Curriculum planner for the redeveloped Cambridge National   
in Creative iMedia (J834)

## Welcome to our curriculum planner

We’ve produced this resource to help you plan your delivery of the redeveloped Cambridge National in Creative iMedia (J834)

We’ll show you at a high level how you could teach the course over **two or three years**, from September 2022.

A great feature of our redeveloped qualification is the **flexibility** you have in tailoring delivery to suit your needs, so the approaches are just suggestions.

Your students will be interested in this engaging qualification where they will use their learning in practical, real-life situations, such as, developing visual identities for clients, so they will be well prepared for both the examined and NEA assessments and for further study or employment.

# Contents

[Assessment summary 3](#_Toc72393976)

[A reminder about the terminal assessment rule 7](#_Toc72393977)

[Curriculum planning suggestions 8](#_Toc72393978)

[Model 1: One teacher over two years 8](#_Toc72393979)

[Model 2: One teacher over three years 9](#_Toc72393980)

[Approaching the content 11](#_Toc72393981)

[Integrating exam content into practical components 13](#_Toc72393982)



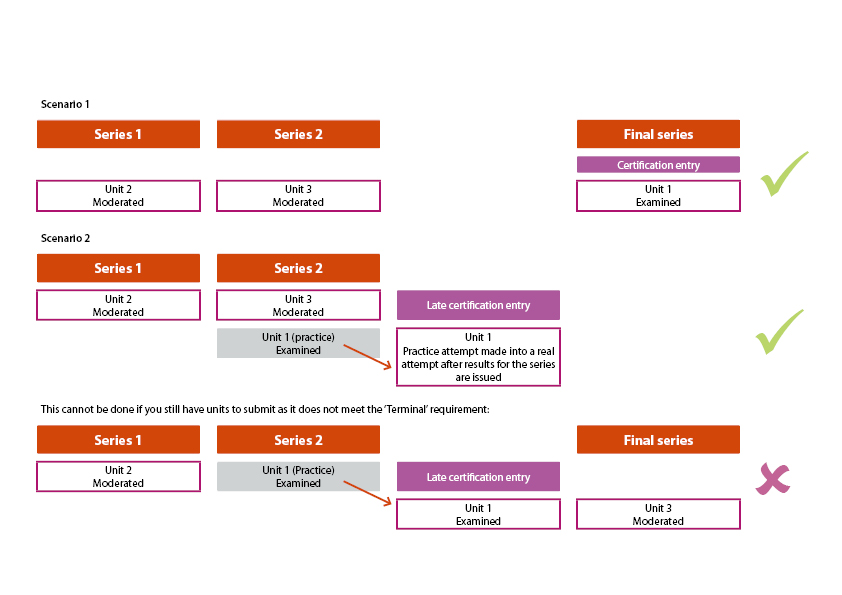
Take a look at the [Creative iMedia web page](https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-j834/) where you will find the specification, sample assessment material and mapping guide from the current to redeveloped Cambridge National. You may also find our [guide to understanding assessment](https://www.ocr.org.uk/Images/612302-understanding-the-assessment-examined-and-moderated.pdf) and our [FAQs](https://support.ocr.org.uk/hc/en-gb/sections/360003943352-Cambridge-Nationals-in-Creative-iMedia-J807-J817) helpful too.

## Assessment summary

|  |  |
| --- | --- |
| **Examined assessment (40% of the course)** | |
| **R093** Creative iMedia in the media industry  In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences.  Topics include:   * The media industry * Factors influencing product design * Pre-production planning * Distribution considerations.   Examination 1 hour 30 minutes | 48 GLH  70 Marks |

| **Non-examined assessment (60% of the course)** | |
| --- | --- |
| **R094** Visual identity and digital graphics **(Mandatory Unit)**  In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences.  Topics include:   * Develop visual identity * Plan digital graphics for products * Create visual identity and digital graphics.   OCR-set assignment Approx. 10 hours | 30 GLH  50 marks |
| **R095** Characters and comics  In this unit you will learn how to plan, create and review comics which contain original characters.  Topics include:   * Plan characters and comics * Create characters and comics * Review characters and comics.   OCR-set assignment  Approx. 12-14 hours | 42 GLH  70 marks |
| **R096** Animation and audio  In this unit you will learn how to plan, create and review animation with an audio soundtrack.  Topics include:   * Plan animation with audio * Create animation with audio * Review animation with audio.   OCR-set assignment  Approx. 12-14 hours | 42 GLH  70 marks |
| **R097** Interactive digital media  In this unit you will learn how to plan, create and review interactive digital media products.  Topics include:   * Plan interactive digital media * Create interactive digital media * Review interactive digital media.   OCR-set assignment  Approx. 12-14 hours | 42 GLH  70 marks |
| **R098** Visual imaging  In this unit you will learn how to plan, create and review portfolios of visual imagery.  Topics include:   * Plan visual imaging portfolios * Create visual imaging portfolios * Review visual imaging portfolios.   OCR-set assignment  Approx. 12-14 hours | 42 GLH  70 marks |
| **R099** Digital games  In this unit you will learn how to plan, create and review digital games.  Topics include:   * Plan digital games * Create digital games * Review digital games.   OCR-set assignment  Approx. 12-14 hours | 42 GLH  70 marks |

## A reminder about the terminal assessment rule

You must bear in mind the ‘terminal assessment’ requirement; you have to submit all centre-assessed units either **before or in the same series as the final exam is taken.**

Take a look at our guide ‘[Understanding the assessment: examined and moderated’](https://www.ocr.org.uk/Images/612302-understanding-the-assessment-examined-and-moderated.pdf) for more detail.

# Curriculum planning suggestions

Models 1 and 2 below allow for students to develop skills, attempt mock versions of the non-exam assessments before submitting OCR-set assignments and also integrate exam content throughout the course, before drawing the focus in the last term’s teaching. As this course is made up of three units one of which is optional selected from five, for the purposes of the curriculum planner R096 Animation with audio has been used. The planning suggestions for each can be applied to any of the optional units as they all have the same number of GLHs.

## Model 1: One teacher over two years

*Applies if you are teaching over two years, with internally assessed units delivered with integrated exam content as appropriate. Core synoptic content from R093 is delivered prior to any of the NEA units. The remainder of R093 is the delivered prior to the examination as the terminal unit.*

|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| --- | --- | --- | --- | --- | --- | --- |
| Year 10 | **R093**: Media industry sectors and products (TA1)  **R093**: How style, content and layout are linked to the purpose. Client requirements and how they are defined (TA2)  **R093**: Audience demographics and segmentation (TA2)  **R093**: Media codes used to convey meaning, create impact and/or engage audiences (TA2) | **R093**: Work planning and documents used to support ideas generation (TA3)  **R093**: Documents used to design/plan media products (TA3)  **R094**: Purpose, features, elements and design of visual identity  **R094**: Graphic design concepts and conventions  **R094**: Properties of digital graphics and use of assets | **R094**: Techniques to plan visual identity and digital graphics  **R094**: Tools and techniques to create visual identity and digital graphics  **R094**: Technical skills to source, create and prepare assets for use within digital graphics | **R094**: Techniques to save and export visual identity and digital graphics (with integrated **R093** TA4 distribution considerations and file formats)  **R094**: NEA Assessment (working on) | **R094**: NEA Assessment (Working on and submit[[1]](#footnote-2) for moderation)  **R096 (or alternative optional unit):** TA1 Introduction (with R093 key content embedded) | **R096**: Features and conventions of animation and audio  **R096**: Creativity in animation and audio  **R096**: Resources required to create animation with audio |
| Year 11 | **R096**: Pre-production and planning documentation and techniques for animation with audio | **R096**: Techniques to obtain, create and manage assets  **R096**: Techniques used to create animation with audio | **R096**: Techniques to save and export animation with audio  **R096**: Techniques to test/check and review animation with audio  **R096**: Improvements and further developments | **R096**: NEA Assessment (Working on)  **R093**: Distribution platforms and media to reach audiences (TA4)  **R093**: Properties and formats of media files (TA4) | **R096**: (submit1 for moderation)  **R093**: Sources of research and types of research data (TA2)  **R093**: The legal issues that affect media (TA3)  **R093**: Job roles in the media industry (TA1) | **R093:** Revision and mock papers/tests  **R093**: Examination (Terminal unit) |

## 

**See specification for details about submission and resubmission:** OCR-set assignments for NEA units are live for one year. Candidates have one resubmission opportunity. Resubmission of the same work must be in a series that falls in the live assessment dates for the OCR-set assignment on which the work is based. All resubmissions must be based on the assignment that is live for the submission series.

## Model 2: One teacher over three years

*Applies if you aim to start teaching to Year 9, with internally assessed units delivered with integrated exam content as appropriate. Core synoptic content from R093 is delivered prior to any of the NEA units. The remainder of R093 is the delivered prior to the examination as the terminal unit.*

|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| --- | --- | --- | --- | --- | --- | --- |
| Year 9 | **R093**: Media industry sectors and products (TA1)  **R093**: How style, content and layout are linked to the purpose. Client requirements and how they are defined (TA2)  **R093**: Audience demographics and segmentation (TA2) | **R093**: Media codes used to convey meaning, create impact and/or engage audiences (TA2)  **R093**: Work planning and documents used to support ideas generation (TA3)  **R093**: Documents used to design/plan media products (TA3) | **R094**: Purpose, features, elements and design of visual identity  **R094**: Graphic design concepts and conventions  **R094**: Properties of digital graphics and use of assets | **R094**: Techniques to plan visual identity and digital graphics  **R094**: Tools and techniques to create visual identity and digital graphics | **R094**: Technical skills to source, create and prepare assets for use within digital graphics | **R094**: Techniques to save and export visual identity and digital graphics (with integrated **R093** TA4 distribution considerations and file formats)  **R094**: NEA Assessment practice tasks |
| Year 10 | **R094**: NEA Assessment (Working on and submit1 for moderation)  **R096 (or alternative optional unit):** TA1 Introduction (with R093 key content embedded) | **R096**: Features and conventions of animation and audio  **R096**: Creativity in animation and audio  **R096**: Resources required to create animation with audio | **R096**: Pre-production and planning documentation and techniques for animation with audio | **R096**: Techniques to obtain, create and manage assets | **R096**: Techniques used to create animation with audio | **R096**: Techniques to save and export animation with audio  **R096**: Techniques to test/check and review animation with audio  **R096**: Improvements and further developments |

**See specification for details about submission and resubmission:** OCR-set assignments for NEA units are live for one year. Candidates have one resubmission opportunity. Resubmission of the same work must be in a series that falls in the live assessment dates for the OCR-set assignment on which the work is based. All resubmissions must be based on the assignment that is live for the submission series.

|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| --- | --- | --- | --- | --- | --- | --- |
| Year 11 | **R096:** Review and revise techniques and process  **R096**: NEA Assessment  (working on) | **R096**: NEA Assessment (Working on)  **R096:** Submit1 for moderation | **R093**: Distribution platforms and media to reach audiences (TA4)  **R093**: Properties and formats of media files (TA4) | **R093**: Sources of research and types of research data (TA2)  **R093**: The legal issues that affect media (TA3) | **R093**: Job roles in the media industry (TA1) | **R093:** Revision and mock papers/tests  **R093**: Examination (Terminal unit) |

**See specification for details about submission and resubmission:** OCR-set assignments for NEA units are live for one year. Candidates have one resubmission opportunity. Resubmission of the same work must be in a series that falls in the live assessment dates for the OCR-set assignment on which the work is based. All resubmissions must be based on the assignment that is live for the submission series.

# Approaching the content

Below are some suggestions about how you could approach the content in each of the units. We’ve designed them to be developed by you and your centre to match the needs of your students and your expertise and approach.

| Knowledge and understanding | Practical activities: |
| --- | --- |
| **Understanding the Media industry**  In preparing students about the sectors, products and job roles that form the media industry will enable them to contextualise the depth and breadth of opportunities that can and do exist.  In part this will involve learning legal and ethical issues considered and the processes used to plan and create digital media products and how media codes are used within the creation of media products to convey meaning, create impact and engage audiences.  This also allows students to understand the appropriate format and properties for different media products. Much of this is not only demonstrating through the key Performance Objective 1 Recall knowledge and show understanding assessed through R093 but supported through the practical approach of R094 and R096.  This equally applies when understanding the properties and formats of media files, thereby making an appropriate and informed decision based upon their knowledge of when to use each file type and for what purpose.  Work planning and the generation of ideas, consistent throughout the course allows candidates to understand planning documentation and techniques in order to formulate ideas and to visualise the final product ensuring the pre-production stage is both fit for purpose and meets the need of the intended audience. | **Plan and develop an understanding of digital products**  One of the key ways in which students can develop an understanding of the Media Industry is to investigate and see how organisations use media products to meet a given need and audience.  Key aspects applying the knowledge and understating would be to give students the maximum opportunity to see digital graphics, associated with R094, in a variety of media to understand what is meant by visual identity and how it is used to communicate the nature of brands and business’ services or products. From this, students can the see and apply how visual identity elements are influenced by business type, brand values and brand positioning, which are appropriate/relevant for the audience and type of market.  This then leads to students being exposed to software applications to see how it is possible to develop this visual identity consistent with the purpose and audience.  **Properties and formats of media files**  By exposing students early in the delivery of the units to real examples where digital media are being used, including watching videos and animation, scaffolds understanding the features and conventions associated with, for example, R096. This would include the creation and use of a script, which could be undertaken as an exercise, to identify and understand differences between types of animation and the methods used to create them and where the elements will be used. Equally by using software students can see how features like stop motion/clay motion, time-lapse, computer generated (CGI) and even flipbook animation are put together. This can be extended further so students are able to see how background sounds, sound effects and music are used to enhance the main audio content of sequences.  In addition, showing students a variety of graphics allows them to see the variety and use of digital graphics and how the use of appropriate elements can be used to create visual identity suitable for different target audiences/ consumers.  Supporting this by allowing students to use appropriate software gives them the opportunity to connect the visual identity created by the graphic to the practical nature of actually making it. The software tools and techniques allow students to gain early practical experience of using, in some instances quite complex ones an indication of some of the limitations in what they can and cannot do. These could include setting the canvas size - expanding or modifying, using layout tools to assist the placement of assets e.g. grids, guides and rulers, drawing tools e.g. shapes, colour fill, gradients, layers to structure a graphic, create, merge, rename, change opacity and how to use retouching techniques to remove unwanted elements e.g. cloning, healing, blur, colour swatches, colour picker, pencil, brush.  **Techniques to plan digital products**  Underpinning much of what students will be required to know and understand is pre-production and planning documentation used to generate ideas and concepts for visual identity and in the creation of animation and sound. Although the NEA units undertaken including the mandatory R094 and one optional unit may not cover the breadth and depth on their own for the content of R093 they certainly go a long way to support this. There are ample opportunities throughout the delivery of this course to allow students to practice the creation of pre-production documents by given them short scenarios which they are familiar with to create; mood boards, mind maps, concept sketches, visualisation diagrams and storyboards.  More specialist pre-production documentation can also be introduced through looking at examples and getting students to create their own. These could include creating a script, how time lines can be used and the representation of music through the use of visual symbols in the form of graphic scores. |

## Integrating exam content into practical components

We show you below essential knowledge and understanding that students will need for the examined unit, as outlined in the specification. You should aim to include and reinforce this content in your teaching as much as you can.

| Topic area within R093 Creative iMedia in the media industry that can be mapped to NEA | Students must know and understand: | Students should be able to: |
| --- | --- | --- |
| Topic Area 2: Factors influencing product design | 2.1 How style, content and layout are linked to the purpose  2.2 Client requirements and how they are defined  2.3 Audience demographics and segmentation  2.5 Media codes used to convey meaning, create impact and/ or engage audiences. | **R094 Visual identity and digital graphics (Mandatory Unit)**  1.1 Purpose, elements and design of visual identity  2.1 Graphic design and conventions  2.3 Techniques to plan visual identity and digital graphics.  **R096 Animation and audio**  1.1 Features and conventions of animation and audio  1.3 Techniques to plan animation with audio  3.1 Techniques to test/check and review animation with audio. |
| Topic Area 3: Pre-production planning | 3.2 Documents used to support ideas generation  3.3 Documents used to design and plan media products  3.4 The legal issues that affect media. | **R094 Visual identity and digital graphics (Mandatory Unit)**  2.3 Techniques to plan visual identity and digital graphics  3.2 Technical skills to source, create and prepare assets for use within digital graphics  3.3 Techniques to save and export visual identity and digital graphics.  **R096 Animation and audio**  1.3 Techniques to plan animation with audio  2.1 Techniques to obtain, create and manage assets  2.2 Techniques used to create animation with audio  2.3 Techniques to save and export animation with audio  3.1 Techniques to test/check and review animation with audio. |
| Topic Area 4: Distribution considerations | 4.1 Distribution platforms and media to reach an audience  4.2 Properties and formats of media files. | **R094 Visual identity and digital graphics (Mandatory Unit)**  2.2 Properties of digital graphics and use of assets  3.2 Technical skills to source, create and prepare assets for use within digital graphics  3.3 Techniques to save and export visual identity and digital graphics.  **R096 Animation and audio**  2.1 Techniques to obtain, create and manage assets  2.2 Techniques used to create animation with audio  2.3 Techniques to save and export animation with audio  3.1 Techniques to test/check and review animation with audio. |

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation’s website for a direct search.



We’d like to know your view on the resources we produce. Click ‘[Like’](mailto:resources.feedback@ocr.org.uk?subject=I%20like%20the%20Curriculum%20planner%20for%20the%20redeveloped%20Cambridge%20National%20in%20Creative%20iMedia%20(J834)) or ‘[Dislike’](mailto:resources.feedback@ocr.org.uk?subject=I%20dislike%20the%20Curriculum%20planner%20for%20the%20redeveloped%20Cambridge%20National%20in%20Creative%20iMedia%20(J834)) to send us an auto generated email about this resource. Add comments if you want to. Let us know how we can   
improve this resource or what else you need. Your email will not be used or shared for any marketing purposes.

Looking for another resource? There is now a quick and easy search [tool to help find free resources](http://www.ocr.org.uk/i-want-to/find-resources/) for your qualification.

OCR is part of Cambridge Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals  
and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](mailto:resources.feeback@ocr.org.uk).

© OCR 2022 - You can copy and distribute this resource freely if you keep the OCR logo and this small print intact and you acknowledge OCR as the originator of the resource.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](https://www.ocr.org.uk/qualifications/expression-of-interest/).

Please [get in touch](mailto:resources.feedback@ocr.org.uk) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.

1. **See specification for details about submission and resubmission:** OCR-set assignments for NEA units are live for one year. Candidates have one resubmission opportunity. Resubmission of the same work must be in a series that falls in the live assessment dates for the OCR-set assignment on which the work is based. All resubmissions must be based on the assignment that is live for the submission series. [↑](#footnote-ref-2)