# Switching CiDA Level 1 and Level 2 to OCR Cambridge Nationals in Creative iMedia J807, J817, J827

## Introduction

Are you currently teaching the CiDA Level 1 or Level 2 qualification? Are you thinking of switching? We are here to help.

We will provide you with all the support you could need to switch from the CiDA Level 1 or Level 2 qualification to our OCR Cambridge Nationals in Creative iMedia including:

* mapping of the CiDA Level 1 or Level 2specification to OCR’s specification
* an overview of the similarities in assessment.

## Our offer

OCR Cambridge Nationals in Creative iMedia. Further information and content for this qualification can be found here: [http://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/](%20http:/www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/)

## Content mapping

The content within the OCR Cambridge Nationals Creative iMedia cover the key concepts of Units 1 to 4 of the CiDA Level1/2 qualification.

| **CiDA Level 1/2** | **OCR Cambridge Nationals Creative iMedia** |
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| Developing web products  (**Mandatory** unit)  30 GLH | R085 Creating a multipage website  (**Optional** unit - **moderated**)  **30** GLH |
| Creative multimedia  90 GLH | R087 Creating interactive multimedia products  (Optional unit - moderated)  **30** GLH |
| Artwork and imaging  90 GLH | R082 Creating digital graphics  (**Mandatory** unit - moderated)  **30** GLH |
| Game making  90 GLH | R092 Creating digital games  (Optional unit - moderated)  **30** GLH |
|  | R081 Pre-production  (**Mandatory** unit – **examined**)  **30** GLH |

| **Additional OCR Cambridge Nationals Creative iMedia units not in CiDA** | | | | |
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| R083 | 2D/3D characters |  | R088 | Digital sound |
| R084 | Storytelling with a comic |  | R089 | Digital video |
| R086 | Digital animation |  | R090 | Digital photography |
| R091 | Game design concepts |  |  |  |

| **OCR Cambridge Nationals Creative iMedia**  **All units are 30 GLH** | **Content links** | **CiDA Level 1 or Level 2** |
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| Unit R081: Pre-production  Mandatory (examined) | Partial | All units (planning) |
| Unit R082: Digital graphics  Mandatory (moderated) | Very good | Unit 3: Artwork and Imaging |
| Unit R083: 2D/3D characters | Limited |  |
| Unit R084: Storytelling with comics | Limited |  |
| Unit R085: Multipage websites | Very good | Unit 1: Developing Web Products  (Examined) |
| Unit R086: Digital animation | Limited |  |
| Unit R087: Interactive multimedia | Very good | Unit 2: Creative Multimedia |
| Unit R088: Digital sound | Partial | Unit 2: Creative Multimedia |
| Unit R089: Digital video | Partial | Unit 2: Creative Multimedia |
| Unit R090: Digital photography | Partial | Unit 2: Creative Multimedia |
| Unit R091: Designing a Game Concept | Good | Unit 4: Game Making |
| Unit R092: Developing Digital Games | Very good | Unit 4: Game Making |

## Key Similarities

| **CiDA Unit 1 – Developing Web Products** | **OCR Cambridge Nationals Creative iMedia** |
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| **1.1 Audience and purpose**  A web product is a self-contained and designed product which is viewed in a browser and hosted on the web or on an intranet. It may be linked from a parent website and include visual links such as a logo, which make users aware of this.  You need to know that the key to producing a successful web product is to be clear about its purpose from the outset. This may be to:   * convey a message (e.g. a campaign) * attract attention (e.g. advertising) * inform (e.g. educational webpages) * persuade (e.g. to buy something) * entertain (e.g. quizzes and online games).   You need to know who the target audience is so that the web product meets their needs. This may include:   * who will use the product, e.g. age, gender * how much they know already * their level of literacy/language skills * what they want from the product and what will get them to look further. | **R085 LO1: Understand the properties and features of multipage websites**  Learners must be taught:   * the purpose and component features of multipage websites in the public domain   **R081 LO2: Be able to plan pre-production**  Learners must be taught:   * the importance of identifying the target audience and how they can be categorised, i.e.:   + gender   + age   + ethnicity   + income   + location   + accessibility |
| **1.2 Client briefs and the project lifecycle**  The starting point is likely to be a client brief so you need to know what this typically includes:   * information about the client * information about the target audience and purpose of the web product. | **R085 LO2: Be able to plan a multipage website**  Learners must be taught how to:   * interpret client requirements for a multipage website (e.g. to inform, entertain, promote or sell products and/or services), based on a specific brief (e.g. by client discussion, reviewing a written brief, or specification) * understand target audience requirements for a multipage website. |
| **1.7 Content selection and preparation**  A client brief may specify some of the content required but you will need to make decisions about what to include and how it should look.  Quality content improves the user experience and it is important to avoid anything that distracts or irritates users. For example, animated graphics or scrolling text should be avoided unless they enhance the content or user experience.  To organise content, you will learn how to:   * create and use tables * insert and position assets, including text, images, video, sound and animation on web pages * resize images (percentage of original, fixed size, crop) * retain proportions * create and use thumbnail images * control how users view multimedia assets.   You will learn how to present text clearly using formatting features, such as:   * alignment * line spacing * bullets and numbering * case * emboldening * colour * web-friendly fonts * font sizes and styles * headings and subheadings.   To allow users to access content you will learn how to create interactive components, including:   * navigation bars * hotspots * hyperlinks (internal, external, email) * rollovers.   Assets need to be carefully prepared and optimised to ensure that pages are not slow to load. You will learn how to:   * use image compression formats (png, jpg, gif) and convert from one format to another * select and use compression formats for multimedia assets, including sound, video and animation, and convert from one format to another. | **R085 LO3: Be able to create multipage websites using multimedia components**  Learners must be taught how to:   * create suitable folder structures to organise and save web pages and asset files using appropriate naming conventions * source and import assets (e.g. graphics, image, texture, sound, video, animation, text) * create a suitable master page as a template for a multipage website * use a range of tools and techniques in web authoring software to create a multipage website • insert assets into web pages to create planned layouts (e.g. text, lists, tables, graphics, moving images, embedded content) * create a navigation system (e.g. using a navigation bar, buttons, hyperlinks)   **R082 (Digital Graphics)**  **LO1: Understand the purpose and properties of digital graphics**   * the properties of digital graphics and their suitability for use in creating images, i.e.:   + pixel dimensions   + dpi resolution   + quality   + compression settings   **R082 LO3: Be able to create a digital graphic**   * export the digital graphic using appropriate formats and properties for   + print use   + web use   + multimedia use.   **R087 (Interactive Multimedia)**  **LO3: Be able to create interactive multimedia products**   * source assets to be used in an interactive multimedia product (e.g. graphics, sound, video, animation, navigation buttons/icons) * create and re-purpose assets   **R081 (Pre-production)**  **LO3: Be able to produce pre-production documents**  Learners must be taught:   * the properties and limitations of file formats for still images * the properties and limitations of file formats for audio * the properties and limitations of file formats for moving images, i.e.: video, animation * suitable naming conventions (e.g. version control, organisational requirements). |
| **1.9 Testing**  You will learn how to carry out systematic functionality testing of a web product to ensure that it works as intended, including:   * the layout and presentation of pages are appropriate and consistent * the content, including text, is accurate and appropriate * multimedia assets work as intended * hyperlinks work and go where expected with no dead ends * any interactive actions work as intended.   You will need to learn how to save your website so that it can be viewed in modern web browsers. This means:   * saving your web pages as .htm or .html files.   You will also learn how to carry out usability testing to assess the effectiveness of the product in terms of:   * a user interface * accessibility * ease of navigation * overall user experience. | **R085 LO2: Be able to plan a multipage website**   * create and maintain a test plan to test a multipage website during production.   **R085 LO3: Be able to create multipage websites using multimedia components**   * save a multipage website in a format appropriate to the software being used * publish a multipage website to a location appropriate to client requirements. |
| **1.10 Evaluation**  It is always important to reflect on the success of a product and be able to review the extent to which it meets the needs of the:   * audience and purpose * any client requirements.   You need to learn how to explain how your choice of design features has addressed these needs, and give examples. However good the product, there will always be room for improvement and you must be able to identify possible enhancements. | **R085 LO4: Be able to review a multipage website**  Learners must be taught how to:   * review a multipage website against a specific brief * identify areas for improvement and further development of a multipage website (e.g. text, graphics, moving images, and embedded content). |

| **CiDA Unit 2 – Creative Multimedia** | **OCR Cambridge Nationals Creative iMedia** |
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| **2.1 Investigating multimedia products**  You will need to learn how multimedia is used in a variety of contexts, including:   * education, e.g. training materials, e-learning * packages * entertainment, e.g. games, videos, DVDs * marketing and advertising, e.g. product promotions * catalogues, websites, presentations, digital adverts * publishing, e.g. e-books, e-zines, online presentations, DVDs * virtual reality, e.g. virtual tours, simulations, digital prototyping * public access, e.g. information points.   You need to learn how to evaluate the techniques and technology used in each type of product by considering features such as:   * ease of access * ease of navigation * appropriateness of content * impact * interactivity * use of colour * balance and mix of different types of component, e.g. text, graphics, sound, video, animation * use of presentation techniques * fitness for purpose/audience. | **R087 (Interactive Multimedia Products)**  **LO1: Understand the uses and properties of interactive multimedia products**  Learners must be taught:   * where different interactive multimedia products are used and their purpose, i.e.:   + websites   + information kiosks   + mobile phone applications   + e-learning products * key elements to consider when designing interactive multimedia products, i.e.:   + colour scheme   + house style   + layout   + GUI (graphical user interface)   + accessibility |
| **2.2 Designing multimedia products**  You should read the entire project brief first. There are a number of key questions you need to ask, including:   * What do I have to produce? * What is it for? * Who is the intended audience? * What types of digital assets are required?   You need to learn about how to generate and select ideas to meet the objectives:   * how to generate ideas, e.g. looking at other people’s products, brainstorming ideas   You will learn how to create and use:   * storyboards and visuals to map out the intended layout and content of each screen timeline storyboards to map out the intended content and structure of time-related products * structure charts or site maps to provide a graphical representation of the overall structure of the product * flowcharts to indicate the paths that the user can take through the product.   **2.2 Designing multimedia products**  You should read the entire project brief first. There are a number of key questions you need to ask, including:   * What types of digital assets are required? * What resources can I use?   **2.2 Designing multimedia products**  You will need to make decisions about:   * structure   ○ sequential or linear  ○ hierarchical  ○ networked   * navigation   ○ links and buttons (including specification of link targets)  ○ backtracking, e.g. breadcrumbs  ○ sitemaps  ○ guided tours   * interactivity and human-computer-interface (HCI)   ○ user interface  ○ menus  ○ text input boxes  ○ usability and accessibility features  ○ how to give users feedback on their actions, e.g. sound, animation.   * structure charts or site maps to provide a graphical representation of the overall structure of the product * flowcharts to indicate the paths that the user can take through the product. | **R081 (Pre-production)**  **LO2: Be able to plan pre-production**  Learners must be taught how to:   * interpret client requirements for pre-production (e.g. purpose, theme, style, genre, content) based on a specific brief (e.g. by client discussion, reviewing a written brief, script or specification)   **R081 (Pre-production)**  **LO3: Be able to produce pre-production documents**  Learners must be taught how to create a:   * mood board * mind map/spider diagram * visualisation diagram * storyboard   **R087 LO2: Be able to plan interactive multimedia products**  Learners must be taught how to:   * identify the assets and resources needed to create an interactive multimedia product * plan the structure and features of an interactive multimedia product (e.g. non-linear navigation, screen size, interaction, rollovers) * produce a series of visualisation diagrams to include:   + screen design (e.g. colour scheme, text, layout)   + navigation features (e.g. GUI, menus, buttons, links)   + assets (e.g. images, graphics, sound, video, animation). |
| **2.3 Collecting and creating digital assets**  You will learn how to use a range of digital tools to create original assets, including:   * using word-processing or text-editing software to produce and format text * capturing images using a camera, scanner or mobile phone * using graphic and drawing tools to create and edit images.   **2.3 Collecting and creating digital assets**  You need to learn about copyright and other constraints on the use of digital assets in products intended for the public domain. Wherever possible you should produce the digital assets you need yourself or gather them from copyright-free sources. You need to learn how to acknowledge sources of any assets you decide to use and  to keep a record of:   * where each asset came from * who created it * the amount of copyright material used, e.g. two minutes of video footage or a logo * where you have used the copyright material.   **2.3 Collecting and creating digital assets**  You will need to collect suitable content for your multimedia products, bearing in mind the purpose of the application and the intended users.  You need to learn about ready-made assets that can be found, such as:   * images from picture galleries or clipart collections * video and audio recordings from film libraries, video clip collections, archives or news websites * text from websites, books or magazines.   You will learn how to use simple editing techniques, such as:   * cropping * adjusting brightness and contrast * resizing and optimisation * colour/shading * style formatting * trimming * cutting, copying and pasting * re-ordering or re-sequencing * altering the timing.   You need to learn about copyright and other constraints on the use of digital assets in products intended for the public domain. Wherever possible you should produce the digital assets you need yourself or gather them from copyright-free sources. You need to learn how to acknowledge sources of any assets you decide to use and  to keep a record of:   * where each asset came from * who created it * the amount of copyright material used, e.g. two minutes of video footage or a logo * where you have used the copyright material.   **2.3 Collecting and creating digital assets**  You will learn how to use a range of digital tools to create  original assets, including:   * recording and editing sound (including music)   ○ capture and import sound  ○ use formatting and editing features  – apply effects  – mix tracks  – clip and edit timeline  ○ produce finished sound file  – export to appropriate file type  – compress sound to achieve optimisation  **2.3 Collecting and creating digital assets**   * recording and editing video   ○ capture and import video footage, still images and  sound  ○ use formatting and editing features  – overlays  – transitions  – clip and edit footage  – titles and credits  ○ produce finished movie  – render to appropriate file type  – compress movie to achieve optimisation.  You will need to learn how to select appropriate file names and formats for the assets you collect. You will learn about compression techniques | **R090 (Digital Photography)**  **LO3: Be able to take and display digital photographs**   * organise the photographic subject and scene choosing a suitable viewpoint * use appropriate features and settings of a digital camera, i.e.:   + exposure settings, i.e.: shutter speed, aperture   + exposure compensation   + depth of field   + ISO   + white balance   + flash mode (e.g. red eye reduction, fill flash)   + image stabilisation   + shooting speed (e.g. continuous, single)   + macro mode * take digital photographs using rules of photography and composition * store digital photographs (e.g. using internal device memory, portable storage device, web-based storage, PC/laptop)   **R082 (Digital Graphics)**  **LO3: Be able to create a digital graphic**  Learners must be taught how to:   * source assets identified for use in a digital graphic, i.e.:   + images   + graphics * create assets identified for use in a digital graphic, i.e.:   + images   + graphics * ensure the technical compatibility of assets with the final graphic (e.g. pixel dimensions, dpi resolution) * create a digital graphic using a range of tools and techniques within the image editing software application (e.g. cropping, rotating, brightness, contrast, colour adjustment) * save a digital graphic in a format appropriate to the software being used   **R087 LO2: Be able to plan interactive multimedia products**  Learners must be taught:   * how legislation (e.g. copyright, trademarks, logos, intellectual property use, permissions and implications of use) applies to assets (e.g. sound, video) to be used when creating interactive multimedia products, whether sourced or created.   **R088 (Digital Sound)**  **LO3: Be able to create a digital sound sequence**  Learners must be taught how to:   * record and source sounds to store as assets for use in a digital sound sequence * import assets into sound editing software * use features of the sound editing software to edit assets (e.g. trim, copy and paste, envelope tool) * use the features of sound editing software to enhance assets, (e.g. fade, gain, filter, noise removal, pitch, invert) * use a range of tools and techniques (e.g. equalisation, audio compression, looping, generating silence) to mix assets within audio software * save a digital sound sequence in a format appropriate to the software being used   export a digital sound sequence in a file format appropriate to client requirements (e.g. .wav, .wma, .aiff, .mp3, ogg vorbis) \_.  **R089 (Digital Video)**  **LO3: Be able to create a digital video sequence**  Learners must be taught how to:   * use a range of camera techniques to record original digital video footage, i.e.:   ○ camera shots (e.g. long, medium, close- up)  ○ camera movement (e.g. pan/tilt, tracking, dolly)  ○ changing camera settings  ○ lighting   * source additional footage and other assets (e.g. static frames and graphics, motion graphics, background music, narrated voiceover) for use in a digital video sequence * identify appropriate original recorded footage for use in a digital video sequence * import original recorded footage and assets into video editing software recognising any limitations of the software * use software features to produce, edit and enhance a video sequence (e.g. splitting, trimming and cutting tracks, layering with multiple tracks, sound editing, adding transitions, titles and credits) * save a digital video sequence file in a high-quality\_ format appropriate to the software being used * export a digital video sequence in a file format appropriate to client requirements (e.g. .avi, .mp4, .wmv, .flv, .3GP) |
| **2.4 Developing multimedia products**  There is a wide range of software available to enable you to create multimedia products. You will need to learn to use features of the software, including:   * frames, tables and divisions for layout * templates * fonts and styles * colour schemes * borders and backgrounds * interactive elements * pop-ups on web-based products * linking screens.   You will learn how to produce products that meet technical specifications, including:   * file size * download time * compression.   Your products must be fit for purpose.  You will learn how to:   * use colour options   ○ contrast  ○ pattern  ○ background   * create and modify tables or divisions * optimise resolution and file size * add lines and simple shapes * use hyperlinks to link pages * implement animations, moving images and sound * create and use colour schemes * create and use master slides and templates * create slide transitions * embed or link components to ensure functionality   ○ sound  ○ video  ○ animation  ○ navigation (buttons, text links, hotspots,  rollovers)   * use frames. | **LO3: Be able to create interactive multimedia products**  Learners must be taught how to:   * source assets to be used in an interactive multimedia product (e.g. graphics, sound, video, animation, navigation buttons/icons) * create and re-purpose assets * store assets to be used in an interactive multimedia product * create an interactive multimedia product structure * set up interaction and playback controls (e.g. navigation, rollovers, triggers, behaviours (e.g. pop-up messages)) * save an interactive multimedia product in a format appropriate to the software being used * export the interactive multimedia product in a file format appropriate to client requirements. |
| **2.5 Prototyping and testing**  No amount of eye-catching graphics and interactive features is going to make someone use your product if it does not do what they want or work as expected.  Prototyping involves producing working versions of a product at various stages during its development and testing them with users to find and iron out problems as you go along. You will learn how to create and utilise  prototypes for use with test users.  You will learn about the importance of testing your products properly to ensure that:   * the content is correct, engaging and conveys the right meaning * every link goes where it should with no dead ends * all the interactive features work as intended * the product is robust and cannot be made to fail * the product works with different browsers and platforms * other people can use the product without help * the product meets all your objectives * the product works away from the computer/network on which it has been created.   You need to learn what testing involves to:   * note any potential problems as they occur * decide how you are going to put them right * check that any changes you make do not affect other parts of the product.   You need to learn how to use feedback from a range of potential users, including those with a good knowledge of multimedia products and others who are complete novices. | **R087 LO2: Be able to plan interactive multimedia products**   * create and maintain a test plan to test an interactive multimedia product during production. |
| **2.6 Distribution**  If you use specialised software to produce a multimedia product, it is quite possible that some of your target users will not have this software available on their computers.  You will learn how to create run-time versions of your products, so that they are accessible to as many people as possible. | **R087 LO3: Be able to create interactive multimedia products**  Learners must be taught how to:   * save an interactive multimedia product in a format appropriate to the software being used * export the interactive multimedia product in a file format appropriate to client requirements. |
| **2.7 Product review**  You need to learn how to undertake a review of your products once they are completed. You should evaluate:   * how well they work * how easy they are to use. | **R087 LO4: Be able to review interactive multimedia products**  Learners must be taught how to:   * review an interactive multimedia product against a specific brief * identify areas for improvement and further development of an interactive multimedia product. |
| **2.9 Standard ways of working**  While working on a project you will be expected to use ICT efficiently, legally and safely. You need to learn about:   * file management   ○ save work regularly  ○ use sensible filenames  ○ set up directory/folder structures to organise files  ○ make regular backups and versions to show progress  ○ choose appropriate file formats  ○ convert files to appropriate formats  ○ limit access to confidential or sensitive files  ○ have an awareness of viruses   * personal effectiveness   ○ use a plan to organise work and meet deadlines | **R087 LO3: Be able to create interactive multimedia products**  Learners must be taught how to:   * how to use version control when creating interactive multimedia products.   **R081 (Pre-production)**  **LO2: Be able to plan pre-production**   * produce a work plan and production schedule to include:   + tasks   + activities   + work flow   + timescales   + resources   + milestones   + contingencies. |

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| **CiDA Unit 3 – Artwork and Imaging** | **OCR Cambridge Nationals Creative iMedia** |
| **3.1 Investigating artwork and images**  Images are an important part of how we communicate with each other. You will need to learn how artwork and images are used in a variety of contexts and graphic products, such as:   * illustrations in books, magazines, newspapers and posters * symbols and signs in public places * buttons and icons on websites and other user interfaces * websites, presentations and animations * posters, leaflets and calendars * labels and packaging including the net and all surface graphics * plans, diagrams and models.   You need to learn how to evaluate the effectiveness of these images by considering factors such as:   * audience and purpose * composition * use of colour * impact/visual effect * size and position * the nature of the message, for example   ○ obvious or subtle  ○ persuasive  ○ informative.   * the nature of the message, for example   ○ obvious or subtle  ○ persuasive  ○ informative. | **R082 (Digital Graphics)**  **LO1: Understand the purpose and properties of digital graphics**  Learners must be taught:   * why digital graphics are used (e.g. to entertain, to inform, to advertise, to promote, to educate) * how digital graphics are used (e.g. magazine covers, CD/DVD covers, adverts, web images and graphics, multimedia products, games) |

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| **CiDA Unit 3 – Artwork and Imaging** | **OCR Cambridge Nationals Creative iMedia** |
| **3.2 Designing artwork and images**  There are a number of key questions you need to ask, including:   * What do I have to produce? * What is it for? * Who is the intended audience? * What graphic elements are required? * How will the elements be combined:   ○ layout  ○ balance and proportions  ○ emphasis  ○ consistency?  What resources are needed? | **R082 LO1: Understand the purpose and properties of digital graphics**   * how different purposes and audiences influence the design and layout of digital graphics (e.g. the use of colour, composition, white space and styles).   **R082 LO2: Be able to plan the creation of a digital graphic**  Learners must be taught how to:   * interpret client requirements for a digital graphic based on a specific brief (e.g. by client discussion, reviewing a written brief, or specification) * understand target audience requirements for a digital graphic. * Identify the resources needed to create a digital graphic (e.g. digital camera, internet, scanner, computer system and software). |
| **3.5 Use drawing tools**  You will learn how to:   * create and edit objects * path and point * stroke and fill   ○ paint the stroke separately from the fill  ○ alter the thickness of the stroke  ○ alter the properties of the fill, such as pattern or gradient   * edit and arrange vector images   ○ cut, copy and paste  ○ duplicate or clone objects  ○ crop, trim and resize  ○ cut and join lines or shapes  ○ combine and break apart objects  ○ align and order objects  ○ group/ungroup | **R082 LO3: Be able to create a digital graphic**   * source assets identified for use in a digital graphic, i.e.:   + images   + graphics * create assets identified for use in a digital graphic, i.e.:   + images   + graphics * ensure the technical compatibility of assets with the final graphic (e.g. pixel dimensions, dpi resolution) * create a digital graphic using a range of tools and techniques within the image editing software application (e.g. cropping, rotating, brightness, contrast, colour adjustment) * save a digital graphic in a format appropriate to the software being used |
| **CiDA Unit 3 – Artwork and Imaging** | **OCR Cambridge Nationals Creative iMedia** |
| **3.5 Use drawing tools**  You will learn how to:   * create and edit objects * path and point * stroke and fill   ○ paint the stroke separately from the fill  ○ alter the thickness of the stroke  ○ alter the properties of the fill, such as pattern or gradient   * edit and arrange vector images   ○ cut, copy and paste  ○ duplicate or clone objects  ○ crop, trim and resize  ○ cut and join lines or shapes  ○ combine and break apart objects  ○ align and order objects  ○ group/ungroup | **R082 LO3: Be able to create a digital graphic**   * source assets identified for use in a digital graphic, i.e.:   + images   + graphics * create assets identified for use in a digital graphic, i.e.:   + images   + graphics * ensure the technical compatibility of assets with the final graphic (e.g. pixel dimensions, dpi resolution) * create a digital graphic using a range of tools and techniques within the image editing software application (e.g. cropping, rotating, brightness, contrast, colour adjustment) * save a digital graphic in a format appropriate to the software being used |
| * move and order objects * use layers in vector images * apply effects to selected areas * trace objects * insert, modify and transform text using vector tools * combine basic shapes and freehand drawing * insert, create and add text   ○ insert, format and edit  ○ fit text to path  ○ apply filters and special effects such as shadows   * save vector images   ○ native formats that only the software can read  ○ common file formats  ○ formats for print and web and/or screen display. | * export the digital graphic using appropriate formats and properties for   + print use   + web use   + multimedia use.   **R082 LO1: Understand the purpose and properties of digital graphics**   * types of digital graphics, i.e.:   + bitmap/raster   + vector |
| **CiDA Unit 3 – Artwork and Imaging** | **OCR Cambridge Nationals Creative iMedia** |
| **3.6 Use image editing tools**  You will learn how to:   * create bitmap images or elements * scan images or use other capture devices such as digital microscopes * download pictures from a digital camera * draw/paint images * edit bitmap images   ○ cut and move bitmap elements  ○ crop bitmap elements  ○ select parts of bitmap images  ○ apply special effects and filters to bitmap images  ○ use layers in bitmap images  ○ combine images and parts of images  ○ apply an effect or change to a selected area   * use text in bitmap images * adjust image and canvas size * adjust colour in bitmap images   ○ convert images to grayscale or BW  ○ colour balance (HSB)  ○ understand where and how to use levels and curves  ○ using and customising colour palettes   * make basic corrections and adjustments to colour * save bitmap images   ○ native formats that only the software used to make them can read  ○ common file formats  ○ formats for print and web and/or screen display   * combine bitmap images and parts of graphics in a composite image. | **R082 LO3: Be able to create a digital graphic**   * source assets identified for use in a digital graphic, i.e.:   + images   + graphics * create assets identified for use in a digital graphic, i.e.:   + images   + graphics * ensure the technical compatibility of assets with the final graphic (e.g. pixel dimensions, dpi resolution) * create a digital graphic using a range of tools and techniques within the image editing software application (e.g. cropping, rotating, brightness, contrast, colour adjustment) * save a digital graphic in a format appropriate to the software being used * export the digital graphic using appropriate formats and properties for   + print use   + web use   + multimedia use. |

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| **CiDA Unit 3 – Artwork and Imaging** | **OCR Cambridge Nationals Creative iMedia** |
| **3.7 Preparing images for screen**  In preparing images for screen or web publication you will need to consider:   * the quality of the image   ○ the resolution of the image (the number  and size of the pixels)  ○ the colours used   * the file format   ○ compression and compressibility  ○ converting files to different formats  ○ the size of the file  ○ bandwidth (download speed)  ○ browsers and platforms. | **R082 LO3: Be able to create a digital graphic**   * ensure the technical compatibility of assets with the final graphic (e.g. pixel dimensions, dpi resolution) * export the digital graphic using appropriate formats and properties for   + web use   + multimedia use. |
| **3.8 Preparing images for print**  You will learn how to make sure that your printed image looks how you want it to by:   * setting an appropriate resolution and image size * selecting an appropriate file type | **R082 LO3: Be able to create a digital graphic**   * save a digital graphic in a format appropriate to the software being used * export the digital graphic using appropriate formats and properties for   + print use |
| **3.9 Product review**  You need to learn how to undertake a thorough review of your products once they are completed. You should evaluate:   * how well they meet user requirements * their fitness for purpose. * make valid suggestions for further improvement of the final products. | **R082 LO4: Be able to review a digital graphic**  Learners must be taught how to:   * review a digital graphic against a specific brief * identify areas in a digital graphic for improvement and further development (e.g. cropping, rotating, brightness, contrast, levels, and colour adjustment). |

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| **CiDA Unit 3 – Artwork and Imaging** | **OCR Cambridge Nationals Creative iMedia** |
| **3.11 Standard ways of working**   * file management   ○ save work regularly  ○ use sensible filenames  ○ set up directory/folder structures to organise files  ○ make regular backups and versions to show progress  ○ choose appropriate file formats  ○ convert files to appropriate formats  ○ have an awareness of viruses   * quality assurance   ○ use tools such as spell and grammar check and print preview  ○ proofread  ○ seek views of others  ○ authenticate work  ○ test components   * work safely   ○ select and adjust system settings  ○ take regular breaks  ○ handle and store media correctly  ○ use the internet in a responsible and safe way. | **R087 LO3: Be able to create interactive multimedia products**  Learners must be taught how to:   * how to use version control when creating interactive multimedia products.   **R081 LO2: Be able to plan pre-production**  The health and safety considerations when creating digital media products (e.g. use of risk assessments, location recces, safe working practices)   * legislation regarding any assets to be sourced, i.e.:   ○ copyright  ○ trademarks  ○ intellectual property   * how legislation applies to creative media production, i.e.:   ○ data protection  ○ privacy  ○ defamation  ○ certification and classification  ○ use of copyrighted material and intellectual property. |

| **CiDA Unit 4 – Game Making** | **OCR Cambridge Nationals Creative iMedia** |
| --- | --- |
| **4.1 Investigating computer games**  Before you start to produce computer games yourself you need to learn about the different types of computer games created by others, including:   * action * adventure * platform * puzzle * role-play games (RPG) * massively multi-player online games (MMOG) * simulation * sport and strategy * serious games.   When you are playing games pay attention to features, such as:   * style, e.g. cartoon, retro, realistic, environment (3D, 2D), single/multi-player * platform, e.g. PC, mobile phone, console, online | **R091 (Designing a game concept)**  **LO1: Understand digital game types and platforms**  Learners must be taught:   * digital game genres (e.g. action, sports, role playing game, quest, and strategy).   Learners must be taught:   * the evolution of digital game platforms from generations 1 to 8 (e.g. handheld, PC, consoles) * the evolution of the characteristics of a range of digital games (e.g. 2D arcade, 3D RPG, MMO, simulation, game-based learning, augmented reality) * game objectives of a range of digital games * digital game genres (e.g. action, sports, role playing game, quest, strategy). |
| **4.2 Using a moodboard**  You need to learn how to use a moodboard to show other people what you have in mind and how it can be used to provide information about the game, including:   * purpose * target audience * genre and style * rating * platform * key features, e.g. theme, objective, environment, story outline, game play, characters, assets. | **R081 (Pre-production)**  **LO1: Understand the purpose and content of pre-production**  Learners must be taught:   * the purpose and uses for:   ○ mood boards (e.g. ideas and concepts for a new creative media  product development, assisting the generation of ideas)  **R081 LO3: Be able to produce pre-production documents**  Learners must be taught how to:   * create a mood board. |
| **4.3 Developing games for others to play**  Games must be carefully designed if they are to work as intended and be fun to play. You will learn how to produce detailed designs for games that include details of:   * audience and purpose of the game * the game environment * pathways * levels * assets * story – narrative * challenges * rules * navigation and controls * interaction.   **4.3 Developing games for others to Play**  You must be able to:   * select, create and modify images suitable for using as sprites * import images for sprites into a game engine * select appropriate sprite properties   ○ size  ○ background transparency   * colour/pattern * select, create and modify sounds and their properties   ○ effect (chorus, echo, reverb)  ○ type (effect, music)  ○ use (play once, looped, volume, pan)  ○ trigger a sound effect on a game event   * select and use appropriate sound types, e.g. wav, midi, mp3, ogg * select and create appropriate properties for game objects, such as:   ○ visibility  ○ solidity  ○ depth  ○ rotation  ○ scale  ○ health   * select appropriate game events associated with game objects * trigger game events associated with mouse/keyboard   ○ object movement (and timings)  ○ collisions detection  ○ health  ○ score  ○ next level   * select appropriate background * select and apply effects, e.g. emitters, fog, rain * select and apply an appropriate player starting point * create a game with a number of levels, game objects and a background   ○ add a level  ○ level size  ○ window size   * select appropriate naming conventions for assets and games * save game in an appropriate format   ○ executable (.exe) file  ○ editable file  ○ exportable file for use in a viewer  You must be able to:   * select and use 3D objects/props/models * create, import and apply textures * select and use appropriate scenery * select and apply effects, e.g. emitters, fog, rain * select and apply appropriate lighting * manipulate assets in 3D space   ○ position  ○ scale  ○ rotate  ○ allow objects/models to move within your 3D world, e.g. character  moves, door opens. | **R091 LO2: Be able to plan a digital game concept**  Learners must be taught how to:   * interpret client/focus group requirements for digital game concepts (e.g. game genre, intended platform, purpose) based on a specific brief (e.g. by client discussion, reviewing a written brief or specification) * understand target audience requirements * generate a range of original ideas for a new game in line with client requirements, including key game play outlines, i.e.:   ○ genre  ○ concept  ○ narrative  ○ characters  ○ locations.  **Unit R092 (Developing digital games)**  **LO3: Be able to create a digital game**  Learners must be taught how to:   * identify software features needed for the creation of a game (e.g. use of libraries, drag and drop, object properties, event and actions, triggers, collisions) * use geometric parameters to manipulate objects and environments (e.g. conversion, scale, creation, grid settings, spatial relationships) * edit properties to set parameters of objects and environments (e.g. names, transparency, visibility, effects, colour, textures) * import assets (e.g. graphics, image, texture, sound, video, animation, text) * set up interaction (e.g. collision, triggers, activating an object, behaviours, pop-up messages, shake, fades and sounds) * create game play controls (e.g. mouse/keyboard, dialogue activation, start/pause/exit facilities) * use algorithms in relevant areas (e.g. scoring systems, timing systems, game triggers, speed) * save a digital game in a format appropriate to the game development software being used * export and publish a digital game in a format that is playable on a different computer system. |
| **4.5 Reviewing games**  You will learn how to review the strengths and weaknesses of games by evaluating factors, such as:   * playability, e.g. challenge, interest, duration, start-up, progress * interactivity, e.g. controls, effects) * rules, e.g. clarity, logic * instructions, e.g. clarity, prompts, help * originality * user ratings and comments.   You will also learn how to select extracts from the game to illustrate your comments. | **R091 LO4: Be able to review a digital game proposal**  Learners must be taught how to:   * review a digital game against a specific brief. * identify areas for improvement and further development of a digital game.   **R092 LO4: Be able to review the creation of a digital game**  Learners must be taught how to:   * review a digital game against a specific brief * test a digital game with a client or focus group * identify areas for improvement and further development of a digital game. |
| **4.6 Be able to use ICT efficiently and safely**   * file management   ○ save work regularly  ○ use sensible filenames  ○ set up directory/folder structures to organise files  ○ make regular backups and versions to show progress  ○ choose appropriate file formats  ○ convert files to appropriate formats  ○ limit access to confidential or sensitive files  ○ have an awareness of viruses  ○ create ‘read me’ files where appropriate to provide technical  information, e.g. system requirements.   * legislation and codes of practice   ○ acknowledge sources  ○ respect copyright  ○ avoid plagiarism  ○ protect confidentiality   * work safely   ○ select and adjust system settings  ○ take regular breaks  ○ handle and store media correctly  ○ use the internet in a responsible and safe way. | **R092 LO3: Be able to create a digital game**   * how to use version control when creating digital games.   **R081 LO2: Be able to plan pre-production**  The health and safety considerations when creating digital media products (e.g. use of risk assessments, location recces, safe working practices)   * legislation regarding any assets to be sourced, i.e.:   ○ copyright  ○ trademarks  ○ intellectual property   * how legislation applies to creative media production, i.e.:   ○ data protection  ○ privacy  ○ defamation  ○ certification and classification  ○ use of copyrighted material and intellectual property. |

## Assessment

A comparison of the differences in assessment models is below:

| **CiDA Level 1 /2** | **OCR Cambridge Nationals Creative iMedia Level 1/2** |
| --- | --- |
| **Pearson Edexcel Level 1 Certificate in Digital Applications (CiDA)**  **Unit Mandatory unit**  **Students must complete this unit.**  1 Developing Web Products 30 GLH  **Students must complete one of these three optional units**  2 Creative Multimedia 90 GLH  3 Artwork and Imaging 90 GLH  4 Game Making 90 GLH  **Pearson Edexcel Level 2 Certificate in Digital Applications (CiDA)**  **Unit Mandatory unit**  Students must complete this unit.  1 Developing Web Products 30 GLH  **Students must complete one of the three optional units:**  2 Creative Multimedia 90 GLH  3 Artwork and Imaging 90 GLH  4 Game Making 90 GLH | The Cambridge Nationals in Creative iMedia consist of three qualifications:   * OCR Level 1/2 Cambridge National Award in Creative iMedia consists of two mandatory units. (Units R081 and R082) * OCR Level 1/2 Cambridge National Certificate in Creative iMedia consists of two mandatory units and two optional units. (Units R081 and R082 plus 2 other units) * OCR Level 1/2 Cambridge National Diploma in Creative iMedia consists of two mandatory units and six optional units. (Units R081 and R082 plus 6 other units) |
| **Unit 1 Developing Web Products Practical examination - 30 GLH**  **Practical examination**  The examination will be set and marked by Pearson. | **Unit R081**  30 GLH 1 hour 15 minutes written paper 60 marks (60 UMS)  OCR set and marked This question paper:   * contains a scenario on which all questions are based * consists of two sections, comprising short answer and extended response questions * assesses the quality of written communication. |
| **Unit 2-4**  **Summative Project Briefs – 90 GLH**  The Summative Project is the means by which students bring together the knowledge, skills and understanding they have acquired throughout the unit into a synoptic piece of work. There is one Summative Project for each unit, each based on a brief.  Summative Project Briefs are set by Pearson, administered and marked by the centre, and moderated by Pearson. | **Unit R082 - R092**  30 GLH Centre assessed tasks 60 marks (60 UMS)  Centre assessed and OCR moderated The centre assessed tasks:   * will be practical tasks in the context of an assignment, selected from the OCR bank of set assignments |
| **Results are on the following scale:**  **Level 1 - Grades A\* - C *(****Level 1 Grades A\*-C are equivalent in value to GCSE grades D –G)*  **Level 2** – Grades A\* - C | All results are awarded on the following scale:   * Distinction\* at Level 2 (\*2) * Distinction at Level 2 (D2) * Merit at Level 2 (M2) * Pass at Level 2 (P2) * Distinction at Level 1 (D1) * Merit at Level 1 (M1) * Pass at Level 1 (P1) |

## Want to switch to OCR?

If you’re an OCR-approved centre, all you need to do is download the specification and start teaching. Your exams officer can complete an intention to teach form which enables us to provide appropriate support. When you’re ready to enter your students, you just need to speak to your exams officer.

Unit R081 is an examined unit and there are two assessment series each year in January and June.

The remaining units are centre assessed and OCR moderated.

Certification is available for the first time in June 2018 and each January and June thereafter.

## Next steps

1. Familiarise yourself with the specification, sample assessment materials and teaching resources on the OCR Cambridge Nationals in Creative iMedia page of the OCR website.

<http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/>

1. Browse the online delivery guides for teaching ideas.
2. Get a login for our secure extranet: Interchange – this allows you to access the latest past/practice papers and use our results analysis service: Active Results.

<https://interchange.ocr.org.uk>

1. Sign up to receive subject updates by email.   
   <http://www.ocr.org.uk/i-want-to/email-updates>
2. Sign up to attend a training event or take part in webinars on specific topics running throughout the year and our Q&A webinar sessions every half term.   
   <https://www.cpdhub.ocr.org.uk>
3. Attend one of our free teacher network events that are run in each region every term. These are hosted at the end of the school day in a school or college near you, with teachers sharing best practice and subject specialists on hand to lead discussion and answer questions.  
   <http://ocr.org.uk/qualifications/professional-development/teacher-networks/>

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