your college/school. The bands and artists performing at the concert have agreed to provide their services free of charge so that more money can be raised for a chosen charity. You must decide on the bands and artists who will play at the concert. The date, timing, ticket prices, ordering details and other features (e.g. digital images; clipart; animations etc.) will also need to be decided so that these can be included in the multimedia product you will design and produce.

You must design and produce a multimedia product in the form of an interactive multimedia presentation. It is expected that this presentation will consist of at least 10 slides which will be used to promote the event to the public. The multimedia product must include a wide range of multimedia elements such as text, images, sound, animation and video. It must be designed to allow the user to interact with the product so that they can find the information that interests them or that they need to know. You must source the multimedia elements that you use in your multimedia product. One or more of these elements could be items you have developed as evidence for other units of this qualification – such as an animation created for Unit 20, graphics created for Unit 21, sound created for Unit 22 and/or video created for Unit 23.

Before you start to source suitable multimedia elements, you must review at least three different existing multimedia products. These reviews should help you with ideas for your own multimedia product.

When you have created your multimedia product you should then get feedback from users and/or peers who will need to try it out. You may also produce a detailed self-evaluation of your multimedia product. Finally you will suggest improvements which could be made to your product.

Tasks

Task 1: Review several existing multimedia products

Assessment Objective 1 is assessed in this task.

Before you design and create your multimedia product you must review **at least three** different existing interactive multimedia products. These reviews must list and give an explanation of the good and not so good features of each product.

The multimedia products you review can be:

- interactive multimedia websites
- educational or recreational computer games
- online and CD-ROM/DVD-ROM presentations
- commercial advertisements on CD-ROM/DVD-ROM.

Pass level candidates only need to complete Part A

A For each of the interactive multimedia products you review:

- state the type of interactive multimedia product
- state the website address (URL) or provide other relevant details of the interactive multimedia product
- state the name of the organisation
- list the good and not so good features of the multimedia product
- explain, for each feature, what makes the feature good or not so good.

When completing your reviews, you could also make notes on features which you may wish to include or avoid when you design and create your own multimedia product.

(Evidence for this could be in the form of annotated screenshots of the multimedia product. It could take the form of a table with screenshots in one column and comments alongside.)

B For each of the interactive multimedia products you review:

- state the aim(s) and audience of each of the multimedia products
- give detailed explanations of the good and not so good features of the interactive multimedia products
- suggest a range of valid improvements to the multimedia products to help to meet the products' aim(s).

(Evidence for this could be in the form of annotated screenshots of the multimedia product. It could take the form of a table with screenshots in one column and comments alongside.)

Task 2: Design a multimedia product

Assessment Objective 2 is assessed in this task.

You will need to design a multimedia product in the form of an interactive multimedia presentation to promote the live charity music concert to the public. It is expected that this presentation will consist of at least 10 slides.

Pass level candidates only need to complete parts **A**, **B** and **C**

A State the purpose and audience of your interactive multimedia presentation.

For higher levels you should ensure your description is thorough.

B Design the housestyle and overall product plan for the interactive multimedia presentation. This should include details of the navigation system to be used, slide layouts, colours, fonts, sizes, styles, attributes and images.

For higher levels you should ensure your housestyle is appropriate.

C Create a storyboard to show the layout of each slide. This must include the main elements of each slide, including sound, animation and video. Your storyboard must also include details of how the slides are linked and any other interactivity to be included.

For higher levels your storyboard must be detailed and the navigation system must be effective.

D Ensure that your storyboard covers all the elements in your interactive multimedia presentation and is well structured.

(Evidence for A-D could be in the form of notes, annotated screenshots and a storyboard showing the design of each of the slides in your interactive multimedia presentation)

You may wish to use the example storyboard layout on page 18.

Name: _____

Storyboard

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Task 3: Source and store suitable multimedia elements

Assessment Objective 3 is assessed in this task.

You need to source and store suitable multimedia elements to use in your interactive multimedia presentation to promote the live charity music concert. These must include text, images and sound. You should provide details of the website(s) or other locations where the elements are found. If you have created any elements yourself, such as an animation created for Unit 20, graphics created for Unit 21, sound created for Unit 22 and/or video created for Unit 23, you can use them where appropriate in your interactive multimedia presentation.

Pass level candidates only need to complete parts **A** and **B**

- A** Search for and save suitable text, images and sound to use in your interactive multimedia presentation
- B** State the website address (URL) or other location where each element has been found. CD and DVD clipart libraries, the Clipart Gallery, scanned images, digital photographs and recorded sound clips can also be used – details of the sources of these elements should be given in each case.

To achieve higher levels you must provide accurate details of all sources used.

- C** Source and store suitable video clip(s) and animation(s) for use in your interactive multimedia presentation

(Evidence for A-C could be printouts of the multimedia elements found, screenshots showing filenames of images, sounds, videos and animations saved, text copied from suitable sources etc. In addition details of the sources should be included.)

Task 4: Create the multimedia product

Assessment Objective 4 is assessed in this task.

In this task you will create the interactive multimedia presentation for the live charity music concert. Your presentation must be based on the designs of the product that you produced for Task 2 (AO2) and make use of the multimedia elements you sourced and stored for Task 3 (AO3).

Pass level candidates only need to complete part **A**

- A** Create your interactive multimedia presentation. The presentation must include alternative pathways (e.g. to enable the user to select their own route through the product), hyperlinks (e.g. to websites, pop-ups, return to start) and multimedia effects (e.g. transitions, hide/show, animations, other). It must contain text, images and sound.

(Evidence may be in the form of annotated printouts of the presentation or in the form of electronic files)

- B** Make effective use of user interaction
- C** Make sure that all of the elements in the interactive multimedia presentation work as intended
- D** Ensure that animation(s) and video(s) are included in the interactive multimedia presentation

(Evidence may be in the form of annotated printouts of the presentation or in the form of electronic files)

Task 5: Seek feedback and suggest improvements (AO5)

Assessment Objective 5 is assessed in this task.

In this task you will seek feedback from a test user and/or peers. You must suggest at least one possible improvement to the interactive multimedia presentation

To achieve Pass level you need only complete parts **A** and **B** of this task.

- A** Ask at least one of your colleagues to try out your interactive multimedia presentation and to give feedback on its good and not so good points. Make notes or record the feedback as evidence.
- B** Suggest at least one possible improvement that could be made to your interactive multimedia presentation

(Evidence could be word processed or handwritten notes or a recording of the comments made by the test user(s).)

- C** Complete a thorough, detailed self-evaluation of the interactive multimedia presentation.
- D** Suggest a range of valid improvements to the interactive multimedia presentation that could be made.
- E** Provide details of how the suggested improvements would be made (you do not actually have to provide evidence of making these suggested changes).

(Evidence could be word processed or handwritten notes, a table or a form.)

Model Assignment: Candidate Checklist

OCR Level 2 Nationals in ICT

Unit 4: Design and produce multimedia products

CANDIDATE NAME: _____

For task 1 (AO1) have you:	Completed (✓)
A Completed a review of three different existing multimedia products including: the type of multimedia product the website address or other product details the name of the organisation the good and not so good features of the multimedia product what makes each of these features good or not so good?	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Annotated screenshot	
<input type="checkbox"/> A table with screenshots of multimedia products	
<input type="checkbox"/> or other (please give details) _____	

To achieve higher grades:

For task 1 (AO1) have you:	Completed (✓)
B Checked that the reviews also include: the aim(s) and the audience detailed explanations of the good and not so good features suggestions of a range of valid improvements to help each product to meet its aim(s)?	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Annotated screenshot	
<input type="checkbox"/> A table with screenshots of multimedia products	
<input type="checkbox"/> or other (please give details) _____	

For task 2 (AO2) have you:	Completed (✓)
A Stated the purpose of and audience for your interactive multimedia presentation?	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Notes (word processed or handwritten)	
<input type="checkbox"/> or other (please give details) _____	

For task 2 (AO2) have you:	Completed (✓)
B Designed the housestyle and overall product plan for your interactive multimedia presentation, including the navigation system to be used, slide layouts, colours, fonts, sizes, styles, attributes and images?	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Printed or hand drawn housestyle	
<input type="checkbox"/> Printed or hand drawn product plan	
<input type="checkbox"/> or other (please give details) _____	

For task 2 (AO2) have you:	Completed (✓)
C Created a storyboard ?	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Printed or hand drawn storyboard	
<input type="checkbox"/> or other (please give details) _____	

For task 2 (AO2) have you:	Completed (✓)
D Ensured that your storyboard covers all the elements in your interactive multimedia presentation and is well structured? (Merit and Distinction only)	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Printed or hand drawn storyboard	
<input type="checkbox"/> or other (please give details) _____	

For task 3 (AO3) have you:	Completed (✓)
A Sourced suitable text, images and sound?	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Screenshots	
<input type="checkbox"/> or other (please give details) _____	

For task 3 (AO3) have you:	Completed (✓)
B Stated the source of each element?	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Annotated printouts/screenshots	
<input type="checkbox"/> Table listing details of files and their sources	
<input type="checkbox"/> or other (please give details) _____	

For task 3 (AO3) have you:	Completed (✓)
C Sourced and stored suitable video clip(s) and animation(s)? (Merit and Distinction only)	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Annotated printouts/screenshots	
<input type="checkbox"/> Table listing details of files and their sources	
<input type="checkbox"/> or other (please give details) _____	

(continued overleaf)

For task 4 (AO4) have you:	Completed (✓)
A Created an interactive multimedia presentation?	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Annotated printouts/screenshots	
<input type="checkbox"/> Electronic file(s)	
<input type="checkbox"/> or other (please give details) _____	

For task 4 (AO4) have you:	Completed (✓)
B Made effective use of user interaction? (Merit and Distinction only)	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Annotated printouts/screenshots	
<input type="checkbox"/> Electronic file(s)	
<input type="checkbox"/> or other (please give details) _____	

For task 4 (AO4) have you:	Completed (✓)
C Made sure all the elements work as intended? (Merit and Distinction only)	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Annotated printouts/screenshots	
<input type="checkbox"/> Electronic file(s)	
<input type="checkbox"/> or other (please give details) _____	

For task 4 (AO4) have you:	Completed (✓)
D Ensure that animation(s) and video(s) are included? (Merit and Distinction only)	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Annotated printouts/screenshots	
<input type="checkbox"/> Electronic file(s)	
<input type="checkbox"/> or other (please give details) _____	

For task 5 (AO5) have you:	Completed (✓)
A Obtained feedback from a test user or peer? Made notes or recorded the feedback as evidence?	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Handwritten/word processed notes	
<input type="checkbox"/> Recorded clips (electronic files or tape)	
<input type="checkbox"/> or other (please give details) _____	

For task 5 (AO5) have you:	Completed (✓)
B Made notes about at least one possible improvement that could be made?	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Handwritten/word processed notes	
<input type="checkbox"/> Recorded clips (electronic files or tape)	
<input type="checkbox"/> or other (please give details) _____	

For task 5 (AO5) have you:	Completed (✓)
C Completed a thorough self-evaluation of your interactive multimedia presentation? (Merit and Distinction only)	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Handwritten/word processed notes	
<input type="checkbox"/> or other (please give details) _____	

For task 5 (AO5) have you:	Completed (✓)
D Suggested a range of valid improvements that could be made to your interactive multimedia presentation? (Merit and Distinction only)	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Handwritten/word processed notes	
<input type="checkbox"/> or other (please give details) _____	

For task 5 (AO5) have you:	Completed (✓)
E Provided details of how the suggested improvements would be made? (Distinction only)	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Handwritten/word processed notes	
<input type="checkbox"/> or other (please give details) _____	