

Model Assignment 1

Live Assessment Material

OCR Level 1/2 Cambridge National Award in Creative iMedia

OCR Level 1/2 Cambridge National Certificate in Creative iMedia

OCR Level 1/2 Cambridge National Diploma in Creative iMedia

Unit R082: Creating digital graphics

Please note:

This OCR model assignment is to be used to provide evidence for the unit identified above. Alternatively, centres may 'tailor' or modify the assignment within permitted parameters (see Information for Teachers). It is the centre's responsibility to ensure that any modifications made to this assignment allow learners to show that they can meet all of the learning outcomes and provide sufficient opportunity for learners to demonstrate achievement across the full range of marks.

INSTRUCTIONS TO TEACHERS

The OCR administrative codes associated with this unit are:

- unit entry code R082
- certification codes Award J807 / Certificate J817 /Diploma J827

Duration: Approximately 10 hours

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Contents

	Page Number(s)
INFORMATION FOR LEARNERS Scenario for the assignment (setting the scene) This section contains the assignment background which learners will need to be familiar with in order to complete the tasks. Your Tasks This section contains all the tasks which learners must complete before work can be submitted for assessment.	3 4 5 - 7
INFORMATION FOR TEACHERS General guidance on using this assignment This section provides general guidance to centre staff on the preparation and completion of the assignment.	8 9 - 11



Oxford Cambridge and RSA

Model Assignment: Information for Learners

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Unit R082: Creating digital graphics

Scenario for the assignment – A DVD cover for ‘Energy Matters’

Your client is producing a new film and needs to begin the development of the DVD cover. The title of the film is ‘Energy Matters’ and it is about the World’s demand for energy in the year 2020. The film is expected to be given a Certificate 12 rating when released. The DVD cover produced must be a single piece of digital graphic artwork that includes front cover, back cover and the spine.

A high quality file for print purposes must be created together with a low resolution version suitable for use on a website. The website version will be used for promotion and be 400 pixels wide to fit the web page layout.

Read through all of the tasks carefully, so that you know what you will need to do to complete this assignment.

Your Tasks

The tasks should take approximately 10 hours to complete.

Task 1: What needs to be designed?

Parts of Learning Outcome (LO) 1 and 2 are assessed in this task.

To prepare to create the DVD cover, you need to consider what the requirements are, and how these affect the way you will approach the design stage.

The purpose of the graphic

You need to:

- investigate how and why digital graphics are used in the entertainment industry and present your findings in a report or presentation
- identify through a report or presentation what the graphic artwork is intended to do and the various possible formats that could meet this purpose.

Identifying the properties of the graphic

You need to consider:

- the properties of the digital graphic which could affect its compatibility with the intended purpose
- file formats for both versions (for print; for web usage) of the final graphic.

Consider the design and layout

You need to:

- investigate the use of colour, composition and white space when designing a digital graphic for the DVD cover
- Summarise your findings regarding the properties, design and layout of the graphic artwork.

Task 2: Planning a design

Parts of LO2 are assessed in this task.

You need to organise your time and resources so that you can start to plan the design of the graphic. You will need to generate the basis of your idea for the design, taking into consideration any external restrictions on what you can use or produce.

Your client and the target audience

You need to:

- consider the client's requirements and how these are specified
- consider the target audience for the DVD cover
- decide on a visual style and composition of the digital graphic
- identify what assets and resources you will need to create the graphic
- present your findings in a report or presentation

Creating a plan for the project

You need to:

- identify what activities must be completed to create the graphic
- estimate how long each activity will take
- identify the workflow sequence, including editing, needed to create the graphic
- produce planning documents which contain all this information

Producing ideas

You need to:

- produce a visualisation diagram of the DVD cover.

Legal restrictions

You need to:

- consider any legal issues and restrictions on what you will create. The DVD cover will be used in a commercial context so copyright must be considered
- present your findings in a report or presentation

Task 3: Creating my digital graphic

LO3 is assessed in this task.

You will need to produce the digital graphic for the DVD cover, using a range of tools, techniques and assets to ensure it is suitable for its intended uses.

Obtaining assets for use in the graphic

You need to:

- either source and/or create the assets identified in your visualisation diagram
- check the properties of the individual assets to make sure they are suitable for use at their intended size in the final DVD cover. Where necessary, modify the properties to ensure their compatibility.

Create the graphic

You need to:

- use a range of tools and techniques from the image editing software to combine the assets into the final graphic
- save the digital graphic as a high quality format for print purposes ensuring you use version control throughout
- re-purpose the graphic as a second, low resolution version for use on the web.

Task 4: Checking and reviewing the digital graphic

Parts of LO3 and LO4 are assessed in this task.

Now the graphic for the cover of 'Energy Matters' has been produced, you need to consider whether you have met all the requirements of the initial brief. You will also need to review the overall quality of the product, and identify any improvements that could be made.

Reviewing the graphic

You need to:

- make sure both of the final digital graphic formats are fit for purpose
- check that the digital graphic meets the client requirements initially specified
- review the final digital graphic in terms of composition, colours and overall quality.

How the graphic could be improved

You need to:

- identify how the graphic for the DVD cover could be improved, given more time, more resources or different assets.



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Information for Teachers

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General guidance on using this assignment

1 General guidance

- 1.1 OCR assignments are available to download free of charge from our website: www.ocr.org.uk.
- 1.2 OCR assignments are intended to be used for summative assessment of learners. The OCR specification gives more information on the arrangements for assessing internally assessed units.
- 1.3 This assignment has been designed to meet the full assessment requirements of the unit. Learners will need to take part in a planned learning programme that covers the underpinning knowledge, understanding and skills of the unit.

2 Before carrying out the assignment

- 2.1 Learners should be provided with a copy of the *Information for Learners* section of this assignment.
- 2.2 We have estimated that it will take approximately 10 hours to complete all tasks. Learners would need approximately 2 hours to complete task 1, approximately 3 hours to complete task 2, approximately 4 hours to complete task 3 and approximately 1 hour to complete task 4. These timings are for guidance only but should be used by the teacher to give learners an indication of how long to spend on each task. Centres can decide how the time is allocated between each part or individual task. Centres are also permitted to spread the tasks across several sessions and therefore it is permissible for evidence to be produced over several sessions.
- 2.3 Learners will not need to carry out any preparations prior to undertaking the assessment tasks, such as collating resources to use in the assessment.

3 When completing the assignment and producing evidence

- 3.1 Each learner must produce individual and authentic evidence for each task within the assignment.
- 3.2 Centre staff may give support and guidance to learners. This support and guidance should focus on checking that learners understand what is expected of them and giving general feedback that enables the learner to take the initiative in making improvements, rather than detailing what amendments should be made. It is not acceptable for teachers/deliverers to provide answers, to work through answers in detail or to detail specifically what amendments should be made.
- 3.3 Learners may use information from any relevant source to help them with producing evidence for the tasks.
- 3.4 Learners must be guided on the use of information from other sources to ensure that confidentiality is maintained at all times.

- 3.5 We have specified what evidence the learner is expected to produce. Usually, the type of evidence provided may be modified, with the exception of certain types of evidence listed below under '*Permitted changes*'. It is important to note that it is possible to generate the evidence in a variety of formats. Centres must advise learners as to the most appropriate format of evidence. The nature of this assessment means that learners are free to use the format that they feel is most appropriate for the purpose and target audience for each individual task.

4 Presentation of work for marking and moderation

- 4.1 Centres wishing to produce digital evidence in the form of an e-portfolio should refer to the appendix in the specification on guidance for the production of electronic assessment.
- 4.2 Centres may wish to discourage learners from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage learners to present their work so that it is easily accessible, e.g. spiral bound, stapled booklet, treasury tag.

5 Scope of permitted model assignment modification

The model assignment is self-contained in its present form. The set of tasks form a coherent whole addressing all the learning outcomes and allowing access to the full range of marks.

You must not change the following:

- the learning outcomes
- the marking criteria
- the requirements for supervision and authentication as described in the specification (*section 4 - The centre assessed units*).

Permitted changes:

The model assignment can be modified in terms of the areas described below but centres must be sure that learners still have the opportunity to cover all of the learning outcomes and to access the full range of marks.

The type of evidence and the format each takes may vary, **with the exception of:**

- a report or presentation on why and how digital graphics are used
- a visualisation diagram or sketch
- a work plan
- a digital graphic in two different formats, and screenshots which evidence their creation and the techniques used
- a formal review

The above are **required types of evidence**; however the formats of these may vary.

- A logical approach is suggested, however, centres may wish to change the order of the tasks depending on learners' individual requirements, for example it may suit learners better to attempt "*Producing ideas?*" before "*Creating a plan for the project?*" within Task 2.
- The learner's assignment, which can be contextualised or amended to suit local needs. Whilst the scenario in this model assignment is fictitious, it is based on what is thought to be a 'typical' scenario. The DVD title, subject, and Certificate rating may all be altered if this better suits teachers and/or learners.
- Any additional client requirements that fit in with the brief of producing a digital graphic for a DVD cover, providing this does not fall outside the content of the unit, and is reasonable to expect learners to understand and be able to achieve
- Any appropriate image editing software may be used. It must, however, be suitable for the tasks given and enable learners to achieve the full range of marks available
- Each specific task may be appropriately contextualised to match with any permitted changes you have made to the scenario.

OCR has ensured that in the language used and the tasks and scenario provided we have avoided discrimination, bias and stereotyping and support equality and diversity. In the development of qualifications and assessments we use the guidance given in the Ofqual publication *Fair access by design*, notably this includes:

- using language and layout in assessment materials that does not present barriers to learners
- using stimulus and source materials in assessment materials (where appropriate) that do not present barriers to learners.

If centres wish to modify the model assignment we strongly advise that staff responsible for modifying the model assignment and the quality assurance of it refer to the publication *Fair access by design*.

If modifications are made to the model assignment, whether to just the scenario or to both the scenario and individual tasks, it is up to the centre to ensure that all learning outcomes can still be met and that learners can access the full range of marks.