Model Assignment

Issued January 2008

Please note:

This OCR model assignment may be used to provide evidence for the unit above. Alternatively, centres may wish to adapt this assignment or devise their own assignment for the purposes of assessment. It is the centre's responsibility to ensure that any adaptations made to this assignment allow candidates to meet all the assessment objectives and provide sufficient opportunity for candidates to demonstrate achievement across the full range of grades.

The scheme codes for these qualifications are:

OCR Level 2 National First Award in ICT   06324

OCR Level 2 National Award in ICT   06325

OCR Level 2 National First Certificate in ICT   06299

OCR Level 2 National Certificate in ICT   06276

The QCA Accreditation Number for this unit is:

Unit 20: Creating animation for the WWW using ICT   A/500/2235

This OCR model assignment remains live for the life of these qualifications.

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Contents

Guidance For Centres

1   General

1.1   OCR model assignments are issued free to centres on approval and are available to download from our website: www.ocr.org.uk.

1.2   Centres may choose to:

- use OCR model assignments for formal summative assessment of candidates

- tailor OCR model assignments for formal summative assessment of candidates

- use OCR model assignments as a benchmark for devising their own assignment.

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

2   Before carrying out the assignment

2.1   Candidates should be provided with a copy of the *Candidate Information* section of this booklet.

2.2   Candidates may carry out preparations prior to undertaking the tasks; there is no time limit for this.

3   When completing the assignment

3.1   Candidates should be allowed sufficient time to complete all of the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual candidates. It is suggested that evidence is produced in several sessions.

3.2   Each candidate must produce individual and authentic evidence for each task within the assignment.

3.3   Centre staff may give support and guidance to candidates. This support and guidance should focus on checking that candidates understand what is expected of them. It is not acceptable for tutors to provide model answers or to work through answers in detail.

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

3.5   It is acknowledged that candidates in their responses may refer to situations in the scenario but as the scenario is fictitious this does not break any rules of confidentiality.

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

4   After completing the assignment

4.1   Candidates' evidence is assessed by the centre's assessor against the qualification specification contained in the Centre Handbook. When grading candidates' work centres **must** use the grading descriptors in the unit. For further information about assessment please refer to the section on Assessment and Moderation in the Centre Handbook.

4.2   Assessors' decisions should be quality assured across the centre through internal moderation. For further information about internal moderation please refer to the section on Assessment and Moderation in the Centre Handbook.

5   Presentation of work

5.1   Candidates may use the *Candidate Checklist* provided to ensure that they submit evidence for ALL tasks. They can do this by using the *Candidate Checklist* as a contents page inserting references/page numbers in the boxes provided.

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

6   Acceptable evidence

6.1   For guidance on generation and collection of evidence please refer to the section on Assessment and Moderation in the Centre Handbook.

7   Reworking the assignment

7.1   If candidates do not meet the minimum PASS requirements for the assessment objectives, further work will be required.

7.2   Tutors may give feedback to candidates to support and guide them in producing evidence to the required standard.

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Unit 20 – Creating Animation for the WWW Using ICT
    5

Notes For Tutors

Introduction to the Tasks

The tasks have been designed to enable candidates to demonstrate their knowledge and understanding of creating animation for use on the WWW.

The tasks have been designed so that all of the assessment objectives in Unit 20 are addressed. The animation created in this unit may also be used in other units, for example Unit 2: Webpage creation; Unit 4: Design and produce multimedia products; Unit 23: Creating video.

These guidance notes should be used in conjunction with the unit specification and Centre Handbook.

The Tasks

Candidates will not be penalised for their choice of software provided it offers all of the tools/features required for this specification. Suitable packages include: Macromedia Flash, Serif DrawPlus and Adobe ImageReady.

Candidates should be advised that the animation created should be of at least 15 seconds in length (at least 30 seconds to achieve the higher levels). Candidates should be discouraged from producing animations that are excessively long.

Task 1:   Review several existing animations

Assessment Objective 1

In this task, candidates will review several existing animations (such as animated GIFs from the Internet, Flash/Shockwave animations and animated web banners). They will review the good and not so good features as well as their aims. They will also suggest ways the animations could be improved.

This should give them ideas that they can use when they start designing their animation for Pizza-licious in Task 2.

For Assessment Objective 1, centres may provide candidates with animations to review. These might be most useful if they last between 15 and 60 seconds. At least two different types of animation must be reviewed (eg one animated GIF and one animated web banner).

Evidence for this Assessment Objective does not have to be written. It could be an oral presentation supported by a Witness Statement.

Task 2:   Design an animation

Assessment Objective 2

For Assessment Objective 2 candidates **must** produce some planning documentation for their animation before they create it. At this stage a choice must be made between software that allows the use of tweening or frame-by-frame animation.

Before creating their own animation, it is important that the candidates identify its aim and target audience. They also need to produce a storyboard that shows the key points of the animation, although it need not show every frame. This storyboard should show the main components to be used in the animation and should be referred to during the actual creation of the animation.

Candidates are not required to create every element themselves; they may source these from elsewhere.

Task 3: Create an animation

Assessment Objective 3

Having designed their animation, candidates will now need to create it, using the design they made in Task 2. They will need to use suitable software.

Pass level candidates should produce an animation of at least 15 seconds in length.

Higher levels candidates will be expected to produce an animation of at least 30 seconds in length that makes use of looping (ie setting the final animation to run continuously).

The animation must be suitably complex for candidates to evidence the use of a range of animation techniques. A complex animation will consist of multiple objects animated simultaneously and this animation should run smoothly.

Animation properties should be modified to ensure the final product is fit for purpose.

As the animation is to be used on the WWW, candidates must export it to a suitable file format. For Distinction level, candidates must optimise the animation for the WWW. The use of screenshots would allow this to be evidenced.

Evidence of the created animation for this Assessment Objective could be provided electronically. However, additional evidence is required to show techniques used. As some software packages allow optimisation and exporting to be carried out as part of the same process, the evidence for Parts C and D could be combined.

Task 4: Test the animation

Assessment Objective 4

Having created their animation, candidates now need to create a test plan and test their animation using this plan. This will show the areas they have tested as well as the outcome of these tests. Candidates should also reflect on what they have produced and will suggest possible future improvements. There is no requirement to produce evidence of carrying out these tests other than completing the test plan. Higher level candidates will need to act on at least one of these improvements and provide evidence of changes they have made.

To achieve Pass level, candidates must carry out at least four tests.

Witness Statement – Task 1 (A, B, C, D)

AO1	Review several existing animations

CANDIDATE NAME	
ASSESSOR NAME	
Date of presentation	

ASSESSOR FEEDBACK

Identify the aim of each animation							
Please tick	Weak		Fair		Good		Excellent	
Assessor comments								

Review their good and not-so-good features							
Please tick	Weak		Fair		Good		Excellent	
Assessor comments								

Suggest a range of possible improvements							
Please tick	Weak		Fair		Good		Excellent	
Assessor comments								

Explain how these improvements would help the animation meet its aim							
Please tick	Weak		Fair		Good		Excellent	
Assessor comments								

AREAS FOR IMPROVEMENT/GENERAL COMMENTS

ASSESSOR SIGNATURE:		DATE:	

CANDIDATE SIGNATURE:		DATE:	

Model Assignment: Candidate Information

CANDIDATE NAME:

General Information for Candidates

Q   *Do I have to pass this assignment?*

A   Yes. You must pass this assignment to achieve the full qualification.

Q   *What help will I get?*

A   Your tutor will help you when completing the OCR model assignment and will make sure that you know what resources/facilities you need and are allowed to use.

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

A   It is 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   *Can I copy other people's work?*

A   No. The work that you produce must be your own work and you may be asked to sign a declaration to say that the work is your own. You should never copy the work of other candidates or allow others to copy your work. Any information that you use from other sources, eg books, newspapers, professional journals, the Internet, must be clearly identified and not presented as your own work.

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.

Q   *How should I present my work?*

A   You can present your work in a variety of ways, eg hand-written, word-processed, on video. However, what you choose should be appropriate to the task(s). For some work, eg presentations, coaching sessions, role-play, work experience, you will need to provide proof that you completed the task(s). A witness statement or observation sheet could be used for this. If you are unsure, check with your tutor.

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

A   You need to hand in the work that you have completed for each task. Do not include any draft work or handouts unless these are asked for. When you hand in your work make sure that it is labelled, titled and in the correct order for assessing.

Q   *How will my work be assessed?*

A   Your work will be marked by an assessor in your centre. The assessor will mark the work using the assessment objectives and the grade descriptors in the qualification specification.

Scenario

Pizza-licious

Pizza-licious is a chain of pizza restaurants, each with a takeaway and delivery service. Pizza-licious currently has 32 stores spread across the UK. It has an annual turnover in excess of £1 million. The company likes to think that it is technologically competent.

The company is about to launch an online ordering service. This will allow customers to access the Pizza-licious website and place their order online. The order will then be passed to the nearest store and the order will be guaranteed to be delivered by one of the company's motorbike agents within 30 minutes. If the wait is over 30 minutes, the customer will get a voucher for a free online order next time.

To advertise this new service, Pizza-licious would like an animation that it can use on its own website and on other websites as an advert that will draw customers in. They haven't specified a size for the animation – that is for you to choose!

Tasks

Task 1: Review several existing animations

Assessment Objective 1

In this task, you will review **at least two** different types of existing animation (eg. animated GIFs from the Internet, Flash/Shockwave animations, animated web banners). You will look at the good and not-so-good features of them as well as looking at their aims. You will also suggest ways to make the animations better.

This will give you ideas that you can use when you design your own animation in Task 2.

Use the activities below to produce evidence for your assignment.

To achieve Pass level you need only complete part B.

To achieve Merit level you need only complete parts A, B and C.

You need to select at least two different animations to complete this task.

A   Identify the aim of the animations selected.

(Evidence could be a word-processed document, a slide presentation or an oral presentation.)

B   Provide details of the good and not-so-good features of the animations you have selected.

The level that you achieve for this Assessment Objective will be largely determined by the amount of detail given and the thoroughness of your explanations.

(Evidence could be a word-processed document, a slide presentation or an oral presentation.)

C   Suggest a range of possible improvements for each of the animations you have reviewed.

Possible improvements suggested by Distinction level candidates must be valid.

(Evidence could be a word-processed document, a slide presentation or form part of an oral presentation.)

D   Explain how each of the improvements you suggested in Part C would help the animation meet its aim.

(Evidence could be a word-processed document, a slide presentation or form part of an oral presentation.)

Task 2: Design an animation

Assessment Objective 2

Before creating your animation for Pizza-licious, it is important that you identify its aim and target audience. You must also produce a storyboard that shows the key points of your animation. This need not show every frame of the proposed animation but must show the main components to be used. You will need to refer to it during the actual creation of your animation.

Use the activities below to produce evidence for your assignment.

To achieve Pass level you need only complete parts A and C.

A   Describe the aim of your animation.

To achieve Distinction level your description must be thorough.

(Evidence could be a word-processed document)

B   Describe the target audience of your animation.

To achieve Distinction level your description must be thorough.

(Evidence could be a word-processed document.)

C   Produce a storyboard for your animation showing the key points in it. You need to show all the different elements you will use and give specific details of them.

To achieve Pass level you need to produce a simple storyboard showing the design for an animation that is at least 15 seconds long.

To achieve higher levels you must design an animation that is at least 30 seconds long with all the main elements covered. Your designs should have a good structure.

(Evidence could be a hand-drawn storyboard or one created using suitable software on the computer.)

Task 3:   Create an animation

Assessment Objective 3

Having designed your animation, you now need to create it using the designs you made in Task 2.

Use the activities below to produce evidence for your assignment.

To achieve Pass or Merit level you need only complete parts A, B and D.

A   Using the storyboard you created in Task 2, use suitable software to create your animation.

To achieve Pass level your animation must be at least 15 seconds long, using basic graphic techniques and tweening or frame-by-frame animation.

To achieve Merit level your animation must be appropriate and work as intended. It must be at least 30 seconds long. You will also need to make good use of basic graphic techniques as well as setting frame rates and looping.

To achieve Distinction level you must also make sure that your animation meets its identified aims.

(Evidence could be the saved electronic file.)

B   Provide evidence to show you have created your animation and annotate it to show the key features you have used, for example keyframes, frame rates, looping, motion guides.

(Evidence could be annotated screenshots showing key points.)

C   Optimise your animation for use on the WWW.

(Evidence could be annotated screenshots showing the optimisation of the animation.)

D Export the animation in an appropriate file format, for use on the WWW.

(Evidence could be screenshots showing the exported animation including the file format or the electronic file.)

Task 4:   Test the animation

Assessment Objective 4

Now that you have created your animation for Pizza-licious, you need to test it using a test table. This will show what areas you have tested as well as the outcome of these tests. You will also look at what you have produced and suggest possible future improvements. Some of these improvements might be carried out.

Use the activities below to produce evidence for your assignment.

To achieve Pass level you need only complete parts A and B.

A Produce a test table containing at least four appropriate tests. Use this to show you have tested your finished animation.

To achieve Pass level you must produce a test table containing at least four tests.

To achieve Merit level you need to carry out at least five tests, ensuring they cover the main areas of the animation.

To achieve Distinction level you will need to carry out at least six tests, ensuring they cover all main areas of the animation.

(Evidence should be a table in a word-processed document.)

B Identify some possible improvements that you could make to your finished animation. These do not have to be correcting errors; they could be things that you could add or change to make your animation better.

(Evidence could be a word-processed document.)

C Carry out one or more of the improvements that you suggested in part B.

To achieve Merit level you must show that you have carried at least one of the suggested improvements.

To achieve Distinction level you must action most of the suggestions you made.

(Evidence could be before and after screenshots and the updated electronic file.)

Model Assignment: Candidate Checklist

OCR Level 2 Nationals in ICT

Unit 20: Creating Animation for the WWW Using ICT

CANDIDATE NAME: _____

For task 1 (AO1) have you:	Completed (✔)
A identified the aim of at least two different types of animation? (Higher levels only)	
Evidence provided (please ✔):	Ref/Page no(s)
❑ word-processed document	
❑ slide presentation	
❑ oral presentation (witness statement)	
❑ or other (please give details) _____	

For task 1 (AO1) have you:	Completed (✔)
B reviewed at least two different animations, looking at their good and not so good features?	
Evidence provided (please ✔):	Ref/Page no(s)
❑ word-processed document	
❑ slide presentation	
❑ oral presentation (witness statement)	
❑ or other (please give details) _____	

For task 1 (AO1) have you:	Completed (✓)
C suggested a range of possible improvements for each animation you investigated? (Higher levels only.)	
Evidence provided (please ✓):	Ref/Page no(s)
❏ word-processed document	
❏ slide presentation	
❏ oral presentation (witness statement)	
❏ or other (please give details) _____	

For task 1 (AO1) have you:	Completed (✓)
D explained how each of the improvements suggested would help the animation meet its identified aim? (Distinction only)	
Evidence provided (please ✓):	Ref/Page no(s)
❏ word-processed document	
❏ slide presentation	
❏ oral presentation (witness statement)	
❏ or other (please give details) _____	

For task 2 (AO2) have you:	Completed (✓)
A described the aim of your animation?	
Evidence provided (please ✓):	Ref/Page no(s)
❏ word-processed document	
❏ or other (please give details) _____	

For task 2 (AO2) have you:	Completed (✓)
B described the target audience of your animation? (Higher levels only.)	
Evidence provided (please ✓):	Ref/Page no(s)
❏ word-processed document	
❏ or other (please give details) _____	

For task 2 (AO2) have you:	Completed (✔)
C produced a storyboard for your animation?	
Evidence provided (please ✔):	Ref/Page no(s)
❑ hand-drawn storyboard	
❑ storyboard using suitable software	
❑ or other (please give details) _____	

For task 3 (AO3) have you:	Completed (✔)
A created your animation?	
Evidence provided (please ✔):	Ref/Page no(s)
❑ electronic file	
❑ or other (please give details) _____	

For task 3 (AO3) have you:	Completed (✔)
B provided evidence of the features used?	
Evidence provided (please ✔):	Ref/Page no(s)
❑ screenshots showing key points in your animation	
❑ or other (please give details) _____	

For task 3 (AO3) have you:	Completed (✔)
C optimised your animation? (Distinction only.)	
Evidence provided (please ✔):	Ref/Page no(s)
❑ annotated screenshots	
❑ or other (please give details) _____	

For task 3 (AO3) have you:	Completed (✓)
D exported your animation in an appropriate file format?	
Evidence provided (please ✓):	Ref/Page no(s)
❑ screenshots	
❑ electronic file	
❑ or other (please give details) _____	

For task 4 (AO4) have you:	Completed (✓)
A produced a test table containing at least four tests?	
Evidence provided (please ✓):	Ref/Page no(s)
❑ table in a word-processed document	
❑ or other (please give details) _____	

For task 4 (AO4) have you:	Completed (✓)
B identified some possible improvements that you could make to the finished animation?	
Evidence provided (please ✓):	Ref/Page no(s)
❑ word-processed document	
❑ or other (please give details) _____	

For task 4 (AO4) have you:	Completed (✓)
C carried out at least one of the suggested improvements from part B? (Higher levels only)	
Evidence provided (please ✓):	Ref/Page no(s)
❑ before and after screenshots	
❑ updated electronic file	
❑ or other (please give details) _____	