

**CURRICULUM MAP**

Subject	iMedia
Head of Department	Mr N Rahman 2026

SCHOOL CURRICULUM INTENT

Rutlish School provides a meaningful, broad and balanced curriculum which is accessible to all, as well as supports and challenges all students. Through all we do, we prepare students for opportunities, responsibilities and experiences later in life for them to be aware of their responsibilities and feel confident to participate and contribute to society. We aim to inspire, enable and facilitate lifelong learners that build on their individual strengths and capabilities and achieve their ambitions. We seek to support our students in becoming healthy, happy, resilient young adults, who are knowledgeable, kind, aware, confident, capable and skilful members of society.

The school aims to:

- ensure that the curriculum is designed for every student of every ability and every background to be supported in making the best possible progress and attainment from their starting point; all students can access the curriculum offer, with planning and teaching that support, stretch and challenge all learners across a full range of abilities, and making any reasonable adjustments where particular needs are identified to reduce barriers to learning and enable all pupils to achieve highly, including for disadvantaged students, students with SEND, and those facing barriers to learning and wellbeing;
- provide a curriculum that is sequenced to build skills and knowledge throughout students' time at Rutlish School, to promote a deeper understanding of the world outside the classroom and equip them for their next steps in education, careers and in life;
- ensure that our curriculum offer support different educational and career pathways, including EBACC and vocational;
- ensure our curriculum consistently promotes high moral standards, social and self-awareness and allows students to formulate informed opinions on social issues such as, equality, diversity and inclusivity as well as the practical aspects of society;
- enrich the curriculum and provide opportunities for students to build cultural capital, enhance a wide range of skills and knowledge beyond requirements of the national curriculum, and personalise and apply learning in other contexts;
- provide students with the skills and knowledge necessary to becoming independent, analytical, critical, and innovative thinkers and encourage students' curiosity, creativity, self-expression, resilience, and confidence;
- provide consistent opportunities for students to develop and enhance their reading, communication and literacy and numeracy skills, and ensure that all students are supported to access and succeed within the curriculum.

DEPARTMENT CURRICULUM INTENT

The aim of the Computer Science department at Rutlish is to provide a high-quality iMedia education which equips students to use decomposition skills, critical reasoning and to creatively apply these knowledge and skills to assignments. iMedia can help develop logical thinking and strengthen our ability to make informed decisions and solve problems in an increasingly digital and fast-changing world. The course equips students with essential knowledge of how digital interfaces are created, designed and function. iMedia explores how media products are planned, designed, and created to meet the demands of modern audiences and industries.

- Students develop strong comprehension skills by interpreting creative briefs, client requirements, and industry-standard documentation within Creative iMedia tasks
- Students are guided to extract key information, identify target audiences, and understand constraints (such as purpose, format, and deadlines), ensuring they can respond accurately and creatively to real-world scenarios
- Numeracy is embedded through technical and design-based activities, such as calculating image dimensions, resolution, file sizes, timelines, and asset constraints in digital media production
- Literacy skills are developed through writing of planning documents, evaluations, and justification of design choices. Students use subject-specific terminology (e.g. file formats, audience demographics, visual conventions) in coursework, particularly in relation to pre-production documentation and evaluation reports
- Teaching is adapted to remove barriers by using a range of accessible resources and differentiated strategies, such as visual exemplars, step-by-step demonstrations, scaffolded templates, and assistive technology.
- Tasks are broken into manageable stages enabling all learners to progress at their own pace while developing confidence with digital tools
- The **OCR Cambridge National in Creative iMedia (J834)** can make a strong contribution to a school's work on **equality, diversity, inclusion, gender, ethnicity, social class and cultural capital** because students are required to create media products for specific audiences and to consider representation, purpose, audience needs and the impact of media. The qualification is also designed around developing an ethical understanding of the creative and digital industries

KEY STAGE 3 RATIONALE/ INTENT

The KS3 curriculum has been designed to ensure learners have sufficient knowledge to stay safe online and use computers safely in life. The KS3 curriculum also provides a focus on developing resilient learners who are able to learn from mistakes and effectively solve problems. The topics at KS3 give a basis of knowledge, skills and understanding to allow students to progress onto either iMedia or Computer Science at KS4 and will provide exposure to those subjects so that students can make an informed decision on their GCSE choices.

KEY STAGE 4 RATIONALE/ INTENT

At KS4 students make further use of the skills they have learned in KS3. The curriculum develops the student's ability to become a more resilient learner that is focused on logical thinking, decomposition and abstraction of information. Students also continue to develop skills in digital literacy where they use computer systems to create and evaluate digital products for specific audiences and purposes.

KEY STAGE 5 RATIONALE/ INTENT

Studying OCR Creative iMedia (J834) at KS4 provides a strong foundation for progression into a wide range of KS5 pathways, particularly in digital media, ICT, and creative or vocational courses. The Creative iMedia qualification introduces learners to essential industry concepts—such as interpreting client briefs, planning media products, and using digital tools—which mirror the expectations of Level 3 courses in IT, Media, or Creative Digital Media Production. This early exposure ensures students transition into KS5 with confidence in both technical skills and project-based workflows. The course also develops transferable skills that are critical for KS5 success.

YEAR 10: IMEDIA: NEA R094, NEA R097 & EXAM THEORY R093

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	UNIT OF WORK R093 Creative iMedia in the Media Industry R094 Visual Identity and Digital Graphics	UNIT OF WORK R093 Creative iMedia in the Media Industry R094 Visual Identity and Digital Graphics	UNIT OF WORK R094 Visual Identity and Digital Graphics	UNIT OF WORK R094 Visual Identity and Digital Graphics	UNIT OF WORK R097 Interactive Digital Media	UNIT OF WORK R097 Interactive Digital Media
	R093: To understand the media industry R093: To discuss audience demographics and segmentation R093: Media codes used to convey meaning, create impact and/or engage audiences R093 To know Media industry sectors and products R093 TA1.1 Sectors of the media industry R093 TA1.2 Job roles in the media industry R093: Factors influencing product design. R093 TA2.1 How style, content and layout are linked to the purpose R093 TA2.2 Client requirements and how they are defined. R093 TA2.3 Audience demographics and segmentation R093 TA2.4 Research methods, sources and types of data R093 TA4 distribution considerations and file formats) R094: Purpose, features, elements and design of visual identity R094: Graphic design concepts and conventions R094: Techniques to plan visual identity and digital graphics R094: Tools and techniques to create visual identity and digital graphics	R093: Work planning documents used to support ideas generation Practice Photoshop/Photopea R094: Properties of digital graphics and use of assets R094: Technical skills to source, create and prepare assets for use within digital graphics R094 NEA Practice Photoshop/Photopea	R094 NEA Task 1 TA1 Justify visual design choices Task 2 TA2 Plan digital graphics for product R094: Techniques to save and export visual identity and digital graphics (with integrated R094 NEA Task 2 TA3: Create visual identity and digital graphic R094: NEA Assessment	R094: NEA Assessment (Working on and submit for moderation) R094 Submission R093: Properties and formats of media files R093 Distribution platforms and media to reach audiences Practice Photoshop/Photopea R093 4.1 Distribution platforms and media to reach audiences R093 4.2.2 Audio Files R093 4.2.3 Moving Image Files R093 4.2.4 File compression R093 3.4.3 Regulation, certification, and classification R093 3.4.4 Health and safety	R097 Plan interactive digital media TA1 Introduction (with R093 key content embedded) R097 1.1. Types of interactive digital media, content and associated hardware Practical Dreamweaver /HTML R097 1.2 Features and conventions of interactive digital media Practical on evaluating Interactive digital Media Interfaces R097 1.3 Resources required to create interactive digital media products Practical Software Based R097 Resources required to create interactive digital media products R097 Pre-production and planning documentation and techniques for interactive digital media	R097 Technical skills to create and/or edit and manage assets for use within interactive digital media products Practical 2.2 Technical skills to create interactive digital media Practical Skills evaluating Interactive digital Media Interfaces R097 2.3 Techniques to save and export/publish interactive digital media R097 3.1 Techniques to test/check and review interactive digital media R097 3.2 Improvements and further developments Task 1 Deadline Group feedback and improvements R097 NEA Task 1.1 Produce an interpretation from the client brief Practice Pre-production planning documents R097 NEA Task 1.2 Produce relevant pre-production documents Practice Pre-production planning documents R097 NEA Task 1.2 Produce relevant pre-production documents



Summarise the key aspects of the Traditional Media sector Explain how Traditional media is changing and adapting Learn about the sectors, products and job roles that form the media industry. Explain how a media product is used Explain which sectors use which media products Know how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. Explain how meaning is created for different purposes. Explain how the design of a media product is based on its purpose. Choose the most appropriate format and properties for different media products. Know the legal and ethical issues considered and the processes used to plan and create digital media products Explain why audience segmentation is used	Learn how to develop visual identities for clients. Learn to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience. Introduce the foundations for further study or a wide range of job roles within the media industry. Explain how camera angles are used for specific purposes. Explain how camera shots are used for specific purposes. Explain how camera movements are used for specific purposes. Explain how graphics are used to communicate information How graphics are used to convey different meaning Explain how the codes and conventions are used to create an effective produced Explain the phases of a media production Identify the documents used in each phase of a media production Explain the purpose of a mind map Explain how a mind map is created Explain how a mind map can be made effective for the end user Identify the users of a mind map Explain how a mood board is created Explain how a mood board can be made effective for the end user	Identify the users of a mood board Explain the purpose of an asset log Explain how an asset log is created Explain how an asset log can be made effective for the end user Identify the users of an asset log Explain the purpose of a visualisation diagram Explain how a visualisation diagram is created Explain how a visualisation diagram can be made effective for the end user Identify the users of a visualisation diagram Explain the purpose of a wireframe layout Explain how a wireframe layout is created Explain how a wireframe layout can be made effective for the end user Identify the users of a wireframe layout Explain how online platforms are used to deliver media products How the characteristics of the platforms effects the choice of platform for a media product. Explain how physical platforms are used to deliver media products How the characteristics of the platforms effects the choice of platform for a media product Explain how physical media are used to deliver media products	How the characteristics of the media effects the choice of platform for a media product Explain what file compression is Explain the differences between Lossy and Lossless compression Explain what DPI/PPI mean Explain how image quality is dependent on DPI/PPI and resolution Explain the difference between Raster, Bitmap and Vector image files Explain the reasons for using different image file types Explain how compression effects image file type selection Select appropriate file formats for different contexts. Explain what sample rate is Explain what bit depth is Explain how sound quality is affected by sample rate and bit depth Explain how file compression affects audio quality Identify the properties of file types Select appropriate file formats for different contexts Explain what frame rate means Explain what is meant by and the differences between SD, HD, UHD, 4K and 8K Explain how frame rate affects product quality Identify different video and animation file types Explain how file compression affects moving image quality Select appropriate file formats for different contexts	Explain the differences between primary and secondary sources Describe the advantages and disadvantages of primary and secondary sources and data Explain the differences between qualitative and quantitative information and data Describe the advantages and disadvantages of qualitative and quantitative information and data Explain what privacy and permissions are Explain how permissions must be gained before filming/recording Explain a user's privacy right Explain what libel and slander are Explain the difference between libel and slander Explain how data must be protected when collected, stored and used Explain how creative media organisations can comply with data protection regulations Explain the effects of IP being taken/ used illegally Explain the roles of different organisations in regulating the creative media industry Identify health and safety risks in the pre-production and production phases Explain how to mitigate the risks identified	Explain the different creative roles and their main responsibilities involved in media production Explain how each creative role contributes to a media production. Explain the different technical roles and their main responsibilities involved in media production Explain how each technical role contributes to a media production. Explain how the different jobs can be combined depending on the size of production Explain why some people have more than one job role in a production. revision
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CURRICULUM SEQUENCING AND HOW WE BUILD ON SKILLS AND KNOWLEDGE	In Year 7 students learn how develop a logo for a specific target audience, use specific text to communicate their message clearly and evaluate the outcomes through feedback and self-reflection. In Year 8 students learn how to use photo-editing software and they learn to edit different types of graphics using the software In Year 9 students learn about vector and bitmap graphics The importance of file types and implications on saving work appropriately for future manipulation Year 9 will also be acquiring skills that are relevant to those required for I-Media, as they need to discuss the audience of purpose of the game they create in the Game Development Unit. They build upon the theory and skills learned in Year 7 to produce a more sophisticated evaluation. Throughout Years 7, 8 and 9 students are taught about copyright and the importance of giving credit for the work of another person	File Management taught throughout Years 7, 8 and 9 Photo editing tools taught in Year 8 and these are consolidated further on the I-Media course Data visualisation and how to interpret different data sets is taught in Year 8. The names for different file extensions taught throughout Years 7, 8 and 9 Evaluation skills taught In Years 7 and 9 in the web design topics topic.	Mind maps are used throughout KS3 Storyboarding is used in Year 8 through the Game Development Unit Visualisation Diagrams should be woven into KS3 Curriculum Hardware and Software is taught in Years 7 Law and Legislation is taught through the Digital Citizenship Unit in Year 8.	Data representation in Year 7 touches on image size File types is covered in Game development in Year 8 Legal issues will be covered in Year 8 Digital Citizenship and in year 7 Clear Messaging unit	Students designed and created digital product in Year 7 and Year 8.	Throughout KS3 boys have learned to use various software packages that enable them to target an audience and to create a product. i.e Information Presentation They become familiar with creative media terminology They know what makes a display interactive, they understand good and bad design concepts. In year 8 they do an internet research task in the Information Presentation module so they learn how to source and reference information.
WIDER APPLICATION AND FUTURE PATHWAYS	Careers in Industry The Creative Industry pre-Covid was worth 15% of UK GDP and was particularly prevalent in London and SE England. The media sector and the need for graphic design spans many different industries. The OCR Cambridge National in Creative iMedia (J834) can make a strong contribution to a school's work on equality, diversity, inclusion, gender, ethnicity, social class and cultural capital because students are required to create media products for specific audiences and to consider representation, purpose, audience	Careers in Industry The Creative Industry pre-Covid was worth 15% of UK GDP and was particularly prevalent in London and SE England. The media sector and the need for graphic design spans many different industries. SMSC development through discussion of identity, representation and ethical media practices. British Values through respect and tolerance of different backgrounds. Personal Development by developing awareness of diverse viewpoints and career pathways.	Careers in Industry Project Management Graphic Design Publishing / Editorial Roles iMedia allows for the discussion on diverse case studies and media texts. Inclusive design briefs. Celebration of Black History Month, International Women's Day through media projects. Employment and job roles in iMedia are taught and will explore diverse backgrounds working in the creative industries.	Careers in Industry Project Management Graphic Design Publishing / Editorial Roles The course enables students' understanding of the creative industries and exposes them to a range of media products, careers and cultural experiences. Learners develop knowledge of the media industry, job roles and professional practices, which helps enhance cultural capital and career Examples:	Careers in Industry Software engineering Picture Research Editorial Web Development web development or cloud engineering The course requires learners to identify and meet the needs of target audiences and consider accessibility when designing products. This naturally supports discussions around equality and inclusion. OCR itself emphasises	Careers in Industry Software engineering Picture Research Editorial Web Development Students can explore how gender is represented in different media sectors and products, analysing stereotypes and how media producers challenge them. During practical units such as Visual Identity and Digital Graphics (R094), learners can create inclusive branding, campaigns and promotional materials that avoid gender bias and appeal to diverse audiences.



	needs and the impact of media. The qualification is also designed around developing an ethical understanding of the creative and digital industries.		Discussions on ethical media production, representation and bias are appropriate.	Investigating careers in graphic design, game design, animation and digital marketing.	equality, diversity, inclusion and belonging within its qualifications	
ASSESSMENTS Summative and Formative as applicable	Formative (Prior to assignment issue) Practice Assignment – Teacher formative feedback throughout R094 Identify Client's and Audience Needs End of topics after each Topic area is completed (TA) Summative Assessment R094 Produce a visualisation for artwork Create pre-production planning documents to show ideas R094 Describe the assets and resources needed to complete the project	Summative Assessment – Practise assignment on planning R094 Mind Mapping – Practice tasks in class with teacher assessment R094 Visualisation Drawing – Practice tasks in class with teacher assessment Formative assessment R093 Mock Exams	Formative (Prior to assignment issue) Copyright & TM – teacher assessed piece of work with formative feedback to help develop skills required for assignment Data Protection – teacher assessed piece of work with formative feedback to help develop skills required for assignment Summative Assessment External Exam Plus "Walking Talking Mocks" done in class using previous exam papers	Summative Assessment Plus "Walking Talking Mocks" done in class using previous exam papers. Summative Assessment R094 NEA R093 End of topics after each Topic area is completed (TA) Formative R093 Mock Exam	Summative Assessments R093 End of topics after each Topic area is completed (TA) R093 revision Formative R094 Submission	Summative R097 Planning and pre production Formative R097 after Task Tests
FEEDBACK LESSONS PLANNED	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 
INCLUSION AND ACCESSIBILITY	All pupils can access the curriculum because it combines practical, visual and structured tasks, whilst learning to use computers effectively to create digital products and to understand the Media Industry and associated Media Sectors. The activities allow learners to demonstrate understanding in multiple ways (logo creation, research, class discussions, rather than only relying on written work). The Creative iMedia curriculum is designed to be ambitious and inclusive, ensuring that all students can engage with industry-relevant digital media concepts and practical skills regardless of starting point. Learning is sequenced to develop knowledge and confidence progressively while providing opportunities for creativity, independence and technical mastery. Students access the curriculum through: • Explicit teaching of key knowledge and terminology. • Practical application using industry-standard software and media techniques. • Structured project-based learning. • Regular retrieval and review activities. The practical nature of Creative iMedia makes it particularly accessible as students can demonstrate understanding through creating digital products as well as through written assessment. High expectations are maintained for all learners. Stretch and challenge activities ensure that the most able students deepen their understanding and develop sophisticated technical and analytical skills. During the R094 Visual Identity and Digital Graphics unit, more able students might create an entire brand identity package, justifying design decisions using professional design terminology. Example: Students analyse how major brands adapt visual identities for different audiences and platforms. Higher-Level Evaluation Students move beyond describing their work to: • Critically evaluate effectiveness. • Compare alternatives. • Consider commercial and audience implications. SEND Considerations					



Cognition and Learning Needs

Strategies include:

- Chunking instructions into manageable steps.
- Using visual exemplars of completed media products.
- Providing checklists and success criteria.
- Modelled demonstrations before independent work.
- Frequent recap and retrieval activities.

When creating digital graphics, students may receive a step-by-step guide showing how to use layers and editing tools during the learning phase

Literacy Difficulties

- Knowledge organisers.
- Teacher modelling of exam responses.

For the R093 examination unit, students may use structured templates to explain audience demographics or media sectors. Teachers explicitly teach media industry sectors, target audiences and branding concepts rather than assuming familiarity.

Resource Accessibility

Students are provided with:

- Teacher-created resources.
- Software guidance.
- Worked examples.
- Revision materials.

Reducing Financial Barriers

Where possible:

- All required software is available in school.
- Coursework can be completed during lesson time.
- Additional support sessions are offered.

Building Cultural Capital

Students explore:

- Professional media campaigns.
- Real-world client briefs.
- Creative industry career pathways.

This helps students understand opportunities beyond school and develop aspirations within the digital and creative sectors.

Adaptive Teaching in Creative iMedia

Adaptive teaching is used to ensure all students successfully access the same ambitious curriculum while receiving support appropriate to their needs. Teachers assess prior understanding through:

- Retrieval quizzes.
- Baseline practical tasks.

All students may create a logo, but higher-attaining students additionally justify how design elements reflect client requirements and branding principles.

Assessment and Feedback

Feedback is specific and actionable.

Students receive support through:

- Success criteria linked to OCR assessment objectives.
- Verbal feedback during practical work.
- Exam question modelling



SPECIALIST VOCABULARY

Client Brief	PSD	Client Brief	Client Brief	Usability	Technical
Target Audience(s)	Primary Source	Target Audience	Target Audience	Hyperlinks	camera operator
Segmentation	Secondary Source	Visualisation Diagrams	Visualisation Diagrams	Navigation	games programmer/developer
Accessibility	Task	Mind Maps	Mind Maps	Qualitative data	sound editor
Age	Activity	Work Plans / GANTT charts	Defamation	Quantitative data	audio technician
Ethnicity	Workflow	Defamation	Certification	Privacy	video editor
Gender	Milestone	Certification	Classification	Permissions	web developer
Interests/lifestyle	Contingency	Classification	Trademark	Release forms	Senior Roles
Location	Resources	Trademark	Intellectual Property	Libel	Campaign manager
Socio-economic	Mind map	Intellectual Property	Privacy	Slander	Creative director
Technical codes	Components	Privacy	Frame Rate	Data subjects	Director
Symbolic codes	Physical	Client Brief	Resolution	Collection	Editor
Mise-en-scene	Users	Target Audience(s)	Animation	Storage	Production manager
Audio	Asset log	File Extensions	Video	Usage	Lossless
Music genre	Components	TIFF	DPI/PPI	Intellectual Property	DPI/PPI
Silence	Effectiveness	JPG	Pixel	Patent	Pixel
Sound effects	Flow chart	BMP	Raster	Trademark	Raster
Vocal intonation	Components	PDF	Bitmap	Creative Commons	Bitmap
Light	Users	Characteristics	Vector	Fair deal/usage	Vector
Shade	Script	Apps	Bit depth	Watermarks	
Contrast	Components	Multimedia	Sample rate	Symbols	
Darkness	Effectiveness	Web		Permissions	
Intensity	Users	Characteristics		ASA	
Position	Storyboard	Computer		OFCOM	
Transition	Components	Interactive TV		BBFC	
Animation	Visualisation diagram	Kiosks		PEGI	
Movement	Components	Mobile devices		Risk	
Interactivity		Characteristics		Mitigate	
Gesture		CD/DVD		Location Recce	
Click		Memory Stick		Risk Assessment	
Type		Paper based		Creative	
Graphic		Compression		animator	
Logo		Lossy		content creator	
Icon		Lossless		copy writer	
Signage		DPI/PPI		graphic designer	
Codes		Pixel		illustrator/graphic artist	
Conventions		Raster		photographer	
Combined		Bitmap		script writer	
Meaning		Vector		web designer	
Impact					

QUALITY FIRST TEACHING

Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.

Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.

Opportunities for Literacy, Numeracy and Oracy, including a focus on reading

Opportunities to apply key concepts and address misconceptions



YEAR 11: NEA R097 & EXAM Theory R093

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE & KEY SKILLS	R097 and R093	R093	R097, R093	R097	R093	R093 End of course
	R097 Technical skills to create and/or edit and manage assets for use within interactive digital media products content	Revision for R093 January Exam R097 Technical skills to create interactive digital media R093: The legal issues that affect media (TA3)	R097 Techniques to save and export/publish interactive digital media* R097 Techniques to test/check and review interactive digital media R097 Improvements and further developments	R097: NEA Assessment (Working on) Revision R093: Sources of research and types of research data (TA2) R093: The legal issues that affect media (TA3) R093: Job roles in the media industry (TA1)	R097: (Submit for moderation) R093: Revision Sources of research and types of research data (TA2) R093: Revision The legal issues that affect media (TA3) R093: Revision Job roles in the media industry (TA1)	R093: Revision and mock papers/tests R093: Examination (Terminal unit)
CURRICULUM SEQUENCING AND HOW WE BUILD ON SKILLS AND KNOWLEDGE	R094 prepares students for this unit in the practical and planning stages. R093 knowledge underpins concepts needed to succeed in R097	R094 prepares students for this unit in the practical and planning stages. R093 knowledge underpins concepts needed to succeed in R097	R094 prepares students for this unit in the practical and planning stages. R093 knowledge underpins concepts needed to succeed in R097	R094 prepares students for this unit in the practical and planning stages. R093 knowledge underpins concepts needed to succeed in R097	R093 revision and review of Mock	R093 revision
WIDER APPLICATION AND FUTURE PATHWAYS	Careers in Industry Project Management Graphic Design Publishing / Editorial Roles Students investigate media products in R094 and R097 and examine how different audiences are targeted. This provides opportunities to discuss how gender is represented in advertising, gaming, film, television and social media, including the impact of stereotypes and changing social attitudes.	Careers in Industry Project Management Graphic Design Publishing / Editorial Roles In Unit R097, students design and create interactive products for specific audiences. They can be encouraged to use inclusive language, imagery and navigation that appeal to all genders and avoid bias. R093 The unit explores audience requirements, product design and factors influencing media products. Students learn that media creators must consider diverse audiences and ensure products are suitable and accessible.	Careers in Industry Project Management In R093 and R097, students can analyse how different ethnic groups are represented across media sectors and evaluate whether representations are fair, accurate and inclusive.	Careers in Industry Project Management When producing interactive media, students can be encouraged to include diverse cultures, languages, perspectives and imagery within their designs The Creative iMedia qualification broadens students' experiences by exposing them to professional media products, industry practices and career pathways within the UK's creative economy. Students develop an understanding of how media influences society and how creative professionals communicate with different audiences	Careers in Industry Photography Web design Multimedia design Graphic design R093 develops awareness of how media industries represent and communicate with diverse audiences, while R097 allows students to apply inclusive design principles when creating interactive media products.	Careers in Industry Photography Web design Multimedia design Graphic design Together, the units in the course provide meaningful opportunities to embed gender equality, diversity, ethnicity, inclusion and cultural capital through authentic, industry-related learning experiences.



ASSESSMENTS Summative and Formative as applicable	Formative (Prior to assignment issue) -Copyright & TM – teacher assessed piece of work with formative feedback to help develop skills required for assignment -Data Protection – teacher assessed piece of work with formative feedback to help develop skills required for assignment -Mind Mapping – Practice tasks in class with teacher assessment -Visualisation Drawing – Practice tasks in class with teacher assessment -Script Writing and Filming Practical session – teacher assessment Summative Assessment External Exam Plus “Walking Talking Mocks” done in class using previous exam papers.	Formative NEA Practice assignment Summative Assessment External Exam Plus “Walking Talking Mocks” done in class using previous exam papers.	Formative (Prior to assignment issue) Practice Assignment – Teacher formative feedback throughout Identify Client’s and Audience Needs Produce a visualisation for artwork Use a GANTT chart to explain how the work will be phased throughout the project Describe the assets and resources needed to complete the project Summative Assessment – Coursework – 2 attempts permitted	Summative Assessment – R097 Coursework – 2 attempts permitted	Checking the completed IDMP productions against the criteria derived from the client brief. Peer assessment & Self-assessment In house tests Peer questioning Exam papers and Know It All Ninja online assessment tool Mock Exam	Revision for R093 Formative In house tests Peer questioning Exam papers and Know It All Ninja online assessment tool Summative: End of Unit Exam
FEEDBACK LESSONS PLANNED	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. ✓	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. ✓	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. ✓	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. ✓	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. ✓	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. ✓
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- Compare alternatives.
- Consider commercial and audience implications.

SEND Considerations

Cognition and Learning Needs

Strategies include:

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- Using visual exemplars of completed media products.
- Providing checklists and success criteria.
- Modelled demonstrations before independent work.
- Frequent recap and retrieval activities.

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Literacy Difficulties

- Knowledge organisers.
- Teacher modelling of exam responses.

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Resource Accessibility

Students are provided with:

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- Software guidance.
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- Verbal feedback during practical work.
- Exam question modelling



SPECIALIST VOCABULARY	Client Brief Target Audience(s) Segmentation Accessibility Age Ethnicity Gender Interests/lifestyle Location Socio-economic Technical codes Symbolic codes Mise-en-scene Audio Music genre Silence Sound effects Vocal intonation Light Shade Contrast Darkness Intensity Position Transition Animation Movement Interactivity Gesture Click Type Graphic Logo Icon Signage Codes	PSD Primary Source Secondary Source Task Activity Workflow Milestone Contingency Resources Mind map Components Physical Users Asset log Components Effectiveness Flow chart Components Users Script Components Effectiveness Users Storyboard Components Visualisation diagram Components	Client Brief Target Audience Visualisation Diagrams Mind Maps Work Plans / GANTT charts Defamation Certification Classification Trademark Intellectual Property Privacy Client Brief Target Audience(s) File Extensions TIFF JPG BMP PDF Characteristics Apps Multimedia Web Characteristics Computer Interactive TV Kiosks Mobile devices Characteristics CD/DVD Memory Stick Paper based Compression Lossy Lossless DPI/PPI	Client Brief Target Audience Visualisation Diagrams Mind Maps Defamation Certification Classification Trademark Intellectual Property Privacy Frame Rate Resolution Animation Video DPI/PPI Pixel Raster Bitmap Vector Bit depth Sample rate	Usability Hyperlinks Navigation Qualitative data Quantitative data Privacy Permissions Release forms Libel Slander Data subjects Collection Storage Usage Intellectual Property Patent Trademark Creative Commons Fair deal/usage Watermarks Symbols Permissions ASA OFCOM BBFC PEGI Risk Mitigate Location Recce Risk Assessment	Technical camera operator games programmer/developer sound editor audio technician video editor web developer Senior Roles Campaign manager Creative director Director Editor Production manager Lossless DPI/PPI Pixel Raster Bitmap Vector
	Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. Opportunities for Literacy, Numeracy and Oracy, including a focus on reading Opportunities to apply key concepts and address misconceptions					