

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

## Curriculum Intent 2022-2023 : Current Y11 only

### 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 for y11 has been split into 3 sections as follows:

1. Pre-production skills
2. Creating digital graphics
3. 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.

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

**External Assessment - Unit R081: Pre-production skills (Mandatory) - EXAM: First Exam – January. Final Exam – June.**

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) – THIS WILL BE COMPLETED IN AUTUMN TERM 1 and will be sent to the exam board November**

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 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

<b>Parental/Carer support</b> 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).
<b>Helpful sources of information</b> The course specification and support resources can be found here: <a href="#">OCR Website</a> <b>Recommended text book:</b> Cambridge National Level 1 / 2 Creative iMedia – <a href="#">OCR Link</a> ISBN 9781510457201 <b>Recommended Revision Guides:</b> My Revision Notes: OCR Cambridge Nationals in Creative iMedia Level 1 / 2 ISBN 9781471886683 <b>Skills Development</b> Photoshop – <a href="#">Adobe Website</a> Illustrator – <a href="#">Adobe Website</a> – no need to go above beginner Flash – <a href="#">Virtual Instructor</a> & <a href="#">Incredible Tutorials</a>
<b>Connections to future pathways</b> <b>Careers:</b> 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 <b>Future Learning - A Level and Degree Courses in;</b> Graphic Communications, Graphic Design, Photography, Product Design, Art, Textiles, Media Studies <b>T Level Courses in;</b> Digital Production, Design and Development

## Year 11 Overview

Term	Knowledge	Assessment	Connections to Learning
Autumn 1	<b>Big Idea: Internally Assessed – R082 Creating Digital Graphics</b> To complete Assessment Assignment set by OCR. This covers LO1-4.		

	<p>This unit builds on unit R081 and learners will be able to apply the skills, knowledge and understanding gained in that unit and vice versa.</p> <p>Cultural Capital linked to design tasks, understanding and development of Graphical ID's. 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..</p> <p><b>Projects:</b> Assignment subject area, students can complete projects based on a book cover or 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>Set Assignment.</b> Students have to complete a set assignment based on the designing a book cover or vinyl cover.</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>Cultural Capital linked to design tasks</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. <b>Future Learning</b> - A Level and Degree Courses in; Graphic Communications, Graphic Design, Photography, Product Design, Art, Textiles, Media Studies T Level Courses in;</p>

			Digital Production, Design and Development
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**Photography School Trip – students will have a 4-5 lesson tutoring based on photography skills and techniques. Trip will be based on the built environment within Nantwich. This will happen late September. This may affect the dates for R082**

Term	Knowledge	Assessment	Connections to Learning
Autumn 2	<p><b>Big Idea: Internally Assessed – 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. Cultural links toward current photographic and graphic design trends fashions and graphic styles linked to different cultures and attitudes.</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>Photography Trip should be Calendared</b></p>		
	<p><b>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 describe the capabilities and limitations of different digital cameras.</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 equipment.</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>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>Cultural Capital linked to design tasks</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>Future Learning - A Level and Degree Courses in;</b> Graphic Communications, Graphic Design, Photography, Product Design, Art, Textiles, Media Studies T Level Courses in; Digital Production, Design and Development.</p> <p><b>1 Personal development -</b> use of software, hardware and equipment, organisation, interpersonal skills.</p> <p><b>6 Cultural development –</b> awareness of legal requirements and using images/graphics in a real-life context.</p>
<p><b>LO2, to be completed in S1</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> </ul>	<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>	

	<ul style="list-style-type: none"> <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> <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>Cultural Capital linked to design tasks</p> <p>.</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>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.</p>	
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Term	Knowledge	Assessment	Connections to Learning
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<p><b>Spring Part 1</b></p>	<p><b>Big Idea: Externally Assessed - Unit R081: Pre-Production Skills EXAM to be taken in Mid January</b></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. Student will refer to the knowledge organiser for revision support. Cultural links toward current photographic and graphic design trends fashions and graphic styles linked to different cultures and attitudes.</p> <p><b>This will lead to a 1 hour 15 minute Exam.</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>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> Y9 skills development undertaking the magazine project. Skills developed in KS3 ICT working with graphics.</p> <p><b>Future Learning - A Level and Degree Courses in;</b> Graphic Communications, Graphic Design, Photography, Product Design, Art, Textiles, Media Studies T Level Courses in; Digital Production, Design and Development.</p> <p><b>1 Personal development -</b> use of software, hardware and equipment, organisation, interpersonal skills.</p> <p><b>6 Cultural development –</b> awareness of legal requirements and using images/graphics in a real-life context.</p>

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Term	Knowledge	Assessment	Connections to Learning
Spring 1 Part 2	<p><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>Cultural links toward current photographic and graphic design trends fashions and graphic styles linked to different cultures and attitudes.</p> <p>Links to different culture and social development of urban environments.</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>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</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>identifying the equipment and software needed.</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.</li> </ul> <p>Present your evidence in an appropriate way.</p> <p>Cultural Capital linked to design tasks</p>		<p><b>Future Learning</b> - A Level and Degree Courses in; Graphic Communications, Graphic Design, Photography, Product Design, Art, Textiles, Media Studies T Level Courses in; Digital Production, Design and Development.</p> <p><b>1 Personal development</b> - use of software, hardware and equipment, organisation, interpersonal skills.</p> <p><b>6 Cultural development</b> – awareness of legal requirements and using images/graphics in a real-life context.</p>
<p><b>LO3 to be continued in S2</b></p>	<p><b>Learning Outcome 3: Be able to take and display a digital photograph.</b></p> <p>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>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>	

	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.		
	Cultural Capital linked to design tasks		

Spring 2	<p><b>Big Idea: Continuation of Unit R090 Digital Photography &amp; Set Assignment.</b></p> <p>LO3 and LO4 focus on completing 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><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>		
	<b>Knowledge</b>	<b>Assessment</b>	<b>Connections to Learning</b>
LO3 continued	<p><b>Learning Outcome 3: Be able to take and display a digital photograph.</b></p> <p>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>	<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><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>Future Learning</b> - A Level and Degree Courses in; Graphic Communications, Graphic</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>Cultural Capital linked to design tasks</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>Design, Photography, Product Design, Art, Textiles, Media Studies T Level Courses in; Digital Production, Design and Development.</p> <p><b>1 Personal development</b> - use of software, hardware and equipment, organisation, interpersonal skills.</p> <p><b>6 Cultural development</b> – awareness of legal requirements and using images/graphics in a real-life context.</p>
	<p><b>Learning Outcome 4: Be able to check and review the digital photographs.</b></p> <p>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><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>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 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><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>Cultural Capital linked to design tasks</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>Cultural Capital linked to design tasks</p>	All content will be assessed with feedback against the OCR Set Assignment criteria.	

<b>Spring 2</b>	<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 any outstanding work</b></p>		
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<b>Term</b>	<b>Knowledge</b>	<b>Assessment</b>	<b>Connections to Learning</b>
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	<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> <ul style="list-style-type: none"> <li>• Assessment will be done during lessons and practice papers/mock exams</li> </ul>	<p><b>Prior Learning</b> Y9 skills development undertaking the magazine project. Skills developed in KS3 ICT working with graphics.</p> <p><b>Future Learning</b> - A Level and Degree Courses in; Graphic Communications, Graphic Design, Photography, Product Design, Art, Textiles, Media Studies T Level Courses in; Digital Production, Design and Development.</p> <p><b>1 Personal development</b> - use of software, hardware and equipment, organisation, interpersonal skills.</p> <p><b>6 Cultural development</b> – awareness of legal requirements and using images/graphics in a real-life context.</p>
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**EXAM – to be taken early June in Y11**

**Students do not complete Summer 2**