CHELSEA ACADEMY

Anchored in Christ

GCSE Creative iMedia Handbook

Examining body: OCR

Course overview:

Cambridge Nationals in Creative iMedia are media sector-focused, including film, television, web development, gaming and animation, and have IT at their heart. They provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning. With an exciting choice of optional units for the Certificate and students have the freedom to explore the areas of creative media that interest them.

This vocationally-related qualification takes an engaging, practical and inspiring approach to learning and assessment. It will equip learners with a range of skills and provide opportunities to develop, in context, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. The hands on approach has strong relevance to the way young people use the technology required in creative media.

Qualification Aims

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. The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products. The Cambridge Nationals in Creative iMedia will also challenge all learners, including high attaining learners, by introducing them to demanding material and techniques; encouraging independence and creativity and providing tasks that engage with the most taxing aspects of the National Curriculum.

The 'hands on' approach that will be required for both teaching and learning has strong relevance to the way young people use the technology required in creative media. It will underpin a highly valid approach to the assessment of their skills as is borne out by what teachers tell us. The qualification design, including the range of units available, will allow learners the freedom to explore the areas of creative iMedia that interest them as well as providing good opportunities to enhance their learning in a range of curriculum areas.

Assessment:

Students will need to complete 4 units including units R081: Pre-production skills and R082: Creating digital graphics to gain the Certificate Award. We've introduced external assessment. Unit R081 contains a written paper which is set and assessed by OCR. The remaining units will be moderated by OCR and we will provide model assignments for Units R082 to R092. Unit and qualification results are awarded on a 7 grade scale with: Pass, Merit and Distinction at both

Levels 1 and 2, and with a new grading of Distinction* at Level 2 to inspire students to achieve more. Students' performance on the units will determine their grade and level.

Units	Assessment method	GLH	J807 Award 60 GLH	J817 Certificate 120 GLH	J827 Diploma 240 GLH
R081: Pre-production skills	Written paper 1 hour 15 minutes	30	M	M	M
R082: Creating digital graphics	Centre assessed task, OCR moderated	30	M	M	M
R083: Creating 2D and 3D digital characters	Centre assessed task, OCR moderated	30	N/A	O	O
R084: Storytelling with a comic strip	Centre assessed task, OCR moderated	30	N/A	O	O
R085: Creating a multipage website	Centre assessed task, OCR moderated	30	N/A	O	O
R086: Creating a digital animation	Centre assessed task, OCR moderated	30	N/A	O	O
R087: Creating interactive multimedia products	Centre assessed task, OCR moderated	30	N/A	O	O
R088: Creating a digital sound sequence△	Centre assessed task, OCR moderated	30	N/A	O	O
R089: Creating a digital video sequence△	Centre assessed task, OCR moderated	30	N/A	O	O
R090: Digital photography	Centre assessed task, OCR moderated	30	N/A	O	O
R091: Designing a game concept	Centre assessed task, OCR moderated	30	N/A	O	O
R092: Developing digital games	Centre assessed task, OCR moderated	30	N/A	O	O

Key: M = mandatory unit
     O = optional unit

Unit R081: Pre-production skills

Planning is an essential part of working in the creative and digital media sector. This unit will enable students to understand pre-production skills and techniques used in the sector, as well as gain the knowledge and skills to create digital media products and explore their application.
It will also develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.

Content includes:
- Understanding the purpose and content of pre-production
- Being able to plan pre-production
- Being able to produce and review pre-production documents

Unit R081: Pre-production skills Learning Outcome (LO) Content

LO1: Understand the purpose and content of pre-production

Learners will be taught the purpose and uses for:
- Mood boards (e.G. Ideas and concepts for a new creative media product development, assisting the generation of ideas)
- 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)
- Visualisation diagrams (e.g. for still images and graphics)
- Storyboards (e.g. for use with video, animation)
- Scripts (e.g. for a video production, voiceover, comic book or computer game)

The content of:
- mood boards
- mind maps / spider diagrams
- visualisation diagrams, i.e.
    - images
    - graphics
    - logos
    - text

- storyboards, i.e.
    - number of scenes
    - scene content
    - timings
    - camera shots (e.g. close up, mid, long)
    - camera angles (e.g. over the shoulder,
    - low angle, aerial)

- scripts, i.e.
    - set or location for the scene
    - direction (e.g. what happens in the scene, interaction)
    - shot type
    - camera movement
    - sounds (e.g. for actions or events)
    - characters
    - dialogue (e.g. intonation, loudness, emotion)
    - formatting and layout

LO2: Be able to plan pre-production

Learners will be taught how to:
- 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)
- Identify timescales for production based on target audience and end user requirements

How to conduct and analyse research for a creative digital media product, i.e.
- using primary sources
- using secondary sources

Produce a work plan and production schedule to include:
- tasks
- activities
- workflow
- timescales
- resources
- milestones
- contingencies

The importance of identifying the target audience and how they can be categorised, i.e.
- gender
- age
- ethnicity
- income
- location
- accessibility

The hardware, techniques and software used for:
- digitising paper-based documents
- creating electronic pre-production documents
- the health and safety considerations when creating digital media products (e.g. use of risk assessments, location recces, safe working practices)

Legislation regarding any assets to be sourced, i.e.
- copyright
- trademarks
- intellectual property

How legislation applies to creative media production, i.e.
- data protection
- privacy
- defamation
- certification and classification
- use of cop

LO3: Be able to produce pre-production documents

Learners must be taught how to create a
- mood board
- mind map/spider diagram
- visualisation diagram or sketch
- toryboard

- Analyse a script (e.g. scenes/locations, characters, resources and equipment needed)
- The properties and limitations of file formats for still images
- The properties and limitations of file formats for audio
- The properties and limitations of file formats for moving images, i.e.
  - video
  - animation

- Suitable naming conventions (e.g. version control, organisational requirements)

- Identify appropriate file formats needed to produce:
  - pre-production documents
  - final products in line with client requirements

LO4: Be able to review pre-production documents

- Review a pre-production document (e.g. for format, style, clarity, suitability of content for the client and target audience)
- Identify areas for improvement in a pre-production document Assessment guidance
- During the external assessment, learners will be expected to demonstrate their understanding through questions that require the skills of analysis and evaluation in particular contexts.

Unit R082: Creating Digital graphics

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 products to communicate messages effectively. The aim of this unit is for students to understand the basics of digital graphics editing for the creative and digital media sector. This unit builds on Unit R081.

Content includes:
- Understanding the purpose and properties of digital graphics and knowing where and how they are used
- Being able to plan the creation of a digital graphic
- Having the knowledge to create new digital graphics, using a range of editing techniques
- Being able to review a digital graphic against a specific brief LO1: Understand the purpose and properties of digital graphics Learners must be taught:

- Why digital graphics are used (e.g. to entertain, to inform, to advertise, to promote, to educate)
- How digital graphics are used (e.g. magazine covers, CD/DVD covers, adverts, web images and graphics, multimedia products, games)

- Types of digital graphics, i.e.
    - bitmap/raster
    - vector

- File formats, i.e.
    - tiff
    - jpg
    - png
    - bmp
    - gif
    - pdf

- The properties of digital graphics and their suitability for use in creating images, i.e.
    - pixel dimensions
    - dpi resolution

- Quality

- Compression Settings

- How different purposes and audiences influence the design and layout of digital graphics (e.g. the use of colour, composition, white space and styles).

LO2: Be able to plan the creation of a digital graphic

Learners will be taught how to:

- Interpret client requirements for a digital graphic based on a specific brief (e.g. by client discussion, reviewing a written brief, or specification)
- Understand target audience requirements for a digital graphic

Produce a work plan for an original graphics creation; to include:
- tasks
- activities
- workflow
- timescales
- resources
- milestones
- contingencies
- Produce a visualisation diagram for a digital graphic

- Identify the assets needed to create a digital graphic (e.g. photographs, scanned images, library images, graphics, logos)
- Identify the resources needed to create a digital graphic (e.g. digital camera, internet, scanner, computer system and software)
- How legislation (e.g. copyright, trademarks, logos, intellectual property use, permissions and implications of use) applies to images used in digital graphics, whether sourced or created

LO3: Be able to create a digital graphic

- Source assets identified for use in a digital graphic, i.e.
  - images
  - graphics

- Create assets identified for use in a digital graphic, i.e.
  - images
  - graphics

- Ensure the technical compatibility of assets with the final graphic (e.g. pixel dimensions, dpi resolution)
- Create a digital graphic using a range of tools and techniques within the image editing software application (e.g. cropping, rotating, brightness, contrast, colour adjustment)
- Save a digital graphic in a format appropriate to the software being used

- Export the digital graphic in an appropriate format for
  - print use
  - web use
  - multimedia use

- How to use version control when creating a digital graphic.

LO4: Be able to review a digital graphic

- Review a digital graphic against a specific brief
- Identify areas in a digital graphic for improvement and further development (e.g. cropping, rotating, brightness, contrast, levels, colour adjustment).
- Links between units and synoptic assessment

If learners have already completed unit R081 they will have been taught skills contained in this unit, which can be applied and assessed in context further in R082

1. LO2 (Interpreting client requirements); (Producing a work plan)

2. LO4 (Reviewing); (Identifying areas for improvement and development)

Unit R084: Storytelling with a comic strip

Comic strips are as popular today as ever. They have evolved from their origins in the early part of the 20th century as simple story strips, to become whole genres of interest that span the entire world. Through this unit, students will explore different genres of comic strip and the basics of comic strip creation. This unit builds on Units R081 and R082.

Content includes:
- Understanding comic strips and their creation
- Being able to plan and produce a multi-page comic strip
- Developing the knowledge to review the final multi-page comic strip against a specific brief

Unit R085: Creating a Multi-page Website

Creating a multi-page website is featured widely in everyday life and in the creative and digital media sector. They are used in computer games, mobile phone applications, presentations and many other areas.

Through this unit, students will explore the basics of Creating a Multi-page Website for the creative and digital media sector. They will learn where and why interactive multimedia is used and what features are needed for a given purpose. This unit builds on Units R081 and R082. Content includes:

- Understanding the purposes, uses and properties of Creating a multi-page Website
- Being able to plan and create Creating a Multi-page Website to a client's requirements
- Being able to review Creating a Multi-page Website, identifying areas for improvement

LO1: Understand properties and features of multi-page websites

To prepare to create the multi-page website, Students will need to investigate the properties and features of existing multi-page websites.

The purpose and component features of the multi-page website

Students need to:
- explore existing websites which are available in the public domain, summarising their purposes
- identify the component features of these websites and what these component features aim to do
- Students should present their findings in a report or a presentation.
- The technologies used to access web pages

Students need to identify and describe:
- the devices used to access websites
- the methods which can be used to connect to the Internet

Students should present their findings in the form of a report or a presentation.

LO2: Planning a multi-page website

Students need to organise time and resources so that students can design the multi-page website.

Students need to identify the:
● client's requirements for the multi-page website
● characteristics and requirements of the target audience

Creating a plan. Students need to:
● create a work plan for their multi-page website
● identify the resources needed to create the multi-page website.

Producing ideas. Students need to:
● produce a site map with navigation links
● produce a visualisation of the proposed page
● identify the house style and master page for use in the multi-page website
● present Students evidence in an appropriate way

Legal restrictions. Students need to:
● consider the legal restrictions on the content of Student's multi-page website. Consideration should be given to assets that are sourced or created. The website will be used in a commercial context. Students will need to consider the legal issues and restrictions on the assets used, whether sourced or created

LO3: Creating Students multi-page website

Students will need to produce the multi-page website using a range of assets, tools and techniques to ensure that it is suitable for the client and the target audience.

Obtaining assets for use in the multi-page website. Students will need to:
● obtain and store the assets identified in their planning
● check the properties of the assets to ensure that they are suitable for use in the multi-page website. Properties of assets which are not suitable should be modified.

Create the multi-page website. Students will need to:
● create an appropriate folder structure
● create a master page as a template for the final website pages
● use a range of tools and techniques in web authoring software to combine the site master page and assets to create the final multi-page website
● create the navigation system for the multi-page website
● save and publish the multi-page website as required by the client

Test the multi-page website for functionality. Students will need to:
- produce and maintain a test plan throughout production

LO4: Checking and reviewing their multi-page website

Students need to assess whether the multi-page website for the eco fest meets the client's requirements.

Reviewing the multi-page website. Students will need to:
- review the multi-page website
- describe how well the multi-page website meets the client's requirements
- explain how and why the multi-page website could be improved
- describe reasons for further development, giving reasons for their choices

Why should you choose this subject?

"The video games and visual effects industries play to the UK's twin strengths in creativity and technology. British ingenuity has given us a head start in two sectors that have rapidly become ubiquitous in our lives, from mobile phone games to 3D film blockbusters. At over
£2 billion in global sales, the UK's video games sector is bigger than either its film or music industries, and visual effects, the fastest growing component of the UK's film industry, grew at an explosive 16.8 per cent between 2006 and 2008"
(The Next Gen Report 2010)

Extended curriculum opportunities
- Visit to the Apple Store, White City.
- Eurogamer Event Earls Court.
- The chance to contribute to Multimedia displays and presentations at whole Academy level.

Progression
Level 2 Creative iMedia can lead to further study of the subject, i.e. A-level ICT, Level 3 Creative iMedia. Study of Multimedia Computing can eventually lead to employment in Web Design, Digital Media Development, Video Games Design and many other fields.
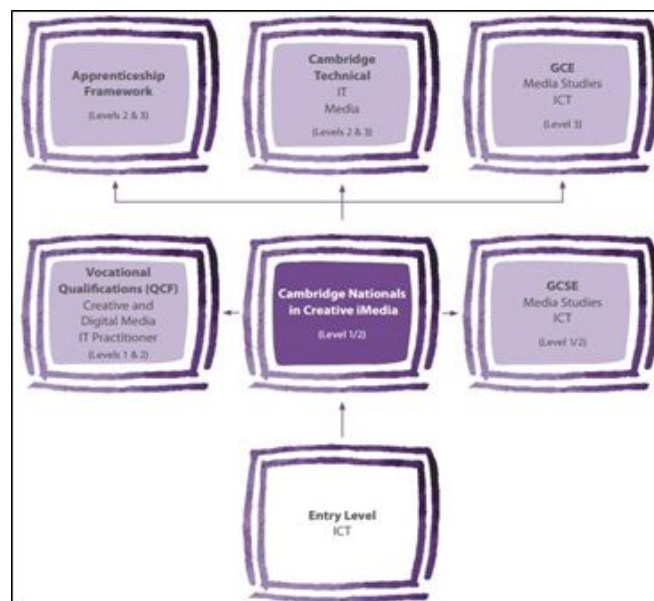
Rules and Expectations in Creative iMedia

1. Spend at least 60-90 minutes per week on Independent Learning

2. In addition to IL tasks set, spend about 20 minutes every week revising by practicing software skills

3. Meet all IL deadlines

4. When you experience difficulty with a topic or particular skill, seek help straight away

5. See staff in advance if you are unable to attend a lesson and ask for lesson resources to be emailed to you.

6. Catch up on work missed through illness using the lesson presentations.

7. Do not be afraid to experiment with software. The best users of technologies are those who take risks with it.

8. Familiarise yourself with the GCSE specification

9. If you are below target, ensure that you know exactly what to do to get back on track. Feel free to email:

Mr Hussein
Mowlid.Hussein@chelsea-academy.org

Mr O'Brien
Patrick.Obrien@chelsea-academy.org

Prior Learning

Learners who are taking courses leading to any of these qualifications should normally have followed a corresponding Key Stage 3 Programme of Study in ICT within the National Curriculum.
There is no requirement for learners to achieve any specific qualifications prior to undertaking these qualifications

Find out more:
Full course specification is at: http://www.cambridgenationals.org.uk/qualifications/
http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/

Find some taster activities:

Graphics - http://www.entheosweb.com/fireworks/default.asp

Animation - http://www.entheosweb.com/Flash/default.asp

Video - http://sites.google.com/site/videotheory/home/resolution

Key Terms

Access: The ability of media consumers to produce their own texts and to have those texts acknowledged by the agenda setting media. Also, the ability of media consumers to respond to the dominant media.

Agenda setting: The ability of the media to tell people what and whom to talk and think about. Also refers to those media that have more credibility than their competition.

Analog: Media software which has a physical quality and presence.

Audience: The group of consumers for whom the media text was constructed as well as anyone else who is exposed to the text.

Branding: The process by which a commodity in the marketplace is known primarily for the image it projects rather than any actual quality.

Censorship: The practice of suppressing a text or part of a text that is considered objectionable according to certain standards.

Connote/Connotation: A description of value, meaning or ideology associated with a media text that is added to the text by the audience.

Construct or Construction: The process by which a media text is shaped and given meaning through a process that is subject to a variety of decisions and is designed to keep the audience interested in the text.

Consumers: The audience for whom a commercial media text is constructed and who responds to the text with commercial activity.

Convergence: The merging of previously separate communication industries such as publishing, computers, film, music and broadcasting, made possible by advances in technology.

Critical: A reflective position on the meaning, biases or value messages of a text.

Critical Viewing: The ability to use critical thinking skills to view, question, analyze and understand issues presented overtly and covertly in movies, videos, television and other visual media.

Cut: An edited transition between two images in which one image is immediately replaced by another.

Demographics: Measurable characteristics of media consumers such as age, gender, race, education and income level.

Denote/Denotation: A description of a media text indicating its common sense, obvious meaning.

Digital: The storage and transmission of information by reducing it to digits and then reassembling it for an exact reproduction.

Docudrama: A filmed dramatization based on fact that combines documentary and fictional elements. In the production process, "based on" allows the creators of the text wide creative latitude and a docudrama is, at best, a skillful representation of a real person or event.

Dominant: When a text is read by the audience in a way that is intended by the creators of the text.

Flak: An organized attempt to influence media content, which can take the form of letters, phone calls, petitions, lawsuits and legislation.

Genre: A category of media texts characterized by a particular style, form or content.

Hardware: The physical equipment used to produce, distribute and exhibit media texts.

Hegemony/hegemonic: When dominant groups persuade subordinate groups that the dominant ideology is in their own best interests. The media's function in this process is to encourage maintenance of the status quo.

HTML (Hypertext Markup Language): is a computer programming language that allows people to create links on the world wide web from one source of information to another in any order.

Ideology/Ideological: How we as individuals understand the world in which we live. This understanding involves an interaction between our individual psychologies and the social structures that surround us. Mediating between these are the individual processes of communication as well as the technological processes of the mass media. These ideas are usually related to the distribution of power.

Industry: The agencies and institutions involved with the production of media texts. The term is also used in a more restrictive sense to describe the commercial production of media texts for the purpose of making a profit.

Intertextuality: When a media text makes reference to another text that, on the surface, appears to be unique and distinct.

Jolts: Moments in a media text that are generated by a broad comedy, a violent act, movement within a frame, a loud noise, rapid editing, a profanity or a sexually explicit representation, all of which are calculated to engage an audience's excitement.

Marketing: The way in which a product or media text is sold to a target audience.

Mass Media: Mass media refers to those media that are designed to be consumed by large audiences through the agencies of technology.

Media Education: Traditionally, it's the process by which one learns the technical production skills associated with creating media texts. More recently, it has also included the intellectual processes of critical consumption or deconstruction of texts.

Media Literacy: The process of understanding and using the mass media in an assertive and non-passive way. This includes an informed and critical understanding of the nature of the media, the techniques used by them and the impact of these techniques.

Medium: The singular form of media, the term usually describes individual forms such as radio, television, film, etc.

Media: The plural form of medium; the term has come to mean all the industrial forms of mass communication combined.

Monopoly: Any commercial process in which one seller controls prices and supply of a product.

Narrative: How the plot or story is told. In a media text, narrative is the coherent sequencing of events across time and space.

Negotiate: The process of give and take by which members of the audience interpret, deconstruct and find meaning within a media text.

Oppositional: A critical position that is in opposition to the values and ideology intended by the creators of a media text, usually the dominant reading of a text.

Prime Time: That part of a radio or television schedule expected to attract the largest audience.

Production: The industrial process of creating media texts as well as the people who are engaged in this process.

Production Values: Describes the quality of a media production proportional to the money and technology expended on the text.

Product Placement: The process by which manufacturers or advertisers pay a fee in order for branded products to be prominently displayed in a movie, TV show or other media production.

Propaganda: Any media text whose primary purpose is to openly persuade an audience of the validity of a particular point of view.

Psychographics: A more sophisticated form of demographics that includes information about the psychological and sociological characteristics of media consumers such as attitudes, values, emotional responses and ideological beliefs.

Representation: The process by which a constructed media text stands for, symbolizes, describes or represents people, places, events or ideas that are real and have an existence outside the text.

Software: The programs written for computers or the media texts that can be played on them.

Stereotypes: A form of media representation by which instantly recognized characteristics are used to label members of social or cultural groups. While often negative, stereotypes can contain an element of truth and are used by the media to establish an instant rapport with the audience.

Studio System: The factory-like production system in Hollywood by which movies were made from about 1925 to 1955.

Synergy: The combination of two separate media texts or products that share similar characteristics so that one helps market the other.

Technology: The machinery, tools and materials required to produce a media text. In media literacy terms, technology greatly impacts upon the construction and connotation of a text.

Text: The individual results of media production: a movie, a TV episode, a book, an issue of a magazine or newspaper, an advertisement, an album, etc.

Transparency: The quality of a media text by which it appears to be natural rather than constructed.

Vertical Integration: The process by which a media company acquires another elsewhere in the production process.

Virtual: Something which is a representation rather than the real thing. In advertising, the word "virtually" means "almost."

Word-of-mouth: Informal way in which media products become known by audiences.

World Wide Web: The World Wide Web is the network of pages of images, texts and sounds on the Internet which can be viewed using browser software.