Live Assessment Material

Model Assignment 2

OCR Level 1/2 Cambridge National Award in Creative iMedia

OCR Level 1/2 Cambridge National Certificate in Creative iMedia

OCR Level 1/2 Cambridge National Diploma in Creative iMedia

Unit R082: Creating digital graphics

Please note:

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

INSTRUCTIONS TO TEACHERS

The OCR administrative codes associated with this unit are:

- unit entry code   R082

- certification codes   Award J807 / Certificate J817 / Diploma J827

The accreditation numbers associated with this unit are:

- unit reference number   H/504/3054

- qualification reference(s)   Award – 600/7652/5

                                           Certificate – 600/7043/2

                                           Diploma – 600/9258/0

Duration: Approximately 10 hours

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Scenario for the Assignment –

A Magazine Advertisement

Your client, a game publisher called NuComputerGames, is releasing a computer game called TIMECHASER, aimed at 14-16 year olds and priced at £29.99. In the game the player can travel through time using doorways which are open for a limited period of time. The player has a special Timewatch to help them find the doorways. NuComputerGames plan to promote this game through an advertisement in a magazine which is available in print and online formats. This should be created as a digital graphic and should include a range of appropriate text and images to make it suitable as an advertisement for the game.

NuComputerGames requires two versions of the final digital graphic. One will be of suitable quality to be used in a full colour printed magazine and will be a half page advertisement of 215 mm wide x 140 mm high. The graphic should then be re-purposed for use online at a lower resolution. This should be 600px wide to fit the online format.

Read through all of the tasks carefully, so that you know what you will need to do to complete this assignment.

Important

- You will need to have access to the marking criteria. Your teacher can explain the marking criteria if you need further clarification.

- You will need to draw upon relevant skills/knowledge/understanding from other units you have studied in this qualification.

- The final product must be supplied as evidence in its intended format.

Your Tasks

The tasks should take approximately 10 hours to complete.

Task 1: Investigating Digital Graphics

Learning Outcome (LO) 1 is assessed in this task

Before creating your digital graphic, you need to investigate the purpose and properties of digital graphics.

The purpose of digital graphics

You need to:

- investigate how and why digital graphics are used in a range of sectors
- identify the purpose of digital graphics.

Identifying the properties of digital graphics

You need to consider:

- the properties of digital graphics which could affect their compatibility with the intended purpose
- file formats for different types and uses of digital graphics.

Investigate the design and layout of digital graphics

You need to:

- investigate how different purposes and audiences influence the design and layout of digital graphics.

Present your evidence in an appropriate way.

Task 2: Planning your digital graphic

Learning Outcome (LO) 2 is assessed in this task.

You need to organise your time and resources so that you can plan the creation of your digital graphic. You will need to generate the ideas for the digital graphic, taking into consideration any external restrictions on what you can use or produce.

Your client and the target audience

You need to:

- consider the client's requirements and how these are specified
- consider the target audience for the digital graphic
- decide on a visual style and composition of the digital graphic.

Creating a work plan for the project

You need to:

- identify what activities must be completed to create the digital graphic
- estimate how long each activity will take
- identify the workflow sequence, needed to create the digital graphic
- describe the assets and resources you will need to create the digital graphic.

Producing ideas

You need to:

- produce a visualisation diagram of the digital graphic.

Legal restrictions

You need to:

- explain any legal issues and restrictions that need to be considered when creating the digital graphic to be used in a commercial context.

Present your evidence in an appropriate way.

Task 3: Creating your digital graphic

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

You will need to produce the digital graphic, using a range of tools, techniques and assets to ensure it is suitable for its intended uses.

Obtaining assets for use in the graphic

You need to:

- obtain the assets required for the digital graphic
- re-purpose the assets to ensure their technical compatibility with the digital graphic.

Create the graphic

You need to:

- use a range of tools and techniques from the image editing software to combine the assets into the final graphic
- save both versions of the digital graphic in suitable formats as specified in the brief
- submit both digital graphic versions in an electronic format.

Present your evidence in an appropriate way.

Task 4: Checking and reviewing the digital graphic

Learning Outcome (LO) 4 is assessed in this task.

Now the digital graphic has been produced, you need to consider whether you have met all the requirements of the initial brief. You will also need to review the overall quality of the digital graphic and identify any improvements that could be made.

Reviewing the digital graphic

You need to:

- review how well the digital graphic meets the clients requirements
- identify how the digital graphic could be improved
- describe areas for further development, giving reasons for your choices.

Present your evidence in an appropriate way.

Information for Teachers

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Guidance on using this assignment

1 General guidance

1.1 OCR assignments are available to download free of charge from our website: www.ocr.org.uk

1.2 OCR assignments are intended to be used for summative assessment of learners. The OCR specification gives more information on the arrangements for assessing internally assessed units.

1.3 This assignment has been designed to meet the full assessment requirements of the unit. Learners will need to take part in a planned learning programme that covers the underpinning knowledge, understanding and skills of the unit.

2 Before carrying out the assignment

2.1 Learners should be provided with a copy of the *Information for Learners* section of this assignment.

2.2 We have estimated that it will take approximately 10 hours to complete all tasks. Learners would need approximately 2 hours to complete task 1, approximately 3 hours to complete task 2, approximately 4 hours to complete task 3 and approximately 1 hour to complete task 4. These timings are for guidance only but should be used by the teacher to give learners an indication of how long to spend on each task. Centres can decide how the time is allocated between each part or individual task. Centres are also permitted to spread the tasks across several sessions and therefore it is permissible for evidence to be produced over several sessions.

2.3 Learners will not need to carry out any preparations prior to undertaking the assessment tasks, such as collating resources to use in the assessment.

3 When completing the assignment and producing evidence

3.1 Each learner must produce individual and authentic evidence for each task within the assignment.

3.2 Centre staff may give support and guidance to learners. This support and guidance should focus on checking that learners understand what is expected of them and giving general feedback that enables the learner to take the initiative in making improvements, rather than detailing what amendments should be made. It is not acceptable for teachers/deliverers to provide answers, to work through answers in detail or to detail specifically what amendments should be made.

3.3 Learners may use information from any relevant source to help them with producing evidence for the tasks.

3.4 Learners must be guided on the use of information from other sources to ensure that confidentiality is maintained at all times.

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

learners are free to use the format that they feel is most appropriate for the purpose and target audience for each individual task.

4   Presentation of work for marking and moderation

4.1   Centres wishing to produce digital evidence in the form of an e-portfolio should refer to the appendix in the specification on guidance for the production of electronic assessment.

4.2   Centres may wish to discourage learners from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage learners to present their work so that it is easily accessible, e.g. spiral bound, stapled booklet, treasury tag.

5   Scope of permitted model assignment modification

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

You must not change the following:

- the learning outcomes

- the marking criteria

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

Permitted changes:

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

The type of evidence and the format may vary, **with the exception of**:

- a visualisation diagram

- a work plan

- a digital graphic in two different electronic formats

There must be evidence of the tools and techniques used to create the digital graphic (e.g. screenshots, video capture).

- The learner's assignment can be contextualised or amended to suit local needs. Whilst the scenario in this model assignment is fictitious, it is based on what is thought to be a 'typical' scenario. This should reflect the vocational nature of the qualification, whereby candidates are responding to the client requirements for a specific scenario.

- Any additional client requirements that fit in with the brief of producing a digital graphic, providing this does not fall outside the content of the unit, and is reasonable to expect learners to understand and be able to achieve

- Any appropriate image editing software may be used. It must, however, be suitable for the tasks given and enable learners to achieve the full range of marks available.

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

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

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

If modifications are made to the model assignment, as detailed above to the scenario only, then the individual tasks from this model assignment should be used. It is up to the centre to ensure that all tasks and learning outcomes can still be met and that learners can access the full range of marks.