

OCR-set Assignment 1

Assessment Material

OCR Level 1 / 2 Cambridge National Award in Creative iMedia

OCR Level 1 / 2 Cambridge National Certificate in Creative iMedia

OCR Level 1 / 2 Cambridge National Diploma in Creative iMedia

Unit R082: Creating digital graphics



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 R082
- Certification codes Award J807 / Certificate J817 / Diploma J827

The regulated qualification numbers associated with this unit are:

Award – 600/7652/5
Certificate – 600/7043/2
Diploma – 600/9258/0

Duration: Approximately 10 hours

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Information for Learners

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Unit R082: Creating digital graphics

General information for learners

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>

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) and your teacher can advise you. 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

New book cover

A book publisher requires a cover jacket for a new fiction book. The storyline of the book is based on a mission to the planet Saturn in our own solar system.

Title: Saturn Explorer
Author: Carotin Jacob
Genre: Science fiction
Publisher: 2020 World

The cover jacket will wrap around the front and back of the book. The dimensions of the cover jacket to include front, back and spine are:

Width: 12.0 inches (305mm) based on the front cover alone being 5.5 inches with a 1 inch spine

Height: 8.5 inches (216mm)

A single piece of digital graphic artwork should be produced for the front, back and spine, which will need to be print quality. A second version of the cover jacket will be needed for the publisher website and online book retailers. The graphic should be resized to 500 pixels in height and saved as a separate file. The website version can be for the entire front/back artwork or just the front cover but must be 500 pixels high whichever approach you take. The target audience for the book 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 in the Creative iMedia specification or create your own. These are the only templates which can be used when completing your assignment.

Your Tasks

Task 1 – Investigating Digital Graphics

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

Before creating your digital graphic, you need to investigate the purpose and properties of digital graphics.

The purpose of digital graphics

You need to:

- investigate how and why digital graphics are used in a range of sectors
- identify the purpose of digital graphics.

Identifying the properties of digital graphics

You need to consider:

- the properties of digital graphics which affect their suitability and compatibility with the intended purpose
- file formats for different types and uses of digital graphics.

Investigate the design and layout of digital graphics

You need to:

- investigate how different purposes and audiences would influence the design and layout of digital graphics.

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

| LO1: Understand the purpose and properties of digital graphics | | |
|--|--|--|
| MB1: 1–3 marks | MB2: 4–6 marks | MB3: 7–9 marks |
| <p>Produces a summary of how and why digital graphics are used, demonstrating a limited understanding of the purpose of digital graphics.</p> <p>Identifies a limited range of file types and formats, only some of which are appropriate to digital graphics.</p> | <p>Produces a summary of how and why digital graphics are used, demonstrating a sound understanding of the purpose of digital graphics.</p> <p>Identifies a range of file types and formats, most of which are appropriate to digital graphics.</p> | <p>Produces a summary of how and why digital graphics are used, demonstrating a thorough understanding of the purpose of digital graphics.</p> <p>Identifies a wide range of file types and formats, which are consistently appropriate to digital graphics.</p> |
| MB1: 1–4 marks | MB2: 5–7 marks | MB3: 8–9 marks |
| <p>Demonstrates a limited understanding of the connection between the properties of digital graphics and their suitability for use.</p> <p>Demonstrates a limited understanding of how different purposes and audiences influence the design and layout of digital graphics.</p> | <p>Demonstrates a sound understanding of the connection between the properties of digital graphics and their suitability for use.</p> <p>Demonstrates a sound understanding of how different purposes and audiences influence the design and layout of digital graphics.</p> | <p>Demonstrates a thorough understanding of the connection between the properties of digital graphics and their suitability for use.</p> <p>Demonstrates a thorough understanding of how different purposes and audiences influence the design and layout of digital graphics.</p> |

Task 2 – Planning your digital graphic

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

You need to organise your time and resources so that you can plan the creation of your digital graphic. You will need to generate the ideas for the digital graphic, 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 and how these are specified
- consider the target audience for the digital graphic
- decide on a visual style and composition of the digital graphic.

Creating a work plan for the project

You need to:

- identify what activities must be completed to create the digital graphic
- estimate how long each activity will take
- identify the workflow sequence needed to create the digital graphic
- describe the assets and resources you will need to create the digital graphic.

Producing ideas

You need to:

- produce a visualisation diagram of the digital graphic.

Legal restrictions

The digital graphic 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 graphic.

Present your evidence in an appropriate way.

| LO2: Be able to plan the creation of a digital graphic | | |
|--|---|--|
| MB1: 1–2 marks | MB2: 3–4 marks | MB3: 5–6 marks |
| <p>Produces an interpretation from the client brief which meets few of the client requirements.</p> <p>Produces a limited identification of target audience requirements.</p> <p>Draws upon limited skills/knowledge/understanding from other units in the specification.</p> | <p>Produces an interpretation from the client brief which meets most of the client requirements.</p> <p>Produces a clear identification of target audience requirements.</p> <p>Draws upon some relevant skills/knowledge/understanding from other units in the specification.</p> | <p>Produces an interpretation from the client brief which fully meets the client requirements.</p> <p>Produces a clear and detailed identification of target audience requirements.</p> <p>Clearly draws upon relevant skills/knowledge/understanding from other units in the specification.</p> |
| MB1: 1–5 marks | MB2: 6–9 marks | MB3: 10–12 marks |
| <p>Produces a work plan for the creation of the digital graphic, which has some capability in producing the intended final product.</p> <p>Produces a simple visualisation diagram for the intended final product.</p> <p>Identifies a few assets needed to create a digital graphic, demonstrating a limited understanding of their potential use.</p> <p>Identifies a few of the resources needed to create a digital graphic, demonstrating a limited understanding of their purpose.</p> <p>Demonstrates a limited understanding of legislation in relation to the use of images in digital graphics.</p> | <p>Produces a work plan for the creation of the digital graphic, which is mostly capable of producing the intended final product.</p> <p>Produces a sound visualisation diagram for the intended final product.</p> <p>Identifies many assets needed to create a digital graphic, demonstrating a sound understanding of their potential use.</p> <p>Identifies many of the resources needed to create a digital graphic, demonstrating a sound understanding of their purpose.</p> <p>Demonstrates a sound understanding of legislation in relation to the use of images in digital graphics.</p> | <p>Produces a clear and detailed work plan for the creation of the digital graphic, which is fully capable of producing the intended final product.</p> <p>Produces a clear and detailed visualisation diagram for the intended final product.</p> <p>Identifies most assets needed to create a digital graphic, demonstrating a thorough understanding of their potential use.</p> <p>Identifies most of the resources needed to create a digital graphic, demonstrating a thorough understanding of their purpose.</p> <p>Demonstrates a thorough understanding of legislation in relation to the use of images in digital graphics.</p> |

Task 3 – Creating your digital graphic

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

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

Obtaining assets for use in the graphic

You need to:

- obtain the assets required for the digital graphic
- re-purpose and store the assets to ensure their technical compatibility with the intended digital graphic.

Create the graphic

You need to:

- use a range of tools and techniques from the image editing software to combine the assets into the final graphic
- save both versions of the digital graphic in suitable formats as specified in the brief
- submit both digital graphic versions in an electronic format.

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

| LO3: Be able to create and save a digital graphic | | |
|--|--|--|
| MB1: 1–4 marks | MB2: 5–7 marks | MB3: 8–9 marks |
| <p>Sources or creates a limited range of assets for use in the digital graphic.</p> <p>Prepares the assets for use in the digital graphic, some of which are technically appropriate or compatible.</p> | <p>Sources and creates a range of assets for use in the digital graphic.</p> <p>Prepares the assets for use in the digital graphic, most of which are technically appropriate and compatible.</p> | <p>Sources and creates a wide range of assets for use in the digital graphic.</p> <p>Prepares the assets for use in the digital graphic, all of which are technically appropriate and compatible.</p> |
| MB1: 1–4 marks | MB2: 5–7 marks | MB3: 8–9 marks |
| <p>Use of standard tools and techniques to create the digital graphic is limited and therefore creates a simple digital graphic which is appropriate to some aspects of the client brief.</p> <p>Occasionally saves and exports the digital graphic in formats which are appropriate.</p> <p>Occasionally saves electronic files using appropriate file and folder names and structures.</p> | <p>Use of standard tools and techniques to create the digital graphic is effective and therefore creates a digital graphic which shows some detail which is appropriate to most aspects of the client brief.</p> <p>Mostly saves and exports the digital graphic in formats and properties which are appropriate.</p> <p>Mostly saves electronic files using file and folder names and structures which are consistent and appropriate.</p> | <p>Use of a range of advanced tools and techniques to create the digital graphic is effective and therefore creates a complex digital graphic which is appropriate for the client brief.</p> <p>Consistently saves and exports the digital graphic in formats and properties, which are appropriate.</p> <p>Consistently saves electronic files using file and folder names and structures which are consistent and appropriate.</p> |

Task 4 – Checking and reviewing the digital graphic

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

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

Reviewing the digital graphic

You need to:

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

Present your evidence in an appropriate way.

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

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Information for Teachers

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Unit R082: Creating digital graphics

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 OCR has provided a document 'Guide to Generating Evidence' which is available at <http://www.ocr.org.uk/Images/284791-guide-to-generating-evidence.pdf>
- 1.3 OCR set assignments **must** be used for summative assessment of learners. They **must not** be used as practice materials. Learners 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, writing frames, model answers
 - Revising and redrafting work
 - Authentication

The rules are covered in more detail in the document 'Guide to Generating Evidence' which is available at <http://www.ocr.org.uk/Images/284791-guide-to-generating-evidence.pdf>

2 Before carrying out the assignment

- 2.1 Give each learner a copy of the *Information for Learners* section of this assignment. You **must not** change or modify any of the tasks in this assignment in any way.
- 2.2 Learners 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 Learners will need access to resources, e.g. computer hardware and software. Learners are not being assessed on the creation of image assets e.g. taking photographs but on creating digital graphics that meet the client brief.
- 2.4 Learners will need access to appropriate digital imaging software that will provide them with a wide range of tools and techniques including those listed in the specification.

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 learners 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 learner **must** produce **individual** and **authentic** evidence for each task within the assignment.
- 4.2 You may give general support and guidance to learners. This support and guidance should:
- focus on checking that learners understand what is expected of them;
 - give generic feedback that enables the learner 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 provide writing frames or templates, 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 competition entry to include success criteria.”

- 4.3 Learners may use information from any relevant source to help them with producing evidence for the tasks. Learners **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 learner is expected to produce and given examples of the format it could take. The learner can use a different, appropriate format unless we state they must not. The format should be what the learner 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 learners with the structure to use.
- 5.3 Encourage learners to present their work so that it is secure and easily accessible, e.g. treasury tag. It is not necessary to use plastic wallets which can also cause delay to Moderators when reviewing work.
- 5.4 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 learners when they are creating a storyboard, test table or asset table. Please note; these are the only templates which you can provide to your students and must not be amended. 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.

7 Specific guidance on the tasks

It is important that candidates 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 learners 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 candidates to specific research tasks to be carried out and you **must not** provide writing frames/templates for the specification document.

In relation to Task 2 you should ensure that the learners have the opportunity to create an appropriate range of planning documents to plan the creation of the digital graphic. You may refer them to the teaching and learning content for the unit. You **must not** direct candidates to complete specific planning tasks and you **must not** provide writing frames/templates for the creation of the plans.

In relation to Task 3 you should ensure learners are aware of the need to provide evidence of the image settings they use and of the software tools and techniques they use. You may refer them to the teaching and learning content for the unit. You **must not** direct candidates to use particular software or tell them the image size/resolution to use or the software tools/techniques they should use. You should ensure that learners understand the need to specifically consider how they are going to present their final image(s) to the client. You **must not** direct candidates to present their final work in any particular way.

In relation to Task 4 you should ensure that the learners are aware of the need to link their reflections back to the brief. You **must not** provide writing frames/templates for the creation of the review.

8 Additional guidance on LOs

Each section of the marking criteria focuses on a different aspect of candidate 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 candidates' research and investigation skills. The LO assesses the candidates' ability to conduct research and to use that research to document their investigation on the purpose and properties of digital graphics. Whilst research is a key part of this LO, candidates 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 candidate.

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

LO3 is concerned with the way that the candidates have used their chosen software to create their graphic. The first section of this LO assesses candidates' ability to source or create a range of assets for the creation of the graphic and the candidates' ability to prepare the assets to make them appropriate for the planned graphic. This should be evidenced specifically rather than implied from the final graphic. The second section of this LO assesses the complexity and appropriateness of the final graphic, along with the range of tools and techniques used and the accuracy with which they have been applied. If screenshot evidence of specific techniques has not been provided but the final image 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. The pixel dimensions and dpi resolutions are fundamental to ensure the suitability of the graphics to meet the brief.

LO4 assesses the candidates' own review of their graphic. This should be a reflection of the graphic and potential for further development together with improvements in relation to the brief provided by the client.

