

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 R090: Digital Photography

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 R090
- 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 R090: Digital Photography

Scenario for the assignment – Producing a digital photographic portfolio

You have been asked by your local tourist information centre to produce a portfolio of digital photographs for a display on the theme of 'My Local Area' to attract visitors and businesses

You will take a series of digital photographs and select the best.

The photographic portfolio should be based on a suitable theme such as the urban landscape, architecture, people, sports or the natural environment. Visitors will include tourists and shoppers. The tourist information centre has requested that your photographs are **not** changed significantly by using image editing tools and techniques.

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: Types of digital cameras, their features and settings

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

Before taking the digital photographs, you must identify features of digital photographic equipment and describe the capabilities and limitations of different digital cameras.

The features and settings of digital photographic equipment

You need to describe the:

- capabilities and limitations of using different types of digital camera for specific purposes
- capabilities and limitations of other devices for taking digital photographs
- different features and settings of digital photographic equipment and how they are used
- suitability of digital cameras for different photographic purposes.

Identifying rules of photography and composition

You need to: describe, through a report or presentation, the rules of photography and composition.

You should evidence your findings in a report or presentation.

Task 2: Planning a photo-shoot

LO2 is assessed in this task.

You need to identify the requirements of the client brief and target audience for the digital photographs. To do this you will need to organise your time and resources so that you can start to plan for the photo-shoot, including identifying the equipment and software needed.

Your client and the target audience

You need to:

- describe how the photoshoot will meet the client's requirements
- identify success criteria for the photoshoot
- identify the target audience and how this will affect the style, content and theme of the portfolio.

Present your findings in a report or presentation.

Creating a work plan for the photo-shoot

You need to:

- create a work plan for the photo-shoot
- list the equipment and software needed to create the digital photographic portfolio giving reasons for your choices.

Legal restrictions

You need to: consider any legal issues and restrictions on the photographs you will take and present for display.

Present your evidence in an appropriate way.

Task 3: Taking and displaying the digital photographs

LO3 is assessed in this task.

You will need to take the photographs, using the features and settings of the digital camera you have selected, store the images and create a portfolio of them to meet the clients' requirements.

Using features and settings of the digital camera to take digital photographs

You need to:

- take digital photographs using a range relevant features, settings, rules of photography and composition
- organise the photographic subject and scenes.

Store and display the digital photographs

You need to:

- store the digital photographs in an appropriate medium
- display the digital photographs using a suitable medium that is appropriate to the brief
- create the portfolio.

Provide evidence of the portfolio.

Task 4: Checking and reviewing the digital photographs

LO4 is assessed in this task.

Now that the portfolio is complete and has been displayed, you need to be able to review how well you met the client's brief, justifying the selection of photographs used and identifying any areas for improvement.

Reviewing the digital photographs

You need to:

- review how the finished portfolio reflects the client brief, justifying the use of the photographs selected
- review the final portfolio of digital photographs in terms of composition, exposure, lighting, suitability of content for the client and end user.

Present your findings as a report or presentation.

How the portfolio could be improved

You need to:

- identify how the portfolio of digital photographs could be improved
- identify areas for further development of the portfolio of digital photographs giving reasons for your choices.

Information for Teachers

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Unit R090: Digital photography

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 '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 ensure 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 rules of photography and composition
- a work plan
- a digital portfolio of stored images
- a report or presentation on the capabilities and limitations of using different types of digital cameras for specific purposes
- a display of the digital photographs in suitable medium appropriate to the audience
- 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 within tasks depending on learners' individual requirements. For example, centres may wish to undertake a description of the rules of photography and composition before identifying the capabilities and limitations of using different types of digital camera.
- 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 examples of photo-shoots are not exhaustive and centres may add to them but they are intended to give a range of possible solutions that may better suit the learners and local circumstances.
- 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 avoid 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 stimuli 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.