Qualification title: OCR Level 1/2 Cambridge National Certificate in Creative iMedia

Units to be taken:

1. **Unit R094: Visual Identity and digital graphics**
2. **Unit R093: Creative iMedia in the media industry**

Rationale:

The media industry is vast, covering both traditional and new media sectors and providing work for individual freelance creatives as well as large teams in design houses and multinational companies. Job roles frequently overlap multiple sectors, and products often need to be suitable for more than one kind of output. However, there are common aspects to all media products. Pre-production and planning are vital; saving clients time and money and enabling creatives and designers to charge appropriately for their services. Products also make use of similar media codes to convey meaning, create impact and engage audiences

A learner in Year 11 will be able to:

Discuss the sectors, products and job roles that form the media industry. They will be able to explain the legal and ethical issues considered and the processes used to plan and create digital media products. They will understand how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. They will be able to choose the most appropriate format and properties for different media products.

Term 1	11.1 & 2: Topics/Themes **Unit R094: Visual identity and digital graphics** **Topic Area 3: Create visual identity and digital graphics** **Unit R093: Creative iMedia in the media industry** **Topic Area 1: The media industry & Topic Area 2: Factors influencing product design**	Autumn % Assessment
	3.1 Tools and techniques of imaging editing software used to create digital graphics **Knowledge**: 3.1.1 Software tools and techniques used to create digital graphics **Skills:** 3.1.1 Setting the canvas size - expanding or modifying; Using layout tools to help the placement of assets e.g. grids, guides and rulers; Using drawing tools e.g. shapes, colour fill, gradients; Using brightness and contrast, levels, colour balance, hue, saturation; Using selections based on shape, colour or edge contrast; Using layers to structure a graphic, create, merge, rename, change opacity; Using layer styles to enhance the visual impact e.g. drop shadows, effects, textures; Using retouching techniques to remove unwanted elements e.g. cloning, healing, blur, colour swatches, colour picker, pencil, brush; Using typography to add information e.g. text, font styles, sizes and effects; Using filters and effects to enhance the visual appeal e.g. stylise, monochrome, colour toning, vignette, sharpen **3.2 Technical skills to source, create and prepare assets for use within digital graphics** **Knowledge**: 3.2.1 Source assets for use in digital graphics 3.2.2 Create assets for use in digital graphics 3.2.3 Modify images and other assets to make sure the technical compatibility for use within print graphics 3.2.4 Store assets for use **Skills:** 3.2.1 Using internet, stock libraries or client library to search for suitable image assets; Downloading/obtaining images and graphics, copying from download folder to working asset folder 3.2.2 Creating original or new image assets by editing existing assets or drawing completely new images as bitmap or vector files 3.2.3 Resampling of images and assets for use in a print product - checking pixel dimensions and dpi resolution for the intended size of reproduction; Rasterising vector-based graphics for use in bitmap graphics 3.2.3 Using different storage locations to clearly differentiate original and edited assets in separate folders; Using file formats to retain image quality (with/ without transparency) **3.3 Techniques to save and export visual identity and digital graphics** **Knowledge**: 3.3.1 Save and export **Skills:** Saving of files for visual identity and digital graphics as high resolution, proprietary format, master files as an archive for further edits; Repurposing and exporting of visual identity and digital graphics in file formats and image properties which meet client requirements	**Assessment style/questions:** Internal assessment is through assignments that are subject to external standards verification. Learners will be given exam board allocated task.

Unit R093: Creative iMedia in the media industry

1.1 Media industry sectors and products

Knowledge:
1.1.1 Sectors of the media industry
1.1.2 Products in the media industry

Skills:
1.1.1 Know the different sectors that form the media industry and how these are evolving
1.1.2 Know the types of products produced by, and used in, different sectors; Know that the same product can be used by different sectors

1.2 Job roles in the media industry

Knowledge:
1.2.1 Creative, Technical and Senior roles

Skills:
1.2.1 How each role contributes to the creation of media products; Know the main responsibilities of each role in the creation of media products; Know that some job roles are specific to pre-production, production or post-production phases; Know that some job roles span multiple production phases; Why the size and scale of projects/productions means that individuals may perform more than one role

Topic Area 2: Factors influencing product design

2.1 How style, content and layout are linked to the purpose

Knowledge:
2.1.1 Purpose & Style, content and layout

Skills:
2.1.1 Know the different purposes of media products; How style, content and layout are adapted to meet each purpose

2.2 Client requirements and how they are defined

Knowledge:
2.2.1 Client requirements and client brief formats

Skills:
2.2.1 How to recognise keywords and information in client briefs; Know the requirements in client briefs that inform planning; Why requirements in client briefs can constrain planning and production; How to interpret requirements in client briefs to generate ideas and plan; Know the different ways that client briefs are communicated

Formative Assessment:

	Homework is given as per the homework timetable. These consist of a mixture of short, factual questions assessing knowledge in isolation and longer questions in which students are asked to analyse a situation or justify their answer to questions. This unit is assessed by a practical assessment set by the exam board. As such, the homework given is not a direct preparation for an examination, but a way of consolidating learning from the lessons.	
Term 2	11:3 & 4 Topics/Themes **Unit R093: Creative iMedia in the media industry** **Topic Area 2: Factors influencing product design & Topic Area 3: Pre-production planning**	Spring % Assessment
	2.3 Audience demographics and segmentation **Knowledge:** 2.3.1 Categories of audience segmentation **Skills:** 2.3.1 Know the different categories of audience segmentation; Know examples of the way audiences are grouped for each segmentation type; The reasons for, and benefits of, audience segmentation; How audience characteristics influence the design and production of media products ## 2.4 Research methods, sources and types of data **Knowledge:** 2.4.1 Primary and secondary research methods 2.4.2 Research data **Skills:** 2.4.1 The reasons for, and benefits of, conducting research; The advantages and disadvantages of primary and secondary research and data; How research is carried out using different methods and/or sources; The advantages and disadvantages of each primary research method and secondary research source 2.4.2 The differences between qualitative and quantitative data/information **2.5 Media codes used to convey meaning, create impact and/or engage audiences** **Knowledge:** 2.5.1 Media codes **Skills:** 2.5.1 Know the different technical, symbolic and written codes used to convey meaning, create impact and/ or engage audiences; How codes are used to convey meaning, create impact and/or engage audiences; How the codes used relate to audience, purpose and context; How the combination of content and codes work together to convey meaning, create impact and engagement	**Assessment style/questions:** External exam, mock paper. Following the structure of the real exam; Section A; between 7 and 10 closed response questions, multiple choice and short answer questions. Section B; Context based questions, students will be given a short scenario to answer questions on. A mixture of closed questions, short answer and three extended response questions.

	3.1 Work planning **Knowledge:** 3.1.1 Components of workplans **Skills:** 3.1.1 The purpose of work planning; Know the components of workplans; The role of workplan components in work planning; The advantages of using workplans; How workplans are used to manage time, tasks, activities and resources for individuals and large teams **3.2 Documents used to support ideas generation** **Knowledge:** 3.2.1 Mindmaps and moodboards **Skills:** 3.2.1 Know the purpose of each document; Know the components and conventions of each document; Know the hardware and software used to create each document; Know the users of each document; When each document is appropriate for use; What makes each document effective; How to improve the effectiveness of documents for users in given contexts **Formative Assessment:** Homework is given as per the homework timetable. These consist of a mixture of short, factual questions assessing knowledge in isolation and longer questions in which students are asked to analyse a situation or justify their answer to questions. This unit is assessed externally through a written paper set by the exam board. As such, the homework given is not a direct preparation for an examination, but a way of consolidating learning from the lessons.	
Term 3	11:5 Topics/Themes **Topic Area 3: Pre-production planning & Topic Area 4: Distribution considerations** **and** **Exam preparation**	Summer % Assessment
	3.3 Documents used to design and plan media products **Knowledge:** 3.3.1 Different types of planning documents **Skills:** 3.3.1 Know the purpose of each document; Know the components and conventions of each document; Know the hardware and software used to create each document; Know the users of each document; When each document is appropriate for use; What makes each document effective; How to improve the effectiveness of documents for users in given contexts **3.4 The legal issues that affect media** **Knowledge:** 3.4.1 Legal considerations to protect individuals 3.4.2 Intellectual property rights	**Assessment style/questions:** External exam; Section A; between 7 and 10 closed response questions, multiple choice and short answer questions. Section B; Context based questions, students will be given a short scenario to answer questions on. A mixture of closed questions, short answer and three extended response questions.

3.4.3 Regulation, certification, and classification
3.4.4 Health and safety

Skills:
3.4.1 The purpose of, and reasons for, each legal consideration; What is required of media producers to comply with each legal consideration; The impact on individuals and media producers of media producers using and publishing inaccurate personal information
3.4.2 Know what is meant by intellectual property; The purpose of, and reasons for, legislation to protect intellectual property; What is required of media producers to respect intellectual property rights; How and when intellectual property can be protected; The implications for media producers of using copyrighted materials without permission
3.4.3 Know the types of products covered by regulation, certification and classification; The purpose of, and reasons for regulation, certification and classification; Know the roles of regulatory bodies and areas of responsibility; Know examples of the way media products are classified; The impacts of regulation, certification and classification on media production
3.4.4 Know common risks and hazards in media production; What is required of media producers to mitigate health and safety risks and hazards; What risk assessments are and the purpose of risk assessments; What location recces are and the purpose of location recces

Topic Area 4: Distribution considerations
4.1 Distribution platforms and media to reach audiences

Knowledge:
4.1.1 Online, Physical platforms and media

Skills:
4.1.1 Know the characteristics of the types of platform and media used to deliver products to audiences; The advantages and disadvantages of types of platform and media; How the characteristics of platforms affect the selection of final product file formats in given scenarios

4.2 Properties and formats of media files

Knowledge:
4.2.1 The properties of digital static image files and their formats
4.2.2 Audio files
4.2.3 Moving image files
4.2.4 File compression

Skills:
4.2.1 Know what is meant by DPI/PPI; How DPI/PPI relates to resolution and image quality; The relationship between pixel dimensions and quality for different image uses; Know examples of raster/bitmap and vector image files; The properties and limitations of uncompressed and compressed (lossy, lossless) file formats; The properties and limitations of raster/bitmap and vector static image file formats; How file format choice relates to use and context
4.2.2 Know what is meant by sample rate and bit depth; How sample rate and bit depth relate to sound quality; What audio compression is and how it affects quality; The properties and limitations of uncompressed and compressed (lossy, lossless) file formats; How file format choice relates to use and context
4.2.3 Know what is meant by frame rate; Know what is meant by SD, HD, UHD, 4K, 8K; How frame rate affects the quality of a product; Know examples of digital video and animation files; The properties and limitations of video and animation file formats; The properties and limitations of uncompressed and compressed (lossy, lossless) file formats; How file format choice relates to use and context

4.2.4 Know what is meant by lossy compression; Know what is meant by lossless compression; Why lossy and lossless compression are used **Formative Assessment:** Homework is given as per the homework timetable. These consist of a mixture of short, factual questions assessing knowledge in isolation and longer questions in which students are asked to analyse a situation or justify their answer to questions. This unit is assessed externally through a written paper set by the exam board. As such, the homework given is not a direct preparation for an examination, but a way of consolidating learning from the lessons.	

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