

# OCR Level 1/Level 2 Cambridge National Certificate in Creative iMedia

## Curriculum Intent 2021-2022

### Core intent of subject at key stage 4

The intent of our Creative iMedia curriculum is to ensure students have the ultimate experience and understanding of the production and the design process. The process of design gives students challenging opportunities to find solutions to problems. The Creative iMedia curriculum has been written to maintain the ethos of the whole school curriculum through offering a breadth and depth of knowledge and skills, personal development, challenging opportunities, life-long learning and future preparation. The process of creative thinking and innovation inspires students to bring out undiscovered talents, which in turn cultivates a self-confidence and belief in their abilities to achieve. It also challenges and appeals to the creative instincts that have driven humanity to discover, adapt and overcome. Within this spectrum of ability development, Creative iMedia's course seeks to develop these. Every product we see, purchase and use has been designed, a problem, solved and designers are at a seminal point development. Because of this a designer can have great influence on the Spiritual, Moral, Social and Cultural development of a product and in some way, help prepare for our future. Students will be developing an understanding of environmental design and sustainable issues, supporting the environment and their communities.

We also look at developing critical thinking and practical skills to resolve design situations. We take students through the process of; the design & manufacture of graphic products, photography, animation and preparing a media product. These will include the development of skills in computer aided design and manufacture (CAD/CAM), skills and techniques of taking and manipulating photography and developing simple animations. These projects will be completed by the students using industry standard software. This enables students to actively engage and take responsibility for their personal development in the process of creativity to develop as effective, motivated, independent learners.

Students will learn to make decisions, consider sustainability and combine skills with understanding in order to design and make quality products. They will explore ways in which aesthetics, technical, economic, environmental, community involvement, ethical, economic, environmental, ethical and social dimensions interact to shape designing and making. Student will develop an understanding of why analysing existing products will help produce practical solutions to needs, wants and opportunities, recognising their impact on quality of life. By understand that designing and making reflect and influence cultures and societies, and that products have an impact on lifestyle.

Digital Media is a key part of many areas of our everyday lives and vital to the UK economy. Production of digital media products is a requirement of almost every business so there is huge demand for a skilled and digitally literate workforce. This qualification will help students develop specific and transferable skills such as research, planning, and review, working with others and communicating creative concepts. The qualification's hands-on approach has strong relevance to the way young people use the technology required in creative media

Creative iMedia places greater emphasis on understanding and applying skills to assist in developing the design processes. Students will use their creativity and imagination to design products that solve real and relevant problem, consider their own and others' needs, wants and values.

Courses based on this specification encourage students to demonstrate their understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice. Students continually develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values. They are encouraged to use imagination, experimentation and combine ideas when designing. Students develop the skills to critique and refine their own ideas whilst designing and making and communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing. Development of decision-making skills, including the planning and organisation of time and resources when managing their own project work. Development of a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes. Students should be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses.

The Creative iMedia specifications sets out the knowledge, understanding and skills required to undertake the iterative design process of exploring, creating and evaluating. The majority of the specification should be delivered through the practical application of this knowledge and understanding.

The subject content has been split into Four sections as follows:

1. Pre-production skills
2. Creating digital graphics
3. Creating a digital animation
4. Digital Photography

These qualifications will assess the application of creative media skills through their practical use. They will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being. The qualifications will encourage independence, creativity and awareness of the digital media sector.

### **Trips and visits**

Possible visits to Sky Academy which links to R081 Pre-Production Skills

Photography Trip to improve skills and produce photographs for unit R90 (Summer 1 - Y10)

### **Assessment**

This specification is designed to be taken over two years. And is split into 4 units of study and practical application. Please see website for internal assessment record.

**COVID 19 Response** - Currently awaiting confirmation and guidance from the DfE, JCQ and the Exam Board

**External Assessment - Unit R081: Pre-production skills (Mandatory)**

30 GLH / 1 hour 15 minutes written paper / 60 marks (60 UMS) / OCR set and marked

This question paper:

- contains a scenario on which all questions are based
- consists of two sections, comprising short answer and extended response questions assesses the quality of written communication

This unit underpins the other learning in this qualification. Students will learn about how to plan pre-production effectively including understanding of client requirements and reviewing pre-production briefs. They will use this knowledge in the optional units when they develop their own media products. This unit also provides excellent transferable skills such as project planning which will be useful in a wide variety of contexts. This unit is externally assessed through an OCR set and marked 1 hour 15 minute exam. A sample test can be downloaded from the website, where you can also find past papers and examiner's reports.

**Internally Assessment - Unit R082: Creating digital graphics (Mandatory)**

30 GLH / Centre-assessed tasks / 60 marks (60 UMS) / Centre-assessed and OCR-moderated

The centre-assessed tasks:

- will be practical tasks in the context of an assignment, selected from the OCR bank of set assignments.

Digital graphics are a key part of most digital products, and this mandatory unit will help support the other optional units in the suite. Students will learn the basics of digital graphics editing for the creative and digital media sector, considering client requirements that they get a deeper understanding of in R081.

**Internally Assessment - Unit R086: Creating a Digital Animation (Optional)**

30 GLH / Centre-assessed tasks / 60 marks (60 UMS) / Centre-assessed and OCR-moderated

The centre-assessed tasks:

- will be practical tasks in the context of an assignment, selected from the OCR bank of set assignments.

Whether used to entertain or inform, digital animation is used in a wide range of applications in the creative and digital media sector. In this unit students will plan and create a digital animation, learning about a range of techniques and fulfilling the requirements of a client brief.

**Internally Assessment - Unit R090: Digital Photography (Optional)**

30 GLH / Centre-assessed tasks / 60 marks (60 UMS) / Centre-assessed and OCR-moderated

The centre-assessed tasks:

- will be practical tasks in the context of an assignment, selected from the OCR bank of set assignments.

In this unit students will learn about different types of digital photographic equipment, features and settings. They will then plan and execute a photo shoot, producing a final portfolio for a client brief.

**Homework**

Homework is set when required due to set hours for learning approximately 20 hrs all work will need to be completed. There will be a few set tasks that will need completing due to some tasks either not completed or missed due to absence will also need to be completed. It is essential that students have access to a computer to support the homework tasks for all units. For R090 (digital photography) for home use it is essential that students have access to a camera of any description, smart phone will suffice – access to a bridge or DSLR camera where settings can be adjusted (aperture, ISO, shutter speed etc) would be desirable. Traditional film cameras are not allowed for this unit.

### Clubs and/or intervention

Catch up Unit sessions will be held at lunch times and after school. Timings TBC annually and will be found on the school website

### Parental/Carer support

Attendance to parents evening.

Support your son/daughter by purchasing the supporting textbook/revision guides.

Allow your child to attend catch up sessions, especially when producing the Unit Projects

Home access to a computer and digital camera (see homework above).

### Helpful sources of information

The course specification and support resources can be found here: [OCR Website](#)

#### Recommended text book:

Cambridge National Level 1 / 2 Creative iMedia – [OCR Link](#)  
ISBN 9781510457201

#### Recommended Revision Guides:

My Revision Notes: OCR Cambridge Nationals in Creative iMedia Level 1 / 2  
ISBN 9781471886683

#### Skills Development

Photoshop – [Adobe Website](#)

Illustrator – [Adobe Website](#) – no need to go above beginner

Flash – [Virtual Instructor](#) & [Incredible Tutorials](#)

### Connections to future pathways

**Careers:** Graphic Designer, Advertising, Brand Development, Web Designer, Games Designer, Pattern Designer, Manufacturing, Craft, Engineering, CAD technician, Clothing/textile technologist, Exhibition designer, Furniture designer, Interior and Spatial Designer, Product Designer

**Future Learning - A Level and Degree Courses in;** Graphic Communications, Graphic Design, Photography, Product Design, Art, Textiles, Media Studies



## Year 10 Overview

Term	Knowledge	Assessment	Connections to Learning
Autumn 1	<p style="text-align: center;"><b>Big Idea: Internally Assessed - Unit R082: Creating Digital Graphics</b></p> <p style="text-align: center;">LO1 &amp; LO2 focuses on the understanding of why we produce graphics and its restrictions.</p> <p>Digital graphics feature in many areas of our lives and play a very important part in today's world. The digital media sector relies heavily on these visual stimulants within the products it produces, to communicate messages effectively.</p> <p>The aim of this unit is for learners to understand the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop learners' understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process.</p> <p>On completion of this unit, learners will understand the purpose and properties of digital graphics and know where and how they are used. They will be able to plan the creation of digital graphics, create new digital graphics using a range of editing techniques and review a completed graphic against a specific brief. <b>Projects:</b> Lesson content will focus various projects that link to the OCR set assignments; Book cover sleeve / 12" vinyl cover</p> <p><b>Rationale:</b> Provides sound progression from Key Stage 3 • Offers relevant and interesting content for study • Focuses on the production of a Graphic Product • Students have the opportunity to work with a wide range of materials.</p>		
	<p><b>Start R082 with Photoshop skill development Project to cover 5-6 lessons</b></p> <p><b>Learning Outcome 1: Understand the purpose and properties of digital graphics learners must be taught:</b></p> <p><b>The purpose of digital graphics you need to:</b></p> <ul style="list-style-type: none"> <li>• investigate how and why digital graphics are used in a range of sectors</li> <li>• identify the purpose of digital graphics.</li> </ul> <p><b>Identifying the properties of digital graphics, you need to consider:</b></p> <ul style="list-style-type: none"> <li>• the properties of digital graphics which affect their suitability and compatibility with the intended purpose</li> </ul>	<p>All content will be assessed with feedback against the OCR Set Assignment criteria.</p> <p>Students will produce a summary of how and why digital graphics are used, demonstrating a understanding of the purpose of digital graphics.</p> <p>Students will identify a range of filetypes and formats, which are consistently appropriate to digital graphics.</p>	<p><b>Prior Learning</b> KS3 Mind Maps &amp; Mood Boards.</p> <p>Y9 skills development undertaking the magazine project.</p> <p>Skills developed in KS3 ICT working with graphics</p>

	<ul style="list-style-type: none"> <li>• file formats for different types and uses of digital graphics.</li> </ul> <p><b>Investigate the design and layout of digital graphics you need to:</b></p> <ul style="list-style-type: none"> <li>• investigate how different purposes and audiences would influence the design and layout of digital graphics</li> </ul>	<p>Demonstrates an understanding of the connection between the properties of digital graphics and their suitability for use.</p> <p>Demonstrates an understanding of how different purposes and audiences influence the design and layout of digital graphics</p>	
	<p><b>Learning Outcome 2: Be able to plan the creation of a digital graphic.</b></p> <p><b>Understand the client and the target audience you need to:</b></p> <ul style="list-style-type: none"> <li>• consider the client’s requirements and how these are specified</li> <li>• consider the target audience for the digital graphic</li> <li>• decide on a visual style and composition of the digital graphic</li> </ul> <p><b>Creating a work plan for the project you need to:</b></p> <ul style="list-style-type: none"> <li>• identify what activities must be completed to create the digital graphic</li> <li>• estimate how long each activity will take</li> <li>• identify the workflow sequence needed to create the digital graphic</li> <li>• describe the assets and resources you will need to create the digital graphic</li> </ul> <p><b>Producing ideas you need to:</b></p> <ul style="list-style-type: none"> <li>• produce a visualisation diagram of the digital graphic</li> </ul> <p><b>Understanding legal restrictions, the digital graphic will be used in a commercial context you need to:</b></p> <ul style="list-style-type: none"> <li>• explain any legal issues and restrictions that need to be considered when creating the digital graphic</li> </ul>	<p>All content will be assessed with feedback against the OCR Set Assignment criteria.</p> <p>Student will produce an interpretation from the client brief which fully meets the client requirements.</p> <p>Student will produce a clear and detailed identification of target audience requirements.</p> <p>Student will produce a clear and detailed work plan for the creation of the digital graphic, which is fully capable of producing the intended final product.</p> <p>Produces a clear and detailed visualisation diagram for the intended final product.</p> <p>Student will identify most assets needed to create a digital graphic, demonstrating a thorough understanding of their potential use.</p>	<p><b>Prior Learning</b> KS3 Mind Maps &amp; Mood Boards.</p> <p>Y9 skills development undertaking the magazine project.</p> <p>Skills developed in KS3 ICT working with graphics.</p> <p>Links to other subjects were the students need to understand the difference between Primary and Secondary research and how to produce that type of research.</p>

		Identifies most of the resources needed to create a digital graphic, demonstrating a thorough understanding of legislation in relation to the use of images in digital graphics.	
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Term	Knowledge	Assessment	Connections to Learning
Autumn 2	<p><b>Big Idea: Internally Assessed – Continuation of Unit R082: Creating Digital Graphics and start of the Set Assignment.</b>  LO3 and LO4 focus on the design development and evaluation of a digital graphic  Digital graphics feature in many areas of our lives and play a very important part in today’s world. The digital media sector relies heavily on these visual stimulants within the products it produces, to communicate messages effectively.  The aim of this unit is for learners to understand the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop learners’ understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process.  On completion of this unit, learners will understand the purpose and properties of digital graphics and know where and how they are used. They will be able to plan the creation of digital graphics, create new digital graphics using a range of editing techniques and review a completed graphic against a specific brief. <b>Projects:</b> Lesson content will focus various projects that link to the OCR set assignments; Book cover sleeve / 7” vinyl cover</p> <p>R082 will complete with the Set Assignment which will be completed in Spring Term</p> <p><b>Rationale:</b> Provides sound progression from Key Stage 3 • Offers relevant and interesting content for study • Focuses on the production of a Graphic Product • Students have the opportunity to work with a wide range of materials</p>		
	<p><b>Learning Outcome 3: Be able to create a digital graphic.</b>  You will need to produce the digital graphic using a range of tools, techniques and assets to ensure it is suitable for its intended uses.</p> <p><b>Obtaining assets for use in the graphic you need to:</b></p>	<p>All content will be assessed with feedback against the OCR Set Assignment criteria.</p> <p>Sources and creates a wide range of assets for use in the digital graphic.</p>	<p><b>Prior Learning</b>  Y9 skills development undertaking the magazine project. Sketching and photoshop skills</p> <p>Skills developed in KS3 ICT working with graphics.</p>



	<ul style="list-style-type: none"> <li>• obtain the assets required for the digital graphic</li> <li>• re-purpose and store the assets to ensure their technical compatibility with the intended digital graphic</li> </ul> <p><b>Creating the graphic, you need to:</b></p> <ul style="list-style-type: none"> <li>• use a range of tools and techniques from the image editing software to combine the assets into the final graphic</li> <li>• save both versions of the digital graphic in suitable formats as specified in the brief</li> <li>• submit both digital graphic versions in an electronic format</li> </ul> <p>The final graphics in their intended digital format must be supplied with the portfolio of evidence</p>	<p>Prepares the assets for use in the digital graphic, all of which are technically appropriate and compatible.</p> <p>Use of a range of advanced tools and techniques to create the digital graphic is effective and therefore creates a complex digital graphic which is appropriate for the client brief.</p> <p>Consistently saves and exports the digital graphic in formats and properties, which are appropriate.</p> <p>Consistently saves electronic files using file and folder names and structures which are consistent and appropriate.</p>	
	<p><b>Learning Outcome 4: Be able to review a digital graphic.</b></p> <p>Once the digital graphic has been produced, you need to consider whether you have met all the requirements of the initial brief. You will also need to review the overall quality of the digital graphic and identify any improvements that could be made.</p> <p><b>Reviewing the digital graphic, you will need to:</b></p> <ul style="list-style-type: none"> <li>• review how well the digital graphic meets the client's requirements</li> <li>• identify how the digital graphic could be improved describe areas for further development, giving reasons for your choices</li> </ul>	<p>All content will be assessed with feedback against the OCR Set Assignment criteria.</p> <p>Produces a review of the finished graphic which demonstrates a thorough understanding of what worked and what did not, fully referencing back to the brief.</p> <p>Review identifies areas for improvement and further development of the final digital graphic, which are wholly appropriate and justified.</p>	<p><b>Prior Learning</b></p> <p>Y9 skills development undertaking the magazine project.</p> <p>Skills developed in KS3 ICT working with graphics.</p>
	<p><b>Set Assignment.</b></p> <p>Students MAY be able to choose between Book cover design or 12" Vinyl cover design. Set task should be completed over 10 – 14, 1 hour lessons.</p>	<p>All content will be assessed with feedback against the OCR Set Assignment criteria.</p>	<p><b>Prior Learning</b></p> <p>Current R082 and review of R081.</p> <p>Y9 skills development undertaking the magazine project.</p>

	<p>This is the outcome of the taught lessons covering LO1, LO2, LO3 &amp; LO4 where student use their knowledge gained and apply through the above set assignment</p> <p>Some exam restrictions may apply This will continue into Spring term 1</p>		<p>Skills developed in KS3 ICT working with graphics.</p>
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Term	Knowledge	Assessment	Connections to Learning
<p><b>Spring 1</b></p>	<p><b>Big Idea: Internally Assessed – Continuation of Set Assignment to be completed in week 3/4 into Spring Term 1.</b></p> <p><b>Once R082 Set Assignment is complete, start R090 Digital Photography</b></p> <p>LO1 focuses on the understanding the features and settings of digital photographic equipment. LO2 focuses on how to use that understanding and plan a photoshoot.</p> <p>This unit builds on unit R082 and learners will be able to apply the skills, knowledge and understanding gained in those units. Digital photography is used in a variety of different situations and circumstances. These range from professional photographers taking wedding and special event photographs to informal holiday and social networking photographs. In this unit learners will learn about different types of digital photographic equipment, features and settings used in digital photography, how to plan a photo shoot and how to present their portfolios.</p> <p>On completion of this unit, learners will understand the features and settings of digital photographic equipment, be able to plan a photo shoot, review the digital photographs and review the final portfolio against a specific brief.</p> <p><b>Projects:</b> Lesson content will focus various projects that link to the OCR set assignments; The Built Environment</p> <p><b>Rationale:</b> Provides sound progression from Key Stage 3 • Offers relevant and interesting content for study • Focuses on the production of a Graphic Product • Students have the opportunity to work with a wide range of materials</p>		
	<p><b>Once R082 Set Assignment is completed;</b></p> <p><b>START R090 Digital Photography</b></p> <p><b>Learning Outcome 1: Understand the features and settings of digital photographic equipment.</b></p> <p>Before taking the digital photographs, you must identify features of digital photographic equipment and</p>	<p>All content will be assessed with feedback against the OCR Set Assignment criteria.</p> <p>Gives a thorough description of most features and settings of digital photographic</p>	<p><b>Prior Learning</b></p> <p>Y9 skills development undertaking the magazine project.</p> <p>Skills developed in KS3 ICT working with graphics.</p>

	<p>describe the capabilities and limitations of different digital cameras.</p> <p><b>You need to describe the:</b></p> <ul style="list-style-type: none"> <li>• capabilities and limitations of using different types of digital camera for specific purposes</li> <li>• capabilities and limitations of other devices for taking digital photographs</li> <li>• different features and settings of digital photographic equipment and how they are used</li> <li>• suitability of digital cameras for different photographic purposes</li> </ul> <p><b>Identifying rules of photography and composition:</b></p> <ul style="list-style-type: none"> <li>• describe the rules of photography and composition</li> </ul> <p>You will need to summarise any investigation and research in your own words. Present your evidence in an appropriate way</p>	<p>equipment.</p> <p>Describes most capabilities and limitations of different types of digital camera and other methods of taking digital photographs.</p> <p>Describes accurately the suitability of digital cameras, for a wide range of scenarios.</p> <p>Describes many rules of photography and composition accurately.</p>	
<p><b>LO2, to be completed in Spring 2</b></p>	<p><b>Learning Outcome 2: Be able to plan a digital photograph.</b></p> <p>You need to identify the requirements of the client brief and target audience for the digital photographs. To do this you will need to organise your time and resources so that you can start to plan for the photo shoot, including identifying the equipment and software needed.</p> <p><b>To interpret your client and the target audience, you will need to:</b></p> <ul style="list-style-type: none"> <li>• describe how the photo shoot will meet the client's requirements</li> <li>• identify success criteria for the photo shoot</li> <li>• identify the target audience and how this will affect the style, content and theme of the portfolio.</li> </ul> <p><b>To create a work plan for the photo shoot, you will need to:</b></p>	<p>All content will be assessed with feedback against the OCR Set Assignment criteria.</p> <p>Produces an interpretation from the client brief for a photo shoot which fully meets the client requirements.</p> <p>Produces a clear and detailed identification of target audience requirements. Clearly draws upon relevant skills/knowledge/understanding from other units in the specification.</p> <p>Produces a clear and detailed work plan for the photo shoot, which is fully capable of producing the intended photo shoot.</p>	<p><b>Prior Learning</b></p> <p>Y9 skills development undertaking the magazine project.</p> <p>Skills developed in KS3 ICT working with graphics.</p>

	<ul style="list-style-type: none"> <li>• create a work plan for the photo shoot</li> <li>• identify the equipment and software needed to create the digital photographic portfolio giving reasons for your choices.</li> </ul>	Lists all the equipment and software to be used in creating the digital photographic portfolio, thoroughly justifying selection in relation to the identified success criteria.	
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Term	Knowledge	Assessment	Connections to Learning
Spring 2	<p style="text-align: center;"><b>Big Idea: Continuation of Unit R090 Digital Photography &amp; Set Assignment.</b></p> <p>LO2 continued, LO3 and LO4 focus on the design development and practical application of taking a photographic image. LO4 allows the students to critically evaluation their digital photographic portfolio.</p> <p>This unit builds on unit R082 and learners will be able to apply the skills, knowledge and understanding gained in those units. Digital photography is used in a variety of different situations and circumstances. These range from professional photographers taking wedding and special event photographs to informal holiday and social networking photographs. In this unit learners will learn about different types of digital photographic equipment, features and settings used in digital photography, how to plan a photo shoot and how to present their portfolios.</p> <p>On completion of this unit, learners will understand the features and settings of digital photographic equipment, be able to plan a photo shoot, review the digital photographs and review the final portfolio against a specific brief.</p> <p style="text-align: center;"><b>Projects:</b> Lesson content will focus various projects that link to the OCR set assignments; The Built Environment</p> <p style="text-align: center;"><b>Rationale:</b> Provides sound progression from Key Stage 3 • Offers relevant and interesting content for study • Focuses on the production of a Graphic Product • Students have the opportunity to work with a wide range of materials</p>		
continued LO2	<p><b>Learning Outcome 2: Be able to plan a digital photograph.</b></p> <p>You need to identify the requirements of the client brief and target audience for the digital photographs. To do this you will need to organise your time and resources so that you can start to plan for the photo shoot, including identifying the equipment and software needed.</p>	<p>All content will be assessed with feedback against the OCR Set Assignment criteria.</p> <p>Demonstrates a thorough understanding of legislation in relation to the taking of photographs and the production of a digital photographic portfolio.</p>	<p><b>Prior Learning</b></p> <p>Y9 skills development undertaking the magazine project.</p> <p>Skills developed in KS3 ICT working with graphics.</p>

	<p><b>To understand the legal restrictions as digital photographs will be used in a commercial context, you will need to:</b></p> <ul style="list-style-type: none"> <li>consider any legal issues and restrictions on the photographs you will take and present for display. Present your evidence in an appropriate way.</li> </ul>		
	<p><b>Learning Outcome 3: Be able to take and display a digital photograph.</b> You will need to take the photographs, using the features and settings of the digital camera you have selected, store the images and create a portfolio of them to meet the clients' requirements.</p> <p><b>To understand how to use features and settings of the digital camera to take digital photographs, you will need to:</b></p> <ul style="list-style-type: none"> <li>organise the photographic subject and scenes</li> <li>take digital photographs using a range of relevant features, settings, rules of photography and composition.</li> <li>select the digital photographs for the final portfolio</li> <li>store the digital photographs selected for the portfolio</li> <li>create a display of the digital photographs using a suitable medium that is appropriate to the brief.</li> </ul> <p>Provide evidence of the features and setting chosen together with the final portfolio. The final portfolio of photographs in the intended digital format must be supplied.</p>	<p>All content will be assessed with feedback against the OCR Set Assignment criteria.</p> <p>Uses most relevant features and settings of the digital camera, all of which are appropriate to the client brief. The subject and scene are appropriately organised.</p> <p>Takes digital photographs using a wide range of the rules of photography and composition.</p> <p>Stores digital images, consistently using an appropriate medium.</p> <p>Creates portfolios of stored images that meet all of the client requirements. The selected images are effectively displayed in a medium which is fully appropriate to the brief.</p>	<p><b>Prior Learning</b> Y9 skills development undertaking the magazine project. Skills developed in KS3 ICT working with graphics.</p>
	<p><b>Learning Outcome 4: Be able to check and review the digital photographs.</b> Now that the portfolio is complete, you need to be able to review how well you met the client's brief, justifying the selection of photographs used and identifying any areas for improvement.</p>	<p>All content will be assessed with feedback against the OCR Set Assignment criteria.</p> <p>Produces a review of the finished portfolio which demonstrates a thorough</p>	<p><b>Prior Learning</b> Current R082 and review of R081. Y9 skills development undertaking the magazine project.</p>

	<p><b>To understand when reviewing the digital photographs, you will need to:</b></p> <ul style="list-style-type: none"> <li>• review how the finished portfolio reflects the client brief, justifying the selection of the photographs from those taken</li> <li>• review the final portfolio of digital photographs in terms of what worked and what didn't.</li> </ul> <p><b>To understand how the portfolio could be improved, you will need to:</b></p> <ul style="list-style-type: none"> <li>• identify how the digital photographs and portfolio could be improved</li> <li>• identify areas for further development of the portfolio of digital photographs giving reasons for your choices.</li> </ul> <p>Present your evidence in an appropriate way.</p>	<p>understanding of what worked and what did not, fully referencing back to the brief.</p> <p>Provides a thorough justification for the photographs selected. Review identifies areas for improvement and further development of the photographic portfolio, which are wholly appropriate and justified.</p>	<p>Skills developed in KS3 ICT working with graphics.</p>
	<p><b>Set Assignment.</b> Students have to complete a set assignment based on the Built Environment.</p> <p>This is the outcome of the taught lessons covering LO1, LO2, LO3 &amp; LO4 where student use their knowledge gained and apply through the above set assignment</p> <p>Some exam restrictions may apply</p> <p>This will continue into Summer Term 1</p>	<p>All content will be assessed with feedback against the OCR Set Assignment criteria.</p>	<p><b>Prior Learning</b> Current R082 and review of R081. Y9 skills development undertaking the magazine project. Skills developed in KS3 ICT working with graphics.</p>

Term	Knowledge	Assessment	Connections to Learning
Summer 1	<b>Big Idea: Internally Assessed – Continuation of Set Assignment to be completed in week 4/5 into Summer Term 1.</b>		

**Review and Refine R082 & R090**

Improvement will be feedback to students to improve their work. To follow feedback guidelines this will be done as a class group.

**Once R090 set assignment is completed students will receive feedback on R082 then R090 and given the remaining time of Summer 1 to improve and refine the projects. Review mark schemes**

For both units' students will get an overview of the mark scheme and how to improve their work

All content will be assessed with feedback against the OCR Set Assignment criteria.

**Prior Learning**

Y9 skills development undertaking the magazine project.  
Skills developed in KS3 ICT working with graphics.

## Year 11 Overview

Term	Knowledge	Assessment	Connections to Learning
Autumn 1	<p style="text-align: center;"><b>Big Idea: Externally Assessed - Unit R081: Pre-Production Skills Continued in Y11</b></p> <p>LO1 &amp; LO2 - These unit tasks will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.</p> <p>Planning is an essential part of working in the creative and digital media sector. This unit will enable learners to acquire the underpinning knowledge and skills needed to create digital media products and gain an understanding of their application. On completion of this unit, learners will understand the purpose and uses of a range of pre-production techniques. They will be able to plan pre-production of a creative digital media product to a client brief and will understand how to review pre-production documents.</p> <p>Learners studying the optional units will be able to apply knowledge and understanding gained in this unit to help develop their skills further during the completion of those units.</p> <p style="text-align: center;"><b>This will lead to a 1 hour 15 minute exam in November (Y11)</b></p> <p><b>Rationale:</b> Provides sound progression from Key Stage 3 • Offers relevant and interesting content for study • Focuses on the production of a Graphic Product • Students have the opportunity to work with a wide range of materials</p>		
	<p><b>Learning Outcome 1: Understand the Purpose and content of Pre-Production</b></p> <p><b>You will need to understand and know the purpose, uses and be understand how to produce:</b></p> <ul style="list-style-type: none"> <li>• mood boards (e.g. ideas and concepts for a new creative media product development, assisting the generation of ideas)</li> <li>• mind maps/spider diagrams (e.g. to show development routes and options for an idea, or component parts and resources needed for a creative media product)</li> <li>• visualisation diagrams (e.g. for still images and graphics)</li> </ul>	<p>Focused Mock exam base on prior units and R081 LO1 will be set. This will be demonstrated by showing an understanding of the content of the opposite tasks.</p> <p>Assessment will be done during lessons and practice papers/mock exams</p>	<p><b>Prior Learning</b></p> <p>Supported learning and understanding will be gained from previous or taught in tandem lessons of R082 and R090</p> <p>Knowledge developed in KS3 ICT working with graphics</p>



	<ul style="list-style-type: none"> <li>• storyboards (e.g. for use with video, animation)</li> <li>• scripts (e.g. for a video production, voiceover, comic book or computer game)</li> </ul>		
	<p><b>Reflect Learning Outcome 2: Be able to plan pre-production</b></p> <p><b>You will need to understand how to:</b></p> <ul style="list-style-type: none"> <li>• interpret client requirements for pre-production (e.g. purpose, theme, style, genre, content) based on a specific brief (e.g. by client discussion, reviewing a written brief, script or specification)</li> <li>• identify timescales for production based on target audience and end user requirements</li> <li>• how to conduct and analyse research for a creative digital media product, i.e.: using primary sources, using secondary sources</li> <li>• produce a work plan and production schedule to include: tasks, activities, work flow, timescales, resources, milestones, contingencies.</li> <li>• the hardware, techniques and software used for: digitising paper-based documents, creating electronic pre-production documents</li> <li>• the health and safety considerations when creating digital media products (e.g. use of risk assessments, location recces, safe working practices)</li> <li>• legislation regarding any assets to be sourced, i.e.: copyright, trademarks, intellectual property</li> </ul> <p>how legislation applies to creative media production, i.e.: data protection, privacy, defamation, certification and classification, use of copyrighted material and intellectual property.</p>	<p>Focused Mock exam base on prior units and R081 LO2 will be set. This will be demonstrated by showing an understanding of the content of the opposite tasks.</p> <p>Assessment will be done during lessons and practice papers/mock exams</p>	<p><b>Prior Learning</b></p> <p>Supported learning and understanding will be gained from previous or taught in tandem lessons of R082 and R090</p>

Term	Knowledge	Assessment	Connections to Learning
Autumn 2	<p style="text-align: center;"><b>Big Idea: Externally Assessed - Unit R081: Pre-Production Skills - Review</b></p> <p>These units will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.</p> <p>Planning is an essential part of working in the creative and digital media sector. This unit will enable learners to acquire the underpinning knowledge and skills needed to create digital media products and gain an understanding of their application. On completion of this unit, learners will understand the purpose and uses of a range of pre-production techniques. They will be able to plan pre-production of a creative digital media product to a client brief and will understand how to review pre-production documents.</p> <p>Learners studying the optional units will be able to apply knowledge and understanding gained in this unit to help develop their skills further during the completion of those units.</p> <p style="text-align: center;"><b>This will lead to a 1 hour 15 minute exam in November (Y11)</b></p> <p><b>Rationale:</b> Provides sound progression from Key Stage 3 • Offers relevant and interesting content for study • Focuses on the production of a Graphic Product • Students have the opportunity to work with a wide range of materials</p>		
	<p><b>Learning Outcome 3: Be able to produce pre-production documents</b></p> <p><b>You will need to understand how to create a:</b></p> <ul style="list-style-type: none"> <li>• mood board, mind map/spider diagram, visualisation diagram or sketch, storyboard</li> <li>• analyse a script (e.g. scenes/locations, characters, resources and equipment needed).</li> <li>• the properties and limitations of file formats for still images</li> <li>• the properties and limitations of file formats for audio</li> <li>• the properties and limitations of file formats for moving images, i.e.: video, animation</li> <li>• suitable naming conventions (e.g. version control, organisational requirements)</li> </ul>	<p>Focused Mock exam base on prior units and R081 LO3 will be set. This will be demonstrated by showing an understanding of the of LO1 &amp; LO2 and be able to discuss the production of the opposite.</p> <p>Assessment will be done during lessons and practice papers/mock exams</p>	<p><b>Prior Learning</b></p> <p>Supported learning and understanding will be gained from previous or taught in tandem lessons of R082 and R090</p> <p>Knowledge developed in KS3 ICT working with graphics</p>

	identify appropriate file formats needed to produce: pre-production documents, final products in line with client requirements.		
	<p><b>Learning Outcome 4: Be able to review pre-production documents</b></p> <p><b>You will need to understand how to:</b></p> <ul style="list-style-type: none"> <li>review a pre-production document (e.g. for format, style, clarity, suitability of content for the client and target audience)</li> </ul> <p>identify areas for improvement in a pre-production document (e.g. colour schemes, content, additional scenes).</p>	<p>Focused Mock exam base on prior units and R081 LO4 will be set. This will be demonstrated by showing an understanding of the of LO1 &amp; LO2 and be able to discuss the production of the opposite.</p> <p>Assessment will be done during lessons and practice papers/mock exams</p>	<p><b>Prior Learning</b> Supported learning and understanding will be gained from previous or taught in tandem lessons of R082 and R090</p> <p>Knowledge developed in KS3 ICT working with graphics</p>
<b>Possibly start R086 or if required review and refine R082 &amp; R090</b>			

Term	Knowledge	Assessment	Connections to Learning
Spring 1	<p style="text-align: center;"><b>After January Exam</b></p> <p style="text-align: center;"><b>Big Idea: Internally Assessed - Unit R086: Creating Digital Animations</b></p> <p>This unit builds on units R081 and R082 and learners will be able to apply the skills, knowledge and understanding gained in those units. Digital animation are used in a wide range of applications in the creative and digital media sector. It can enhance applications and be used to entertain and inform the viewer.</p> <p>This unit enables learners to understand the basics of digital animation for the creative and digital media sector. Learners will be able to plan a digital animation to a client brief, use animation software to create the animation and be able to store, export and review the final product.</p> <p>On completion of this unit, learners will understand different types of digital animation techniques, know where they are used, be able to plan and create a digital animation and test and review a completed animation against a specific brief.</p> <p><b>Note:</b> Tasks and Mark Scheme are similar to R090 – Digital Photography and covers many aspects covered in the R081 so student should consider this unit as exam tasks reflection</p> <p><b>Projects:</b> Lesson content will focus various projects that link to the OCR set assignments; Robot Toy Advert Animation</p>		

<p><b>Rationale:</b> Provides sound progression from Key Stage 3 Design Technology and ICT • Offers relevant and interesting content for study • Focuses on the production of an Animation • Students have the opportunity to work with a wide range of software</p>		
<p><b>Learning Outcome 1: Explore different types of animation.</b> To prepare to create the new toy digital animation, you first need to investigate existing animation products and what animation techniques could be used.</p> <p><b>You will need to:</b></p> <ul style="list-style-type: none"> <li>investigate the uses and properties of animations</li> <li>describe different types of animation and the techniques used, identifying their advantages and disadvantages.</li> </ul> <p>Make sure you summarise any investigation and research in your own words. Present your evidence in an appropriate way.</p>	<p>All content will be assessed with feedback against the OCR Set Assignment criteria.</p> <p>Students must:</p> <p>Demonstrates a thorough understanding of the purposes and uses of animations.</p> <p>Describes a wide range of animation techniques and types, demonstrating a thorough understanding of the advantages and disadvantages of each.</p>	<p><b>Prior Learning</b> Supported learning and understanding will be gained from previous or taught in tandem lessons of R082 and R090</p> <p>Possibly Y9 ICT lesson covering Flash &amp; Gif animation</p>
<p><b>Learning Outcome 2: Be able to Plan a design.</b> You need to organise your time and resources so that you can plan the design of the animation of the robot toy. You will need to generate the basis of your idea for the advertisement, taking into consideration any external restrictions on what you can use or produce.</p> <p><b>To understand your client and the target audience, you will need to:</b></p> <ul style="list-style-type: none"> <li>identify the client's requirements based on the brief</li> <li>consider the target audience for the digital animation and how this will affect its style and content</li> <li>decide on a visual style and content for the digital animation</li> <li>decide the file format for the final digital animation</li> <li>identify the properties of the file format chosen for the digital animation which could affect its</li> </ul>	<p>All content will be assessed with feedback against the OCR Set Assignment criteria.</p> <p>Students must:</p> <p>Produces an interpretation from the client brief for a digital animation which fully meets the client requirements.</p> <p>Produces a clear and detailed identification of target audience requirements.</p> <p>Clearly draws upon relevant skills/knowledge/understanding from other units in the specification.</p> <p>Describes file formats and their properties with accuracy. Judgment of</p>	<p><b>Prior Learning</b> Supported learning and understanding will be gained from previous or taught in tandem lessons of R082 and R090</p> <p>Possibly Y9 ICT lesson covering Flash &amp; Gif animation.</p>

	<ul style="list-style-type: none"> <li>• compatibility with the intended purpose.</li> </ul> <p><b>To create a work plan for the animation, you will need to:</b></p> <ul style="list-style-type: none"> <li>• create a work plan for the photo shoot</li> <li>• identify the equipment and software needed to create the digital photographic portfolio giving reasons for your choices.</li> </ul> <p><b>To understand the legal restrictions of an animation in a commercial context, you will need to:</b></p> <ul style="list-style-type: none"> <li>• consider any legal issues and restrictions on the assets, ideas and concepts.</li> </ul> <p>Present your evidence in an appropriate way.</p>	<p>suitability for the digital animation is almost always accurate.</p> <p>Creates a detailed storyboard which identifies a wide range of resources and assets to be used. These choices will consistently be appropriate to the client requirements.</p> <p>Demonstrates a thorough understanding of legislation in relation to the use of assets, ideas and concepts in digital animations.</p>	
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Term	Knowledge	Assessment	Connections to Learning
Spring 2	<p style="text-align: center;"><b>Big Idea: Internally Assessed - Unit R086: Creating Digital Animations - Continued</b></p> <p>This unit builds on units R081 and R082 and learners will be able to apply the skills, knowledge and understanding gained in those units. Digital animation is used in a wide range of applications in the creative and digital media sector. It can enhance applications and be used to entertain and inform the viewer.</p> <p>This unit enables learners to understand the basics of digital animation for the creative and digital media sector. Learners will be able to plan a digital animation to a client brief, use animation software to create the animation and be able to store, export and review the final product.</p> <p>On completion of this unit, learners will understand different types of digital animation techniques, know where they are used, be able to plan and create a digital animation and test and review a completed animation against a specific brief.</p> <p><b>Note:</b> Tasks and Mark Scheme are similar to R090 – Digital Photography and covers many aspects covered in the R081 so student should consider this unit as exam tasks reflection</p> <p><b>Projects:</b> Lesson content will focus various projects that link to the OCR set assignments; Robot Toy Advert Animation</p>		

**Rationale:** Provides sound progression from Key Stage 3 Design Technology and ICT • Offers relevant and interesting content for study • Focuses on the production of an Animation • Students have the opportunity to work with a wide range of software

**Learning Outcome 3: Creating the digital animation.**

You will need to produce the digital animation using a range of assets, tools and techniques to ensure it is suitable for its intended use.

**Obtaining assets for use in the animation, you will need to:**

- either source or create the assets identified in your storyboard
- store the assets in a suitable format and location.

**Create and test the animation, you will need to:**

- consider what must be tested and use this information to create a test plan
- use a range of tools in the animation software to combine the assets into the final work
- use techniques to enhance and animate movement in the advertisement for the toy
- use the test plan to record the results of testing throughout the production
- save the digital animation using appropriate file and folder names
- export the digital animation in a suitable file format for web use to meet the brief.

The final animation in its intended digital format must be supplied with the portfolio of evidence

All content will be assessed with feedback against the OCR Set Assignment criteria.

**Students must:**

Sources and stores a wide range of assets for use, consistently using methods which are appropriate.

Creates a clear and detailed test plan for the animation which fully tests the functionality, listing tests, expected and actual outcomes and identifying re-tests.

Uses tools and techniques within the animation software to fully address the client brief, to create the digital animation.

Uses many functions within the animation software to enhance and animate movement.

Carries out thorough testing of the digital animation at regular intervals during production.

Consistently saves and exports the digital animation in an appropriate format.

Consistently saves electronic files using file and folder names and structures which are consistent and appropriate.

**Prior Learning**

Supported learning and understanding will be gained from previous or taught in tandem lessons of R082 and R090

Possibly Y9 ICT lesson covering Flash & Gif animation

	<p><b>Learning Outcome 4: Be able to Check and review the digital animation.</b>          Now the digital animation for the new robot toy has been produced, you need to consider whether you have met all the requirements of the initial brief. You will also need to review the overall quality of the digital animation and identify any improvements that could be made.</p> <p><b>To understand how to review the animation, you will need to:</b></p> <ul style="list-style-type: none"> <li>• review the digital animation</li> <li>• describe how well it meets the client's requirements</li> <li>• describe areas for further development, giving reasons for your choices.</li> </ul> <p>Present your evidence in an appropriate way.</p>	<p>All content will be assessed with feedback against the OCR Set Assignment criteria.</p> <p>Students must:</p> <p>Produces a review of the digital animation which demonstrates a thorough understanding of what worked and what did not, fully referencing back to the brief.</p> <p>Review identifies areas for improvement and further development of the digital animation, which are wholly appropriate and justified.</p>	<p><b>Prior Learning</b>          Supported learning and understanding will be gained from previous or taught in tandem lessons of R082 and R090</p> <p>Possibly Y9 ICT lesson covering Flash &amp; Gif animation.</p>
	<p><b>Set Assignment.</b>          Students have to complete a set assignment based on the Advert Animation</p> <p>This is the outcome of the taught lessons covering LO1, LO2, LO3 &amp; LO4 where student use their knowledge gained and apply through the above set assignment</p> <p>Some exam restrictions may apply</p> <p>To be completed by Easter Break</p>		<p><b>Prior Learning</b>          Supported learning and understanding will be gained from previous or taught in tandem lessons of R082 and R090</p> <p>Possibly Y9 ICT lesson covering Flash &amp; Gif animation.</p>

Term	Knowledge	Assessment	Connections to Learning
Spring 2	<b>Big Idea: Internally Assessed - Unit R086: Creating Digital Animations - Continued</b>		

	<p>This unit builds on units R081 and R082 and learners will be able to apply the skills, knowledge and understanding gained in those units. Digital animation is used in a wide range of applications in the creative and digital media sector. It can enhance applications and be used to entertain and inform the viewer.</p> <p>This unit enables learners to understand the basics of digital animation for the creative and digital media sector. Learners will be able to plan a digital animation to a client brief, use animation software to create the animation and be able to store, export and review the final product.</p> <p>On completion of this unit, learners will understand different types of digital animation techniques, know where they are used, be able to plan and create a digital animation and test and review a completed animation against a specific brief.</p> <p><b>Note:</b> Tasks and Mark Scheme are similar to R090 – Digital Photography and covers many aspects covered in the R081 so student should consider this unit as exam tasks reflection</p> <p><b>Projects:</b> Lesson content will focus various projects that link to the OCR set assignments; Robot Toy Advert Animation</p> <p><b>Rationale:</b> Provides sound progression from Key Stage 3 Design Technology and ICT • Offers relevant and interesting content for study • Focuses on the production of an Animation • Students have the opportunity to work with a wide range of software</p>		
	<p><b>Learning Outcome 3: Creating the digital animation.</b> You will need to produce the digital animation using a range of assets, tools and techniques to ensure it is suitable for its intended use.</p> <p><b>Obtaining assets for use in the animation, you will need to:</b></p> <ul style="list-style-type: none"> <li>• either source or create the assets identified in your storyboard</li> <li>• store the assets in a suitable format and location.</li> </ul> <p><b>Create and test the animation, you will need to:</b></p> <ul style="list-style-type: none"> <li>• consider what must be tested and use this information to create a test plan</li> <li>• use a range of tools in the animation software to combine the assets into the final work</li> <li>• use techniques to enhance and animate movement in the advertisement for the toy</li> <li>• use the test plan to record the results of testing throughout the production</li> </ul>	<p>All content will be assessed with feedback against the OCR Set Assignment criteria.</p> <p><b>Students must:</b> Sources and stores a wide range of assets for use, consistently using methods which are appropriate.</p> <p>Creates a clear and detailed test plan for the animation which fully tests the functionality, listing tests, expected and actual outcomes and identifying re-tests.</p> <p>Uses tools and techniques within the animation software to fully address the client brief, to create the digital animation.</p>	<p><b>Prior Learning</b> Supported learning and understanding will be gained from previous or taught in tandem lessons of R082 and R090</p> <p>Possibly Y9 ICT lesson covering Flash &amp; Gif animation</p>



	<ul style="list-style-type: none"> <li>• save the digital animation using appropriate file and folder names</li> <li>• export the digital animation in a suitable file format for web use to meet the brief.</li> </ul> <p>The final animation in its intended digital format must be supplied with the portfolio of evidence</p>	<p>Uses many functions within the animation software to enhance and animate movement.</p> <p>Carries out thorough testing of the digital animation at regular intervals during production.</p> <p>Consistently saves and exports the digital animation in an appropriate format.</p> <p>Consistently saves electronic files using file and folder names and structures which are consistent and appropriate.</p>	
	<p><b>Learning Outcome 4: Be able to Check and review the digital animation.</b></p> <p>Now the digital animation for the new robot toy has been produced, you need to consider whether you have met all the requirements of the initial brief. You will also need to review the overall quality of the digital animation and identify any improvements that could be made.</p> <p><b>To understand how to review the animation, you will need to:</b></p> <ul style="list-style-type: none"> <li>• review the digital animation</li> <li>• describe how well it meets the client's requirements</li> <li>• describe areas for further development, giving reasons for your choices.</li> </ul> <p>Present your evidence in an appropriate way.</p>	<p>All content will be assessed with feedback against the OCR Set Assignment criteria.</p> <p>Students must:</p> <p>Produces a review of the digital animation which demonstrates a thorough understanding of what worked and what did not, fully referencing back to the brief.</p> <p>Review identifies areas for improvement and further development of the digital animation, which are wholly appropriate and justified.</p>	<p><b>Prior Learning</b></p> <p>Supported learning and understanding will be gained from previous or taught in tandem lessons of R082 and R090</p> <p>Possibly Y9 ICT lesson covering Flash &amp; Gif animation.</p>

	<p><b>Set Assignment.</b> Students have to complete a set assignment based on the Advert Animation</p> <p>This is the outcome of the taught lessons covering LO1, LO2, LO3 &amp; LO4 where student use their knowledge gained and apply through the above set assignment</p> <p>Some exam restrictions may apply</p> <p>To be completed by Easter Break</p>		<p><b>Prior Learning</b> Supported learning and understanding will be gained from previous or taught in tandem lessons of R082 and R090</p> <p>Possibly Y9 ICT lesson covering Flash &amp; Gif animation.</p>
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Term	Knowledge	Assessment	Connections to Learning
Summer 1	<p><b>Big Idea: Re-sit Externally Assessed - Unit R081: Pre-Production Skills – Review</b> Students will prepare (if needed) for final exam in early June</p> <p><b>1 hour 15 minute exam in early June (Y11)</b></p> <p><b>Students will also review &amp; refine R086 – Animation after assessment</b></p>		
	<p><b>Learning Outcome 1: Understand the Purpose and content of Pre-Production</b></p> <p><b>Reflect Learning Outcome 2: Be able to plan pre-production</b></p> <p><b>Learning Outcome 3: Be able to produce pre-production documents</b></p> <p><b>Learning Outcome 4: Be able to review pre-production documents</b></p>	<p>Focused Mock exam base on prior units and R081 LO3 will be set. This will be demonstrated by showing an understanding of the of LO1 &amp; LO2 and be able to discuss the production of the opposite.</p> <p>Assessment will be done during lessons and practice papers/mock exams</p>	<p><b>Prior Learning</b> Supported learning and understanding will be gained from previous or taught in tandem lessons of R081, R082 R086 and R090</p>

	<p><b>EXAM – to be take early June in Y11</b></p>
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**Students do not complete Summer 2**