

Level 1/Level 2 Cambridge National in Creative iMedia

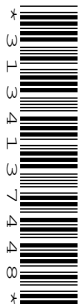
R094 Visual identity and digital graphics

Set Assignment

Scenario Title: Driving school promotion

Give to candidates on or after 1 June 2026.

**Valid for assessment in the January and June 2027
assessment series only.**



INSTRUCTIONS TO TEACHERS

- Read the information for teachers before delivering this set assignment.

INFORMATION

- The total mark is **50**.
- This document has **14** pages.

YOU CAN PHOTOCOPY ALL OF THIS MATERIAL. Any photocopying will be done under the terms of the Copyright Designs and Patents Act 1988 solely for the purposes of assessment.

Any reference to existing companies or organisations is entirely coincidental and is not intended as a depiction of those companies or organisations.

Contents

Information for teachers	3
Scenario for the assignment	4
Your tasks and marking grids	6
Task 1 – Planning the visual identity and digital graphic product	6
Task 2 – Creating the visual identity and digital graphic product.....	8
Marking criteria words	10
Templates	13

Information for teachers

You **must**:

- use this set assignment for summative assessment of students.
- familiarise yourself with the Assessment Guidance relating to the tasks. This is with the unit content in Section 4 of the [Specification](#).
- read and understand **all** the rules and guidance in Section 6 of the [Specification](#) **before** your students complete and you assess the set assignment.
- make sure that completion of the set assignment and assessment fully adhere to the rules and guidance in Section 6 of the [Specification](#).
- give students the Creative iMedia [Student guide to NEA assignments](#) before they start the assignment.
- allow students around 10–12 guided learning hours (GLH) to complete all tasks.

You **must not**:

- change or modify this assignment.
- use or modify this assignment for practice, even when the assignment is no longer valid for assessment. Sample assessment material is provided for this purpose.

You **can**:

- give your students a Word version of the template provided for Task 1. This can be downloaded from the Teach Cambridge website.

Scenario for the assignment

Driving school promotion

Skilful Steering Driving School is launching a new promotion campaign targeting 17–19-year-olds.

As a graphic designer, you have been asked to produce a visual identity for Skilful Steering Driving School. The visual identity will be used on the driving school's promotional material.

The visual identity you produce must appeal to the driving school's target audience.

The driving school also wants you to create a digital graphic that will be used on a single-sided A5 leaflet to promote the driving school.

The digital graphic design must include the visual identity and some key information about the driving school. For example, where it is, how much lessons cost, and the types of cars learners drive during lessons. It can also include a slogan.

Some keywords and phrases have been suggested by Skilful Steering Driving School:

- Master the road. Own your journey.
- Drive with confidence. Arrive safely.
- Learn today. Drive tomorrow.
- Unlock your confidence. Learn with our experts.

You **must** produce the following for Skilful Steering Driving School:

- an original visual identity
- a digital graphic design for the single-sided A5 leaflet. The leaflet will be for print
- a version of the same digital graphic design for use online resized to 210 pixels high × 298 pixels wide.

Important Advice:

- Read through all the tasks carefully, so that you know what you will need to do to complete this assignment.
- Look at the marking criteria grids to see how the tasks will be marked. Your teacher can explain the marking criteria if you need help.
- You will need to use relevant skills/knowledge/understanding from other units you have studied in this qualification.
- You can use the template provided on page 13 for Task 1. Your teacher can give you a Word version to use.

Your tasks and marking grids

Task 1 – Planning the visual identity and digital graphic product

Topic Areas 1 and 2 are assessed in this task.

In this task you will design and explain your visual identity. You will then plan your digital graphic product.

You **must**:

- Design a visual identity
 - ☐ show what it will look like
- Justify your design choices and why the visual identity is fit for purpose
 - ☐ consider both the client and target audience/consumer
- Produce relevant planning documents for your digital graphic product
 - ☐ show what your intended digital graphic product will look like
 - ☐ identify the details of assets to be used including permissions

Total marks for Task 1: 20 marks

Advice

- To justify your design choices for the visual identity, you could annotate your designs and/or produce a report.
- If you use a template to identify your assets, make sure the source is referenced.

Topic Area 1: Develop visual identity**Topic Area 2: Plan digital graphics for products**

MB1: 1–2 marks	MB2: 3–4 marks	MB3: 5–6 marks
Design concept for the visual identity is limited in its suitability for the client.	Design concept for the visual identity is adequate in its suitability for the client.	Design concept for the visual identity is fully suitable for the client.
MB1: 1–3 marks	MB2: 4–6 marks	MB3: 7–8 marks
Justification shows limited understanding of the extent to which the visual identity is fit for purpose.	Justification shows sound understanding of the extent to which the visual identity is fit for purpose.	Justification shows comprehensive understanding of the extent to which the visual identity is fit for purpose.
MB1: 1–2 marks	MB2: 3–4 marks	MB3: 5–6 marks
Produces basic planning documentation for the digital graphic product.	Produces adequate planning documentation for the digital graphic product.	Produces detailed planning documentation for the digital graphic product.

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

Task 2 – Creating the visual identity and digital graphic product

Topic Areas 2 and 3 are assessed in this task.

In this task you will create the visual identity and digital graphic product that you have planned.

You **must**:

- Create the visual identity
 - ☐ create the visual identity you designed
 - ☐ save the visual identity for use within your digital graphic product
- Create the other assets for your digital graphic product
 - ☐ create and/or source assets for use within your digital graphic product
 - ☐ prepare and save the assets for use within your digital graphic product
- Create your digital graphic products
 - ☐ use image editing software to create your digital graphic product including the visual identity
 - ☐ repurpose your digital graphic product for online use
- Export your digital graphic products
 - ☐ choose suitable electronic formats and properties for your finished digital graphic products to meet the client requirements

Total marks for Task 2: 30 marks

Advice

- Use and apply the concepts of graphic design and layout conventions in your work.
- You should show how your digital graphics, including the visual identity, were made. Screenshots of the tools of the image editing software in use are one way this could be done.
- Submit your visual identity and final graphic products in electronic formats.

Topic Area 2: Plan digital graphics for products**Topic Area 3: Create visual identity and digital graphics**

MB1: 1–2 marks	MB2: 3–4 marks	MB3: 5–6 marks
Use of technical skills to create the visual identity is limited in its effectiveness. Properties and format(s) of the visual identity are limited in appropriateness.	Use of technical skills to create the visual identity is adequate in its effectiveness. Properties and format(s) of the visual identity are adequate in appropriateness.	Use of technical skills to create the visual identity is effective . Properties and format(s) of the visual identity are clearly appropriate.
MB1: 1–2 marks	MB2: 3–4 marks	MB3: 5–6 marks
Few assets are prepared for use in the digital graphic. Use of technical skills to prepare assets is limited in its effectiveness.	Some assets are prepared for use in the digital graphic. Use of technical skills to prepare assets is partly effective.	All assets are prepared for use in the digital graphic. Use of technical skills to prepare assets is effective .
MB1: 1–4 marks	MB2: 5–8 marks	MB3: 9–12 marks
Use of tools and techniques to create the digital graphic products is limited in its effectiveness. Design concepts and layout conventions are applied in a limited way to the digital graphic products. The final digital graphic products meet the client's requirements in a limited way.	Use of tools and techniques to create the digital graphic products is partly effective. Design concepts and layout conventions are applied adequately to the digital graphic products. The final digital graphic products adequately meet the client's requirements.	Use of tools and techniques to create the digital graphic products is effective . Design concepts and layout conventions are applied effectively to the digital graphic products. Final digital graphic products fully meet the client's requirements.
MB1: 1–2 marks	MB2: 3–4 marks	MB3: 5–6 marks
Properties and format(s) of the final digital graphic products are limited in their appropriateness.	Properties and format(s) of the final digital graphic products are adequate in their appropriateness.	Properties and format(s) of the final digital graphic products are clearly appropriate.

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

Marking criteria words

The tables below show the descriptor words that will be used in the Marking Criteria grids. They explain the type of evidence that you should expect to see to meet each descriptor word.

Mark Band (MB1) Words:

Word	Meaning
Basic	- Work includes the minimum required. It is a starting point but is simplistic and not developed. - Understanding and skills are applied in a way that partly achieves the wanted or intended result, but it would not be useable without further input or work.
Brief/Briefly	Work includes a small number of relevant facts or concepts but lacks detail, contextualisation or examples.
Dependent	The student can perform a task when given regular assistance or help.
Few	Work produced is restricted or narrow. It includes less than half of the information or examples expected for a full response.
Inefficient	Outputs are produced but with great expense or effort because of poor organisation or design and not making the best use of available resources.
Limited	- Work produced is restricted in range or scope and includes only some of the information required. It evidences partial rather than full understanding. - Work produced is a starting point rather than a developed process, concept or output.
Minimal	Includes very little in amount or quantity required.
Simple	Includes a small number of relevant parts, which are not related to each other.
Superficial	Work completed lacks depth and detail.

Mark Band (MB2) Words:

Word	Meaning
Adequate(ly)	Work includes the appropriate number of relevant facts or concepts but does not include the full detail, contextualisation or examples.
Assisted	The student can perform a task with occasional assistance or help.
Part(ly)/Partial	- To some extent but not completely. - Work produced is inclusive in range and scope. It evidences a mainly developed application of understanding, performance or output needed. - Work produced results in a process, concept or output that would be useable for its purpose.
Some	Work produced is inclusive but not fully comprehensive. It includes over half the information or examples expected for a full response.
Sound	- Valid, logical, shows the student has secured most of the relevant understanding, but points or performance are not fully developed. - Applies understanding and skills to produce the wanted or intended result in a way that would be useable.

Mark Band (MB3) Words:

Word	Meaning
Accurate(ly)	- Acting or performing with care and precision. - Correct in all details.
All	Work produced is fully comprehensive and wide-ranging. It includes almost all, or all the information or examples expected for a full response.
Clear(ly)	Focused and accurately expressed, without ambiguity.
Complex	Includes many relevant parts, all of which relate to each other logically.
Comprehensive(ly)	- The work produced is complete and includes everything required to show depth and breadth of understanding. - Applies the understanding and skills needed to successfully produce the wanted or intended result in a way that would be fully fit-for-purpose.
Consistent(ly)	A level of performance which does not vary in quality over time.
Critical	Objective analysis and evaluation in order to form: a judgement, evaluation of the evidence or effective trouble shooting/fault finding.
Detailed	Gives point by point consideration of all the key information.
Effective	- Applies the skills required to the task and is successful in producing the desired or intended result. - The work produced is effective in relation to a brief.
Efficient	Able to produce results or outputs with the minimum expense or effort, because of good organisation or design and making the best use of available resources.
Full(y)	- Work produced is comprehensive in range and scope. It evidences a fully developed application of understanding, performance or output needed. - Work produced results in a process, concept or output that would be fully fit-for-purpose.
Independent(ly)	The student can perform a task without assistance or reliance on others.
Justify/Justified	The reasons for doing something are explained in full.
Most(ly)	Includes nearly all of what is expected to be included.
Wide (ranging)	Includes many relevant details, examples or contexts; all of which are fully detailed, contextualised or exemplified.



Copyright Information

Cambridge OCR is committed to securing permission to reproduce all third-party content that it uses in its assessment materials. If Cambridge OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, Cambridge OCR will be happy to correct its mistake at the earliest possible opportunity. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the Cambridge OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download from our public website (www.ocr.org.uk) after the live examination series.

For queries or further information please contact The Cambridge OCR Copyright Team, The Triangle Building, Shaftesbury Road, Cambridge CB2 8EA.

Cambridge OCR is part of Cambridge University Press & Assessment, which is itself a department of the University of Cambridge.