

# OCR-set Assignment

## Assessment Material

OCR Level 1 / 2 Cambridge National Certificate in Creative iMedia

Unit R086: Creating a Digital Animation

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            R086
- certification codes        Certificate J817

**The regulated qualification numbers associated with this unit are:**

Certificate – 600/7043/2

**Duration: Approximately 10 hours**

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## OCR-set Assignment

### Information for Students

OCR Level 1 / 2 Cambridge National Certificate in Creative iMedia

Unit R086: Creating a Digital Animation

# 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: <https://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

## A new robot-style toy

You have been asked to create a digital animation for a new robot-style toy. The animation will be used on a website as an advertisement so must be in a suitable size and format.

The toy advertisement should:

- show how it is assembled from a number of parts that are moved and combined together e.g. body, head, arms and legs
- when all the parts are assembled, the chest of the body begins to glow with a bright light
- the name of the toy and price is then displayed using the following text:
  - ROBO-PERSON
  - £29.95
  - In shops now!

The digital animation should loop so that it runs continuously (i.e. repeats when finished). It should be exported in a suitable file format for use on a website advertisement e.g. a 'skyscraper' size of 600 pixels high by 160 pixels wide but other sizes may be considered with a suitable justification. The choice of the actual size will be part of your own interpretation.

The intended target audience for the toy will be age range 12–16 but you should think about this in more detail and consider who will watch the advertisement.

**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 – Explore different types of animation

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

To prepare to create the new toy digital animation, you first need to investigate existing animation products and what animation techniques could be used.

You need to:

- investigate the uses and properties of animations
- describe different types of animation and the techniques used, identifying their advantages and disadvantages.

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

### Tips

- Find examples of animation products 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 the purposes and features of animation

| MB1: 1–3 marks  | MB2: 4–6 marks  | MB3: 7–9 marks  |
|---|---|---|
| Demonstrates a <b>basic</b> understanding of the purposes and uses of animations.   | Demonstrates a <b>sound</b> understanding of the purposes and uses of animations.   | Demonstrates a <b>thorough</b> understanding of the purposes and uses of animations.  |
| Lists a <b>limited</b> range of animation techniques and types, demonstrating a <b>basic</b> understanding of the advantages and disadvantages of each. | Describes a <b>range</b> of animation techniques and types, demonstrating a <b>sound</b> understanding of the advantages and disadvantages of each. | Describes a <b>wide range</b> of animation techniques and types, demonstrating a <b>thorough</b> understanding of the advantages and disadvantages of each. |



## Task 2 – Planning a design

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

You need to organise your time and resources so that you can plan the design of the animation of the robot toy. You will need to generate the basis of your idea for the advertisement, taking into consideration any external restrictions on what you can use or produce.

### Your client and the target audience

You need to:

- identify the client's requirements based on the brief
- consider the target audience for the digital animation and how this will affect its style and content
- decide on a visual style and content for the digital animation
- decide the file format for the final digital animation
- identify the properties of the file format chosen for the digital animation which could affect its compatibility with the intended purpose.

### Producing a plan for your ideas

You need to:

- produce a storyboard for the digital animation
- identify what assets you will need to create the digital animation
- identify what resources you will need to create the digital animation.

#### **Tips**

- If you use a template for your storyboard, make sure the source is referenced
- 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 digital animation will be used in a commercial context.

You need to:

- consider any legal issues and restrictions on the assets, ideas and concepts.

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 digital animation  |  |  |
|---|--|--|
| MB1: 1–4 marks  | MB2: 5–7 marks   | MB3: 8–9 marks   |
| <p>Produces an interpretation from the client brief for a digital animation which meets <b>few</b> of the client requirements.</p> <p>Produces a <b>limited</b> identification of target audience requirements.</p> <p>Draws upon <b>limited</b> skills/knowledge/understanding from other units in the specification.</p> <p>Describes file formats and their properties with <b>limited</b> accuracy. Judgment of suitability for the digital animation is <b>sometimes accurate</b>.</p> | <p>Produces an interpretation from the client brief for a digital animation which meets <b>most</b> of the client requirements.</p> <p>Produces a <b>clear</b> identification of target audience requirements.</p> <p>Draws upon <b>some relevant</b> skills/knowledge/understanding from other units in the specification.</p> <p>Describes file formats and their properties with <b>some</b> accuracy. Judgment of suitability for the digital animation is <b>mostly accurate</b>.</p> | <p>Produces an interpretation from the client brief for a digital animation which <b>fully</b> meets the client requirements.</p> <p>Produces a <b>clear and detailed</b> identification of target audience requirements.</p> <p><b>Clearly</b> draws upon <b>relevant</b> skills/knowledge/understanding from other units in the specification.</p> <p>Describes file formats and their properties with accuracy. Judgment of suitability for the digital animation is <b>almost always accurate</b>.</p> |
| MB1: 1–5 marks  | MB2: 6–9 marks   | MB3: 10–12 marks   |
| <p>Creates a <b>basic</b> storyboard which identifies a <b>limited range</b> of resources and assets to be used. These choices are <b>occasionally appropriate</b> to the client requirements.</p> <p>Demonstrates a <b>limited</b> understanding of legislation in relation to the use of assets, ideas and concepts in digital animations.</p>  | <p>Creates a <b>sound</b> storyboard which identifies a <b>range</b> of resources and assets to be used. These choices will <b>mostly</b> be <b>appropriate</b> to the client requirements.</p> <p>Demonstrates a <b>sound</b> understanding of legislation in relation to the use of assets, ideas and concepts in digital animations.</p>  | <p>Creates a <b>detailed</b> storyboard which identifies a <b>wide range</b> of resources and assets to be used. These choices will <b>consistently</b> be <b>appropriate</b> to the client requirements.</p> <p>Demonstrates a <b>thorough</b> understanding of legislation in relation to the use of assets, ideas and concepts in digital animations.</p>   |

## Task 3 – Creating the digital animation

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

You will need to produce the digital animation using a range of assets, tools and techniques to ensure it is suitable for its intended use.

### Obtaining assets for use in the animation

You need to:

- either source or create the assets identified in your storyboard
- store the assets in a suitable format and location.

### Create and test the animation

You need to:

- consider what must be tested and use this information to create a test plan
- use a range of tools in the animation software to combine the assets into the final work
- use techniques to enhance and animate movement in the advertisement for the toy
- use the test plan to record the results of testing throughout the production
- save the digital animation using appropriate file and folder names
- export the digital animation in a suitable file format for web use to meet the brief.

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

#### *Tip*

- When creating your digital animation, work independently making your own choices and decisions

| LO3: Be able to create a digital animation  |  |  |
|---|--|--|
| MB1: 1–4 marks  | MB2: 5–7 marks   | MB3: 8–9 marks   |
| Sources and stores a <b>limited range</b> of assets for use, <b>occasionally</b> using methods which are <b>appropriate</b> .   | Sources and stores a <b>range</b> of assets for use, <b>mostly</b> using methods which are <b>appropriate</b> .  | Sources and stores a <b>wide range</b> of assets for use, <b>consistently</b> using methods which are <b>appropriate</b> .   |
| MB1: 1–5 marks  | MB2: 6–9 marks   | MB3: 10–12 marks   |
| <p>Produces a test plan for the animation which tests <b>some</b> of the functionality.</p> <p>Uses tools and techniques within the animation software <b>some</b> of which address the client brief, to create the digital animation.</p> <p>Uses <b>a few</b> functions within the animation software to enhance and animate movement.</p> <p>Carries out <b>limited</b> testing of the digital animation during production.</p> <p>Occasionally saves and exports the digital animation in an <b>appropriate</b> format.</p> <p><b>Occasionally</b> saves electronic files using appropriate file and folder names and structures.</p> | <p>Creates a test plan for the animation which tests <b>most</b> of the functionality, identifying expected outcomes.</p> <p>Uses tools and techniques within the animation software <b>most</b> of which address the client brief, to create the digital animation.</p> <p>Uses <b>some</b> functions within the animation software to enhance and animate movement.</p> <p>Carries out <b>sound</b> testing of the digital animation <b>intermittently</b> during production.</p> <p><b>Mostly</b> saves and exports the digital animation in an <b>appropriate</b> format.</p> <p><b>Mostly</b> saves electronic files using file and folder names and structures which are <b>consistent</b> and <b>appropriate</b>.</p> | <p>Creates a <b>clear</b> and <b>detailed</b> test plan for the animation which <b>fully</b> tests the functionality, listing tests, expected and actual outcomes and identifying re-tests.</p> <p>Uses tools and techniques within the animation software to <b>fully</b> address the client brief, to create the digital animation.</p> <p>Uses <b>many</b> functions within the animation software to enhance and animate movement.</p> <p>Carries out <b>thorough</b> testing of the digital animation at <b>regular</b> intervals during production.</p> <p><b>Consistently</b> saves and exports the digital animation in an <b>appropriate</b> format.</p> <p><b>Consistently</b> saves electronic files using file and folder names and structures which are <b>consistent</b> and <b>appropriate</b>.</p> |

## Task 4 – Checking and reviewing the digital animation

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

Now the digital animation for the new robot toy has been produced, you need to consider whether you have met all the requirements of the initial brief. You will also need to review the overall quality of the digital animation and identify any improvements that could be made.

### Reviewing the animation

You need to:

- review the digital animation
- describe how well it meets the client's requirements
- 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 digital animation

| MB1: 1–4 marks  | MB2: 5–7 marks   | MB3: 8–9 marks   |
|---|--|--|
| <p>Produces a review of the digital animation which demonstrates a <b>limited</b> understanding of what worked and what did not, making <b>few</b> references back to the brief.</p> <p>Review identifies areas for improvement and further development of the digital animation, <b>some</b> of which are <b>appropriate</b> and sometimes <b>explained</b>.</p> | <p>Produces a review of the digital animation which demonstrates a <b>reasonable</b> understanding of what worked and what did not, <b>mostly</b> referencing back to the brief.</p> <p>Review identifies areas for improvement and further development of the digital animation, which are <b>mostly appropriate</b> and <b>explained well</b>.</p> | <p>Produces a review of the digital animation which demonstrates a <b>thorough</b> understanding of what worked and what did not, <b>fully</b> referencing back to the brief.</p> <p>Review identifies areas for improvement and further development of the digital animation, which are <b>wholly appropriate</b> and <b>justified</b>.</p> |

# 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



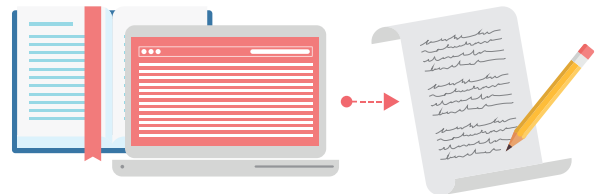
### Why?

- 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.**

## OCR-set Assignment

### Information for Teachers

OCR Level 1 / 2 Cambridge National Certificate in Creative iMedia

Unit R086: Creating a Digital Animation

# 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. Students are not being assessed on the creation of assets e.g. taking photographs or drawing graphics objects but on creating a digital animation that meets the client brief.
- 2.4 Students will need access to appropriate digital animation 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 each 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’ <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. 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 animation products 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 animation products when investigating the use, properties, types and techniques of animation. Although, it is to be expected that different students may source the same animation, it would be highly unusual for all students in a cohort to have sourced an identical set of animations.

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 students are aware that they should complete their planning before moving on to the creation of the animation. Students have a free choice from a range of pre-production documents although centres must apply the marking criteria when assessing what has been produced e.g. the criteria includes a storyboard but not a work plan in this unit. The interpretation of the client brief provides an individual opportunity to introduce their creativity as long as this does not deviate from the client requirement to promote the toy. The target audience can be considered in terms of who will be watching the advertisement and the motivation to purchase the toy. The software chosen should allow the animation to be saved/exported in a format suitable for use on a web page that will meet the brief. The storyboard should show sufficient panels/frames for it to be useful as a document alongside the creation of the animation. You **must not** direct students to complete specific planning tasks.

### Task 2 Tips

- If you use a template for your storyboard, make sure the source is referenced
- 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 animation techniques that are used within the animation software. 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 how/where to create the size/resolution for the animation. You should ensure that students understand the need to specifically consider how they are going to display their final animation to the client and make sure that it is fit for purpose. You **must not** direct students to present their final work in any particular way.

### Task 3 Tip

- When creating your digital animation, work independently making your own choices and decisions

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

In relation to Task 4 you should ensure that students are aware of the marking criteria and what is expected of the content of the review. 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 digital animation.

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:** Requires students to independently research animation uses and techniques, following the guided teaching of the unit content. Candidates must ensure that their evidence is in their own words and not just 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 and centre assessors should use the comments section of the Unit Recording Sheets to explain their decisions. In terms of assets, this Learning Outcome focuses on what assets could be used and where they could be obtained from, prior to actually obtaining them in LO3.

**LO3:** The first section of this LO assesses students' evidence of sourcing and storing the assets so that they are ready for use within the animation software. The second section of this LO assesses the production of the animation within the animation software. This unit has a particular emphasis on animating movement using a range of software tools and techniques, as opposed to stop motion approaches that are not a good match for the marking criteria. If screenshot evidence of specific techniques has not been provided but the final animation can be seen to confirm their use the centre assessor should note the techniques used, and where their use can be seen, on the Unit Recording Sheet.

**LO4:** Assesses the students' own personal review of their final animation together with any areas where it could be improved.