

## **iMedia Users**

Level 1 Certificate/Diploma

06460

**Centre Handbook**

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# 1 Introduction

This Centre Handbook provides information for centre staff involved in the planning, delivery and assessment of the following qualification which has been accredited onto the National Qualifications Framework (NQF) at Level 1:

## OCR Level 1 Certificate/Diploma for iMedia Users

Scheme code 06460

It is important that centre staff involved in the delivery of the above qualification understand the requirements laid down in this handbook. Centres should therefore ensure that staff have access to this publication.

A copy of this handbook is provided free to all centres on centre approval. Further copies are available to download from our website [www.ocr.org.uk](http://www.ocr.org.uk) or, where preferred, centres may purchase additional copies from OCR Publications (0870 770 6622).

## 1.1 The OCR Level 1 Certificate/Diploma for iMedia Users

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The OCR Level 1 Certificate/Diploma for iMedia Users provides candidates with a high quality, industry-recognised award. It is a vocationally-related qualification that provides valuable opportunities for individuals to develop skills and gain underpinning knowledge and understanding which will support entry into, or further development of skills in, a wide range of job roles within the dynamic interactive media industry. It supports achievement of Key Skills and relates to national occupational standards thereby providing an ideal progression to National Vocational Qualifications (NVQs) once individuals are in suitable employment.

## 1.2 Administration arrangements for this qualification

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A separate publication, the *Administrative Guide to Vocational Qualifications* (code A850), provides full details of the administration arrangements for this qualification. The Administration Catalogue is issued free on centre approval and is available on our website [www.ocr.org.uk](http://www.ocr.org.uk).

## 1.3 If centre staff have queries

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This Centre Handbook and the Administrative Guide contain all the information needed to deliver and administer this qualification. If centre staff have any queries about this qualification that are not answered in these publications, they should refer to the section **Further support and information** for details of who to contact for further support.

## 1.4 Documentation updates

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The information provided in this handbook was correct at the time of production. Occasionally OCR may update this information. Please refer to the qualification home pages on our website [www.ocr.org.uk](http://www.ocr.org.uk) for details regarding updates to this qualification. For your convenience, the latest amended version of this handbook is available to download from the OCR website.

## 2 General information

### 2.1 Qualification Profile: Certificate

|   |   |
|---|---|
| <b>Title</b>                              | OCR Level 1 Certificate for iMedia Users  |
| <b>OCR code</b>                           | Scheme code 06460   |
| <b>Level</b>                              | This qualification has been accredited onto the National Qualifications Framework (NQF) at Level 1  |
| <b>QAN</b>                                | <b>500/1711/1</b>   |
| <b>This qualification is suitable for</b> | It will be suitable for those in full-time education who wish to gain access to the iMedia industry. It will also be suitable for those in employment who wish to develop skills in one or more specialist areas in order to meet the requirements of their workplace situation and job role; and those following part-time courses for skill development or recreational purposes. |
| <b>Entry requirements</b>                 | There are no formal entry requirements for this qualification   |
| <b>Qualification structure</b>            | To achieve this qualification, candidates must complete a total of one mandatory unit and two optional units  |
| <b>Assessment and grading</b>             | All units will be centre assessed and externally moderated by OCR. Units will be graded Pass or Fail  |
| <b>Funding</b>                            | This qualification has been accredited on to the NQF and, as such, is eligible for public funding. When seeking public funding, centres will need to provide the Qualification Accreditation Number (QAN) shown above   |
| <b>National Occupational Standards</b>    | This qualification relates to the National Occupational Standards for Interactive Media   |
| <b>Key Skills</b>                         | Signposting to Key Skills is provided within the Centre Handbook  |
| <b>Last entry date*</b>                   | 31/05/2010  |
| <b>Last certification date*</b>           | 31/05/2011  |

\*OCR will inform centres of changes to these dates. Please refer to our website [www.ocr.org.uk](http://www.ocr.org.uk) for current dates. All centre records must be updated accordingly.

## Qualification Profile: Diploma

|   |   |
|---|---|
| <b>Title</b>                              | OCR Level 1 Diploma for iMedia Users  |
| <b>OCR code</b>                           | Scheme code 06460   |
| <b>Level</b>                              | This qualification has been accredited onto the National Qualifications Framework (NQF) at Level 1  |
| <b>QAN</b>                                | <b>500/1708/1</b>   |
| <b>This qualification is suitable for</b> | It will be suitable for those in full-time education who wish to gain access to the iMedia industry. It will also be suitable for those in employment who wish to develop skills in one or more specialist areas in order to meet the requirements of their workplace situation and job role; and those following part-time courses for skill development or recreational purposes. |
| <b>Entry requirements</b>                 | There are no formal entry requirements for this qualification   |
| <b>Qualification structure</b>            | To achieve this qualification, candidates must complete a total of one mandatory unit and four optional units   |
| <b>Assessment and grading</b>             | All units will be centre assessed and externally moderated by OCR. Units will be graded Pass or Fail  |
| <b>Funding</b>                            | This qualification has been accredited on to the NQF and, as such, is eligible for public funding. When seeking public funding, centres will need to provide the Qualification Accreditation Number (QAN) shown above   |
| <b>National Occupational Standards</b>    | This qualification relates to the National Occupational Standards for Interactive Media   |
| <b>Key Skills</b>                         | Signposting to Key Skills is provided within the Centre Handbook  |
| <b>Last entry date*</b>                   | 31/05/2010  |
| <b>Last certification date*</b>           | 31/05/2011  |

\*OCR will inform centres of changes to these dates. Please refer to our website [www.ocr.org.uk](http://www.ocr.org.uk) for current dates. All centre records must be updated accordingly.

## 2.2 Target market

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The Certificate/Diploma for iMedia Users will be appropriate for those:

- in full-time education who wish to gain access to the iMedia industry
- in employment who wish to develop skills in one or more specialist areas in order to meet the requirements of their workplace situation and job role
- following part-time courses for skill development or recreational purposes.

## 2.3 Qualification aims

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This qualification is available as a Certificate and a Diploma.

OCR Level 1 Certificate for iMedia Users

OCR Level 1 Diploma for iMedia Users

The OCR Level 1 Certificate/Diploma for iMedia Users has been designed to be accessible to learners who are entirely new to using iMedia solutions and as such it is common for it to accredit the first learning journey a candidate may make in this area.

In order to achieve these qualifications, candidates must be able to meet all the requirements of the specification. No barriers are introduced through minimum entry requirements. However, it is expected that candidates will be working at around Level 1 of the National Qualifications Framework and the specification requirements reflect this.

Although there are no formal entry requirements for the OCR Level 1 Certificate/Diploma, it is anticipated that, before embarking on this programme, potential candidates will be able to:

- show evidence of creativity
- demonstrate basic IT literacy and show an interest in developing their skills further
- demonstrate skills and knowledge at or above Level 1 in the Key Skills areas of Communication and Working with Others.

This qualification allows for progression to further qualifications.

This qualification specifically aims to:

- 1 recognise candidates' understanding of the digital media environment
- 2 evaluate candidates' level of organisation and planning when dealing with customer requirements
- 3 provide accreditation for the essential knowledge, understanding and skills needed by a competent employee in a digital role within their chosen sector

## 2.4 Statement of level

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The OCR Level 1 Certificate/Diploma for iMedia Users will assess skills at Level 1 of the National Framework of Qualifications.

The qualifications relate to the Interactive Media National Occupation Standards developed by e-Skills. The structure of the qualification at Level 1 complements the Level 2 and 3 and allows for progression and also provides the underpinning knowledge appropriate to Level 1 NVQ.

## 2.5 Entry requirements

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This qualification is available to anyone who is capable of reaching the required standards. It has been developed free from any barriers that restrict access or progression thereby promoting equal opportunities.

All centre staff involved in the assessment or delivery of this qualification should understand the requirements of the qualification and match them to the needs and capabilities of individual learners before entering them as candidates for this qualification.

There are no formal requirements for the Level 1 Certificate/Diploma for iMedia Users. Candidates will be expected to have a standard of literacy and numeracy and a level of industry knowledge appropriate for a person working at Level 1.

## 2.6 Entry restrictions

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There are no restrictions for entry for this qualification.

## 2.7 Progression opportunities

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A candidate achieving a Level 1 Certificate/Diploma for iMedia Users has the following progression routes available:

OCR Level 2 Certificate/Diploma for iMedia

Those candidates who wish to extend their skills at Level 1 will be able to progress to different optional units.

## 2.8 Supporting candidates

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Centres should ensure that candidates are informed of the title and level of the qualification they have been entered for and that Oxford Cambridge and RSA Examinations (OCR) is the awarding body for their chosen qualification.

## 2.9 Wider issues

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This qualification provides potential for centres to develop candidates' understanding of spiritual, moral, ethical, social and cultural issues and heighten candidates' awareness of environmental issues, health and safety considerations and European developments.

### Spiritual, moral, ethical, social and cultural issues

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Teachers and tutors delivering a course in OCR Level 1 Certificate/Diploma for iMedia Users that supports these specifications would have opportunities to address ethical, social and moral values throughout all units such as:

- confidentiality of information (employer and clients)
- computer misuse
- responsibility of honesty and accuracy in recording, manipulating and presenting data
- the need to ensure data security.

The scenario-based subject matter of assessment materials may (in non-controversial ways) address spiritual, moral, ethical, social and cultural issues

### Environmental issues, health and safety considerations and European developments

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Teachers and tutors delivering a programme of learning leading towards the OCR Level 1 Certificate/Diploma for iMedia Users would have opportunities to address health and safety issues, environmental issues and European developments throughout all units, in the exploration of issues such as:

- correct procedures for working with IT equipment
- repetitive strain injury
- print consumables
- energy saving software.

## 2.10 Guided learning hours

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The time it will take a candidate to complete this qualification will depend on a number of things, for instance, mode of study (ie. whether full-time or part-time) and level of knowledge or experience on entry onto the programme of study. As a general guide the units in this qualification are likely to require the following numbers of guided learning hours (glh).

| Title   | QCA No            | GLH |
|---|-------------------|-----|
| Unit 1   Exploring the Digital World of Media | <b>F/500/4150</b> | 30  |
| Unit 2   Introduction to Web Page Production  | <b>F/500/4147</b> | 30  |
| Unit 3   Creating an Animated Object          | <b>J/500/4148</b> | 30  |
| Unit 4   Introduction to Digital Imaging      | <b>A/500/4146</b> | 30  |
| Unit 5   Digital Sound and Video              | <b>J/500/4151</b> | 30  |
| Unit 6   Interactive Media Presentations      | <b>L/500/4152</b> | 30  |
| Unit 7   Design and Test Computer Games       | <b>R/500/4153</b> | 30  |

## 2.11 Funding

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This qualification is accredited at Level 1 of the National Qualifications Framework and is eligible for funding under Section 96 and/or 97 arrangements. Should you require any more information on funding please contact The Learning and Skills Council.

## 2.12 Mode of delivery

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OCR does not specify the mode of study or specify a time limit for the achievement of this qualification other than the expiry dates for entry and certification laid down by the regulatory authorities detailed in the qualification profiles.

Centres are free to deliver this qualification using any mode of delivery that meets the needs of their candidates. Whatever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified below.

Centres should consider the candidates' complete learning experience when designing learning programmes. This is particularly important in relation to candidates studying part-time alongside real work commitments where candidates may bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors.

## 2.13 Resources

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OCR strongly advises that teaching and development of subject content and associated skills be referenced to real vocational situations, through the utilisation of appropriate work-based contact, vocationally experienced delivery personnel, and real life case studies.

Candidates should be encouraged to read around the subject and have an appropriate knowledge of the application of the appropriate legislation (eg Health and Safety).

Centres will need to provide appropriate assessment facilities for candidates that comply with the regulations laid down by OCR (*the Administrative Guide to Vocational Qualifications* – code A850).

Centres will need to meet the above requirements when they seek centre approval from OCR.

Centres should ensure that appropriate physical resources are available in line with guidance provided in this handbook.

## 2.14 Delivery in Wales and Northern Ireland

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The specification for this qualification has been approved by the Department for Education, Lifelong Learning and Skills (DELLS) for use by centres in Wales and by the Council for the Curriculum Examinations and Assessment (CCEA) for use by centres in Northern Ireland.

Candidates in Wales or Northern Ireland should not be disadvantaged by terms, legislation or aspects of government that are different from those in England. Where such situations might occur, including in the external assessment, the terms used have been selected as neutral so that candidates may apply whatever is appropriate to their own situation.

We will provide specifications, assessments and supporting documentation in English.

Further information concerning the provision of assessment materials in Welsh and Irish may be obtained from the OCR Customer Contact Centre: 024 76 851509.

## 2.15 Arrangements for candidates with access-related needs

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We aim to make sure that all candidates are given equal opportunity to demonstrate their skills.

OCR recognises that there are some candidates who can demonstrate attainment in the skills being assessed, but who may be disadvantaged by standard assessment arrangements. For these candidates standard assessment arrangements may be adjusted to enable them to compete on an equal basis with other candidates, provided that the adjustments do not compromise the integrity of the qualification.

Adjustments to standard assessment arrangements are made on the basis of the individual needs of candidates. This is to ensure that the adjustment will only compensate candidates for their particular difficulty without giving them an advantage over others.

It is important, therefore, that centres identify as early as possible whether candidates have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and select an appropriate qualification or adjustment that will allow them to demonstrate attainment.

The responsibility for providing adjustments to assessment is one which is shared between OCR and the centre. Centre staff should consult the OCR publication *Access to Assessment: NVQs, Vocationally-related Qualifications (VRQs) and other Vocational Qualifications - Regulations and Guidance Relating to Candidates with Particular Requirements* (code L016) for a description of their responsibilities and the procedures by which adjustments can be made.

For further guidance on specific assessment requirements of individual qualifications and appropriate adjustments to assessment, centres are advised to contact the relevant Qualifications Team at OCR's Coventry office.

## 2.16 Results enquiries and appeals

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Please refer to the *Administrative Guide to Vocational Qualifications* (code A850).

## 2.17 Centre malpractice guidance

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It is the responsibility of the Head of Centre\* to report (in writing) all cases of suspected malpractice involving centre staff or candidates, to the OCR Quality and Standards division.

When asked to do so by OCR, Heads of Centres are required to investigate instances of malpractice promptly, and report the outcomes to the OCR Quality and Standards division.

Further information is contained in the publication *Malpractice in Examinations and Assessment* (code R322) which is available from the OCR Customer Contact Centre: 024 76 851509.

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\* The Head of Centre is defined as the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, eg the Principal of a College, the Head Teacher of a school, the Managing Director of a private Training Provider or the Group Training Manager of a major company.

# 3 Assessment and moderation

## 3.1 Assessment

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Each unit within these specifications is designed around the principle that candidates will build a portfolio of evidence relating to progression towards meeting the unit assessment objectives.

The unit assessment objectives reflect the demands of the learning outcomes for each unit.

In order for candidates to be able to progress effectively towards meeting the requirements of each assessment objective, tutors must make sure that the supporting knowledge, understanding and skills requirements for each objective are fully addressed. The identified knowledge, understanding and skills are not exhaustive and may be expanded upon or tailored to particular contexts to which the unit is being taught and the assessment objective applied.

We recommend that teaching and development of subject content and associated skills be referenced to real vocational situations, through the utilisation of appropriate work-based contact, vocationally experienced delivery personnel, and real life case studies.

Assessment of this qualification will be conducted in accordance with the appropriate codes of practice approved and published by the regulatory authorities.

Key features of the assessment of this qualification are:

- All units are locally assessed by the centre and then externally moderated by OCR.
- Performance at unit level is graded as Pass or Fail based on the achievement of the required pass mark. Notional pass marks are based on the requirements laid down in legislation.

### Centre-assessed units

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All units are centre-assessed and externally moderated by OCR. Centres will need to devise activities/assignments that enable candidates to meet all of the assessment objectives in these units. To help centres with this, OCR has produced specific assessment requirements for each unit. These can be found within each unit.

When candidates complete an assignment/activity, the centre assessor (usually the teacher/tutor) assesses their work. Centres will need to identify staff who will act as assessors. Assessors will need to have experience in making judgments about candidates' progress.

Assessors must:

- judge candidate work against the standard identified in the Assessment Guidance
- identify valid and sufficient evidence
- identify gaps in evidence
- give feedback to candidates
- liaise with other assessors in the centre to ensure standards
- verify candidate achievement by completing and "signing" OCR documentation (ie Evidence Checklists which will be electronic format within the e-portfolio solution)
- maintain records of candidates' achievements.

## Internal standardisation

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Internal standardisation is an important part of the local assessment process. Centres will be required to demonstrate that a system is in place which ensures that all assessment is being carried out in a similar way and to an equivalent standard across all teachers/tutors acting as assessors. OCR will require evidence of this process. Centres are required to keep evidence of standardisation and records of any decisions/issues for a minimum of one year.

In order to maintain a consistent approach to internal standardisation, a centre co-ordinator should be nominated. The centre co-ordinator will be responsible for:

- maintaining a list of current assessors
- ensuring that all current assessors are working to the same standard
- arranging regular meetings
- ensuring cross-moderation of work between assessors
- maintaining records of the outcome of cross-moderation activities
- regularly sampling the assessment of all assessors and documenting the outcome
- advising assessors of any discrepancies in assessment and suggesting ways in which assessment may be brought into line with the work of other assessors
- completing the relevant centre standardisation document.

## External moderation

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External moderation ensures centres' internal assessments meet the national requirements of these qualifications.

OCR Examiner-moderators are appointed by OCR to moderate centre assessment decisions.

OCR requires that all Evidence Checklists submitted in support of achievement are completed by the tutor prior to submission for moderation.

Tutors must check that each aspect of the criteria has been successfully met by the candidate before work is sent for external moderation.

Centres must use the OCR e-portfolio solution to submit candidate work to the OCR-appointed Examiner-moderator.

External moderation of a centre's assessment decisions is achieved through systematic sampling. The assessment decisions of each assessor submitting work will be sampled. The outcomes of moderation will apply to all work submitted in each batch for moderation. No substitution of candidates' work will be allowed unless prior agreement of the OCR Examiner-moderator has been obtained.

The Examiner-moderator will complete a Centre Feedback Report Form (NQF6) for the batch. If the centre assessment is satisfactory, arrangements will be made for certification.

If the centre assessment is inaccurate, the necessary amendments to candidates' achievements will be recorded on the Centre Feedback Report Form (NQF6), and certification will reflect these amendments.

Examiner-moderators are not empowered to enter into direct contact with centres. In no circumstances must centres attempt to contact their Examiner-moderator in any way other than through posting candidate work to the address provided to them by OCR. Any queries concerning the units or assessment must be directed to OCR, Coventry.

# 4 Certification

Candidates who reach the required level to pass the examination for all units that make up a full award will receive:

- a certificate listing the units and
- a certificate giving the full qualification title

## OCR Level 1 Certificate for iMedia Users

## OCR Level 1 Diploma for iMedia Users

Candidates achieving one or more units but who do not meet the requirements for a full certificate will receive a certificate listing the units they have achieved.

### 4.1 Claiming certificates

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Certificates will be issued with results for successful candidates. In order to ensure that these are automatically issued centres must ensure that the OCR candidate number is **always** used where a candidate has already achieved one or more units. See the *Administrative Guide to Vocational Qualifications* (code A850) for full details.

### 4.2 Replacement certificates

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If a replacement certificate is required a request must be made to the OCR Operations Division on 024 76 470033, or in writing to the Coventry office, and an application form with further instructions will be sent. A charge will be made for a replacement certificate.

# 5 Qualification structure and units

## 5.1 Qualification structure

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Candidates do not have to achieve units in any particular order and tutors should tailor learning programmes to meet individual candidate needs. It is recommended that, wherever possible, centres adopt an holistic approach to the delivery of the qualifications and identify opportunities to link the units.

If a candidate is not able to complete a full award, their achievements will be recognised through the issue of a unit certificate listing the units achieved.

### **OCR Level 1 Certificate for iMedia Users**

**(Qualification Accreditation Number 500/1711/1)**

In order to achieve the OCR Level 1 Certificate for iMedia Users, candidates must achieve the mandatory unit plus two optional units.

### **OCR Level 1 Diploma for iMedia Users**

**(Qualification Accreditation Number 500/1708/1)**

In order to achieve the OCR Level 1 Diploma for iMedia Users, candidates must achieve the mandatory unit plus four optional units.

#### Units

This qualification contains one mandatory unit and two optional units. Units are listed below:

- |        |  |
|--------|--|
| Unit 1 | Exploring the Digital World of Media<br>(QCA Unit Number <b>F/500/4150</b> ) |
| Unit 2 | Introduction to Web Page Production<br>(QCA Unit Number <b>F/500/4147</b> )  |
| Unit 3 | Creating an Animated Object<br>(QCA Unit Number <b>J/500/4148</b> )          |
| Unit 4 | Introduction to Digital Imaging<br>(QCA Unit Number <b>A/500/4146</b> )      |
| Unit 5 | Digital Sound and Video<br>(QCA Unit Number <b>J/500/4151</b> )              |
| Unit 6 | Interactive Media Presentations<br>(QCA Unit Number <b>L/500/4152</b> )      |
| Unit 7 | Design and Test Computer Games<br>(QCA Unit Number <b>R/500/4153</b> )       |

## 5.2 Unit format

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### Learning outcomes

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This section describes the learning outcomes that a candidate will achieve when meeting the assessment objectives associated with the unit.

### Assessment objectives

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This section describes the objectives that candidates will be assessed against. It is a mandatory requirement of this/these qualification(s) that candidates provide evidence of their skills, knowledge and understanding in relation to each assessment objective.

### Knowledge, understanding and skills

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This section sets out the underpinning, knowledge, understanding and skills which candidates will need in order to be able to undertake the assessment for the unit and to meet the requirements of the assessment objectives. Tutors should cover all of the knowledge, understanding and skills requirements fully prior to entering candidates for assessment.

### Assessment

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This section specifies the requirements in relation to assessment of the unit. It details the way in which the assessment objectives will be assessed. All units will be externally assessed through OCR timetabled examinations which are marked by OCR examiners.

# Unit 1 Exploring The Digital World Of Media

## Unit description

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This mandatory unit will ensure that all candidates have a solid foundation of awareness of the digital world. The digital world covers hardware and peripheral devices used within Media to generate images, sound, video, etc. The unit then allows candidates to explore the facilities of the internet such as internet shopping and browsing, availability of information, messenger services, downloads, discussion forums and mobile technology. From this knowledge, candidates will be able to recognise and use both primary and secondary sources of information and plan any work within the on-line environment.

## Learning outcomes

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A candidate following a programme of learning leading to this unit will be able to:

- inform a target audience by means of a presentation of the developments within the digital and on-line world
- research information and understand both primary and secondary sources of information
- review planned targets against finished results
- plan and monitor own work

### **Recommended prior learning**

There are no requirements for prior learning.

### **Recommended guided learning hours**

The recommended guided learning hours for this unit is 30 hours.

### **Entry restrictions**

There are no prohibited combinations of entry.

| Assessment Objectives   | Knowledge, skills and understanding   |
|---|---|
| <b>1 Plan to inform target audience about the digital world</b> |   |
| a Identify Digital Technology Devices                           | <ul style="list-style-type: none"> <li>• Imaging devices (cameras, video, scanners, sound)</li> <li>• Printers (inkjet, LaserJet, photo printers) and connection methods (e.g. Pictbridge)</li> <li>• Storage devices (e.g. hard disks, CD, DVD, memory stick/flash drive, MP3 player)</li> <li>• Computers (e.g. PC, Mac) and media devices (PDA, 3G phones, games consoles, digital television)</li> <li>• Software applications (licensing, open source, online)</li> <li>• Maintain up to date awareness of current technology</li> </ul>   |
| b Find out what is new in the Digital World                     | <p>Internet browsing and searching</p> <ul style="list-style-type: none"> <li>• Construction (eg addressing, domains)</li> <li>• Search engines</li> <li>• Advanced searches</li> <li>• Benefits</li> <li>• Connections (eg dial-up, broadband, GPRS, WiFi, Bluetooth)</li> </ul> <p>Downloads</p> <ul style="list-style-type: none"> <li>• Benefits</li> <li>• Issues ie copyright permissions, file sizes and locations</li> </ul> <p>On-line shopping and payment security</p> <ul style="list-style-type: none"> <li>• Personal data</li> <li>• Payment security</li> <li>• Types of shopping (eg retail, bid-up, reverse auctions)</li> </ul> <p>Communications</p> <ul style="list-style-type: none"> <li>• Messenger services and Email <ul style="list-style-type: none"> <li>– Benefits</li> <li>– Drawbacks</li> <li>– Security</li> <li>– Sharing</li> </ul> </li> <li>• Discussion Forums/Chat rooms <ul style="list-style-type: none"> <li>– Purpose</li> <li>– Security</li> <li>– Advantages</li> <li>– Disadvantages</li> </ul> </li> <li>• Mobile technology <ul style="list-style-type: none"> <li>– Recent developments</li> <li>– Options</li> <li>– Benefits</li> <li>– Drawbacks</li> </ul> </li> </ul> |

| Assessment Objectives                                 | Knowledge, skills and understanding   |
|---|---|
| <b>2 Recognise and use sources of information</b>     |   |
| a Use both primary and secondary sources for research | Paper-based eg: <ul style="list-style-type: none"> <li>• Books</li> <li>• Magazines</li> <li>• Journals</li> </ul> Electronic eg: <ul style="list-style-type: none"> <li>• Web (eg blogs, sites, downloads, pdf, podcasts, wikis)</li> <li>• CDs</li> <li>• DVDs</li> </ul> Acknowledge sources |
| <b>3 Present your findings in a media format</b>      |   |
| a Evidence research in a media format                 | Presentation eg <ul style="list-style-type: none"> <li>• Audio/Video</li> <li>• Web pages</li> <li>• Multimedia</li> <li>• Publication/report</li> </ul> Save files using appropriate naming conventions and file formats   |
| <b>4 Review against the original brief</b>            |   |
| a Review the work carried out                         | <ul style="list-style-type: none"> <li>• Seek appropriate feedback</li> <li>• Identify strengths of own work</li> <li>• Identify weaknesses of own work</li> <li>• Suggest improvements to own work</li> </ul>  |

## Assessment

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### Forms of assessment

Assessment will take the form of practical activities which are locally assessed by the centre and externally moderated by OCR. Centres can use either an OCR-set assignment or one which has been locally devised.

In order to achieve a pass in this unit, candidates must demonstrate skills in each assessment objective.

### Assessment tasks

Candidates are required to complete tasks that address all of the assessment objectives and evidence must be available that shows where and how the assessment objectives have been achieved.

## Evidence

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Candidates will be required to complete OCR-provided forms identifying where and how the assessment objectives have been met. Additionally, candidates will be required to provide copies of the work they have produced as part of their tasks.

An evidence checklist is available in this document. Tutors and candidates must use these checklists to record achievement of assessment objectives. It is essential that the candidate references the submitted evidence to show how the evidence meets the assessment objectives.

# Unit 1 Exploring The Digital World Of Media

## Evidence Checklist

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| <b>Candidate name:</b>   |   | <b>Centre number:</b>    |                  |                         |
|--|---|--------------------------|------------------|-------------------------|
| The aim of this checklist is to assist assessors in identifying that all of the assessment objectives have been met. In order for the candidate to achieve this unit, the candidate's work must show evidence of achievement of all the criteria listed below. Candidates must reference their work to show where the assessment objectives have been covered. |   |                          |                  |                         |
| <b>Assessment objective</b>  |   | <b>Candidate checked</b> | <b>Reference</b> | <b>Assessor checked</b> |
| 1a   | Identify Digital Technology Devices                 |                          |                  |                         |
| 1b   | Find out what is new in the Digital World           |                          |                  |                         |
| 2a   | Use both primary and secondary sources for research |                          |                  |                         |
| 3a   | Evidence research in a media format                 |                          |                  |                         |
| 4a   | Review the work carried out                         |                          |                  |                         |

Date of completion: \_\_\_\_\_

Candidate's signature: \_\_\_\_\_ Assessor's signature: \_\_\_\_\_

# Unit 2 Introduction to Web Page Production

## Unit description

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This unit is designed to accredit an understanding of the capabilities of web page production and the skills involved in creating a website. Candidates will develop knowledge relating to the planning, creation and testing of a simple website. They will develop an understanding of the requirements of web page production and resources required. They will be able to use appropriate software to plan and create a master page, add content to web pages and test hyperlinks.

## Learning outcomes

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A candidate following a programme of learning leading to this unit will be able to:

- plan and prepare a website structure
- create and format a master page for a website
- use tools and features of a web authoring program to create web pages and add content
- test hyperlinks, review the website and identify areas for improvement.

### **Recommended prior learning**

There are no requirements for prior learning.

### **Recommended guided learning hours**

The recommended guided learning hours for this unit is 30 hours.

### **Entry restrictions**

There are no prohibited combinations of entry.

| <b>Assessment Objectives</b>   | <b>Knowledge, skills and understanding</b>  |
|--|---|
| <b>1 Plan and prepare a website structure</b>  |   |
| a create a site map  | <ul style="list-style-type: none"> <li>plan the website</li> <li>understand the purpose of a site map</li> <li>specify navigation that is clear to use</li> <li>draw a site map to show the structure of the website, the number of pages and how these are linked</li> </ul>   |
| b set up a suitable website folder structure   | <ul style="list-style-type: none"> <li>use file management skills to create a suitable folder structure for the website with appropriate folder names, including subfolder(s)</li> <li>understand why it is important to structure content in a logical and consistent manner that is appropriate for target users</li> </ul>   |
| c obtain appropriate text and image files for website  | <ul style="list-style-type: none"> <li>assemble, organise and check the required content and assets (text, images, buttons) for the website</li> <li>acknowledge sources of information and be aware of copyright issues</li> <li>identify common file formats for source text (eg .txt) and images and image buttons (eg .gif and .jpg)</li> </ul>                             |
| <b>2 Create and format a master page for a website</b>   |   |
| a create and save a master page  | <ul style="list-style-type: none"> <li>select and use an appropriate authoring tool to create a master page (eg template style sheet)</li> <li>use appropriate filename and file extension for the master page</li> </ul>   |
| b create a navigation bar with hyperlinks  | <ul style="list-style-type: none"> <li>insert text, images, image buttons to help users navigate the website</li> <li>create internal hyperlinks</li> <li>create external hyperlinks eg URL or e-mail</li> <li>save assets in appropriate folder(s)</li> </ul>  |
| c set text attributes  | <ul style="list-style-type: none"> <li>format text, colour, font type, emphasis and alignment on the master page</li> <li>understand the importance of readability for all users</li> </ul>   |
| <b>3 Use tools and features of a web authoring program to create web pages and add content</b> |   |
| a create and save web pages  | <ul style="list-style-type: none"> <li>follow a consistent style for a website</li> <li>use the master page to create a home page and the other web pages</li> <li>use appropriate filenames and file extensions</li> <li>include the basic components of a web page (html, head, body)</li> <li>save web pages in appropriate format (.htm/.html) in website folder</li> </ul> |
| b insert and align image(s) and text file(s)   | <ul style="list-style-type: none"> <li>insert and align image(s) and text on a web page</li> </ul>  |

| Assessment Objectives   | Knowledge, skills and understanding   |
|---|---|
| <b>4 Test hyperlinks, review the website and identify areas for improvement</b> |   |
| a view web pages in a web browser and test hyperlinks                           | <ul style="list-style-type: none"> <li>• test all hyperlinks and identify problems</li> <li>• test navigation system</li> </ul>   |
| b review the website  | <ul style="list-style-type: none"> <li>• consider suitability of website for target audience and ease of use and seek feedback</li> <li>• consider strengths and weaknesses in own working methods</li> <li>• suggest improvements to own work</li> </ul> |

## Assessment

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### Forms of assessment

Assessment will take the form of practical activities which are locally assessed by the centre and externally moderated by OCR. Centres can use either an OCR-set assignment or one which has been locally devised.

In order to achieve a pass in this unit, candidates must demonstrate skills in each assessment objective.

### Assessment tasks

Candidates are required to complete tasks that address all of the assessment objectives and evidence must be available that shows where and how the assessment objectives have been achieved.

## Evidence

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Candidates will be required to complete OCR-provided forms identifying where and how the assessment objectives have been met. Additionally, candidates will be required to provide copies of the work they have produced as part of their tasks.

An evidence checklist is available in this document. Tutors and candidates must use these checklists to record achievement of assessment objectives. It is essential that the candidate references the submitted evidence to show how the evidence meets the assessment objectives.

# Unit 2 Introduction to Web Page Production

## Evidence Checklist

| <b>Candidate name:</b>   |   | <b>Centre number:</b>    |                  |                         |
|--|---|--------------------------|------------------|-------------------------|
| The aim of this checklist is to assist assessors in identifying that all of the assessment objectives have been met. In order for the candidate to achieve this unit, the candidate's work must show evidence of achievement of all the criteria listed below. Candidates must reference their work to show where the assessment objectives have been covered. |   |                          |                  |                         |
| <b>Assessment objective</b>  |   | <b>Candidate checked</b> | <b>Reference</b> | <b>Assessor checked</b> |
| 1a   | Create a site map                                   |                          |                  |                         |
| 1b   | Set up a suitable website folder structure          |                          |                  |                         |
| 1c   | Obtain appropriate text and image files for website |                          |                  |                         |
| 2a   | Create and save a master page                       |                          |                  |                         |
| 2b   | Create a navigation bar with hyperlinks             |                          |                  |                         |
| 2c   | Set text attributes                                 |                          |                  |                         |
| 3a   | Create and save web pages                           |                          |                  |                         |
| 3b   | Insert and align image(s) and text file(s)          |                          |                  |                         |
| 4a   | View web pages in a web browser and test hyperlinks |                          |                  |                         |
| 4b   | Review the website                                  |                          |                  |                         |

Date of completion: \_\_\_\_\_

Candidate's signature: \_\_\_\_\_ Assessor's signature: \_\_\_\_\_

# Unit 3 Creating An Animated Object

## Unit description

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This unit is designed to accredit understanding of animating objects and skills in the creation of digital animation. Candidates will firstly develop an understanding of planning what is required to produce an animated object, then understand how to create an animated object and where, when and why it is used in the development of web pages or multimedia applications. They will be able to use a digital animation program to create a simple object that will be animated for use in digital pages. They will be able to save the animation files in the correct format.

## Learning outcomes

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A candidate following a programme of learning leading to this unit will be able to:

- understand basic animated objects and identify where, when and why they are used
- understand what an animated object is and identify where, when and why it is used
- understand and use the tools and features of a digital animation program which will allow the creation of an object to be suitably animated for use in multimedia productions
- create an animated object.

### **Recommended prior learning**

There are no requirements for prior learning.

### **Recommended guided learning hours**

The recommended guided learning hours for this unit is 30 hours.

### **Entry restrictions**

There are no prohibited combinations of entry.

| <b>Assessment Objectives</b>                         | <b>Knowledge, skills and understanding</b>   |
|--|--|
| <b>1 Plan the production of an animated object</b>   |  |
| a plan the animated object to a specific brief       | <ul style="list-style-type: none"> <li>• Identify client requirements (eg purpose and target audience)</li> <li>• Events/interactions that will trigger the animation (eg mouse over, button click)</li> <li>• Types of assets need to obtain</li> <li>• Log any materials needing copyright permission</li> <li>• How assets will be used in the finished product</li> <li>• Planning methods (eg flowchart, storyboard)</li> </ul> |
| <b>2 Create/obtain component assets</b>              |  |
| a source assets                                      | <ul style="list-style-type: none"> <li>• scan assets</li> <li>• digitise assets</li> <li>• all required component assets are created (eg for different button states)</li> <li>• save in standard format (eg gif, png, jpg)</li> </ul>   |
| b create assets                                      | <ul style="list-style-type: none"> <li>• use industry standard software tools: <ul style="list-style-type: none"> <li>- geometric tools</li> <li>- drawing tools</li> <li>- fill and stroke tools</li> </ul> </li> <li>• fill colours/colour theory</li> <li>• text/principles of typography</li> <li>• save in a suitable format (eg png, gif, bmp)</li> </ul>  |
| <b>3 Edit objects to create an animated sequence</b> |  |
| a use manipulation/editing tools                     | <ul style="list-style-type: none"> <li>• use industry standard software <ul style="list-style-type: none"> <li>- select objects</li> <li>- cut, copy, paste</li> <li>- crop, resize, change resolution</li> </ul> </li> <li>• save in a suitable format (eg png, gif, bmp)</li> </ul>  |
| b use animation features                             | <ul style="list-style-type: none"> <li>• industry standard software tools</li> <li>• frame by frame animation</li> <li>• tweened animation</li> <li>• save in appropriate format eg gif (animated)</li> <li>• Optimise and export in an industry standard format</li> </ul>  |
| <b>4 Review the animated sequence</b>                |  |
| a review the animation against the original brief    | <ul style="list-style-type: none"> <li>• Seek appropriate feedback</li> <li>• Identify strengths of own work</li> <li>• Identify weaknesses of own work</li> <li>• Suggest improvements to own work</li> </ul>   |

## Assessment

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### Forms of assessment

Assessment will take the form of practical activities which are locally assessed by the centre and externally moderated by OCR. Centres can use either an OCR-set assignment or one which has been locally devised.

In order to achieve a pass in this unit, candidates must demonstrate skills in each assessment objective.

### Assessment tasks

Candidates are required to complete tasks that address all of the assessment objectives and evidence must be available that shows where and how the assessment objectives have been achieved.

## Evidence

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Candidates will be required to complete OCR-provided forms identifying where and how the assessment objectives have been met. Additionally, candidates will be required to provide copies of the work they have produced as part of their tasks.

An evidence checklist is available in this document. Tutors and candidates must use these checklists to record achievement of assessment objectives. It is essential that the candidate references the submitted evidence to show how the evidence meets the assessment objectives.

# Unit 3 Creating An Animated Object

## Evidence Checklist

| <b>Candidate name:</b>  |   | <b>Centre number:</b>    |                  |                         |
|---|---|--------------------------|------------------|-------------------------|
| <p>The aim of this checklist is to assist assessors in identifying that all of the assessment objectives have been met. In order for the candidate to achieve this unit, the candidate's work must show evidence of achievement of all the criteria listed below. Candidates must reference their work to show where the assessment objectives have been covered.</p> |   |                          |                  |                         |
| <b>Assessment objective</b>   |   | <b>Candidate checked</b> | <b>Reference</b> | <b>Assessor checked</b> |
| 1a  | Planned the animated object to a specific brief   |                          |                  |                         |
| 2a  | Sourced assets                                    |                          |                  |                         |
| 2b  | Created assets                                    |                          |                  |                         |
| 3a  | Used manipulation/editing tools                   |                          |                  |                         |
| 3b  | Used animation features                           |                          |                  |                         |
| 4a  | Reviewed the animation against the original brief |                          |                  |                         |

Date of completion: \_\_\_\_\_

Candidate's signature: \_\_\_\_\_ Assessor's signature: \_\_\_\_\_

# Unit 4 Introduction To Digital Imaging

## Unit description

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This unit is designed to accredit an understanding of capturing and upload of appropriate digital images to a computer using some form of digital camera. Candidates plan shots, recognising rules of photography and effectively identifying using features of their chosen digital camera and manage appropriate basic edits on captured and acquired images.

## Learning outcomes

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A candidate following a programme of learning leading to this unit will be able to:

- Prepare and use a digital camera to obtain images
- Capture digital images fully utilising the appropriate features of their digital camera
- Upload and manage images effectively, using edits where appropriate

### **Recommended prior learning**

There are no requirements for prior learning.

### **Recommended guided learning hours**

The recommended guided learning hours for this unit is 30 hours.

### **Entry restrictions**

There are no prohibited combinations of entry.

| <b>Assessment Objectives</b>                    | <b>Knowledge, skills and understanding</b>  |
|---|---|
| <b>1 Plan</b>                                   |   |
| a Plan the image editing to a specific brief    | <ul style="list-style-type: none"> <li>• Ways of identifying image requirements (eg respond to a brief/specification detailing print size, resolution and file format)</li> <li>• Camera specification</li> <li>• Transfer procedure</li> <li>• Appropriate camera</li> <li>• Planning methods to produce work</li> </ul>   |
| <b>2 Obtain digital images</b>                  |   |
| a Obtain photographs                            | <ul style="list-style-type: none"> <li>• Insert batteries and memory cards into a digital camera ready for use</li> <li>• Take a range of photographs with this digital camera (use zoom controls if available)</li> <li>• Describe the procedure you followed to review the photographs on the display screen (playback mode)</li> </ul>   |
| b Transfer to a computer                        | <ul style="list-style-type: none"> <li>• Identify different connection methods between camera/memory card and computer and choose appropriate method to upload</li> <li>• Transfer photographs (using computer operating system or supplied software)</li> <li>• Verify photographs are stored on the computer, delete from memory card</li> </ul>  |
| <b>3 Use digital imaging software</b>           |   |
| a Manage files                                  | <ul style="list-style-type: none"> <li>• Create folder(s) for photographs</li> <li>• Save your work using appropriate file names and/or naming conventions</li> <li>• Move photographs into appropriate folder(s)</li> <li>• Open imaging software</li> </ul>   |
| b Use digital imaging workflow                  | <ul style="list-style-type: none"> <li>• Locate and open photographic files in imaging software</li> <li>• Edit photographs using a recognised work flow: <ul style="list-style-type: none"> <li>- Crop and rotate the image</li> <li>- Adjust brightness and contrast</li> <li>- Adjust colour</li> <li>- Retouch photographs using clone tool (or equivalent)</li> <li>- Make modifications to selected parts of a photograph (eg red-eye, skies, shadow areas)</li> </ul> </li> <li>• Add effects and/or filters (eg artistic textures, frames, sepia toning)</li> </ul> |
| c Save and print the image                      | <ul style="list-style-type: none"> <li>• How to save the file in different industry standard formats (eg jpg, tif, png)</li> <li>• Use print preview to control print size and position</li> <li>• Set print quality using printer properties</li> <li>• Types of media suitable for printing photographs</li> </ul>  |
| <b>4 Edit an image to a given specification</b> |   |
| a Review the image against the original brief   | <ul style="list-style-type: none"> <li>• Compare with image requirements specified in a brief</li> <li>• Verify image print quality</li> <li>• Seek appropriate feedback</li> <li>• Identify strengths of own work</li> <li>• Identify weaknesses of own work</li> <li>• Suggest improvements to own work</li> </ul>  |

## Assessment

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### **Forms of assessment**

Assessment will take the form of practical activities which are locally assessed by the centre and externally moderated by OCR. Centres can use either an OCR-set assignment or one which has been locally devised.

In order to achieve a pass in this unit, candidates must demonstrate skills in each assessment objective.

### **Assessment tasks**

Candidates are required to complete tasks that address all of the assessment objectives and evidence must be available that shows where and how the assessment objectives have been achieved.

## Evidence

---

Candidates will be required to complete OCR-provided forms identifying where and how the assessment objectives have been met. Additionally, candidates will be required to provide copies of the work they have produced as part of their tasks.

An evidence checklist is available in this document. Tutors and candidates must use these checklists to record achievement of assessment objectives. It is essential that the candidate references the submitted evidence to show how the evidence meets the assessment objectives.

# Unit 4 Introduction To Digital Imaging

## Evidence Checklist

| <b>Candidate name:</b>   |   | <b>Centre number:</b>    |                  |                         |
|--|---|--------------------------|------------------|-------------------------|
| The aim of this checklist is to assist assessors in identifying that all of the assessment objectives have been met. In order for the candidate to achieve this unit, the candidate's work must show evidence of achievement of all the criteria listed below. Candidates must reference their work to show where the assessment objectives have been covered. |   |                          |                  |                         |
| <b>Assessment objective</b>  |   | <b>Candidate checked</b> | <b>Reference</b> | <b>Assessor checked</b> |
| 1a   | Plan the image editing to a specific brief  |                          |                  |                         |
| 2a   | Obtain photographs                          |                          |                  |                         |
| 2b   | Transfer images to a computer               |                          |                  |                         |
| 3a   | Manage files                                |                          |                  |                         |
| 3b   | Use digital imaging workflow                |                          |                  |                         |
| 3c   | Save and print the image                    |                          |                  |                         |
| 4a   | Review the image against the original brief |                          |                  |                         |

Date of completion: \_\_\_\_\_

Candidate's signature: \_\_\_\_\_ Assessor's signature: \_\_\_\_\_

# Unit 5: Digital Sound And Video

## Unit description

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This unit is designed to accredit an understanding of the use of sound and video in iMedia products. Candidates will plan a digital video sequence and generate material with sound. The sample material will then be edited using basic editing techniques to produce a rough draft suitable for review against a brief.

## Learning outcomes

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A candidate following a programme of learning leading to this unit will be able to:

- recognise the importance of planning when creating a short digital video sequence using digital sound
- demonstrate a range of basic skills in capturing and editing sound and video images for iMedia products
- show understanding of how an iMedia product and their skills could be improved.

### **Recommended prior learning**

There are no requirements for prior learning.

### **Recommended guided learning hours**

The recommended guided learning hours for this unit is 30 hours.

### **Entry restrictions**

There are no prohibited combinations of entry.

| Assessment objectives  | Knowledge, understanding and skills   |
|--|---|
| 1 Plan a digital video sequence with sound for a Media product | <p>Plan a response to a client or brief for an iMedia product including sound and video e.g. internet news, television adverts, digital presentation, film trailer, webpage, title sequence for a television programme</p> <ul style="list-style-type: none"> <li>• Understand different types of sound e.g. live or archive, speech, sound effects, voiceovers, music, wild track</li> <li>• Video e.g. new or archive footage, fiction (e.g. dramatic scene) or non-fiction (e.g. interview, sporting event), using real people, moving objects or animated models</li> </ul> <p>Produce a plan to include:</p> <ul style="list-style-type: none"> <li>• Length of sequence</li> <li>• Target audience</li> <li>• Purpose e.g. entertainment, information, persuasion</li> <li>• Resources e.g. time, equipment and software needed</li> <li>• Constraints e.g. use of copyright or amount of archive material</li> <li>• Scripts, slogan or logos if applicable</li> <li>• Quality e.g. bandwidth</li> <li>• Identification of material needing copyright clearance</li> <li>• Storyboard</li> <li>• Other resources e.g. locations, actors</li> <li>• Plan a schedule for generating and editing material to a brief</li> </ul> |
| 2 Generate material for a digital video sequence with sound    | <p>Capture sound digitally, using appropriate equipment eg microphone, microphone stand, digital video cameras, MP3 players, transfers from sound libraries</p> <p>Save sound separately, where appropriate, to computer and name sound files: mono and stereo channels, balance between quality/bit rate</p> <p>Capture moving images digitally, using appropriate equipment eg video camera, tripod, webcam, mobile phone, transfers from moving image archives</p> <p>Use a video capture device to take basic shots eg establishing shots, close-ups, two shots, insert shots</p> <p>Monitor footage to check quality of eg sound, lighting, steadiness of camera shots</p> <p>Save and name separately, where appropriate, recorded image files to computer: eg select programme, compress files (unless already in a precompressed format)</p> <p>Transfer and save archive material</p>  |

| Assessment objectives                                   | Knowledge, understanding and skills   |
|---|---|
| 3 Edit material for a digital video sequence with sound | Log unedited footage<br><br>Import sound and video materials into project: <ul style="list-style-type: none"> <li>• Manage multiple files</li> <li>• Assemble tracks on a timeline</li> </ul> Use tools appropriately to select and edit sound or images to be used e.g. markers, tracks, trimming and cutting clips <ul style="list-style-type: none"> <li>• Cuts</li> <li>• Wipes</li> <li>• Fades</li> <li>• Dubs</li> <li>• Adding captions</li> </ul> Format edited material for export<br>Save in an appropriate format |
| 4 Review the digital video sequence with sound          | Identify skills in making the sequence <ul style="list-style-type: none"> <li>• Recording techniques</li> <li>• Editing techniques</li> <li>• Seek appropriate feedback</li> <li>• Identify strengths of own work</li> <li>• Identify weaknesses of own work</li> <li>• Suggest improvements to own work</li> </ul>   |

## Assessment

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### Forms of assessment

Assessment will take the form of practical activities which are locally assessed by the centre and externally moderated by OCR. Centres can use either an OCR-set assignment or one which has been locally devised.

In order to achieve a pass in this unit, candidates must demonstrate skills in each assessment objective.

### Assessment tasks

Candidates are required to complete tasks that address all of the assessment objectives and evidence must be available that shows where and how the assessment objectives have been achieved.

## Evidence

---

Candidates will be required to complete OCR-provided forms identifying where and how the assessment objectives have been met. Additionally, candidates will be required to provide copies of the work they have produced as part of their tasks.

An evidence checklist is available in this document. Tutors and candidates must use these checklists to record achievement of assessment objectives. It is essential that the candidate references the submitted evidence to show how the evidence meets the assessment objectives.

# Unit 5 Digital Sound And Video

## Evidence Checklist

| <b>Candidate name:</b>   |  | <b>Centre number:</b>    |                  |                         |
|--|--|--------------------------|------------------|-------------------------|
| The aim of this checklist is to assist assessors in identifying that all of the assessment objectives have been met. In order for the candidate to achieve this unit, the candidate's work must show evidence of achievement of all the criteria listed below. Candidates must reference their work to show where the assessment objectives have been covered. |  |                          |                  |                         |
| <b>Assessment objective</b>  |  | <b>Candidate checked</b> | <b>Reference</b> | <b>Assessor checked</b> |
| 1  | Plan a digital video sequence with sound for a Media product |                          |                  |                         |
| 2  | Generate material for a digital video sequence with sound    |                          |                  |                         |
| 3  | Edit material for a digital video sequence with sound        |                          |                  |                         |
| 4  | Review the digital video sequence with sound                 |                          |                  |                         |

Date of completion: \_\_\_\_\_

Candidate's signature: \_\_\_\_\_ Assessor's signature: \_\_\_\_\_

# Unit 6 Interactive Media Presentations

## Unit description

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The aim of this unit is to introduce learners to multimedia technologies, applications and design processes. It will equip learners with the knowledge and skills to creatively design, prepare a presentation and integrate multimedia elements and review the multimedia product.

## Learning outcomes

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A candidate following a programme of learning leading to this unit will:

- be aware of the use of multimedia in a variety of professional applications
- be aware of the technology and techniques employed to generate such multimedia material
- be able to produce, author and evaluate multimedia content from a variety of sources including image, sound, video and text.

### **Recommended prior learning**

There are no requirements for prior learning.

### **Recommended guided learning hours**

The recommended guided learning hours for this unit is 30 hours.

### **Entry restrictions**

There are no prohibited combinations of entry.

| <b>Assessment Objectives</b>  | <b>Knowledge, skills and understanding</b>   |
|---|--|
| <b>1 Plan an interactive multimedia product</b>                     |  |
| a consider appropriate software for multimedia production           | <ul style="list-style-type: none"> <li>• Knowledge of available recognised industry standard software</li> </ul>   |
| b identify appropriate peripheral devices for multimedia production | <ul style="list-style-type: none"> <li>• Peripheral devices (eg Headphones, speakers, microphone, mouse, video camera, digital camera, scanner)</li> </ul>   |
| c create an outline plan for a multimedia production                | <ul style="list-style-type: none"> <li>• Ways of identifying customer requirements (eg Discussion, written brief/specification)</li> <li>• Planning methods (eg flowchart, storyboard)</li> </ul>  |
| <b>2 Prepare multimedia content</b>                                 |  |
| a Prepare assets  | <ul style="list-style-type: none"> <li>• Main multimedia assets (eg Text, graphics, sound, video, interactivities, navigation)</li> <li>• Sources and applications of multimedia including: <ul style="list-style-type: none"> <li>- On-line web based (eg News, education, games)</li> <li>- DVD (eg Interactive features, menus, navigation)</li> <li>- CD (eg Encyclopaedia, training materials, CD covers)</li> <li>- Games (eg Adventure, simulation, action)</li> <li>- Digital TV (eg Interactivities, games, navigation, menus)</li> </ul> </li> <li>• Mobile technology (eg Phones, PDA's, games consoles)</li> <li>• Basic multimedia principles (eg Screen design, user interaction, narrative, GUI controls, use of colour/sound/video)</li> <li>• How to create multimedia images using appropriate hardware and software: <ul style="list-style-type: none"> <li>- Digital images (eg Cropping, scanning)</li> <li>- Digital sound (eg Narration, background sounds)</li> <li>- Digital video (eg Webcam, digital video recorder)</li> </ul> </li> <li>• Awareness of good practice in file naming and directory structures</li> <li>• An awareness of copyright laws</li> </ul> |
| <b>3 Create and edit multimedia presentation</b>                    |  |
| a create presentation   | <ul style="list-style-type: none"> <li>• using recognised industry standard software</li> <li>• Prepare use of assets</li> <li>• Create framework to add assets to</li> </ul>  |
| b use and edit assets   | <ul style="list-style-type: none"> <li>• Formatting and editing components: <ul style="list-style-type: none"> <li>- Text (eg Font size)</li> <li>- Graphics (eg crop)</li> <li>- Sounds (eg effects)</li> <li>- Video (eg cut)</li> <li>- Animation (eg use of buttons, actions)</li> <li>- Interactivity (eg links, navigation)</li> </ul> </li> </ul>   |
| c Save the multimedia presentation                                  | <ul style="list-style-type: none"> <li>• Awareness of save formats</li> <li>• Save in a suitable format and location</li> <li>• Size vs quality</li> </ul>   |
| <b>4 Review the multimedia product</b>                              |  |
| a review the multimedia product against the original brief          | <ul style="list-style-type: none"> <li>• Seek appropriate feedback</li> <li>• Identify strengths</li> <li>• Identify weaknesses</li> <li>• Suggest improvements</li> </ul>   |

## Assessment

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### **Forms of assessment**

Assessment will take the form of practical activities which are locally assessed by the centre and externally moderated by OCR. Centres can use either an OCR-set assignment or one which has been locally devised.

In order to achieve a pass in this unit, candidates must demonstrate skills in each assessment objective.

### **Assessment tasks**

Candidates are required to complete tasks that address all of the assessment objectives and evidence must be available that shows where and how the assessment objectives have been achieved.

## Evidence

---

Candidates will be required to complete OCR-provided forms identifying where and how the assessment objectives have been met. Additionally, candidates will be required to provide copies of the work they have produced as part of their tasks.

An evidence checklist is available in this document. Tutors and candidates must use these checklists to record achievement of assessment objectives. It is essential that the candidate references the submitted evidence to show how the evidence meets the assessment objectives.

# Unit 6 Interactive Media Presentations

## Evidence Checklist

| <b>Candidate name:</b>  |   | <b>Centre number:</b> |           |                  |
|---|---|-----------------------|-----------|------------------|
| <p>The aim of this checklist is to assist assessors in identifying that all of the assessment objectives have been met. In order for the candidate to achieve this unit, the candidate's work must show evidence of achievement of all the criteria listed below. Candidates must reference their work to show where the assessment objectives have been covered.</p> |   |                       |           |                  |
| Assessment objective  |   | Candidate checked     | Reference | Assessor checked |
| 1a  | Consider appropriate software for multimedia production           |                       |           |                  |
| 1b  | Identify appropriate peripheral devices for multimedia production |                       |           |                  |
| 1c  | Create an outline plan for a multimedia production                |                       |           |                  |
| 2a  | Prepare assets  |                       |           |                  |
| 3a  | Create presentation   |                       |           |                  |
| 3b  | Use and edit assets   |                       |           |                  |
| 3c  | Save the multimedia presentation                                  |                       |           |                  |
| 4a  | Review the multimedia product against the original brief          |                       |           |                  |

Date of completion: \_\_\_\_\_

Candidate's signature: \_\_\_\_\_ Assessor's signature: \_\_\_\_\_

# Unit 7 Design And Test Computer Games

## Unit description

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This unit is designed to accredit an understanding of the concepts of computer based games. Candidates will learn the importance of a well structured game, identifying components that represent an effective game. They will review existing commercially produced games against the criteria and create basic concepts for a new game.

## Learning outcomes

---

A candidate following a programme of learning leading to this unit will be able to:

- Identify components of a digital game
- Understand the effectiveness and addiction levels of games
- Use games software to develop an element of a computer game

### **Recommended prior learning**

There are no requirements for prior learning.

### **Recommended guided learning hours**

The recommended guided learning hours for this unit is 30 hours.

### **Entry restrictions**

There are no prohibited combinations of entry.

| Assessment Objectives                                   | Knowledge, skills and understanding   |
|---|---|
| <b>1 Test a range of games</b>                          |   |
| a explore types of games                                | <ul style="list-style-type: none"> <li>Recognise and identify components of games and list</li> <li>Review types of 2D games (eg maze, action, adventure, racing)</li> <li>Review types of games platforms (eg computer, game console, arcade, portable devices such as mobile phones)</li> </ul>   |
| b play the games and evaluate their effectiveness       | <ul style="list-style-type: none"> <li>How to identify strengths and weaknesses of existing games</li> <li>Review an existing game and evaluate gameplay (eg theme, interactions, characters, objectives, genre, sounds, scoring, accessibility, target audience)</li> </ul>  |
| <b>2 Create a new game</b>                              |   |
| a game development software                             | <ul style="list-style-type: none"> <li>Identify game engines/development software</li> <li>Features and capabilities of game engine software (eg 2D, 3D)</li> </ul>   |
| b create a simple 2D game                               | <ul style="list-style-type: none"> <li>Open game engine software</li> <li>Use assets provided to create and populate a game room <ul style="list-style-type: none"> <li>Add objects and specify their properties</li> <li>Specify events for the player object</li> <li>Define the objective for the game, including a starting point and an end point</li> </ul> </li> </ul> |
| c save and test the game created                        | <ul style="list-style-type: none"> <li>Play the game created</li> <li>Test the game functions</li> <li>Save the game in a standard format</li> </ul>  |
| <b>3 Create a game concept to a given specification</b> |   |
| a plan the game to a specific brief                     | <ul style="list-style-type: none"> <li>Ways of identifying client requirements</li> </ul>   |
| b review the game against the original brief            | <ul style="list-style-type: none"> <li>Compare with game requirements specified in a brief</li> <li>Verify game features against the original brief</li> <li>Seek appropriate feedback</li> <li>Identify strengths of own work</li> <li>Identify weaknesses of own work</li> <li>Suggest improvements to own work</li> </ul>  |

## Assessment

### Forms of assessment

Assessment will take the form of practical activities which are locally assessed by the centre and externally moderated by OCR. Centres can use either an OCR-set assignment or one which has been locally devised.

In order to achieve a pass in this unit, candidates must demonstrate skills in each assessment objective.

### Assessment tasks

Candidates are required to complete tasks that address all of the assessment objectives and evidence must be available that shows where and how the assessment objectives have been achieved.

## Evidence

---

Candidates will be required to complete OCR-provided forms identifying where and how the assessment objectives have been met. Additionally, candidates will be required to provide copies of the work they have produced as part of their tasks.

An evidence checklist is available in this document. Tutors and candidates must use these checklists to record achievement of assessment objectives. It is essential that the candidate references the submitted evidence to show how the evidence meets the assessment objectives.

# Unit 7 Design And Test Computer Games

## Evidence Checklist

| <b>Candidate name:</b>  |  | <b>Centre number:</b>    |                  |                         |
|---|--|--------------------------|------------------|-------------------------|
| <p>The aim of this checklist is to assist assessors in identifying that all of the assessment objectives have been met. In order for the candidate to achieve this unit, the candidate's work must show evidence of achievement of all the criteria listed below. Candidates must reference their work to show where the assessment objectives have been covered.</p> |  |                          |                  |                         |
| <b>Assessment objective</b>   |  | <b>Candidate checked</b> | <b>Reference</b> | <b>Assessor checked</b> |
| 1a  | Explored types of games                        |                          |                  |                         |
| 1b  | Played games and evaluated their effectiveness |                          |                  |                         |
| 2a  | Identified game development software           |                          |                  |                         |
| 2b  | Created a simple 2D game                       |                          |                  |                         |
| 2c  | Saved and tested the game created              |                          |                  |                         |
| 3a  | Planned the game to a specific brief           |                          |                  |                         |
| 3b  | Reviewed the game against the original brief   |                          |                  |                         |

Date of completion: \_\_\_\_\_

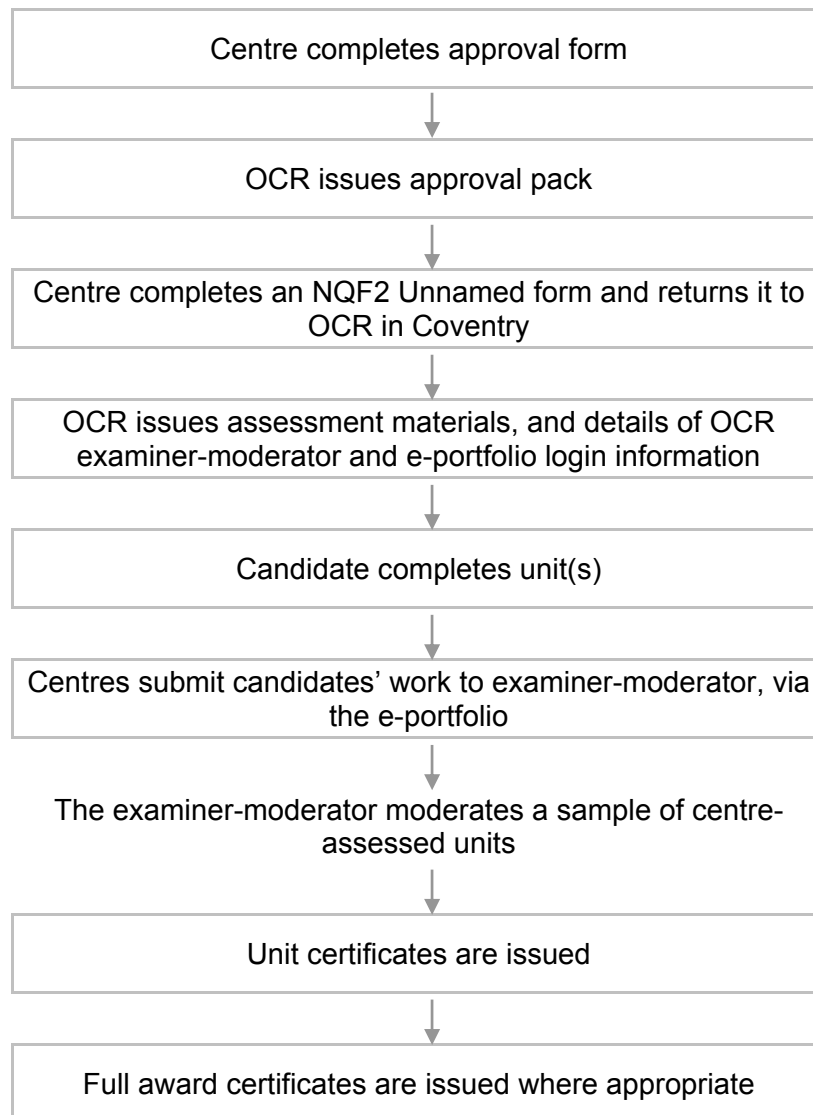
Candidate's signature: \_\_\_\_\_ Assessor's signature: \_\_\_\_\_

# 6 Administration arrangements

This section provides a brief overview of the administration arrangements operating for this qualification. Please refer to the *Administrative Guide to Vocational Qualifications* (code A850) for further information.

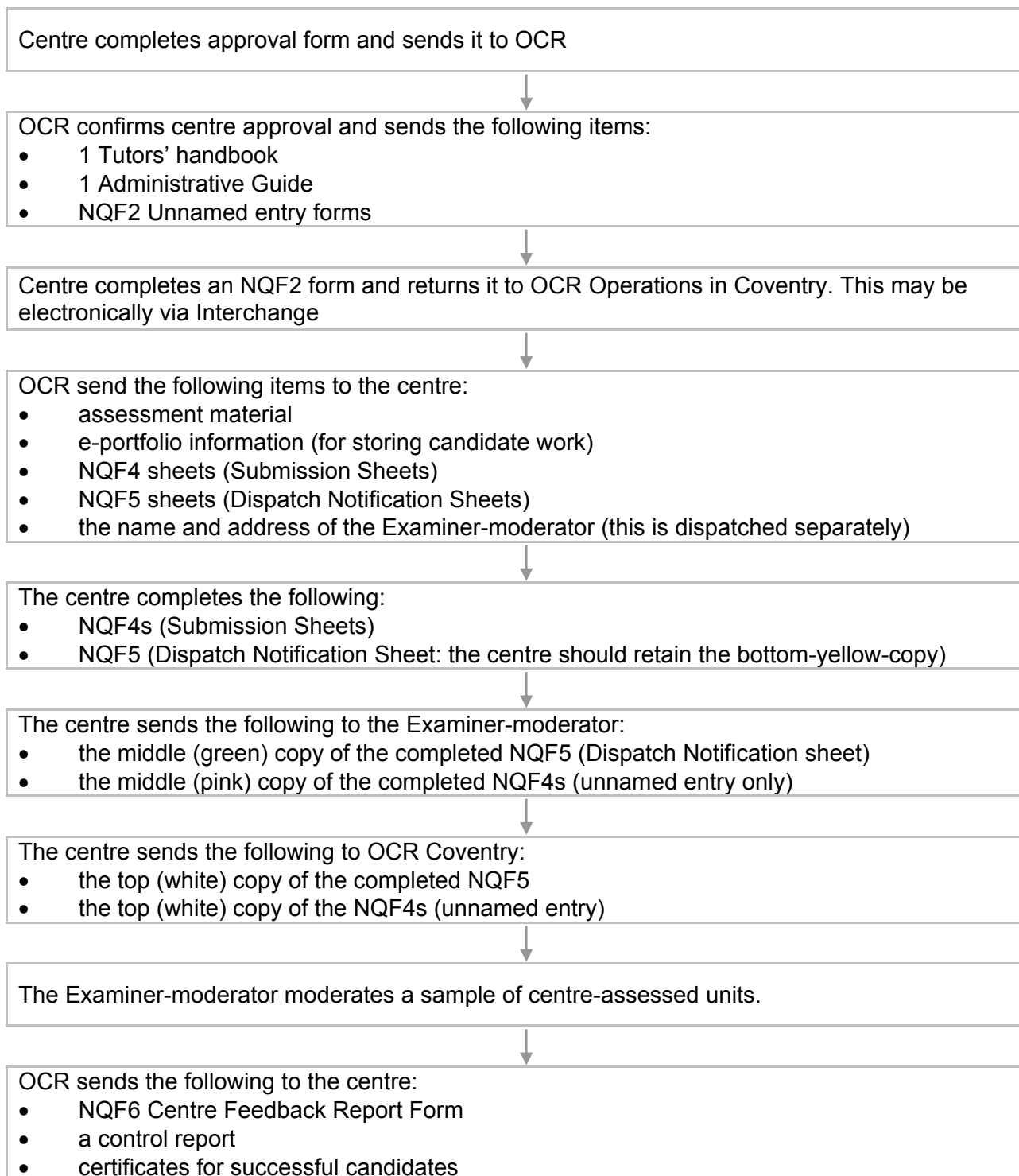
## 6.1 Overview of full process

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## Administration Flowchart for on demand

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## 6.2 How to gain centre approval

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Complete the Centre Approval Form for this qualification and return it to OCR Operations. A blank copy of this form is provided at the end of this handbook for you to photocopy and use. Alternatively copies are available on the OCR website or by calling the OCR Customer Contact Centre on 024 76 851509.

Further guidance on completion of the Centre Approval Form is provided in the *Administrative Guide to Vocational Qualifications* (code A850).

## 6.3 How to enter candidates

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Enter candidates by completing the NQF2 Unnamed Entry form issued to you after you have been approved as a centre to offer this qualification.

## 6.4 How to make an enquiry about results or appeal against a result

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Full details of the results enquiries and appeals procedures are contained in the *Administrative Guide to Vocational Qualifications* (code A850).

## 6.5 Administrative documentation

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Copies of example documentation may be found in the *Administrative Guide to Vocational Qualifications* (code A850). Copies of supporting documentation for tutors may also be found in the section **Supporting documentation** on this CD-Rom.

# 7 Supporting Documentation

## 7.1 OCR sample assessment material

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OCR sample assessment material is available for all units. Centres may choose to:

- use these assignments for formative assessment of candidates
- tailor these assignments for formative or centre assessed summative of candidates
- use these assignments as a benchmark for devising their own assessments to aid candidate preparation.

OCR sample assessment material is available to download from our website [www.ocr.org.uk](http://www.ocr.org.uk).

# 8 Guidance For Candidates

## 8.1 What is the OCR Level 1 Certificate/Diploma for iMedia Users?

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This qualification aims to:

- develop candidates' knowledge of a range of different digital fields using a variety of software applications
- develop candidates' ability to identify and use different applications effectively to complete tasks
- develop candidates' ability to manage information and data in a variety of applications
- develop candidates' ability to plan and prioritise tasks effectively
- develop candidates' skills and knowledge in contexts that are directly relevant to employment situations
- encourage progression by assisting in the development of skills and knowledge for learners that will provide a foundation for candidates to undertake further study.

## 8.2 What do I have to do to achieve these qualifications?

---

To achieve these qualifications you must achieve the required combination of units from those listed below.

### **OCR Level 1 Certificate for iMedia Users**

To achieve the certificate you must achieve the mandatory unit and two optional units.

### **OCR Level 1 Diploma for iMedia Users**

To achieve the Diploma you must achieve the mandatory unit and four optional units.

This qualification is made up of 7 units:

Mandatory

Unit 1      Digital World

Optional

Unit 2      Web Page Production

Unit 3      Animated Objects

Unit 4      Digital Imaging

Unit 5      Digital Sound and Video

Unit 6      Interactive Presentations

Unit 7      Design and Test Games

## 8.3 What if I cannot complete enough units for a full award?

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This qualification is very flexible and will allow you to achieve recognition for what you have already achieved even if you do not finish the full qualification. OCR has systems in place which allow you to be awarded a certificate listing the unit (or units) you have achieved even if you are unable to complete the full qualification.

## 8.4 How do I know that this qualification is right for me?

---

This qualification is designed for candidates wishing to gain an appropriate qualification for the purposes of understanding and gaining a basic knowledge within the digital media world.

This qualification may also form a progression route to OCR Level 2 Certificate/Diploma for iMedia Users.

## 8.5 How are the units tested?

---

All of the units are centre assessed and externally moderated by OCR.

## 8.6 Do I need to pass all of the units?

---

Yes. You need to pass the mandatory unit and two optional units in order to achieve a full OCR Level 1 Certificate for iMedia Users. However, each unit represents a worthwhile achievement in its own right, and certification is also available at unit level.

## 8.7 How do I keep track of my achievements?

---

We have designed a **Record of Achievement** form for you to use to keep track of your achievements. This form is optional (you do not have to use it if you do not want to).

## 8.8 Can my work for this qualification count towards Key Skills?

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The work you produce whilst being taught for this qualification may prove you have the skills required for the Key Skills units. Your tutor will help you decide if your work can be considered for assessment against any of the Key Skills units.

## 8.9 Finally

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To gain a full Level 1 Certificate/Diploma for iMedia Users you must achieve all of the required units. If you do not achieve all of the units for the full qualification, you will be issued with a 'unit certificate' which lists the unit or units which have been passed.

**OCR wishes you every success in your achievement of this qualification.**

# 9 Key Skills Signposting

To assist centres in cross-mapping evidence for this qualification and Key Skills, the following table signposts where evidence from these awards may provide opportunities to evidence the Part B specification requirements of the following Key Skills:

- Communication
- Application of Number
- IT

This signposting gives an indication of where evidence might be available for assessment against the Key Skills requirements. It does not claim to guarantee that evidence will meet the Key Skills requirements and all evidence put forward for Key Skills must be assessed against the Key Skills specification.

| Key Skills Units                       |                    | OCR Level 1 Certificate/Diploma for iMedia Users |   |   |   |   |   |   |
|--|--------------------|--|---|---|---|---|---|---|
| Key Skill                              | Evidence Reference | 1  | 2 | 3 | 4 | 5 | 6 | 7 |
| Communication Level 1                  | C1.1               | ✓  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|  | C1.2               | ✓  | ✓ | ✓ | ✓ | ✓ | ✓ |   |
|  | C1.3               | ✓  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Information Technology Level 1         | IT1.1              | ✓  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|  | IT1.2              | ✓  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Improving Own Learning and Performance | LP1.1              | ✓  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|  | LP1.2              | ✓  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|  | LP1.3              | ✓  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

# 10 Mapping

## 10.1 Mapping to National Occupational Standards

This qualification provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards in Interactive Media.

The following table indicates where units within this qualification contain knowledge and understanding that map against the above national occupational standards.

This mapping provides an indication of where evidence might be available for assessment against some of the knowledge and understanding contained in the national occupational standards. It does not claim to guarantee that evidence will meet the NVQ requirements. This information is also available within the units themselves.

| National Occupational Standards for Interactive Media                       | OCR Level 1 Certificate/Diploma for iMedia Users |   |   |   |   |   |   |
|---|--|---|---|---|---|---|---|
|   | 1  | 2 | 3 | 4 | 5 | 6 | 7 |
| IM1 Work effectively in interactive media                                   | ✓  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| IM2 Obtain assets for use in interactive media products                     |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| IM3 Prepare assets for use in interactive media products                    |  | ✓ | ✓ | ✓ | ✓ | ✓ |   |
| IM4 Prepare user interface assets for interactive media products            |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| IM5 Design user interfaces for interactive media products                   |  |   |   |   |   | ✓ | ✓ |
| IM6 Use authoring tools to create interactive media products                |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| IM7 Code scripts to provide functionality for interactive media products    |  | ✓ |   |   |   |   |   |
| IM8 Determine the implementation of designs for interactive media products  |  | ✓ |   |   |   |   |   |
| IM9 Provide creative and strategic direction for interactive media products |  |   |   |   |   |   |   |
| IM10 Initiate interactive media projects                                    |  |   |   |   |   |   |   |
| IM11 Manage intellectual property rights                                    |  |   |   |   | ✓ |   |   |
| IM12 Devise user testing of interactive media products                      |  | ✓ | ✓ |   | ✓ | ✓ | ✓ |
| IM13 Conduct user testing of interactive media products                     |  |   |   |   |   |   | ✓ |



# 11 Further Support and Information

## 11.1 General enquiries

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For general enquiries relating to any of OCR's vocational qualifications, please contact the OCR Customer Contact Centre on:

Telephone: 024 76 851509  
Fax: 024 76 851633  
Email: [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)

Alternatively, you could visit OCR's website at [www.ocr.org.uk](http://www.ocr.org.uk) for further information on OCR qualifications.

## 11.2 Entry forms and entry enquiries

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All entry forms should be returned to:

Operations  
OCR  
Progress House  
Westwood Way  
Coventry  
CV4 8JQ

If you have any queries about candidate entry, please contact Operations Customer Support on 024 76 470033.

## 11.3 Results enquiries

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Forms and current fees can be obtained from:

Results Enquiries (VABSS Administration)  
OCR  
Progress House  
Westwood Way  
Coventry  
CV4 8JQ  
Telephone 024 76 470033

## 11.4 Customer feedback

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We welcome feedback from customers on all aspects of our provision. Comments relating to this documentation should be sent to:

The Professional Officer  
Vocational Assessment  
IT Education and Training  
OCR  
Coventry Office  
Westwood Way  
Coventry  
CV4 8JQ

## 11.5 OCR Training Events

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Information on OCR's training events for centres can be found on the OCR website by going to [www.ocr.org.uk](http://www.ocr.org.uk), or by contacting:

OCR Training  
Mill Wharf  
Mill Street  
Birmingham  
B6 4BU

Telephone: 0121 628 2950  
Fax: 0121 628 2940  
Email: [training@ocr.org.uk](mailto:training@ocr.org.uk)

## 11.6 OCR Publications

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OCR's *Publications Catalogue* (code A410) lists all the qualifications that OCR offers, and contains more detail on how to order publications. It is available to download from the OCR website at [www.ocr.org.uk](http://www.ocr.org.uk), or to order from the OCR Customer Contact Centre by telephoning 024 76 851509.

If you would like to order any OCR publications, please contact:

OCR Publications  
PO Box 5050  
Annesley  
Nottingham  
NG15 0DL

Telephone: 0870 770 6622  
Fax: 0870 770 6621  
Email: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

OCR Support Materials prepare extra resources to help you deliver our qualifications. These support materials can be ordered from OCR Publications and more information about the materials can be obtained from [support.materials@ocr.org.uk](mailto:support.materials@ocr.org.uk).

## 11.7 Publications (related to this qualification)

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*Administrative Guide to Vocational Qualifications* (code A850)

*Access to Assessment: NVQs, Vocationally-Related Qualifications (VRQs) and Other Vocational Qualifications. Regulations and Guidance Relating to Candidates with Particular Requirements* (code L016)

# Glossary

|                    |   |
|--------------------|---|
| <b>Analyse</b>     | to examine in detail in order to discover meaning, essential features, etc.   |
| <b>Apply</b>       | to devote oneself with diligence<br>to bring into operation or use<br>to put to practical use; utilise; employ  |
| <b>Assess</b>      | to judge the worth, importance, etc., of; evaluate  |
| <b>Calculate</b>   | to solve (one or more problems) by a mathematical procedure; compute  |
| <b>Carry out</b>   | to perform or cause to be implemented   |
| <b>Chart</b>       | to plot or outline the course of<br>to make a detailed plan of<br>to make a chart of  |
| <b>Classify</b>    | to arrange or order by classes; categorise  |
| <b>Collect</b>     | to gather together or be gathered together  |
| <b>Communicate</b> | to impart (knowledge) or exchange (thoughts, feelings, or ideas) by speech, writing, gestures, etc.   |
| <b>Compare</b>     | to regard or represent as analogous or similar; liken   |
| <b>Compile</b>     | to make or compose from other materials or sources  |
| <b>Complete</b>    | to make whole or perfect<br>to end; finish  |
| <b>Conduct</b>     | to do or carry out  |
| <b>Contrast</b>    | to distinguish by comparison of unlike or opposite qualities  |
| <b>Contribute</b>  | to give (support, money, etc.) for a common purpose or fund<br>to supply (ideas, opinions, etc.) as part of a debate or discussion  |
| <b>Define</b>      | to state precisely the meaning of (words, terms, etc.)  |
| <b>Deliver</b>     | to carry (goods, etc.) to a destination, esp. to carry and distribute (goods, mail, etc.) to several places<br>to hand over, transfer, or surrender<br>to produce or perform something promised or expected |
| <b>Demonstrate</b> | to show, manifest, or prove, esp. by reasoning, evidence, etc.  |
| <b>Describe</b>    | to give an account or representation of in words  |
| <b>Design</b>      | to work out the structure or form of (something)  |
| <b>Detail</b>      | to list or relate fully<br>to include all or most particulars   |
| <b>Develop</b>     | to come or bring to a later or more advanced or expanded stage; grow or cause to grow gradually   |
| <b>Devise</b>      | to work out, contrive, or plan (something) in one's mind  |
| <b>Discuss</b>     | to have a conversation about; consider by talking over; debate<br>to treat (a subject) in speech or writing   |
| <b>Estimate</b>    | to form an approximate idea of (distance, size, cost, etc.); calculate roughly; gauge   |

|                    |   |
|--------------------|---|
| <b>Evaluate</b>    | to ascertain or set the amount or value of<br>to judge or assess the worth of; appraise   |
| <b>Examine</b>     | to look at, inspect, or scrutinise carefully, or in detail; investigate   |
| <b>Explain</b>     | to make (something) comprehensible, esp. by giving a clear and detailed account of the relevant structure, operation, surrounding circumstances, etc.   |
| <b>Explore</b>     | to examine or investigate, esp. systematically  |
| <b>Generate</b>    | to produce or bring into being; create  |
| <b>Give</b>        | to present or deliver voluntarily (something that is one's own) to the permanent possession of another or others<br>to impart or communicate  |
| <b>Identify</b>    | Identify to prove or recognise as being a certain person or thing; determine the identity of  |
| <b>Illustrate</b>  | to clarify or explain by use of examples, analogy, etc.   |
| <b>Implement</b>   | to carry out; put into action; perform  |
| <b>Interact</b>    | to act on or in close relation with each other  |
| <b>Interpret</b>   | to clarify or explain the meaning of; elucidate   |
| <b>Investigate</b> | to inquire into (a situation or problem) thoroughly; examine systematically, especially in order to discover the truth  |
| <b>Justify</b>     | to prove or see to be just or valid; vindicate<br>to show to be reasonable; warrant or substantiate   |
| <b>Keep</b>        | to have or retain possession of   |
| <b>Lead</b>        | to show the way to (an individual or a group) by going with or ahead<br>to guide or be guided by holding, pulling, etc.<br>to phrase a question to (a witness) that tends to suggest the desired answer |
| <b>Measure</b>     | to determine the size, amount, etc., of by measurement  |
| <b>Monitor</b>     | to observe or record (the activity or performance) of (an engine or other device)   |
| <b>Organise</b>    | to form (parts or elements of something) into a structured whole; co ordinate   |
| <b>Outline</b>     | to give the main features or general idea of  |
| <b>Participate</b> | to take part, be or become actively involved, or share (in)   |
| <b>Perform</b>     | to carry out or do (an action)  |
| <b>Plan</b>        | to have in mind as a purpose<br>to make a plan of (a building)  |
| <b>Prepare</b>     | to make ready or suitable in advance for a particular purpose or for some use, event etc.<br>to put together using parts or ingredients; compose or construct<br>to equip or outfit                     |
| <b>Present</b>     | to show, exhibit<br>to put forward; submit<br>to bring or suggest to the mind   |
| <b>Produce</b>     | to bring (something) into existence; yield<br>to bring forth (a product) by physical or mental effort; make   |
| <b>Profile</b>     | to draw, write or make a profile of   |

|                   |   |
|-------------------|---|
| <b>Promote</b>    | to further or encourage the progress or existence of<br>to raise to a higher rank, status degree etc.<br>to urge the adoption of; work for<br>to encourage the sale of (a product) by advertising or securing financial support |
| <b>Propose</b>    | to put forward (a plan, motion, etc.) for consideration or action   |
| <b>Provide</b>    | to put at the disposal of; furnish or supply  |
| <b>Recognise</b>  | to perceive (a person, creature, or thing) to be the same as or belong to the same class as something previously seen or known; know again  |
| <b>Recommend</b>  | to advise as the best course or choice; counsel   |
| <b>Research</b>   | to carry out investigations into (a subject, problem etc.)  |
| <b>Review</b>     | to look at or examine again<br>to look back upon  |
| <b>Select</b>     | to choose (someone or something) in preference to another or others   |
| <b>Serve</b>      | to render or be of service to; (a person, cause, etc.); help<br>to distribute or provide  |
| <b>Show</b>       | to make, be, or become visible or noticeable<br>to indicate or explain; prove   |
| <b>Suggest</b>    | to put forward (a plan, idea, etc.) for consideration   |
| <b>Summarise</b>  | to make or be a summary of; express concisely   |
| <b>Understand</b> | to know and comprehend the nature or meaning of   |
| <b>Undertake</b>  | to contract to or commit oneself to (something) or to do (something)  |
| <b>Use</b>        | to put into service or action; employ for a given purpose   |