

Sample assessment material

Cambridge National in

Creative iMedia

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

J834

R097: Interactive digital media

Version 2.0

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.	2.0	June 2026

Cambridge OCR-set Assignment

Sample Assessment Material

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

Unit R097: Interactive digital media

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 R097
- certification code J834

The regulated qualification number associated with this unit is:

603/7090/7

Duration: Approximately 12-15 hours

ALL OF THIS MATERIAL MAY BE PHOTOCOPIED. Any photocopying will be done under the terms of the Copyright Designs and Patents Act 1988 solely for the purposes of assessment.

Contents

Information for Teachers using this Assignment	3
Scenario for the assignment	4
Your Tasks and Marking Grids.....	5
Task 1 – Planning your interactive digital media product.....	5
Task 2 – Creating your interactive digital media product	7
Task 3 – Testing/checking and reviewing your interactive digital media product	9
Marking Criteria Words.....	11
Templates	14
Test Table	14
Asset Table.....	15

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 12-15 guided learning hours (GLH) to complete all tasks.

You must not:

- change or modify this assignment in any way.

Scenario for the assignment

Exhibition in a virtual box

You have been commissioned by a local museum C20 (Museum of the 20th century). The museum wants to connect with a wider audience than its current average visitor age of 55. They think that to attract a younger audience a virtual platform may help.

The museum wants to create a virtual exhibition on the theme of popular culture in the 20th century. The exhibition will be divided into decades from the last 100 years e.g. 1970s, 1980s, 1990s. You need to create an interactive product for **one** decade of your choice.

Visitors to the virtual exhibition will be given an interactive multimedia experience. The multimedia experience must include text, images, video and sound. This will allow the visitor to see, hear and experience the exhibits. You will need to source, create and repurpose suitable content for the virtual exhibition.

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 templates provided on pages 14-15 for Task 1 and 3.

Your Tasks and Marking Grids

Task 1 – Planning your interactive digital media product

Topic Area 1 is assessed in this task.

In this task you will generate an original idea for your interactive digital media product (IDMP) and plan the creation of your product.

You **must**:

- Produce an interpretation from the client brief
 - decide on a target audience, identifying who they are and what would appeal to them
 - generate original ideas to meet the client brief
 - generate ideas for the content of your IDMP
 - explain how your ideas would meet the client brief and appeal to the target audience

- Produce relevant pre-production documents
 - show the layout of your IDMP
 - show the content of your IDMP
 - show the functionality of your IDMP
 - decide how you will test/check your IDMP, and create any documentation needed

- Identify the assets required and explain their planned use in your IDMP
 - identify what assets will be needed and where they will come from
 - explain where, how and why they will be used in your IDMP
 - explain what properties your assets will need to be suitable for your IDMP

Total marks for Task 1: 20 marks

Advice

- If you use a template for any of your evidence, make sure the source is referenced.

Topic Area 1: Plan interactive digital media

MB1: 1–2 marks	MB2: 3–4 marks	MB3: 5–6 marks
<p>Produces a basic interpretation of the client brief.</p> <p>Explanation of how the intended product meets the client brief and why it appeals to the target audience is limited.</p>	<p>Produces an adequate interpretation of the client brief.</p> <p>Explanation of how the intended product meets the client brief and why it appeals to the target audience is sound.</p>	<p>Produces an effective interpretation of the client brief.</p> <p>Explanation of how the intended product meets the client brief and why it appeals to the target audience is comprehensive.</p>
MB1: 1–3 marks	MB2: 4–6 marks	MB3: 7–8 marks
<p>Produces basic pre-production and planning documentation.</p> <p>Pre-production and planning documentation support the creation of few elements of the final product.</p>	<p>Produces adequate pre-production and planning documentation.</p> <p>Pre-production and planning documentation support the creation of some elements of the final product.</p>	<p>Produces detailed pre-production and planning documentation.</p> <p>Pre-production and planning documentation support the creation of all elements of the final product.</p>
MB1: 1–2 marks	MB2: 3–4 marks	MB3: 5–6 marks
<p>Demonstrates limited understanding of how assets will contribute to the effectiveness of the final product.</p>	<p>Demonstrates sound understanding of how assets will contribute to the effectiveness of the final product.</p>	<p>Demonstrates comprehensive understanding of how assets will contribute to the effectiveness of the final product.</p>

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

Task 2 – Creating your interactive digital media product

Topic Areas 1 and 2 are assessed in this task.

In this task you will source, create and repurpose the media components for the interactive digital media product (IDMP). You will then combine the media, interactive and navigational components to create the IDMP you have designed and planned.

You **must**:

- Create the components
 - source and create the media assets which will form components of your IDMP
 - repurpose the media assets to make them suitable for your IDMP
 - create the interactive and navigational components for use within your IDMP
- Create your IDMP
 - use suitable software to create the IDMP you planned
- Export or publish your IDMP
 - choose a suitable electronic format and properties for your finished IDMP so that it meets the client requirements

Total marks for Task 2: 34 marks

Advice

- You should show how the key elements were made. Screenshots of the tools of the editing/creation software in use are one way this could be done.

Topic Area 1: Plan interactive digital media**Topic Area 2: Create interactive digital media**

MB1: 1–4 marks	MB2: 5–8 marks	MB3: 9–12 marks
<p>Use of technical skills-to create the component parts is limited in its effectiveness.</p> <p>Conventions and creativity in the components are limited in their fitness for purpose.</p> <p>The range of components supports the creation of the final product in a limited way.</p>	<p>Use of technical skills-to create the component parts is partly effective.</p> <p>Conventions and creativity in the components are adequate in their fitness for purpose.</p> <p>The range of components partly supports the creation of the final product.</p>	<p>Use of technical skills to create the component parts is effective.</p> <p>Conventions and creativity in the components are fully fit for purpose.</p> <p>The range of components fully supports the creation of the final product.</p>
MB1: 1–5 marks	MB2: 6–10 marks	MB3: 11–14 marks
<p>Use of technical skills-to create the final product is limited in its effectiveness.</p> <p>Conventions and creativity are applied in the final product in a limited way.</p> <p>Final product is limited in its fitness for purpose.</p>	<p>Use of technical skills-to create the final product is partly effective.</p> <p>Conventions and creativity are adequately applied in the final product.</p> <p>Final product is adequately fit for purpose.</p>	<p>Use of technical skills to create the final product is effective.</p> <p>Conventions and creativity are effectively applied in the final product.</p> <p>Final product is fully fit for purpose.</p>
MB1: 1–3 marks	MB2: 4–6 marks	MB3: 7–8 marks
<p>Formats of the saved/exported components are limited in their appropriateness.</p> <p>Properties and format(s) of the final product are limited in their appropriateness.</p>	<p>Formats of the saved/exported components are adequate in their appropriateness.</p> <p>Properties and format(s) of the final product are adequate in their appropriateness.</p>	<p>Formats of the saved/exported components are clearly appropriate.</p> <p>Properties and format(s) of the final product are clearly appropriate.</p>

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

Task 3 – Testing/checking and reviewing your interactive digital media product

Topic Areas 1 and 3 are assessed in this task.

In this task you must test/check and review the final interactive digital media product (IDMP). You must also explain any improvements and further developments which could be made.

You **must**:

- Test/check and review your IDMP
 - review the effectiveness of the assets used in your IDMP for the client and target audience
 - test or check and explain to what extent the technical properties of your repurposed assets are fit for purpose
 - evaluate the technical properties of your IDMP by testing its functionality
 - review the effectiveness of your IDMP for the client and target audience
- Recommend areas for improvement and further development
 - explain how you could improve the assets used in your IDMP
 - explain how you could improve your IDMP
 - explain how your IDMP could be developed further

Total marks for Task 3: 16 marks

Advice

- Checking technical aspects could be evidenced through a comparison with success criteria or a checklist, test table or plan.
- If you use a template for your checking evidence, make sure the source is referenced.

Topic Area 1: Plan interactive digital media**Topic Area 3: Review interactive digital media**

MB1: 1–3 marks	MB2: 4–7 marks	MB3: 8–10 marks
<p>Testing/checking is limited in its effectiveness in reviewing technical properties.</p> <p>Review demonstrates limited understanding of the effectiveness of the final product for client and target audience.</p>	<p>Testing/checking is partly effective in reviewing technical properties.</p> <p>Review demonstrates sound understanding of the effectiveness of the final product for client and target audience.</p>	<p>Testing/checking is fully effective in reviewing technical properties.</p> <p>Review demonstrates critical understanding of the effectiveness of the final product for client and target audience.</p>
MB1: 1–2 marks	MB2: 3–4 marks	MB3: 5–6 marks
<p>Recommendations demonstrate limited understanding of areas for improvement and further development.</p> <p>Recommendations have limited explanation.</p>	<p>Recommendations demonstrate sound understanding of areas for improvement and further development.</p> <p>Recommendations are partly explained.</p>	<p>Recommendations demonstrate comprehensive understanding of areas for improvement and further development.</p> <p>Recommendations are fully explained.</p>

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.

Tell us what you think

Your feedback plays an important role in how we develop, market, support and resource qualifications now and into the future. We want you and your students to enjoy and get the best out of our qualifications and resources, but to do that we need your honest opinions to tell us whether we're on the right track or not.

You can email your thoughts to support@ocr.org.uk or visit our [feedback page](#) to learn more about how you can help us improve our qualifications.



Designing and testing in [collaboration with teachers](#) and students



Helping young people develop an [ethical view of the world](#)



Equality, diversity, inclusion and belonging (EDIB) are [part of everything we do](#)

Contact the team at:

 **01223 553998**

 **ocr.org.uk**

To stay up to date with all the relevant news about our qualifications, register for email updates at ocr.org.uk/updates

Visit our Online Support Centre at support.ocr.org.uk

Sign up for [Teach Cambridge](#) to access your planning, teaching and assessment support material.



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

Cambridge OCR is a Company Limited by Guarantee and an exempt charity. Registered in England.

Registered office: The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number: 3484466.

We operate academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers.

We are committed to providing a fully accessible experience across all our products, platforms, and websites. Find out more about our [accessibility standards](#).

© Cambridge OCR 2026. All rights reserved. We retain the copyright on all our publications. However, our registered centres are permitted to copy and distribute our material for their own internal use, in line with any specific restrictions detailed in the publication. Find out more about our [copyright policies](#).

We update our publications regularly so please check you have the most up-to-date version.

We cannot be held responsible for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication and do not guarantee that any content on such websites is, or will remain, accurate or appropriate.

When we update our specifications, you'll see a new version number and a summary of the changes. While we do our best to reflect these changes in all associated resources on [Teach Cambridge](#), if you notice any discrepancies, please refer to the latest specification on our website and [let us know](#).

Our resources do not represent any teaching method we expect you to use. We cannot be held responsible for any errors or omissions in our resources.