

Teacher guide

OCR Level 1/Level 2

**Cambridge National in
Creative iMedia**

J834

For first teaching in 2022 | Version 2

INCLUDED ON THE
KS4 PERFORMANCE TABLES

**Exploring our exams: a guide to our Sample Assessment
Material**

[ocr.org.uk/cambridgenationals](https://www.ocr.org.uk/cambridgenationals)

Introduction

This is Sample Assessment Material (SAM) which has been produced for the qualification OCR Level 1/Level 2 Cambridge National in Creative iMedia.

The SAM is an example exam paper that we publish alongside a new specification to help illustrate its intended style and structure when a qualification is first launched. We wanted to share the story of our assessment approach with you so when you look through the paper you will find we have pointed out certain features and explained the decisions we have made.

Resources to help support in teaching different areas of content can be found on the Cambridge National in Creative iMedia webpage under '[Planning and teaching](#)'.

Our exam papers are developed with our accessibility principles in mind. The Cambridge Nationals [Understanding the assessment: examined and moderated guide](#) tells you a little more about the principles and rationale underpinning our approach for the qualifications. The 'Command Words' are in both the [Understanding the assessment guide](#) and the [specification](#). These tell you what we mean by each command word and how students should approach the question and understand its demand.

You said, we did

During the development of this qualification, we talked extensively with teachers, subject experts and our senior assessment teams to influence its structure, content and assessment materials. We then shared our final materials to make sure that they met the identified needs.

You told us that you wanted the **external assessment to be similar** to the external assessment in the current Cambridge National in Creative iMedia qualification. We have tried to do this by using a familiar tone and style of questioning.

You told us that you liked questions where students can **demonstrate understanding in a creative, visual way**. We have done this by always including a question in the external assessment where students must produce an improved version of a given pre-production document.

You told us to keep the **exam as short as possible** but retain time to allow students to read the scenario and respond to questions which require a creative answer. We have done this by only extending the length of the exam by 15 minutes.

You told us that you wanted the **external assessment to be based on a single scenario**, that develops through the assessment, so that is what we've done.

You told us that **scenarios used within external assessment should be accessible** and easy for students to understand. We will choose scenarios that have familiar contexts.



All students will sit the exam at the same time on the same day.

The time allowed is designed to give students approximately one minute per mark plus 20 minutes reading/drawing time.

If students require additional answer space, lined paper may be available at the end of the answer booklet in a live question paper. Remember the question number(s) must be clearly shown.

<<Date>> – <<Morning/Afternoon>>

OCR Level 1/Level 2 Cambridge National in Creative iMedia

R093/01 Creative iMedia in the media industry

Sample Assessment Material (SAM)

Time allowed: 1 hour 30 minutes

No extra materials are needed.



Write clearly in black ink. **Do not write in the barcodes.**

Centre number

Candidate number

First name(s) _____

Last name _____

INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the space provided.
- If students require additional answer space, lined paper may be available at the end of the answer booklet in a live question paper. Remember the question number(s) must be clearly shown.
- Answer **all** the questions.

INFORMATION

- The total mark for this paper is **70**.
- The marks for each question are shown in brackets [].
- This document has **16** pages.

ADVICE

- Read each question carefully before you start your answer.

This exam will always be set and marked by us. Exams will be available in January and June each year. The exam must be taken as terminal assessment. This means that the result from the exam taken in the final assessment series before certification will be the one that counts towards the student's overall grade.

Each exam will ask at least one question from each Topic Area in the unit. Questions will not necessarily be in the same order as the teaching content.

The exam will always have 70 marks. Section A will have 10 marks and Section B will have 60 marks.

Appendix B in the specification contains a glossary of Command Words which will be used in our exams. The glossary tells you what we mean by each command word.

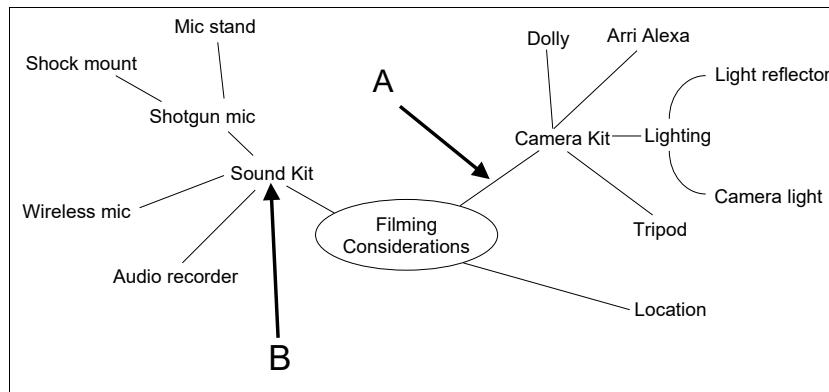
Key words will be emboldened.

- 2
Section A
- 1 Identify **one** product produced by the digital publishing sector.
..... [1]

- 2 Identify **one** category of audience segmentation, other than **age** and **gender**.
..... [1]

- 3 A mind map is shown in **Fig.1**.

Identify the parts of the mind map labelled **A** and **B**.



- A
B [2]

- 4 PEGI is a digital game content rating system. What does PEGI stand for?

Tick (✓) the correct box.

- A Pan English Game Information
- B Pan European Game Information
- C Pan European Games Internet
- D Pre-Employment Game Internet

Students should use a tick (✓) in the box to show their response to multiple choice questions.

Multiple choice questions will always have four response options given in alphabetical order. The four response options will consist of the correct answer and three distractors.

The number of marks for a question will always be given at the end of the question and will always be right aligned.

Section A questions allow us to assess the following Performance Objective:

- PO1 – Recall knowledge and show understanding.

Section A questions sample content from across all Topic Areas; at least one question will relate to each Topic Area. Topic Areas will be sampled across exam papers, over time.

In Section A, students could be given part of a pre-production document and asked to identify components and conventions. They will not need to create/amend a pre-production document in this section.

Where a student's response finishes a sentence or statement, it will always be shown like this. Students could also be asked to complete a table or diagram.

3

5 Complete the sentence.

In video resolution, SD stands for S D

[1]

6 Which of the following roles is responsible for creating engaging text for printed advertisements?

Tick (✓) the correct box.

A animator

B copy writer

C graphic designer

D script writer

[1]

The number of points needed will always be written as a word in bold.

7 Identify **one** type of audio that is used to engage audiences in digital games.

[1]

Where an 'identify' question asks for a specific number of points, we will always put numbers against the answer lines to show where students should write each point of their response.

8 Identify **two** ways websites use interaction to engage audiences.

1.....

2.....

[2]

All Section B questions will relate to a single scenario. The scenario will always be introduced at the start of Section B, and will develop through the section.

Where a question asks students to ‘explain’, they must show (PO1) or apply (PO2) their understanding. It is not enough to recall or apply knowledge alone.

4

Section B

Quixsport are releasing a new, high-end, sports clothing range. It will be targeted at 18 to 30-year olds who take their health and fitness seriously and make it an important part of their lifestyle. The clothing has embedded smart technologies which monitor the wearer when taking part in physical activity.

The clothing range will be released at the start of November 2023. It is hoped that the clothing will be bought as gifts at the end of the year. A promotional campaign will run from August 2023.

You are the campaign manager for the campaign to promote the new clothing range.

- 9 (a) Identify **two** appropriate media sectors, other than **digital publishing**, that could be used for the promotional campaign.

1.....
2..... [2]

- (b) Identify **three** appropriate products, other than a **TV advert** or **static digital advert** that could be used to promote the clothing range.

1.....
2.....
3..... [3]

- (c) Explain **two** ways that a **campaign manager** could contribute towards the creation of the Quixsport promotional campaign.

.....
.....
.....
.....
.....
.....
.....
.....
..... [6]

Section B contains between eight and ten mandatory questions. Question types include:

- short answer
- closed response
- extended constructed response
- extended constructed response using images.

Section B questions allow us to assess the following Performance Objectives:

- PO1 – Recall knowledge and show understanding
- PO2 – Apply knowledge and understanding
- PO3 – Analyse and evaluate knowledge, understanding and performance.

Section B questions sample content from across all Topic Areas; at least one question (or sub-part) will relate to each Topic Area. Topic Areas will be sampled across exam papers, over time.

Section B will have one level of response (LOR) question worth 6 marks. This question will assess PO1 - Recall knowledge and show understanding, and/or PO2 - Apply knowledge and understanding. The question topic may be drawn from any relevant aspect of the unit's teaching content.

The scenario will develop throughout the questions in Section B.

10

Quixsport's high-end clothing range will be targeted at 18 to 30-year olds who are serious about their health and fitness.

5

Describe **one** way the target audience for the clothing range will influence the content of Quixsport's promotional campaign.

.....

.....

.....

.....

[2]

This is an example of a two mark 'describe' question. One mark is for identifying a valid way. The second mark is for describing how the way might influence content. This question refers to 'the target audience' and 'Quixsport's promotional campaign'. The question is assessing PO2 - Apply knowledge and understanding. The student response is expected to be applied to the scenario.

- 11 Fig.2 shows a graphic promoting a new gym that you found when researching ideas for the campaign.

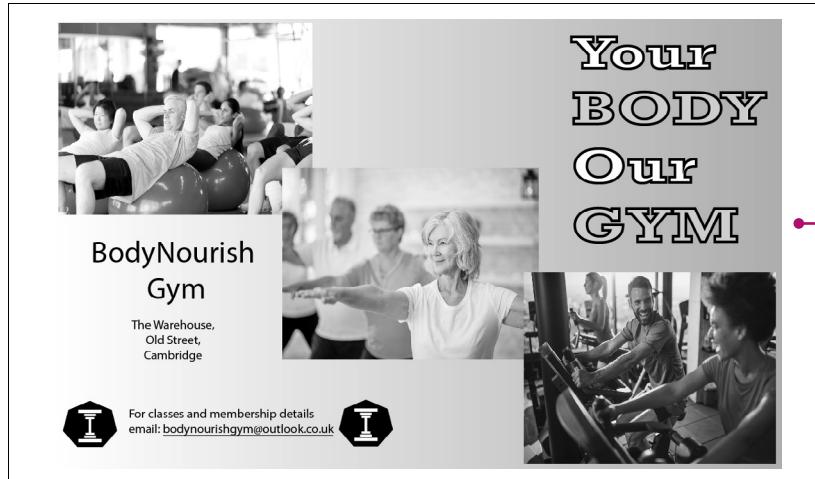


Fig.2

The new gym wants to appeal to a range of people.

- (a) Describe **one** way the graphic achieves this.

.....
.....

[1]

- (b) Describe **one** way the text has been formatted to emphasise some of the information.

.....
.....

[1]

- (c) Explain **one** way in which the images used might encourage people to join the Body Nourish gym.

.....
.....
.....

[2]

This is an example of a one mark 'describe' question. The mark is for a valid way described.

Section B may include examples of media products which students answer questions on. Images will always be in grey scale.

- 12 You create a workplan for the Quixsport promotional campaign. The workplan is shown in Fig.3.

Tasks	Activities	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
Plan promotional campaign	Research target audience platform use										
	Schedule social media posting										
Write campaign content											
	Write messaging content for adverts										
	Review advert text content										
Plan/Design campaign content											
	Design graphical assets for adverts										
	Design graphical adverts										
	Design TV advert										
	Review campaign content designs										
Create campaign content											
	Create graphical assets										
	Create graphical adverts										
	Review graphical adverts										
	Film TV advert										
	Edit TV advert										
	Review TV advert										
Campaign launch											

Fig.3

- (a) Explain **one** way in which the promotional campaign workplan (Fig. 3) demonstrates workflow.

.....

[2]

- (b) Identify the workplan component which is represented by the blank month 'July'.

.....

[1]

- (c) Explain **one** way in which adding **milestones** to a workplan makes work planning more effective.

.....

[2]

Where a question needs a definition, a description or an explanation of a specific term, the term will be shown in bold.

The number of lines given for a question indicate the approximate length of the answer needed.

This question refers to 'a workplan' rather than 'the workplan for Quixsport's promotional campaign'. The question is assessing PO1 - Recall knowledge and show understanding. The student response will not need to be applied to the scenario.

- 13 Quixsport is creating a TV advert to promote the new, sports clothing range.

Fig.4. is a draft storyboard that the **video editor** will use to compile the TV advert.

Quixsport			
3 Seconds Whole screen Sourced graphic	5 Seconds Runner coming towards camera	Runner stops and hands on hips Breathing heavily Heat coming off body	Zoom into shirt
		Online Sales 10th November Instore Sales 21st November	Quixsport
Trainer hitting floor as if running action	Graphic of data from shoe sensor	Details of release dates Voice over 'Order online 10th November'	3 seconds Quixsport Logo Voiceover

Fig.4

- (a) Discuss the suitability of the storyboard (**Fig.4**) for use by the **video editor**.

Marks will be awarded for:

- Suggesting changes that improve the storyboard.
- Explaining how the changes you suggest will improve the effectiveness of the storyboard for the **video editor**.

.....

.....

.....

.....

.....

.....

.....

.....

[9]

Where the number of answer lines spans two pages, the number of marks assigned to a question will be given at the end of the question rather than at the end of the answer lines.

This is an example of a 'discuss' question. The question is assessing PO3 - Analyse and evaluate knowledge, understanding and performance.

Section B will have one level of response (LOR) question worth 9 marks that needs an extended written response. This question will assess PO3 - Analyse and evaluate knowledge, understanding and performance and responses will need to include discussion or evaluation. The question topic may be drawn from any relevant aspect of the unit teaching content.

Extended response questions give students a real opportunity to show examiners the extent of their knowledge and understanding of the subject.

.....
.....
.....
.....
.....
.....

Location recce are recommended before filming TV adverts.

- (b) Explain **one** benefit of carrying out a location recce before filming starts.

.....
.....
.....

- (c) Identify **one** organisation that regulates the content of adverts shown on TV.

[2]

[1]

This ‘identification’ question assesses
PO1 - Recall knowledge and show
understanding.

10

- 14 (a) Quixsport wants to research how successful the new TV advert is likely to be before it is shown.

- (i) Identify **one** possible **primary** method of carrying out this research, other than an **online survey**.

[1]

- (ii) Describe how this method is used to carry out research.

[2]

The research information is required urgently, to ensure the shoot for the TV advert keeps to the workplan schedule.

An online survey will be used to gather the research information.

- (b) (i) Describe **two** advantages for Quixsport of using an online survey.

Advantage 1

Advantage 2

[4]

Where a question asks specifically for advantages and/or disadvantages, we will always put headings against the answer lines to show where students should write their answer.

This question refers to 'advantages for Quicksport'. The question is assessing PO2 - Apply knowledge and understanding. The student response is expected to be applied to the scenario.

There are a maximum of 2 marks awarded for each advantage described.

11

- (ii) Describe **one** possible disadvantage of using online surveys.

.....
.....
.....

[2]

This question assesses PO1 - Recall knowledge and show understanding. The student response is not expected to be applied to the scenario.

Where context is given, this will be kept short and only include information needed to answer the questions.

12

Social media and email will be used as part of the Quixsport promotional campaign.
People will need to sign up to receive news and promotional materials.

- 15 (a) Explain **one** reason why organisations protect the personal data of people who sign up to promotional campaigns.

.....
.....
.....
.....

[2]

- (b) Describe **one** way that organisations must comply with data protection legislation when storing the personal data of people who sign up to promotional campaigns.

.....
.....
.....
.....

[2]

- 16 Some of the assets that you find for the promotional content have symbols attached to them.

Identify the meaning of the **two** symbols.

Symbol	Meaning



[2]

- 17 Fig.5 is a draft of a visualisation diagram for a static digital advert that will be used in a social media campaign.

The static digital advert will be used to promote the clothing range on social media and websites.

The visualisation diagram will be shown to Quixsport for approval.

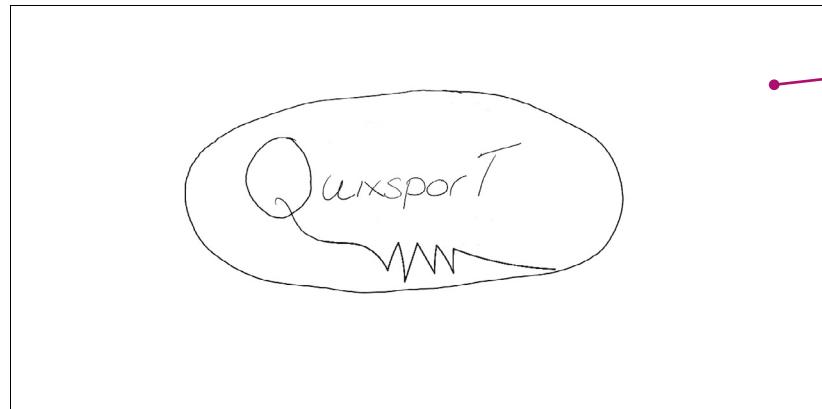


Fig.5

Section B will have a question based on a draft pre-production document. This will be in greyscale.

- (a) (i) Identify one user of the visualisation diagram, other than the client (Quixsport).

[1]

- (ii) Describe how this user might use the diagram

[1]

14

- (b) Create an improved version of the draft visualisation diagram in Fig.5.

Marks will be awarded for:

- Relevant components and conventions used
- Layout
- Annotations that explain how the improvements better meet Quixsport's requirements.

[9]

Students use this space to draw their improved version of the pre-production document. Examination papers are scanned for marking in greyscale. Annotations should be used to indicate the use of colour within student responses.



END OF QUESTION PAPER

Section B will have one level of response (LOR) question worth 9 marks that needs an improved version of a pre-production document, with some form of justification for the improvements proposed. This question will assess PO3 - Analyse and evaluate knowledge, understanding and performance.

This type of question gives students an opportunity to really show examiners the extent of their knowledge and understanding of the subject.

This indicates to students there are no more questions to answer.

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