

# Your guide to the changes for 2021

Following [Ofqual's consultation](#) on arrangements for the assessment of VTQs in 2020/21, we've reviewed units in our Cambridge Nationals and Cambridge Technicals being taken this academic year to provide specific guidance at qualification and unit level on changes to requirements or alternative approaches to support public health guidance.

Our changes are designed to make units to be taken in 2020/21 possible to complete, given the constraints you are all working with, and to make sure that the learning outcomes and assessment criteria can still be met.

We understand that the current disruption continues to change and also varies across regions, so our guidance gives acceptable alternatives you can consider when delivering units in your school /college while following the public health guidance.

Please use the [specification and assignments](#) available on our website, alongside this document, to plan and carry out assessment in 2020-21.

## Suggested adaptations

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<b>Unit 10</b> Audio-visual media skills	<b>LO2</b> Be able to develop and use production skills for audio-visual media products  <b>LO3</b> Be able to develop and use editing skills for audio visual media products	<b>P2</b> Learners develop audio visual production skills for media products by producing samples of production materials  <b>M1</b> Learners produce production materials that are generally of a good standard and quality  <b>P3</b> Learners develop audio visual editing skills for media products by editing their sample production materials  <b>D1</b> Learners' editing is generally of a high technical standard	<b>LO2</b> may require access to specialist equipment and group work.  <b>LO3</b> requires access to specialist software.	<b>P2 / P3 / M1</b> Candidates can use freely available software (such as iMovie, DaVinci Resolve) and resources they may have at home (including phones and tablets) to complete this remotely if necessary.  Centres could consider producing less material than their candidates may have done in the past. Candidates must still produce sufficient material to allow them to achieve the criteria. We recommend that candidates produce at least 2 samples of production materials.  In order to follow public health restrictions candidates could complete this as part of a class bubble, or with members of a family unit. Candidates could produce an individual audio-visual production that does not use performers.

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
				<p><b>D1</b> To meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidate should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.</p>
<p><b>Unit 11</b> Audio media skills</p>	<p><b>LO2</b> Be able to develop and use production skills for audio media products</p> <p><b>LO3</b> Be able to develop and use editing skills for audio media products</p>	<p><b>P2</b> Learners develop audio production skills for media products by producing samples of production materials</p> <p><b>P3</b> Learners develop audio editing skills for media products by editing their sample production materials</p> <p><b>M1</b> Learners produce production materials that are generally of a good standard and quality.</p> <p><b>D1</b> Learners' editing is generally of a high technical standard</p>	<p><b>LO2</b> may require access to specialist equipment and group work.</p> <p><b>LO3</b> requires access to specialist software.</p>	<p><b>P2 / P3 / M1</b> Candidates can use freely available software and apps (such as WavePad, Audacity) and equipment they may have at home (such as phones or other audio recording equipment) to complete this remotely if necessary.</p> <p>In order to follow public health restrictions candidates could complete this as part of a class bubble, or with members of a family unit. Candidates could produce an individual audio product that does not use performers.</p> <p>Centres could consider producing less material than their candidates may have done in the past. Candidates must still produce sufficient material to allow them to achieve the criteria. We recommend that candidates produce at least 2 samples of production materials.</p> <p><b>D1</b> To meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidate should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.</p>

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<p><b>Unit 12</b> Print media skills</p>	<p><b>L02</b> Be able to develop and use production skills for print-based media products</p> <p><b>L03</b> Be able to develop and use editing skills for print based media products</p>	<p><b>P2</b> Learners develop production skills in print or online print media by producing samples of production materials</p> <p><b>P3</b> Learners develop editing skills in print or online print media by editing their sample production materials</p> <p><b>M1</b> Learners produce production materials that are generally of a good standard and quality.</p> <p><b>D1</b> Learners' editing is generally of a high technical standard. Learners use their editing skills to create a final outcome from their sample production materials.</p>	<p><b>L02</b> may require access to specialist equipment and group work.</p> <p><b>L03</b> requires access to specialist software</p>	<p><b>P2 / P3 / M1</b> Candidates can use freely available software and apps (such as GIMP) and resources they may have at home (such as phones and tablets) to complete this remotely if necessary.</p> <p>In order to follow public health restrictions candidates could complete this as part of a class bubble, or with members of a family unit. Candidates could produce an individual print media product.</p> <p><b>D1</b> To meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidate should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.</p>

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<p><b>Unit 13</b> Planning and producing a media product</p>	<p><b>LO4</b> Be able to produce a planned final original media product</p>	<p><b>P4</b> Learners produce competent materials for use in the production of their planned final original media product</p> <p><b>P5</b> Learners carry out post-production processes</p> <p><b>M2</b> Production of materials by learners is proficient</p> <p><b>M3</b> Learners' editing of the media product created is proficient and the application of post-production additions is used effectively</p> <p><b>D1</b> Learners' editing is generally of a high technical standard and quality</p>	<p><b>LO4</b> may require access to specialist equipment and software and working with others.</p>	<p>This unit does not specify the type of media product that candidates must produce, so centres could select a product that may be more accessible for remote learning. For example, candidates could create an individual print product remotely from home.</p> <p><b>P2 / P3 / M2 / M3</b> Candidates can use freely available software and apps appropriate for the media form selected, and resources they may have at home, to complete this remotely if necessary.</p> <p>In order to follow public health restrictions candidates could complete this as part of a class bubble, or with members of a family unit. Candidates could produce an individual media product.</p> <p><b>D1</b> To meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidate should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.</p>

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<p><b>Unit 14</b> Print-based advertising media</p>	<p><b>LO4</b> Be able to present print based advertisement ideas for feedback</p> <p><b>LO5</b> Be able to produce a final original print-based advertisement for use within an advertising campaign</p>	<p><b>P4</b> Learners present print-based advertisement ideas for feedback</p> <p><b>P5</b> Learners produce a competent and original final print-based advertisement</p> <p><b>M3</b> Learners use feedback gained to inform changes to their planned advertisement.</p> <p><b>D1</b> Learners produce an advertisement that is generally of a high technical standard.</p>	<p><b>LO4</b> Requires a presentation to an audience.</p> <p><b>LO5</b> may require access to specialist equipment and software and working with others.</p>	<p><b>P4</b> Candidates can present their ideas for feedback remotely using platforms such as Zoom or Microsoft Teams if necessary. A recording of the presentation could be presented as evidence of recording feedback.</p> <p><b>P5 / M3</b> Candidates can use freely available software and apps (such as GIMP) and resources they may have at home (such as phones or tablets) to complete this remotely if necessary.</p> <p>In order to follow public health restrictions candidates could complete this as part of a class bubble, or with members of a family unit. Candidates could produce an individual print media product.</p> <p><b>D1</b> To meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidate should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.</p>

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<p><b>Unit 15</b> Audio-visual advertising media</p>	<p><b>LO4</b> Be able to present audio-visual advertisement ideas for feedback</p> <p><b>LO5</b> Be able to produce an original audio-visual advertisement for use within an advertising campaign</p>	<p><b>P4</b> Learners present audio-visual advertisement ideas for feedback</p> <p><b>P5</b> Learners produce a competent and original final audio-visual advertisement to be used as part of the planned campaign</p> <p><b>M3</b> Learners use feedback gained to inform changes to their planned advertisement.</p> <p><b>D1</b> Learners produce an advertisement that is generally of a high technical standard</p>	<p><b>LO4</b> Requires a presentation to an audience.</p> <p><b>LO5</b> may require access to specialist equipment and software, and working with others</p>	<p><b>P4</b> Candidates can present their ideas for feedback remotely using platforms such as Zoom or Microsoft Teams if necessary. A recording of the presentation could be presented as evidence of recording feedback.</p> <p><b>P5 / M3</b> Candidates can use freely available software and apps (such as iMovie, DaVinci Resolve) and resources they may have at home (including phones and tablets) to complete this remotely if necessary.</p> <p>In order to follow public health restrictions candidates could complete this as part of a class bubble, or with members of a family unit. Candidates could produce an individual audio-visual product.</p> <p><b>D1</b> To meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidate should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.</p>

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<p><b>Unit 16</b> Audio advertising media</p>	<p><b>LO4</b> Be able to present audio advertisement ideas for feedback</p> <p><b>LO5</b> Be able to produce an original audio advertisement for use within an advertising campaign</p>	<p><b>P4</b> Learners present audio advertisement ideas for feedback</p> <p><b>P5</b> Learners produce a competent and original final audio advertisement to be used as part of the planned campaign</p> <p><b>M3</b> Learners use feedback gained to inform changes to their planned advertisement</p> <p><b>D1</b> Learners produce an advertisement that is generally of a high technical standard</p>	<p><b>LO4</b> Requires a presentation to an audience</p> <p><b>LO5</b> may require access to specialist equipment and software, and working with others</p>	<p><b>P4</b> Candidates can present their ideas for feedback remotely using platforms such as Zoom or Microsoft Teams if necessary. A recording of the presentation could be presented as evidence of recording feedback.</p> <p><b>P5 / M3</b> Candidates can use freely available software and apps (such as WavePad, Audacity) and equipment they may have at home (such as phones or other audio recording equipment) to complete this remotely if necessary.</p> <p>In order to follow public health restrictions candidates could complete this as part of a class bubble, or with members of a family unit. Candidates could produce an individual audio product.</p> <p><b>D1</b> To meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidate should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.</p>

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<b>Unit 30</b> Print media production	<b>LO3</b> Be able to produce materials for a new print media product	<b>P4</b> Learners produce the following for the planned print media product: a) a competent front cover/page b) one competent additional page containing an article with relevant image(s)  <b>M2</b> Learners demonstrate proficient print production skills.  <b>D2</b> The front cover/page and additional page produced are generally of a high technical standard	<b>LO3</b> may require access to specialist equipment and software, and working with others	<b>P4 / M2</b> Candidates can use freely available software, apps, and resources they may have at home to complete this remotely if necessary.  In order to follow public health restrictions candidates could complete this as part of a class bubble, or with members of a family unit. Candidates could produce an individual media product.  <b>D2</b> To meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidate should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.

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<p><b>Unit 31</b> Photography for media products</p>	<p><b>LO3</b> Be able to take and edit photographs for a specific media product safely</p>	<p><b>P3</b> Learners work safely to produce a minimum of five competent photographic images for a specific media product. Learners' photographic images demonstrate basic technical skills in controlling exposure, focus and framing</p> <p><b>M2</b> Learners use camera settings, lighting and other photographic equipment appropriately and effectively to produce photographs that are generally of a good technical quality. The photographic images are fit for purpose</p> <p><b>D1</b> Learners use camera settings and lighting creatively to produce photographic images that are generally of a high technical and aesthetic quality. They demonstrate understanding of rule of thirds, and at least one image demonstrates understanding of depth of field</p>	<p><b>LO3</b> may require access to specialist equipment and software and working with others.</p>	<p><b>P3 / M2</b> Candidates can use freely available software and apps (such as GIMP) and resources they may have at home (such as phones and tablets) to complete this remotely if necessary.</p> <p>In order to follow public health restrictions candidates could complete this as part of a class bubble, or with members of a family unit.</p> <p>Centres could consider producing less material than their learners may have done in the past. Instead of 5 photographic images, learners may produce 3.</p> <p><b>M2 / D1</b> Where a candidate does not have access to equipment to reach these levels, they may provide an annotated storyboard of the images to indicate the changes they would make using specific camera settings etc. that they do not have access to. This should be presented to the tutor as part of a Q and A discussion, which could be done remotely, e.g. via Zoom.</p>
<p><b>Unit 32</b> Graphic design for media products</p>	<p><b>LO4</b> Be able to produce promotional graphic design items</p>	<p><b>P4</b> Learners produce two final competent linked promotional graphic design items for an original media product</p> <p><b>M2</b> The promotional graphic design items produced by learners are fit for purpose, appropriate to the needs of the target audience and generally of a good technical standard and quality</p> <p><b>D2</b> The promotional graphic design items produced by learners have a high level of visual appeal and are generally of a high technical standard and quality</p>	<p><b>LO4</b> may require access to specialist software.</p>	<p><b>P4 / M2</b> Learners may be able to complete this remotely if necessary, using equipment and software they can access from home.</p> <p><b>D1</b> To meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidate should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.</p>

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<b>Unit 34</b> Web authoring and design	<b>LO3</b> Be able to create a new multi-page website	<p><b>P3</b> Learners apply web authoring skills by creating a new competent functional multi-page website that includes text and graphics</p> <p><b>M2</b> Learners demonstrate proficient design skills. The new multi-page website produced has consistent style across pages and is suitable for the target audience. The website produced is generally of a good technical standard</p> <p><b>D2</b> The new multi-page website produced by learners includes relevant rich media. The website produced is generally of a high technical standard</p>	<b>LO3</b> may require access to specialist software.	<p>Candidates could be able to complete this remotely given access to appropriate IT if necessary. Some examples of freely available platforms that can be used are Wix.com and Weebly.</p> <p>In cases where candidates do not have access to appropriate IT at home, they will not be able to complete the unit</p>

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<p><b>Unit 40</b> Film and TV media products</p>	<p><b>LO3</b> Be able to produce footage for use in a planned 2-minute segment, for an original film or TV media product</p> <p><b>LO4</b> Be able to edit footage to produce a 2-minute segment, for an original film or TV media product</p>	<p><b>P3</b> Learners produce competent footage for use in their planned 2-minute segment, for an original film or TV media product</p> <p><b>P4</b> Learners edit their footage to produce a competent 2-minute segment, for an original film or TV media product</p> <p><b>M2</b> Camera, lighting, sound and mise en scène are fit for purpose and used appropriately by learners to create meaning.</p> <p><b>M3</b> Learners demonstrate proficient editing skills to create meaning.</p> <p>The final edit of the 2-minute segment, for their original film or TV media product, is generally of a good technical standard and quality</p> <p><b>D1</b> The final footage produced by learners is generally of a high technical standard.</p> <p><b>D2</b> The final edit of the 2-minute segment, for their original film or TV media product, is generally of a high technical standard and quality</p>	<p><b>LO3</b> may require access to specialist equipment and group work.</p> <p><b>LO4</b> requires access to specialist software.</p>	<p><b>P3 / P3 / M2 / M3</b> Candidates can use freely available software and apps (such as iMovie, DaVinci Resolve) and resources they may have at home (including phones and tablets) to complete this remotely if necessary.</p> <p>If candidates are using performers, in order to follow public health restrictions they could complete this as part of a class bubble, or with members of a family unit. Candidates could produce their segment without using performers if necessary.</p> <p>Centres could consider producing less material than their candidates may have done in the past. Instead of a 2-minute segment, learners may produce a 1-minute segment.</p> <p><b>D1 / D2</b> To meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidate should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.</p>

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<p><b>Unit 41</b> Visual effects for media products</p>	<p><b>LO3</b> Be able to produce footage, containing planned visual effects, for the 1-2-minute audio-visual sequence</p> <p><b>LO4</b> Be able to edit footage to produce a 1-2-minute audio-visual sequence, containing planned visual effects</p>	<p><b>P3</b> Learners produce sufficient footage, to contain their planned visual effects, for the 1-2-minute audio-visual sequence</p> <p><b>P4</b> Learners use editing techniques to produce a 1-2-minute audio-visual sequence from their footage,</p> <p><b>M1</b> Learners have generally set up of equipment proficiently, and given some consideration to costume and props.</p> <p><b>M2</b> Learners select appropriate footage and apply their planned visual effects with proficient skill.</p> <p><b>D1</b> Learners have ensured that the correct technical set up of equipment, and appropriate choice of costume and props has produced footage that is generally of a high technical standard and quality.</p> <p><b>D2</b> Learners' final edit is generally of a high technical standard and quality.</p>	<p><b>LO3</b> may require access to specialist equipment and group work.</p> <p><b>LO4</b> requires access to specialist software.</p>	<p><b>P3 / P4 / M1 / M2</b> Candidates can use freely available software (such as iMovie, DaVinci Resolve, Blender) and resources they may have at home to complete this remotely if necessary.</p> <p>Centres could consider producing less material than their candidates may have done in the past. Instead of a 1-2 minute audio-visual sequence, candidates may produce a sequence of 45 seconds.</p> <p>In order to follow public health restrictions candidates could complete this as part of a class bubble, or with members of a family unit. Candidates could produce an individual media product.</p> <p><b>D1 / D2</b> To meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidate should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.</p>

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<p><b>Unit 50</b> Sound for media products</p>	<p><b>LO4</b> Be able to record planned sound elements</p> <p><b>LO5</b> Be able to edit sound elements for use in a final audio outcome</p>	<p><b>P5</b> Learners record each of the planned sound elements</p> <p><b>P6</b> Learners edit their recorded sound elements, following their media product audio script, to produce a competent final audio outcome (30 seconds to 1-minute running time)</p> <p><b>M2</b> The sound elements produced by learners are generally of a good technical standard and quality</p> <p><b>M3</b> Editing by learners is proficient. Recorded sound elements are used effectively to create meaning</p> <p><b>D1</b> The sound elements produced by learners are generally of a high technical standard and quality</p> <p><b>D2</b> The final sound edit produced by learners for the media product is generally of a high technical standard and quality</p>	<p><b>LO4</b> may require access to specialist equipment and group work.</p> <p><b>LO5</b> requires access to specialist software.</p>	<p><b>P5 / P6 / M2 / M3</b> Candidates may be able to use equipment they have at home (such as phones or other audio recording equipment) and freely available software and apps (such as WavePad or Audacity) to complete this remotely if necessary.</p> <p>If candidates are using performers, in order to follow public health restrictions they could complete this as part of a class bubble, or with members of a family unit. Candidates could produce their sound elements without using performers if necessary.</p> <p>Centres could consider producing less material than their candidates may have done in the past. To achieve the criteria, candidates must produce, record and edit at least 2 different types of sound element.</p> <p><b>D1 / D2</b> To meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidate should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.</p>

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<p><b>Unit 51</b> Talk and music radio production</p>	<p><b>LO3</b> Be able to produce a new talk and music radio programme</p>	<p><b>P4</b> Learners record and edit a competent 3-minute extract from their planned talk and music radio programme</p> <p><b>M2</b> The 3-minute extract produced is generally of a good technical standard and quality. Editing is proficient</p> <p><b>D1</b> The 3-minute extract produced is generally of a high technical standard and quality</p>	<p><b>LO3</b> may require access to specialist equipment and software working with others.</p>	<p><b>P4 / M2</b> Candidates may be able to use freely available software and equipment they have at home to complete this LO. Spreaker is a free broadcasting studio app which can be used on phones, tablets and desktops.</p> <p>If candidates are using performers, in order to follow public health restrictions they could complete this as part of a class bubble, or with members of a family unit. Candidates could produce their extract without using performers if necessary.</p> <p>Centres could consider producing less material than their candidates may have done in the past. Instead of a 3-minute extract, candidates may produce a 1-2 minute extract.</p> <p><b>D1</b> To meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidate should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.</p>

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<b>Unit 60</b> 2D games development	<b>LO4</b> Be able to produce elements for the first level of a small scale 2D computer/console game	<b>P4</b> Learners produce sample materials by creating competent elements for the first level of a proposed small scale 2D computer/console game  <b>M2</b> The soundtrack created includes some sound effects  <b>D1</b> The elements created by learners are generally of a high technical standard and quality	<b>LO4</b> requires access to specialist software.	<b>P4 / M2</b> Candidates may be able to use freely available software and equipment they have at home to complete this LO. GameMaker Studio 2 and Unity are free programmes which can be used to make both 2D and 3D games.  <b>D1</b> To meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidate should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.
<b>Unit 61</b> 2D games production	<b>LO2</b> Be able to produce final elements for use in the first level of a planned 2D computer/console game  <b>LO3</b> Be able to produce the first level of an original and functioning 2D computer/console game	<b>P2</b> Learners produce final competent elements for use in the first level of their planned 2D computer/console game,  <b>P3</b> Learners produce a competent, original and functioning first level of their planned 2D computer/console game, using a game development system or basic programming language  <b>M1</b> The soundtrack created includes some sound effects  <b>M2</b> The first level of the new 2D computer/console game is fit for purpose and includes at least one physic prop  <b>D1</b> Learners build and implement the first level of their new computer/console game to a generally high technical standard and quality. The new level of the computer game includes at least one dynamic prop	<b>LO2</b> and <b>LO3</b> require access to specialist software.	<b>P2/ P3/ M1 / M2</b> Candidates may be able to use freely available software and equipment they have at home to complete this unit. GameMaker Studio 2 and Unity are free programs which can be used to make both 2D and 3D games.  <b>D1</b> To meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidate should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<p><b>Unit 62</b> Animation production</p>	<p><b>LO2</b> Be able to produce footage for use in the creation of a short 1 to 2 minute animation, or section of an animated production</p> <p><b>LO3</b> Be able to produce a final short 1 to 2 minute animation, or section of an animated production</p>	<p><b>P3</b> Learners produce sufficient frames/ footage for their planned original short 1 to 2 minute animation, or section of an animated production</p> <p><b>P4</b> Learners edit their frames/footage to produce a final competent and original short 1 to 2-minute animation, or section of an animated production</p> <p><b>M1</b> The frames/footage created by learners are generally of a good technical standard and quality.</p> <p><b>M2</b> Editing by learners is proficient. The final short animation produced is generally of a good technical standard and quality</p> <p><b>D1</b> The frames/footage created by learners are generally of a high technical standard and quality</p> <p><b>D2</b> The final short animation produced is generally of a high technical standard and quality</p>	<p><b>LO2</b> and <b>LO3</b> may require access to specialist equipment and software and could involve working with others.</p>	<p><b>P3 / P4 / M1 / M2</b> Candidates may be able to use freely available software and equipment they have at home for the type of animation they select to complete in this unit.</p> <p>For digital animation freely available editing software (such as iMovie, DaVinci Resolve) and animation software (such as Blender) can be used to create animation sequences if candidates have access to appropriate IT at home. Learners could also create stop motion animation using plasticine or other such materials.</p> <p>If candidates are using performers, in order to follow public health restrictions they could complete this as part of a class bubble, or with members of a family unit. Candidates could produce their animation without using performers.</p> <p>Centres could consider producing less material than their candidates may have done in the past. Instead of a 1-2 minute animation, candidates may produce an animation of 30 seconds to a minute.</p> <p><b>D1 / D2</b> To meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidate should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.</p>

## Support

OCR's team of expert Subject Advisors has created videos, webinars, and other resources to guide you through these changes and help you prepare your students for their exams in summer 2021.

These resources can be found on [the qualification page on our website](#).

## Contact us

If you would like to contact us, you can do so at:

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