



11 Enterprise Computing

Task 1: Interactive Media and UX Project

Due Date: 3 Apr 2025

Distributed: 11 Feb 2025

Weighting: 20%

Task Type: Report and Practical

Syllabus Outcome/s: EC11-1, EC11-2, EC11-3, EC11-4, EC11-5, EC11-8, EC11-9, EC11-10, EC11-11

Unit: Interactive media and the user experience

Task Description

You are to design, create and document an interactive website. The website is to be developed using WordPress. Your site could be one of the following:

- select a children's book such as Grug and create an interactive version. (This could include a user clicks on characters and they animate and/or talk or the user clicks on a button for it to be read aloud).
- the solar system (this could include the user clicking on a planet and information appears with a video or verbal explanation and/or the planet orbiting appropriately).
- human body or car (this could include the user clicking on a part and information appearing and/or a 3D character reading the information with a video explanation).
- art gallery (this could include the user clicking on an artwork and information appears explaining the artwork and providing a large view of the artwork or information about the artist and/or a 3D character reading the information).
- fashion range (this could include the user clicking on a piece of fashion and information appears exploring the piece and/or providing a large view and/or the item being modelled, 3D character reading the information).
- interactive menu for a restaurant (this could include clicking on an item and to provide information on the calories, ingredients, source of the ingredients and/or 3D character providing the information).
- famous tourist location (this could include the user clicking on a famous landmark and information appears explaining the landmark and/or back story of the landmark).
- student choice as approved by class teacher

The website should also include an animation using Adobe Character Animator incorporated into a video post, such as an advertisement for your product/service, or a tutorial on how to use your site or informative style video exploring a concept presented on the site.

The task is comprised of two parts:

PART A - Documentation

You are required to complete a project portfolio which addresses the following:

- A description of the problem you plan on solving
- A journal showing your progress clearly providing a date, screenshot and description of problems and solutions
- Research and justify the selection of appropriate data types used in interactive websites (eg .MP4, .JPG, .MP3)
- A justification on how you have applied a range of design techniques to the User Interface (UI) including appropriate storyboards
- An explanation of how the User Interface (UI) impacts on the User eXperience (UX) of the interactive website.

PART B - Practical

The practical component of the task involves:

- An interactive website, with multiple pages, incorporating a range of interactive media (audio and video) and WordPress plugins
- At least 1 video post incorporated into your site (TikTok/Instagram/Reel/Thread/Snapchat style) to advertise or explain a concept on your website.
- Publishing the complete website using WordPress.

Glossary of Key Words

These verbs will provide an understanding of the detail needed to successfully complete this task.

- **Assess:** Make a judgement of value, quality, outcomes, results or size
- **Explain:** Relate cause and effect; make the relationships between things evident; provide why and/or how
- **Justify:** Support an argument or conclusion
- **Propose:** Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

Details of Submission

PART A - Documentation

The report for your selected idea addressing the areas identified above needs be submitted on Moodle.

PART B - Practical

The website should be created using WordPress with the link being shared with your teacher via the task created in Moodle.

Teacher Feedback and Student Self-Reflection

The task will be returned to students within **14 days** of the due date. Information on how to improve will be provided through written teacher feedback and the marking criteria. Students can clarify or seek further feedback by speaking with their teacher.

Upon return of the task and teacher feedback, students will also be expected to complete the following self-reflection form, to provide them with the opportunity to reflect on the strength of their performance, as well as areas that have been identified to strengthen in future tasks - <https://forms.gle/oBnPJ8EsGLTQZm7Z8>

How does this link to my learning?

This task will allow students to demonstrate their understanding of theoretical concepts, providing students with the opportunity to showcase their knowledge, understanding and skills in

- Effective use of project management techniques including documentation and communication
- Demonstrates the ability to uses appropriate resources and tools to effectively develop, document and manage their project

Assessment Procedures

Students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning menu for each year group.

Marking Criteria

PART A - Documentation					
CRITERIA	1	2	3	4	5
Project Development	Student labels the fundamental development steps in a project.	Student identifies the fundamental development steps in their project.	Student outlines and refers to the fundamental development steps in their project.	Student explains and applies fundamental development steps to their project.	Student comprehensively explains and applies the fundamental development steps to their project.
Description of Problem	Student provides a limited or no understanding of the problem selected.	Student provides a basic understanding or identifies components of the problem selected.	Student provides an outline of the problem selected.	Student describes the problem selected.	Student clearly describes the problem selected.
File formats for defined purpose	Student labels data types used in the website or other multimedia created.	Student defines the data types used in their project.	Student discusses the datatypes used in their project.	Student explains the use of data types used in their project.	Student justifies their selection of data types used in their project.
Audio	Student provides limited or no audio for the components of the interactive website. Attempts to use software to create or export an audio file for the components of the interactive website.	Student creates basic audio for one or two elements used within the interactive website. Attempts to use software to create or export audio files. Attempts to use an appropriate format or uncompressed audio for one or two elements.	Student creates audio for some of the components of the interactive website. Uses software to create and/or export audio files. Uses an appropriate format for some of the audio components of the interactive website.	Student creates appropriate audio for the components of the interactive website. Uses appropriate software to create and export audio files. Uses an appropriate format for most of the audio components of the interactive website.	Student creates highly appropriate audio for the components of the interactive website. Uses highly appropriate software to create and export audio files. Uses a highly appropriate format for all of the audio components of the interactive website.

CRITERIA	0 -2	3 - 4	5 - 6	7 -8	9 -10
Record of project development (Journal)	Student incorrectly records the journey of completing and modelling a system The record is limited and incomplete and is presented inappropriately.	Student incorrectly records the journey of completing and modelling a system The record is limited and incomplete and is presented inappropriately.	Student provides a record of project development that correctly illustrates the journey of completing the modelled system. The record contains lesson by lesson accounts of work completed which includes, discussions, evaluations, images and milestones precisely timestamped and is presented appropriately.	Student provides an accurate record of project development that correctly illustrates the journey of completing the modelled system. The record contains detailed lesson by lesson accounts of work completed which includes, discussions, evaluations, images and milestones precisely timestamped and is presented in a professional manner.	Student provides an extensive record of project development that accurately illustrates the journey of completing the modelled system. The record contains detailed and accurate lesson by lesson accounts of work completed which includes, discussions, evaluations, images and milestones precisely timestamped and is presented in a professional manner.
Justify how you have applied design techniques to the UI	Student provides a limited or no understanding of the UI techniques employed and attempts to identify how they have applied these to their website or to another component.	Student provides a basic understanding of the UI techniques employed and outlines how they have applied these to their website or to another component.	Student provides a sound knowledge and description of the UI techniques employed and discusses how they have applied these to their website and to some of the other components.	Student provides a high level and thorough description of the UI techniques employed and explains how they have applied these to their website and to most of the other components used for the project.	Student provides an extensive and detailed explanation of the UI techniques employed and justifies how they have applied these to their website and to all of the other components used for the project.
Explain the Impact of UI and UX	Student provides a limited or no understanding of the impact of UI on the UX and attempts to identify how UI impacts on the UX.	Student provides a basic understanding of the impact of UI on the UX and outlines how UI impacts on the UX.	Student provides a sound knowledge and description of the impact of UI on the UX and discusses the UI elements applied to the website.	Student provides a high level and thorough description of the impact of UI on the UX and explains the UI elements applied to the website to achieve the impact.	Student provides an extensive and detailed explanation of the impact of UI on the UX and clearly explains the UI elements applied to the website to achieve the impact.

PART B - Practical

CRITERIA	0 -2	3 - 4	5 - 6	7 -8	9 -10
Animation	<p>Student incorrectly uses or demonstrates no understanding of the hardware and software used to digitise and develop the animation.</p> <p>Student includes a limited range of animation techniques.</p> <p>Student provides no understanding of the structure and techniques required to create an animation.</p>	<p>Student uses a basic range of hardware and software to digitise and develop the animation.</p> <p>Student includes a few animation techniques to communicate with the user. Animation attempts to add to the user experience.</p>	<p>Student uses some hardware and software to digitise and develop the animation including the use of data compression techniques.</p> <p>Student includes some animation techniques to communicate with the user adding to the user experience.</p>	<p>Student uses a range of hardware and software to digitise and develop the animation including the use appropriate data compression techniques.</p> <p>Student includes a range of animation techniques to communicate with the user which improves the user experience.</p>	<p>Student uses a wide range of hardware and software to digitise and develop the animation including the use highly appropriate data compression techniques.</p> <p>Student includes a wide range of animation techniques to effectively communicate with the user which significantly improves the user experience and modifies the standard puppet.</p>
Video	<p>Student incorrectly uses or demonstrates no understanding of the hardware and software used to digitise and develop the video.</p> <p>Student includes a limited range of multimedia components (text, audio, transitions, visual effects) in the video.</p> <p>Student provides no understanding of the structure and techniques required to create an informative video.</p>	<p>Uses a basic range of hardware and software to digitise and develop the video.</p> <p>Student includes a few appropriate multimedia components (text, audio, transitions, visual effects) in the video. Video attempts to communicate to the user of the website.</p>	<p>Uses a some hardware and software to digitise and develop the video including the use of data compression.</p> <p>Student includes some appropriate multimedia components (text, audio, transitions, visual effects) to communicate to the user of the website.</p>	<p>Student uses a range of hardware and software to digitise and develop the video including the use appropriate data compression techniques.</p> <p>Student includes a range of appropriate multimedia components (text, audio, transitions, visual effects) to communicate to the audience.</p>	<p>Student uses a wide range of hardware and software to digitise and develop the video including the use of highly appropriate data compression techniques.</p> <p>Student includes a wide range of appropriate multimedia components (text, audio, transitions, visual effects) to effectively communicate to the intended audience.</p>

<p>Website (design and features)</p>	<p>Student applies a limited range of design tools, plugins and techniques to develop a User Interface or demonstrates no understanding of how to use the design tools. Student applies limited features (text, hyperlinks, buttons, audio, video, animation) to the web-based systems.</p>	<p>Student applies a few design tools, plugins and techniques to develop a User Interface. Student applies a few basic features (text, hyperlinks, buttons, audio, video, animation) to allow for user interaction within web-based systems.</p>	<p>Student applies some design tools, plugins and techniques to develop a User Interface. Student applies some of the features (text, hyperlinks, buttons, audio, video, animation) to ensure user interaction and User eXperience within web-based systems is satisfactory.</p>	<p>Student applies a range of design tools, plugins and techniques to develop an engaging User Interface. Student applies a range of features (text, hyperlinks, buttons, audio, video, animation) to ensure user interaction and User eXperience within web-based systems is appropriate and effective.</p>	<p>Student applies a wide range of design tools, plugins and techniques to develop a highly engaging User Interface. Student applies a wide range of features (text, hyperlinks, buttons, audio, video, animation) to ensure user interaction and User eXperience within web-based systems is highly appropriate and effective.</p>
<p>Website (user experience)</p>	<p>Student applies limited or no User eXperience and User Interface principles Student demonstrates no understanding of hyperlinks or attempts to includes a hyperlink that may or may not function as expected Student demonstrates no understanding of how to publish a website.</p>	<p>Student applies a some User eXperience and User Interface principles. Student includes at least 2 hyperlinks with some functioning as expected Student attempts to publish the website or successfully publishes some pages of the website.</p>	<p>Student applies a some User eXperience and User Interface principles. Student includes at least 2 hyperlinks that all function as expected. Student successfully publishes a somewhat functional interactive website.</p>	<p>Student applies a range of User eXperience and User Interface principles. Student includes hyperlinks that all function correctly and as expected. Student successfully publishes a mostly functional interactive website.</p>	<p>Student applies a wide range of User eXperience and User Interface principles. Student includes a range of hyperlinks that all function correctly and as expected. Student successfully publishes a fully functional interactive website.</p>

Total: / 90