

Model Assignment

Assessment Material

OCR Level 1/2 Cambridge National Certificate in ICT

OCR Level 1/2 Cambridge National Diploma in ICT

Unit R005: Creating an interactive product using multimedia components

Please note:

This OCR model assignment is to be used to provide evidence for the unit identified above. Alternatively, centres contextualise the assignment within permitted parameters (see Information for Teachers). It is the centre's responsibility to ensure that any modifications made to this assignment allow learners to show that they can meet all of the learning outcomes and provide sufficient opportunity for learners to demonstrate achievement across the full range of marks.

INSTRUCTIONS TO TEACHERS

The OCR administrative codes associated with this unit are:

- unit entry code R005
- certification codes Certificate J810 / Diploma J820

The accreditation numbers associated with this unit are:

- unit reference number L/503/6034
- qualification reference(s)
Certificate 600/4776/8
Diploma 600/4778/1

Duration: Approximately 10 hours

ALL OF THIS MATERIAL MAY BE PHOTOCOPIED. Any photocopying will be done under the terms of the Copyright Designs and Patents Act 1988 solely for the purposes of assessment.

Contents

	Page Number(s)
INFORMATION FOR LEARNERS	3
Scenario for the assignment	4
This section contains the assignment background which learners will need to be familiar with in order to complete the tasks.	
Your Tasks	5 - 6
This section contains all the tasks learners must complete before work can be submitted for assessment.	
INFORMATION FOR TEACHERS	7
Guidance on using this assignment	8 - 11
This section provides guidance to centre staff on the preparation and completion of the assignment.	

Model Assignment: Information for Learners

OCR Level 1/2 Cambridge National Certificate in ICT

OCR Level 1/2 Cambridge National Diploma in ICT

Unit R005: Creating an interactive product using multimedia components

Scenario for the Assignment

Wind & Waves

Beth owns a seaside shop, 'Wind & Waves', which sells and hires water sports equipment such as kayaks, surfboards and wetsuits. Most of her business is from people on holiday and, although the shop does well in the summer season, Beth is looking for ways that she can attract more customers and sell more products all year round.

Beth has decided that she wants to make the most of new technologies available to promote her shop, aiming at a target audience aged between 16 and 30 years. You have been asked to produce an interactive multimedia product that will promote the shop and its products. Beth realises that the product could take a variety of forms and is happy for you to decide on an appropriate format.

Beth wants the interactive multimedia product to reflect the fact that her shop is near the sea and supplies equipment for water-based activities. She wants the product to be an exciting and engaging way for potential customers to explore what 'Wind & Waves' offers. She has asked that the product uses a range of interactive features and multimedia effects to create this experience.

In order to create your interactive multimedia product, you will need to:

- plan a product that meets the needs of the brief
- source multimedia components, taking account of relevant legislation
- create your product
- test your product while you are making it **and** when it has been completed.

You could use components (assets) from a range of sources, including those that teachers from your school have already sourced, in order to create your interactive multimedia product.

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 have access to the marking criteria. 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.

Your Tasks

Task 1 – Design interactive multimedia products

Learning Outcome 1 is assessed in this task

It is important that, before you start to make your product, you have thought about what it is you are going to make, the resources you will need to include, how you are going to combine these resources together to create a suitable interactive multimedia product and how you will decide whether the completed product is suitable.

- A. Produce a design specification for your interactive multimedia product. This specification should include the following:
- A list of success criteria. These criteria should be used to decide whether or not the completed product meets the needs of the client.
 - The type of interactive multimedia product you are going to create. This should be one of the following a:
 - website
 - tablet or mobile phone app
 - game
 - product created using multimedia authoring or presentation software.

The product you create should show your creative flair and be a vibrant, energetic and stimulating product.

- A plan for your product in a suitable format. This plan should show the interactive components that will be included within the product, as well as the content and key events.
 - Plans showing your ideas, layout, design, navigation systems and interactive components.
 - The software you intend to use to create the product, the software needed by the client to run your final product, and the reasons for your choices.
- B. Source and store multimedia components for inclusion in the product you are going to make, taking account of any relevant legislation. Make a list of all the components you have stored.

Explain why you have chosen each component and consider the legal implications of using each of them in your product.

You should demonstrate your ability to draw upon relevant skills/knowledge/understanding from other units you have studied.

Task 2 – Making your interactive multimedia product

Learning Outcome 2 and part of 3 are assessed in this task

You are now ready to create your interactive multimedia product.

Create your product by doing the following:

- import your components into your chosen editing software
- create the interactive multimedia product that you have planned, applying techniques and effects as required
- test your product as you develop it to make sure that it works as intended.

Task 3 – Product testing and evaluation

Part of Learning Outcome 3 is assessed in this task

Once you have completed your product it needs to be tested. When testing your completed product, you should:

- test your finished product to make sure that it works as intended
- obtain and analyse a variety of feedback to decide how well your product meets the success criteria you established in Task 1. You will need to:
 - consider how to obtain this feedback
 - collect the feedback required
 - analyse the feedback received.

Information for Teachers

OCR Level 1/2 Cambridge National Certificate in ICT

OCR Level 1/2 Cambridge National Diploma in ICT

Unit R005: Creating an interactive product using multimedia components

Guidance on using this assignment

1 General guidance

- 1.1 OCR assignments are available to download free of charge from our website: www.ocr.org.uk
- 1.2 OCR assignments are intended to be used for summative assessment of learners. The OCR specification gives more information on the arrangements for assessing internally assessed units.
- 1.3 This assignment has been designed to meet the full assessment requirements of the unit. Learners will need to take part in a planned learning programme that covers the underpinning knowledge, understanding and skills of the unit.

2 Before carrying out the assignment

- 2.1 Learners should be provided with a copy of the *Information for Learners* section of this assignment.
- 2.2 Learners will not need to carry out any preparations prior to undertaking the assessment tasks, such as collating resources to use in the assessment.
- 2.3 We have estimated that it will take approximately 10 hours to complete these tasks. This is the recommended time but centres can decide how the time can be allocated between each individual task in the assessment. Centres are also permitted to spread the overall assessment time across several sessions and therefore it is permissible for evidence to be produced over several sessions.

3 When completing the assignment and producing evidence

- 3.1 Each learner must produce individual and authentic evidence for each task within the assignment.
- 3.2 Centre staff may give support and guidance to learners. This support and guidance should focus on checking that learners understand what is expected of them and giving general 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 teachers/deliverers to provide answers, to work through answers in detail or to detail specifically what amendments should be made.
- 3.3 Learners may use information from any relevant source to help them with producing evidence for the tasks, this could include any skills and knowledge that they have developed whilst studying other units.
- 3.4 Learners must be guided on the use of information from other sources to ensure that confidentiality is maintained at all times.
- 3.5 We have specified what evidence the learner is expected to produce. Usually, the type of evidence provided may be modified, with the exception of certain types of evidence listed below under '*Permitted changes*'. It is important to note that it is possible to generate the evidence in a variety of formats. Centres must advise learners as to the most appropriate format of evidence. The nature of this assessment means that learners are free to use the format that they feel is most appropriate for the purpose and target audience for each individual task.

4 Presentation of work for marking and moderation

- 4.1 Centres wishing to produce digital evidence in the form of an e-portfolio should refer to the appendix in the specification on guidance for the production of electronic assessment.
- 4.2 Centres may wish to discourage learners from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage learners to present their work so that it is easily accessible, e.g. spiral bound, stapled booklet, treasury tag.

5 Scope of permitted model assignment modification

The model assignment is self-contained in its present form. The set of tasks form a coherent whole addressing all the learning outcomes and allowing access to the full range of marks.

You must not change the following:

- the learning outcomes
- the marking criteria
- the requirements for supervision and authentication as described in the specification (Section 4 *The centre assessed units*).

Permitted changes:

The model assignment can be modified in terms of the areas described below but centres must be sure that learners still have the opportunity to cover all of the learning outcomes and to access the full range of marks:

- The scenario can be replaced to meet local needs, or may be contextualised by changing specific details such as the name, location and type of shop. No changes should be made to the tasks.
- OCR has ensured that in the language used and the tasks and scenario provided we have avoided discrimination, bias and stereotyping and support equality and diversity. In the development of qualifications and assessments we use the guidance given in the Ofqual publication *Fair access by design*, notably this includes:
 - using language and layout in assessment materials that does not present barriers to learners
 - using stimulus and source materials in assessment materials (where appropriate) that do not present barriers to learners.

If centres wish to modify the model assignment we strongly advise that staff responsible for modifying the model assignment and the quality assurance of it refer to the publication *Fair access by design*.

If modifications are made to the model assignment, as detailed above to the scenario only, then the individual tasks from this model assignment should be used. It is up to the centre to ensure that all tasks and learning outcomes can still be met and that learners can access the full range of marks.

6 Specific guidance on the task

Learners should be provided with a copy of the marking criteria for this unit when completing the assignment. Teachers should ensure that candidates understand the marking criteria and may explain it to them.

Candidates are required to consider the software for 'the presentation method of the design'. It is clarified here that this refers to the software needed by the user in order to view the final product.

Learners will need to be given access to a range of multimedia components from which they can choose. Learners must not be expected to create their own components, although they may wish to do so. The unit assesses the extent to which learners are able to combine components in a unique and creative way.

For further information on assessment and evidence please see specific unit assessment guidance included with the marking criteria in the specification.