

Cambridge TECHNICALS LEVEL 3

# DIGITAL MEDIA

Cambridge  
TECHNICALS  
2016

Unit 13

Graphic design for digital media  
products

J/507/6399

Guided learning hours: 30

Version 2 September 2016

## LEVEL 3

### UNIT 13: Graphic design for digital media products

**J/507/6399**

**Guided learning hours:** 30

**Essential resources required for this unit:** Graphics software

**This unit is internally assessed and externally moderated by OCR.**

#### UNIT AIM

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Graphics are all around us and used to educate, inform, sell and promote items. They can range from posters, CD/DVD covers, billboards, flyers, merchandise, tickets to use in webpages, title sequences in movies and television and even game user interfaces.

By completing this unit, you will understand existing graphic design products. You will understand how to generate ideas for, and plan the production of, promotional graphic design items for an original media product.

## TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Know existing graphic design products in the media	1.1 existing graphic designs, i.e. <ul style="list-style-type: none"> <li>• poster</li> <li>• DVD/CD cover</li> <li>• billboard</li> <li>• flyer</li> <li>• merchandise</li> <li>• tickets</li> </ul> 1.2 usage (e.g. webpage, title sequence in a movie, game user interfaces) 1.3 products, i.e. <ul style="list-style-type: none"> <li>• uses of graphics (e.g. to inform, educate, entertain, sell products, fitness for purpose)</li> <li>• audience for the graphics (e.g. age, gender, interests, spending power, lifestyle)</li> </ul> 1.4 house styling, i.e. <ul style="list-style-type: none"> <li>• style of the product text, (e.g. copy, captions, headings, images, (e.g. photographs, diagrams, logos, font))</li> <li>• game user experiences (e.g. UX verses UI, screen resolution, menu designs, colour used, positioning on screen, mapping, opacity verses pop ups, visibility, ease of use)</li> <li>• style of language, (e.g. colour, choice of images, relationship between text, images, layout, semiotics, denotation, connotation)</li> <li>• layout (e.g. columns, paragraphs, appropriate positioning of text and images, use of white space, gutters and margins, alignment of text, positioning on screen)</li> </ul> 1.5 an understanding of, i.e. <ul style="list-style-type: none"> <li>• the Press Complaints Commission or relevant regulatory body</li> <li>• Advertising Standards Authority</li> <li>• British Board of Film Classification</li> <li>• Ofcom</li> </ul>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>2. Be able to generate conceptual ideas and plan graphic design items in response to a client brief</p>	<p>2.1 potential brief requirements, e.g.</p> <ul style="list-style-type: none"> <li>• a new film (e.g. poster, DVD cover and merchandise design)</li> <li>• a new band (e.g. poster, CD cover and t-shirt design)</li> <li>• a live event (e.g. including poster, flyer, ticket design)</li> <li>• a new game (e.g. game cover, point of sale display and magazine advertisement)</li> <li>• a new game user interface (e.g. front end menu design, icon designs, button designs)</li> </ul> <p>2.2 to generate conceptual ideas, i.e.</p> <ul style="list-style-type: none"> <li>• budget based on professional rates</li> <li>• industry standard production plans, resources, personnel, timescales, deadline for completion, milestones and contingency planning etc.</li> <li>• copyright, libel, defamation, accuracy, offensive material, confidentiality, privacy, chequebook journalism, representation</li> <li>• creating, for example, mood boards, summary of ideas, spider diagrams, roughs/visuals to include the use of the graphic (to inform/educate the target audience)</li> <li>• timescales, software and equipment choices, assets to be obtained or created</li> </ul>
<p>3. Be able to create the planned conceptual graphic items</p>	<p>3.1 creation requirements for items, i.e.</p> <ul style="list-style-type: none"> <li>• safe working practices (e.g. Regulatory Bodies like the Press Complaints Commission, Advertising Standards Authority, OFCOM, BBFC)</li> <li>• commercial/industry practices (e.g. interpreting the brief, measuring outcomes, output for web or print)</li> <li>• conventions when producing graphic design products (e.g. industry-standard layout and conventions, use of colour, font, image placement)</li> <li>• graphic design principles (e.g. white space, use of colour, typography, balance, proximity, alignment, repetition, and contrast)</li> </ul> <p>3.2 resource requirements, i.e.</p> <ul style="list-style-type: none"> <li>• equipment (e.g. image capture/creation (camera, internet, graphic tablet))</li> <li>• software (e.g. serif suite, Corel, Adobe Creative Suite, Gimp)</li> </ul>



## GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Know existing graphic design products in the media	P1: Describe the use of different graphic design products		
2. Be able to generate conceptual ideas and plan graphic design items in response to a client brief	P2*: Generate conceptual graphic design ideas, for an original media product, to meet client needs  <i>(*Synoptic assessment from Unit 2 Pre-production and planning)</i>	M1: Explain how the conceptual graphic design items will engage the target audience	D1: Discuss the production requirements to create the planned items from the conceptual ideas
	P3*: Create a production plan for the conceptual graphic items  <i>(*Synoptic assessment from Unit 2 Pre-production and planning)</i>		
3. Be able to create the planned conceptual graphic items	P4: Create the planned graphic design items	M2: Explain how graphic design principles have been used in the creation of the items	D2: Demonstrate how the technical and aesthetic properties of the graphic design items meet the brief

## \*SYNOPTIC ASSESSMENT

When learners are taking an assessment task, or series of tasks, for this unit they will have opportunities to draw on relevant, appropriate knowledge, understanding and skills that they will have developed through other units. We've identified those opportunities in the grading criteria (shown with an asterisk). Learners should be encouraged to consider for themselves which skills/knowledge/understanding are most relevant to apply where we have placed an asterisk.

## ASSESSMENT GUIDANCE

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### LO1 Know existing graphic design products in the media

**P1:** Learners are required to describe the use of a range of graphic design products in the media as highlighted in the teaching content. They must look at audiences that the graphics are aimed at and how their requirements can be met through the layout of the graphics and the house styles used. Learners must understand the relevant regulatory bodies and the impact they have on graphics that are designed. This could be evidenced as a formal written report, a presentation including detailed speaker notes, annotated material, and integral commentary over audio-visual material.

### LO2 Be able to generate conceptual ideas and plan graphic design items in response to a client brief

- P2:** Learners must understand the use of graphics in the areas outlined in the teacher content and how graphics can enhance these. They must identify the use of their graphic design and the audience they are targeting and generate different design ideas for an original media product. This can be evidenced using mood boards, spider diagrams, sketches, rough/visuals.
- P3:** Learners must produce a production plan for the conceptual ideas this should include areas covered in the teaching content. While it is possible to produce one production plan for the three integrated promotional items, learners may find it beneficial for clarity to include separate sections for some elements of the plan as long as the related items remain integral to the overall plan. The budget should include all of the related products. Evidence for this could take the form of a written report including a Gantt chart, or presentation including a Gantt chart.
- M1:** Learners must explain the decisions made for the conceptual graphic design and explain which concept they have chosen to move forward with and why this should include feedback from the target audience to best justify these decisions. This can be evidenced as an extension to P3 as a written report and analysis of feedback.
- D1:** Learners are required to discuss the production requirements to create the planned items. This could be evidenced as a formal report or presentation.

### LO3 Be able to create the planned conceptual graphic items

- P4:** Learners must create the planned graphic design items. Learners' evidence could be in the form of a poster, flyer and t-shirt design for a new live music event, for example (see teacher content).
- M2:** Learners must explain how they have used graphic design principles as outlined in the teaching content when creating their items. Evidence could be in the form of an annotated output of the final graphics, in a written format or an audio recording.
- D2:** Learners must demonstrate how the technical and aesthetic properties of the graphic design items meet the brief from the client. The evidence for this can build on that produced for M2 using detailed annotations of the finished graphics.

**Feedback to learners:** you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced **to inform their** thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR *Guide to Referencing* available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

## MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Foundation Diploma, Diploma and Extended Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This unit is a pathway optional unit in the Digital Content for Interactive Media specialist pathway.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the *Qualification Handbook* for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	A work-placement with a graphic design company or a publishing house that carries out in-house design will allow learners to experience and gain the knowledge of the industry.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	An industrial practitioner may set a graphic design project for a learner to take part in to gain experience of transforming a client brief from concept to completion.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	An industrial practitioner could be invited in to provide feedback and review learners' final graphic design media product.



To find out more

**[ocr.org.uk/digitalmedia](http://ocr.org.uk/digitalmedia)**

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **[vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)**



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