

Sample assessment material

Cambridge National in

Creative iMedia

**Cambridge OCR Level 1/Level 2 Cambridge National
in Creative iMedia**

J834

R094: Visual identity and digital graphics

Version 3.0

ocr.org.uk/cambridgenationals

Introduction

This is sample assessment material (SAM). It is an example Cambridge OCR-set assignment that we publish alongside a new specification to help illustrate the intended style and tasks of our set assignments.

We also produce two further specific resources to support you with using this SAM:

- An assessment story where we explain the research we have undertaken during the development of the qualification and how consultation with teachers, students and schools has helped shape our assessment approach.
- A student guide to NEA assignments in which we provide a summary for your students of key points about their Cambridge OCR-set assignments, including the importance of avoiding plagiarism.

Summary of updates

Section	Change	Version	Date
	New cover pages added. No other changes to the sample assignment.	3.0	June 2026

Cambridge OCR-set Assignment

Sample Assessment Material

Cambridge OCR Level 1/Level 2 Cambridge National in Creative iMedia
Sample Set-Assignment

Unit R094: Visual identity and digital graphics

This is a sample Cambridge OCR-set assignment which should only be used for practice.

This assignment **must not** be used for live assessment of students.

The live assignments will be available on our secure website, 'Teach Cambridge'.

The Cambridge OCR administrative codes associated with this unit are:

- unit entry code R094
- certification code J834

The regulated qualification number associated with this unit is:

603/7090/7

Duration: Approximately 10-12 hours

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SAMPLE

Information for Teachers using this Assignment

You must:

- familiarise yourself with the Assessment Guidance relating to the tasks. This is with the unit content in Section 4 of the [Specification](#)
- read and understand **all** the rules and guidance provided in Section 6 of the [Specification](#) **before** your students complete and you assess the set assignment
- make sure that completion and assessment fully adhere to the rules and guidance provided in Section 6 of the [Specification](#)
- give students the Creative iMedia [Student guide to NEA assignments](#) before they start the assignment
- allow students approximately 10-12 guided learning hours (GLH) to complete all tasks.

You must not:

- change or modify this assignment in any way.

Scenario for the assignment

WhereAbouts Travel Guides

WhereAbouts is a new publishing company which has a goal to create a travel guide for every country in the world. The target audience for the guide will be environmentally conscious independent travellers.

You are a graphic designer who has been commissioned to produce sample graphics for a travel guide. The publishing company want the travel guides to have an eye-catching visual identity. Successful designers will be commissioned to produce covers for further guides within the series.

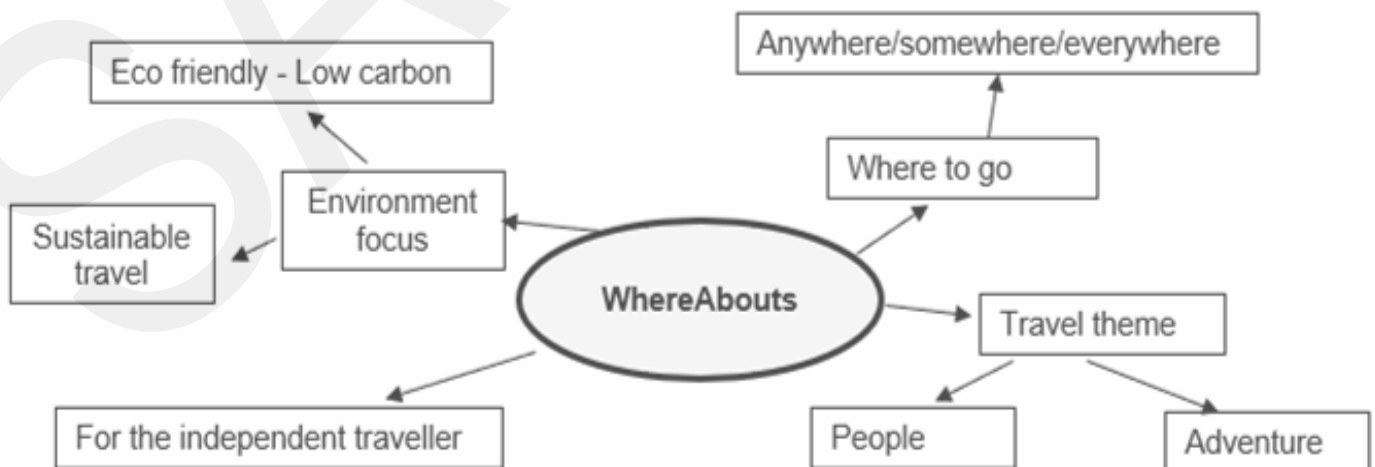
Each travel guide will be a square book and will need a full-page graphic for the cover. The visual identity must be used on the cover. There will be a web version of the front cover for use on online selling sites and their social media feed.

You need to produce sample graphics for a travel guide for **one** country of your choice.

You **must** produce the following for WhereAbouts:

- A visual identity
- A travel guide cover which will be a single piece of digital graphic artwork that includes front, back and spine. The dimensions will be:
 - Front/back cover: 180mm x 180mm
 - Spine: 10mm wide
- An online version of the front cover only, cropped/resized to 1080 pixels.

WhereAbouts has given you this mind map to help generate your ideas. It shows some of their company values and keywords.



Read through all the tasks carefully, so that you know what you will need to do to complete this assignment.

Important:

- You will need to refer to the marking criteria grid. Your teacher can explain the marking criteria if you need further clarification
- You will need to draw upon relevant skills/knowledge/understanding from other units you have studied in this qualification
- You can use the template provided on page 13 for Task 1.

SAMPLE

Your Tasks and Marking Grids

Task 1 – Planning the visual identity and digital graphic product

Topic Areas 1 and 2 are assessed in this task.

In this task you will design and explain a visual identity for the WhereAbouts travel guides. You will then plan a sample travel guide cover for the country you have chosen.

You **must**:

- Design a visual identity
 - show what it will look like
- Justify your design choices and why the visual identity is fit for purpose
 - consider both the client and target audience / consumer
- Produce relevant planning documents for your digital graphic product, which is the travel guide cover
 - show what your intended cover for the travel guide will look like
 - identify the details of assets to be used including permissions

Total marks for Task 1: 20 marks

Advice

- To justify your design choices for the visual identity, you could annotate your designs and/or produce a report.
- If you use a template to identify your assets, make sure the source is referenced.

Topic Area 1: Develop visual identity**Topic Area 2: Plan digital graphics for products**

MB1: 1–2 marks	MB2: 3–4 marks	MB3: 5–6 marks
Design concept for the visual identity is limited in its suitability for the client.	Design concept for the visual identity is adequate in its suitability for the client.	Design concept for the visual identity is fully suitable for the client.
MB1: 1–3 marks	MB2: 4–6 marks	MB3: 7–8 marks
Justification shows limited understanding of the extent to which the visual identity is fit for purpose.	Justification shows sound understanding of the extent to which the visual identity is fit for purpose.	Justification shows comprehensive understanding of the extent to which the visual identity is fit for purpose.
MB1: 1–2 marks	MB2: 3–4 marks	MB3: 5–6 marks
Produces basic planning documentation for the digital graphic product.	Produces adequate planning documentation for the digital graphic product.	Produces detailed planning documentation for the digital graphic product.

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

Task 2 – Creating the visual identity and digital graphic product

Topic Areas 2 and 3 are assessed in this task.

In this task you will create the visual identity and travel guide cover that you have planned.

You **must**:

- Create the visual identity
 - create the visual identity you designed
 - save the visual identity for use within your travel guide cover
- Create the other assets for your digital graphic product
 - create and/or source assets for use within your travel guide cover
 - prepare and save the assets for use within your travel guide cover
- Create your digital graphic products
 - use image editing software to create your travel guide cover including the visual identity
 - repurpose your cover for online use
- Export your digital graphic products
 - choose suitable electronic formats and properties for your finished digital graphic products to meet the client requirements

Total marks for Task 2: 30 marks

Advice

- Use and apply the concepts of graphic design and layout conventions in your work.
- You should show how your digital graphics were made. Screenshots of the tools of the image editing software in use are one way this could be done.
- Submit your visual identity and final graphic products in electronic formats.

Topic Area 2: Plan digital graphics for product**Topic Area 3: Create visual identity and digital graphics**

MB1: 1–2 marks	MB2: 3–4 marks	MB3: 5–6 marks
Use of technical skills to create the visual identity is limited in its effectiveness. Properties and format(s) of the visual identity are limited in appropriateness.	Use of technical skills to create the visual identity is adequate in its effectiveness. Properties and format(s) of the visual identity are adequate in appropriateness.	Use of technical skills to create the visual identity is effective . Properties and format(s) of the visual identity are clearly appropriate.
MB1: 1–2 marks	MB2: 3–4 marks	MB3: 5–6 marks
Few assets are prepared for use in the digital graphic. Use of technical skills to prepare assets is limited in its effectiveness.	Some assets are prepared for use in the digital graphic. Use of technical skills to prepare assets is partly effective.	All assets are prepared for use in the digital graphic. Use of technical skills to prepare assets is effective .
MB1: 1–4 marks	MB2: 5–8 marks	MB3: 9–12 marks
Use of tools and techniques-to create the digital graphic products is limited in its effectiveness. Design concepts and layout conventions are applied in a limited way to the digital graphic products. The final digital graphic products meet the client's requirements in a limited way.	Use of tools and techniques-to create the digital graphic products is partly effective. Design concepts and layout conventions are applied adequately to the digital graphic products. The final digital graphic products adequately meet the client's requirements.	Use of tools and techniques to create the digital graphic products is effective . Design concepts and layout conventions are applied effectively to the digital graphic products. Final digital graphic products fully meet the client's requirements.
MB1: 1–2 marks	MB2: 3–4 marks	MB3: 5–6 marks
Properties and format(s) of the final digital graphic products are limited in their appropriateness.	Properties and format(s) of the final digital graphic products are adequate in their appropriateness.	Properties and format(s) of the final digital graphic products are clearly appropriate.

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

Marking Criteria Words

The tables below show the descriptor words that will be used in the NEA Marking Criteria grids. They explain the type of evidence that you should expect to see to meet each descriptor word.

Mark Band (MB1) Words:

Word	Meaning
Basic	<ul style="list-style-type: none"> • Work includes the minimum required. It is a starting point but is simplistic and not developed. • Understanding and skills are applied in a way that partly achieves the wanted or intended result, but it would not be useable without further input or work.
Brief/Briefly	<ul style="list-style-type: none"> • Work includes a small number of relevant facts or concepts but lacks detail, contextualisation or examples.
Dependent	<ul style="list-style-type: none"> • The student can perform a task when given regular assistance or help.
Few	<ul style="list-style-type: none"> • Work produced is restricted or narrow. It includes less than half of the information or examples expected for a full response.
Inefficient	<ul style="list-style-type: none"> • Outputs are produced but with great expense or effort because of poor organisation or design and not making the best use of available resources.
Limited	<ul style="list-style-type: none"> • Work produced is restricted in range or scope and includes only some of the information required. It evidences partial rather than full understanding. • Work produced is a starting point rather than a developed process, concept or output.
Minimal	<ul style="list-style-type: none"> • Includes very little in amount or quantity required.
Simple	<ul style="list-style-type: none"> • Includes a small number of relevant parts, which are not related to each other.
Superficial	<ul style="list-style-type: none"> • Work completed lacks depth and detail.

Mark Band (MB2) Words:

Word	Meaning
Adequate(ly)	<ul style="list-style-type: none"> • Work includes the appropriate number of relevant facts or concepts but does not include the full detail, contextualisation or examples.
Assisted	<ul style="list-style-type: none"> • The student can perform a task with occasional assistance or help.
Part(ly)/Partial	<ul style="list-style-type: none"> • To some extent but not completely. • Work produced is inclusive in range and scope. It evidences a mainly developed application of understanding, performance or output needed. • Work produced results in a process, concept or output that would be useable for its purpose.
Some	<ul style="list-style-type: none"> • Work produced is inclusive but not fully comprehensive. It includes over half the information or examples expected for a full response.
Sound	<ul style="list-style-type: none"> • Valid, logical, shows the student has secured most of the relevant understanding, but points or performance are not fully developed. • Applies understanding and skills to produce the wanted or intended result in a way that would be useable.

Mark Band (MB3) Words:

Word	Meaning
Accurate(ly)	<ul style="list-style-type: none"> Acting or performing with care and precision. Correct in all details.
All	<ul style="list-style-type: none"> Work produced is fully comprehensive and wide-ranging. It includes almost all, or all the information or examples expected for a full response.
Clear(ly)	<ul style="list-style-type: none"> Focused and accurately expressed, without ambiguity.
Complex	<ul style="list-style-type: none"> Includes many relevant parts, all of which relate to each other logically.
Comprehensive(ly)	<ul style="list-style-type: none"> The work produced is complete and includes everything required to show depth and breadth of understanding. Applies the understanding and skills needed to successfully produce the wanted or intended result in a way that would be fully fit-for-purpose.
Consistent(ly)	<ul style="list-style-type: none"> A level of performance which does not vary in quality over time.
Critical	<ul style="list-style-type: none"> Objective analysis and evaluation in order to form: a judgement, evaluation of the evidence or effective trouble shooting/fault finding.
Detailed	<ul style="list-style-type: none"> Gives point by point consideration of all the key information.
Effective	<ul style="list-style-type: none"> Applies the skills required to the task and is successful in producing the desired or intended result. The work produced is effective in relation to a brief.
Efficient	<ul style="list-style-type: none"> Able to produce results or outputs with the minimum expense or effort, because of good organisation or design and making the best use of available resources.
Full(y)	<ul style="list-style-type: none"> Work produced is comprehensive in range and scope. It evidences a fully developed application of understanding, performance or output needed. Work produced results in a process, concept or output that would be fully fit-for-purpose.
Independent(ly)	<ul style="list-style-type: none"> The student can perform a task without assistance or reliance on others.
Justify/Justified	<ul style="list-style-type: none"> The reasons for doing something are explained in full.
Most(ly)	<ul style="list-style-type: none"> Includes nearly all of what is expected to be included.
Wide (ranging)	<ul style="list-style-type: none"> Includes many relevant details, examples or contexts; all of which are fully detailed, contextualised or exemplified.

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