

Level 1/Level 2 Cambridge National in Creative iMedia

R098 Visual imaging

Set Assignment

Scenario Title: Visual materials to promote an extra curricular club

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 **70**.
- This document has **19** 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	5
Task 1 – Planning your visual imaging portfolio.....	5
Task 2 – Creating your visual imaging portfolio	7
Task 3 – Checking and reviewing your visual imaging portfolio	9
Marking criteria words	11
Templates	14

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 12–15 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- use or modify this assignment for practice, even when the assignment is no longer valid for assessment.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 templates provided for Task 1 and Task 3. These can be downloaded from the Teach Cambridge website.

Scenario for the assignment

Visual materials to promote an extracurricular club

Your place of learning is trying to get more students involved in extracurricular clubs or activities.

You have been asked to create a portfolio of visual imaging materials that can be used to help promote one club (or activity) to students. Your photographic and video portfolio materials will be put on display within your place of learning and used during relevant events.

The portfolio **must** include:

- a set of eight digital photographic images
- a short video sequence of between 20 and 30 seconds duration in a documentary style.

The photographic and video portfolio materials will need to be exported in formats compatible with a range of standard platforms.

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 templates provided on pages 14–18 for Task 1 and Task 3. Your teacher can give you a Word version to use.

Your tasks and marking grids

Task 1 – Planning your visual imaging portfolio

Topic Area 1 is assessed in this task.

In this task you will generate an original idea for your visual imaging portfolio and plan the creation of your materials.

You **must**:

- Produce an interpretation of the client brief
 - ☐ decide on a target audience group, identifying who they are and what would appeal to them
 - ☐ generate original ideas to meet the client brief
 - ☐ explain how your ideas would meet the client brief and appeal to the target audience
- Produce relevant pre-production and planning documentation
 - ☐ identify what photographs to take
 - ☐ show what your video sequence will look like
 - ☐ plan and prepare for the locations to be used
- Identify the assets required and explain their planned use in your video sequence
 - ☐ identify what assets will be needed and where they will come from
 - ☐ explain where, how and why they will be used in your video sequence

Total marks for Task 1: 20 marks

Advice

- If you use a template for any of your evidence, make sure the source is referenced.

Topic Area 1: Plan visual imaging portfolios

MB1: 1–2 marks	MB2: 3–4 marks	MB3: 5–6 marks
Produces a basic interpretation of the client brief. Explanation of how the intended product meets the client brief and why it appeals to the target audience is limited.	Produces an adequate interpretation of the client brief. Explanation of how the intended product meets the client brief and why it appeals to the target audience is sound.	Produces an effective interpretation of the client brief. Explanation of how the intended product meets the client brief and why it appeals to the target audience is comprehensive.
MB1: 1–3 marks	MB2: 4–6 marks	MB3: 7–8 marks
Produces basic pre-production and planning documentation. Pre-production and planning documentation support the creation of few elements of the final product.	Produces adequate pre-production and planning documentation. Pre-production and planning documentation support the creation of some elements of the final product.	Produces detailed pre-production and planning documentation. Pre-production and planning documentation support the creation of all elements of the final product.
MB1: 1–2 marks	MB2: 3–4 marks	MB3: 5–6 marks
Demonstrates limited understanding of how assets will contribute to the effectiveness of the final product.	Demonstrates sound understanding of how assets will contribute to the effectiveness of the final product.	Demonstrates comprehensive understanding of how assets will contribute to the effectiveness of the final product.

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

Task 2 – Creating your visual imaging portfolio

Topic Areas 1 and 2 are assessed in this task.

In this task you will produce components for your visual imaging portfolio which must include taking the photographs and recording video footage. You will then create your final portfolio.

You **must**:

- Create the components, which are photographs and video footage
 - ☐ take the series of photographs that you have planned
 - ☐ record the video footage that you have planned
 - ☐ create and/or source any other assets required for your video sequence
- Create your portfolio
 - ☐ select and process your photographs
 - ☐ create your video sequence
- Export or publish your portfolio
 - ☐ choose a suitable electronic format and properties for your photographs so that they meet the client requirements
 - ☐ choose a suitable electronic format and properties for your video sequence so that it meets the client requirements

Total marks for Task 2: 34 marks

Advice

- You should show which photographic camera settings you have chosen. Sending the original files from your digital camera will show settings within the exif data.
- You should show how the video sequence was made. Screenshots of the tools of the editing/creation software in use are one way this could be done.
- Submit your final product in an electronic format.

Topic Area 1: Plan visual imaging portfolios**Topic Area 2: Create visual imaging portfolios**

MB1: 1–4 marks	MB2: 5–8 marks	MB3: 9–12 marks
Use of technical skills to create the component parts is limited in its effectiveness. Conventions and creativity in the components are limited in their fitness for purpose. The range of components supports the creation of the final product in a limited way.	Use of technical skills to create the component parts is partly effective. Conventions and creativity in the components are adequate in their fitness for purpose. The range of components partly supports the creation of the final product.	Use of technical skills to create the component parts is effective. Conventions and creativity in the components are fully fit for purpose. The range of components fully supports the creation of the final product.
MB1: 1–5 marks	MB2: 6–10 marks	MB3: 11–14 marks
Use of technical skills to create the final product is limited in its effectiveness. Conventions and creativity are applied in the final product in a limited way. Final product is limited in its fitness for purpose.	Use of technical skills to create the final product is partly effective. Conventions and creativity are adequately applied in the final product. Final product is adequately fit for purpose.	Use of technical skills to create the final product is effective. Conventions and creativity are effectively applied in the final product. Final product is fully fit for purpose.
MB1: 1–3 marks	MB2: 4–6 marks	MB3: 7–8 marks
Formats of the saved/exported components are limited in their appropriateness. Properties and format(s) of the final product are limited in their appropriateness.	Formats of the saved/exported components are adequate in their appropriateness. Properties and format(s) of the final product are adequate in their appropriateness.	Formats of the saved/exported components are clearly appropriate. Properties and format(s) of the final product are clearly appropriate.

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

Task 3 – Checking and reviewing your visual imaging portfolio

Topic Areas 1 and 3 are assessed in this task.

In this task you must check and review the final visual imaging portfolio. You must also explain any improvements and further developments which could be made.

You **must**:

- Check and review your visual imaging portfolio
 - ☐ check and explain to what extent your photographs are technically suitable
 - ☐ check and explain to what extent your video sequence is technically suitable
 - ☐ review the effectiveness of your photographs for the client and target audience
 - ☐ review the effectiveness of your video sequence for the client and target audience
- Recommend areas for improvement and further development
 - ☐ explain how you could improve the quality of the original photographs
 - ☐ explain how you could improve the video sequence you have created
 - ☐ explain how your visual imaging portfolio could be developed further

Total marks for Task 3: 16 marks

Advice

- Checking technical aspects could be evidenced through a comparison with success criteria or a checklist, test table or plan.
- If you use a template for your checking evidence, make sure the source is referenced.

Topic Area 1: Plan visual imaging portfolios**Topic Area 3: Review visual imaging portfolios**

MB1: 1–3 marks	MB2: 4–7 marks	MB3: 8–10 marks
Testing/checking is limited in its effectiveness in reviewing technical properties. Review demonstrates limited understanding of the effectiveness of the final product for client and target audience.	Testing/checking is partly effective in reviewing technical properties. Review demonstrates sound understanding of the effectiveness of the final product for client and target audience.	Testing/checking is fully effective in reviewing technical properties. Review demonstrates critical understanding of the effectiveness of the final product for client and target audience.
MB1: 1–2 marks	MB2: 3–4 marks	MB3: 5–6 marks
Recommendations demonstrate limited understanding of areas for improvement and further development. Recommendations have limited explanation.	Recommendations demonstrate sound understanding of areas for improvement and further development. Recommendations are partly explained.	Recommendations demonstrate comprehensive understanding of areas for improvement and further development. Recommendations are fully explained.

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.

Templates

Storyboard

Storyboard:		Author:	Version:	Page	of

Risk Assessment

Risk Assessment		Author:	
Date completed:			
Activity or place	What are the potential hazards?	Who/what might be harmed?	Risk level (1–5)

Location Recce

Location Recce	Date:	Author:
Location (name/address)		
Access (inc. opening times)		
Map/picture		
Permissions		
Contacts		
Services (Parking, toilets, power)		
Viewpoints		
Lighting considerations		
Shots/footage		
Safety issues (Risk assessment?)		

Asset Table

Asset Table				Author:
Asset	Properties	Source	Legal issues	Use

Checklist

Checklist	Author:
------------------	----------------

[illegible]



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.