

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 R087: Creating Interactive Multimedia Products

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 R087
- certification codes Award J807 / Certificate J817 / Diploma J827.

Duration: approximately 10 hours

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Model Assignment: Information for Learners

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Unit R087: Creating Interactive Multimedia Products

Scenario for the assignment – A multimedia promotional product for ‘DayzOut’

You work for a company that creates multimedia promotional products. The manager of an adventure park called DayzOut has asked you for an interactive multimedia product to promote the features and facilities available at DayzOut.

The activities at the adventure park include

- zorbing experiences
- a skateboarding park
- a quad bike cross country track
- a rock climbing wall
- paintballing areas..

These activities are aimed at energetic people who like adventure

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: Identify interactive multimedia products

Learning Outcome (LO)1 and part of LO2 are assessed in this task.

The manager of DayzOut is unsure about what type of product could be produced, and has asked you to provide some information about the range of interactive multimedia products available, where they can be used and the hardware and software required.

The purpose of interactive multimedia products

You need to:

- investigate the types of interactive multimedia product available and where they are used
- identify design principles used with interactive multimedia products
- identify the hardware, software and peripherals required to create and view interactive multimedia products.
- identify the different types of connection which can be used to access interactive multimedia products
- explain the limitations of connections, bandwidth and transfer speeds required to access interactive multimedia products
- include suitable file formats for use on different platforms.

Present your findings in a report or presentation.

Task 2: Planning the interactive multimedia product

Parts of LO1 and LO2 are assessed in this task.

Your client and target audience

You need to:

- identify the client requirements based on the brief
- identify the target audience, and what they will want from the interactive multimedia product.

Create a work plan

You need to:

- produce a work plan for the interactive multimedia product
- identify the resources which will be needed to create an interactive multimedia product.

Producing ideas

- use appropriate planning techniques to identify the assets needed to create the interactive multimedia product
- create visualisation diagrams, identifying design principles to be used for the interactive multimedia product
- plan the structure and navigation of the interactive multimedia product.

Present your evidence in a work plan, visualisation diagram and a report.

Legal restrictions

The interactive multimedia product will be used in a commercial context. You need to consider any legal issues and restrictions on the assets used, whether sourced or created.

- consider any legal issues and restrictions on the content of your interactive multimedia product. The product will be used in a commercial context so copyright must be considered.

Present your findings in a report or presentation.

Task 3: Creating the interactive multimedia product

Parts of LO2 and LO3 are assessed in this task.

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

Obtaining assets for use in the interactive multimedia product

You need to:

- create assets to be used in the interactive multimedia product
- source assets to be used in the interactive multimedia product and save in an appropriate format
- save assets using appropriate file and folder names.

Create the interactive multimedia product

You need to:

- prepare the structure of the interactive multimedia product
- use multimedia authoring software to combine the assets and create the interactive multimedia product
- create the navigation system as planned
- add interactive features to the multimedia product
- save and export the interactive multimedia product in a suitable format that retains interactivity to meet the client brief
- produce and maintain a test plan throughout production.

Task 4: Reviewing the interactive multimedia product

LO4 is assessed in this task.

Now the interactive multimedia product for DayzOut 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..

Review the interactive multimedia product

You need to:

- review the interactive multimedia product
- describe how well it meets the client requirements
- explain how and why the interactive multimedia product could be improved
- describe areas for further development giving reasons for your choices

Present your findings in a report or presentation.

How the interactive multimedia product could be improved

You will need to:

- identify how and why the interactive multimedia product could be improved
- identify areas for further development, giving reasons for your choices.

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 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 forms 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 ensure that learners still have the opportunity to cover all of the learning outcomes and to access the full range of marks.

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

- a report or presentation on the range of interactive multimedia products and where they are used
- a work plan
- a storyboard showing navigation and screen designs
- the final interactive multimedia product and screenshots which evidence the tools and techniques used to create the product
- a completed test plan and formal review.

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

Any appropriate multimedia creating/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 supported 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 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.