# OCR
## Oxford Cambridge and RSA

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| **Unit Title:** | **Use digital technologies to work with graphics** |
| OCR unit number: | 5 |
| Level: | Level 1 |
| Guided learning hours: | 10 |
| Unit reference number: | R/507/2761 |

## Unit aim and purpose

When preparing for employment you should be able to use digital devices such as PCs, laptops or tablets to work with images and graphics. This unit will help you to prepare for employment in a job that requires the use of graphics to enhance documents and websites.

You will show that you can change images and text to create graphics following instructions provided and develop simple moving images. You will be able to prepare graphics for printing by checking that they are correct, display information and use printers as instructed.

For the purposes of this unit, the term graphic refers to the final output created. The term image is used to describe a given component which may be used as part of the final graphic.

| Learning Outcomes<br>The Learner will: | Assessment Criteria<br>The Learner can: | Teaching Content |
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| 1. Be able to prepare given text and images for use in graphics | 1.1 open and save image and text files | • Open and save image and text files:<br>- open image and text files<br>- close, save, save as |
| | 1.2 manipulate a given image | • <u>Manipulate</u> a given image:<br>- re-size images, position and use text wrap<br>- change colour, resolution, cropping<br>- align, <u>rotate</u>, <u>flip</u>, copy, paste, size, <u>crop</u>, insert, <u>fade</u>, <u>brightness</u>, <u>filter</u>, <u>effects</u><br>- add elements e.g. text, lines, shapes, colour<br>- prepare: insert, size (including text) |

| Learning Outcomes<br>The Learner will: | Assessment Criteria<br>The Learner can: | Teaching Content |
|---|---|---|
| 2. Be able to follow instructions to create graphics | 2.1 set graphic properties | • Set graphic properties:<br>- set image/canvas size and background to specified requirements, <u>set appropriate resolution for different outputs ie print and screen</u><br>- change properties (e.g. line weight, <u>line style</u>, line colour, fill colour) |
| | 2.2 insert components into graphics | • Insert components into graphics<br>- create: basic shapes, lines<br>- insert, align, <u>rotate</u>, <u>flip</u>, arrange/layer, copy, paste, size, <u>crop</u>, <u>group</u>, <u>effects including timings and transitions</u><br>- text: font, size, style, alignment, colour |
| 3. Be able to prepare graphics to complete routine tasks | 3.1 check that graphics are correct | • Check that graphics are correct :<br>- accuracy, proof reading, <u>check timings, file type</u> |
| | 3.2 prepare graphics for printing or onscreen display | • Prepare graphics for printing or onscreen display:<br>- page orientation: portrait, landscape<br>- paper sizes e.g. A4, A5<br>- hard copy, colour, black and white, pdf, screen shot<br>- print preview<br>- load paper in printer<br>- <u>on-screen: electronic presentation e.g. multimedia, webpage</u> |

## Delivery guidance

You could deliver the teaching for Entry Level 3 and Level 1 units at the same time. To help you we have underlined text in the Level 1 unit to identify the increased breadth and depth of teaching.

**Be able to prepare given text and images for use in graphics**

Learners should be able to work with image files and text files in a variety of settings to either amend a given image or to create a graphic. They should be able to open different file types so that they can use them in their work. Some outputs may exist only in electronic format, for example an onscreen presentation or animation.

Learners need to know how to manipulate existing images. This could include activities such as editing an existing image, adding text to the image or adding other shapes to the images. Skills associated with this will involve the learners having to re-size images and use of text or shapes. The learner will need to know how to change the colour of items that have been added and how to manipulate these items. It may be necessary to change the properties of images, for example change the brightness, so that the image can be used in a new graphic. Learners should have the opportunity to learn how to work with images in an appropriate software package.

### Be able to follow instructions to create graphics

Learners will need to know how to create a graphic using a number of elements. Skills involved include setting the size for elements as well as properties for the elements, for example the colour and line weight. A range of components will be needed in the graphic and the learner will need to know how to edit the graphic to make changes to it, for example it may be necessary to crop an existing image or rotate an image. An onscreen presentation or animation will need to have effects applied to make it fit for purpose in a workplace setting. The graphics which the learners may be asked to create will be based on the skills identified in the teaching content.

### Be able to prepare graphics to complete routine tasks

It is important that learners are taught how to check work they produce to see that it actually meets the requirements set. This will involve checking the accuracy of the work produced, proof reading the work to make sure that it has included everything that was required, checking that timings on an onscreen presentation are working correctly, an animation does what it is required to do and that files are saved in a format to allow them to be used for the purpose that they are meant for.

Learners should be taught about different sizes of paper, page orientation and different types of output. They will not be required to use different sizes of paper in the printer but need to know about setting paper sizes.

For the assessment learners will need to know how to create a screenshot of various dialogue boxes, for example the canvas/page size and the print option. Please remind learners that it is good practice to save their work at regular intervals or after each step so they do not lose their work. They should be able to save files using meaningful filenames as well as using filenames they have been given.