

Model Assignment

Issued July 2010

OCR Level 2 Nationals in ICT 2010

Unit 5: Desktop Publishing

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 Short Course Award in ICT	05659
OCR Level 2 National First Award in ICT	04676
OCR Level 2 National Award in ICT	04677
OCR Level 2 National First Certificate in ICT	04678
OCR Level 2 National Certificate in ICT	04679

The QCA Accreditation Number for this unit is:

Unit 5: Desktop publishing A/601/8106

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 2010

Unit 5: Desktop Publishing

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 demonstrate their knowledge and understanding of the process of planning, drafting, developing and creating a desktop publishing publication to meet the needs of HealthTimes, a locally-based charity dedicated to promoting healthy and eco-friendly lifestyles. This publication will make use of imported text and graphics as well as text entered by the candidate and graphics created within the software.

The tasks have been designed so that all of the assessment objectives in Unit 5 are addressed.

This model assignment must be used in conjunction with the unit specification and grading grids.

The Tasks

Task 1: Plan a document to meet a given design brief for a document of at least four A4 pages or equivalent

Assessment Objective 1 is assessed in this task.

Candidates need to research the layout and design of existing publications and consider the good and not so good aspects of their design. Tutors may provide some publications for the candidates to consider. Higher level candidates will need to identify additional sources independently.

At Pass level, only limited research may have been carried out (perhaps restricted to only those publications that has been provided by the tutor). For higher levels candidates must carry out independent research from a range of sources (not just those provided by the tutor).

Clear evidence needs to be provided to identify any publications that have been provided by the centre and those that have been researched independently by the candidate.

Task 2: Create text styles

Assessment Objective 2 is assessed in this task.

This assessment objective will be assessed after the candidate has completed their final publication.

It is important to emphasise that the text styles to be created must use the relevant features of the DTP software that is to be used to create the publication. This task cannot be evidenced from the designs produced in Task 1. The evidence will be text styles which are created and used in the final publication, evidenced through screenshots and/or the electronic file of the final publication.

It is acceptable for the styles to include some default settings but the evidence must clearly show that this is intentional. Candidates must evidence that each aspect has been set at something other than the default at least once across the created styles.

The extent to which the styles are consistently used throughout the final publication is an important differentiator when assessing Assessment Objective 2.

As well as the range of aspects set, tutors must consider the fitness for purpose when assessing this Assessment Objective.

Task 3: Select and use tools in desktop publishing software

Assessment Objective 3 is assessed in this task.

In this task candidates will use their plan to set up the page layout for the booklet. Candidates should make use of the facilities of their chosen software to prepare the pages (for example, margin and column guides, rulers, text and image frames, master pages etc, as appropriate to the DTP software). There should be some consistency of layout but it is not necessary for the layout of all of the pages to be identical.

Candidates should then import text and graphics into the booklet. It is likely that some text will also be entered directly into the booklet. Entering the text for the back page advertisement and booking form is an example.

It is not necessary for the candidates to find all the text or graphics themselves. Text may be collected from sources such as the internet or scanned from documents. Candidates should be encouraged to comply with copyright legislation. Tutors may provide some suitable text and graphics for candidate use.

Once the text has been imported the text styles created in Task 2 should be applied to the appropriate parts of the text. At all levels, each text style must be used at least once in the publication. It is likely that some adjustment will need to be made to the layout guides and position of images to facilitate the text flow.

Task 4: Use drawing tools included with desktop publishing software

Assessment Objective 4 is assessed in this task.

The purpose of this Assessment Objective is to enable candidates to evidence the use of drawing tools within their DTP software to enhance the quality of their publication. It is therefore not possible for candidates to use other software to create and export finished graphics to gain credit for this Assessment Objective.

The design of the advertisement and form outlined in the scenario should provide candidates with the opportunity to evidence the effective use of a range of drawing tools. For example candidates could place the entire advertisement in a shaded or coloured box and the booking form in a white box, a dotted line could be used to separate the advertisement from the booking form. Boxes and lines could be used to enable respondents to complete the form, a graphic and some special effects could be added to the advertisement and all the items in the advertisement and the booking form could be grouped. Candidates could also use the drawing facilities to create graphics to illustrate the text included in the booklet. For example, they could create a 'no smoking' sign or a 'healthy heart' logo.

The creation of graphics simply to evidence skills is not appropriate.

The grading grid in the specification of the unit appears to differentiate between tools and features, however for practical purposes it is acceptable to treat tools and features as interchangeable terms. For example at Pass level candidates need to evidence the use of at least five tools/features, at least 2 of which must enhance the publication. The list of tools/features in the KUS of the specification is not exhaustive. Further examples can be found in the candidate task and others, according to the software being used.

Task 5: Review and evaluate the publication for print

Assessment Objective 5 is assessed in this task.

In this task candidates must proof read and check the accuracy of their booklet.

Candidates should be encouraged to use the facilities available in their chosen software, for example, spell check and design checker. In addition they should also carry out visual checks to ensure that the publication meets the requirements of the brief. Candidates might also print out a draft copy of the booklet in order to proof read it. Any errors found could then be noted on the draft copy. Candidates should also check that all text and graphics are fully displayed and appropriately positioned, eg subheadings are not displayed at the bottom of a page or column, there are no widows or orphans, lines or boxes are not obscuring text etc.

Candidates should then make the corrections they have identified and print out a final proof copy of the booklet. The proof copy should be a full composite copy of the booklet, printed with sufficient quality to give a fair representation of what it will look like. Candidates will not be penalised if they are unable to print out their proof copy in colour. The electronic file will provide sufficient evidence of colours used.

Model Assignment: Candidate Information

OCR Level 2 Nationals in ICT 2010

Unit 5: Desktop publishing

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

Designing and Creating a Booklet for HealthTimes

You have been asked to design and create an information booklet for HealthTimes, a locally-based charity dedicated to promoting healthy and eco-friendly lifestyles. The booklet will be delivered to all households in your local area.

An advertisement for a fun run with a form to request further information must be included on the back page of the booklet. The editor has given you the following information to help you design the advertisement:

- starting point: Town Hall
- date: last Sunday in July
- start time: 10 am
- distance: 2 miles
- open to all
- funds raised will be donated to The British Heart Foundation
- free goodie bag for all participants who complete the fun run.

The form must request the following details:

- name, address and contact telephone number of the person completing the form
- number of people interested in participating.

An instruction to return the form to the Town Hall must be included on the form.

The editor has given you the freedom to include any articles or information that promote a healthy, eco-friendly lifestyle, in the booklet. She has provided you with the following ideas for items that you might consider including:

- healthy eating information – fact sheet(s), tips, recipes, healthy eating cafés and restaurants
- eco-friendly shopping, fair trade, organic and locally-sourced products
- sport and exercise – details of local events, clubs, classes, venues
- tips for creating an environmentally friendly home, how to reduce CO2 emissions
- a guide to recycling – what and how to recycle, details of local recycling facilities
- using public transport - local bus and train timetables
- information on preventing heart disease, lung cancer and obesity
- guidance on giving up smoking, eating disorders, stress management
- eco-friendly travel and holidays

- advertisements for businesses/organisations that promote good health, eco-friendly products or healthy lifestyle choices (eg sports clubs, gyms, organic markets, healthy eating restaurants, well-being clinics, health clubs, medical services).

Your booklet may concentrate on one health or lifestyle issue or may consist of a number of different features. The content of the booklet must include sufficient material to fill the equivalent of at least four A4 pages or equivalent.

You may choose the layout and page size of the booklet, for example you may choose to have a eight-page A5 booklet, or a four-page A4 layout.

The finished publication should be eye-catching with good use of graphics and text styles. It should appeal to a wide audience and must promote healthy and eco-friendly lifestyles.

You will be required to design the publication before creating it. You will need to collect text and graphics for the booklet. The text and images do not need to be your own, but if you use published text or images (printed or from the Internet) you should ensure that you comply with the copyright legislation for any text or images that you use.

Tasks

Task 1: Plan a document to meet a given design brief for a document of at least four A4 pages or equivalent

Assessment Objective 1

You need to research existing publications and evaluate the design elements used in these publications. You will then design your own document based on your research.

Use the activities below to produce evidence for your assignment.

- A** Research a range of documents from different organisations (eg newspapers, magazines, government information booklets, school/college prospectuses, advertisements) that appeal to a range of different people (eg home-makers, under 18s, families, athletes, business people etc).

State the sources you have used in your research.

For higher levels you must carry out your research independently and must research a range of sources.

(Evidence could be a word-processed document.)

- B** Plan your publication using ideas from your research. This must include:

- house style
- styles to be used in the booklet (number of font styles, font face, size, emphasis, alignment, leading, paragraph spacing, indents and tabs, bullets).
- sketch designs showing possible page layouts (page size, margins, number of columns, space between columns, content)
- timescales for completion of each stage of your publication

You must link your research to your designs. At Pass level the sketch for the design may be for the front page and at least one of the inside pages. For higher levels this evidence must be clear and the plans produced must include sketches of the design for all pages in the publication. At Distinction timescales must be realistic.

(Evidence could be a word-processed document with the sketches produced graphically using appropriate software or by hand.)

Task 2: Create text styles

Assessment Objective 2

In this task you will create styles for use in your booklet.

Use the activities below to produce evidence for your assignment.

Using your chosen plan that you created in Task 1, create at least **three** text styles for use in your booklet. The following should be set for each style:

- font (type, size, emphasis and alignment)

Although you may leave some of these aspects at default you must show that this was intentional and you must change each different aspect at least once across the text styles you create.

The following should be set **once** across the text styles you create

- leading
- kerning
- paragraph spacing or indents

To achieve Merit level, you must also set the following at least **once** across the text styles.

- tabs
- bulleted or numbered list .

To achieve the higher levels your styles will be suitable for use in the publication and must follow the house style identified in Task 1.

To achieve Distinction level at least one of your styles will be for body text and the leading and paragraph spacing or indents must be set appropriately.

(This may be evidenced using screenshot(s) that show all the aspects set for each style.)

Task 3: Select and use tools in desktop publishing software

Assessment Objective 3

In this task you will prepare the layout of your booklet using the tools available in your Desktop Publishing program. You will then enter text directly into the booklet and will import text and graphics.

Use the activities below to produce evidence for your assignment.

A Using your chosen plan you created in Task 1 and the information provided in the scenario, create the layout for the pages of your booklet by:

- setting the margins
- positioning the layout guides
- creating text and graphic frames (as appropriate to your software).

B You must then assemble the document by:

- importing text and graphics
- entering text directly into the document.

Apply the styles that you created in Task 2 to the appropriate parts of the text.

For higher levels the booklet will meet the requirements outlined in the scenario. The page layouts will make good use of the layout facilities to display text and graphics and the text and graphics will be positioned appropriately.

(Evidence would best be presented by providing the booklet in electronic format, but could also be evidenced through the use of annotated screenshots showing the tools that you have used.)

Task 4: Use drawing tools included with desktop publishing software

Assessment Objectives 4

- A** An advertisement for a fun run with a form to request further information must be included on the back page of the booklet. In this task you will use drawing tools included with DTP software to create this advertisement and form.

Refer to your plan and the scenario on page 13 when completing this task.

Use the activities below to produce evidence for your assignment.

Use the drawing tools of your software to create your advertisement and form for your publication. Some of the drawing tools you might consider using are listed below:

- a range of 2D and 3D shapes (eg circles, ovals, squares, arrows, stars, banners, callouts/speech bubbles/captions)
- grey scale, colour fill, patterns and shading
- borders of different styles and colour
- tools to cut, copy and paste
- tools to flip, rotate, crop, stretch and distort
- page backgrounds, watermarks, page borders
- lines, arrows and connectors of different styles and colour
- a range of text styles and effects including reverse text, dropped/raised capitals and artistic text
- regular and irregular text wrapping around images
- layer items, eg text layered over a drawn shape or graphic
- grouping.
- Use of layout guides/rulers to align and distribute items

You need to use a range of different tools from the list. These do not have to be from different section of the list, for example creating a star and a callout would be considered as using two different tools.

To achieve Pass level you must use at least three different drawing tools. You should combine at least four objects and use grouping and layering to produce your form.

To achieve Merit level you must use at least three different drawing tools including a change to the default formatting (eg border style or fill effect) at least once. You should combine at least six objects and use grouping and layering effectively to produce your form. The advertisement and form produced must be effective.

To achieve Distinction level you must use at least five different drawing tools including a change to the default formatting (eg border style or fill effect) at least twice. You should combine at least six objects and use grouping and layering effectively to produce your form. The advertisement and form produced must be effective and suit the needs of the brief and the intended audience.

(Evidence would best be presented by providing the booklet in electronic format together with any annotated screenshots that are needed to show the tools that you have used.)

- B** Use at least two other facilities listed in Part A to make further enhancements to your publication.

How effectively you have used the tools will be a major factor in determining the level you are awarded

(Evidence would best be presented by providing the booklet in electronic format together with any annotated screenshots that are needed to show the tools that you have used.)

Task 5: Review and evaluate the publication for print

Assessment Objective 5

In this task you will check your booklet and prepare it for printing.

Use the activities below to produce evidence for your assignment.

A Proof read and check the accuracy of your booklet, making any improvements required.

Print a final proof copy of your booklet. This must show all items in the booklet and the print quality must be sufficient to provide an accurate representation of what the final booklet will look like.

To achieve Pass level you must use at least one automatic checking facility **or** one visual checking method and correct some of the problems you have identified.

To achieve Merit level you must use at least one automatic checking facility **and** at least one visual checking method. If problems are identified these must be corrected to produce a final proof copy that is mostly free from error and meets the requirements of the brief.

To achieve Distinction level you must use a range of automatic and visual checking facilities, make all corrections and print a final proof copy that meets the client brief and is virtually error free.

(Evidence will be the printed proof copy.)

B Explain how the content in your publication meets the client brief.

Explain how the content in your publication is suitable for the audience (Higher levels only)

To achieve Distinction level you must use examples from your publication to support your explanations.

(Evidence is might be a presentation or a word-processed document)

Model Assignment: Candidate Checklist

OCR Level 2 Nationals in ICT 2010

Unit 5: Desktop Publishing

CANDIDATE NAME: _____

For task 1 (AO1) have you:	Completed (✓)
A researched a range of documents from different organisations? stated the sources of your research?	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> word-processed notes	
<input type="checkbox"/> or other (please give details) _____	

For task 1 (AO1) have you:	Completed (✓)
B produced plans for your booklet?	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> word-processed document	
<input type="checkbox"/> annotated sketches	
<input type="checkbox"/> or other (please give details) _____	

For task 2 (AO2) have you:	Completed (✓)
created at least 3 text styles?	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> screenshots	
<input type="checkbox"/> or other (please give details) _____	

For task 3 (AO3) have you:	Completed (✓)
A created the layout for the pages in your booklet?	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> electronic file	
<input type="checkbox"/> annotated screenshots	
<input type="checkbox"/> or other (please give details) _____	

For task 3 (AO3) have you:	Completed (✓)
B imported text and graphics?	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> electronic file	
<input type="checkbox"/> annotated screenshots/printouts	
<input type="checkbox"/> or other (please give details) _____	

For task 4 (AO4) have you:	Completed (✓)
A used different drawing tools provided in the software?	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> electronic file	
<input type="checkbox"/> annotated screenshots/printouts	
<input type="checkbox"/> or other (please give details) _____	

For task 4 (AO4) have you:	Completed (✓)
B used at least two other features provided in the software?	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> electronic file	
<input type="checkbox"/> annotated screenshots/printouts	
<input type="checkbox"/> or other (please give details) _____	

For task 5 (AO5) have you:	Completed (✓)
A checked the accuracy of your booklet and printed a proof copy?	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> printed proof copy	
<input type="checkbox"/> or other (please give details) _____	

For task 5 (AO5) have you:	Completed (✓)
B explained how the publication meets: <ul style="list-style-type: none"> • the client brief • suitable for the target audience? (Higher levels only) 	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> printed document	
<input type="checkbox"/> or other (please give details) _____	