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PGCE Year 1

Special Study – “Assessment of Student Learning”

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Element G: Assessment of Student Learning

Assessment is becoming an ever increasingly important part of the educational process. It is crucially important that not only do we teach the subject to the learners, but that we carry out checks to ensure that they have learned the correct information. The purpose of assessment has been defined as:

"...any activity used to appraise pupil's performance."

(Kyriacou, 1998)

" [a measure of] the breadth and depth of learning"

(Petty, 1998)

However I prefer Reece & Walker's description of assessment as:

"...the process of obtaining information about how much the student knows"

(Reece & Walker, 2000)

Phil Race in "2000 Tips for Lecturers" expands upon these simply definitions and offers a selection of common reasons for assessing students.

- To classify or grade students;
- To enable student progression;

- To guide improvement;
- To facilitate students' choice of options;
- To diagnose faults and enable students to rectify mistakes;
- To give us feedback on how our teaching is going;
- To motivate students;
- To provide statistics for the course, or for the institution;
- To enable grading and final degree classification;
- To add variety to students' learning experience, and add direction to our teaching.

(P, Race. 2000 Tips for Lecturers, p. 114)

Phil Race goes on to define the key characteristics of successful assessment methods.

He states that assessment should be valid, reliable, fair, equitable, formative, timely, incremental, redeemable, demanding and efficient.

This report will examine three assessment methods that I currently employ.

Interactive Evaluation Assignment – (see appendix 1)

The Media skills workshop unit is a BTEC Media (Production) unit that is taught in the second year. The learners are predominantly 17 –19 and will have completed all

first year units. The assessment method produces evidence for two units: Media skills workshop and Digital Communication.

Purpose

The assessment requires that the learners produce a criterion referenced interactive essay that shows their knowledge and understanding of the principles of digital communication, whilst also illustrating their creative and technical skills in multimedia design and production. However my role is only to assess the learners' multimedia skills. This type of assignment is used as both a summative and formative evaluation.

"Evaluation may serve two, complementary functions. In one context, the aim is prospective, or formative -- to improve, to understand strengths in order to amplify them, or to isolate weaknesses to mend. The other context is retrospective, or summative -- to assess concrete achievement, perhaps as part of a process of acknowledgement or giving awards."

(<http://www.utep.edu/~cetal/portfoli/form-sum.htm>,

viewed 20 April 2004)

The Interactive evaluation assignment is formative as it is given to the learners midway through the course. We are therefore able to analyse the learners' strengths and weaknesses, provide feedback on their progress, diagnose problems and rectify mistakes, whilst also breaking up the lectures and providing an opportunity for the learners to experiment and gain experience.

However the assignment is also summative as we use it to assess the learner's skills and map them against the unit grading criteria. Rather than set one final assignment, in which the learners are expected to provide evidence to satisfy all of the unit requirements, we instead ask that the learners complete three smaller assignments that together provide sufficient evidence.

We purposely allow a generous timescale in which the learners can work on their assignment. Media and, in particular, Multimedia are extremely complex subjects. Although the BTEC Media course is intended as a vocational course it is not possible to teach the learners enough to prepare them to move directly into the industry, except in a very junior role. The time frame we have is restrictive and only allows for us to cover basic to intermediate skills. The same can be said of universities, where they have 3 years to teach the learners yet often struggle to adequately prepare graduates for the move into the commercial sector. Due to the vast scope of subjects such as Web Design and Computer Animation it is impossible to cover all aspects. Therefore we teach the main techniques and principles of a subject and then

encourage the learners to undertake self-directed study through the use of assignments.

As a department we usually utilise assignments as they encourage the learners to experiment with the techniques we have covered and combine elements to create images, web pages and animations. Through experimentation and experience the learners can learn far more than we have time to cover within the sessions. During assignments the lecturer's role changes to become an advisor, problem solver and consultant. Learners are expected to seek their own answers and use the Internet to collect information and assistance. Petty encourages this use of assignments

"Give the students an opportunity to use – that is, to practice and to apply – their skills and knowledge."

(G, Petty, Teaching Today – A Practical Guide. p.250)

The assessment was designed to provide key advantages. Firstly the assignment provides evidence for two separate units. This reduces the number of assignments that the learners are required to produce. This is especially beneficial as it helps to avoid the "seven week nightmare" scenario, in which the learners are required to hand in assignments around the same dates. Secondly by combining the two units we are able to reduce the amount of work that is required. If we were to ask the learners to produce a multimedia assignment that shows their technical skills we

would either have to provide them with ready-made content or ask them to supply their own content. For a small to medium sized web site this may mean around 1000 words and around five or more images. By combining the units the learners will use their essay as the content. Thirdly, the learners benefit as they receive input into their assignment from two lecturers. This is beneficial as both lecturers have significant knowledge of both units.

Validity

The assignment is used to check the learners' understanding of digital communication. Much of the content required will have been covered during class discussions; however the assignment also requires that supplemental work be provided, such as comparing digital media with non-digital or traditional media. This encourages the learners to carry out research.

The multimedia component of the assignment was intentionally left open so as to allow the learners to employ whatever software they deemed suitable. The majority of the learners opted to create a basic website that allowed the reader to jump to sections, view animations and images and open related web pages. However some learners opted to create an interactive animation. In most of these examples this allowed the user to view sections of the essay in a non-linear form, whilst using eye-catching animations to attract attention and present information. One of the

strongest learners opted to take this further and created an animated cartoon that presented all of the essay information in an entertaining format, and then required that the reader to correctly answer questions on the subject matter before they could proceed. In its most simple form this assignment required that the learners used the simple psychomotor skills we had covered during the sessions to reproduce a web site or animation and replace the content. However it was hoped that many would take this process to the next level and use their cognitive skills to think about the problem and address it in a way that shows understanding and knowledge. Finally the strongest learners demonstrated an awareness of good design, usability and creativity – creating an affective outcome.

With the skills we teach being in their most basic form Psychomotor skills, we can apply Dave's taxonomy in order to justify the assignment design. The unit is taught on a "show and do" principle. I as the lecturer illustrate a key technique or process and then ask the learners to replicate this process. This requires "imitation". I also provide each learner with a course manual that includes details of all of the techniques we have covered as well as some additional information and tasks. This helps to encourage "manipulation". The assignment enables us to evaluate the learners "precision" as they try to reproduce the techniques independently. Due to the nature of the assignment we are also encouraging "articulation" as to create effective web sites or animations the techniques we have covered in the sessions

must be combined. Finally as the assignment progresses and the learner repeats the techniques and adapts them as need they start to develop “naturalisation”.

Reliability

As stated previously, the assignment is criterion referenced against the unit grading criteria (see Appendix 1). These criteria are included within the assignment brief and the learners are made aware of the criteria before the assignment commences. The unit criteria can be vague at times and are open to interpretation by individual lecturers. However these criteria are set by Edexcel and cannot be altered. Where I feel Edexcel have been vague or ambiguous I include additional information within the brief.

After I have carried out marking the assignments are then internally verified by another lecturer. This is to ensure consistency throughout our department. The internal verification process looks at whether the criteria have been met, whether the correct grade was awarded, and whether feedback provided was of a sufficient standard.

On occasion assignments also require external verification. Edexcel send one of their verifiers to carry out verification on a sample of work from the media course. Again the purpose of this is to ensure grading consistency throughout colleges.

The weakness of this method of assessment is that I cannot guarantee that the work submitted was produced solely by the learner. The learner may have received help from a friend or family member. In extreme cases it may be that the whole assignment was produced by a third party. The only way in which I can determine this is when I have an awareness of the learner's progress. I can assess their progress through observation.

Animated Movie assignment – (see appendix 2)

The CIT Computer Animation unit is used as an enrichment module on the BTEC Media and BTEC Photography courses. This is the first year in which Middlesbrough College has run this course and therefore it is being taught to both the first and second year learners. The learners are predominantly 17 –19 although some adults are also enrolled. The unit is taught over 35 weeks and requires the learners to complete a single assignment.

Purpose

This assignment differs from the BTEC assignments we deliver as both the assignment and grading criteria are defined by Cambridge Information Technology. The unit only requires the production of a single piece of work, and is therefore summative. The learners are asked to produce an animation that provides evidence

of the use of six software features along with an understanding of relevant terms. The grading criteria requires that boxes are ticked where the learner has provided suitable evidence. For the Cambridge Information Technology assignments the learner can only achieve a pass or referral grade. The course is designed as an introduction to Computer Animation, however as a department we use the unit as a complete module. In the past this unit was taught as a 10 week taster course, whereas now we run it as a 36 week unit. As a result I expect a higher standard of work to be produced, although in reality this is not necessary.

Validity

The objectives of this unit are that the candidates will be able to demonstrate their ability to perform a variety of practical tasks and have shown appropriate levels of knowledge and understanding. These objectives are relatively vague and do not require much from the learners. However as the objectives are defined by Cambridge Information Technology we must ensure that the learners reach this minimum level. The assessment method used is ideally suited to identify the learners' ability and knowledge. The use of a simple check list ensures that both the quality and quantity of work submitted by each candidate can be accurately assessed.

The danger with summative assignments is that by the time the learner has finished the assignment it can be too late to remedy any problems. Therefore I have

introduced an interim assignment. This assignment requires that the learners produce a 30 second teaser trailer for a fictional movie. This is handed out in November with a due date of prior to Christmas. By completing the interim assignment the learners are actually producing enough evidence to satisfy the unit, however I do not make them aware of this. Instead I use the assignment to monitor the learners' progress and highlight those that are struggling. This year I have found that many of the second year media class are struggling to cope with their workload. The Final Major Projects are well underway and other assignments are due. Therefore I have allowed them to use the work they produced for the interim assignment as their final submission. Those learners who are struggling have taken up the offer, whilst several of the stronger learners have opted to produce new animations. This is an indication that they enjoy the subject and are seeking to develop their skills.

Reliability

The reliability of the assessment is guaranteed by the check list that must be signed and checked by the lecturer. The check list is very thorough, indeed in my opinion it is constrictive and overly pedantic. However, so long as the learner provides evidence to cover each point then they are guaranteed to pass the unit. The disadvantage of this is that the learners have little motivation to exert themselves and produce a strong piece of work, other than personal motivation and inclusion in their portfolio.

The unit is also internally verified by a suitably skilled lecturer. This requires that they check that all of the evidence is in place. However, unlike the BTEC units, this assignment does not require an external verifier visit. Instead all submitted final assignments must be sent to Cambridge Information Technology for verification. Each submission is provided to CIT on video tape along with each learner's documentation.

Again the main weakness of this method of assessment is that I cannot guarantee that the work submitted was produced solely by the learner. This is particularly true in multimedia subjects where a lot of learners use their home PCs to produce work out of class. It is also relatively simple to download templates and pre-made examples from the internet. These can be easily altered to look like the learner has produced them, when in fact they have merely changed a couple of lines of text. However the use of observation within sessions can help me to identify possible offenders.

Observation

Throughout all of the units in which I lecture observation is used as the primary method of assessment. By the time an assignment has been completed and marked it is often too late to remedy any problems that the learners may be experiencing. As Reece and Walker state;

"It has come to be realised over the past few years that the traditional techniques of assessment (like examinations involving paper and pencil tests) are very unreliable and are not really achieving the intended result. They only assess the end product and, generally, completely neglect the process that is involved in achieving that product."

(Reece and Walker, p. 56)

Therefore, in order to assess the processes employed by the learners, throughout every session I actively try to observe and question each learner. As many of the subjects I lecture are predominantly psychomotor skills observation is an ideal way of carrying out informal assessment. I adopt the "Global impression" method. This is essentially a 'look and see' technique, and although regarded as unreliable it provides a simple, time efficient method of informal assessment. A benefit of this method is that the learners do not feel that they are being assessed. I also use the process to gather opinions of my teaching methods, highlight problems and

strengthen the student / teacher relationship. At times I incorporate some elements of the “Semi-structured” method. This consists of open questions that I have determined in advance. However I do not collate answers or record comments, rather I use the answer to determine the learner’s understanding and assess their progress.

Purpose

As mentioned in the previous examples observation can be utilised in order to highlight where learners may be receiving help from a friend or family member. Through constant observation and questioning I am able to build up a mental picture of each learner’s progress. When a learner that appeared to be struggling then submits a strong piece of work I am able to make further enquiries. After observing each individual I am also able to assess the classes’ progress as a whole, and can subsequently alter my scheme or work to re-cover specific topics or move on to more complex techniques.

When I feel that a learner is not progressing I am able to discuss the learner’s progress with course co-ordinator. In some cases this may mean suggesting additional support for the learner. However where I have identified a problem early I am able to discuss the situation with the learner and offer extra assistance. In some cases it is merely a minor problem that is preventing the learner from moving

forward. I also try to pay extra attention during each session to this learner until I feel that they have caught up with rest of the group.

Validity

As the subjects which I lecture are predominantly Psychomotor skills observation is a valid way of assessing each learners progress. It is a quick, efficient method that requires little additional resources or planning. I am able to compare each learner's progress with the unit objectives and level. Where a learner is struggling I can offer additional support and guidance. Where a learner is progressing well I can recommend additional techniques and ideas. Therefore through observation and feedback I am able to satisfy all aspects of Dave's taxonomy as well as providing differentiation.

Reliability

It is difficult to measure that reliability of my observations. However I feel that as I develop as a teacher and gain experience my observations are becoming more accurate. However as this is an informal method of assessment the consequences of mistakes are not significant and no action is taken without seeking guidance from the course coordinator.

Bibliography

Ginnis, P. 2002, *The Teacher's Toolkit*. 3rd edn. Crown House, Carmarthen.

Reece, I. Walker, S. 2000, *Teaching Training and Learning*. 4th edn. Business Education, Sunderland.

Petty, G. 1998, *Teaching Today*. 2nd Edition. Stanley Thornes (Publishers) Ltd. Cheltenham.

Appendix 1

Interactive Evaluation Assignment



SCHOOL OF MEDIA AND MUSIC TECHNOLOGY

devised assignment for:

**BTEC NATIONAL DIPLOMA
IN
MEDIA PRODUCTION
(PUBLISHING)**

**DIGITAL COMMUNICATION/
MEDIA SKILLS WORKSHOP**

INTERACTIVE EVALUATION

UNIT BASED ASSIGNMENT

Tutors: Kevin Trundley / James Bingham / Michael Jaques

Time: twelve weeks

Commencement date: 20 October 2003

Review date: 29 November 2003

Completion date: 19 January 2004

Internal verifier: Graeme Hunter

IV:	Date:
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ASSIGNMENT FRONT SHEET

STUDENT NAME:

Programme: BTEC ND Media Production
Module: Digital Communication/
Media Skills Workshop **Assessor:** M Jaques
Course Year: 2 **IV:** Graeme Hunter
Assignment No: 1 **Date:**

PRINCIPAL OBJECTIVES/OUTCOMES
 To show an appreciation of new and emerging technologies in digital communication; to describe the differences between digital and non-digital media

KEY SKILLS

	LEVEL	Communication	LEVEL	Information Technology	LEVEL
<i>Application of Number</i>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
<u>Outcomes</u>		Outcomes		Outcomes	
Unit 44		Unit 3			
demonstrate understanding of new and emerging technologies in digital communication with reference to examples	<input type="checkbox"/>	investigate proposals for combining different media	<input type="checkbox"/>		<input type="checkbox"/>
demonstrate understanding of differences between digital and non-digital communication noting conventions and with reference to examples	<input type="checkbox"/>	progress with new technical skills to a high level	<input type="checkbox"/>		<input type="checkbox"/>
Key Skills Assessor					

Student's Signature:

Assignment Grade

Commencement Date:

Completion Date:



BTEC ND in Media Production

Unit Based Assignment

Year 2:

Digital Communication/Media Skills Workshop

Interactive Evaluation

Brief:

To demonstrate your understanding of the principles of digital communication, you are required to produce an evaluation to cover the following points:

An appreciation of new & emerging technologies in digital communication

This should take into account issues such as implications of global communication, together with an analysis of the nature of such media; electronic transfer, navigation systems, integration of diverse media such as moving images, sound, graphics and text.

A description of differences between digital & non-digital media

Examples of digital media may include websites, CD ROMs, computer games.

Non-digital and more traditional media could include, books magazines, newspapers, film, television

Differences in nature of no-digital and digital communication may include non-linear access, interactivity, portability of information.

You may also take into account factors such as speed, immediacy, real-time update of information, two-way global access.

This evaluation should make full use of your studies in digital communication, by presenting the results of your research in an **interactive format**. This may be as simple as drop-down menus in programmes such as MS Word, although a basic website or multimedia sequence may also be covered.

Reference to examples and case studies throughout is an integral element of this evaluation. The finished work should be a minimum of 1000 words and a bibliography must also be included. Reference to solely websites as research will **not** be acceptable and will be **referred**.



Grading Criteria	BTEC ND Media Production	Unit 44: Digital Communication	Grade	Points
<p>To achieve a pass grade the evidence must show that the learner is able to:</p> <ul style="list-style-type: none"> • demonstrate understanding of new and emerging technologies in digital communication with reference to examples • demonstrate understanding of differences between digital and non-digital communication noting conventions and with reference to examples • use digital technology for communication • design and produce a website that can be accessed and used. 	<p>To achieve a merit grade the evidence must show that the learner is able to:</p> <ul style="list-style-type: none"> • demonstrate clear understanding of new and emerging technologies in digital communication with detailed discussion of examples • demonstrate clear understanding of differences between digital and non-digital communication describing conventions in detail and with detailed discussion of examples • use digital technology efficiently for communication • design and produce with some imagination a website that can be easily accessed and used. 	<p>To achieve a distinction grade the evidence must show that the learner is able to:</p> <ul style="list-style-type: none"> • demonstrate sophisticated understanding of new and emerging technologies in digital communication with fully justified analysis of examples • demonstrate sophisticated understanding of differences between digital and non-digital communication critically evaluating conventions and with fully justified analysis of examples • use digital technology creatively and confidently for communication • design and produce with creativity and flair a website that can be easily accessed and used. 		



Grading Criteria	BTEC ND Media Production	Unit 3: Media Skills Workshop	Grade	Points
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that the learner is able to:	To achieve a distinction grade the evidence must show that the learner is able to:		
<ul style="list-style-type: none"> • record initial skills and note those that need development • investigate proposals for combining different media • progress with new technical skills to a high level • demonstrate individual and team production skills and show some awareness of relevant moral and ethical issues. 	<ul style="list-style-type: none"> • discuss initial skills and describe those that need development • develop and elaborate on thoughtful proposals for combining different media • add to technical skills with guidance and support at all stages • work competently on production both individually and when in a team taking into account relevant moral and ethical issues. 	<ul style="list-style-type: none"> • critically evaluate initial skills and fully explain relevance of those that need development • create and critically evaluate imaginative proposals for combining different media showing increasing confidence in their use and decreasing need for support • develop new technical skills to near professional standards showing initiative and imagination in their deployment and autonomy in their use • achieve near-professional outcomes on production both individually and when in a team demonstrating full recognition of relevant moral and ethical issues. 		

Appendix 2

Animated Movie Assignment



SCHOOL OF VISUAL AND PERFORMING ARTS
devised assignment for:

**City & Guilds 279
TV and Video Production**

CIT Computer Animation

Animated Movie

Final Assignment

Tutors: Mike Jaques
Time: 10 weeks
Commencement date: week beginning 8th March 2004
Review date: week beginning 29th March 2004
Review date: week beginning 19th April 2004
Completion date: week beginning 17th May 2004
Internal verifier: Kevin Trundley

IV:	Date:
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City & Guilds 279 TV and Video Production

CIT Computer Animation

Unit Based Assignment

Year 2:

Animated Movie

Brief:

- You are required to design and produce full colour, original computer based animation to show your knowledge of illustration, animation and publishing in Macromedia Flash. The design should show use of a range of painting tools and techniques.
- The choice of subject matter is your own but must include:
 - A minimum of 30 key frames
 - Evidence of use of 6 techniques from:
 - Freehand drawing
 - Object building
 - Standard geometric shapes
 - Stretch and extrude
 - Duplication of objects
 - Co-ordinates and positioning of objects
 - Zoom or pixel editing
 - Brush
 - Key framing and tweening
 - Colour and pattern making
 - Foreground and background
 - Rotation and bending of objects
 - Text scrolling and manipulation
- Evidence must be provided through screen grabs and descriptive text. These should be provided within your Documentation of the solution.
- All images used should have been produced either solely, or at least in part by the student. Where the image was produced in conjunction with another individual, or group of individuals, then this should be clearly stated within the written evaluation.
- Where copyrighted images were used full credit must be given to the copyright owner.
- Preparation and developmental work must be shown. This should include a completed annotated Storyboard.
- In addition you will be required to provide full documentation of the solution. This should be a minimum of **500 words**, set at 10 or 12 point in Times, Arial or Helvetica. The documentation must include an overview of the tasks involved in the research, preparation, design and production, along with an evaluation. Make reference to examples of publications as included in your preparatory work.

- Your final animation should be presented on CD Rom or Floppy disk, along with your printed and suitably presented documentation.

Additional information is available within the Module 120: Computer Animation hand out.

Tasks:

1. Complete the in class Storyboard generation task. You may make adjustments to your Storyboard if necessary. Alternatively you can create a new Storyboard.
2. Produce paper based character designs for the main elements of your animation. You may prepare the characters directly in Flash if you prefer.
3. Consider the structure of your movie. How many scenes will you require? What sounds effects will you require?
4. Collate the sound effects and start to prepare main characters and objects.
5. Prepare and produce a 30 second Trailer / Animation to promote your movie. This should include credits, the movie title, certification, sounds, descriptive text and any additional aspects you may deem necessary. This must be submitted for interim assessment by 15th December 2003.
6. Using the feedback received you should make amendments to your animation as required.
7. Present your trailer to the group – 19th January 2004.
8. Begin preparation work for your full-length animation 8th March 2004.
9. Summit your animation for interim appraisal – 29th March 2004.
10. Using the feedback received you should make amendments to your animation as required.
11. Resubmit your assignment for feedback and progress check on 19th April 2004.
12. Continue production of your animation using Macromedia Flash.
13. Start to prepare the written report to accompany your assignment.
14. Publish the movie and carry out testing and evaluation. Submit the animation on CD ROM along with your written report by 24th May 2004.

Module 120: CIT Computer Animation

Target Group

The Computer Animation module will suit all those who wish to use a microcomputer system, incorporating animation software, for the development of animation sequences, eg film makers, designers, artists for home entertainment, advertising, education, web sites etc.

There are no formal entry requirements. Familiarity with the operation of a microcomputer may help but is not essential. Candidates may fulfil all the requirements of this module through on-the-job training or other supervised work experience as well as in formal classroom conditions. Candidates who have already completed module 111 Computer Art and Design will already possess many competencies in handling image files.

Aims

To assess the candidates' competence to:

- A. Use the concepts and terminology of animation
- B. Use the range of features provided by an animation software package to create an animation.
- C. Produce briefs including a story board for the animation
- D. Follow safe working practices and have due regard to security and data protection
- E. Produce an animation sequence.

Objectives

Successful candidates will have consistently and reliably demonstrated their ability to perform a variety of practical tasks unaided, and have shown an appropriate level of knowledge and understanding.

Animation Creation

Candidates should be able to use hardware and software appropriately to produce a computer animation.

B1 Create an animation using:

- freehand drawing
- brush
- object building
- key frame and tweening
- standard geometric shapes
- rubber band
- stretch and extrude
- colour and pattern making
- duplication of objects
- foreground and background
- co-ordinates and positioning of objects
- rotation and bending of objects
- zoom or pixel editing
- text scrolling and manipulation

Assignment

Problem to be undertaken

Describe in outline a scenario or problem which could be solved by the creation of a computer animation.

Outline solution design

Prepare a storyboard of the intended response. This should be a clear sequence of key frames, including a script, and should be annotated with the animation techniques to be used.

Implementation of the solution

Following the design brief and storyboard implement the computer animation application. The response must use at least 30 key frames excluding titles and credits, and incorporate at least 6 features from B1. The assignment must be:

- coherent in style and content
- coherent in transitions
- accurate (that is avoid textual errors, distorted images etc)
- an animation that is a realisation of the brief and storyboard
- appropriate for the target audience

Documentation of the solution

Produce a selection of indexed and labelled still images showing the development of the solution.

Evaluation

Evaluate the final outcome in terms of whether it matches the requirements specified in the design brief with reference to the target audience, image, style and production of the document, highlighting any possible improvements or successes. Comments from the intended target audience or customer are appropriate.

Grading Criteria

OBJECTIVES	DATE/INITIALS
A CONCEPTS, TERMINOLOGY AND FEATURES	
A1 Use generic terminology/.....
A2 Use application specific terminology/.....
A3 Describe characteristics of input and output devices/.....
A4 Two contrasting professional applications studies were: 1./.....
B ANIMATION CREATION	
B1 Create an animation using different techniques/.....
B2 Edit animation/.....
B3 Store and retrieve animation/.....
B4 Produce hard copy/.....
B5 Record on a VHS videotape/.....
C PLANNING, CUSTOMISATION AND PREPARATION	
C1 Understand the need for a design brief/.....
C2 Define a design brief/.....
C3 Produce a storyboard/.....
D SECURITY AND SAFE WORKING CONDITIONS	
D1 Understand the need for security/.....
D2 Be aware of current legislation/.....
D3 Use equipment with regard to health and safety/.....
D4 Recognise the need for a good working environment/.....
E ASSIGNMENT	
The candidate must produce:	
E1 Problem or brief to be undertaken/.....
E2 Outline solution design/.....
E3 Implementation of the solution/.....
E4 Documentation of the solution/.....
E5 Evaluation/.....
The Assignment is of the required standard and is attached/.....