

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 R088: Creating a Digital Sound Sequence

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 R088
- 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 R088: Creating a Digital Sound Sequence

Scenario for the assignment – A radio advert for ‘Grass and Glass’

Your client has just started up a small business called ‘Grass and Glass’ which offers lawn mowing and window cleaning services. The business uses a small van and covers a radius of 15 miles from the client’s home. Grass and Glass’s customers tend to be either adults who are at work and don’t have time to do jobs such as lawn mowing and window cleaning, or retired people who may find these activities too strenuous. The business offers special deals for customers who use both the lawn mowing and window cleaning services. They will also offer a 10% discount to new customers the first time they use Grass and Glass’s services.

‘Grass and Glass’ are keen to attract more customers for their business and have asked you to create an advert which will be broadcast by radio stations. They have given you the following instructions:

- the advert you create must include the name of the business and a method (such as a phone number) for customers to contact the business.
- the advert should describe the services which the business offers
- the advert could include music, speech and/or sound effects to help attract the attention of the audience
- the advert must be no more than 45 seconds in length.
- it must be saved as a sound file in a format which is suitable for broadcasting.

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: Investigate the properties and uses of digital sounds.

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

Before you plan and create your radio advert for 'Grass and Glass', you must demonstrate that you understand how digital sound is used in a variety of sectors. You must also find out about the file formats and properties of digital sounds.

The uses of digital sound

You need to investigate:

- the uses and properties of digital sounds across a wide range of sectors
- the various possible file formats that could be used to store digital sounds.

Identifying the properties and equipment required for a digital sound sequence

You need to consider:

- the properties of audio file formats
- how environment and equipment could affect the quality of sound obtained when recording audio.

Present your findings in a report or presentation.

Task 2: Planning a digital sound sequence

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 radio advert. 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
- how the target audience for the radio advert will affect the style, mood and content of the radio advert
- the assets and resources you will need to create the digital sound sequence and how these will be obtained.

Present your ideas in a report of presentation.

Produce a work plan

You need to produce a work plan for your digital sound sequence.

Producing the idea

You need to:

- produce a timeline and/or script for the digital sound sequence
- produce a list of the equipment, hardware and software required to create the digital sound sequence, and give reasons for your choices
- identify and give reasons for your choice of file format for the completed radio advert.

Legal restrictions

You need to consider any legal issues and restrictions on what you will create, since the radio advert will be used in a commercial context.

Present your findings in a report or presentation.

Task 3: Creating the digital sound sequence

LO3 is assessed in this task.

You will need to create the planned digital sound sequence, using a range of tools, techniques and assets to ensure that it meets the client's requirements.

Obtaining assets for use in the digital sound sequence

You need to:

- record and/or source the sounds identified in your pre-production documents
- import the assets and check their properties. Re-purpose the assets if necessary so that they are compatible for use in the final radio advert
- use appropriate and consistent conventions for saving and naming files.

Create the digital sound sequence

You need to:

- use a range of sound editing, mixing and enhancement tools and techniques from the chosen software to combine, edit and mix the assets and generate the digital sound sequence
- save the digital sound sequence using appropriate file and folder names and structures
- export the final radio advert in an appropriate format for radio broadcast.

Task 4: Checking and reviewing the digital sound sequence

Parts of LO3 and LO4 are assessed in this task.

You need to:

- check that the final radio advert is fit for purpose
- evaluate how successfully the final radio advert meets the client's requirements
- make sure the chosen file type for the radio advert is fit for purpose
- review the final radio advert in terms of overall quality
- explain how and why the radio advert could be improved
- 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.
- 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 This assignment will take approximately 10 hours to complete. It is estimated that Task 1 will require 2 hours, Task 2 approximately 3 hours, Task 3 approximately 4 hours and Task 4 approximately 1 hour. These timings may be used by the teacher to give learners an indication of how long to spend on each task. Centres are 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 The evidence the learner is expected to produce has been specified. 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 or 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 at 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 how and why digital sounds are used in a range of sectors and contexts
- a work plan
- a digital sound sequence saved in an appropriate format for radio broadcast
- screenshots or other appropriate means which evidence the creation of the digital sound sequence and the techniques used
- a formal review.

The above are **required types of evidence**; however the formats of these may vary and could for instance include non text-based formats such as audio, video or 'Prezi' style accounts.

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 client, business, target audience or type of broadcast media (for instance web-based radio broadcasting) 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 sound sequence for an advert may be included, 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 audio 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 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 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.