

# 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 R089: Creating a Digital Video Sequence

### **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            R089
- certification codes        Award J807 / Certificate J817 / Diploma J827.

**Duration: approximately 12 hours**

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# Model Assignment: Information for Learners

OCR Level 1/2 Cambridge National Award in Creative iMedia

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Unit R089: Creating a Digital Video Sequence

## Scenario for the assignment – Create A Movie Trailer

Your client, a small independent film maker called Scribbled Edits Productions, has commissioned you to create a trailer for forthcoming movie. The title of the film is 'Port 4wd', and the client has provided you with a summary of the plot as follows:

Teenager Jas thinks that buying a used smartphone from an auction website is a real bargain. It comes pre-loaded with some unusual apps that Jas has never heard of. What do 'Dielling Time', 'Wi-Free' and 'Limbo' do? Events take a sinister turn when Jas deletes some of the contacts stored in the phone's memory and the names match those of missing persons reported on the news. Then Jas starts to receive texts from the contacts in the phone. Attempts to track down the phone's previous owner, the mysterious 'BLZ606' put Jas into real danger...

'Port 4wd' is intended to have a 12 certificate and will fit the mystery/thriller genre. The film is to be released in cinemas nationwide on the first Friday of December. It is written and directed by Judi Brown.

Your client has specified that the trailer you create must combine images and sound and should persuade viewers to go and see the film. It should be of a suitable length for a film trailer, and must include the film's title, certificate and release date. The final trailer must be saved in a suitable format to be viewed on a portable device such as a smartphone.

### **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 12 hours to complete.

## Task 1: Investigate the properties and uses of digital video

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Parts of Learning Outcomes (LO) 1 and 2 are assessed in this task.

To prepare to create the movie trailer, you need to consider what the requirements are, and how these affect the way you will approach the design stage. You need to find out about the uses, file formats and properties of digital video.

### The purpose of the digital video sequence

You need to investigate:

- the uses and properties of digital video across a wide range of sectors
- the success criteria for a movie trailer
- the various possible file formats that could meet the purpose of displaying the digital video sequence on a portable device.

### Identifying the properties of the digital video sequence

You need to consider:

- the features of different equipment, hardware and software for creating and editing digital video sequences
- the properties of the digital video sequence which could affect its suitability for the intended purpose
- file formats for the final movie trailer.

Present your findings in a report or presentation.

## Task 2: Planning a digital video sequence

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Parts of LO2 are assessed in this task.

You need to organise your time and resources so that you can start to plan the movie trailer. You will need to generate the basis of your idea for the movie trailer, taking into consideration 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 brief
- how the target audience for the movie trailer will affect its style and content
- how the plot summary you have been given will influence the visual style and genre of the movie trailer
- the assets and resources you will need to create and edit the digital video sequence.

Present your findings in a report or presentation.

### Legal restrictions

You need to consider any legal issues and restrictions on what you will create. The movie trailer will be shown in public cinemas and on the internet when the film is released.

### Produce a work plan

You need to produce a work plan for your digital video sequence.

### Producing the idea

You need to:

- produce a storyboard and shooting script for the movie trailer
- produce a list of the equipment, hardware and software required to create the digital video sequence, and give reasons for your choices.

## Task 3: Creating the digital video sequence

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LO3 is assessed in this task.

You will need to produce the digital video sequence to create the movie trailer, using a range of tools, techniques and assets to ensure it is suitable for its intended purpose.

### Obtaining assets to use in the digital video sequence

You need to:

- record original video footage to create the assets identified in your pre-production documentation
- source additional assets as identified in your pre-production documentation
- check the properties of the individual assets to make sure they are compatible for use in the final movie trailer. Where necessary, modify the properties or repurpose the assets to ensure their compatibility.

## Create the digital video sequence

You need to:

- use a range of tools and techniques from the video editing software to combine and enhance the assets and create the digital video sequence
- combine images and sound to create the digital video sequence
- save the digital video sequence using appropriate file and folder names and structures
- export the final movie trailer in a file format appropriate to the client requirements.

## Task 4: Checking and reviewing the digital video sequence

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Parts of LO3 and LO4 are assessed in this task.

The final movie trailer must be checked and reviewed to see whether all of the client's requirements have been met. This process includes reviewing the quality of the finished trailer and identifying where improvements might be made.

### Reviewing the digital video sequence

You need to:

- check that the final movie trailer is fit for purpose
- evaluate how successfully the final movie trailer meets the client's requirements
- make sure the chosen file type for the movie trailer is fit for purpose
- review the final movie trailer in terms of overall quality
- explain how and why the movie trailer could be improved
- describe areas for further development, giving reasons for your choices.

Present your findings in a report or a 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](http://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 This assignment will take approximately 12 hours to complete, which can be further broken down approximately as follows:

Task 1: 3 hours  
 Task 2: 2 hours  
 Task 3: 6 hours  
 Task 4: 1 hour

These timings may be used by the teacher to give learners an indication of how long to spend on each task. Where learners capture their own footage for use in the movie trailer as opposed to sourcing pre-existing assets, this will require the generous allowance for task 3. Centres are 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.
- 2.4 Task 1, investigating the use and content of movie trailers, can be achieved through the use of internet-based resources such as [www.imdb.com](http://www.imdb.com) which allow learners to view movie trailers and publicity materials. Alternatively, the trailers on commercially available movie DVDs may be used, provided this does not infringe broadcasting regulations.

## 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.
- 4.3 The requirement for a digital video sequence must be met by providing a finished file in a format which is acceptable for digital evidence. Please refer to the table of Accepted File Formats for the OCR Repository in the Specification. Acceptable evidence of the movie trailer's compatibility with a portable device may be provided by means of a photograph showing the file playing on such a device.

#### **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 each takes may vary, **with the exception of:**

- a report or presentation on where, how and why movie trailers are used
- pre-production documentation in the form of a shooting script and/or storyboard
- a work plan
- a digital video sequence saved in a suitable format for playback on a portable device, and screenshots which evidence the creation of the digital video sequence and the techniques used
- a formal review.

The above are **required types of evidence**; however the formats of these may vary and could include content crafted in non-text based formats such as Prezi, or audio or video-based presentations.

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' before 'Produce a workplan' within Task 2.

The learner's assignment can be contextualised or amended to suit local needs. The main character of the film has been given a gender-neutral name and the setting has deliberately not been defined, to allow learners greater scope when casting and shooting their movie trailer. The only prop which learners may require to use, a smartphone, is likely to be widely available. The film's title, plot and Certificate rating may all be altered if this better suits teachers and/or learners, though any changes to genre and certificate in particular must be age-appropriate for a Level 1/Level 2 qualification.

Any additional client requirements that fit in with the brief of producing a digital video sequence for a movie trailer may be included, providing these do not fall outside the content of the unit, and are reasonable to expect learners to understand and be able to achieve.

Any appropriate video-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.

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 we have avoided discrimination, bias and stereotyping and supported 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 the 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.**