

Cambridge TECHNICALS LEVEL 2

DIGITAL MEDIA

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Unit 5

Creating digital media products
Model assignment - Synoptic Assessment

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Guided learning hours: 60

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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.

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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 the digital media industry would use digital media content, software and hardware, 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.

Information to support the scenario/tasks

Before initial assessment, a preliminary task should be provided by the centre to allow learners to explore their skills and abilities in creating a digital media product and editing 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.

Learners may choose which digital media product they want to produce for this unit. Therefore assessment should be based on quality and not quantity of work produced, especially when comparing multimedia and interactive products to digital publishing productions. Please see the scenario on page 10.

Task 1 This involves learners creating a proposal to reflect their ideas based on a client brief. This will also involve learners creating sample materials (moodboard, Mindmap, annotations of the brief) to support their ideas and proposal based on the client brief/scenario. This can be evidenced in the form of a written report, presentation or vlog.

Task 2: This involves learners reviewing their planning documentation (i.e. proposal and sample planning materials and documentation) and the feasibility and improvements to be made towards the production of their digital media product. Learners will create applicable pre-production documentation which will be used to inform the production and post-production of their digital media product. Improved and amended proposal and planning documents can be evidenced using written annotations or written report or vlog to evidence changes that have been made. Pre-production documents must follow industry format/standards. Learners must be able to identify and address legal and ethical issues in relation to their digital media product. This can be evidenced as a written report, presentation or audio-visual commentary with images.

Time scales and mile stones must be realised to meet deadlines set out for the completion of the production.

Task 3: This task will enable learners to use their planning materials to create original digital media content for their production. The learner must evidence the setting up of relevant equipment and or software and the following of safe production practices in the locations where the productions are taking place. Any issues arising in this production task should be dealt with before moving on to the next task and learning outcome and include a revision of relevant Task 2 documentation if necessary

Health and safety procedures must be carried out (based on the location). The feasibility should be evaluated against the potential risks for all key personnel, cast and crew. Learners should be advised to refer to Industry standard process and practices. This can be supported with a range of presentation methods including written notes, photographs, audio-visual recordings etc.

Task 4: This involves learners using post-production techniques to create a prototype and export the final version of the digital media product. Evidence can be in the form of screen shots with annotations and/or audio-visual commentary with notes and images. Learners must be able to use appropriate post-production techniques and methods to create and export the final digital media product. The use of post-production techniques and methods should be evidenced throughout.

Professional non-linear editing software/desktop publishing software must be used to manipulate production materials generated by the learner.

Post-production tools must be used to create and enhance meaning into the production.

Task 5: involves learners gaining and reviewing feedback from the client and audience on their final digital media product. Learners should use the feedback to review the final outcomes of the digital media product. Learners will also review their own skills developed throughout completion of all units within this qualification and how these have impacted on the product development.

Learners must explain strengths and/or weaknesses in the final digital media product. They must explain why elements are strengths and the benefits they bring and/or explain why elements are weaknesses, how they impact on the product and give suggested improvements for development. Learners must review the skills, knowledge and understanding they have developed throughout the completion of the units within this qualification. They must identify how they have used the skills, knowledge and understanding to support the development of the final digital media product, evidencing how they have used their learning from other units to influence their work on the development of this final product. This should include areas such as planning, creation and production, visual and audio effects and editing in post-production. The model assignment for this unit identifies the opportunities for assessing the synoptic links. This review serves as a conclusion to the learner's programme of learning. Evidence could be in the form of a written report, blog, vlog or podcast.

Learners must evaluate how using different skills and techniques they have learned across the qualification could enhance the final digital media product. The evaluation must conclude with what impact any enhancement the learner suggests would have on the final digital media product. Learners could refer to skills and techniques they used and how they could be used in a different way, as well as considering those they did not use. Evidence could be in the form of a written report, vlog or podcast.

These guidance notes should be used in conjunction with the unit specification and qualification handbook.

Resources to complete the tasks

There are resource requirements for this assignment. Every learner will need access to the following resources:

Access to professional / industry standard software. Centres should use suitable desktop publishing software for digital publishing products and non – linear editing software for animation, multimedia products, and interactive products. For example, Adobe Creative Suite, Final Cut Pro, QuarkXPress, Adobe Dreamweaver.

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

Time

You should plan for learners to have 10-20 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, against each of the tasks, we've given an indication of how long it should take.

Learners can produce evidence in several sessions.

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 final digital media products must be exported and submitted on a physical format. E.g. audio-visual/ interactive based products to be submitted in DVD format must be playable on domestic DVD players. Digital publishing evidence must be on a CD (pdf), audio-visual (MP4) etc. Links for websites can be submitted on a Word doc and submitted with work on a CD or published on the learner's blog. Once these are exported they must be checked to make sure that links work.

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/all of the tasks in this assignment. We have made that clear in the tasks. Where we prescribe the format, we state this as 'You must produce an xxx' or 'Your evidence must include a xxx'. When we do not prescribe the format, we say 'You could include a report on xxx. 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 the section 8 'Internal Assessment', in the qualification handbook.

Group work

This assignment hasn't 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 have to complete an individual statement for each learner.

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 materials/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 Diploma you have an opportunity to secure meaningful employer involvement by working with an employer to modify it.

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 Yes, but they can't give you detailed feedback.

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

Unit 5: Creating digital media products

Scenario

You have been commissioned by your local council to create a digital media product that promotes healthy eating to secondary schools in your local area. The campaign is called 'Eat Right' and is intended to show students the benefits of healthy eating and exercise for a healthy lifestyle.

You are required to make **one** of the following digital media products as part of the 'Eat Right' campaign for your local council:

1. Animation

- For the councils website

2. Website

- Pages for your councils website as part of the 'Eat Right' campaign

3. Game

- 2D
or
- Platform

4. Multimedia product

- Educational resource
or
- Promotional materials

5. Digital publishing

- Newspaper
or
- Magazine
or
- Advertising campaign

All content produced must be original and produced by you, the learner. However, music or audio effects from a copyright-free source may be used, but must be referenced.

The tasks

Task 1: Create a proposal for a digital media product to a client brief

(This task should take between 1 and 4 hours.)

Learning Outcome 1: Be able to create a proposal with sample materials for an original digital media product to a client brief.

Your task is to:

Create a proposal and sample material for the intended digital media product.

Task 1: Grading Criteria

Pass	Merit	Distinction
P1: Create a proposal that outlines ideas for an original digital media product to meet the client brief	M1: Justify the codes and conventions and production techniques to be used in the intended digital media product to meet the client brief	
P2: Create sample planning materials to support the proposal		
Evidence		
<p>The proposal could be presented in written report, presentation or vlog that demonstrates the initial planning ideas for development of the chosen digital media product. You must produce sample material that could be incorporated in the content of the proposal.</p> <p>The proposal evidence must include:</p> <ul style="list-style-type: none"> • Requirements of the brief • House-style and genre for the intended digital media product. • Justify codes and conventions and production techniques to be used in the intended digital media product, drawn on or refer to existing examples. <p>The sample material to support the proposal must include:</p> <ul style="list-style-type: none"> • Moodboard • Mindmap • Annotations of the brief <p>Evidence of how you have used your learning from:</p> <ul style="list-style-type: none"> • Unit 1 to aid the selection of hardware and software technologies for use within your proposal. Why you have selected what you have? • Unit 2 to support the development of your sample materials used with your proposal • Unit 3 to support your research activities and your decision making when considering the requirements of the brief and choosing your genre for the proposed digital media product • Unit 4 to support your decisions when selecting the different types of effects and production techniques for your proposed digital media product • Unit 9 to support your decision making process in selecting and justifying the codes and conventions proposed for use in your digital media product. 		

Task 2: Review and develop pre-production materials

(This task should take between 1 and 3 hours.)

Learning Outcome 2: Be able to review and develop pre-production documentation for an original digital media product to a client brief

Your task is to:

Develop and create pre-production materials to plan your content for an original digital media product.

Task 2: Grading Criteria

Pass	Merit	Distinction
P3: Develop and review pre-production material that meets the client brief.	M2: Identify and address legal and ethical issues for the intended digital media product.	
Evidence		
<p>You must be able to develop pre-production documentation in order to meet the requirements of the product's purpose, audience, style and genre, appropriate to the client brief. Improvements and amendments to proposals and planning documents can be evidenced using written annotations, written report or vlog to evidence changes that have been made.</p> <p>You must develop and create pre-production materials which are consistent with industry standards.</p> <p>Your evidence must include pre-production materials presented as shown below:</p> <ul style="list-style-type: none">• Proposal review• Relevant forms, including permissions and health and safety• Planning documentation (visualisation diagram, wireframe, storyboard)• Tables, written notes or online applications to organise timescales and milestones• Applicable legal and ethical issues and regulation with examples and explanations of how they will be addressed. <p>Evidence of how you have used your learning from:</p> <ul style="list-style-type: none">• Unit 2 to support the development and review of your pre-production materials. How did this learning support your decision to use the materials that you have and why have you chosen those for your proposal, to meet the client brief?• Unit 10 to support you in developing your planning schedules and pre-production documents. How did the information around the industry job roles and different types of skills requirements help with your decision making?		

Task 3: Create digital media content

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

Learning Outcome 3: Be able to produce the digital media product to a client brief

Your task is to:

Generate original content for your digital media product.

Task 3: Grading Criteria

Pass	Merit	Distinction
P4: Source a range of assets for an original digital media product.	M3: Source and create assets that fit the style and genre for the intended digital media product.	D1: Edit sourced and created assets to follow the production techniques and codes and conventions of the chosen genre to meet the client brief.
<p>Evidence</p> <p>You must produce assets to create content for the digital media product and follow safe working practices when using hardware and software.</p> <p>The use of production equipment and software should also be documented and evidenced throughout this stage.</p> <p>Evidence of sourcing and creating assets and using equipment and software should be supported with annotated screen shots and or audio-visual commentary with notes and images.</p> <p>Your evidence must include:</p> <ul style="list-style-type: none"> • Safe working practices • Pre-production material • Set up and operate hardware and software • Create visuals, layout and design features to fit genre conventions • Create assets • Source copyright free assets • Review suitability of created and sourced assets <p>Evidence of how you have used your learning from:</p> <ul style="list-style-type: none"> • Unit 1 to aid the selection of hardware and software technologies used in the generation of your original content for your digital media product. Why did you decide to use what technologies you did and how successful were they in developing the digital media product? • Unit 2 in solving any health and safety issues. How did this learning support your decision making process during the production process? • Unit 3 to support the sourcing and creating of assets. How did this help with your decision making processes an support you skills and techniques in creating them? • Unit 10 to support your decision making processes during the production process. How did the information around the industry job roles and different types of skills requirements help with your decision making. 		

Task 4: Post production techniques and processes

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

Learning Outcome 4: Be able to edit the digital media product to a client brief

Your task is to:

Carry out post production techniques and processes to produce a digital media product.

Task 4: Grading Criteria

Pass	Merit	Distinction
P5: Apply post-production tools and techniques to your assets and export the final digital media product.		D1: Edit sourced and created assets to follow the production techniques and codes and conventions of the chosen genre to meet the client brief.
Evidence		
<p>You must carry out post production stage techniques and processes consistent with your planning materials.</p> <p>Evidence of using post-production techniques and methods should be provided in the form of audio-visual commentary with notes and images and/or annotated screenshots of actions completed.</p> <p>Your evidence must include:</p> <ul style="list-style-type: none">• Importing and editing assets• Using post-production techniques and tools:• Exporting final digital media product <p>Evidence of how you have used your learning from:</p> <ul style="list-style-type: none">• Unit 1 to make decisions about the exporting requirements of your final digital media product. How have you used this information and did you make the right choices?• Unit 4 to support your decisions when importing and editing assets for your digital media product. Why did you use the editing techniques in your post-production processes, what impact did these have on your final digital media product?		

Task 5: Review own skills and the digital media product

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

Learning Outcome 5: Be able to review own skills and the final digital media product to a client brief.

Your task is to:

Review own skills and the digital media product.

Task 5: Grading Criteria

Pass	Merit	Distinction
P6: Explain strengths and/or weaknesses in the final digital media product		D2: Evaluate how using different skills and techniques could enhance the final digital media product
P7: Review how skills and techniques were applied to support the development of the final digital media product		
Evidence		
<p>Your evidence must be in the form of a written report, blog or vlog, podcast with annotations and include the following:</p> <ul style="list-style-type: none"> • Strengths and weaknesses identified and evaluated based on client and or audience feedback • How the final digital media meets the purpose of and client brief • How using different skills and techniques could enhance a product. <p>Evidence of how you have used your learning from:</p> <ul style="list-style-type: none"> • Unit 3 and 9 to carry out your review. How has your learning supported your decision making, in gaining feedback and evaluating your product and skills used? 		

Evidence Checklist

OCR Level 2 Cambridge Technicals in Digital Media

Unit 5: Creating digital media products

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.
Create a proposal that outlines ideas for an original digital media product to meet the client brief (P1)	
Create sample planning materials to support the proposal (P2)	
Develop and review pre-production material that meets the client brief (P3)	
Source a range of assets for an original digital media product (P4)	
Apply post-production tools and techniques to your assets and export the final digital media product (P5)	
Explain strengths and/or weaknesses in the final digital media product (P6)	
Review how skills and techniques were applied to support the development of the final digital media product (P7)	

For Merit have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
Justify the codes and conventions and production techniques to be used in the intended digital media product to meet the client brief (M1)	
Identify and address legal and ethical issues for the intended digital media product (M2)	
Source and create assets that fit the style and genre for the intended digital media product (M3)	

For Distinction have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
Edit sourced and created assets to follow the production techniques and codes and conventions of the chosen genre to meet the client brief (D1)	
Evaluate how using different skills and techniques could enhance the final digital media product (D2)	

To find out more

ocr.org.uk/digitalmedia

or call our Customer Contact Centre on **02476 851509**

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



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