

# Live Assessment Material

## Model Assignment 1

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 R086: Creating a Digital Animation

**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.

Template and writing frames are not to be used.

**INSTRUCTIONS TO TEACHERS**

**The OCR administrative codes associated with this unit are:**

- unit entry code            R086
- certification codes        Award J807 / Certificate J817 / Diploma J827.

**The accreditation numbers associated with this unit are:**

- unit reference number
- qualification reference.

**Duration: approximately 10 hours**

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# Contents

	Page Number(s)
<b>INFORMATION FOR LEARNERS</b> <b>Scenario for the assignment (setting the scene)</b> This section contains the assignment background which learners will need to be familiar with in order to complete the tasks. <b>Your tasks</b> This section contains all the tasks which learners must complete before work can be submitted for assessment.	<b>3</b> <b>4</b>  <b>5–6</b>
<b>INFORMATION FOR TEACHERS</b> <b>General guidance on using this assignment</b> This section provides general guidance to centre staff on the preparation and completion of the assignment.	<b>8</b> <b>9–11</b>



# Model Assignment: Information for Learners

OCR Level 1/2 Cambridge National Award in Creative iMedia

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Unit R086: Creating a Digital Animation

## Scenario for the assignment – An animation promoting a new energy drink

Your client needs to promote a new energy drink called 'Superfizz' for a target audience of 16–25 year olds. The client has asked for a digital animation that will advertise the new product.

You should produce a short story that is made up of several scenes. The total duration of this should be between 15 and 60 seconds. The scenes may include some or all of the following:

- a person buying one of the drink bottles
- walking slowly down the road and removing the cap
- the bottle being opened so that the energy flows out
- drinking from the bottle
- the effects of the energy drink on the person.

You have been asked to show your skills in producing the animation. This can include variations to the scenes listed above. However, the animation must promote the energy drink in a positive way.

The animation will be used on a website so it must be in a suitable format. The maximum width of the digital animation should be 320 pixels.

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

Important

- You will need to have access to the marking criteria. Your teacher can explain the marking criteria if you need further clarification.
- You will need to draw upon relevant skills/knowledge/understanding from other units you have studied in this qualification.

# Your Tasks

The tasks should take approximately 10 hours to complete.

## Task 1: Explore different types of animation

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Learning Outcome (LO) 1 is assessed in this task.

To prepare to create the energy drink digital animation, you first need to investigate existing animation products and what animation techniques could be used.

You need to:

- investigate the uses and properties of animations
- describe different types of animation and the techniques used, identifying their advantages and disadvantages.

Present your findings in a report or presentation.

## Task 2: Planning a design

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LO2 is assessed in this task.

You need to organise your time and resources so that you can plan the design of the animation. 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:

- identify the client's requirements based on the brief
- identify the target audience for the digital animation and how this will affect its style and content
- decide on a visual style and content for the digital animation
- decide the file format for the final digital animation
- identify the properties of the file format chosen for the digital animation which could affect its compatibility with the intended purpose.

Present your findings in a report or presentation.

## Producing a plan for your ideas

You need to:

- produce a storyboard for the digital animation
- identify what assets you will need to create the digital animation
- identify what resources you will need to create the digital animation.

## Legal restrictions

The digital animation will be used in a commercial context. You need to consider any legal issues and restrictions on assets, ideas and concepts.

Present your findings in a report or presentation.

## Task 3: Creating the digital animation

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LO3 is assessed in this task.

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

### Obtaining assets for use in the animation

You need to:

- either source or create the assets identified in your storyboard
- store the assets in a suitable format and location.

### Create and test the animation

You need to:

- consider what must be tested and use this information to create a test plan
- use a range of tools in the animation software to combine the assets into the final work
- use techniques to enhance and animate the digital animation
- use the test plan to record the results of testing throughout the production
- save the digital animation using appropriate file and folder names
- export the digital animation in a suitable file format for web use to meet the brief.

## Task 4: Checking and reviewing the digital animation

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LO4 is assessed in this task.

Now the digital animation for the energy drink 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 digital animation and identify any improvements that could be made.

### Reviewing the animation

You need to:

- review the digital animation
- describe how well it meets the client's requirements
- describe areas for further development, giving reasons for your choices.

Present your findings in a report or presentation.

# 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](http://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 2 hours to complete Task 2, approximately 5 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 the section 'Permitted changes'. It is important to note that it is possible to generate the evidence in a variety of formats. Centres must advise learners regarding 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 with the permission of OCR 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 animations are used
- a storyboard
- a digital animation suitable for web use, and screenshots which evidence the creation and techniques used
- a test plan for the digital animation
- 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 'Obtaining assets for use in the animation' before 'Producing a plan for your ideas' within Tasks 2 and 3 because of copyright restrictions.

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 product to be promoted and content of the animation may be altered if this better suits teachers and/or learners.

Any additional client requirements that fit in with the brief of producing a digital animation for a product promotion may be included, providing these do not fall outside the content of the unit, and are reasonable to expect learners to understand and be able to achieve.

Any appropriate animation 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 do 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 the 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.**