Unit 18
Creating visual business products

Model assignment

Y/615/1438
Version 1 September 2017
Please note:

You can use this assignment to provide evidence for summative assessment, which is when the learner has completed their learning for this unit and is ready to be assessed against the grading criteria.

You can use this assignment as it is, or you can modify it or write your own; we give more information in this document under Guidance for tutors.

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Guidance for tutors on using this assignment

General

OCR Cambridge Technical model assignments are available to download from our website: www.ocr.org.uk.

The purpose of this assignment is to provide a scenario and model of tasks that are typical of how IT practitioners would use create visual products for business, to enable you to assess your learner against the requirements specified in the grading criteria. The scenario and its tasks are intended to give a work-relevant reason for applying the skills, knowledge and understanding needed to achieve the unit.

This assignment will not instruct learners how to meet the highest grade. Whether learners achieve a pass, merit or distinction will depend on what evidence they produce.

You can modify the scenario we provide in this assignment to make it more relevant to your local or regional needs. Please refer to the information under ‘Modifying the model assignment’ later in this section.

You don’t have to use this assignment. You can use it as a guide to help you to design your own assignment, and we provide an assignment checking service. You’ll find more information on these matters in section 8 of the qualification handbook.

In the tasks, we’ll refer to the format of evidence. Learners are not required to follow that format unless we tell them otherwise.

It’s essential that the work every learner produces is their own. Please make sure you read through the information we give on authenticity in section 8 of the qualification handbook and make sure that your learners and any staff involved in assessment understand how important authenticity is.

We provide this assignment to be used for summative assessment. You must not use it for practice or for formative assessment.

Before using this assignment to carry out assessment

Learners will need to take part in a planned learning programme that covers the knowledge, understanding and skills of the unit.

When your learners are ready to be assessed, they must be provided with a copy of the following sections of this assignment:

- General information for learners
- Assignment for learners
- Evidence Checklist

They may carry out preparation prior to undertaking the tasks and there is no time limit for this.
When completing the assignment

You should use this assignment in conjunction with the unit specification and qualification handbook.

The assignment can take between 8.5 and 11 hours.

Learners will need access to suitable hardware and software to create visual products for business needs.

Information to support the scenario/tasks

It is important that the tutor provides the learners with further information in relation to the background to Progress Visual Products and the services it provides. This will support the tutor when answering questions learners may have in order to clarify what they are required to do and gather the information they need.

Resources to complete the tasks

There are resource requirements for this assignment. Every learner will need access to the following resources:

For Task 1 hyperlinks have been provided for the visual products. This has been necessary because some of the media digital products are best viewed on a computer. Internet content can change over time and the tutor will need to check that these hyperlinks are still correct before issuing the assignment.

For Tasks 3 and 4 it is essential that learners have access to visual production software.

For Task 4 learners need a client to present their product to. The tutor could act as the client or this could be a suitable opportunity for meaningful employer involvement.

Health and safety and the use of resources

If learners are using laser scanners to import items into their visual products they should be supervised by the tutor and any health and safety regulations should be adhered to with the use of this equipment.

You must intervene if you feel that there is a health and safety risk.
Time

You should plan for learners to have 8.5–11 hours to complete this assignment.

Learners must be allowed sufficient time to complete all the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual learners. To help with your planning, against each of the tasks we’ve given an indication of how long it should take.

Learners can produce evidence in several sessions.

Format of evidence

Learners have to produce evidence that demonstrates how they have met the grading criteria. At the very least they must produce evidence that meets all of the pass criteria.

Please make sure your learners realise that missing just one pass criterion means they will not pass the unit, even if they have successfully met the merit and distinction criteria.

It’s possible that certain formats for evidence can naturally cover several grading criteria and avoid the need for excessive amounts of evidence. For example, a report can be a good way to pull together evidence to meet several grading criteria.

For more guidance on generation and collection of evidence, please refer to the section 8 ‘Internal Assessment’, in the qualification handbook.

Group work

This assignment hasn’t been written to include group work.

After completing the assignment

Once the learner has submitted their work to you to be assessed, you must judge or ‘mark’ the work against the grading criteria for the unit and identify one grade for the unit. For further information about assessment, please refer to section 8 of the qualification handbook.

Your assessment decisions must be quality assured across the cohort of learners in your centre who are being entered for the same unit. This must be done through an internal standardisation process. We give information on internal assessment and standardisation in the qualification handbook.

Reworking the assignment

If you and the learner feel they’ve not performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment. If a learner is working on improving their work before it is resubmitted, you and the learner must continue to make sure the work is the learner’s own.

Any feedback you give to the learner must not direct them on how to improve their work. You can identify what area of the work could be improved but you cannot give the learner any details about
how they could improve it. You must follow the guidelines given in section 8 of the qualification handbook under ‘Authenticity of learner work’.

**Modifying the model assignment**

The tasks in this assignment allow learners access to the full range of grades detailed in the grading criteria of this unit.

If you modify this assignment you must **not** change the grading criteria provided in the tasks for the learner or in the evidence checklist. These grading criteria are taken from the unit.

You can modify the scenario to suit your local or regional needs and the tasks may be contextualised to match any changes you have made to the scenario. If you supply your own drawings to support a different scenario, these must be sufficiently detailed for learners to complete the tasks.

You can modify the type of evidence and the format it takes, unless we expressly state that evidence must take a specific format.

You must also make sure that you avoid discrimination, bias and stereotyping and support equality and diversity. For more information, please see the section ‘Designing your own assignments for internally assessed units’ in section 8 of the qualification handbook.

**If modifications are made to the model assignment, whether to the scenario alone, or to both the scenario and individual tasks, it’s your responsibility to make sure that all grading criteria can still be met and that learners can access the full range of grades.**

If you’re using this model assignment and delivering the Diploma you have an opportunity to secure meaningful employer involvement by working with an employer to modify it.
Q **What do I need to do to pass this assignment?**
A You need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to. If you miss just one pass criterion, you will not achieve this unit and will receive an unclassified result.

Q **What do I need to do if I want to get a merit or distinction for this assignment?**
A For a merit, you need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to **and** you need to produce evidence to meet **all** the merit criteria.

For a distinction, in addition to the above, you also need to meet **all** the distinction criteria for this unit.

Q **What help will I get?**
A Your tutor will support you when completing this assignment and will make sure that you know what resources or facilities you need and are allowed to use. We’ve given your tutor information about how much support they can give you.

Q **What if I don’t understand something?**
A It’s your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.

Q **I’ve been told I must not plagiarise. What does this mean?**
A Plagiarism is when you take someone else’s work and pass this off as your own, or if you fail to acknowledge sources properly. This includes information taken from the internet.

It’s not just about presenting a whole copied assignment as your own; you will also be plagiarising if you use the ideas or words of others without acknowledgement, and this is why it’s important to reference your work correctly (see Q&A below for more information on referencing).

Plagiarism has serious consequences; you could lose the grade for this unit or you may not be allowed to achieve the whole qualification.

**Always remember that the work you produce must be your own work. You will be asked to sign a declaration to say that it is.**

Q **What is referencing and where can I find out more information about it?**
A Referencing is the process of acknowledging the work of others. If you use someone else’s words and ideas in your assignment, you must acknowledge it, and this is done through referencing.

You should think about why you want to use and reference other people’s work. If you need to show your own knowledge or understanding about an aspect of subject content in your assignment, then just quoting and referencing someone else’s work will not show that **you** know or understand it. Make sure it’s clear in your work how you are using the material you have referenced to inform your thoughts, ideas or conclusions.

**Q** Can I work in a group?

**A** This assignment hasn’t been written to include group work.

**Q** Does my work for each task need to be in a particular format?

**A** You can present your work in a variety of ways – it can be handwritten, word-processed, on video or in digital media. What you choose should be appropriate to the task(s) and your tutor can advise you about this. There may be times when you need proof that you have completed the work yourself: for example, if you do something during work placement that you want to use as evidence, the tutor might ask the employer to provide a witness statement.

Make sure you check the wording in each task carefully. For each task, we'll tell you if your evidence has to be in a specific format:

- If we use the word 'must', for example ‘You must produce a report’ or ‘Your evidence/work must include a diagram’, then you must produce the work in the stated format.
- If we use the word 'could', for example ‘You could include sketches of your ideas’ or ‘You could do this by annotating your diagram’, this means that you are not required to follow the format we have given, but you must make sure that the work you do produce allows you to demonstrate the requirements of the grading criteria.

If you are unsure about what evidence you need, please ask your tutor.

**Q** Can I ask my tutor for feedback on my work?

**A** Yes, but they can't give you detailed feedback.

We have given your tutor instructions on what kind of feedback they can give you. For example, they are not allowed to tell you exactly what to do to make your work better, but they can remind you about what they've taught you and you can use this additional learning to try and improve your work independently. They can say what they've noticed might be wrong with your work, for example if your work is descriptive where an evaluation is required, but your tutor can’t tell you specifically what you need to do to change it from a description to an evaluation – you will need to work out what you need to do and then do it for yourself.

**Q** When I have finished, what do I need to do?

**A** If you have included the personal details (such as name, address or date of birth) of someone other than yourself in your work, this must be blanked out (anonymised) – your tutor will tell you how to do this. You don't need to do this for information contained in references.

You can complete the evidence checklist to show your tutor where they can find the evidence for each grading criterion in your work.

You should make sure your work is labelled, titled and in the correct order for assessing.

Hand in the work that you've completed for each task to your tutor. They might ask to see your draft work, so please keep your draft work in a safe place.

**Q** How will my work be assessed?

**A** Your work will be marked by someone in your centre who has been authorised to do so. They will use the information in the grading criteria to decide which grade your work meets. The grading criteria are detailed in each unit and are also given in the tasks within this assignment. Please ask your tutor if you are unsure what the grading criteria are for this assignment.
Scenario

Promotional Brochure - Rose’s Fabulous Cakes

Progress Visual Products designs and creates visual products for businesses. It creates and produces both printed and digital media products for a wide range of uses. Your role is that of a graphic designer.

Progress Visual Products would like to include a section about creating visual products for business in the next customer newsletter and has asked you to contribute towards this. It has provided the links to examples of visual products for you to select from and use for this assignment.

Links to visual products

- Billboards
- Video
- Packaging
- Magazine
- Augmented Reality
- Animation
- Animated Banner

Client

Rose’s Fabulous Cakes is a small family business that makes cakes to order for special occasions. It wants to increase awareness of its products and services by distributing an 8-page brochure to customers and households in the local area.

Business needs

- **Audience**: existing and non-existing customers who want a high-quality cake for a special occasion
- **Purpose**: to inform existing customers and attract new customers
- **Lifestyle**: people who can afford to buy a customised cake(s) for a special occasion
- **Gender**: mostly females but some males
- **Age**: adults
- **Product**: printed 8-page brochure
- **Size**: A5
- **Finish**: glossy finish on high quality paper for cover pages and matt finish on inside pages
- **Features**: must contain the company logo – a slice of cake on a plate with the words ‘Rose’s Fabulous Cakes’ written around the edge of the plate (see Appendix for client’s sketch). This needs to be created as an original image.
Content:
Front cover: text (see Appendix), digital graphic of a swirling layer rather like a galaxy which is blurred in parts and focused in others with points of light in it, images of cakes – wedding cake, 21st birthday cake, cupcakes, a few flowers and pretty china, the logo created should be in the top left corner.
Page 2: Welcome and contents (see Appendix for text), a border and suitable image for the advertisement for the cake tins. Insert the page numbers for the contents.
Page 3: Wedding cakes (see Appendix for text) and 2 suitable images.
Page 4: Celebration cakes (see Appendix for text) select a suitable image
Page 5: Birthday cakes text central to page with 5 images of different birthday cakes for a variety of ages.
Page 6: Cupcakes (see Appendix for text) use a watermark background image of cupcakes
Page 7: Competition entry form (see Appendix for text to be used for the form)
Back cover: enquiry form (see Appendix for text)
Some sample copyright free CC0 licence images have been supplied by the client but you can use other copyright free and royalty free images if you like (see Appendix).
Resolution: high quality.
Colour scheme: light colours, white, cream, pastel shades and primrose yellow.
Font: a readable font something like Gadugi
Background: the background of the front cover should extend to the very edge of the A5 paper
Layers: there needs to be several layers on the front cover for the background images, the transparent galaxy layer, at least one foreground image as well as the text and logo
Budget: £1,000
Number required: 500
Time: 3 weeks
Task 1: Know about creating visual products for business

(This task should take between 1.5 and 2 hours.)

Learning Outcome 1: Know about creating visual products for business

Your task:

- Select a range of visual products used in business from those provided via the hyperlinks on page 9. Outline the use of each product by businesses.
- Extend the report to describe the design considerations required for the different types of visual business products that have been selected.
- Explain the considerations that need to be taken into account when targeting visual products to business needs. This could include more than one type of visual product used by business and could be illustrated with an example of the visual products referred to in the report. Provide the sources of any illustrations and research carried out for this work.

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
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<tbody>
<tr>
<td>P1: Outline the use of visual products in business</td>
<td>M1: Explain the considerations required when targeting visual products to business needs</td>
<td></td>
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<tr>
<td>P2: Describe the design considerations for visual business products</td>
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</table>

Evidence

Report, presentation or video of delivery of the presentation.

This must include:

- a selection of more than one type of visual product used in business from those provided above;
- an outline of the use of each product by businesses.

It could include an example of each type of product to illustrate the report/presentation.

This must include:

- an extension of the report or presentation which describes the design considerations required for the different types of visual business products that have been selected.

Report or handout.

This must include:

- an explanation of the considerations that need to be taken into account when targeting visual products to meet business needs;
- references to the sources of any illustrations and research carried out.

It could look at more than one type of visual product used by businesses and the report could be illustrated with an example of the visual products referred to in the report/handout.
Task 2: Select software and hardware for creating visual products for business needs

(This task should take between 1.5 and 2 hours.)

**Learning Outcome 2:** Be able to select software and hardware for creating visual products for business needs

Your task:

Progress Visual Products would like you to select the software and hardware required to produce the product(s) that the client requires (see client and business needs above). Justify your choices based on the business needs provided above.

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<thead>
<tr>
<th>Pass</th>
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<tbody>
<tr>
<td>P3: Select software to produce a visual product for a specified business need</td>
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<tr>
<td>P4: Select hardware to produce a visual product for a specified business need</td>
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<td>D1: Justify the use of the selected hardware and software for the specified business need</td>
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**Evidence**

**A short report.**

This must include:

- an identification of the visual product(s) to be created;
- an identification of the hardware and software selected in order to create the visual product(s).

**Report.**

This must include:

- a justification of the use of the selected hardware and software for the specified business need.

This could be an extension of the short report created for P3/P4.
Task 3: Create visual products to meet business needs

(This task should take between 4 and 5 hours.)

Learning Outcome 3: Be able to create visual products to meet business needs

Your task:

- Progress Visual Products requires the visual product for the client to be developed to meet its business needs. Part of the development process is the planning of the product not just the actual creation of it. Consideration should also be given to the end use for the product so that an appropriate file format is chosen for the final product.
- Use the product reviews from M2, to recommend some enhancements to the visual product that has been developed for the client.

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<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
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<tbody>
<tr>
<td>P5: Develop visual product to meet a specified business need</td>
<td>M2: Review the product against the specified business need</td>
<td>D2: Using the outcome of the review, recommend enhancements to the visual product</td>
</tr>
</tbody>
</table>

Evidence

Plans and final product.

This must include:

- planning and development of the product;
- the final product in an appropriate file format.

Report or presentation.

This must include:

- a review of the product against the specified business need.

This could include feedback from others.

Report, presentation or annotated designs.

This must include:

- recommendations for more than one enhancement to the product;
- the enhancements suggested should be based on the review.
Task 4: Improve visual products to meet business needs

(This task should take between 1.5 and 2 hours.)

Learning Outcome 4: Be able to improve visual products to meet business needs

Your task:

- Present the visual product you have created to the business.
- Carry out improvements and enhancements to the visual product as a result of feedback received.

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<tr>
<th>Pass</th>
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<th>Distinction</th>
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<tbody>
<tr>
<td>P6: Present the visual products to the business</td>
<td>M3: Carry out the improvements and enhancements to the visual products as a result of feedback</td>
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</tbody>
</table>

Evidence

Video or presentation with speaker notes and appropriate handouts i.e. the visual product.

This must include:

- the presentation of the visual product in the format of how it was delivered to the business.

Enhanced and improved visual product.

This must include:

- the visual product created in P5 and presented in P6 with improvements and enhancements carried out in response to the feedback received.

This could include documented information relating to the feedback received.
Appendix:

Client’s sketch for logo idea

Text for front cover

Rose's Fabulous Cakes

We supply to order wedding cakes, celebration cakes, birthday cakes and a selection of cupcakes for you and your guests.

Attention to detail is very important to us to ensure our cakes meet your exact requirements.

Our cakes are all hand decorated and finished to perfection.

Impress your guests on that special occasion. Call us today to discuss your requirements or visit our stall at the Saturday farmers’ market and try some samples before you buy.

Telephone: 01453 873194
Email: enquiries@rosesfabulouscakes.co.uk

Text for page 2

Welcome to your new brochure from Rose’s Fabulous Cakes.

This is a new venture for us and we hope you find it useful to see the range of cakes we produce. There is a competition to enter to win a free birthday cake. An enquiry form is provided on the back cover.

Contents

Wedding cakes ..............................
Celebration cakes ............................
Birthday cakes ...............................,
Cupcakes .........................................
Competition entry form ......................
Enquiry form ...................................

Cake tins
Airtight set of 3 round cake tins in small, medium and large sizes
Various designs £19.99

Text for page 3
Wedding cakes
We are happy to produce wedding cakes to your designs and exact specifications or you can choose from our catalogue of wedding cake designs. Book an appointment to discuss your ideas with Rose and sample the different wedding cake mixtures.

We provide tiered cakes suitable for the number of guests at your wedding. A single tier cake for 40 guests starts from £230 and a three tiered cake for 120 guests is £690.

Telephone: 01453 873194
Email: enquiries@rosesfabulouscakes.co.uk

Text for page 4
Celebration cakes

Whether you are celebrating a christening, graduation, special anniversary or retirement we can make the size and style of cake to match your needs. We are able to cater for special dietary needs. You can choose cakes in a range of favourite flavours.

Prices are based on size and mixture. A 20 cm iced sponge cake is £20 and an iced fruit cake is £30. Sugar paste trimmings or christening novelties are £5 extra.

Text for page 6
Cupcakes

Variety is the spice of life! We create and sell cupcakes in boxed sets containing a variety of toppings. Each box is based on a colour scheme and they are all of the same flavour, eg chocolate, vanilla, strawberry. The toppings vary to provide soft buttercreams in sensuous swirls with rice paper flowers that melt in your mouth, to crunchy toppings with a nutty flavour, or smooth icing decorated with jelly beans.

Cupcakes can be bought as a boxed set which can be ordered and delivered the same day or made to order for a special occasion.

Text for page 7
Competition Entry Form

Here is your chance to win a free place on our next sugarcraft course!

When you complete your enquiry form overleaf why not also place your entry in our competition to win a free place on our next course in the art of sugarpaste. The course is for a full day. It will be held on a Saturday and is suitable for beginner and intermediate bakers.

On the course you will be shown the correct way to split, fill, cover and decorate a cake with sugarpaste.

Title    First name    Last name
Address
Town
County    Postcode
Telephone number

I confirm that I am over 18 years of age

Text for back cover
Rose's Fabulous Cakes enquiry form

Title    First name    Last name
Address
Town
County    Postcode
Telephone number
I am interested in information about the following products.

<table>
<thead>
<tr>
<th>Product</th>
<th>Description</th>
<th>Qty</th>
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</table>

Please complete this form and send it to:

Rose’s Fabulous Cakes
Exmoor View
Hillside
Porlock
Minehead
TA24 2ZT

Images are samples of copyright free CC0 licence images supplied by the client.
# Evidence Checklist

## OCR Level 2 Cambridge Technicals in IT
### Unit 18: Creating visual business products

**LEARNER NAME:**

<table>
<thead>
<tr>
<th>For Pass have you: (as a minimum you have to show you can meet every pass criterion to complete the unit)</th>
<th>Where can your tutor find the evidence? Give page no(s)/digital timings, etc.</th>
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<tr>
<td>P6: Presented the visual products to the business?</td>
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<td>M2: Reviewed the product against the specified business need?</td>
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<td>M3: Carried out improvements and enhancements to the visual product as a result of feedback?</td>
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<tr>
<th>For Distinction have you:</th>
<th>Where can your tutor find the evidence? Give page no(s)/digital timings, etc.</th>
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<tbody>
<tr>
<td>D1: Justified the use of the selected hardware and software for the specified business need?</td>
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<td>D2: Used the outcome of the review to recommend enhancements to the visual product?</td>
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To find out more
ocr.org.uk/it
or call our Customer Contact Centre on 02476 851509

Alternatively, you can email us on vocational.qualifications@ocr.org.uk