

Live Assessment Material

Model Assignment 1

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 R083: Creating 2D and 3D Digital Characters

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.

Template and writing frames are not to be used.

INSTRUCTIONS TO TEACHERS

The OCR administrative codes associated with this unit are:

- unit entry code R083
- certification codes Award J807 / Certificate J817 / Diploma J827.

Duration: approximately 10 hours

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Model Assignment: Information for Learners

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Unit R083: Creating 2D and 3D Digital Characters

Scenario for the assignment – A digital character for a fashion label

Your client has given you a brief to produce a 2D or 3D character for a fashion label that is launching a marketing campaign for a new line of affordable casual clothing for 13–19 year olds. The character will be displayed in shop windows but may also be used in other advertising formats such as magazines and TV. The fashion label would like either a male or female character to display their clothing.

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.

Your Tasks

The tasks should take approximately 10 hours to complete.

Task 1: The purpose and characteristics of existing digital characters

Learning Outcome (LO) 1 is assessed in this task.

To prepare to create your character, you need to consider where digital characters are used, the software used to construct a character and its characteristics. You will use this investigation to inform your planning stages.

You need to:

- choose 2D and 3D digital characters and describe their different purposes and uses
- describe the physical and facial characteristics of 2D and 3D digital characters
- describe the various software choices that are available to create 2D and 3D digital characters

Present your findings as a report or presentation.

Task 2: Planning the digital character

LO2 is assessed in this task.

You need to organise your time and resources so that you can plan the design of the character. You will need to generate the basis of your idea for the design, taking into consideration time available and any external restrictions on what you can use or produce.

Your client and the target audience

You need to:

- identify the client's requirements based on the fashion label brief
- identify the characteristics of the target audience
- identify the assets and resources that will be needed to create the digital character and how you will use them

Present your findings in a report or presentation.

Produce a work plan

You need to produce a work plan for your digital character.

Producing the idea and a test plan

You need to:

- produce a visualisation diagram of the digital character
- create and maintain a test plan to test the digital character during production.

Legal restrictions

You need to: Consider any legal issues and restrictions on what you will create. The character could be used in a commercial context so copyright must be considered. This applies to assets used in 2D and 3D digital characters whether sourced or created.

Present your findings in a report or presentation

Task 3: Creating the digital character

LO3 is assessed in this task.

You will need to produce the digital 2D or 3D character for the fashion label, using a range of tools, techniques and assets to ensure it is suitable for its intended uses.

Obtaining assets for use in the digital character

You need to:

- source and/or create and store the assets identified in your plan
- check the properties of the individual assets to make sure they are suitable for use in the digital character. Where necessary, modify the properties to ensure their compatibility.

Create the digital character

- You need to:
- identify and use suitable digital character creation software to create your character
- use a range of tools and techniques within the digital creation software to enhance your character
- save the digital character using appropriate file and folder names and structures
- export the digital character in a file format appropriate to the client requirements.

Task 4: Checking and reviewing the digital character

LO4 is assessed in this task.

Now the digital character for the fashion label 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 product, and identify any improvements that could be made.

Reviewing the digital character

You need to:

- review the digital character against the client brief
- check that the digital character meets the client's requirements
- explain how and why the digital character could be improved
- describe areas for further development, giving reasons for your choices.

Present your findings in a report or presentation.

Information for Teachers

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General 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 the section 'Permitted changes'. It is important to note that it is possible to generate the evidence in a variety of formats. Centres must advise learners regarding 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 with the permission of OCR but centres must ensure 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 each takes may vary, **with the exception of:**

- a report or presentation on why and how digital characters are used
- a visualisation diagram or sketch
- a work plan
- a digital character in an appropriate format, and screenshots which evidence the creation and the techniques used
- a formal review.

The above are **required types of evidence**; however the formats of these may vary.

A logical approach is suggested, however, centres may wish to change the order of the tasks depending on learners' individual requirements. For example, it may suit learners better to attempt 'Producing the idea and a test plan' before 'Producing a work plan' within Task 2.

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.

Any additional client requirements that fit in with the brief of producing a digital character for a road Fashion Label, providing these do not fall outside the content of the unit, and is reasonable to expect learners to understand and be able to achieve.

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

Each specific task may be appropriately contextualised to match with any permitted changes you have made to the scenario.

OCR has ensured that in the language used and the tasks and scenario provided that 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 do 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, whether to just the scenario or to both the scenario and individual tasks, it is up to the centre to ensure that all learning outcomes can still be met and that learners can access the full range of marks.