

OCR-set Assignment

Assessment Material

OCR Level 1 / 2 Cambridge National Certificate in Creative iMedia

Unit R088: Creating a Digital Sound Sequence

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 R088
- 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 R088: Creating a Digital Sound Sequence

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

Westwood radio advertisement

Westwood Tourist Board are launching an advertising campaign to promote their local area. They have asked you to produce a radio advertisement to promote the Westwood area that is 30–60 seconds long.

Westwood is a seaside resort that has:

- Sandy beaches and amusement arcades along its promenade as well as a small fairground.
- A castle in its centre that hosts medieval re-enactments every weekend and during the school holidays.
- A newly opened safari park that allows tourists to drive around to see wildlife that includes lions, giraffes and elephants.

The tourist board want the advert to include some music and a voice over as well as sound effects to promote one or more of the attractions that Westwood offers to tourists. They are looking to attract families to the resort so you should consider what they will want from the advertisement.

Your radio advertisement should be between 30 and 60 seconds in length. It must be saved in a file format which is suitable for playing on radio stations throughout the UK. The target audience will be quite broad but you can select a more specific audience group in your planning and explain why the content will appeal to them.

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 – Investigating the uses and properties of digital sounds

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

Before you plan and create your digital sound sequence, you must demonstrate that you understand how digital sound is used in a variety of sectors. You must also find out about the file formats and properties of digital sounds.

The uses of digital sound

You need to:

- explain the uses and properties of digital sounds across a range of sectors
- describe the properties and file formats that could be used with digital sounds
- explain how environmental considerations and limitations could affect the quality of sound obtained when recording audio.

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

Tips

- Find examples of digital sounds 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 uses and properties of digital sound		
MB1: 1–5 marks	MB2: 6–9 marks	MB3: 10–12 marks
<p>Produces a summary of the uses and properties of digital sound, identifying a few sectors in which digital sound is used which demonstrates a limited understanding.</p> <p>Describes with limited accuracy different audio file formats and the properties of digital sound.</p> <p>Demonstrates a basic understanding of environmental considerations and limitations relating to audio recording.</p>	<p>Produces a reasoned summary of the uses and properties of digital sound, identifying a range of sectors in which digital sound is used which demonstrates a sound understanding.</p> <p>Describes with reasonable accuracy different audio file formats and the properties of digital sound.</p> <p>Demonstrates a sound understanding of environmental considerations and limitations relating to audio recording.</p>	<p>Produces a detailed and thorough summary of the uses and properties of digital sound, identifying a wide range of sectors in which digital sound is used which demonstrates a thorough understanding.</p> <p>Describes accurately different audio file formats and the properties of digital sound.</p> <p>Demonstrates a thorough understanding of environmental considerations and limitations relating to audio recording.</p>

Task 2 – Planning your digital sound sequence

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

You need to organise your time and resources so that you can plan the digital sound sequence. You will need to generate ideas for the digital sound sequence, taking into consideration any external restrictions on what you can use or produce.

Your client and the target audience

You need to:

- consider the client's requirements based on the brief
- identify the characteristics of the target audience.

Planning your digital sound sequence

You need to:

- produce a work plan for your digital sound sequence
- identify the content and sequence of sounds that will be included
- describe the criteria that could make the digital sound sequence a success
- identify the resources that will be needed to create the digital sound sequence and explain how and why you will use them.

Tips

- If you use a template for your work plan, make sure the source is referenced
- Decide for yourself what activities you will need to complete for your digital sound sequence
- 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 sound sequence will be used in a commercial context.

You need to:

- explain any legal issues and restrictions that need to be considered when creating the digital sound sequence.

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 sound sequence		
MB1: 1–6 marks	MB2: 7–12 marks	MB3: 13–18 marks
<p>Produces an interpretation from the client brief for a digital sound sequence which meets few of the client requirements.</p> <p>Produces a limited identification of target audience requirements.</p> <p>Produces a work plan for the creation of the digital sound sequence, which identifies a limited range of content and a partly appropriate sequence for the digital sound.</p> <p>Produces a list of equipment and software to be used in creating the digital sound sequence and gives basic reasons for selection in relation to the identified success criteria.</p> <p>Demonstrates a limited understanding of legislation in relation to the use of sounds in digital sound sequences.</p> <p>Draws upon limited skills/knowledge/understanding from other units in the specification.</p>	<p>Produces an interpretation from the client brief for a digital sound sequence which meets most of the client requirements.</p> <p>Produces a clear identification of target audience requirements.</p> <p>Produces a work plan for the creation of the digital sound sequence, which identifies a range of content and an appropriate sequence for the digital sound.</p> <p>Produces a list of equipment and software to be used in the creation of a digital sound sequence and gives sound reasons for selection in relation to the identified success criteria.</p> <p>Demonstrates a sound understanding of legislation in relation to the use of sounds in digital sound sequences.</p> <p>Draws upon some relevant skills/knowledge/understanding from other units in the specification.</p>	<p>Produces an interpretation from the client brief for a digital sound sequence which fully meets the client requirements.</p> <p>Produces a clear and detailed identification of target audience requirements.</p> <p>Produces a clear and detailed work plan for the creation of the digital sound sequence, which identifies a wide range of content and a sequence for the digital sound which is fully appropriate and has some complexity.</p> <p>Produces a comprehensive list of equipment and software to be used in the creation of the digital sound sequence, thoroughly justifying selection in relation to the identified success criteria.</p> <p>Demonstrates a thorough understanding of legislation in relation to the use of sounds in digital sound sequences.</p> <p>Clearly draws upon relevant skills/knowledge/understanding from other units in the specification.</p>

Task 3 – Creating your digital sound sequence

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

You will need to create the planned digital sound sequence, using a range of tools, techniques and assets to ensure that it meets the client's requirements.

Obtaining assets for use in the digital sound sequence

You need to:

- obtain the sounds identified in your planning to store as assets
- import the assets into the chosen sound editing software.

Create the digital sound sequence

You need to:

- create the digital sound sequence using a range of sound editing, mixing and enhancement tools and techniques
- save the digital sound sequence using appropriate file and folder names and structures
- explain the limitations imposed by different file formats and sizes for the digital sound sequence
- export the final digital sound sequence in a suitable file format to meet the client requirements.

Present your evidence in an appropriate way.

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

Tip

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

LO3: Be able to create a digital sound sequence		
MB1: 1–4 marks	MB2: 5–7 marks	MB3: 8–9 marks
<p>Records or sources a few sounds to create assets for the digital sound sequence.</p> <p>Imports a range of basic assets into the chosen software that are appropriate in some cases.</p> <p>Uses a limited range of sound editing, mixing and enhancement tools and techniques in ways that are appropriate in some cases.</p>	<p>Records and sources a range of mostly appropriate sounds to create assets for the digital sound sequence.</p> <p>Imports a range of assets into the chosen software that are mostly appropriate.</p> <p>Uses a range of sound editing, mixing and enhancement tools and techniques in ways that are mostly appropriate.</p>	<p>Records and sources consistently appropriate sounds from a wide range of sources to create assets for the digital sound sequence.</p> <p>Imports a range of assets into the chosen software that are wholly appropriate.</p> <p>Uses a wide range of sound editing, mixing and enhancement tools and techniques in ways that are appropriate.</p>
MB1: 1–4 marks	MB2: 5–7 marks	MB3: 8–9 marks
<p>Saves and exports the digital sound sequence occasionally using a format which is appropriate.</p> <p>Demonstrates limited awareness of the limitations imposed by different file formats and sizes.</p> <p>Produces a digital sound sequence with few simple parts to the sequence which partially reflects the planning and meets some of the client requirements.</p> <p>Occasionally saves electronic files using appropriate file and folder names and structures.</p>	<p>Saves and exports the digital sound sequence mostly using a format which is appropriate.</p> <p>Demonstrates some awareness of the limitations imposed by different file formats and sizes.</p> <p>Produces a digital sound sequence with some complexity which reflects the planning and meets most of the client requirements.</p> <p>Mostly saves electronic files using file and folder names and structures which are consistent and appropriate.</p>	<p>Saves and exports the digital sound sequence consistently using a format which is appropriate.</p> <p>Demonstrates clear awareness of the limitations imposed by different file formats and sizes.</p> <p>Produces a complex digital sound sequence which clearly reflects planning and fully meets the client requirements.</p> <p>Consistently saves electronic files using file and folder names and structures which are consistent and appropriate.</p>

Task 4 – Checking and reviewing your digital sound sequence

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

Now the digital sound sequence 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 sound sequence and identify any improvements that could be made.

Reviewing the digital sound sequence

You need to:

- review how well the digital sound sequence meets the client's requirements
- identify how the digital sound sequence 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 digital sound sequence		
MB1: 1–5 marks	MB2: 6–9 marks	MB3: 10–12 marks
Produces a review of the digital sound sequence which demonstrates a limited understanding of what worked and what did not, making few references back to the brief.	Produces a review of the digital sound sequence which demonstrates a reasonable understanding of what worked and what did not, mostly referencing back to the brief.	Produces a review of the digital sound sequence 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 digital sound sequence, some of which are appropriate and sometimes are explained.	Review identifies areas for improvement and further development of the digital sound sequence, which are mostly appropriate and explained well .	Review identifies areas for improvement and further development of the digital sound sequence, 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



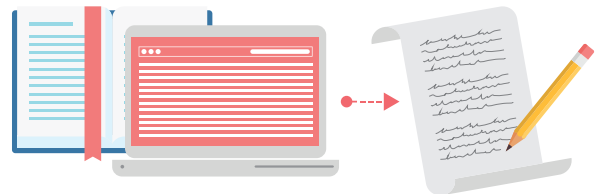
Why?

- 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.**

OCR-set Assignment

Information for Teachers

OCR Level 1 / 2 Cambridge National Certificate in Creative iMedia

Unit R088: Creating a Digital Sound Sequence

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 and sounds since these are part of the assignment tasks.
- 2.3 Students will need access to resources, e.g. computer hardware and software for both recording sounds and editing these into a final sound sequence to meet the client brief.
- 2.4 Students will need access to appropriate audio editing and mixing 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. 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 digital sounds 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 digital sounds when investigating the uses and properties of digital sounds. Although, it is to be expected that different students may source the same digital sound, it would be highly unusual for all students in a cohort to have sourced an identical set of digital sounds.

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 can create a work plan based on the time it will take them to create their sound sequence. They must not be directed as to the equipment and software they will use to create their sound sequence or any sites they may use to obtain audio files.

Task 2 Tips

- If you use a template for your work plan, make sure the source is referenced
- Decide for yourself what activities you will need to complete for your digital sound sequence
- 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](#)).

When developing a work plan, students need to independently decide the activities which will need to be completed during the assignment and how long will be spent on each activity. Although, it is to be expected that different students may include some activities that are the same, it would be highly unusual for all students in a cohort to have an identical list of activities in their work plan.

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 sound editing, mixing and enhancement tools and techniques they use. 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 software tools/techniques they should use. You should ensure that students understand the need to specifically consider how they are going to save their final sound sequence for their client. You **must not** direct students to save their final work in any particular way in relation to limitations of formats.

Task 3 Tip

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

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

In relation to Task 4 you should ensure students review their sound sequence without guidance on what worked and what did not and what improvements and developments could be made. You should ensure students are aware of the need to link their reflections 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 digital sound sequence.

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 students' research skills and information gathering. Students should ensure that they carry out research and use this for their written findings referencing where they have found information from. This LO should be the students' own work that is put into their own words and not just the research material they have found as this does not demonstrate any understanding by the students.

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 (URS) to explain their decisions.

LO3 is concerned with the way that the students have used their chosen software to create their sound sequence. The first section of this LO assesses students' ability to record and source sounds. The second section of this LO assesses the students' ability to use software to edit, mix and enhance the sound sequence, saving their sound sequence in an appropriate format and showing their understanding of the limitations of different file formats and sizes.

LO4 assesses the students' own review of their final sound sequence evidencing what worked and what did not, and the improvements and developments they could make from the work they have carried out.