OCR

Oxford Cambridge and RSA

OCR-set Assignment

Assessment Material

OCR Level 1 / 2 Cambridge National Certificate in Creative iMedia

Unit R084: Storytelling with a comic strip

For use from September 2020

This OCR-set assignment is to be used to provide evidence for the unit identified above.

Centres must not change any aspect of this assignment.

The OCR administrative codes associated with this unit are:

- Unit entry code   R084

- Certification codes   Certificate J817

The regulated qualification numbers associated with this unit are:

Certificate – 600/7043/2

Duration: Approximately 10 hours

Contents

OCR-set Assignment

Information for Students

OCR Level 1 / 2 Cambridge National Certificate in Creative iMedia

Unit R084: Storytelling with a comic strip

General information for students

Q   What do I need to do to complete this assignment?

A   You need to attempt all tasks in this assignment. The assignment describes what work you have to do. It's really important that you do the work yourself without help from anybody else. That includes teachers, parents and other students. If we think you have not done this work yourself it could mean your marks are changed.

Q   What help will I get?

A   Your teacher can make sure you understand the assignment. If you get stuck then they can give you some general advice but there are rules about the kind of help and how much they can give you. Too much help might mean you haven't done the work yourself.

Q   What if I don't understand something?

A   If you are not sure, always check with your teacher. They have instructions on how much help they are allowed to give you.

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 it off as your own. The work could come from the internet, a book, another student's coursework, course handouts and OCR teaching resources. It doesn't matter where it came from, it's what you do with it that could make it plagiarism.

There are a few ways plagiarism can happen that you need to know about:

- A student is asked to describe or explain something and they find good information on the internet or from a book. They use it in the evidence they give to their teacher to mark. They don't follow rules about saying where it came from. The 'rules' are about how to reference somebody else's work.

- A student uses information from a book and changes words but copies the sentence structure of a source and doesn't reference where the original work came from.

- A student copies so many words or ideas from a source that it makes up the majority of their work. In this case it does not matter if they have referenced it or not. When the majority of work is somebody else's ideas or thoughts it is not the student's own work.

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

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. You can only be given marks for what you know and understand yourself, which cannot be shown by copying the words and ideas of others. 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 OCR Guide to Referencing available on our website: http://www.ocr.org.uk/Images/168840-the-ocr-guide-to-referencing.pdf or by watching the student guide to referencing video available here: https://www.youtube.com/watch?v=uLHQD2bdurM.

Q   Can I work in a group?

A   Only when your teacher tells you that you can. They need to be able to tell who has done which piece of work. People who work in groups cannot all claim the same evidence as being their individual work. Teachers also have to make sure we can see who has done what. Keep in mind that you cannot be given marks for what somebody else has done in the group.

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

A   For each task we'll tell you if your evidence has to be in a specific format. Check the wording in each task carefully.

- 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 marking criteria.

- 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). If the assignment evidence is word-processed, you must ensure that your centre number, candidate number and the unit code appear on each page as a header or footer.

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

Q   Can I ask my teacher for feedback on my work?

A   We have given your teacher instructions on what kind of feedback they can give you. 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. You can use that reminder to try and improve your work yourself. They can say what they've noticed might be wrong with your own work. For example if you describe something where the marking criteria ask for an evaluation they can point that out to you. Your teacher can explain the difference between a description and an evaluation. It's then up to you to decide if you need to change your work. If you think it needs to change you need to change it for yourself.

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

A   You should make sure any printed work is in the right order and that all electronic files are sensibly named.

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 teacher will tell you how to do this.

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

Q   How will my work be assessed?

A   Your work will be marked by your teacher. They will use the information in the unit specific marking criteria grid to decide which mark band your work meets. The marking criteria grid is divided into three mark bands. Each one has a range of marks – for example Mark Band 1 = 1–4 marks; Mark Band 2 = 5–7 marks and Mark Band 3 = 8–9 marks. Your teacher will decide which mark band description most closely describes your evidence and then decide how many marks from the mark band to give your evidence. Each marking criteria grid is detailed in the specification and included in the relevant set assignment. Please ask your teacher if you are unsure what the marking criteria are for this assignment.

Scenario for the assignment

CyberSafety Online

CyberSafety Online is a government funded organisation that aims to educate teenagers on the dangers of cyber bullying (especially 11–16 year olds). They have found a rise in cyber bullying on social media apps and websites. This is partly due to the greater use of mobile devices such as mobile phones and tablets.

CyberSafety Online has asked you to create a multipage comic strip that tells a story about the dangers of cyber bullying on mobile devices. It should show an example of the dangers and what somebody should do if they are a victim of cyber bullying.

The comic strip will be available electronically from the CyberSafety Online website and will be distributed in high streets across the country. It therefore needs to be in a format that can be printed and also viewed online without specialist software.

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 refer to the marking criteria grid. 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.

- You can use the templates provided on the OCR Creative iMedia web pages. Ask your teacher if you wish to use any other templates.

Your Tasks

Task 1 – Understanding comic strips and their creation

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

Before creating your multipage comic strip, you need to understand comic strips, comic strip characters, the software used to construct a multipage comic strip and how panels are used.

The purpose, creation and characters of existing multipage comic strips

You need to investigate comic strip:

- genres
- origins
- history
- target audiences
- characters and their physical and non-physical characteristics.

You need to:

- investigate the various software choices and tools that are available to create a multipage comic strip
- explain how panel placement and layout can create the flow of the story of the comic strip.

Make sure you summarise any investigation and research in your own words. Present your evidence in an appropriate way.

Tips
- Find examples of existing comic strips and comic strip characters on your own   - If you copy information from books, websites or course notes, make sure it is referenced   - Use your own words to describe or explain something

LO1: Understand comic strips and their creation		
MB1: 1–3 marks	**MB2: 4–6 marks**	**MB3: 7–9 marks**
Demonstrates a **limited** understanding of the origins and history of multipage comic strips, which shows a limited awareness of their target audiences. Demonstrates a **basic** understanding of comic strip characters and **limited** knowledge of their respective physical and non-physical characteristics.	Demonstrates a **sound** understanding of the origins and history of multipage comic strips and shows **some** awareness of their target audiences. Demonstrates a **sound** understanding of comic strip characters and **some** knowledge of their respective physical and non-physical characteristics.	Demonstrates a **thorough** understanding of the origins and history of multipage comic strips and shows a **clear** awareness of their target audiences. Demonstrates a **thorough** understanding of comic strip characters and **detailed** knowledge of their respective physical and nonphysical characteristics.
MB1: 1–2 marks	**MB2: 3–4 marks**	**MB3: 5–6 marks**
Identifies software that can be used to create a comic strip and **some** of the tools that can be used in its creation. Demonstrates a **basic** understanding of panel placement and story flow.	Identifies software that can be used to create a comic strip and a **range** of tools that can be used in its creation. Demonstrates a **sound** understanding of panel placement and story flow.	Describes software that can be used to create a comic book, **accurately** describing a **range** of tools that can be used and explains how these relate to the layout and features of the pages. Demonstrates a **thorough** understanding of panel placement and story flow.

Task 2 – Planning the multipage comic strip

Learning Outcome (LO) 2 is assessed in this task.

You need to organise your time and resources so that you can plan the creation of the multipage comic strip. You will need to generate the ideas for the multipage comic strip, taking into consideration any external restrictions on what you can use or produce.

Your client and the target audience

You need to:

- interpret your client's requirements for the multipage comic strip
- identify the characteristics of the target audience.

Creating a plan

You need to:

- create an original script and storyline
- create a storyboard.

Resources and assets

You need to:

- identify assets that are needed to create the multipage comic strip and explain how you will use them
- identify any resources you will need to create your multipage comic strip and explain how you will use them.

Tips
• If you copy information from books, websites or course notes, make sure it is referenced • Use your own words to describe or explain something

Legal restrictions

The multipage comic strip will be used in a commercial context.

You need to:

- explain any legal issues and restrictions that need to be considered when creating the multipage comic strip.

Present your evidence in an appropriate way.

Tips
• If you copy information from books, websites or course notes, make sure it is referenced • Use your own words to describe or explain something

LO2: Be able to plan a multipage comic strip		
MB1: 1–4 marks	**MB2: 5–7 marks**	**MB3: 8–9 marks**
Produces an interpretation from the client brief for a multipage comic strip which meets **few** of the client requirements. Produces a **limited** identification of target audience requirements. Creates a script and storyline with **some** elements of originality. Draws upon **limited** skills/knowledge/understanding from other units in the specification.	Produces an interpretation from the client brief for a multipage comic strip which meets **most** of the client requirements. Produces a **clear** identification of target audience requirements. Creates a script and storyline which is **mostly** original. Draws upon **some relevant** skills/knowledge/understanding from other units in the specification.	Produces an interpretation from the client brief for a multipage comic strip which **fully** meets the client requirements. Produces a **clear** and **detailed** identification of target audience requirements. Creates a script and storyline which is **fully** original and appropriate for use in a multipage comic strip. **Clearly** draws upon **relevant** skills/knowledge/understanding from other units in the specification.
MB1: 1–4 marks	**MB2: 5–7 marks**	**MB3: 8–9 marks**
Creates rough sketches to plan the comic strip, including a panel layout which has **limited** accuracy. Identifies a **few** assets needed to create a multipage comic strip, demonstrating a **limited** understanding of their potential use. Identifies a few of the resources needed to create a multipage comic strip, demonstrating a **limited** understanding of their purpose. Demonstrates a **limited** understanding of legislation in relation to the use of assets in multipage comic strips, which is **occasionally accurate**.	Creates a storyboard of rough sketches and a script with **reasonable accuracy** that includes panel layout, characters, storyline, communication, and focal points. Identifies **some** assets needed to create a multipage comic strip, demonstrating a **sound** understanding of their potential use. Identifies **some** of the resources needed to create a multipage comic strip, demonstrating a **sound** understanding of their purpose. Demonstrates a **sound** understanding of legislation in relation to the use of assets in multipage comic strips, which is **mostly accurate**.	**Accurately** creates a storyboard of sketches and a script that includes characters, storyline, panel layout, communication, focal points and locations. Identifies **many** assets needed to create a multipage comic strip, demonstrating a **thorough** understanding of their potential use. Identifies **many** of the resources needed to create a multipage comic strip, demonstrating a **thorough** understanding of their purpose. Demonstrates a **thorough** understanding of legislation in relation to the use of assets in multipage comic strips, which is **accurate**.

Task 3 – Creating the multipage comic strip

Learning Outcome (LO) 3 is assessed in this task.

You need to create the multipage comic strip for the client making sure it is suitable for its intended audience.

Obtaining assets for use in the multipage comic strip

You need to:

- obtain and store the assets required for the multipage comic strip.

Create the multipage comic strip

You need to:

- lay out the panels as appropriate to enable the story to flow
- insert assets into the panel layout and establish focal points within the panels
- incorporate the planned script into the visual storyline
- save the multipage comic strip in a format appropriate to the software, using version control throughout and using appropriate file and folder names and structures
- export the multipage comic strip in a file format appropriate to the client requirements.

You will need to produce as evidence the final comic in an electronic/digital format that will be suitable for printing and online use.

The final multipage comic in its intended digital format **must** be supplied with the portfolio of evidence.

Tip
- When creating your multipage comic strip, work independently making your own choices and decisions

LO3: Be able to produce a multipage comic strip		
MB1: 1–4 marks	**MB2: 5–7 marks**	**MB3: 8–9 marks**
Sources and stores a **limited range** of assets for use, occasionally using methods which are **appropriate**. Prepares the page layout for the comic strip with panels, not all of which are complete.	Sources and stores a **range** of assets for use, **mostly** using methods which are **appropriate**. Prepares the page layout for the comic strip with panels which are **mostly** complete.	Sources and stores a **wide range** of assets for use, consistently using methods which are **appropriate**. Prepares the page layout for the comic strip with **complete** and **detailed** panels.
MB1: 1–5 marks	**MB2: 6–9 marks**	**MB3: 10–12 marks**
Inserts some **basic** assets into the comic strip panels, **sometimes** establishing **appropriate** focal points. Creates a story and narrative within the strip of **limited** coherence, which is **occasionally** in line with the plan. Saves and exports the comic strip **occasionally** using **appropriate** formats. **Occasionally** saves electronic files using appropriate file and folder names and structures.	Places assets into the prepared panels to produce an illustrated story over several pages, establishing **some key** focal points. Integrates the story with the visual storyline to produce a **mostly** coherent comic strip storyline, which **mostly** follows the plan. Saves and exports the comic strip **mostly** using **appropriate** formats. **Mostly** saves electronic files using file and folder names and structures which are **consistent** and **appropriate**.	Places assets into the prepared panels to produce an illustrated story over several pages, **consistently** establishing **key** focal points for the story. Integrates the story with the visual storyline to produce a **fully** coherent comic strip storyline, which **closely** follows the plan. Saves and exports the comic strip **consistently** using **appropriate** formats. **Consistently** saves electronic files using file and folder names and structures which are **consistent** and **appropriate**.

Task 4 – Checking and reviewing the multipage comic strip

Learning Outcome (LO) 4 is assessed in this task.

Now the multipage comic strip has been produced, you need to consider whether you have met all the requirements of your client's initial brief. You will also need to review the overall quality of the product and identify any improvements that could be made to it.

Reviewing the comic strip

You need to:

- review how well the multipage comic strip meets the client's requirements
- identify how the multipage comic strip could be improved
- describe areas for further development, giving reasons for your choices.

Present your evidence in an appropriate way.

Tips
• When producing your review, work independently using your own thoughts and ideas • If you use a template for your review, make sure the source is referenced

LO4: Be able to review a multipage comic strip		
MB1: 1–2 marks	**MB2: 3–4 marks**	**MB3: 5–6 marks**
Produces a review of the finished comic strip which demonstrates a **limited** understanding of what worked and what did not, making **few** references back to the brief. Review identifies areas for improvement and further development of the finished comic strip, **some** of which are **appropriate** and sometimes **explained**.	Produces a review of the finished comic strip which demonstrates a **reasonable** understanding of what worked and what did not, **mostly** referencing back to the brief. Review identifies areas for improvement and further development of the finished comic strip, which are **mostly appropriate** and **explained well**.	Produces a review of the finished comic strip which demonstrates a **thorough** understanding of what worked and what did not, **fully** referencing back to the brief. Review identifies areas for improvement and further development of the finished comic strip, which are **wholly appropriate** and **justified**.

HOW TO REFERENCE & AVOID PLAGIARISM

What is referencing?
Giving details in your work about where your information came from.

What is plagiarism?
Taking someone else's work, words or ideas and passing them off as your own.

DO

- **REFERENCE** anything you've copied from websites or books
  - Always use quotation marks
  - Say where it's from and the date you got it
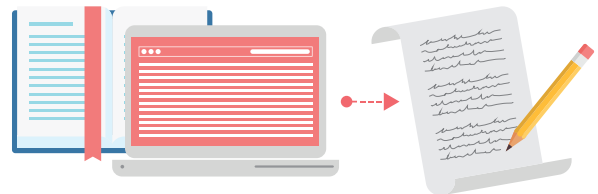- **USE YOUR OWN WORDS** as well when asked to describe or explain something

Why?

- A good way to get across your own opinions and thoughts
- Demonstrating your understanding helps get you marks

DON'T

- **JUST** copy from websites or books … use it to support your own thoughts & ideas and make sure you **REFERENCE**

Consequences

- Copying without referencing looks like you're pretending it's your own words

  This is known as plagiarism and **you could lose marks**

If you're not sure what this means for your assignment work, ask your teacher.

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Information for Teachers

OCR Level 1 / 2 Cambridge National Certificate in Creative iMedia

Unit R084: Storytelling with a comic strip

Guidance on using this assignment

1   General guidance

1.1   Assessment for this qualification **must** adhere to *Instructions for Conducting Coursework* provided by JCQ.

1.2   Information on referencing and acceptable levels of support for students is covered in more detail in the document 'Information for teachers on using referencing and on acceptable levels of guidance to students' which is available at https://www.ocr.org.uk/Images/575972-guidance-for-teachers-on-using-referencing-and-acceptable-levels-of-guidance.pdf.

1.3   OCR-set assignments must be used for summative assessment of students. They must not be used as practice materials. Students draw on their learning to respond to the assessment tasks in this set assignment. The rules for carrying out internal assessment are in the specification in Section 4. Pay particular attention to rules on:

- Feedback

- Templates

- Revising and redrafting work

- Authentication

Some of these rules are covered in more detail in the document 'Information for teachers on using referencing and on acceptable levels of guidance to students' which is available at https://www.ocr.org.uk/Images/575972-guidance-for-teachers-on-using-referencing-and-acceptable-levels-of-guidance.pdf.

2   Before carrying out the assignment

2.1   Give each student a copy of the *Information for Students* section of this assignment. You **must not** change or modify any of the tasks in this assignment in any way.

2.2   Students will not need to carry out any preparations prior to undertaking the assessment tasks, such as collating assets to use in the assessment since these are part of the assignment tasks.

2.3   Students will need access to resources, e.g. computer hardware and software.

2.4   Students will need access to appropriate comic book creation software that will provide them with a wide range of tools and techniques to create a suitable final product.

3   During the assessment

3.1   We have estimated that it will take approximately 10 guided learning hours (GLH) to complete all tasks. These timings are for guidance only, but should be used by you, the teacher, to give students an indication of how long to spend on each task. You can decide how the time should be allocated between each part or individual task. You are also permitted to spread the tasks across several sessions, and therefore it is permissible for evidence to be produced over several sessions.

4   When completing the assignment and producing evidence

4.1   Each student **must** produce **individual** and **authentic** evidence for the task within the assignment.

4.2 You may give general support and guidance to students. This support and guidance should:

- focus on checking that students understand what is expected of them;

- give generic feedback that enables the student to take the initiative in making improvements, rather than detailing what amendments should be made.

It is not acceptable for you to provide solutions/examples, to work through answers in detail or to detail specifically what amendments should be made.

For example: Acceptable – "Consider whether these criteria are detailed enough for you to later measure whether you have been successful."

Not acceptable – "Produce a specification for your product to include success criteria."

4.3 Students may use information from any relevant source to help them with producing evidence for the tasks. Students **must not** copy published material and claim it as their own work. They **must** also acknowledge the source even where they paraphrase the original material.

4.4 We have specified what evidence the student is expected to produce and given examples of the format it could take. The student can use a different, appropriate format unless we state they must not. The format should be what the student considers to be the most appropriate for the purpose of, and target audience for, each individual task.

5 Presentation of work for marking and moderation

5.1 The guidance in Sections 4.3–4.5 of the specification **must** be followed when marking, annotating and presenting work.

5.2 Centres wishing to produce digital evidence in the form of an e-portfolio **must** refer to Appendix C in the specification. However, where folder structure is assessed within the unit it is **not** permissible for centres to provide students with the structure to use.

5.3 Centres **must** provide guidance on the Unit Recording Sheet (URS) to show where specific evidence can be found. This may be through the use of the 'page number' column and/or by referencing file names and locations.

6 Conditions for using this OCR-set assignment

You must not make any changes to the OCR-set assignments. OCR have created three specific templates which you can give to students when they are creating a storyboard, test table or asset table. Your students do not need to use the OCR templates we have provided, and may create their own storyboards, test tables or asset tables, from scratch.

Students may also opt to use a template from a book, a website or course notes when, for example, creating a work plan or producing a review. If learners use a template from another source, they must make sure the source is referenced.

If you provide any material to prepare learners for the set assignment, you must adhere to the rules set out within the 'Information for teachers on using referencing and on acceptable levels of guidance to students' which is available at https://www.ocr.org.uk/Images/575972-guidance-for-teachers-on-using-referencing-and-acceptable-levels-of-guidance.pdf.

7   Specific guidance on the tasks

It is important that students are made aware from the start of their work on this assignment of the format their evidence will take so they know whether or not they need to print their work and whether or not they need to take screenshots for some of the tasks.

In relation to Task 1 you should ensure students have the opportunity to carry out relevant investigations – this might be achieved by access to the internet, their own comic books and graphic novels or those available from libraries. Teachers should ensure that this is **not** just copied from the internet or other sources. You may refer them to the teaching and learning content for the unit. You **must not** direct students to specific research tasks to be carried out.

Task 1 Tips

- Find examples of existing comic strips and comic strip characters on your own
- If you copy information from books, websites or course notes, make sure it is referenced
- Use your own words to describe or explain something

As an independent research task, it is expected that students source their own examples of existing multipage comic strips and comic strip characters when investigating the purpose, creation and characters of existing multipage comic strips. Although, it is to be expected that different students may source the same comic strip and characters, it would be highly unusual for all students in a cohort to have sourced an identical set of comic strips and characters.

In line with the guidance on completing the assignment and producing evidence, 4.3 (above), and in line with *'Information for teachers on using referencing and on acceptable levels of guidance to students'* (Guidance for teachers on using referencing and acceptable levels of guidance), please remind students about the requirement to reference all copied work.

In line with the additional guidance on LOs, 8 (below), and as per *'Information for teachers on using referencing and on acceptable levels of guidance to students'* (Guidance for teachers on using referencing and acceptable levels of guidance), where the marking criteria requires the student to relay not just facts and definitions but to demonstrate their **understanding**, the student should not rely on only using referenced information from a website or a publication.

In relation to Task 2 you should ensure that students have an opportunity to develop their own interpretation of the client brief and consider their target audience. They should independently produce a script and storyline for their comic. Students must not be directed to the resources they will use to create their comic strip. Students should apply their knowledge of legislation to the comic strip they are creating and teachers should ensure that this is not copied from the internet or other sources. You **must not** direct students to complete specific planning tasks.

Task 2 Tips

- If you copy information from books, websites or course notes, make sure it is referenced
- Use your own words to describe or explain something

Please look at *'Information for teachers on using referencing and acceptable levels of guidance to students'* (Guidance for teachers on using referencing and acceptable levels of guidance).

In line with the guidance on completing the assignment and producing evidence, 4.3 (above), and in line with *'Information for teachers on using referencing and on acceptable levels of guidance to students'* (Guidance for teachers on using referencing and acceptable levels of guidance), please remind students about the requirement to reference all copied work.

In line with the additional guidance on LOs, 8 (below), and as per *'Information for teachers on using referencing and on acceptable levels of guidance to students'* (Guidance for teachers on using referencing and acceptable levels of guidance), where the marking criteria requires the student to relay not just facts and definitions but to demonstrate their **understanding**, the student should not rely on only using referenced information from a website or a publication.

In relation to Task 3 you should ensure students are aware of the need to provide evidence of the sourcing and storing of assets and the preparation of the page layout with appropriate panels. You may refer them to the teaching and learning content for the unit. You **must not** direct students to use particular software or tell them the panel layout to use. You should ensure that students understand the need to specifically consider how they are going to present their final comic book to the client and the format they will use. You **must not** direct students to present their final work in any particular format.

Task 3 Tip

- When creating your multipage comic strip, work independently making your own choices and decisions

Students must work on their own when creating their multipage comic strip, applying what they have learnt and not be led through a process to create a multipage comic strip.

In relation to Task 4 you should ensure that students are aware that they should be reviewing their work independently, linking this back to the brief. Students should be reviewing the product and not the process.

Task 4 Tips

- When producing your review, work independently using your own thoughts and ideas
- If you use a template for your review, make sure it is referenced

Students must produce their own review applying what they have learnt and not be led through a process of reviewing their completed multipage comic strip.

Please look at *'Information for teachers on using referencing and acceptable levels of guidance to students'* (Guidance for teachers on using referencing and acceptable levels of guidance).

8 Additional Guidance on LOs

Each section of the marking criteria focuses on a different aspect of student achievement. There should be no overlap between achievement credited for the different sections – although the same piece of work might be assessed in different sections, each different assessment will focus on a different aspect of that work.

LO1 assesses the students' research skills. The LO assesses the students' ability to conduct research and to use that research to show their understanding of the genre, origins and history as well as characters and their physical and non-physical characteristics. Students must ensure that the work is in their own words and not sourced from elsewhere as this does not evidence any knowledge or understanding of the investigation.

LO2 assesses students' planning, with the first section assessing the initial client brief and target audience. Whilst originality and creativity are subjective they must be assessed in this unit and centre assessors should use the comments section of the Unit Recording Sheets to explain their decisions.

LO3 is concerned with the way that the students have integrated the script, storyline and storyboard to effectively tell a story. The first section of this LO assesses students' sourcing and storing of assets and their appropriateness for the brief as well as the creation of a panel layout that is appropriate to the target audience. The second section of this LO assesses the creation of the comic strip including the use of assets, the use of focal points and the integration of the script to tell a story.

LO4 assesses the students' own personal review of their final comic strip. This should be a reflection of what worked and what did not, as well as any improvements and further developments that could be made to the final comic strip.