

Model Assignment

Issued January 2008

OCR Level 2 Nationals in ICT

Unit 22: Creating sound using ICT

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 22: Creating sound using ICT	J/500/2237
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This OCR model assignment remains live for the life of these qualifications.

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Model Assignment: Tutor Information

OCR Level 2 Nationals in ICT

Unit 22: Creating sound using ICT

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.

Notes For Tutors

Introduction to the Tasks

The tasks have been designed to enable candidates to review two existing audio clips, then to use the knowledge gained to design, create and test their own audio clip for use in the medical practice scenario given in the Candidate Information section.

The tasks have been designed so that all of the assessment objectives in Unit 22 are addressed. The tasks should be completed in sequence.

To design and create the audio clip, candidates will need to know which source components they will be using. Components should include at least one music clip, one sound effect and one speech clip (human voice). Candidates are not required to create these components themselves - they may either source the components from elsewhere or tutors may provide them with a **selection** of different components.

Many websites provide free and copyright-free sounds for educational use. CD/DVD-ROM sound libraries may also be used. The speech clip could be recorded by candidates using a microphone, sound recorder or other recording device. If this is not possible, tutors may record or provide a range of speech clips.

Candidates must demonstrate their creative skills, therefore tutors should not provide candidates with only one of each type of component.

Evidence for task 3, the created audio clip, would be best provided in electronic format.

The sound clip created in this unit may be used in other units, for example: Unit 2: Webpage Creation; Unit 4: Design and produce multimedia products; and Unit 23: Creating Video.

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

The Tasks

Task 1: Review at least two existing audio clips

Assessment Objective 1 is assessed in this task.

For this task candidates are required to review **at least two** different types of existing audio clip. Examples of clips that could be reviewed include radio advertisements, soundtracks from a film trailer, music clips and downloads from the internet. Tutors are advised to provide candidates with short clips (ie between one and four minutes).

Candidates may, in agreement with their tutor, review more than two clips if they wish to do so.

Candidates are not required to find the clips themselves; tutors may provide candidates with suitable clips in any electronic format or by providing website addresses and/or radio station frequencies.

For each audio clip reviewed, candidates must consider the good and not-so-good features. Higher level candidates must also identify the aim of each audio clip, provide a detailed explanation and suggest possible improvements.

Evidence for this assessment objective could be a written document, a slide presentation or an oral presentation supplemented by a witness statement.

Task 2: Design an audio clip

Assessment Objective 2 is assessed in this task.

Candidates will need to be familiar with the software they will be using before they embark on the planning. This will allow them to consider the audio editing techniques available when planning.

Candidates should use the knowledge gained during their reviews to plan and design an audio clip to meet the needs of the client in the scenario. It is essential that the design documentation is produced **before** the clip is created.

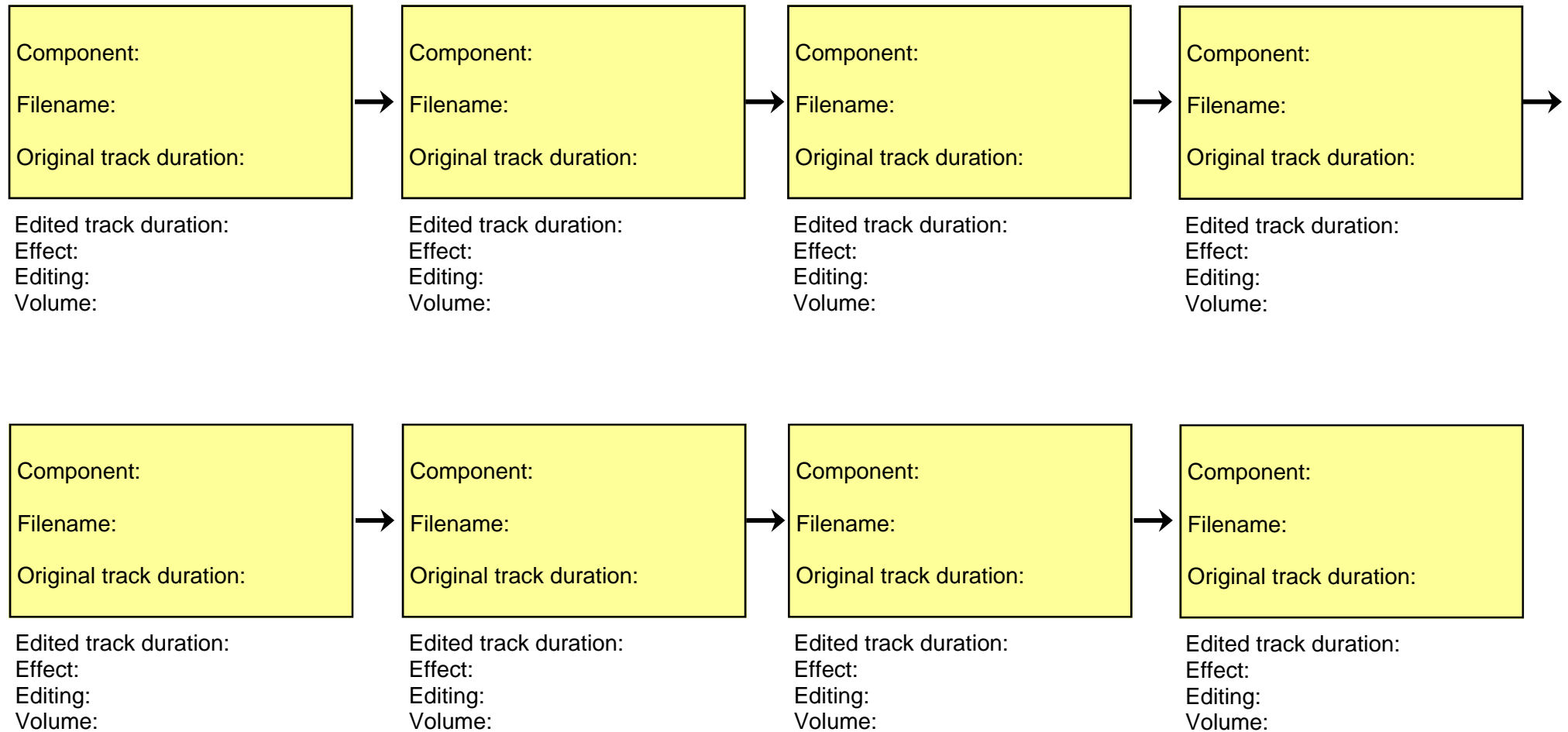
Candidates need to describe the aim and audience for their audio clip. This can be easily extracted from the given scenario.

Candidates will produce a storyboard showing various details of the planned clip that is to be created. The scenario should give candidates a good basis from which to produce their storyboard. The storyboard should show the planned content of the audio clip, the timeline, where they intend to use silencing and fading, the volume settings and special effects. In order to show these details on the storyboard, they will need to know what source components they will use and they will need to be familiar with the content of each source component.

Candidates are not required to source the components themselves although they may do so if they wish. They should use at least one music clip, one sound and one speech clip as appropriate. If tutors choose to provide candidates with components, they should provide a variety of different sound files to encourage creativity. The speech clip should ideally be recorded by candidates using a microphone or sound recorder, or if this is not possible, tutors may record a range of appropriate speech clips from which candidates may select one or more.

Tutors may provide candidates with a storyboard template. One possible example is provided on page 10.

Storyboard



Candidate Name: _____

Task 3: Create an audio clip

Assessment Objective 3 is assessed in this task.

Using their plan and storyboard created in Task 2, candidates must use suitable software to create an audio clip that is fit for the Family Care Medical Practice scenario. The clip must be at least 45 seconds in length and should be no more than 90 seconds.

Candidates should be advised to retain their original source components. Together with the completed clip, these will help identify the audio editing techniques used on the original clips.

Candidates will import their chosen source components into the audio editing software. They must import at least one music, one sound and one speech clip.

They must show evidence of cutting, copying and pasting. This may be done by means of screenshots, printouts of the 'before and after' waveforms, or electronic copies of the original file and edited clip. They must use some effects eg amplification, noise reduction.

Higher level candidates must also split and/or trim clips. Distinction level candidates must also use silencing and/or fading.

All candidates must export the clip in a suitable file format that can be played on most media players eg in .mp3 or .wav format.

Task 4: Test an audio clip

Assessment Objective 4 is assessed in this task.

For this task, candidates must produce a test plan/table. Tutors may provide candidates with a test plan/table template for them to complete. One possible example is provided on pages 11-12.

Candidates must decide which aspects of the audio clip they will test. On their test plan/table, they need to include details of what will be tested, how the element will be tested and what the expected outcome is. They should also include space for recording the results of each test.

Candidates will carry out each test and record each result on the test table. They are not required to produce screenshots as evidence of the testing. Candidates should identify areas for improvement which may be based on the outcome of the tests carried out. It is not appropriate for candidates to invent artificial problems in order to take corrective action.

Higher level candidates will carry out one or more of the identified areas of improvement.

The appropriateness of the tests should be a factor when determining the final grade for this Assessment Objective.

AO4 Test Plan for Audio Clip

Area to be tested	How to test this area	What should happen	What actually happened	Action taken

Area to be tested	How to test this area	What should happen	What actually happened	Action taken

Model Assignment: Candidate Information

OCR Level 2 Nationals in ICT

Unit 22: Creating sound using ICT

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

Family Care Medical Practice

You are on a training scheme to become an ICT Consultant. As part of your training, you are required to provide ICT support to a medical practice. The Practice Manager would like to introduce a range of new ICT systems and procedures to help improve efficiency and to show that the practice is keeping up to date with modern technologies.

The manager's latest venture is to automate the greeting and directing of visitors to the practice and to produce audio clips that can be played in the waiting room. You have been asked to work on a project to produce an audio clip that can be used either in the reception area or in the waiting room. The manager has instructed you to ensure that the clip has some appropriate music, some information spoken by a clearly audible human voice and suitable sound effects. He has stated that the clip should be at least 45 seconds and no more than 90 seconds. The clip should be of good quality and should catch and hold listeners' attention.

The Practice Manager has several suggestions of how audio clips can be used. He has asked you to plan, create and test an audio clip for one of the suggestions below:

- welcoming visitors to the practice and instructing them to take a seat in the waiting area
- calling patients to go to a specific consulting room
- informing people about special clinics held at the surgery
- providing information about the staff and services at the surgery
- informing people about the benefits of exercise
- advising about the dangers of smoking
- promoting eating of five portions of fruit and vegetables a day.

To create the clip, you can use existing music and sound clips.

Tasks

Task 1: Review at least two existing audio clips

Assessment Objective 1

Before you plan and create your audio clip, you need to critically review two existing audio clips so that you recognise what makes a clip effective and get some design ideas for your own product. You will also identify weaker features so that you can avoid these when you create your own clip.

You do not need to find all the clips yourself. Your tutor may provide you with suitable clips or with website addresses that contain audio clips. If you wish, you may find suitable clips yourself.

Use the activities below to produce evidence for your assignment.

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

A Identify **at least two** different types of audio clip that you will review, for example:

- radio advertisement
- soundtrack from a film trailer
- music clips
- downloads from the Internet.

Select **one** clip from each type you have identified (eg one radio advertisement and one music clip). You may review more than two clips if you wish.

(Evidence could be a brief note identifying each clip and its source in a word-processed document, a slide presentation or an oral presentation.)

B Identify the aim of each audio clip.

(Evidence could be added to the document or presentation used for Part A. A brief paragraph or bulleted list is sufficient here.)

C For each audio clip, identify the different features used and comment on whether you think the features are good or not so good.

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 continued from Parts A and B. You may use tables, bullet points or paragraphs to explain the features.)

D For each audio clip, suggest possible improvements that could be made to help improve the clip.

To achieve Distinction level, you must ensure these suggestions help the clip meet its aim.

(Evidence could be continued from Parts A, B and C of this task. Brief paragraphs or a bulleted list is sufficient.)

Task 2: Design an audio clip

Assessment Objective 2

Using the knowledge gained during Task 1, you need to plan and design an audio clip for the Family Care Medical Practice scenario.

Refer to the scenario and decide what your audio clip will be about. Your clip must be at least 45 seconds long and no longer than 90 seconds.

For this task, you will need to produce plans for the audio clip you have decided to create. Planning is essential and must be carried out **before** you start creating the clip. To produce your plans, you need to know what components you are going to use in your audio clip.

You do not need to find these components yourself although you may do so if you wish. You will need at least one music clip, one sound effect and one speech clip. You could record the speech clip using a microphone or sound recorder, but if this is not possible, your tutor may provide you with a selection of speech clips from which you should select one or more.

Use the activities below to produce evidence for your assignment.

To achieve Pass level you need only complete parts **A**, **B** and **D**

- A** Listen to and decide which components you intend to use. Make sure that they will synchronise well together. Save your selected components into your user area.

(No evidence is required for this section of the task as the evidence will be displayed on the storyboard.)

- B** Describe the purpose of your planned audio clip.

To achieve Distinction level your description must be thorough.

(Evidence could be a word-processed document.)

- C** Describe the target audience of your audio clip (Higher levels only).

To achieve Distinction level your description must be thorough.

(Evidence could be a word-processed document.)

- D** Decide the sequence of the source components and what editing you will carry out. Make brief notes about your initial ideas and your planned edits and effects.

Produce a storyboard for your audio clip to show eg:

- the planned content (show what components will be included and how you will combine and play each component)
- the timeline
- the volume setting for each component
- what special effects you will use
- how you intend to edit your clips: cut, copy and paste. For higher levels you should also plan where you will split and/or trim clips.
- where you intend to use fading (Distinction level)
- where you intend to use silencing. (Distinction level)

To achieve Pass level, your storyboard should show the main elements of your planned clip.

To achieve Merit level, your storyboard should have a clear structure showing the timeline and most of the planned editing and effects.

To achieve Distinction level, your storyboard must be well structured showing the timeline and all the planned editing, effects, volume, fading and silencing.

(Evidence for this could be hand-drawn or produced using ICT. An overview storyboard on one page should be sufficient, but this may be supplemented with more detailed notes on subsequent pages.)

Task 3: Create an audio clip

Assessment Objective 3

In this task you will be using your creative skills to produce the audio clip for the Family Care Medical Practice that you designed in Task 2. You will use audio editing software to import and edit your source components. Your clip must be at least 45 seconds long and no longer than 90 seconds.

Use the activities below to produce evidence for your assignment.

A Using your plan and storyboard from Task 2, import your source components into your audio editing software. You should import at least one each of:

- music
- sound
- speech.

(No evidence is required at this stage.)

B Use a range of audio editing techniques, eg cut, copy, paste and effects. You must provide evidence of each type of editing technique. To do so, you could save your audio project with a new filename each time you edit it or provide screen shots.

To achieve Pass level, you must show use of cutting, copying, pasting and effects.

To achieve Merit level, you must also split and/or trim clips. Most elements must work as intended and your audio clip must be appropriate for the Family Care Medical Practice. You must make good use of editing techniques.

To achieve Distinction level, you must also silence and/or fade clips. All elements must work as intended and your audio clip must meet the identified aim.

(Evidence of the audio editing could be screenshots or printouts of the 'before and after' waveforms. Alternatively the 'before and after' files could be provided electronically.)

C Ensure your clip is saved in a file format that is independent of audio editing software, eg .mp3 or .wav format.

(Evidence of the exported audio clip would be best provided in electronic format.)

Task 4: Test an audio clip

Assessment Objective 4

In this task, you need to test your created audio clip. Before you do, you need to create a test plan, also referred to as a test table. You need to decide which, and how many, tests you will carry out and record the results in your test table.

Use the activities below to produce evidence for your assignment.

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

A Create a test table to show details of **at least three** tests identifying:

- Which areas you will test.
- How you will test each area.
- What you expect to happen when the test is carried out?

You should also include space to record the results of your tests.

Your test plan could include tests from the following, eg:

- Is the content suitable?
- Is the correct message conveyed?
- Does it run for the correct length of time?
- Are the effects suitable?
- Is the final file format suitable?

To achieve Pass level, you need to plan at least **three** tests.

To achieve Merit level, you need to plan at least **four** tests which should cover the main areas of the audio clip.

To achieve Distinction level, you need to plan at least **five** tests covering all the main areas of your audio clip.

(Evidence will be your test table.)

B Carry out the tests you have planned and record each result in your test table.

(Evidence of test results will be recorded in your test table.)

C Suggest ways your clip could be improved. These could be based on the outcome of the tests carried out but if no problems were found you should identify other possible improvements.

(Evidence could be included in your test table or a word processed document.)

D Carry out at least one of the areas of improvement you identified in part **C**.

To achieve Merit level, you must carry out one of the areas of improvement you identified.

To achieve Distinction level, you must carry out most of the areas of improvement you identified.

(Evidence will be 'before and after' screenshots or 'before and after' electronic files.)

Model Assignment: Candidate Checklist

OCR Level 2 Nationals in ICT

Unit 22: Creating sound using ICT

CANDIDATE NAME: _____

For task 1 (AO1) have you:	Completed (✓)
A identified at least two different types of audio clip to review?	
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 identified the aim of each audio clip? (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 (✓)
C identified the good and not so good features of each clip?	
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 suggested improvements that could be made to each clip? (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 2 (AO2) have you:	Completed (✓)
A selected the components to be used in your audio clip?	
Evidence provided (please ✓):	
no evidence required	

For task 2 (AO2) have you:	Completed (✓)
B described the aim for your audio clip?	
Evidence provided (please ✓):	Ref/Page no(s)
• word-processed document	
• or other (please give details) _____	

For task 2 (AO2) have you:	Completed (✓)
C described the audience for your audio clip (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 (✓)
D produced a storyboard to show how your clip will be created?	
Evidence provided (please ✓):	Ref/Page no(s)
• printout of storyboard	
• hand-drawn sketch(es)	
• or other (please give details) _____	

For task 3 (AO3) have you:	Completed (✓)
A imported your source components into your audio editing software?	
Evidence provided (please ✓):	
no evidence required at this stage	

For task 3 (AO3) have you:	Completed (✓)
B used audio editing techniques?	
Evidence provided (please ✓):	Ref/Page no(s)
• 'before and after' screenshots	
• printouts of 'before and after' waveforms	
• 'before and after' electronic files	
• or other (please give details) _____	

For task 3 (AO3) have you:	Completed (✓)
C exported your clip in a suitable file format?	
Evidence provided (please ✓):	Ref/Page no(s)
• electronic copy of final audio clip	
• or other (please give details) _____	

For task 4 (AO4) have you:	Completed (✓)
A created a test table	
Evidence provided (please ✓):	Ref/Page no(s)
• evidence will be provided in part B	

For task 4 (AO4) have you:	Completed (✓)
B carried out your tests?	
Evidence provided (please ✓):	Ref/Page no(s)
• test table	

For task 4 (AO4) have you:	Completed (✓)
C identified areas for improvement?	
Evidence provided (please ✓):	Ref/Page no(s)
• test table	
• word-processed document	
• or other (please give details) _____	

For task 4 (AO4) have you:	Completed (✓)
D carried out at least one improvement? (higher levels only)	
Evidence provided (please ✓):	Ref/Page no(s)
• 'before and after' screenshots	
• 'before and after' electronic files	