

# Model Assignment

## Issued July 2010

OCR Level 2 Nationals in ICT 2010

Unit 4: Design and produce interactive 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 Short Course Award in ICT	05659
OCR Level 2 National First Award in ICT	04676
OCR Level 2 National Award in ICT	04677
OCR Level 2 National First Certificate in ICT	04678
OCR Level 2 National Certificate in ICT	04679

**The QCA Accreditation Number for this unit is:**

Unit 4: Design and produce interactive multimedia products      T/601/8105

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 2010

Unit 4: Design and produce interactive 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](http://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

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Candidates will review several interactive multimedia products – suggestions are made about the types of interactive 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 interactive 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 an interactive 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 interactive multimedia product.

This unit must **not** be evidenced by use of a simple website. The product should be an interactive multimedia product. 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

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### Task 1: Review several existing interactive multimedia products

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#### **Assessment Objective 1 is assessed in this task.**

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

Examples of suitable interactive multimedia products for review might be:

- educational and recreational computer games
- interactive presentations
- commercial advertisements
- interactive multimedia websites (Simple website are not appropriate)

Evidence for Task 1 (AO1) must take the form of a review of at least three different existing interactive multimedia products. These reviews may be 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 interactive multimedia product. An individual, detailed witness statement signed and dated by the tutor, might need to 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 interactive multimedia products.

## Example review layout

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Type of interactive multimedia product:

Website address (URL) or other product details:

Name of organisation/product:

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

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

### 3 Product aim(s) and target audience

Copy and paste some screen shots from the interactive 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

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 interactive 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 interactive multimedia product	
User interaction	
Use of animation and/or video	
Navigation	

**6(a) Suggest at least three improvements to the interactive multimedia product.**

**(b) Explain how your suggested improvements will help the product to meet its aim(s). (Distinction level only)**

## Task 2: Design an interactive multimedia product

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### **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 house style and navigation system. A storyboard covering the main elements of the interactive 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 interactive multimedia product is thorough. The plan must be detailed, with an appropriate house style 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 screens and the navigation. The storyboard is more in-depth and should contain details of the elements to be included on each screen.

Name: \_\_\_\_\_

<b>Storyboard</b>
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### Task 3: Source and store suitable multimedia elements

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#### **Assessment Objective 3 is assessed in this task.**

Candidates must provide evidence that they have stored elements as well as sourced them. Whilst it is possible that text will be stored only in the final product itself, any images, animations, sounds and video clips should be stored in appropriate locations. Sound added as an effect to the final product does not meet the requirement for sourcing and storing sound. Screenshots of directory contents can provide evidence, alternatively a listing of the graphics etc along with details of their sources may be used to supplement file listing screenshots.

Where candidates have created elements themselves, this should be indicated so it is clear that no acknowledgement of source, for that particular element, is required.

The material collected by the candidate should be appropriate for their interactive multimedia product.

### Task 4: Create the interactive multimedia product

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#### **Assessment Objective 4 is assessed in this task.**

It is important to note that even at Pass level the interactive multimedia product must make use of alternative pathways, hyperlinks and multimedia effects. It must contain text, images and sound.

All Candidates are required to embed sound, and at the Higher levels animation, files that they have sourced and stored in Task 3. It is not acceptable simply to rely on the use of sound effects and custom animations settings provided in the software. These are referred to in the unit specification as multimedia effects

Tutors are strongly advised to assess AO4 electronically using the candidates' finished products.

## Task 5: Test the interactive multimedia product

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### **Assessment Objective 5 is assessed in this task.**

The assignment lists the categories that the tests should cover; candidates should use this list to decide which specific tests they need to carry out for their own multimedia product. It is not appropriate for centres to provide candidates with pre-populated test plans for them to simply complete.

At Pass level, candidates must produce a test table providing evidence of testing their multimedia product to ensure that all internal links work effectively. Any broken and/or faulty links must be fixed. The completed test table will be submitted as evidence.

For the Higher levels, candidates will need to conduct a more comprehensive range of tests covering the main areas of their multimedia product. Any problems identified should be corrected. Where action is taken, this must be clearly evidenced, probably through the use of screenshots and must clearly show 'before' and 'after' to show that amendments have been made.

If the multimedia product is fully functioning, the test table must be annotated to show this. Candidates should not invent problems simply to show that they are able to correct them. This will not impact on them being able to achieve the higher grades.

## Task 6: Seek feedback and suggest improvements (AO6)

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### **Assessment Objective 6 is assessed in this task.**

Candidates must seek and provide evidence of feedback from at least one test user or peers. It is not appropriate for centres to provide candidates with ready made feedback forms for them to simply distribute.

Candidates must make their own comments about possible improvements that could be made to their multimedia product. These may be based on feedback from peers or their self evaluation. It is not sufficient for candidates to rely solely on other people's suggestions for this part of the task without justification

Errors should have been identified and corrected in testing this means that any suggested improvements for this task should be something that would make the product more effective for the target audience and purpose.



# Model Assignment: Candidate Information

OCR Level 2 Nationals in ICT 2010

Unit 4: Design and produce interactive 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

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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 interactive multimedia product you will design and produce.

You must design and produce an interactive multimedia product in the form of an interactive multimedia product. It is expected that this product will consist of at least 12 screens which will be used to promote the event to the public. The interactive 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 interactive 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 interactive multimedia products. These reviews should help you with ideas for your own interactive multimedia product.

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

# Tasks

## Task 1: Review several existing interactive multimedia products

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### Assessment Objective 1 is assessed in this task.

Before you design and create your interactive 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 interactive 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 interactive multimedia product
- explain, for each feature, what makes the feature good or not so good.
- make notes on at least one technique/element which you may wish to include or avoid when you design and create your own interactive multimedia product.

*(Evidence for this could be in the form of annotated screenshots of the interactive multimedia product or 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)
- state the audience (for Distinction level only)
- give detailed explanations of the good and not so good features
- suggest a range of valid improvements to help the product meet its aim(s).
- explain why you have chosen to include or avoid any techniques/elements in your own interactive multimedia product.

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

## Task 2: Design an interactive multimedia product

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### **Assessment Objective 2 is assessed in this task.**

You will need to design an interactive multimedia product in the form of an interactive multimedia product to promote the live charity music concert to the public. It is expected that this product will consist of at least 12 screens.

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

**A** State the purpose and audience of your interactive multimedia product.

For higher levels you should ensure your description is thorough.

**B** Design the housestyle and overall product plan for the interactive multimedia product. This should include details of the navigation system to be used, screen 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 screen. This must include the main elements of each screen, including sound, animation and video. Your storyboard must also include details of how the screens 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 product 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 screens in your interactive multimedia product)*

## Task 3: Source and store suitable multimedia elements

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### Assessment Objective 3 is assessed in this task.

You need to source and store suitable multimedia elements to use in your interactive multimedia product 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 product.

To achieve Pass level you only need to complete parts **A** and **B**

To achieve Merit level you also need to complete part **C**

To achieve Distinction level you need to complete **ALL** parts of this task

- A** Search for and save suitable text, images and sound to use in your interactive multimedia product
  
- 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 animation(s) for use in your interactive multimedia product
  
- D** Source and store suitable video clip(s) for use in your interactive multimedia product

*(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 interactive multimedia product

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### **Assessment Objective 4 is assessed in this task.**

In this task you will create the interactive multimedia product for the live charity music concert. Your product 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 product. The product 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 is likely to be the interactive multimedia product)*

- B** Add some other interactive features, eg rollover effects, video/sound playback controls/action buttons, drag and drop, interactive game/flash object
- C** Make sure that all of the elements in the interactive multimedia product work as intended
- D** Ensure that animation(s) and video(s) are included in the interactive multimedia product

*(Evidence is likely to be the interactive multimedia product)*

## Task 5: Test interactive multimedia product

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### Assessment Objective 5

In this task you will test your interactive multimedia product to make sure that all pathways and links work effectively.

To achieve Pass level you need only complete part **A**

**A** Produce a test table and use it to test your interactive multimedia product.

To achieve Pass level you must make sure that all pathways and other internal hyperlinks work effectively.

To achieve Merit level, you should also show evidence of testing most of the main areas of your interactive multimedia product.

To achieve Distinction level, tests must be carried out that cover all the main areas of the interactive multimedia product.

Main areas should include:

- pathways through the multimedia product
- additional hyperlinks (internal and external)
- use of consistent house style
- effective use of different components
- interactive elements
- suitability for target audience
- purpose of multimedia product
- ease of use

To achieve the higher levels you must indicate any actions that are required to solve any problems that you have identified.

To achieve Distinction level you must also provide evidence that you have solved any problems you have found. If you have found no problems during your testing, this **must** be recorded on the test table and no further evidence will be required. The final product must support your claim that there are no errors.

*(The test table could be produced using a word-processed document)*

## Task 6: Seek feedback and suggest improvements (AO6)

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### **Assessment Objective 6 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 product

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

To achieve Merit level you need to complete part **A**, **C** and **D** of this task.

To achieve Distinction level you need to complete part **A**, **C**, **D** and **E** of this task.

**A** Ask at least one of your colleagues to try out your interactive multimedia product and to give feedback on its good and not so good points. Make notes or record the feedback as evidence.

*(Evidence could be completed questionnaires)*

**B** You must suggest at least one possible improvement that could be made to your interactive multimedia product

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

**C** Complete a thorough, detailed self-evaluation of the interactive multimedia product.

**D** Suggest a range of valid improvements to the interactive multimedia product 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 notes, a table or a form.)*

# Model Assignment: Candidate Checklist

OCR Level 2 Nationals in ICT

Unit 4: Design and produce interactive multimedia products

CANDIDATE NAME: \_\_\_\_\_

<b>For task 1 (AO1) have you:</b>	Completed (✓)
<b>A &amp; B</b> Completed a review of three different existing interactive multimedia products	
<b>Evidence provided (please ✓):</b>	Ref/Page no(s)
<input type="checkbox"/> printed documents	
<input type="checkbox"/> or other (please give details) _____	

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

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

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

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

<b>For task 3 (AO3) have you:</b>	Completed (✓)
<b>B</b> Stated the source of each element?	
<b>Evidence provided (please ✓):</b>	Ref/Page no(s)
<input type="checkbox"/> printed document	
<input type="checkbox"/> or other (please give details) _____	

<b>For task 3 (AO3) have you:</b>	Completed (✓)
<b>C</b> Sourced and stored suitable animation(s)? (Merit and Distinction only)	
<b>Evidence provided (please ✓):</b>	Ref/Page no(s)
<input type="checkbox"/> printed document	
<input type="checkbox"/> or other (please give details) _____	

<b>For task 3 (AO3) have you:</b>	Completed (✓)
<b>D</b> Sourced and stored suitable video clip(s)? (Distinction only)	
<b>Evidence provided (please ✓):</b>	Ref/Page no(s)
<input type="checkbox"/> printed document	
<input type="checkbox"/> or other (please give details) _____	

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

<b>For task 5 (AO5) have you:</b>	Completed (✓)
<ul style="list-style-type: none"> <li>produced a test table?</li> <li>provided annotated screenshots highlighting before and after changes for the tests carried out, where appropriate? (Distinction only)</li> </ul>	
<b>Evidence provided (please ✓):</b>	Ref/Page no(s)
<input type="checkbox"/> completed test table	
<input type="checkbox"/> annotated screenshots	
<input type="checkbox"/> final multimedia product	
<input type="checkbox"/> or other (please give details) _____	

<b>For task 6 (AO6) have you:</b>	Completed (✓)
<b>A</b> Obtained feedback from a test user or peer?	
<b>Evidence provided (please ✓):</b>	Ref/Page no(s)
<input type="checkbox"/> word processed notes	
<input type="checkbox"/> Recorded clips (electronic files or tape)	
<input type="checkbox"/> or other (please give details) _____	

(continued overleaf)

<b>For task 6 (AO6) have you:</b>	Completed (✓)
<b>B</b> Made notes about at least one possible improvement that could be made?	
<b>Evidence provided (please ✓):</b>	Ref/Page no(s)
<input type="checkbox"/> Handwritten/word processed notes	
<input type="checkbox"/> or other (please give details) _____	

<b>For task 6 (AO6) have you:</b>	Completed (✓)
<b>C</b> Completed a self-evaluation of your product? (higher levels only)	
<b>Evidence provided (please ✓):</b>	Ref/Page no(s)
<input type="checkbox"/> word processed notes	
<input type="checkbox"/> or other (please give details) _____	

<b>For task 6 (AO6) have you:</b>	Completed (✓)
<b>D</b> Suggested a range of valid improvements that could be made to your interactive multimedia product? (higher levels only)	
<b>Evidence provided (please ✓):</b>	Ref/Page no(s)
<input type="checkbox"/> word processed notes	
<input type="checkbox"/> or other (please give details) _____	

For task 6 (AO6) have you:	Completed (✓)
<b>E</b> Provided details of how the suggested improvements would be made? (Distinction only)	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> word processed notes	
<input type="checkbox"/> or other (please give details) _____	