

LEVEL 1/2/3 CREATIVE iMEDIA FAQs – FEBRUARY 2013

1. Can the moderator review some work before it is completed?

The moderator is unable to see the candidate work in MAPS until it has been submitted to OCR for moderation (which is available from the 'Coursework summary' screen in MAPS). Note that a claim must be made first using Interchange and the claim number entered into MAPS when prompted. Since the qualification provides 'moderation on demand', the best way forward is to submit a claim with just one or two pieces of work. The allocated moderator will provide feedback on these, which may assist the submissions for the remainder of candidates and units. Unfortunately, a definitive pass/fail decision cannot be given on a sample of work before a claim is made and moderated by the allocated person.

2. I thought that work in MAPS was not visible to moderators until it appeared on Interchange?

MAPS and Interchange are not connected in any way so if a centre submitted work for moderation in MAPS we would be able to see it even if no claim had been made. If it has only been uploaded, but not submitted, it cannot be seen.

3. Can we use the Onefile portfolio instead of MAPS

The MAPS system is OCR's electronic portfolio for Creative and Digital Media and allows centres a secure repository for student work. It also contains e checklists for each unit and candidates/tutors should map their work against the checklists to ensure that all assessment criteria have been covered and referenced.

We are aware that centres will have their own e-portfolios and it is possible to use these. If you are using your own centre e-portfolio, the evidence checklists must be used and access details to the portfolio must be provided so that the moderator can access the work.

4. We are now regularly running into disk space issues with MAPS and students are being unable to upload their work for assessment

This is a common problem due to some of the files created for units being unnecessarily large. Final products such as video files should be suitably compressed to a reasonable size. The most common problem is that Word documents are very large because they have not compressed the screen captures and other images. Write ups (in Word) can easily be 20MB but the pictures in these can be compressed and these can potentially reduce the file size from 22MB to 3MB. If this is multiplied across five units – half of the available storage is wasted.

The knowledge and understanding of working with files suitable for distribution and use on the web is one of the aims of the qualification and a secondary learning outcome. Candidates should know that 22MB is too large for a document file and it realistically could not be sent by email in an industry situation. As a vocational qualification with e-portfolio only submissions, this is something that we are trying to include but perhaps difficult to enforce since it is not an assessment criteria. There is some guidance at the back of the MAPS handbook on compression techniques but perhaps more explicit guidance is needed with this centre. A document that summarises key steps and processes might be useful but overall, there is little justification to double the storage capacity for this centre without giving it to everybody in the country.

5. What is the red pen tool?

The red pen can be used by the candidates and/or the assessor. Different colour coding is built in to identify the different marks and comments. It is believed to be good practice for candidates to understand where they have met the assessment criteria and be able to identify the evidence in their work. However, this is not essential for submission.

6. When will the GCSE equivalents no longer be valid?

As a result of the Wolf report these points are only valid for 2012-13 tables. We need to clarify that these points are also restricted by the KS4 completion date. So for example, any current Y10 starting now would not get the points since these candidates are only counted in 2014 tables. As a suggestion, we would encourage you to consider a replacement qualification which is the Cambridge Nationals in Creative iMedia. This has only just recently been accredited and was first listed in the 2015 tables last month. Information on this qualification can be found on the OCR website through this link <http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/>.

We are having problems submitting files which are over 90mb for unit 214V. Our pupils have worked hard and the videos meet the brief given, and we have tried to minimise the file sizes, but we cannot compromise the quality of the pupils work.

The live assignment in Interchange asks for a 30 second rough cut video and the final video to be exported for use on a mobile device. From the file sizes mentioned, it would seem that these are far exceeding the length of video required for the assignment.

7. Is it acceptable to use comic production software such as "comic life or are the students required to create the comic frames from scratch?

Although Comic Life has relatively straightforward 'drag and drop' functionality for this level, the software application is still accepted on the basis that it is dedicated for the purpose of creating comics. However, it is recommended that candidates utilise the software to its full extent and demonstrate a range of visual effects and captioning in the comic book to ensure its suitability for a level 3 qualification.

Frames can be created from scratch if required although not essential as described above.

8. Is it possible to save a digital image as a pdf?

It is accepted that saving work as a PDF is suitable for print production although this is rarely seen by any of the examiner moderators. The important parts of the process are that the graphics are edited as high resolution files and that the PDF creator settings are appropriate for print purposes. This should be clear in the creation of the original graphic and further supported by using the preflight tool, which candidates would be encouraged to identify in their final review. It is agreed that this approach is acceptable for the unit.

9. As unit 201 requires the candidates to produce a range of different pre-production material for learning outcomes 2-3, is it okay to reuse this work in unit 214 digital video, if the professional briefs for the units are similar?

Yes this is fine. Any of the pre-production documents from unit 201 can be used as the basis of the planning in other units. So for example, the storyboard and mind map could be used in unit 214 (digital video) and the visualisation diagram and moodboard could be used in unit 213 (digital graphics). Any other suitable use or combination would also be acceptable.

10. For unit 210, can students create their media product using PowerPoint, or do they have to use flash?

For this interactive multimedia unit, candidates can use PowerPoint at Level 2. Flash is used by some centres, which is good practice but not essential.

11. In unit 214S, criteria 2.6 states Obtain and prepare the assets and resources for the recording of the digital sounds. In this context what are the assets? I assume the resources would be the sound recording equipment

Assets are potential sound effects to be added as background sounds or music etc. These may need to be edited etc prior to use in the recording.

12. Unit 217 digital photography says:

**"Two different styles of photography must be included, such as: Sports, portraiture, landscape, night, macro, still life, nature, event/occasion
Candidates are expected to complete 2 different photographic assignments, each on a different style of photography"**

Does this mean 2 separate photo shoots or 2 entire assignments covering all 4 points (exploration, planning, production, review etc)?

One assignment that covers the two styles of photography is sufficient for this unit. The statement that candidates are expected to complete 2 different photographic assignments is found in the knowledge, understanding and skills section of the unit. This is for guidance purposes and represents what is typically expected for

candidates to satisfactorily evidence the required range of photographic skills. Learning outcome 1 (exploration) is only completed once but the planning and review requirements should take into account the two portfolios.

13. We are teaching level 3 Creative iMedia and would like to know if pupils need to screenshot the creation process, or whether they can just create it when completing the Storytelling with a comic book (Unit 306) unit?

A detailed series of screenshots of the creation process is not required. However, we would recommend a carefully chosen few to show key elements, including one that demonstrates what software is actually being used. The final product must always be supplied in its intended format and this generally evidences that a number of tools and techniques will have been used. Additional screenshots would be good practice though to clarify the use of a specific tool or technique – especially where its use is not obvious just by viewing the final product. For example, if using Photoshop to create the comic pages then candidates may have used grids and slices when constructing the panel layout. These are not shown in the final product so evidence of their use in the creation process would be strongly recommended. Alternatively, if using Comic Life software then perhaps editing, formatting or arranging the speech bubbles and page layout would also suitable items to screenshot.

14. My students are in the process of submitting their videos for 314V creating a digital sequence onto maps. They created .avi files originally but some are having difficulties with large files . So would it be acceptable to upload files in .wmv format?

It is acceptable to submit .wmv or .mov files as alternatives to .avi, which tend to be very large. The aim of the qualification is to create work that is suitable for use and/or distribution over the Internet, in which case .avi is certainly not ideal. Candidates could discuss these limitations and constraints as part of their evaluation. This would then enable them to evidence their knowledge and understanding of video file formats for different purposes.

15. What exactly is required for 2.4 in Unit 301?

Assessment criteria 2.4 refers to comparing and contrasting different formats for pre-production documents and how they relate to the final product. For example, a mood board is not likely to be related to a final product since it is used to support ideas generation and development within a particular style. A mind map may have selected parts that relate closely to the final product such as the flow of a game or interactive media outcome. On the other hand, a visualisation diagram could be compared very closely to the final product since it is a basic/draft representation of what it will look like. The format of the visualisation diagram could also be compared depending on what was used to create it. For example, if created digitally in an image editing software application as a rough draft then it may be directly comparable (as opposed to a hand drawn sketch). For a storyboard, the graphical content could be compared and contrasted ie comparing hand drawn stick men vs photographic images to represent the scene content.

16. For the Digital Asset Management unit (302) - the assignment refers to moving image raw files being in AVI format. As we use Mac facilities, our raw format is in MOV format. Could you confirm that that is ok?

The OCR assignment and resource files need not be used. However, if using a centre developed assignment brief then suitable resources will also need to be produced for the candidates to use. That would mean creating a still image and a range of audio and video files. The original formats of these is not an issue but it is recommended that they are in a high quality format. The brief would then need to specify what repurposing is required for these original files eg pixel dimensions and resolution for a still image, duration, editing and file format needs for both the audio and video. The intention of the unit is to enable candidates to demonstrate skills in repurposing digital media to client requirements, so a review of the OCR brief and associated resource files is highly recommended to ensure a suitable centre devised brief is produced.

17. For the photography units (217 and 317) - the theme set in the brief for Level 2 is Sports (styles: action/portraits, still life/equipment) and for Level 3 is Children's Furniture (styles: portraits, static furniture, outdoor). At our facility, we have access to all types of creative industries facilities, eg: artist studios, music recording and rehearsal studios, cameras and technical equipment, training rooms, and a venue/restaurant/gallery. Is it possible to change the theme in both cases to Creative and Media Industries - the styles could remain the same: ie, action and portraits for Level 2 and portraits, static furniture/equipment and outdoor for Level 3.

It is not mandatory to use the OCR assignments. Centres may develop and use their own scenario/client brief but this must be placed in a vocational context and not be a personal project for example. The assignment tasks should be kept 'as-is' in order to give candidates the opportunity for achieving the assessment criteria. There is no problem changing the theme as described above.

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