

WJEC GCSE

Digital Technology

Approved by Qualifications Wales

Non-Examination Assessment Handbook

Unit 3: Communicating in the Digital World (3490U3)

Teaching from 2026

For award from 2028



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About this pack: information for teachers

This pack contains the assessment materials for Unit 3: Communicating in the Digital World.

Within this pack, you will find:

- information for teachers on how to manage arrangements for assessment
- overview of candidate requirements
- research requirements
- assessment information: a detailed breakdown of each task, the evidence and any additional instructions related to the task, the assessment conditions (controls) under which the task is to be completed, timing and resources
- appendix of skills
- the mark scheme which must be used to assess candidate work
- information for candidates, which tells candidates about things that they must and must not do when they are completing the assessment.

You must provide each candidate with a copy of the candidate assessment pack and the client brief for the relevant NEA submission year.

Managing the assessment

This is a centre-marked (internal) non-examination assessment. The following arrangements must be followed when managing and marking the assessment.

Task setting

This assignment has been produced by WJEC and cannot be changed. The client brief will be issued annually by WJEC and made available on the WJEC Portal in September.

Assessment timeframe

Assessment may be undertaken at any time during the qualification. However, centres should ensure that assessment is completed only when learners have undertaken the necessary teaching and learning and developed the required skills and knowledge.

Time

Candidates must be allowed **10 hours** to complete this assessment. Candidates should spend approximately:

- 2 hours completing Task 1
- 2 hours completing Task 2
- 6 hours completing Task 3.

The time suggested for each task takes account of the contribution of the task to the overall assessment requirements. There can be no changes to the total time available for this assessment. Centres can, however, amend the suggested time available for each task.

Research

Candidates can use research collected in non-supervised sessions.

Referencing

Candidates must reference any research brought into/developed during the NEA. Candidates must follow the guidelines on 'When to Reference a Source' found in Appendix 1 and 'How to Reference a Source' found in Appendix 2 of the document named 'Conducting Non-examination Assessments in National 14-16 Qualifications – Guide for Teachers'.

Assessment conditions

There are three levels of Assessment conditions: high, medium and low. The conditions relevant for this unit are stated below.

Level	Assessment conditions
High	Candidates complete work under formal supervision¹ – in a classroom, (e.g. with teacher supervision) following these rules: • No communication with peers is allowed (including unrelated topics) • No assistance may be given by the teacher beyond reading the instructions • Candidates must work independently, and all work must be their own • Candidate's work must always remain within the centre and stored securely between timetabled sessions • Wall displays or materials that could advantage candidates must not be visible • In line with JCQ regulations for non-examination assessments, the 'Warning to Candidates' and 'Unauthorised Items Poster' must be displayed.

¹ There are no set requirements regarding the number of teachers/assessors required to be present during an assessment. However, the ratio must be sufficient to ensure appropriate supervision of candidates throughout. If only one teacher/assessor is present, they must be able to request assistance without needing to leave the assessment room. Under no circumstances should candidates be left unsupervised or unattended at any time.

Resources

There are three levels of resource conditions: none, specified and permitted. The relevant conditions for this unit are stated below.

Level	Resources
Specified	• Candidates may access only the specific resources stated in the Research Information and/or Assessment Information. This may include centre-provided resources or research candidates collected during the research phase • Internet access (and other resources) may be allowed for research if specified by the Assessment Information; teachers must monitor this • Candidates must not provide resources unless explicitly stated in the Assessment Information • Candidates must follow the 'When to Reference a Source' found in Appendix 1 and 'How to Reference a Source' found in Appendix 2 when using resources found in 'Conducting Non-examination Assessments in National 14-16 Qualifications – Guide for Candidates'

Collaboration

Group work is **not** allowed. Candidates must complete all tasks individually

Supervision

Candidates must be supervised by an assessor whilst completing the activities. Centres must have in place systems to ensure candidates cannot access evidence they have been developing outside of supervised activities.

Authentication

Supervision must be in place to ensure the authenticity of evidence produced for summative assessment.

You should not provide input or guidance to candidates during the assessment time. This includes providing formative feedback on the evidence being produced. You can provide guidance on the requirements of the task and remind candidates of the mark bands and how they can be interpreted.

Candidates can review and redraft evidence independently within the time controls for the assessment.

Candidates must sign the declaration to confirm that all evidence submitted for moderation is their own work and that any sources, including any AI, used have been acknowledged.

Assessors must sign the declaration to confirm that evidence submitted for moderation was completed under the controlled conditions set out in the assessment.

Candidate evidence

The acceptable formats for evidence of each of the tasks is summarised in the task tables. Any modified assessment must enable the candidate to generate the evidence required in this table.

Marking the assessment

The marking scheme for this assessment is included in this handbook.

All marking of evidence must be made against the marking scheme provided. Evidence marked must comply with any requirements set out in this handbook.

All provided evidence must be annotated to show how it relates to the mark band requirements.

Marking should only be undertaken by a designated assessor. An assessor should have appropriate expertise in the subject and level for a specified unit. The assessor is responsible for ensuring that:

- assessment is conducted under the controls specified in the task table
- they are clear about the requirements of the assessment and marking scheme prior to commencing assessment
- evidence presented for assessment is valid, authentic; reliable and credible
- assessment decisions are accurately recorded
- evidence is appropriately annotated
- judgements are only made against the mark band statements.

Centres must ensure that a candidate mark record sheet is completed for every candidate and is included with each candidate's work.

Centres must also ensure that candidates complete a candidate declaration form.

Guidance for assessment

Each task has a separate assessment grid.

The appropriate band should be established by determining which performance descriptor best reflects the learner's performance.

The appropriate mark should then be established by determining the extent to which the learner has met the criteria within the relevant band – completely met (upper part of band), mostly met (middle of band), partially met (lower part of band).

Notes on the completion of the Candidate Declaration Form

- The form must be completed and included with candidate's work, and uploaded to WJEC along with the work.
- The form can be completed electronically or manually. Electronic signatures will be accepted.

Further information

You should refer the JCQ Instructions for conducting non-examination assessment for further information on managing assessment within our GCSE Qualifications.

About this pack: information and instructions for candidates

Handbook overview

This information is for candidates completing GCSE Digital Technology Unit 3 – Communicating in the Digital World Non-Examination Assessment.

Within this pack, you will find:

- overview of candidate requirements
- information for candidates, which tells you about things that you must and must not do when you are completing the assessment
- research information
- assessment information: a detailed breakdown of each task, the evidence requirements and the conditions (controls) under which the task is to be completed
- appendix of skills that should be used when developing your project
- the mark scheme which will be used to assess your work.

Assessment management

Time

You will have 10 hours in total to complete this assessment. You should spend approximately:

- 2 hours completing Task 1
- 2 hours completing Task 2
- 6 hours completing Task 3.

Supervision

You will be supervised throughout the assessment.

You do not need to be supervised when collecting digital assets. This collection of resources does not form part of your non-examination assessment time.

Monitoring

- Teachers may provide guidance and support to you to ensure that you have a clear understanding of the requirements, including the brief and the assessment grid.
- Once the creating and developing work is underway, feedback must be limited to general advice on what needs to be improved. Teachers must not provide specific guidance on how to achieve these improvements.
- Teachers must see your ideas in progress at different stages during the process to be able to authenticate the work as your own and complete the necessary authentication documentation.

It is important that you work independently from other candidates and the work produced should be your own unaided work.

By submitting your work and signing the candidate declaration form, you confirm that your work complies with all assessment controls and guidance, including the rules on plagiarism and the responsible use of Artificial Intelligence (AI). All work must be your own, produced independently and without unauthorised assistance. Both you and your teacher will be required to sign a declaration confirming that the work submitted is entirely your own.

You are advised to check your work carefully to make sure that it is accurate and correct.

Resources

You are permitted to collect digital assets to use within your digital products. These are collected outside your non-examination assessment time.

Assessment Details

For this assessment you will receive a client brief about an organisation and its aims. You must research social media platforms to recommend the most suitable one and create a digital marketing campaign document. During the research phase (not part of the assessment), you will source digital assets.

Next, you will plan the campaign and produce a video using the sourced or created assets, applying appropriate software skills. The final step is to export the video in a suitable format.

This assessment contributes to 20% of the overall qualification grade and will take 10 hours to complete. The assignment will be marked out of a total of 60 marks.

Based on the client brief, you are required to collect digital assets to prepare for the non-examination assessment.

Overview of requirements

You are required to:

Outside non-examination assessment time:

- collect digital assets and copy (text).

In Task 1, you are required to:

- recommend the most relevant social media platform to meet the needs of a specific target audience
- explain how the characteristics and features of the social media platform could impact on user engagement
- explain how forms of digital marketing, placement and targeting strategies could help the organisation achieve its aims
- explain how the benefits, opportunities and risks of the digital marketing campaign could influence an organisation in achieving its aims.

In Task 2, you are required to use your research and findings from Task 1 to inform a digital marketing strategy. You are required to collect digital assets and copy collected to create a digital marketing video.

In Task 3, you are required to use suitable software skills to create and export a coherent digital marketing campaign video.

Digital asset collection

To prepare for the non-examination assessment, you should:

- conduct research to gather information and existing digital media assets
- required digital assets, including:
 - copy (text)
 - graphics
 - photos
 - moving images.

Researching and collecting digital assets does not form part of your non-examination assessment time or assessed tasks but will be needed to complete your assessed tasks. The collection of research and digital assets does not need to take place all at once - you are permitted to gather research information and add to their digital assets at any point during the assessment window. This research **must** be submitted alongside your responses to the tasks, in a folder called **Research**.

Artificial Intelligence (AI)

The following information is taken from the [JCQ Information for candidates – non-examination assessments](#) and the [JCQ Artificial Intelligence \(AI\) Use in Assessments: Protecting the Integrity of Qualifications](#). This tells you about things that you **must** and **must not** do when you are completing your assessment. If there is anything that you do not understand, you **must** ask your teacher.

Plagiarism

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. **It is a form of cheating which is taken very seriously.** There are many ways to detect plagiarism:

- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists – they may have read the source you are using or even marked the work you have copied from!
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

Penalties for breaking the regulations

If it is discovered that you have broken the regulations, you will be referred to the Malpractice panel who might impose a penalty.

WJEC will decide which penalty is appropriate.

Remember – it's your qualification so it needs to be your own work

Tasks

Task 1. Digital marketing campaign research investigation

Using your research, complete the following tasks to create a digital marketing campaign research document.

	Task	Evidence and additional instructions	Controls
a	Recommend the most relevant social media platform, based on the demographic factors to meet the needs of the target audience specified in the client brief. [5 marks]	Written evidence.	Assessment conditions: High Resources: Specified
b	Explain how the characteristics and features of the chosen social media platform could impact the user engagement. [5 marks]	Written evidence.	
c	Explain how a digital marketing strategy could help the organisation achieve its aims. In your response you should refer to the following: • forms of digital marketing • placement strategies • targeting strategies. [5 marks]	Written evidence.	

	Task	Evidence and additional instructions	Controls
d	Explain how the benefits, opportunities and risks of a digital marketing campaign posted on social media could influence the organisation in achieving its aims. [5 marks]	Written evidence.	
You should spend approximately 2 hours completing this task. Resources permitted: Research notes from research period only (must be submitted)			

Task 2. Developing and implementing a digital marketing strategy

Use your research data and identified opportunities to complete the following task for your digital media marketing strategy:

	Task	Evidence and additional instructions	Controls
a	Develop specific and measurable success criteria for the digital marketing campaign. Your success criteria should refer to the following aspects from Task 1 and consider user engagement: • demographic factors of the target audience • characteristics of the social media platform • features of the social media platform • forms of digital marketing • placement strategies • targeting strategies. [5 marks]	Written evidence Please note the marketing campaign video is to be a maximum of 2 minutes in length.	Assessment conditions: High Resources: Specified

	Task	Evidence and additional instructions	Controls
b	Produce an annotated initial design using a standard design method for the digital marketing video. This initial design should reflect your success criteria and ensure coherence between all created or manipulated digital assets and copy (text). [5 marks]	Annotated initial design can be a drawing or produced using appropriate software e.g. Word Processing software	
You should spend approximately 2 hours completing this task. Resources permitted: Research notes from research period only (must be submitted)			

Task 3. Creating the digital marketing campaign video

Using appropriate software skills, create or manipulate digital assets to produce an exported video for your social media marketing campaign.

	Task	Evidence and additional instructions	Controls
a	Use suitable software skills(categorised as basic, medium and complex, as listed in Appendix A) to create or manipulate suitable digital assets for the digital marketing video using: • copy (text) • photos • graphics • moving images. Use your success criteria and designs from Task 2. [20 marks]	Screen shot with concise written annotation or oral comments in a screen recording with concise explanations (written or oral) where digital asset creation or manipulation skills are not obvious to the assessor. Written document for screen shot evidence. Video file in an appropriate format. Please note you should ensure coherence between all created and manipulated digital assets, which will be assessed in Task 3 (b) ii.	Assessment conditions: High Resources: Specified
b	(i) Use suitable software skills to export the digital marketing video, including: • video formatting • resolution settings • audio settings • compression techniques. [5 marks]	Screen shot with concise written annotation or oral comments in a screen recording with concise explanations (written or oral) where video editing skills are not obvious to the assessor. Written document for screen shot evidence. Video file in an appropriate video format. Additional evidence is not required for Task 3 b(ii).	

	Task	Evidence and additional instructions	Controls
	(ii) Final exported digital marketing video demonstrates coherence between all created or manipulate digital assets. [5 marks]		
You should spend approximately 6 hours completing this task. Resources permitted: Digital assets sources in research time			

End of tasks

Mark Scheme

Guidance for assessors

Assessment grids for non-examination assessment marking principles

Banded mark schemes

Banded mark schemes are divided so that each band within a section has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Before marking, the teacher should first read and annotate a candidate's project to pick out the evidence that is being assessed. Once the annotation is complete, the mark scheme can be applied.

This is done as a two-stage process:

Stage 1 – Deciding on the band

Beginning at the lowest band, the teacher should look at the appropriate section of the candidate's work and check whether it matches the descriptor for that section's mark band. The teacher should look at the descriptor for that band and see if it matches the qualities shown in the candidate's work for that section. If the descriptor at the lowest band is satisfied, the teacher should move up to the next band and repeat this process for each band until the descriptor matches the work. If a candidate's work covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's work should be used to decide on the mark within the band. For instance, if work is mainly in band 2 but with a limited amount of band 3 content, the work would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Teachers should not seek to mark candidates down as a result of small omissions in minor areas of their work.

Stage 2 – Deciding on the mark

Once the band has been decided, the teachers can then assign a mark. The teachers are reminded of the need to revisit the work as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the work submitted. Where work is not credit worthy, that is, contains nothing of any significance to the project, or has been omitted, no marks should be awarded. Internal standardisation is essential, that where there is more than one teacher in a centre, work from all teaching groups is standardised internally. This is designed to ensure that the final assessment reflects a single agreed standard for all teaching groups involved

Unit 3 Mark scheme

The following mark scheme will be used to assess your work.

0 marks will be awarded if there is no evidence or submitted work is not worthy of credit.

Task 1(a)	
Recommend the most relevant social media platform, based on the demographic factors to meet the needs of the target audience specified in the client brief.	
Band	AO3: Apply knowledge, skills and understanding to identify audience needs and plan digital products and communications that meet these needs.
3	5 marks - comprehensive application of knowledge and understanding of demographic factors to meet the needs of the specified target audience - the recommendation clearly links a wide range of suitable demographic factors to the most relevant social media platform effectively addressing the target audience needs
2	3-4 marks - adequate application of knowledge and understanding of demographic factors to meet the needs of the specified target audience - the recommendation makes some relevant links between suitable demographic factors and the chosen social media platform, with partial consideration of how it addresses the target audience's needs
1	1-2 marks - basic application of knowledge and understanding of demographic factors with limited consideration of the needs of the specified target audience - the recommendation includes minimal or unclear links between demographic factors and the social media platform, with minimal reference to how the target audience needs are addressed.
0	0 marks No response attempted or nothing worthy of credit.

Task 1(b)

Explain how the characteristics **and** features of the chosen social media platform could impact on the user engagement.

Band	AO2: Apply knowledge and understanding of digital technology systems in a range of contexts.
3	5 marks - comprehensive application of knowledge and understanding of a wide range of relevant characteristics and features of the chosen social media platform and how these could impact on user engagement - the explanation clearly links a wide range of relevant platform characteristics and features and their potential impact on user engagement
2	3-4 marks - adequate application of knowledge and understanding of some relevant characteristics and features of the chosen social media platform and how these could impact on user engagement - the explanation makes some relevant links between some relevant platform characteristics and features and their potential impact on user engagement
1	1-2 marks - basic application of knowledge and understanding of minimal characteristics and/or features of the chosen social media platform and limited consideration of how these could impact on user engagement of the digital marketing campaign - the explanation makes minimal or unclear links between minimal platform characteristics and/or features and their potential impact on user engagement.
0	0 marks No response attempted or nothing worthy of credit.

Task 1(c)

Explain how a digital marketing strategy could help the organisation achieve its aims.

In your response you should refer to the following:

- forms of digital marketing
- placement strategies
- targeting strategies

Band	AO2: Apply knowledge and understanding of digital technology systems in a range of contexts.
3	5 marks • comprehensive application of knowledge and understanding of how a digital marketing strategy could help the organisation achieve its aims • the explanation clearly links a wide range of relevant forms of digital marketing, placement strategies and targeting strategies to how it could help the organisation achieve its aims
2	3-4 marks • adequate application of knowledge and understanding of how a digital marketing strategy could help the organisation achieve its aims • the explanation makes some relevant links using some relevant forms of digital marketing, placement strategies and targeting strategies to how it could help the organisation achieve its aims.
1	1-2 marks • basic application of knowledge and understanding of how a digital marketing strategy could help the organisation achieve its aims • the explanation makes some minimal or unclear links using minimal relevant forms of digital marketing, placement strategies and targeting strategies to how it could help the organisation achieve its aims.
0	0 marks No response attempted or nothing worthy of credit.

Task 1(d)

Explain how the benefits, opportunities and risks of a digital marketing campaign posted on social media could influence the organisation in achieving its aims.

Band	AO2: Apply knowledge and understanding of digital technology systems in a range of contexts.
3	5 marks - comprehensive application of knowledge and understanding of how the benefits, opportunities and risks of a digital marketing campaign posted on social media could influence the organisation in achieving its aims - the explanation clearly links how the benefits, opportunities and risks of a digital marketing campaign posted on social media could influence the organisation in achieving its aims
2	3-4 marks - adequate application of knowledge and understanding of how the benefits, opportunities and risks of a digital marketing campaign posted on social media could influence the organisation in achieving its aims - the explanation links how the benefits, opportunities and risks of a digital marketing campaign posted on social media could partially influence the organisation in achieving its aims
1	1-2 marks - basic application of knowledge and understanding of how the benefits, opportunities and risks of a digital marketing campaign posted on social media could influence the organisation in achieving its aims - the explanation includes minimal or unclear links between how the benefits, opportunities and risks of a digital marketing campaign posted on social media could influence the organisation, with minimal links to the organisation achieving its aims.
0	0 marks No response attempted or nothing worthy of credit.

Task 2(a)

Develop specific and measurable success criteria for the digital marketing campaign.

Your success criteria should refer to the following aspects from Task 1 and consider user engagement:

- demographic factors of the target audience
- characteristics of the social media platform
- features of the social media platform
- forms of digital marketing
- placement strategies
- targeting strategies

Band	AO3: Apply knowledge, skills and understanding to identify audience needs and plan digital products and communications that meet these needs.
3	5 marks • comprehensive application of research data and identified opportunities to develop specific and measurable success criteria for the digital marketing campaign • the response clearly links research data and identified opportunities to all aspects from Task 1 and their potential impact on user engagement
2	3-4 marks • adequate application of research data and identified opportunities to develop specific and measurable success criteria for the digital marketing campaign • the response makes some links between research data and identified opportunities to some aspects from Task 1 and their potential impact on user engagement
1	1-2 marks • basic application of research data and identified opportunities to develop specific and/or measurable success criteria for the digital marketing campaign • the response makes minimal links between research data and/or identified opportunities to minimal aspects from Task 1 and their potential impact on user engagement.

0	0 marks No response attempted or nothing worthy of credit.
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Task 2(b)

Produce an annotated initial design using a standard design method for the digital marketing video.

This initial design should reflect your success criteria and ensure coherence between all created or manipulated digital assets and copy (text).

Band	AO3: Apply knowledge, skills and understanding to identify audience needs and plan digital products and communications that meet these needs.
3	5 marks - comprehensive application of standard design methods to create an initial design for the digital marketing video - the initial design is detailed, clearly reflects success criteria and ensures coherence between digital media assets and copy (text)
2	3-4 marks - adequate application of standard design methods to create an initial design for the digital marketing video - the initial design has some detail, reflect some success criteria and ensure some coherence between digital media assets and copy (text)
1	1-2 marks - basic application of standard design methods to create an initial design for the digital marketing video - the initial design has minimal detail, reflects minimal success criteria and/or ensure minimal coherence between digital media assets and copy (text).
0	0 marks No response attempted or nothing worthy of credit.

Task 3(a)

Use suitable software skills (categorised as basic, medium and complex, as listed in Appendix A) to create or manipulate suitable digital assets for the digital marketing video) using:

- copy (text)
- photos
- graphics
- moving images.

Use your success criteria and designs from Task 2

Band	AO4: Develop, test and evaluate digital products that meet the needs of specified audiences.
	17-20 marks
5	• the video demonstrates excellent development of software skills to create or manipulate digital assets • the video includes highly suitable and highly accurate creation or manipulation of copy (text), photos, graphics, and moving images using at least five complex, five medium, and five basic skills • the created or manipulated digital assets are fully aligned with the formulated digital marketing video, demonstrating a high level of creativity, technical proficiency, and coherence
	13-16 marks
4	• the video demonstrates very good development of software skills to create or manipulate digital assets • the video includes mostly suitable and mostly accurate creation or manipulation of copy (text), photos, graphics, and moving images using at least four complex, four medium, and four basic skills • the created or manipulated digital assets are clearly aligned with the formulated digital marketing video, demonstrating creativity, technical proficiency, and coherence
	9-12 marks
3	• the video demonstrates adequate development of software skills to create or manipulate digital assets • the video includes somewhat suitable and somewhat accurate creation or manipulation of copy (text), photos, graphics, and moving images using at least three complex, three medium, and three basic skills • the created or manipulated digital assets are generally aligned with the formulated digital marketing video, demonstrating some technical proficiency and coherence

2	5-8 marks - the video demonstrates basic development of software skills to create or manipulate digital assets - the video includes the creation or manipulation of copy (text), photos, graphics, and moving images using at least six complex, medium or basic skills, there is a lack of suitability or a lack of accuracy - the created or manipulated digital assets are partially aligned with the formulated digital marketing video, demonstrating limited technical proficiency and coherence
1	1-4 marks - the video demonstrates limited development of software skills to create or manipulate digital assets - the video includes minimal creation or manipulation of copy (text), photos, graphics, and moving images using at least three basic, medium, or complex skills, there is a lack of suitability and a lack of accuracy - the created or manipulated digital assets are minimally aligned with the formulated digital marketing video, demonstrating minimal technical proficiency and coherence.
0	0 marks No response attempted or nothing worthy of credit.

Task 3(b)(i)

Use suitable software skills to export the digital marketing video, including:

- video formatting
- resolution settings
- audio settings
- compression techniques

Band	AO4: Develop, test and evaluate digital products that meet the needs of specified audiences.
3	5 marks • the exported product demonstrates comprehensive development of software skills to export the digital marketing video, including suitable development of all of the following: • video formatting • resolution settings • audio settings • compression techniques
2	3-4 marks • the exported product demonstrates adequate development of software skills to export the digital marketing video, including suitable development of some of the following: • video formatting • resolution settings • audio settings • compression techniques
1	1-2 marks • the exported product demonstrates basic development of software skills to export the digital marketing video, including minimal development of at least one the following: • video formatting • resolution settings • audio settings • compression techniques

0	Award 0 marks No response attempted or nothing worthy of credit.
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Task 3(b)(ii)

Final exported digital marketing video demonstrates coherence between all created or manipulated digital assets.

Band	AO4: Develop, test and evaluate digital products that meet the needs of specified audiences.
3	5 marks the exported product demonstrates a high level of coherence between all created or manipulated digital assets, ensuring a seamless and professional final product
2	3-4 marks the exported product demonstrates an adequate level of coherence between most created or manipulated digital assets, providing a satisfactory final product
1	1-2 marks the exported product demonstrates a basic level of coherence between some created or manipulated digital assets, providing a basic final product.
0	0 marks No response attempted or nothing worthy of credit.

Appendix A: Digital Skills

Skills when creating and manipulating digital assets, (categorised as basic *, medium ** and complex ***)

Copy (Text)	Photo editing	Graphics:	Video (Moving images):
Font colour: select a colour that contrasts well with the background for better visibility *	Brightness: increase or decrease the lightness of the photo *	Fill: apply solid colours, gradients, or patterns to shapes and areas *	Cropping: adjust the frame to focus on a specific area or change the aspect ratio *
Font size: adjust the size of the text to make it more readable or to fit the design *	Contrast: adjust the difference between the light and dark areas *	Lines: create and adjust lines, including their thickness, style (solid, dashed), and colour *	Trimming: cut out unwanted sections from the beginning, middle, or end of the video *
Font style: choose from various fonts for example serif, sans-serif, script, and decorative *	Crop: trim the edges to focus on a specific area or to change the aspect ratio *	Shapes: draw and manipulate basic shapes like rectangles, circles, and polygons *	Resizing: change the dimensions of the video to fit different formats or resolutions *
Text alignment: align text to the left, centre, or right, or justify *	Flip: mirror the photo horizontally or vertically *	Stroke: add and customise the outline of shapes, including colour, width, and style *	Rotation: rotate the video to the desired orientation *
Text position: place text at various positions on the screen (top, bottom, centre, etc.) *	Resize: adjust the dimensions of the photo to fit different formats or resolutions *	Text: add and style text with various fonts, sizes, colours, and effects *	Zoom in/out or pan to videos, images or text *
Text animation: add animations for example fade-in, slide, bounce, or typewriter effects **	Rotate: turn the photo to the desired orientation *	Blending modes: combine layers in several ways to achieve different visual effects **	Aspect ratio: adjust the width-to-height ratio to fit different screens (16:9, 4:3, etc.) **
Text background: add a background colour or shape behind the text for better readability **	Saturation: enhance or reduce the intensity of colours *	Effects: apply special effects like shadows, glows, and reflections **	Audio: add, remove, or adjust audio tracks, including background music and sound effects **

Text duration: set how long the text appears on the screen **	Sharpness: enhance the clarity and detail *	Filters: apply effects like blur, sharpen, and artistic filters to elements **	Colour correction: adjust brightness, contrast, saturation, and hue **
Text effects: apply effects for example glow, blur, or emboss to enhance the text **	Borders/frames: add decorative edges around the photo **	Gradients: create smooth transitions between colours for backgrounds or shapes **	Filters: apply colour adjustments and effects to change the look and feel of the video **
Text opacity: adjust the transparency of the text to blend it with the video **	Blur: soften the focus for a dreamy effect or to reduce noise **	Layers: organise elements on different layers for easier editing and composition **	Speed adjustment: speed up or slow down the video for effect **
Text outline: add an outline to the text for better contrast **	Exposure: adjust the amount of light in the photo **	Opacity: adjust the transparency of elements to create layering effects **	Stabilisation: reduce camera shake for smoother footage **
Text shadow: apply shadows **	Filters: apply preset colour adjustments for different moods or styles **	Patterns: use repeating designs to fill areas or create textures **	Transitions: add effects between clips, such as fades, wipes, or dissolves **
Text rotation: rotate the text to fit the design or add a dynamic effect **	Hue: change the overall colour tone of the photo **	Alignment: align elements relative to each other or to the canvas ***	Voiceover: record and add narration to the video **
Text spacing: adjust letter spacing and line height for better readability **	Text: add captions, titles, or watermarks **	Clipping paths: use paths to define areas where elements are visible ***	Watermark: add a logo or text as a watermark **
Text transitions: use transitions to smoothly introduce or remove text from the screen **	Vignette: darken or lighten the edges of the photo to draw attention to the centre **	Grouping: combine multiple elements into a single group for easier manipulation ***	Effects: apply visual effects like slow motion and reverse***
Text 3d effects: apply 3d transformations to text for depth and perspective. **	Cloning/healing: remove blemishes or unwanted elements by copying parts of the photo ***	Guides and grids: use guides and grids to align and position elements precisely ***	Layers: overlay multiple video clips, images, and text ***
Kerning: adjust the spacing between characters to fine-tune the text's appearance ***	Dodging & burning – lighten (dodge) or darken (burn) specific areas to enhance depth and contrast ***	Masks: hide or reveal parts of layers to create complex compositions ***	Opacity: adjust the transparency of video layers for blending ***

Text gradient direction: control the direction of the gradient (e.g., horizontal, vertical, diagonal) ***	Gradient mapping - apply custom gradients to create stylised colour effects **	Transformations: scale, rotate, skew, and distort elements ***	Keyframing: animate properties like position, scale, and opacity over time ***
Text reflection: add a mirrored reflection of the text, which can be positioned below or beside it for a stylised effect ***	Layers: combine multiple images or effects in a non-destructive way ***	Colour adjustments: modify brightness, contrast, saturation, and hue of elements ***	Masks: apply effects to specific areas of the video ***
Text masking: use masks to reveal or hide parts of the text creatively. ***	Masks: apply adjustments to specific areas without affecting the whole photo. ***	Export options: save graphics in various formats (png, jpeg, svg, etc.) For different uses ***	Export options: save the video in various formats (mp4, avi, mov, etc.) And resolutions ***
Text path animation: animate text along a custom path for dynamic movement. ***	Noise reduction: minimise graininess or digital noise ***	3d effects: apply 3d transformations and effects to create depth and perspective. ***	Green screen keying: remove green screen backgrounds and replace them with other footage. ***
Text layering: layer multiple text elements to create complex designs. ***	White balance: correct the colour balance to make whites appear neutral ***	Custom brushes: create and use custom brushes for unique textures and effects. ***	Colour grading: apply advanced colour adjustments to achieve a specific look or mood. ***
Text blending modes: use blending modes to combine text with video layers in unique ways. ***	Selective colour adjustment: adjust the colours of specific areas without affecting the entire photo. ***		Zoom in/out using key frames ***
	Colour grading: apply advanced colour adjustments to achieve a specific look or mood. ***		
	Histogram adjustment: use histograms to fine-tune exposure and contrast. ***		

Appendix B: Mapping of questions to specification content and assessment objectives

Question	Mark allocation									
	Topic and Section						Total Marks	AO2	AO3	AO4
	3.1			3.2						
	3.1.1	3.1.2	3.1.3	3.2.1	3.2.2	3.2.3				
1 (a)	P						5	0	5	0
1 (b)	P						5	5	0	0
1 (c)		P					5	5	0	0
1 (d)			P				5	5	0	0
2 (a)				P			5	0	5	0
2 (b)					P		5	0	5	0
3 (a)						P	20	0	0	20
3 (b) (i)						P	5	0	0	5
3 (b) (ii)						P	5	0	0	5
Total							60	15	15	30