OCR
Oxford Cambridge and RSA

Cambridge **TECHNICALS LEVEL 3**

DIGITAL MEDIA

Cambridge
TECHNICALS
2016

Unit 4

Interactive media product

Model assignment

R/507/6390

Version 2 April 2017

Contents

Please note:

You can use this assignment to provide evidence for summative assessment, which is when the learner has completed their learning for this unit and is ready to be assessed against the grading criteria.

You can use this assignment as it is, or you can modify it or write your own; we give more information in this document under Guidance for tutors.

Guidance for tutors on using this assignment

General

OCR Cambridge Technical model assignments are available to download from our website: www.ocr.org.uk.

The purpose of this assignment is to provide a scenario and set of tasks that are typical of how media authors and publishers would use appropriate applications, to enable you to assess your learner against the requirements specified in the grading criteria. The scenario and its tasks are intended to give a work-relevant reason for applying the skills, knowledge and understanding needed to achieve the unit.

This assignment will not instruct learners how to meet the highest grade. Whether learners achieve a pass, merit or distinction will depend on what evidence they produce.

You can modify the scenario we provide in this assignment to make it more relevant to your local or regional needs. Please refer to the information under 'Modifying the model assignment' later in this section.

You don't have to use this assignment. You can use it as a guide to help you to design your own assignment, and we provide an assignment checking service. You'll find more information on these matters in section 8 of the qualification handbook.

In the tasks, we'll refer to the format of evidence. Learners are **not** required to follow that format **unless** we tell them otherwise.

It's essential that the work every learner produces is their own. Please make sure you read through the information we give on authenticity in section 8 of the qualification handbook and make sure that your learners and any staff involved in assessment understand how important authenticity is.

We provide this assignment to be used for summative assessment. You must not use it for practice or for formative assessment.

Before using this assignment to carry out assessment

Learners will need to take part in a planned learning programme that covers the knowledge, understanding and skills of the unit.

When your learners are ready to be assessed, they must be provided with a copy of the following sections of this assignment:

- General information for learners

- Assignment for learners

- Evidence Checklist

They may carry out preparation prior to undertaking the tasks and there is no time limit for this.

When completing the assignment

You should use this assignment in conjunction with the unit specification and qualification handbook.

Before initial assessment, a preliminary task should be provided by the centre to allow learners to explore their skills and abilities in interactive media production to form part of formative assessment. This can allow learners to become familiar with any software that they intend to use for their summative assessment and to practise technical skills.

Resources to complete the tasks

Access to professional/Industry standard software. Centres should use suitable interactive media software such as example, Adobe Creative Suite, Serif WebPlus, QuarkXPress, AppInventor.

Industry standard templates to complete relevant health and safety procedures (recce and risk assessment).

Time

You should plan for learners to have 15–24 hours to complete this assignment.

Learners must be allowed sufficient time to complete all the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual learners. To help with your planning, we've given an indication of how long it should take against each of the tasks.

Learners can produce evidence over several sessions.

Task 1: This task requires learners to produce a document that describes a minimum of three existing different interactive media products across a range of purposes from the specification. This could be evidenced as a word processed report, presentation, audio or video file.

Task 2: This task builds on the work in task 1 and requires learners to produce a document to show to the town council that compares and contrasts the use of different platforms to deliver interactive media products to the public. The document could be created in a word processed or presentation format and should compare and contrast the use of different delivery platforms for at least three different interactive media products. The document should include images to illustrate the comparisons and contrasts. The document must give detailed reviews of the products and compare how the products differ depending upon the delivery platform being used.

Task 3: This task requires the learners to start the planning phase of the interactive media product. Learners must produce a production schedule for the product setting out deadlines for the various aspects of the design, creation and testing phases of the project. This schedule will be followed for the creation of the interactive media product. The production schedule can be presented in word processed document, spreadsheet or project software. This task can be completed alongside Task 4 so that a fuller understanding of the project is developed.

Task 4: This task requires learners to create original planning documentation in response to the clients brief. These documents should outline an idea for the interactive media product and can be presented in a variety of formats such as written or video files. A specification should be produced together with a range of other documents such as outline designs of the product, a mood board, navigation map and storyboards for the screens/pages.

Task 5: This task builds upon the work in task 4. Learners are required to produce fully annotated designs for the interactive media product that meet industry standards. Learners must produce designs for a minimum of six pages together with other documents such as navigation maps, colour schemes and storyboards. Learners are also required to justify their designs and content

linking them back to the client and target audience needs. Learners are also required to consider the relevant legal and ethical issues that will affect the interactive media product

Task 6: This task requires the learners to create the interactive media product that they have designed together with the content that it contains. Learners must evidence how they have created the product including how they optimised it for use of a number of different platforms. The final product must be of a high technical standard and use an appropriate graphical user interface. Learners must use appropriate software and include images, text and a minimum of two forms of interactivity. Learners will require access to appropriate software to allow them to create and edit their product. They may also require access to video/photography/audio equipment to allow them to create their own original assets.

Task 7: This task will enable the learners to test their interactive media product technically and how it meets the client and target audience requirements. Learners are required to produce a detailed test plan that tests all pages/screens with evidence showing how the tests were performed. Audience and client feedback must be gathered and analysed. This could take the form of questionnaires or interviews.

Health and Safety and the use of resources

Learners must be informed about following safe working practises when completing the work for this unit, ensuring that they operate all equipment in a safe manner.

Format of evidence

Learners have to produce evidence that demonstrates how they have met the grading criteria. At the very least they must produce evidence that meets **all** of the pass criteria.

Please make sure your learners realise that missing just one pass criterion means they will not pass the unit, even if they have successfully met the merit and distinction criteria.

The only requirement is that non-proprietary file formats are used so that there is no issue with viewing any evidence on a personal computer.

Evidence of all work produced by the learner can be presented on a blog. The blog must be accessible for moderation. This can be through a hub or URL link to the learner's work.

We do require that evidence **must** take a specific format for some of the tasks in this assignment. We have made that clear in the respective tasks. Where we prescribe the format, we state this as 'You must produce a …' or 'Your evidence must include a …'. When we do not prescribe the format, we say 'You could include a report on…'. Please look out for this and make sure learners realise that we have prescribed the format for some of the tasks. The evidence does not have to follow any specific reporting conventions. You can modify the format of the evidence but you must make sure the format does not prevent the learner from accessing the grading criteria.

For more guidance on generation and collection of evidence, please refer to section 8, 'Internal Assessment', in the qualification handbook.

Group work

This assignment has not been written to include group work. If you plan to ask learners to work in a team to complete work for assessment, you need to determine at which point in an assessment task learners can work together.

You must be sure that each learner can produce evidence of their own contribution to each grading criterion. You can give constructive feedback to learners about working as a group and direct them on team working skills because evidence of team working skills is not required by the unit. See our

information on authentication, including group work and feedback to learners, in section 8 of the qualification handbook.

If witness statements are used to support learners' evidence, you will need to complete an individual statement for each learner and these must follow the guidelines set out in the Ofqual regulations.

After completing the assignment

Once the learner has submitted their work to you to be assessed, you must judge or 'mark' the work against the grading criteria for the unit and identify one grade for the unit. For further information about assessment, please refer to section 8 of the qualification handbook.

Your assessment decisions must be quality assured across the cohort of learners in your centre who are being entered for the same unit. This must be done through an internal standardisation process. We give information on internal assessment and standardisation in the qualification handbook.

Reworking the assignment

If you and the learner feel they've not performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment. If a learner is working on improving their work before it is resubmitted, you and the learner must continue to make sure the work is the learner's own.

Any feedback you give to the learner must not direct them on how to improve their work. You can identify what area of the work could be improved but you cannot give the learner any details about how they could improve it. You must follow the guidelines given in section 8 of the qualification handbook under 'Authenticity of learner work'.

Modifying the model assignment

The tasks in this assignment allow learners access to the full range of grades detailed in the grading criteria of this unit.

If you modify this assignment you must **not** change the grading criteria provided in the tasks for the learner or in the evidence checklist. These grading criteria are taken from the unit.

You can modify the scenario to suit your local or regional needs and the tasks may be contextualised to match any changes you have made to the scenario. If you supply your own drawings to support a different scenario, these must be sufficiently detailed for learners to complete the tasks.

You can modify the type of evidence and the format it takes, unless we expressly state that evidence must take a specific format.

You must also make sure that you avoid discrimination, bias and stereotyping and support equality and diversity. For more information, please see the section 'Designing your own assignments for internally assessed units' in section 8 of the qualification handbook.

If modifications are made to the model assignment, whether to the scenario alone, or to both the scenario and individual tasks, it's your responsibility to make sure that all grading criteria can still be met and that learners can access the full range of grades.

If you're using this model assignment and delivering the Foundation Diploma or Diploma you have an opportunity to secure meaningful employer involvement by working with an employer to modify

.

General information for learners

Q   ***What do I need to do to pass this assignment?***

A   You need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to. If you miss just one pass criterion, you will not achieve this unit and will receive an unclassified result.

Q   ***What do I need to do if I want to get a merit or distinction for this assignment?***

A   For a merit, you need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to **and** you need to produce evidence to meet **all** the merit criteria.

   For a distinction, in addition to the above, you also need to meet **all** the distinction criteria for this unit.

Q   ***What help will I get?***

A   Your tutor will support you when completing this assignment and will make sure that you know what resources or facilities you need and are allowed to use. We've given your tutor information about how much support they can give you.

Q   ***What if I don't understand something?***

A   It's your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.

Q   ***I've been told I must not plagiarise. What does this mean?***

A   Plagiarism is when you take someone else's work and pass this off as your own, or if you fail to acknowledge sources properly. This includes information taken from the internet.

   It's not just about presenting a whole copied assignment as your own; you will also be plagiarising if you use the ideas or words of others without acknowledgement, and this is why it's important to reference your work correctly (see Q&A below for more information on referencing).

   Plagiarism has serious consequences; you could lose the grade for this unit or you may not be allowed to achieve the whole qualification.

   Always remember that the work you produce must be your own work. You will be asked to sign a declaration to say that it is.

Q   ***What is referencing and where can I find out more information about it?***

A   Referencing is the process of acknowledging the work of others. If you use someone else's words and ideas in your assignment, you must acknowledge it, and this is done through referencing.

   You should think about why you want to use and reference other people's work. If you need to show your own knowledge or understanding about an aspect of subject content in your assignment, then just quoting and referencing someone else's work will not show that **you** know or understand it. Make sure it's clear in your work how you are using the material you have referenced **to inform** your thoughts, ideas or conclusions.

   You can find more information about how to reference in the *The OCR Guide to Referencing* available on our website: http://www.ocr.org.uk/i-want-to/skills-guides/.

Q   *Can I work in a group?*

A   Yes. However, if you work in a group at any stage, you must still produce work that shows your individual contribution. Your tutor can advise you how to do this.

Q   *Does my work for each task need to be in a particular format?*

A   You can present your work in a variety of ways – it can be handwritten, word-processed, on video or in digital media. What you choose should be appropriate to the task(s) and your tutor can advise you. There may be times when you need proof that you have completed the work yourself: for example, if you do something during work placement that you want to use as evidence, the tutor might ask the employer to provide a witness statement.

Make sure you check the wording in each task carefully. For each task, we'll tell you if your evidence has to be in a specific format:

- If we say use the word '**must**', for example 'You must produce a report' or 'Your evidence/work must include a diagram', then you must produce the work in the stated format.

- If we use the word '**could**', for example 'You could include sketches of your ideas' or 'You could do this by annotating your diagram', this means that you are not required to follow the format we have given, but you must make sure that the work you do produce allows you to demonstrate the requirements of the grading criteria.

If you are unsure about what evidence you need, please ask your tutor.

Q   *Can I ask my tutor for feedback on my work?*

A   We have given your tutor instructions on what kind of feedback they can give you. For example, they are **not** allowed to tell you exactly what to do to make your work better, but they **can** remind you about what they've taught you and you can use this additional learning to try and improve your work independently. They can say what they've noticed might be wrong with your work, for example if your work is descriptive where an evaluation is required, but your tutor can't tell you specifically what you need to do to change it from a description to an evaluation – you will need to work out what you need to do and then do it for yourself.

Q   *When I have finished, what do I need to do?*

A   If you have included the personal details (such as name, address or date of birth) of someone other than yourself in your work, this must be blanked out (anonymised) – your tutor will tell you how to do this. You don't need to do this for information contained in references.

You can complete the evidence checklist to show your tutor where they can find the evidence for each grading criterion in your work.

You should make sure your work is labelled, titled and in the correct order for assessing.

Hand in the work that you've completed for each task to your tutor. They might ask to see your draft work, so please keep your draft work in a safe place.

Q   *How will my work be assessed?*

A   Your work will be marked by someone in your centre who has been authorised to do so. They will use the information in the grading criteria to decide which grade your work meets. The grading criteria are detailed in each unit and are also given in the tasks within this assignment. Please ask your tutor if you are unsure what the grading criteria are for this assignment.

Assignment for learners
Interactive media product

Scenario

Council InfoPoint

You work as a developer for WestWay MultiMedia Solutions (WWMS). The company has been approached by the town council to develop a new multimedia information system for the town.

Members of the council are aware of advancements in modern technology and want to use these to advertise the town and inform people of what is available. The council have asked for a new interactive multimedia product to be developed that can be viewed on a number of devices. The product will be targeted at a wide range of users but especially at:

- visitors to the town who are looking for information about the town
- local people who are looking for information about upcoming events.

This will require that the relevant information is easy to find and that the product is not overly complex to use.

The purpose of the product is to:

- raise the profile of the town on the internet
- be a source of information for locals about what events are happening.

The council have also decided that they want to place a number of information kiosks around the town where people will be able to view and use this product to find out information about the town and its events. These kiosks will be touch screen operated.

You have been tasked with the design and development of this interactive product. The product must contain:

- a minimum of six pages/screens
- a minimum of two forms of interactivity
- images, animation, audio and/or video.

The product must also be:

- easy to use
- provide the user with a positive experience
- provide relevant and up-to-date information about the town.

All content produced must be original and produced by you. However, images, video, music or animations from copyright-free sources may be used, but must be referenced.

Introduction to the tasks

You need to plan, produce and test an interactive media product which is outlined in the task details.

As a starting point you should:

- compare existing inertactive media products

- plan and design an interactive media product for a client

- create a planned interactive media product

- test the new interactive media product

You should present your work using a range of mediums in the planning, production and post-production stages. This could include photographs, audio commentary or written notes to evidence your progression and development of your production in the production stages.

The tasks

Task 1: *Existing interactive products*

(This task should take between 2 and 3 hours.)

Learning Outcome 1: Be able to compare interactive media products, is assessed in this task.

Your task is to:

Produce a document to show to the town council that describes existing interactive media products. The products can be from a number of different platforms.

Pass	Merit	Distinction
P1: Describe interactive media products		
Evidence		
P1 The document could be created in variety of formats including word processed, presentation, audio or video report and should describe a minimum of three different existing interactive media products. The three different existing interactive media products should cover a range of the purposes covered in the teaching content.		

Task 2: *Delivery platforms*

(This task should take between 2 and 3 hours.)

Learning Outcome 1: Be able to compare and contrast interactive media products, is assessed in this task.

Your task is to:

Produce a document to show to the town council that compares and contrasts the use of different platforms to deliver interactive media products. You should also consider the different formats that can be used to deliver these interactive media products and any issues that may occur.

Pass	Merit	Distinction
	M1: Compare and contrast the use of different platforms and formats for delivering interactive media products	
Evidence		
M1 The document could be created in a word processed or presentation format and should compare and contrast the use of different delivery platforms for at least three different interactive media products. The document should include images to illustrate the comparisons and contrasts. The document must give detailed reviews of the products and compare how the products differ depending upon the delivery platform and format being used.		

Task 3: *Planning the production.*

(This task should take between 1 and 2 hours.)

Learning Outcome 2: Be able to initiate, plan and design a new interactive media product to a client brief, is assessed in this task.

Your task is to:

Create a production schedule for the creation of the interactive media product for the brief given to you. This task can be carried out alongside task 4.

Pass	Merit	Distinction
P3: Produce a plan for the creation of the interactive media product from the generated ideas		
Evidence		

The production plan should include appropriate deadlines for the following:

P3

- Design phase

- Creation phase

- Testing phase

The production schedule can be presented in word processed document, spreadsheet or project software. The document should clearly show varied aspects of the production process (i.e. tasks, resource, timescales, milestones)

Task 4: *Create ideas for the client.*

(This task should take between 2 and 3 hours.)

Learning Outcome 2: Be able to initiate, plan and design a new interactive media product to a client brief, is assessed in this task.

Your task is to:

Create ideas to show to the client for the interactive media product in response to the brief.

Pass	Merit	Distinction
P2: Generate ideas for a new interactive media product for a client brief *Synoptic assessment from Unit 2 Pre-production and planning		
Evidence		

The outline ideas for the new interactive media product can be presented in a written or video format. The outline ideas must include:

P2

- A specification document that identifies:
  - The purpose
  - Target audience
  - Client needs
  - User needs
  - Delivery format
  - Platforms for use on

The evidence should include:

- Outline designs

- A mood board

- Navigation map

- Storyboards

Task 5: *Designing the production.*

(This task should take between 3 and 5 hours.)

Learning Outcome 2: Be able to initiate, plan and design a new interactive media product to a client brief, is assessed in this task.

Your task is to:

Create fully annotated designs for the interactive media product that are consistent with industry standards.

Pass	Merit	Distinction
	M2: Explain the legal and ethical issues relating to product idea.	D1: Justify the planned interactivity and range of media content to meet a client brief
Evidence		

Your evidence must include industry standard pre-production documents as shown below:

M2

- Annotated designs and layouts for a minimum of six pages

- Accurate navigation maps

- Annotated visualisation diagrams of screens and pages that clearly show:

   o   All elements and assets
   o   Colour schemes and font styles
   o   Interactive elements
   o   Sources for content

- Considerations of the relevant legal and ethical issues that affect the interactive media product including accessibility issues.

D1

- Justifications of designs and content related to the client and target audience needs including:

   o   Benefits of using interactive elements
   o   Limitations that will affect product

Task 6: Creating the interactive media product

(This task should take between 3 and 6 hours.)

Learning Outcome 2: Be able to create a planned interactive media product, is assessed in this task.

Your task is to:

Generate content and create the interactive media product, optimising it for use on a number of platforms to meet the clients' needs

Pass	Merit	Distinction
P4: Create the planned interactive product	M3: Create a graphical user interface combining media elements with user interactivity	D2: Demonstrate optimisation techniques across the interactive media product
Evidence		

P4

You must produce the materials required for the interactive media product and the final working interactive media product itself including the graphic user interface.

M3

Your evidence must include relevant documentation that shows:

- Creation of interactive media product showing the creation and use of aspects that create consistent page layouts and architecture (e.g. template, css, page styles)

- Optimisation for use on the platforms stated to provide a high quality user experience

- A final interactive media product of a high standard.

D2

The product should:

- Use appropriate software

- Include a minimum of images and text

- At least two forms of interactivity

Task 7: *Testing the final interactive media product works*

(This task should take between 2 and 3 hours.)

Learning Outcome 2: Be able to test the new interactive media product, is assessed in this task.

Your task is to:

Test that the final interactive media product works correctly and meets the needs of the client and audience.

Pass	Merit	Distinction
P5: Conduct testing on the finished interactive media product.		

Evidence
Your evidence must include: P5 • Detailed test plan   ○ Test each page/screen work   ○ All functionality works   ○ Readability   ○ Usability   ○ Accessibility • Target audience feedback • Client feedback   Audience and client feedback evidence could take the form of: • Questionnaires • Interviews

Evidence Checklist
OCR Level 3 Cambridge Technicals in Digital Media
Unit 4: Interactive media product

LEARNER NAME:

For PASS have you: (as a minimum you have to show you can meet every pass criterion to complete the unit)	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
P1: Described interactive media products	
P2: Generated ideas for a new interactive media product for a client brief	
P3: Produced a plan for the creation of the interactive media product from the generated ideas	
P4: Created the planned interactive product	
P5: Conducted testing on the finished interactive media product	

For Merit have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
M1: Compared and contrast the use of different platforms and formats for delivering interactive media products	
M2: Explained the legal and ethical issues relating to product idea.	
M3: Created a graphical user interface combining media elements with user interactivity	

For Distinction have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
D1: Justified the planned interactivity and range of media content to meet a client brief	
D2: Demonstrated optimisation techniques across the interactive media product	

To find out more
ocr.org.uk/media
or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**