

OCR-set Assignment 2

Assessment Material

OCR Level 1 / 2 Cambridge National Certificate in Creative iMedia

OCR Level 1 / 2 Cambridge National Diploma in Creative iMedia

Unit R087: Creating Interactive Multimedia Products



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 R087
- Certification codes Certificate J817 / Diploma J827

The regulated qualification numbers associated with this unit are:

Certificate – 600/7043/2

Diploma – 600/9258/0

Duration: Approximately 10 hours

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Information for Learners

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Unit R087: Creating Interactive Multimedia Products

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

Local area

You are working for your local tourism board and you have been asked to create an interactive multimedia product to provide information on the local area. This product will be used by visitors and tourists to the area.

You should include details on the local area, which may include all of the following or focus on one particular aspect of information. You may customise this for a specific target audience which will need to be identified in your planning:

- Accommodation and food
- Places of interest to visit
- Local events: community events/concerts/music festivals, etc.
- Shopping and local markets
- Libraries, museums and parks
- Activities including: cycling, skateboarding, water-skiing and kayaking/canoeing
- Other local activities

You will need to:

- Identify how the interactive multimedia product will be used in your planning, i.e. on what platform.
- Export the multimedia product in a suitable format that retains interactivity to meet the client brief.
- Include a range of appropriate assets including video, audio and images.

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 – Identify interactive multimedia products

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

The manager of your local tourism board is unsure about what type of product could be produced and has asked you to provide some information about the range of interactive multimedia products available, where they can be used and the hardware and software required.

The purpose of interactive multimedia products

You need to:

- investigate the types of interactive multimedia products available and where they are used
- identify design principles used with interactive multimedia products
- identify the hardware, software and peripherals required to create and view interactive multimedia products
- identify the different types of connection which can be used to access interactive multimedia products
- explain the limitations of connections, bandwidth and transfer speeds required to access interactive multimedia products
- include suitable file formats for use on different platforms.

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

LO1: Understand the uses and properties of interactive multimedia products		
MB1: 1–5 marks	MB2: 6–9 marks	MB3: 10–12 marks
<p>Identifies a limited range of products and where they are used. Produces a limited identification of design principles.</p> <p>Identifies a limited range of hardware, software and peripherals required to create and view interactive multimedia products, demonstrating a basic understanding of their use and purpose.</p> <p>Demonstrates a basic understanding of the limitations caused by connections, bandwidth and data transfer speeds when accessing interactive multimedia products.</p> <p>Identification of file formats and their suitability for different platforms with limited accuracy.</p>	<p>Identifies a range of products, includes some details of purpose and where they are used and with some identification of design principles.</p> <p>Identifies a range of hardware, software and peripherals required to create and view interactive multimedia products, demonstrating a sound understanding of their use and purpose.</p> <p>Demonstrates a sound understanding of the limitations caused by connections, bandwidth and data transfer speeds when accessing interactive multimedia products.</p> <p>Identification of file formats and their suitability for different platforms is mostly accurate.</p>	<p>Identifies a wide range of products, includes most details of purpose and where they are used and with detailed identification of design principles.</p> <p>Identifies a wide range of hardware, software and peripherals required to create and view interactive multimedia products, demonstrating a thorough understanding of their use and purpose.</p> <p>Demonstrates a thorough understanding of the limitations caused by connections, bandwidth and data transfer speeds when accessing interactive multimedia products.</p> <p>Identification of file formats and their suitability for different platforms is accurate.</p>

Task 2 – Plan the interactive multimedia product

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

Your client and target audience

You need to:

- consider the client requirements based on the brief
- identify the target audience, and what they will want from the interactive multimedia product.

Create a work plan

You need to:

- produce a work plan for the interactive multimedia product
- identify the resources which will be needed to create the interactive multimedia product.

Produce ideas

You need to:

- use appropriate planning techniques to identify the assets needed to create the interactive multimedia product
- create visualisation diagrams, identifying design principles to be used for the interactive multimedia product
- plan the structure and navigation of the interactive multimedia product.

Legal restrictions

The interactive multimedia product will be used in a commercial context.

You need to:

- consider any legal issues and restrictions on the assets used, whether sourced or created.

Present your evidence in an appropriate way.

LO2: Be able to plan the interactive multimedia product		
MB1: 1–2 marks	MB2: 3–4 marks	MB3: 5–6 marks
<p>Produces an interpretation from the client brief for an interactive multimedia product which meets few of the client requirements.</p> <p>Produces a limited identification of target audience requirements.</p> <p>Produces a work plan for the creation of the interactive multimedia product which has some capability in producing the intended final product.</p> <p>Draws upon limited skills/knowledge/understanding from other units in the specification.</p>	<p>Produces an interpretation from the client brief for an interactive multimedia product which meets most of the client requirements.</p> <p>Produces a clear identification of target audience requirements.</p> <p>Produces a work plan for the creation of the interactive multimedia product which is mostly capable of producing the intended final product.</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 an interactive multimedia product which fully meets the client requirements.</p> <p>Produces a clear and detailed identification of target audience requirements.</p> <p>Produces a clear and detailed work plan for the creation of the interactive multimedia product which is fully capable of producing the intended final product.</p> <p>Clearly draws upon relevant skills/knowledge/understanding from other units in the specification.</p>
MB1: 1–4 marks	MB2: 5–7 marks	MB3: 8–9 marks
<p>Uses basic planning techniques to show what the product will look like with limited consideration of design principles. Identifies a limited range of assets and resources to be used as part of these plans, some of which are not appropriate.</p> <p>Produces simple visualisation diagrams for the intended final product.</p> <p>Creates a test plan for the interactive multimedia product which tests some of the functionality.</p> <p>Demonstrates a limited understanding of legislation in relation to the use of assets in interactive multimedia products.</p>	<p>Uses sound planning techniques to show what the product will look like with some consideration of design principles. Identifies a range of assets and resources to be used as part of these plans, which are mostly appropriate.</p> <p>Produces sound visualisation diagrams for the intended final product.</p> <p>Creates a test plan for the interactive multimedia product which tests most of the functionality, identifying expected outcomes.</p> <p>Demonstrates a sound understanding of legislation in relation to the use of assets in interactive multimedia products.</p>	<p>Uses complex planning techniques to show what the product will look like with full consideration of design principles. Identifies a wide range of assets and resources to be used as part of these plans, which are wholly appropriate.</p> <p>Produces clear and detailed visualisation diagrams for the intended final product.</p> <p>Creates a clear and detailed test plan for the interactive multimedia product which fully tests the functionality, listing tests, expected and actual outcomes and identifying re-tests.</p> <p>Demonstrates a thorough understanding of legislation in relation to the use of assets in interactive multimedia products.</p>

Task 3 – Create the interactive multimedia product

Parts of Learning Outcome (LO) 2 and Learning Outcome (LO) 3 are assessed in this task.

You will need to produce the interactive multimedia product for your local tourism board, using a range of assets, tools and techniques to ensure it is suitable for the brief.

Obtain assets for use in the interactive multimedia product

You need to:

- create assets to be used in the interactive multimedia product
- source assets to be used in the interactive multimedia product and save in an appropriate format
- re-purpose assets as needed and save using appropriate file and folder names.

Create the interactive multimedia product

You need to:

- prepare the structure of the interactive multimedia product
- use multimedia authoring software to combine the assets and create the interactive multimedia product
- create the navigation system as planned
- add interactive features to the multimedia product
- save and export the interactive multimedia product in a suitable format that retains interactivity to meet the client brief
- produce and maintain a test plan throughout production.

The final product(s) in their intended digital format **must** be supplied with the portfolio of evidence.

LO3: Be able to create interactive multimedia products		
MB1: 1–4 marks	MB2: 5–7 marks	MB3: 8–9 marks
<p>Sources and creates the assets to be used in the interactive multimedia product occasionally using methods that are appropriate.</p> <p>Prepares the structure for the interactive multimedia product in a way which is sometimes consistent or does not reflect the designs.</p>	<p>Sources, creates and repurposes the assets to be used in the interactive multimedia product mostly using methods that are appropriate.</p> <p>Prepares the structure for the interactive multimedia product in a way which is mostly consistent and reflects the designs.</p>	<p>Sources, creates and re-purposes the assets to be used in the interactive multimedia product consistently using methods that are appropriate.</p> <p>Prepares the structure for the interactive multimedia product in a way which is wholly consistent and fully reflects the designs.</p>
MB1: 1–5 marks	MB2: 6–9 marks	MB3: 10–12 marks
<p>Combines a limited range of different planned asset types with a basic navigation system to create a working interactive multimedia product. Some elements do not work as intended.</p> <p>Saves and exports the multimedia product in a file format that sometimes retains interactivity but has limited appropriateness to the client brief.</p> <p>Occasionally saves electronic files using appropriate file and folder names and structures.</p>	<p>Combines a range of different planned asset types with a clear navigation system to create a working interactive multimedia product. Most elements work as intended.</p> <p>Saves and exports the multimedia product in a file format that retains interactivity and is mostly appropriate to the client brief.</p> <p>Mostly saves electronic files using file and folder names and structures which are consistent and appropriate.</p>	<p>Combines a wide range of different planned asset types with a clear and coherent navigation system to create a working interactive multimedia product. All elements work as intended.</p> <p>Saves and exports the multimedia product in a file format that retains interactivity and is wholly appropriate to the client brief. Consistently saves electronic files using file and folder names and structures which are consistent and appropriate.</p>

Task 4 – Review the interactive multimedia product

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

Now the interactive multimedia product for your local tourism board 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 product, and identify any improvements that could be made.

Review the interactive multimedia product

You need to:

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

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Information for Teachers

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Unit R087: Creating Interactive Multimedia Products

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.
- 2.4 Learners will need access to appropriate interactive multimedia authoring 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 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 the 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 evidence of their investigation.

In relation to Task 2 you should ensure learners have the opportunity to create a range of planning documents to appropriately plan the creation of the interactive multimedia product in line with the marking criteria which refer to 'planning techniques'. 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 sourcing, creating and re-purposing assets for use in their product. 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 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 product to the client. You **must not** direct candidates to present their final work in any particular way. You should ensure that learners have the opportunity to save and export the multimedia product in an appropriate file format to retain interactivity.

In relation to Task 4 you should ensure 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 uses and properties of interactive multimedia products. Whilst research is a key part of this LO, candidates should be assessed on their own work and 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 and the production of a work plan for the creation of the multimedia product. The second section assesses the candidates' production of planning documents. 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 interactive multimedia product, and also the quality and appropriateness of their final product. The first section of this LO assesses candidates' ability to source and create their assets ready to be used in the final creation of the interactive multimedia product. The second section of this LO assesses the candidates' ability to combine assets and navigation to create a suitable interactive multimedia product and export of the product in a suitable format for the client's needs. If screenshot evidence of specific techniques has not been provided but the final multimedia product 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 candidates' own review of their finished interactive multimedia product. This should be a reflection of the multimedia product and potential for further development and improvement in relation to the brief provided by the client.