

OCR-set Assignment

Assessment Material

OCR Level 1 / 2 Cambridge National Certificate in Creative iMedia

Unit R089: Creating a Digital Video 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 R089
- 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 R089: Creating a Digital Video 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 appears 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

Video news report

As a freelance video journalist (VJ) you have been asked to produce a video news report for an online news provider. The video should be on a single news topic such as:

- Recycling
- Transport
- Mobile communications
- Social media trends
- A local event

The news video must be between 30 and 60 seconds in duration. It should include an introduction, range of video footage and closing statement. The audience for the news provider will be wide in scope but you should produce your news article and content for a more specific target audience that you identify in your planning.

The final video must be saved in a suitable format to be used online and viewed on a portable device such as smartphone or tablet.

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.
- The final product must be supplied as evidence in its intended format.
- 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 video

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

Before you plan and create your digital news video, you must demonstrate that you understand how digital video is used in a variety of sectors.

The uses of digital video

You need to:

- explain the uses and properties of digital video across a range of sectors
- describe the properties and file formats that could be used with digital video.

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

Tips

- Find examples of digital videos 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 video		
MB1: 1–5 marks	MB2: 6–9 marks	MB3: 10–12 marks
<p>Produces a summary on the uses of digital video products, identifying some of the sectors in which digital video is used which demonstrates a limited understanding.</p> <p>Describes with limited accuracy different video file formats and the properties of digital video.</p>	<p>Produces a summary of the uses and properties of digital video, identifying a range of sectors in which digital video is used which demonstrates a sound understanding.</p> <p>Describes with reasonable accuracy different video file formats and the properties of digital video.</p>	<p>Produces a summary of the uses and properties of digital video, identifying a wide range of sectors in which digital video is used which demonstrates a thorough understanding.</p> <p>Describes accurately different video file formats and the properties of digital video.</p>

Task 2 – Planning your digital video 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 video sequence. You will need to generate ideas for the digital video sequence, 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
- identify the characteristics of the target audience.

Planning your digital video sequence

You need to:

- produce a work plan for your digital video sequence
- produce a storyboard and shooting script for the digital video sequence
- describe the criteria that could make the digital video sequence a success
- identify the resources that will be needed to create the digital video 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 video 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 video 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 video 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 video sequence		
MB1: 1–6 marks	MB2: 7–12 marks	MB3: 13–18 marks
<p>Produces an interpretation from the client brief for a digital video sequence which meets few of the client requirements.</p> <p>Produces a limited identification of target audience requirements.</p> <p>Produces a work plan, shooting script and storyboard which have some capability in creating the intended digital video sequence.</p> <p>Produces a list of equipment and software to be used in creating the digital video sequence and gives brief reasons for selection in relation to the identified success criteria.</p> <p>Demonstrates a limited understanding of legislation in relation to the use of video footage (sourced and recorded).</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 video sequence which meets most of the client requirements.</p> <p>Produces a clear identification of target audience requirements.</p> <p>Produces a work plan, shooting script and storyboard which is mostly capable of creating the intended digital video sequence.</p> <p>Produces a list of equipment and software to be used in the creation of a digital video 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 video footage (sourced and recorded).</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 video 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, shooting script and storyboard which is fully capable of creating the intended digital video sequence.</p> <p>Produces a comprehensive list of equipment and software to be used in the creation of the digital video 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 video footage (sourced and recorded).</p> <p>Clearly draws upon relevant skills/knowledge/understanding from other units in the specification.</p>

Task 3 – Creating your digital video sequence

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

You will need to create the digital video sequence using a range of tools, techniques and assets to ensure it is suitable for its intended purpose.

Obtaining assets to use in the digital video sequence

You need to:

- use a range of camera techniques to record original video footage
- create the assets from sourced and recorded video footage
- import the assets into the chosen video editing software
- explain the limitations imposed by the video editing software.

Create the digital video sequence

You need to:

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

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

Tip

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

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

Task 4 – Checking and reviewing the digital video sequence

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

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

Reviewing the digital video sequence

You need to:

- review how well the digital video sequence meets the client's requirements
- identify how the digital video 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 video sequence		
MB1: 1–5 marks	MB2: 6–9 marks	MB3: 10–12 marks
Produces a review of the digital video 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 video 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 video 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 video sequence, some of which are appropriate and sometimes are explained .	Review identifies areas for improvement and further development of the digital video sequence, which are mostly appropriate and explained well .	Review identifies areas for improvement and further development of the digital video 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



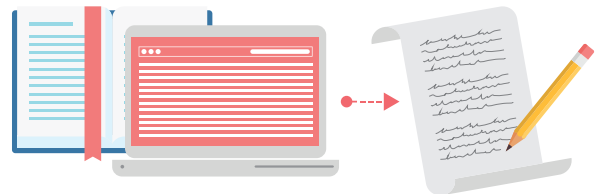
Why?

- 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 R089: Creating a Digital Video 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 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 digital video camera.
- 2.4 Students will need access to appropriate video editing 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 videos 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 videos when investigating the uses and properties of digital videos. Although, it is to be expected that different students may source the same digital video, it would be highly unusual for all students in a cohort to have sourced an identical set of digital videos.

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 the students have the opportunity to create an appropriate range of planning documents to plan the creation of the Digital Video Sequence which clearly asks students to create shooting script and storyboard. You may refer them to the teaching and learning content for the unit. You **must not** direct students to complete specific planning tasks.

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 video 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 camera techniques used to record their original video footage together with the software tools and techniques they used in both creating and editing the digital video sequence. 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 video properties to use or the software tools/techniques they should use. You should ensure that students understand the need to specifically consider how they are going to present their final video to the client. You **must not** direct students to present their final work in any particular way.

Task 3 Tip

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

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

In relation to Task 4 you should ensure that the students are aware of the need to link their reviews of the completed digital video sequence 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 video 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 the students' research and investigation skills. The LO assesses the students' ability to conduct research and to use that research to document their investigation on uses and properties of digital video. Whilst research is a key part of this LO, students should be assessed on their own work not just research material sourced from elsewhere as this does not demonstrate understanding on the part of the student.

LO2 assesses students' planning, 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 this unit the planning documents are clearly identified as 'shooting script' and 'storyboard' along with the work plan.

LO3 is concerned with the way that the students have used their chosen camera and software to create their digital video sequence and also the quality and appropriateness of their final video. The first section of this LO assesses students' ability to use a range of camera techniques whilst the second section of this LO assesses the video editing, production and enhancement tools used.

If screenshot evidence of specific techniques has not been provided but the final video 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 review of their digital video sequence; this should be a reflection of the final video and potential for further development and improvement in relation to the brief provided by the client.