

**Sample assessment material**

**Cambridge National in**

# **Creative iMedia**

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

**J834**

**R098: Visual imaging**

Version 2.0

[ocr.org.uk/cambridgenationals](http://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 R098: Visual imaging

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 R098
- certification code J834

**The regulated qualification number associated with this unit is:**

603/7090/7

**Duration: Approximately 12-15 hours**

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# 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

## Visual imaging portfolio to promote participation in sport and physical activity

A sports organisation needs a portfolio of materials for a new campaign. This will be to promote participation in sport and physical activity.

The campaign will be aimed at people with busy lifestyles. The campaign is intended to encourage them to take up a new sport or physical activity, by showing the positive effects on health, mood and wellbeing.

The final product you have been asked to create is a portfolio of visual imaging materials that could be used to promote participation in sport and physical activity. The portfolio must include:

- A set of between 6 and 12 digital photographic images
- A short video sequence of between 20 and 40 seconds duration

The exported materials will need to be in formats compatible with a range of popular platforms.

**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 14-17 for Task 1 and Task 3
- When capturing visual materials current safeguarding rules should be followed.

# Your Tasks and Marking Grids

## Task 1 – Planning your visual imaging portfolio

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Topic Area 1 is assessed in this task.

In this task you will generate an original idea for your visual imaging portfolio and plan the creation of your materials.

You **must**:

- Produce an interpretation of the client brief
  - decide on a target audience group, identifying who they are and what would appeal to them
  - generate original ideas to meet the client brief
  - explain how your ideas would meet the client brief and appeal to the target audience
  
- Produce relevant pre-production documents
  - identify what photographs to take
  - show what your video sequence will look like
  - plan and prepare for the locations to be used
  
- Identify the assets required and explain their planned use in your video sequence
  - identify what assets will be needed and where they will come from
  - explain where, how and why they will be used in your video sequence

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 visual imaging portfolios**

<b>MB1: 1–2 marks</b>	<b>MB2: 3–4 marks</b>	<b>MB3: 5–6 marks</b>
<p>Produces a <b>basic</b> 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 <b>limited</b>.</p>	<p>Produces an <b>adequate</b> 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 <b>sound</b>.</p>	<p>Produces an <b>effective</b> 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 <b>comprehensive</b>.</p>
<b>MB1: 1–3 marks</b>	<b>MB2: 4–6 marks</b>	<b>MB3: 7–8 marks</b>
<p>Produces <b>basic</b> pre-production and planning documentation.</p> <p>Pre-production and planning documentation support the creation of <b>few</b> elements of the final product.</p>	<p>Produces <b>adequate</b> pre-production and planning documentation.</p> <p>Pre-production and planning documentation support the creation of <b>some</b> elements of the final product.</p>	<p>Produces <b>detailed</b> pre-production and planning documentation.</p> <p>Pre-production and planning documentation support the creation of <b>all</b> elements of the final product.</p>
<b>MB1: 1–2 marks</b>	<b>MB2: 3–4 marks</b>	<b>MB3: 5–6 marks</b>
<p>Demonstrates <b>limited</b> understanding of how assets will contribute to the effectiveness of the final product.</p>	<p>Demonstrates <b>sound</b> understanding of how assets will contribute to the effectiveness of the final product.</p>	<p>Demonstrates <b>comprehensive</b> 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 visual imaging portfolio

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Topic Areas 1 and 2 are assessed in this task.

In this task you will produce components for your visual imaging portfolio which must include taking the photographs and recording video footage. You will then create your final portfolio.

You **must**:

- Create the components, which are photographs and video footage
  - take the series of photographs that you have planned
  - record the video footage that you have planned
  - create and/or source any other assets required for your video sequence
  
- Create your portfolio
  - select and process your photographs
  - create your video sequence
  
- Export or publish your portfolio
  - choose a suitable electronic format and properties for your photographs so that they meet the client requirements
  - choose a suitable electronic format and properties for your video sequence so that it meets the client requirements

Total marks for Task 2: 34 marks

### Advice

- You should show which photographic camera settings you have chosen. Sending the original files from your digital camera will show settings within the exif data.
- You should show how the video sequence was made. Screenshots of the tools of the editing/creation software in use are one way this could be done.

**Topic Area 1: Plan visual imaging portfolios****Topic Area 2: Create visual imaging portfolios**

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

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

## Task 3 – Checking and reviewing your visual imaging portfolio

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Topic Areas 1 and 3 are assessed in this task.

In this task you must check and review the final visual imaging portfolio. You must also explain any improvements and further developments which could be made.

You **must**:

- Check and review your visual imaging portfolio
  - check and explain to what extent your photographs are technically suitable
  - check and explain to what extent your video sequence is technically suitable
  - review the effectiveness of your photographs for the client and target audience
  - review the effectiveness of your video sequence for the client and target audience
  
- Recommend areas for improvement and further development
  - explain how you could improve the quality of the original photographs
  - explain how you could improve the video sequence you have created
  - explain how your visual imaging portfolio 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 visual imaging portfolios****Topic Area 3: Review visual imaging portfolios**

<b>MB1: 1–3 marks</b>	<b>MB2: 4–7 marks</b>	<b>MB3: 8–10 marks</b>
<p>Testing/checking is <b>limited</b> in its effectiveness in reviewing technical properties.</p> <p>Review demonstrates <b>limited</b> understanding of the effectiveness of the final product for client and target audience.</p>	<p>Testing/checking is <b>partly</b> effective in reviewing technical properties.</p> <p>Review demonstrates <b>sound</b> understanding of the effectiveness of the final product for client and target audience.</p>	<p>Testing/checking is <b>fully</b> effective in reviewing technical properties.</p> <p>Review demonstrates <b>critical</b> understanding of the effectiveness of the final product for client and target audience.</p>
<b>MB1: 1–2 marks</b>	<b>MB2: 3–4 marks</b>	<b>MB3: 5–6 marks</b>
<p>Recommendations demonstrate <b>limited</b> understanding of areas for improvement and further development.</p> <p>Recommendations have <b>limited</b> explanation.</p>	<p>Recommendations demonstrate <b>sound</b> understanding of areas for improvement and further development.</p> <p>Recommendations are <b>partly</b> explained.</p>	<p>Recommendations demonstrate <b>comprehensive</b> understanding of areas for improvement and further development.</p> <p>Recommendations are <b>fully</b> 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
<b>Basic</b>	<ul style="list-style-type: none"> <li>• Work includes the minimum required. It is a starting point but is simplistic and not developed.</li> <li>• 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.</li> </ul>
<b>Brief/Briefly</b>	<ul style="list-style-type: none"> <li>• Work includes a small number of relevant facts or concepts but lacks detail, contextualisation or examples.</li> </ul>
<b>Dependent</b>	<ul style="list-style-type: none"> <li>• The student can perform a task when given regular assistance or help.</li> </ul>
<b>Few</b>	<ul style="list-style-type: none"> <li>• Work produced is restricted or narrow. It includes less than half of the information or examples expected for a full response.</li> </ul>
<b>Inefficient</b>	<ul style="list-style-type: none"> <li>• Outputs are produced but with great expense or effort because of poor organisation or design and not making the best use of available resources.</li> </ul>
<b>Limited</b>	<ul style="list-style-type: none"> <li>• Work produced is restricted in range or scope and includes only some of the information required. It evidences partial rather than full understanding.</li> <li>• Work produced is a starting point rather than a developed process, concept or output.</li> </ul>
<b>Minimal</b>	<ul style="list-style-type: none"> <li>• Includes very little in amount or quantity required.</li> </ul>
<b>Simple</b>	<ul style="list-style-type: none"> <li>• Includes a small number of relevant parts, which are not related to each other.</li> </ul>
<b>Superficial</b>	<ul style="list-style-type: none"> <li>• Work completed lacks depth and detail.</li> </ul>

**Mark Band (MB2) Words:**

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

**Mark Band (MB3) Words:**

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

# Templates

## Storyboard

Storyboard:	Author:	Version:	Page of

# Risk Assessment

<b>Risk Assessment</b>	<b>Date completed:</b>	<b>Author:</b>
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<b>Activity or place</b>	<b>What are the potential hazards?</b>	<b>Who/what might be harmed?</b>	<b>Risk level (1-5)</b>	<b>What needs to be done to minimise the risk?</b>

## Location Recce

<b>Location Recce</b>	<b>Date:</b>	<b>Author:</b>
<b>Location (name/address)</b>		
<b>Access (inc opening times)</b>		
<b>Map/picture</b>		
<b>Permissions</b>		
<b>Contacts</b>		
<b>Services (Parking, toilets, power)</b>		
<b>Viewpoints</b>		
<b>Lighting considerations</b>		
<b>Shots/footage</b>		
<b>Safety issues (Risk assessment?)</b>		



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