

Option: OCR Level 1/2 Cambridge National Certificate in Creative iMedia is 120 GLH and 142 TQT.

Qualification title	Guided Learning Hours (GLH)	Entry Code	Reference
OCR Level 1/2 Cambridge National Certificate in Creative iMedia	120	J817	600/7043/2

Units to be taken:

1. Unit R081: Pre-production skills
2. Unit R082: Creating digital graphics
3. Unit R085: Creating a multipage website
4. Unit R088: Creating a digital sound sequence

A learner in years 10 will know:

These qualifications will assess the application of creative media skills through their practical use. They will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being. The qualifications will encourage independence, creativity and awareness of the digital media sector.

The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products

A learner in Year 10 will be able to:

On completion of this unit, learners will understand the purpose and uses of a range of preproduction techniques. They will be able to plan pre-production of a creative digital media product to a client brief, and will understand how to review pre-production documents.

At the end of this Learning Aim all students should be able to: Understand and explain the purpose and uses for mood boards, Understand the purpose and uses for mind maps / spider diagrams. Describe the content of mind maps / spider diagrams, Understand the purpose and uses for visualisation diagrams, Understand the purpose and uses for storyboards, Understand the purpose and uses for scripts, Be able to use suitable naming conventions including version control and organisational requirements.

CARDINAL NEWMAN CATHOLIC SCHOOL – DEPARTMENT OF COMPUTER SCIENCE & ICT

10.1: Unit R081: Pre-production skills	10.2 Topic/Theme Unit R082: Creating digital graphics	10.3: Unit R085: Creating a multipage website	10.4 - Creating a digital sound sequence
<p>Term 1</p>	<p>10.1: Topics/Themes Unit R081: Pre-production skills</p>	<p>10.2: Topic/Theme Unit R082: Creating digital graphics</p>	<p>Autumn % Assessment (<i>ensure differentiated assessment is planned too</i>)</p>
	<p>Knowledge: This unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process. Planning is an essential part of working in the creative and digital media sector. This unit will enable learners to acquire the underpinning knowledge and skills needed to create digital media products and gain an understanding of their application. On completion of this unit, learners will understand the purpose and uses of a range of pre-production techniques. They will be able to plan pre-production of a creative digital media product to a client brief, and will understand how to review pre-production documents. Learners studying the optional units will be able to apply knowledge and understanding gained in this unit to help develop their skills further during the completion of those units</p> <p>Skills: Students will learn to plan and design the following pre-production documents: mood board, mind maps, story boards, visualisation diagrams and scripts</p> <p>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.</p> <p>End point: Students complete an exam board-based task identifying, explaining/describing and evaluating the different user interfaces based given scenario stipulated by the exam board.</p>	<p>Knowledge: Understand how digital graphics are used, including:</p> <ul style="list-style-type: none"> magazine covers, CD/DVD covers, adverts, web images and graphics, multimedia products, games Understand what a client brief is Identify the resources needed to create a digital graphic including: <ul style="list-style-type: none"> digital camera, Internet, scanner, computer system and software Identify the assets needed to create a digital graphic including: photographs, scanned images, library images, graphics and logos <p>Skills:</p> <ul style="list-style-type: none"> Understanding and able to design a project plan using a suitable application Able to use a project planning methodology to manage the project and accurately document all stages of the project development life cycle <p>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.</p> <p>End point: Students complete the exam board task to using the project management tool and methodology to track and manage the project. They present their work using an appropriate applications</p>	<p>Knowledge coverage:</p> <ul style="list-style-type: none"> Preproduction documents <ul style="list-style-type: none"> Mood boards Mind maps Visualisation diagrams Scripts File format <p>Client requirements, brief, target audience, work plan, Gantt chart, tasks, activities / sub-tasks, workflow, timescales, resources, milestones, contingencies, visualisation diagram, assets, photographs, scanned images, library images, graphics, logos, resources, digital camera, internet, scanner, computer system, software, graphics tablet, legislation, copyright, trademarks, logos, intellectual property, permissions, model release form</p> <p>Skills tested:</p> <ul style="list-style-type: none"> Students will understand the purpose and properties of digital graphics, and know where and how they are used. They should be able to plan the creation of digital graphics, create new digital graphics using a range of editing techniques and review a completed graphic against a specific brief. <p>Assessment style/questions:</p> <p>Learners will be given exam board allocated task to complete</p>

CARDINAL NEWMAN CATHOLIC SCHOOL – DEPARTMENT OF COMPUTER SCIENCE & ICT

Term 2	2:1 Topics/Themes Unit R085: Creating a multipage website	2:2: Topics/Themes Unit R085: Creating a multipage website	Spring % Assessment <i>(ensure differentiated assessment is planned too)</i>
	<p>Knowledge: This unit builds on units R081 and R082 and learners will be able to apply skills, knowledge and understanding gained in those units. Multipage websites are the basis of internet content and are therefore used extensively in the creative digital media sector, whether for mobile phones or computers in all their forms. This unit will enable learners to understand the basics of creating multipage websites. It will enable learners to demonstrate their creativity by combining components to create a functional, intuitive and aesthetically pleasing website. It will allow them to interpret a client brief and to use planning and preparation techniques when developing a multipage website.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Software skills and knowledge • Application of design principles • Application of Project management tool/ models <p>Formative Assessment: Internal assessment is through assignments that are subject to external standards verification. Learners will be given exam board allocated task. They will design a multi-page website.</p> <p>End point: On completion of this unit, learners will be able to explore and understand the different properties, purposes and features of multipage websites, plan and create a multipage website and review the final website against a specific brief. They should be able to work independently to complete the exam board task.</p>		<p>Knowledge coverage:</p> <ul style="list-style-type: none"> • Design principle consideration • learn how to obtain effective feedback and refine their user interface • Identify and review the strengths and weaknesses of their user interface and the project planning techniques used <p>Skills tested:</p> <ul style="list-style-type: none"> • Software skills and knowledge • Application of design principles • Application of Project management tool/ models <p>Assessment style/questions: Internal assessment is through assignments that are subject to external standards verification. Learners will be given exam board allocated task.</p>
Term 3	10.3: Topics/Themes Creating a digital sound sequence	10.4: Topics/Themes Creating a digital sound sequence	Summer % Assessment <i>(ensure differentiated assessment is planned too)</i>
	<p>Knowledge: This unit builds on units R081 and R082 and learners will be able to apply the skills, knowledge and understanding gained in those units. Gaming technologies, mobile phones and multimedia websites all use digital sound sequences to enhance and inform their content. On completion of this unit, learners will understand the purpose of digital audio products and where they are used. They will be able to plan a digital sound sequence, create and edit a digital sound sequence and review the final sound sequence against a specific brief</p> <p>Skills: This unit will enable them to understand where digital sound sequences are used in the media industry such as radio, film, web applications or computer gaming. The learner will also learn how these technologies are developed to reach an identified target audience.</p> <p>Formative Assessment: Learners will be given a scenario outlining the data collected in two different sectors (not the data itself). The scenario will outline the data collection methods and features.</p> <p>End point: Exam board task, learners will:</p> <ul style="list-style-type: none"> • Be able to explain the uses and properties of digital sound • Be able to plan a digital sound sequence • Be able to review a digital sound sequence 		<p>Knowledge coverage: Characteristics of data Data Collection methods Data manipulation processes (Excel software skills)</p> <p>Skills tested:</p> <ul style="list-style-type: none"> • Be able to identify the different methods of gather data and suitability based on needs of target audience • Be able to list the characteristic of Data • Ability to manipulate data using Excel formulas, functions and other features <p>Assessment style/questions: Internal assessment; through assignments that are subject to external standards verification. Learners will be given exam board allocated task to complete.</p>