

## OCR-set Assignment 3

### Assessment Material

OCR Level 1 / 2 Cambridge National Award in Creative iMedia

OCR Level 1 / 2 Cambridge National Certificate in Creative iMedia

Unit R082: Creating digital graphics

For use from September 2020

**This OCR-set assignment is to be used to provide evidence for the unit identified above.**

**Centres must not change any aspect of this assignment.**

**The OCR administrative codes associated with this unit are:**

- Unit entry code           R082
- Certification codes       Award J807 / Certificate J817

**The regulated qualification numbers associated with this unit are:**

Award – 600/7652/5  
Certificate – 600/7043/2

**Duration: Approximately 10 hours**

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## OCR-set Assignment 3

### Information for Students

OCR Level 1 / 2 Cambridge National Award in Creative iMedia

OCR Level 1 / 2 Cambridge National Certificate in Creative iMedia

Unit R082: Creating digital graphics

# General information for students

**Q What do I need to do to complete this assignment?**

A You need to attempt all tasks in this assignment. The assignment describes what work you have to do. It's really important that you do the work yourself without help from anybody else. That includes teachers, parents and other students. If we think you have not done this work yourself it could mean your marks are changed.

**Q What help will I get?**

A Your teacher can make sure you understand the assignment. If you get stuck then they can give you some general advice but there are rules about the kind of help and how much they can give you. Too much help might mean you haven't done the work yourself.

**Q What if I don't understand something?**

A If you are not sure, always check with your teacher. They have instructions on how much help they are allowed to give you.

**Q I've been told I must not plagiarise. What does this mean?**

A Plagiarism is when you take someone else's work and pass it off as your own. The work could come from the internet, a book, another student's coursework, course handouts and OCR teaching resources. It doesn't matter where it came from, it's what you do with it that could make it plagiarism.

There are a few ways plagiarism can happen that you need to know about:

- A student is asked to describe or explain something and they find good information on the internet or from a book. They use it in the evidence they give to their teacher to mark. They don't follow rules about saying where it came from. The 'rules' are about how to reference somebody else's work.
- A student uses information from a book and changes words but copies the sentence structure of a source and doesn't reference where the original work came from.
- A student copies so many words or ideas from a source that it makes up the majority of their work. In this case it does not matter if they have referenced it or not. When the majority of work is somebody else's ideas or thoughts it is not the student's own work.

Plagiarism has serious consequences: you could lose marks/the grade for this unit or you may not be allowed to achieve the whole qualification.

**The work you produce must be your own work. You will be asked to sign a declaration to say that it is.**

**Q What is referencing and where can I find out more information about it?**

A Referencing is the process of acknowledging the work of others. If you use someone else's words and ideas in your assignment, you must acknowledge it, and this is done through referencing.

You should think about why you want to use and reference other people's work. You can only be given marks for what you know and understand yourself, which cannot be shown by copying the words and ideas of others. Make sure it's clear in your work how you are using the material you have referenced to inform your thoughts, ideas or conclusions.

You can find more information about how to reference in the OCR Guide to Referencing available on our website: <https://www.ocr.org.uk/Images/168840-the-ocr-guide-to-referencing.pdf> or by watching the student guide to referencing video available here: <https://www.youtube.com/watch?v=uLHQD2bdurM>.

**Q Can I work in a group?**

A Only when your teacher tells you that you can. They need to be able to tell who has done which piece of work. People who work in groups cannot all claim the same evidence as being their individual work. Teachers also have to make sure we can see who has done what. Keep in mind that you cannot be given marks for what somebody else has done in the group.

**Q Does my work for each task need to be in a particular format?**

A For each task we'll tell you if your evidence has to be in a specific format. Check the wording in each task carefully.

- If we use the word '**must**', for example 'You must produce a report' or 'Your evidence/work must include a diagram', then you must produce the work in the stated format.
- If we use the word '**could**', for example 'You could include sketches of your ideas' or 'You could do this by annotating your diagram', this means that you are not required to follow the format we have given, but you must make sure that the work you do produce allows you to demonstrate the requirements of the marking criteria.
- You can present your work in a variety of ways – it can be handwritten, word-processed, on video or in digital media. What you choose should be appropriate to the task(s). If the assignment evidence is word-processed, you must ensure that your centre number, candidate number and the unit code 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

## Full page (A5) magazine advertisement

A local magazine is to include a feature on digital cameras and how they can be used in the local area. The intention of the advertisement is to encourage readers to photograph their local area and submit their images to the magazine, either by email, website upload or social media.

You have been asked to create an advertisement for the A5 magazine that will be a full page. The specifications of the advertisement to fit within the page are as follows:

Width: 135 mm (5.3 inches)

Height: 190 mm (7.5 inches)

The advert should have a title of "Photography around [*your local area name*]". The content of the advertisement could include a digital camera and photographs of your local area but alternative ideas may also be accepted with a suitable justification. The target audience for the advertisement 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.

A single piece of digital graphic artwork should be produced for the advertisement, which will need to be print quality. A second version of the advertisement will be needed for the website, which should be resized to 300 pixels in height and saved as a separate file.

**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 on the OCR Creative iMedia web pages. Ask your teacher if you wish to use any other templates.

# Your Tasks

## Task 1 – Investigating Digital Graphics

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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.

#### *Tips*

- Find examples of graphics on your own
- If you copy information from books, websites or course notes, make sure it is referenced
- Use your own words to describe or explain something

### 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.

#### *Tips*

- If you copy information from books, websites or course notes, make sure it is referenced
- Use your own words to describe or explain something

### 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.

#### *Tip*

- If you copy information from books, websites or course notes, make sure it is referenced



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

#### *Tips*

- If you use a template for your work plan, make sure the source is referenced
- Decide for yourself what activities you will need to complete for your digital graphic
- If you copy information from books, websites or course notes, make sure it is referenced
- Use your own words to describe or explain something

### 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.

#### *Tips*

- If you copy information from books, websites or course notes, make sure it is referenced
- Use your own words to describe or explain something

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

## Task 3 – Creating your digital graphic

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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.

#### **Tip**

- When creating your graphic, work independently making your own choices and decisions

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

#### Tips

- When producing your review, work independently using your own thoughts and ideas
- If you use a template for your review, make sure the source is referenced

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

# HOW TO REFERENCE & AVOID PLAGIARISM

## What is referencing?

Giving details in your work about where your information came from.

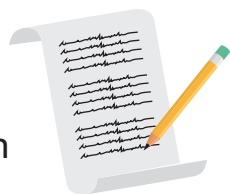
## What is plagiarism?

Taking someone else's work, words or ideas and passing them off as your own.



### DO

- **REFERENCE** anything you've copied from books, websites or course notes “ ”
  - Always use quotation marks
  - Say where it's from and the date you got it
- **USE YOUR OWN WORDS** as well when asked to describe or explain something



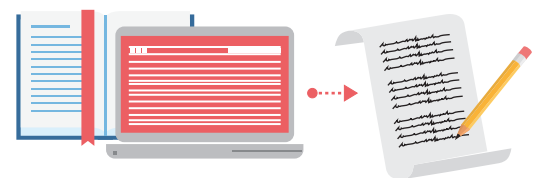
### Why?

- A good way to get across your own opinions and thoughts
- Demonstrating your understanding helps get you marks



### DON'T

- **JUST** copy from websites or books ... use it to support your own thoughts & ideas and make sure you **REFERENCE**



### Consequences

- Copying without referencing looks like you're pretending it's your own words

This is known as plagiarism and **you could lose marks**

If you're not sure what this means for your assignment work, **ask your teacher.**





## OCR-set Assignment

### Information for Teachers

OCR Level 1 / 2 Cambridge National Award in Creative iMedia

OCR Level 1 / 2 Cambridge National Certificate in Creative iMedia

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 Information on referencing and acceptable levels of support for students is covered in more detail in the document 'Information for teachers on using referencing and on acceptable levels of guidance to students' which is available at <https://www.ocr.org.uk/Images/575972-guidance-for-teachers-on-using-referencing-and-acceptable-levels-of-guidance.pdf>.
- 1.3 OCR-set assignments must be used for summative assessment of students. They must not be used as practice materials. Students draw on their learning to respond to the assessment tasks in this set assignment. The rules for carrying out internal assessment are in the specification in Section 4. Pay particular attention to rules on:
  - Feedback
  - Templates
  - Revising and redrafting work
  - Authentication

Some of these rules are covered in more detail in the document 'Information for teachers on using referencing and on acceptable levels of guidance to students' which is available at <https://www.ocr.org.uk/Images/575972-guidance-for-teachers-on-using-referencing-and-acceptable-levels-of-guidance.pdf>.

## 2 Before carrying out the assignment

- 2.1 Give each student a copy of the *Information for Students* section of this assignment. You **must not** change or modify any of the tasks in this assignment in any way.
- 2.2 Students will not need to carry out any preparations prior to undertaking the assessment tasks, such as collating assets to use in the assessment since these are part of the assignment tasks.
- 2.3 Students will need access to resources, e.g. computer hardware and software. Students 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 Students 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 students an indication of how long to spend on each task. You can decide how the time should be allocated between each part or individual task. You are also permitted to spread the tasks across several sessions, and therefore it is permissible for evidence to be produced over several sessions.

## 4 When completing the assignment and producing evidence

- 4.1 Each student **must** produce **individual** and **authentic** evidence for each task within the assignment.
- 4.2 You may give general support and guidance to students. This support and guidance should:
- focus on checking that students understand what is expected of them;
  - give generic feedback that enables the student to take the initiative in making improvements, rather than detailing what amendments should be made.

**It is not acceptable** for you to provide solutions/examples, to work through answers in detail or to detail specifically what amendments should be made.

For example: Acceptable – “Consider whether these criteria are detailed enough for you to later measure whether you have been successful.”

Not acceptable – “Produce a specification for your product to include success criteria.”

- 4.3 Students may use information from any relevant source to help them with producing evidence for the tasks. Students **must not** copy published material and claim it as their own work. They **must** also acknowledge the source even where they paraphrase the original material.
- 4.4 We have specified what evidence the student is expected to produce and given examples of the format it could take. The student can use a different, appropriate format unless we state they must not. The format should be what the student considers to be the most appropriate for the purpose of, and target audience for, each individual task.

## 5 Presentation of work for marking and moderation

- 5.1 The guidance in Sections 4.3–4.5 of the specification **must** be followed when marking, annotating and presenting work.
- 5.2 Centres wishing to produce digital evidence in the form of an e-portfolio **must** refer to Appendix C in the specification. However, where folder structure is assessed within the unit it is **not** permissible for centres to provide students with the structure to use.
- 5.3 Centres **must** provide guidance on the Unit Recording Sheet (URS) to show where specific evidence can be found. This may be through the use of the ‘page number’ column and/or by referencing file names and locations.

## 6 Conditions for using this OCR-set assignment

You must not make any changes to the OCR-set assignments. OCR have created three specific templates which you can give to students when they are creating a storyboard, test table or asset table. Your students do not need to use the OCR templates we have provided, and may create their own storyboards, test tables or asset tables, from scratch.

Students may also opt to use a template from a book, a website or course notes when, for example, creating a work plan or producing a review. If learners use a template from another source, they must make sure the source is referenced.

If you provide any material to prepare learners for the set assignment, you must adhere to the rules set out within the ‘Information for teachers on using referencing and on acceptable levels of guidance to students’ <https://www.ocr.org.uk/Images/575972-guidance-for-teachers-on-using-referencing-and-acceptable-levels-of-guidance.pdf>.

## 7 Specific guidance on the tasks

It is important that students are made aware from the start of their work on this assignment of the format their evidence will take so they know whether or not they need to print their work and whether or not they need to take screenshots for some of the tasks.

In relation to Task 1 you should ensure students have the opportunity to carry out relevant investigations – this might be achieved by access to the internet. You may refer them to the teaching and learning content for the unit. You **must not** direct students to specific research tasks to be carried out.

### Task 1 Tips

- Find examples of graphics on your own
- If you copy information from books, websites or course notes, make sure it is referenced
- Use your own words to describe or explain something

As an independent research task, it is expected that students source their own examples of digital graphics when investigating the purpose and properties of digital graphics. Although, it is to be expected that different students may source the same digital graphic, it would be highly unusual for all students in a cohort to have sourced an identical set of graphics.

In line with the guidance on completing the assignment and producing evidence, 4.3 (above), and in line with *'Information for teachers on using referencing and on acceptable levels of guidance to students'* ([Guidance for teachers on using referencing and acceptable levels of guidance](#)), please remind students about the requirement to reference all copied work.

In line with the additional guidance on LOs, 8 (below), and as per *'Information for teachers on using referencing and on acceptable levels of guidance to students'* ([Guidance for teachers on using referencing and acceptable levels of guidance](#)), where the marking criteria requires the student to relay not just facts and definitions but to demonstrate their **understanding**, the student should not rely on only using referenced information from a website or a publication.

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

### Task 2 Tips

- If you use a template for your work plan, make sure the source is referenced
- Decide for yourself what activities you will need to complete for your digital graphic
- If you copy information from books, websites or course notes, make sure it is referenced
- Use your own words to describe or explain something

Please look at '*Information for teachers on using referencing and acceptable levels of guidance to students*' ([Guidance for teachers on using referencing and acceptable levels of guidance](#)).

When developing a work plan, students need to independently decide the activities which will need to be completed during the assignment and how long will be spent on each activity. Although, it is to be expected that different students may include some activities that are the same, it would be highly unusual for all students in a cohort to have an identical list of activities in their work plan.

In line with the guidance on completing the assignment and producing evidence, 4.3 (above), and in line with '*Information for teachers on using referencing and on acceptable levels of guidance to students*' ([Guidance for teachers on using referencing and acceptable levels of guidance](#)), please remind students about the requirement to reference all copied work.

In line with the additional guidance on LOs, 8 (below), and as per '*Information for teachers on using referencing and on acceptable levels of guidance to students*' ([Guidance for teachers on using referencing and acceptable levels of guidance](#)), where the marking criteria requires the student to relay not just facts and definitions but to demonstrate their **understanding**, the student should not rely on only using referenced information from a website or a publication.

In relation to Task 3 you should ensure students are aware of the need to provide evidence of the 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 students 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 students understand the need to specifically consider how they are going to present their final image(s) to the client. You **must not** direct students to present their final work in any particular way.

### Task 3 Tip

- When creating your graphic, work independently making your own choices and decisions

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

In relation to Task 4 you should ensure that the students are aware of the need to link their reflections back to the brief. Students should be reviewing the product and not the process.

### Task 4 Tips

- When producing your review, work independently using your own thoughts and ideas
- If you use a template for your review, make sure it is referenced

Students must produce their own review applying what they have learnt and not be led through a process of reviewing their completed graphic.

Please look at '*Information for teachers on using referencing and acceptable levels of guidance to students*' ([Guidance for teachers on using referencing and acceptable levels of guidance](#)).

## 8 Additional guidance on LOs

Each section of the marking criteria focuses on a different aspect of student achievement. There should be no overlap between achievement credited for the different sections – although the same piece of work might be assessed in different sections, each different assessment will focus on a different aspect of that work.

**LO1** assesses the students' research and investigation skills. The LO assesses the students' ability to conduct research and to use that research to document their investigation on the purpose and properties of digital graphics. Whilst research is a key part of this LO, students should be assessed on their own work, not just research material sourced from elsewhere as this does not demonstrate understanding on the part of the student.

**LO2** assesses students' planning, 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 students have used their chosen software to create their graphic. The first section of this LO assesses students' ability to source or create a range of assets for the creation of the graphic and the students' 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 students' 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.