

Cambridge **TECHNICALS LEVEL 2**

# **DIGITAL MEDIA**

Cambridge  
**TECHNICALS**  
**2016**

**Unit 3**

**Digital media industry – products  
and audiences**

**Model assignment**

**M/616/9332**

**Guided learning hours: 60**

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# Contents

<b>Guidance for tutors on using this assignment</b> .....	3
General .....	3
Before using this assignment to carry out assessment .....	3
When completing the assignment .....	4
After completing the assignment .....	6
Reworking the assignment .....	6
Modifying the model assignment .....	6
<b>General information for learners</b> .....	7
<b>Assignment for learners</b> .....	9
Scenario .....	9
The tasks .....	10
Task 1: Research into existing digital media sectors and products .....	10
Task 2: Researching purposes, audiences and genres of digital media products .....	11
Task 3: Designing and producing a Prototype of a digital media product .....	12
Task 4: Presenting the prototype to gain feedback for further development .....	13
<b>Evidence Checklist</b> .....	14

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](http://www.ocr.org.uk).

The purpose of this assignment is to provide a scenario and set of tasks that are typical of how the digital media industry would research and produce a prototype, 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.**

### Information to support the scenario/tasks

Before initial assessment, a preliminary task should be provided by the centre to allow learners to explore their skills and abilities in creating and editing the prototype for a digital media product to form part of formative assessment. This can allow learners to become familiar with any software that they intend to use for their summative assessment and to practise technical skills.

Learners may choose which digital media product they want to prototype for this unit. Therefore, assessment should be based on quality and not quantity of work produced, especially when comparing the different possible digital media products in this unit.

**Task 1:** This involves learners researching in the digital media sector as it exists today and the products that it produces. The evidence could be created in a variety of formats including written report, presentation, a video of presenting the information, podcast, or an information guide.

**Task 2:** This involves learners researching the different products that are produced in digital media together with the audiences that they are targeted at and the different genres that are used to do this. The evidence could be created in a variety of formats including a written report, presentation, a video of presenting the information to an audience, or an information guide.

**Task 3:** This involves learners designing and producing a prototype for a digital media product to meet the given brief. Learners must create a range of planning documents, including describing the product requirements. The documents produced can be drawn from other units in the specification. Learners will be required to source the assets that they require for the prototype justifying their inclusion. Learners are also required to justify any visual and/or sound effects that are included in the prototype. The evidence will be the actual prototype produced together with supporting design and creation process documentation. These can be produced in a variety of formats including word processed, DTP, commentary, presentation, audio or video report.

**Task 4:** This involves learners presenting the prototype to an audience and gathering feedback regarding the effectiveness of the prototype. Learners are also required to evaluate possible methods of raising finance for the development of the digital media product. The evidence for the prototype can be presented to a specified audience in a variety of formats including presentation, audio or video report and this may depend upon the type of digital media product designed. The evidence for the feedback and further developments, together with the evaluation of finance methods can be produced in a variety of formats including written report, annotated screenshots, presentation or video/audio report, podcast or information guide.

### Resources to complete the tasks

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

Access to professional/industry standard software. Centres should use suitable desktop publishing software for digital publishing products and non-linear editing software for animation, multimedia products, and interactive products. For example, Adobe Creative Suite, Final Cut Pro, QuarkXPress, Adobe Dreamweaver.

Industry standard templates to complete relevant health and safety procedures (recce and risk assessment).

## Health and Safety and the use of resources

Learners must be informed about following safe working practices when completing the work for this unit, ensuring that they operate all equipment in a safe manner.

## Time

You should plan for learners to have 7 - 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.**

The only requirement is that the final prototype of the digital media product must be exported and submitted on a physical format, e.g. audio-visual/ interactive based product to be submitted in DVD format that is playable on domestic DVD players. Digital publishing evidence must be on a CD (pdf), audio-visual (MP4) etc. Links for websites can be submitted on a Word doc and submitted with work on a CD or published on the learner's blog. Once these are exported they must be checked to make sure that links work.

No specialist or proprietary software should be required to view the prototype of the digital media product.

Evidence of all work produced by the learner can be presented on a blog. The blog must be accessible for moderation. This can be through a hub or url link to the learner's work.

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. If you plan to ask learners to work in a team to complete work for assessment, you need to determine at which point in an assessment task learners can work together.

You must be sure that each learner can produce evidence of their own contribution to each grading criterion. You can give constructive feedback to learners about working as a group and direct them on team working skills because evidence of team working skills is not required by the unit. See our information on authentication, including group work and feedback to learners, in section 8 of the qualification handbook.

If witness statements are used to support learners' evidence, you'll need to complete an individual statement for each learner.

## 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 materials/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.

# General information for learners

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.

You can find more information about how to reference in the [The OCR Guide to Referencing](http://www.ocr.org.uk/i-want-to/skills-guides/) available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

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

A Yes. However, if you work in a group at any stage, you must still produce work that shows your individual contribution. Your tutor can advise you how to do this.

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. 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 say 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.



# Assignment for learners

## Unit 3: Digital media industry – products and audiences

### Scenario

You have been commissioned by your town council to design and develop a prototype for a digital media product for them.

Members of the council are aware of how young people are accessing information through a range of digital mediums. The council have asked for a digital media product to be developed that enables users to access information about council services. The product will be targeted at the younger members of the town, who are currently not aware of what services the council offers.

The purpose of the product is to engage the younger members of the town in a modern and interactive way. The digital media product should advertise to the audience council services aimed at them in a fun and informative way.

The product must advertise a range of services that the council provide for the younger members of the town and contain a minimum of two forms of digital media content. The product must be easy to use and provide the user with an engaging experience, together with providing them with the information that the council requires.

You are required to design and develop a prototype for **one** of the following:

**1. Animation**

- For the council's website

**2. Website**

- Pages for your council's website

**3. Game**

- 2D  
or
- Platform

**4. Multimedia product**

- Educational resource  
or
- Promotional materials

**5. Digital publishing**

- Newspaper  
or
- Magazine  
or
- Advertising campaign

# The tasks

## **Task 1: Research into existing digital media sectors and products**

(This task should take between 2 and 3 hours.)

Learning Outcome 1: Be able to research the different digital media sectors, their products and the job roles within them

### **Your task is to:**

Create a document for the town council which describes and compares digital media sectors.

You should write about the:

- products produced and used
- job roles, skills and technical elements required to produce them.

### Task 1: Grading Criteria

<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
P1: Describe a chosen digital media sector, detailing its products	M1: Compare different digital media sectors, their products, and the job roles involved in producing them	D1: Discuss the job role skills and technical elements used to produce different digital media products
P2: Describe the job roles relating to a digital media sector		
<b>Evidence</b>		
<p>The document could be created in a variety of formats including written report, presentation, a video of presenting the information, podcast, or an information guide.</p> <p>Evidence how you have used your learning from:</p> <ul style="list-style-type: none"> <li>• Unit 1 to support your research into existing digital media sectors and products. How did this knowledge support you to identify what your research should include when looking at products and how they're produced?</li> </ul>		

## **Task 2: Researching purposes, audiences and genres of digital media products**

(This task should take between 1 and 2 hours.)

Learning Outcome 2: Understand how different genres, purposes and audiences influence the development of a digital media concept

### **Your task is to:**

Produce a document for the town council that describes the different types of digital media products available. The document should explain how the different digital media products can be used for different purposes and how the different genres appeal to different target audiences.

### Task 2: Grading Criteria

<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
P3: Describe the different purposes of digital media products		
P4: Explain the different genres of digital media products and how they appeal to different target audiences		
<b>Evidence</b>		
<p>The document can be created in a variety of formats including a written report, presentation, a video of presenting the information to an audience, or an information guide and should cover all of these purposes:</p> <ol style="list-style-type: none"> <li>1. educate</li> <li>2. entertain</li> <li>3. promote/advertise</li> <li>4. provide a service</li> </ol> <p>The document should clearly show how digital media products can target different audiences through the genre that they are stylised in. You must cover the following aspects:</p> <ul style="list-style-type: none"> <li>• Describe the different purposes of your chosen products</li> <li>• Explain the different genres that can be used and how they are chosen depending upon the audience and purpose of the digital media product.</li> </ul> <p>Evidence how you have used your learning from:</p> <ul style="list-style-type: none"> <li>• Unit 1 to support your research into existing digital media sectors and products. How did this knowledge support you to identify what your research should include when looking at products purposes, audiences and genres?</li> <li>• Unit 2 to be able to support your research into target audience requirements. How did this knowledge support you to identify what your research should include when looking at a product's purposes, audience and genres used and the impact of their use?</li> </ul>		

### ***Task 3: Designing and producing a Prototype of a digital media product***

(This task should take between 3 and 4 hours.)

Learning Outcome 3: Be able to plan and produce the prototype of a digital media product

#### **Your task is to:**

Plan and produce a prototype of the digital media product that you will present to the town council

#### Task 3: Grading Criteria

<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
P5: Describe the product requirements and produce planning documentation for a digital media product prototype	M2: Justify the assets and visual and/or sound effects choices made when producing and editing a prototype of a digital media product	
P6: Produce a prototype of a digital media product		
<b>Evidence</b>		
<p>The documentation produced can be presented in a range of formats, but must clearly set out the requirements for the product from the client, together with the assets and visual and/or sound effects that will be included. The assets chosen, together with the visual and/or sound effects must be justified so that the relevance of how they will enhance the product and appeal to the audience is clear.</p> <p>The documentation produced can be presented in a range of formats. The documents must clearly set out:</p> <ul style="list-style-type: none"> <li>• The requirements of the brief</li> <li>• Designs for the various aspects of the digital media product including house style</li> <li>• Justification of the assets to be used for the prototype</li> <li>• Justification for the audio and/or visual effects that will be added to the digital media product</li> </ul> <p>The digital media product prototype should be produced using the assets sourced and created so that it provides the town council with a good understanding of what the final product would look like and do, and how the product will meet their requirements.</p> <p>Evidence how you have used your learning from:</p> <ul style="list-style-type: none"> <li>• Unit 1 to aid the selection of hardware and software technologies for use in developing your prototype. Why you have selected what you have?</li> <li>• Unit 2 to support the review of your client requirements and development of your pre-production materials. How did this learning support your decision to use the materials that you have and why have you chosen those for the development of your prototype? How did this learning support you in considering the requirements of regulatory bodies and the impact on your prototype?</li> </ul>		

## ***Task 4: Presenting the prototype to gain feedback for further development***

(This task should take between 1 and 2 hours.)

Learning Outcome 4: Be able to present a prototype of a digital media product to gather and review feedback

### **Your task is to:**

Present the prototype to the town council and modify your designs based on the feedback from them and using your self review findings.

### Task 4: Grading Criteria

<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
P7: Present the prototype of a digital media product to a specified audience to gain feedback	M3: Analyse different methods of raising finance, including the requirements to support prototype development	D2: Develop an action plan with timelines, using the information gathered, to support the final product development
P8: Review own skills and techniques used in production of the prototype to identify areas of strength and weakness relevant to developing the final product		
<b>Evidence</b>		
<p>The evidence submitted must cover the following aspects:</p> <ul style="list-style-type: none"> <li>• Presentation of your prototype of the digital media product to gain feedback</li> <li>• A record of the feedback received and your self review. This could be presented in a variety of formats including written report, annotated screenshots, presentation or video/audio report analysing focus group findings.</li> <li>• Explanation of the ways that the prototype could be developed in the future, based on the feedback received. This could be presented in a variety of formats including a written report, annotated screenshots, presentation or video/audio report justifying any strengths or weakness and future developments based on feedback.</li> <li>• Evaluation of the different methods of raising finance and an understanding of the requirements they would have to meet to support the prototype development. This could be presented in the form of a written report, presentation, a video of presenting the information, podcast, or an information guide.</li> </ul> <p>Evidence how you have used your learning from:</p> <ul style="list-style-type: none"> <li>• Unit 2 to support your decision making in evaluating the budget requirements for the prototype development and exploring the methods of raising the finance.</li> </ul>		

# Evidence Checklist

## OCR Level 2 Cambridge Technicals in Digital Media

### Unit 3: Digital media industry – products and audiences

LEARNER NAME:

<b>For PASS have you:</b> (as a minimum you have to show you can meet every pass criterion to complete the unit)	<b>Where can your tutor find the evidence? Give page no(s)/digital timings, etc.</b>
Described a chosen digital media sector, detailing its products (P1)	
Described the job roles relating to a digital media sector (P2)	
Described the different purposes of digital media products (P3)	
Explained the different genres of digital media products and how they appeal to different target audiences (P4)	
Described the product requirements and produced planning documentation for a digital media product prototype (P5)	
Produced a prototype of a digital media product (P6)	
Presented the prototype of a digital media product to a specified audience to gain feedback (P7)	
Reviewed your own skills and techniques used in production of the prototype to identify areas of strength and weakness relevant to developing the final product (P8)	

<b>For Merit have you:</b>	<b>Where can your tutor find the evidence? Give page no(s)/digital timings, etc.</b>
Compared different digital media sectors, their products, and the job roles involved in producing them (M1)	
Justified the assets and visual and/or sound effects choices made when producing and editing a prototype of a digital media product (M2)	
Analysed different methods of raising finance, including the requirements to support prototype development (M3)	

<b>For Distinction have you:</b>	<b>Where can your tutor find the evidence? Give page no(s)/digital timings, etc.</b>
Discussed the job role skills and technical elements used to produce different digital media products (D1)	
Developed an action plan with timelines, using the information gathered, to support the final product development (D2)	

To find out more

**[ocr.org.uk/digitalmedia](https://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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