CAMBRIDGE NATIONALS LEVEL 1/2
CREATIVE iMEDIA J807, J817

OCR
Oxford Cambridge and RSA

Your guide to the changes for 2021

Following [Ofqual's consultation](#) on arrangements for the assessment of VTQs in 2020/21, we've reviewed units in our Cambridge Nationals and Cambridge Technicals being taken this academic year to provide specific guidance at qualification and unit level on changes to requirements or alternative approaches to support public health guidance.

Our changes are designed to make units to be taken in 2020/21 possible to complete, given the constraints you are all working with, and to make sure that the learning outcomes and assessment criteria can still be met.

We understand that the current disruption continues to change and also varies across regions, so our guidance gives acceptable alternatives you can consider when delivering units in your school /college while following the public health guidance.

Please use the [specification and assignments](#) available on our website, alongside this document, to plan and carry out assessment in 2020-21.

Overview of changes for R082

Unit number	Unit title	Mandatory (M)/ Optional (O)
R082	Creating digital graphics	M

Which element(s) of the unit are affected?

1. Potentially all Learning Outcomes of the assignment since they must be done in normal teaching time, that is in class. This could be a problem if candidates are not in class, or if their access to resources and/or facilities is limited.

2. Potentially, the creation of a digital graphic for LO3. This applies if:

   a) Computer equipment and software is not available in the centre for candidates to use

   b) Candidates are not in class for a significant time, for example because of self-isolation

In general terms, there are some key points in the specification:

- Section 4.3 bullet (1) states that a centre cannot change any aspect of the set assignment tasks or scenarios. This is slightly restrictive for some units, and this document describes possible adaptations.

- Section 4.3 bullet (5), sub bullet (1) states that work must be carried out with enough supervision to ensure that the work can be confidently authenticated as the student's own. Any adaptations must make sure that assessment takes place under similar conditions and with the same controls.

- Section 4.4.2 confirms that methods of assessment must be safe and manageable. To make sure this is the case, this document identifies some adaptations.

- Section 4.5 states that *questioning* of the student can be an acceptable form of evidence in some circumstances. This document clarifies this point.

What adaptations are possible for this unit?

In general terms, there are three areas of the assessment to consider. Note that these apply to all units.

Restrictions of the summative assessment
The specification states that assignments must be completed in normal curriculum time. There is no change to this requirement.

The scenario for the set assignment and scope for permitted changes
For R082, there are three different set assignment briefs. We do not believe that being restricted to a class bubble will affect the accessibility of the scenarios. Therefore, for this unit we do not propose any changes to the set assignments, and we do not believe there is scope for permitted changes.

The nature of evidence produced
Since some centres may have more restrictions on access to computer resources we understand that a large part of the unit may have to be completed as paper based. This would be effective for LO1, LO2 and LO4. For LO3, we do not feel that using hand drawn evidence, a witness statement or a professional discussion is suitable as we believe it would compromise the validity of the assessment.

Centres can still make requests for special consideration to our special requirements team in the normal way.

What has changed?

What has changed	Detail
Tasks	We do not propose any adaptations to this mandatory unit other than the format of the evidence for LO1, LO2 and LO4.
Other documentation, e.g. witness statements	**Formats of evidence:** • **LO1, LO2, LO4:** We believe students could complete these in a paper-based format. For moderation, evidence could either be scanned or posted using the /02 entry option. • **LO1, LO4 and parts of LO2:** An alternative is to record a professional discussion with each candidate. This could cover the investigation of graphics, interpretation of the brief and the final review. Note that some elements of the planning, such as a visualisation diagram, cannot be completed this way. Guidance on the use of professional discussions is covered by assessor qualifications such as D32/33, A1 or TAQA. It is important that questions must not lead a candidate to the answer and must not give more guidance than that given for the set assignment tasks. If a recorded professional discussion is submitted as evidence, please identify key elements of evidence responses by noting the time code on the URS. • **Witness statements:** Not normally seen in the qualification but may be considered if based on existing guidelines in Appendix A. • **LO3 Creating a graphic:** Note that using a professional discussion is not a suitable option for this unit as we do not believe it effectively measures skills.
Considerations for moderation	Listening to long professional discussion recordings may take a long time.

Overview of changes for R083

Unit number	Unit title	Mandatory (M)/ Optional (O)
R083	Creating 2D and 3D digital characters	O

Which element(s) of the unit are affected?

• LO3: The issue here is access to computer equipment and software resources to create the product. In some cases, candidates may not be able to complete this within a Covid-secure class bubble.

What adaptations are possible for this unit?

• **Restrictions of the summative assessment** - the specification states that assignments must be completed in normal curriculum time. There is no change to this requirement.
• **The scenario for the set assignment and scope for permitted changes** - we do not believe that being restricted to a class bubble will affect the accessibility of the scenarios. Therefore, for this unit we do not propose any changes to the set assignments, and we do not believe there is scope for permitted changes.
• **The nature of evidence produced** - since some centres may have more restrictions on access to computer resources we understand that a large part of the evidence may have to be completed as paper based where this is appropriate.

What has changed?

What has changed	Detail
Tasks	One option is to change the optional unit to R091: Design a game concept, which does not need any specialist equipment or software. Otherwise, we do not believe any changes are needed to the scenario or set assignments.
Other documentation, e.g. witness statements	**Forms of evidence** • **LO1, LO2, LO4:** We believe students could complete these in a paper-based format. For moderation, evidence could either be scanned or posted using the /02 entry option. • **Parts of LO1, LO2 and LO4:** An alternative is to record a professional discussion with each candidate. This could cover the investigation of graphics, interpretation of the brief and the final review. Note that some elements of the planning, such as a visualisation diagram, cannot be completed this way. Guidance on the use of professional discussions is covered by assessor qualifications such as D32/33, A1 or TAQA. It is important that questions must not lead a candidate to the answer and must not give more guidance than that given for the set assignment tasks If a recorded professional discussion is submitted as evidence, please identify key elements of evidence responses by noting the time code on the URS. • **Witness statements:** Not normally seen in the qualification but may be considered if based on existing guidelines in Appendix A.
Considerations for moderation	Listening to long professional discussion recordings may take a long time.

Overview of changes for R084

Unit number	Unit title	Mandatory (M)/ Optional (O)
R084	Storytelling with a comic strip	O

Which element(s) of the unit are affected?

- LO3: The issue here is access to computer equipment and software resources to create the product. In some cases, candidates may not be able to complete this within a Covid-secure class bubble.

What adaptations are possible for this unit?

- **Restrictions of the summative assessment** - the specification states that assignments must be completed in normal curriculum time. There is no change to this requirement.

- **The scenario for the set assignment and scope for permitted changes** - we do not believe that being restricted to a class bubble will affect the accessibility of the scenarios. Therefore, for this unit we do not propose any changes to the set assignments, and we do not believe there is scope for permitted changes.

- **The nature of evidence produced** - since some centres may have more restrictions on access to computer resources we understand that a large part of the evidence may have to be completed as paper based where this is appropriate.

What has changed?

What has changed	Detail
Tasks	One option is to change the optional unit to R091: Design a game concept, which does not need any specialist equipment or software. Otherwise, we do not believe any changes are needed to the scenario or current OCR set assignments.
Other documentation, e.g. witness statements	**Forms of evidence** • **LO1, LO2, LO4:** We believe students could complete these in a paper-based format. For moderation, evidence could either be scanned or posted using the /02 entry option. • **Parts of LO1, LO2 and LO4:** An alternative is to record a professional discussion with each candidate. This could cover some parts of the initial investigation, interpretation of the brief and the final review. Note that some elements of the investigation and planning cannot be completed this way. These should be supported by paper-based evidence such as visualisation diagrams, storyboards, test tables. Guidance on the use of professional discussions is covered by assessor qualifications such as D32/33, A1 or TAQA. It is important that questions must not lead a candidate to the answer and must not give more guidance than that given for the set assignment tasks. If a recorded professional discussion is submitted as evidence, please identify key elements of evidence responses by noting the time code on the URS. • **Witness statements:** Not normally seen in the qualification but may be considered if based on existing guidelines in Appendix A.
Considerations for moderation	Listening to long professional discussion recordings may take a long time.

Overview of changes for R085

Unit number	Unit title	Mandatory (M)/ Optional (O)
R085	Creating a multipage website	O

Which element(s) of the unit are affected?

- LO3: The issue here is access to computer equipment and software resources to create the product. In some cases, candidates may not be able to complete this within a Covid-secure class bubble.

What adaptations are possible for this unit?

- **Restrictions of the summative assessment** - the specification states that assignments must be completed in normal curriculum time. There is no change to this requirement.
- **The scenario for the set assignment and scope for permitted changes** - we do not believe that being restricted to a class bubble will affect the accessibility of the scenarios. Therefore, for this unit we do not propose any changes to the set assignments, and we do not believe there is scope for permitted changes.
- **The nature of evidence produced** - since some centres may have more restrictions on access to computer resources we understand that a large part of the evidence may have to be completed as paper based where this is appropriate.

What has changed?

What has changed	Detail
Tasks	One option is to change the optional unit to R091: Design a game concept, which does not need any specialist equipment or software. Otherwise, we do not believe any changes are needed to the scenario or current OCR set assignments.
Other documentation, e.g. witness statements	**Forms of evidence** • **LO1, LO2, LO4:** We believe students could complete these in a paper-based format. For moderation, evidence could either be scanned or posted using the /02 entry option • **Parts of LO1, LO2 and LO4:** An alternative is to record a professional discussion with each candidate. This could cover some parts of the initial investigation, interpretation of the brief and the final review. Note that some elements of the investigation and planning cannot be completed this way. These should be supported by paper-based evidence such as visualisation diagrams, storyboards, test tables. Guidance on the use of professional discussions is covered by assessor qualifications such as D32/33, A1 or TAQA. It is important that questions must not lead a candidate to the answer and must not give more guidance than that given for the set assignment tasks. If a recorded professional discussion is submitted as evidence, please identify key elements of evidence responses by noting the time code on the URS. • **Witness statements:** Not normally seen in the qualification but may be considered if based on existing guidelines in Appendix A.
Considerations for moderation	Listening to long professional discussion recordings may take a long time.

Overview of changes for R086

Unit number	Unit title	Mandatory (M)/ Optional (O)
R086	Creating a digital animation	O

Which element(s) of the unit are affected?

- LO3: The issue here is access to computer equipment and software resources to create the product. In some cases, candidates may not be able to complete this within a Covid-secure class bubble.

What adaptations are possible for this unit?

- **Restrictions of the summative assessment** - the specification states that assignments must be completed in normal curriculum time. There is no change to this requirement.
- **The scenario for the set assignment and scope for permitted changes** - we do not believe that being restricted to a class bubble will affect the accessibility of the scenarios. Therefore, for this unit we do not propose any changes to the set assignments, and we do not believe there is scope for permitted changes.
- **The nature of evidence produced** - since some centres may have more restrictions on access to computer resources we understand that a large part of the evidence may have to be completed as paper based where this is appropriate.

What has changed?

What has changed	Detail
Tasks	One option is to change the optional unit to R091: Design a game concept, which does not need any specialist equipment or software. Otherwise, we do not believe any changes are needed to the scenario or current OCR set assignments.
Other documentation, e.g. witness statements	**Forms of evidence** • **LO1, LO2, LO4:** We believe students could complete these in a paper-based format. For moderation, evidence could either be scanned or posted using the /02 entry option. • **Parts of LO1, LO2 and LO4:** An alternative is to record a professional discussion with each candidate. This could cover some parts of the initial investigation, interpretation of the brief and the final review. Note that some elements of the investigation and planning cannot be completed this way. These should be supported by paper-based evidence such as visualisation diagrams, storyboards and test tables. Guidance on the use of professional discussions is covered by assessor qualifications such as D32/33, A1 or TAQA. It is important that questions must not lead a candidate to the answer and must not give more guidance than that given for the set assignment tasks. If a recorded professional discussion is submitted as evidence, please identify key elements of evidence responses by noting the time code on the URS. • **Witness statements:** Not normally seen in the qualification but may be considered if based on existing guidelines in Appendix A.
Considerations for moderation	Listening to long professional discussion recordings may take a long time.

Overview of changes for R087

Unit number	Unit title	Mandatory (M)/ Optional (O)
R087	Creating interactive multimedia products	O

Which element(s) of the unit are affected?

- LO3: The issue here is access to computer equipment and software resources to create the product. In some cases, candidates may not be able to complete this within a Covid-secure class bubble.

What adaptations are possible for this unit?

- **Restrictions of the summative assessment** - the specification states that assignments must be completed in normal curriculum time. There is no change to this requirement.

- **The scenario for the set assignment and scope for permitted changes** - we do not believe that being restricted to a class bubble will affect the accessibility of the scenarios. Therefore, for this unit we do not propose any changes to the set assignments, and we do not believe there is scope for permitted changes.

- **The nature of evidence produced** - since some centres may have more restrictions on access to computer resources we understand that a large part of the evidence may have to be completed as paper based where this is appropriate.

What has changed	Detail
Tasks	One option is to change the optional unit to R091: Design a game concept, which does not need any specialist equipment or software. Otherwise, we do not believe any changes are needed to the scenario or current OCR set assignments.
Other documentation, e.g. witness statements	**Forms of evidence** • **LO1, LO2, LO4:** We believe students could complete these in a paper-based format. For moderation, evidence could either be scanned or posted using the /02 entry option. • **Parts of LO1, LO2 and LO4:** An alternative is to record a professional discussion with each candidate. This could cover some parts of the initial investigation, interpretation of the brief and the final review. Note that some elements of the investigation and planning cannot be completed this way. These should be supported by paper-based evidence such as visualisation diagrams, storyboards and test tables. Guidance on the use of professional discussions is covered by assessor qualifications such as D32/33, A1 or TAQA. It is important that questions must not lead a candidate to the answer and must not give more guidance than that given for the set assignment tasks. If a recorded professional discussion is submitted as evidence, please identify key elements of evidence responses by noting the time code on the URS. • **Witness statements:** Not normally seen in the qualification but may be considered if based on existing guidelines in Appendix A.
Considerations for moderation	Listening to long professional discussion recordings may take a long time.

Overview of changes for R088

Unit number	Unit title	Mandatory (M)/ Optional (O)
R088	Creating a digital sound sequence	O

Which element(s) of the unit are affected?

- LO3: The issue here is access to computer equipment and software resources to create the product. In some cases, candidates may not be able to complete this within a Covid-secure class bubble.

What adaptations are possible for this unit?

- **Restrictions of the summative assessment** - the specification states that assignments must be completed in normal curriculum time. There is no change to this requirement.
- **The scenario for the set assignment and scope for permitted change**s - we do not believe that being restricted to a class bubble will affect the accessibility of the scenarios. Therefore, for this unit we do not propose any changes to the set assignments, and we do not believe there is scope for permitted changes.
- **The nature of evidence produced** - since some centres may have more restrictions on access to computer resources we understand that a large part of the evidence may have to be completed as paper based where this is appropriate.

What has changed	Detail
Tasks	One option is to change the optional unit to R091: Design a game concept, which does not need any specialist equipment or software. Otherwise, we do not believe any changes are needed to the scenario or current OCR set assignments.
Other documentation, e.g. witness statements	**Forms of evidence** • **LO1, LO2, LO4:** We believe students could complete these in a paper-based format. For moderation, evidence could either be scanned or posted using the /02 entry option. • **Parts of LO1, LO2 and LO4:** An alternative is to record a professional discussion with each candidate. This could cover some parts of the initial investigation, interpretation of the brief and the final review. Note that some elements of the investigation and planning cannot be completed this way. These should be supported by paper-based evidence such as visualisation diagrams, storyboards and test tables. Guidance on the use of professional discussions is covered by assessor qualifications such as D32/33, A1 or TAQA. It is important that questions must not lead a candidate to the answer and must not give more guidance than that given for the set assignment tasks. If a recorded professional discussion is submitted as evidence, please identify key elements of evidence responses by noting the time code on the URS. • **Witness statements:** Not normally seen in the qualification but may be considered if based on existing guidelines in Appendix A.
Considerations for moderation	Listening to long professional discussion recordings may take a long time.

Overview of changes for R089

Unit number	Unit title	Mandatory (M)/ Optional (O)
R089	Creating a digital video sequence	O

Which element(s) of the unit are affected?

- LO3: The issue here is access to computer equipment and software resources to create the product. In some cases, candidates may not be able to complete this within a Covid-secure class bubble.

What adaptations are possible for this unit?

- **Restrictions of the summative assessment** - the specification states that assignments must be completed in normal curriculum time. There is no change to this requirement.
- **The scenario for the set assignment and scope for permitted changes** - we do not believe that being restricted to a class bubble will affect the accessibility of the scenarios. Therefore, for this unit we do not propose any changes to the set assignments, and we do not believe there is scope for permitted changes.
- **The nature of evidence produced** - since some centres may have more restrictions on access to computer resources we understand that a large part of the evidence may have to be completed as paper based where this is appropriate.

What has changed	Detail
Tasks	One option is to change the optional unit to R091: Design a game concept, which does not need any specialist equipment or software.
	Otherwise, we do not believe any changes are needed to the scenario or current OCR set assignments.
Other documentation, e.g. witness statements	**Forms of evidence**
	- **LO1, LO2, LO4:** We believe students could complete these in a paper-based format. For moderation, evidence could either be scanned or posted using the /02 entry option.
	- **LO1, LO4 and parts of LO2:** An alternative is to record a professional discussion with each candidate. This could cover the investigation of video, interpretation of the brief and the final review. Note that some elements of the planning, such as a storyboard, cannot be completed this way. Guidance on the use of professional discussions is covered by assessor qualifications such as D32/33, A1 or TAQA. It is important that questions must not lead a candidate to the answer and must not give more guidance than that given for the set assignment tasks. If a recorded professional discussion is submitted as evidence, please identify key elements of evidence responses by noting the time code on the URS.
	- **Witness statements:** Not normally seen in the qualification but may be considered if based on existing guidelines in Appendix A.
Considerations for moderation	Listening to long professional discussion recordings may take a long time.

Overview of changes for R090

Unit number	Unit title	Mandatory (M)/ Optional (O)
R090	Digital photography	O

Which element(s) of the unit are affected?

- LO3: The specific issue here is the use of a digital camera to take a series of photographs with a range of suitable features and settings in response to the set brief, which is based on urban architecture. Although school grounds would be acceptable, it is possible that in some cases, candidates would still not be able to complete this if within a Covid-secure class bubble.

What adaptations are possible for this unit?

- **Restrictions of the summative assessment** - the specification states that assignments must be completed in normal curriculum time. There is no change to this requirement.
- **The scenario for the set assignment and scope for permitted changes** - we do not believe that being restricted to a class bubble will affect the accessibility of the scenarios. Therefore, for this unit we do not propose any changes to the set assignments, and we do not believe there is scope for permitted changes.
- **The nature of evidence produced** - since some centres may have more restrictions on access to computer resources we understand that a large part of the evidence may have to be completed as paper based where this is appropriate.

What has changed	Detail
Tasks	Adaptations to tasks: • **Scenario for the set assignment** Adaptation: it would be an acceptable interpretation of the existing scenario to include 'interior architecture, fixtures and fittings' as one of the approaches, especially for those candidates operating in a confined bubble. The alternative of using a professional discussion is not a suitable option for this unit as we do not believe it effectively measures skills. Apart from a revision to the OCR set brief, we do not propose any adaptations to this unit other than the format of the evidence for LO1, LO2 and LO4. LO3: Another potential issue here is the access to computer equipment and software resources to create the product. In some cases, candidates may not be able to complete this within a Covid-secure class bubble. One option is to change the optional unit to R091: Design a game concept, which does not need any specialist equipment or software .

What has changed	Detail
Other documentation, e.g. witness statements	**Forms of evidence** • **LO1, LO2, LO4:** We believe students could complete these in a paper-based format. For moderation, evidence could either be scanned or posted using the /02 entry option. • **LO4 and parts of LO1, LO2:** An alternative is to record a professional discussion with each candidate. This could cover some parts of the initial investigation, interpretation of the brief and the final review. Note that some elements of the planning, such as a composition, cannot be completed this way. Guidance on the use of professional discussions is covered by assessor qualifications such as D32/33, A1 or TAQA. It is important that questions must not lead a candidate to the answer and must not give more guidance than that given for the set assignment tasks. If a recorded professional discussion is submitted as evidence, please identify key elements of evidence responses by noting the time code on the URS. • **Witness statements:** Not normally seen in the qualification but may be considered if based on existing guidelines in Appendix A.
Considerations for moderation	Listening to long professional discussion recordings may take a long time.

Overview of changes for R091

Unit number	Unit title	Mandatory (M)/ Optional (O)
R091	Designing a game concept	O

Which element(s) of the unit are affected?

- No changes are needed to the scenario or current OCR set assignment(s).

What adaptations are possible for this unit?

- **Restrictions of the summative assessment** - the specification states that assignments must be completed in normal curriculum time. There is no change to this requirement.

- **The scenario for the set assignment and scope for permitted changes** - we do not believe that being restricted to a class bubble will affect the accessibility of the scenarios. Therefore, for this unit we do not propose any changes to the set assignments, and we do not believe there is scope for permitted changes.

- **The nature of evidence produced** - since some centres may have more restrictions on access to computer resources we understand that a large part of the evidence may have to be completed as paper based where this is appropriate.

What has changed	Detail
Tasks	No changes are needed to the scenario or current OCR set assignment(s).
Other documentation, e.g. witness statements	**Forms of evidence** - **LO1, LO2, LO4:** We believe students could complete these in a paper-based format. For moderation, evidence could either be scanned or posted using the /02 entry option. - **Parts of LO1, LO2 and LO4:** An alternative is to record a professional discussion with each candidate. This could cover some parts of the initial investigation, interpretation of the brief and the final review. Note that some elements of the investigation and planning cannot be completed this way. These should be supported by paper-based evidence such as visualisation diagrams, storyboards and test tables. Guidance on the use of professional discussions is covered by assessor qualifications such as D32/33, A1 or TAQA. It is important that questions must not lead a candidate to the answer and must not give more guidance than that given for the set assignment tasks. If a recorded professional discussion is submitted as evidence, please identify key elements of evidence responses by noting the time code on the URS. - **Witness statements:** Not normally seen in the qualification but may be considered if based on existing guidelines in Appendix A.
Considerations for moderation	Listening to long professional discussion recordings may take a long time.

Overview of changes for R092

Unit number	Unit title	Mandatory (M)/ Optional (O)
R092	Developing digital games	O

Which element(s) of the unit are affected?

- LO3: The issue here is access to computer equipment and software resources to create the product. In some cases, candidates may not be able to complete this within a Covid-secure class bubble.

What adaptations are possible for this unit?

- **Restrictions of the summative assessment** - the specification states that assignments must be completed in normal curriculum time. There is no change to this requirement.
- **The scenario for the set assignment and scope for permitted changes** - we do not believe that being restricted to a class bubble will affect the accessibility of the scenarios. Therefore, for this unit we do not propose any changes to the set assignments, and we do not believe there is scope for permitted changes.
- **The nature of evidence produced** - since some centres may have more restrictions on access to computer resources we understand that a large part of the evidence may have to be completed as paper based where this is appropriate.

What has changed	Detail
Tasks	One option is to change the optional unit to R091: Design a game concept, which does not need any specialist equipment or software. Otherwise, we do not believe any changes are needed to the scenario or current OCR set assignments.
Other documentation, e.g. witness statements	**Forms of evidence** • **LO1, LO2, LO4:** We believe students could complete these in a paper-based format. For moderation, evidence could either be scanned or posted using the /02 entry option. • **Parts of LO1, LO2 and LO4:** An alternative is to record a professional discussion with each candidate. This could cover some parts of the initial investigation, interpretation of the brief and the final review. Note that some elements of the investigation and planning cannot be completed this way. These should be supported by paper-based evidence such as visualisation diagrams, storyboards and test tables. Guidance on the use of professional discussions is covered by assessor qualifications such as D32/33, A1 or TAQA. It is important that questions must not lead a candidate to the answer and must not give more guidance than that given for the set assignment tasks. If a recorded professional discussion is submitted as evidence, please identify key elements of evidence responses by noting the time code on the URS. • **Witness statements:** Not normally seen in the qualification but may be considered if based on existing guidelines in Appendix A.
Considerations for moderation	Listening to long professional discussion recordings may take a long time.

Support

OCR's team of expert Subject Advisors has created videos, webinars, and other resources to guide you through these changes and help you prepare your students for their exams in summer 2021.

These resources can be found on [the qualification page on our website](#).

Contact us

If you would like to contact us, you can do so at:

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🐦 [@OCR_Vocational](#)

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