

GCSE Creative iMedia Handbook



Examining body: OCR

Course overview:

Cambridge Nationals in Creative iMedia is media sector-focused, including film, television, web development, gaming and animation, and has IT at its heart. It provides knowledge in a number of key areas in this field from pre-production skills to digital animation and has 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 aim 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 3 units including units R093: Creative imedia in the media industry and R094: Visual identity and digital graphics to gain the Certificate Award. We've introduced external assessment.

Unit R093 contains a written paper which is set and assessed by OCR. 1 hour 30 minute written examination 70 marks

The remaining units will be moderated by OCR and we will provide model assignments for Units R094 which is mandatory 50 marks these are center assessed and moderated

One other option from R095 to R099 (decided by your teacher). 70 marks center assessed and moderated

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.

Unit no.	Unit title	Unit ref. no. (URN)	Guided learning hours (GLH)	How are they assessed?	Mandatory or optional
R093	Creative iMedia in the media industry	K/618/5870	48	E	M
R094	Visual identity and digital graphics	M/618/5871	30	NEA	M
R095	Characters and comics	T/618/5872	42	NEA	O
R096	Animation with audio	A/618/5873	42	NEA	O
R097	Interactive digital media	F/618/5874	42	NEA	O
R098	Visual imaging	J/618/5875	42	NEA	O
R099	Digital games	L/618/5876	42	NEA	O

Unit R093: Creative imedia in the media industry

In this unit you will learn about the sectors, products and job roles that form the media industry. You will learn the legal and ethical issues considered and the processes used to plan and create digital media products. You will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. You will learn to choose the most appropriate format and properties for different media products. Completing this unit will provide you with the basic skills for further study or a range of creative job roles within the media industry.

Content includes:

- Know the different sectors that form the media industry and how these are evolving
- Know the types of products produced by, and used in, different sectors
- Know that the same product can be used by different sectors

Unit R093: Creative imedia in the media industry

(LO) Content

1.1 Media industry sectors and products

Sectors of the media industry

□ Traditional media

- film
- television
- radio
- print publishing

□ New media

- computer games
- interactive media
- internet
- digital publishing

Products in the media industry

- Video
- Audio
- Music
- Animation
- Special effects (SFX, VFX)
- Digital imaging and graphics
- Social media platforms/apps
- Digital games
- Comics and graphic novels
- Websites
- Multimedia
- eBooks
- AR/VR

1.2 Job roles in the media industry

- Creative
 - animator
 - content creator
 - copywriter
 - graphic designer
 - illustrator/graphic artist
 - photographer
 - script writer
 - web designer
- Technical

- camera operator
 - games programmer/developer
 - sound editor
 - audio technician
 - video editor
 - web developer
- Senior roles
- campaign manager
 - creative director
 - director
 - editor
 - production manager

Unit R094: Visual identity and digital graphics

Identity is a vital component of any business, product or brand. A visual identity communicates values and core principles to the consumer, user or customer. It makes a brand recognisable and helps sell a product or idea to a target audience. Logos, shapes, typography, colour theory and composition are all used to generate visual identities which work across different platforms and media, and user interface and experience are key considerations in the design process. In this unit you will learn how to develop visual identities for clients. You will also learn to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience. Completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry

Content includes:

- What is meant by visual identity
- That visual identity is used to communicate the nature of brands and business' services or products
- The component features of visual identity
- The elements of visual identity
- How visual identity relates to brand identity
- How visual identity elements are influenced by business type, brand values and brand positioning
- How visual identity elements are combined to shape perception and create emotional response
- That visual identity needs to encapsulate brand values and be appropriate/relevant for the audience and type of market
- That if the perception or impression created by visual identity is not in line with the desired brand identity, then it is not fit for purpose
- Using appropriate elements to create visual identity suitable for different target audiences/ consumers

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: Create visual identity and digital graphics

- 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.

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 percent between 2006 and 2008”

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:

Mrs Burdon
j.burdon@wernethschool.com

Ms Carr
m.carr@wernethschool.com

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

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 is 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.