Oxford Cambridge and RSA

OCR-set Assignment

Assessment Material

OCR Level 1 / 2 Cambridge National Certificate in Creative iMedia

Unit R083: Creating 2D and 3D Digital Characters

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 R083
- certification codes Certificate J817

The regulated qualification numbers associated with this unit are:

Certificate – 600/7043/2

Duration: Approximately 10 hours

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Contents

	Page number(s)
INFORMATION FOR STUDENTS **General information for students** This section contains important information that students will need to understand before attempting the assignment.	**3** **4–6**
Scenario for the assignment This section contains the assignment background which students will need to be familiar with in order to complete the tasks.	**7**
Your tasks and marking criteria grid(s) This section contains all the tasks students must complete before work can be submitted for assessment together with a copy of the marking criteria that will be used to assess each student's completed assignment.	**8–14**
How to reference and avoid plagiarism This section shows students the 'dos and don'ts' of referencing work and avoiding plagiarism.	**15**
INFORMATION FOR TEACHERS **Guidance on using this assignment** This section provides guidance to centre staff on the preparation and completion of the assignment.	**17** **18–22**

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Information for Students

OCR Level 1 / 2 Cambridge National Certificate in Creative iMedia

Unit R083: Creating 2D and 3D Digital Characters

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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.

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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.

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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.

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Scenario for the assignment

Wizard Master game character

Gem Games is an app games development company that makes games for downloading onto smartphones and tablets. They are producing a new fantasy level game called 'Wizard Master' that allows the player to take on the role of a wizard as they move through the different levels. Along the way the wizard collects friends in the form of rabbits and witches, and combats trolls and dragons to gain points.

Gem Games have launched a competition for users of app games to design one of the characters that will feature in the game. The character design can be developed as a 2D or 3D character. Gem Games also promote their games across social media so the character design should contain features that can be used by players of the game to place over their own photographs.

The size of the character should be suitable for use on the screen of the average smart device (around 1080–1920 pixels). The character should also be exported in an appropriate format to be played and viewed online.

Gem Games are aware that many people download app games, however the character design should primarily appeal to 10–15 year olds.

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

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Your Tasks

Task 1 – The purpose and characteristics of existing digital characters

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

To prepare to create your character, you need to consider where digital characters are used, the software used to construct a digital character, and the characteristics and features of digital characters. You will use this investigation to inform your planning stages.

You need to:

- choose 2D and 3D digital characters and describe their different purposes and uses
- describe the physical and facial characteristics of 2D and 3D digital characters
- describe the various software choices that are available to create 2D and 3D digital characters.

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

Tips

- Find examples of digital characters 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

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LO1: Understand the properties and uses of 2D and 3D digital characters		
MB1: 1–3 marks	**MB2: 4–6 marks**	**MB3: 7–9 marks**
Demonstrates a **basic** understanding of when and where 2D and 3D digital characters are used. Lists a **few** 2D and 3D digital characters and a **limited range** of basic software that can be used to create them.	Demonstrates a **sound** understanding of when and where 2D and 3D digital characters are used. Describes a **range** of 2D and 3D digital characters and a **range** of software that can be used to create them.	Demonstrates a **thorough** understanding of when and where 2D and 3D digital characters are used. Describes a **range** of 2D and 3D digital characters and a **range** of software, including some complex types, that can be used to create them.
MB1: 1–2 marks	**MB2: 3–4 marks**	**MB3: 5–6 marks**
Demonstrates a **basic** understanding of physical and facial characteristics of a **limited range** of 2D and 3D digital characters.	Demonstrates a **sound** understanding of physical and facial characteristics of a **range** of 2D and 3D digital characters.	Demonstrates a **thorough** understanding of physical and facial characteristics of a **wide range** of 2D and 3D digital characters.

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Task 2 – Planning the digital character

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

You need to organise your time and resources so that you can plan the design of the character. You will need to generate the basis of your idea for the design, taking into consideration time available and any external restrictions on what you can use or produce.

Your client and the target audience

You need to:

- consider the client's requirements based on the character brief
- identify the characteristics of the target audience
- identify the assets and resources that will be needed to create the digital character and how you will use them.

Produce a work plan

- You need to produce a work plan for your digital character.

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

Produce the idea and a test plan

You need to:

- produce a visualisation diagram of the digital character
- create and maintain a test plan to test the digital character during production.

Legal restrictions

The digital character 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.

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

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LO2: Be able to plan original 2D and 3D digital characters		
MB1: 1–5 marks	**MB2: 6–9 marks**	**MB3: 10–12 marks**
Produces an interpretation from the client brief for a 2D or 3D digital character which meets **few** of the client requirements. Produces a **limited** identification of target audience requirements. Identifies a **few** assets needed to create a 2D or 3D digital character, demonstrating a **limited** understanding of their purpose. Identifies a **few** of the resources needed to create a 2D or 3D digital character, demonstrating a **limited** understanding of their purpose. Produces a work plan for the 2D or 3D digital character which has **some** capability in producing the intended final character. Draws upon **limited** skills/knowledge/understanding from other units in the specification.	Produces an interpretation from the client brief for a 2D or 3D digital character which meets **most** of the client requirements. Produces a **clear** identification of target audience requirements. Identifies **some** assets needed to create a 2D or 3D digital character, demonstrating a **sound** understanding of their purpose. Identifies **some** of the resources needed to create a 2D or 3D digital character, demonstrating **some** understanding of their purpose. Produces a work plan for the 2D or 3D digital character which is **mostly** capable in producing the intended final character. Draws upon **some relevant** skills/knowledge/understanding from other units in the specification.	Produces an interpretation from the client brief for a 2D or 3D digital character which **fully** meets the client requirements. Produces a **clear** and **detailed** identification of target audience requirements. Identifies **many** assets needed to create a 2D or 3D digital character, demonstrating a **thorough** understanding of their purpose. Identifies **many** of the resources needed to create a 2D or 3D digital character, demonstrating a **thorough** understanding of their purpose. Produces a **clear** and **detailed** work plan for the 2D or 3D digital character which is **fully** capable in producing the intended final character. Clearly draws upon **relevant** skills/knowledge/understanding from other units in the specification.
MB1: 1–4 marks	**MB2: 5–7 marks**	**MB3: 8–9 marks**
Produces a **simple** visualisation diagram for the 2D or 3D digital character. Creates a test plan for the character which tests **some** of the functionality. Demonstrates a **limited** understanding of legislation in relation to the use of assets in 2D and 3D digital characters.	Produces a **sound** visualisation diagram for the 2D or 3D digital character. Creates a test plan for the character which tests **most** of the functionality, identifying unexpected outcomes. Demonstrates a **sound** understanding of legislation in relation to the use of assets in 2D and 3D digital characters.	Produces a **clear** and **detailed** visualisation diagram for the 2D or 3D digital character. Creates a **clear and detailed** test plan for the character which **fully** tests the functionality, listing tests, expected and actual outcomes and identifying re-tests. Demonstrates a **thorough** understanding of legislation in relation to the use of assets in 2D and 3D digital characters.

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Task 3 – Creating the digital character

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

You will need to produce the 2D or 3D digital character using a range of tools, techniques and assets to ensure it is suitable for its intended uses.

Obtain assets for use in the digital character

You need to:

- source and/or create and store the assets identified in your plan
- check the properties of the individual assets to make sure they are suitable to create the digital character. Where necessary, modify the properties to ensure their compatibility.

Create the digital character

You need to:

- identify and use suitable digital character creation software to create your character
- use a range of tools and techniques within the digital creation software to enhance your character
- save the digital character using appropriate file and folder names and structures
- export the digital character in a file format appropriate to the client requirements.

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

Tip
• When creating your digital character, work independently making your own choices and decisions

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LO3: Be able to create 2D and 3D digital characters		
MB1: 1–4 marks	**MB2: 5–7 marks**	**MB3: 8–9 marks**
Sources and stores a **limited** range of assets for use, **occasionally** uses appropriate methods. Creates a character using shapes or freehand drawing.	Sources and stores a **range** of assets for use, **mostly** uses appropriate methods. Uses a **range** of software tools and techniques to create the visualised character. Adds and applies a **range** of effects to enhance the character.	Sources and stores a **wide range** of assets for use, **consistently** uses appropriate methods. Uses a **wide range** of software tools and techniques to create the visualised character. Adds and applies a **wide range** of effects to enhance the character.
MB1: 1–4 marks	**MB2: 5–7 marks**	**MB3: 8–9 marks**
Occasionally saves and exports the 2D or 3D digital character in **appropriate** formats. **Occasionally** saves electronic files using **appropriate** file and folder names and structures.	**Mostly** saves and exports the 2D or 3D digital character in **appropriate** formats. **Mostly** saves electronic files using appropriate file and folder names and structures which are **consistent** and **appropriate**.	**Consistently** saves and exports the 2D or 3D digital character in **appropriate** formats. **Consistently** saves electronic files using appropriate file and folder names and structures which are **consistent** and **appropriate**.

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Task 4 – Checking and reviewing the digital character

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

Now the digital character 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 digital character

You need to:

- review the digital character against the client brief, detailing what worked and what did not
- check that the digital character meets the client's requirements
- explain how and why the digital character 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 2D and 3D digital characters		
MB1: 1–2 marks	**MB2: 3–4 marks**	**MB3: 5–6 marks**
Produces a review of the finished character which demonstrates a **limited** understanding of what worked and what did not, making **few** references back to the brief. Review identifies areas for improvement and further development of the final character, **some** of which are **appropriate** and sometimes are **explained**.	Produces a review of the finished character which demonstrates a **reasonable** understanding of what worked and what did not, **mostly** referencing back to the brief. Review identifies areas for improvement and further development of the final character, which are **mostly appropriate** and **explained well**.	Produces a review of the finished character 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 character, which are **wholly appropriate** and **justified**.

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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

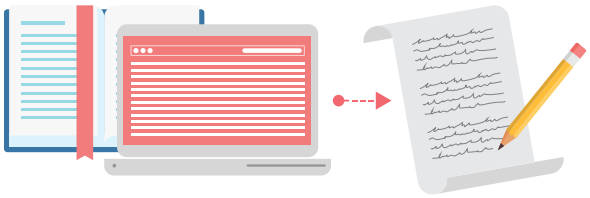
- REFERENCE anything you've copied from websites or books
  - Always use quotation marks “ ”
  - Say where it's from and the date you got it
- USE YOUR OWN WORDS as well when asked to describe or explain something

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.

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OCR-set Assignment

Information for Teachers

OCR Level 1 / 2 Cambridge National Certificate in Creative iMedia

Unit R083: Creating 2D and 3D Digital Characters

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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 need to know the sources that they can access to collate and create assets to use in the assessment prior to undertaking the assessment tasks.

2.3 Students will need access to resources, e.g. computer hardware and software that specifically allows students to create a 2D or 3D digital character that can fulfil the requirements of the client brief.

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.

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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.

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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 digital characters 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 characters when investigating where digital characters are used, the software used to construct a digital character, and the characteristics and features of digital characters. Although, it is to be expected that different students may source the same digital characters, it would be highly unusual for all students in a cohort to have sourced an identical set of digital characters.

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.

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In relation to Task 2 you should ensure students are able to create a test plan based on the aspects of 2D and 3D character design that will ensure it is fit for purpose. 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 character
- 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 their use of their chosen digital image and drawing software. 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 software tools/techniques they should use. You should ensure that students understand the need to specifically consider how they are going to export their final digital character for their client. You **must not** direct students to save their final work in any particular way in relation to limitations of formats.

Task 3 Tip

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

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

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In relation to Task 4, you should ensure that 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 digital character.

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 students' research skills and information gathering. Students should ensure that they carry out research and use this for their findings, referencing where they have found information. This LO should be the students' own work and not just the research material they have found as this does not demonstrate understanding by the students.

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 digital character. The first section of this LO assesses students' ability to source and store assets and use drawing tools within the software. The second section of this LO assesses the students' ability to export the final character in an appropriate format.

LO4 assesses the students' own review of their final digital character evidencing what worked and what did not and the improvements and developments they could make from the work they have carried out.

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