

CAMBRIDGE NATIONALS

Examiners' report

CREATIVE iMEDIA





J807, J817, J827

R081 Summer 2019 series

Version 1

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates. The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report. A full copy of the question paper can be downloaded from OCR.

Paper R081 series overview

This session was the largest sitting to date for R081 which mirrors the growth in the coursework units moderated this session. Continuing from the January session, despite the large increase in numbers, a sound knowledge of the specification was demonstrated. There was however an increase in the number of generic answers seen. This is a vocational qualification and the candidates are expected to apply their knowledge to the scenario set, unfortunately this was not always seen, and we saw a return to use of “client”, “kids”, “adults” and “bright colours”.

This session saw less of an issue regarding understanding of examination command words compared to January which was pleasing. However, there was an increase in candidates not reading the questions properly and answering what they thought it asked and not what it actually asked. This was especially clear on Questions 6 and 8. Hence marks were dropped.

Question 1 (a)

Progressive Museums take mobile museums into primary schools around the country to bring the history curriculum to life, using buses and lorries. Progressive Museums are developing a new product called 'Life in Roman Britain'. You have been employed to develop the interactive presentations for the museum. You have also been asked to provide ideas about how the new 'Life in Roman Britain' museum can be promoted.

- 1 At the first pre-production development meeting with Progressive Museums a mind map is produced.

(a) Explain why a mind map could be produced at the first meeting.

.....

.....

.....

..... [2]

Most candidates gained 1 mark on this question for stating that a mind map can be used for generating ideas. However, the second expansion mark was not given as often as expected with candidates not applying the answer to context or expanding on what the mind map can be used to do. This demonstrates that the teaching of the use of these documents seems to be still taking place during their application in the coursework units. By taking this approach candidates do not pick up the extra knowledge needed for the examination unit and so as a result drop marks, as demonstrated with this question.

Question 1 (b)

(b) Identify **two** possible audiences for the mind map.

1

2 [2]

This is a vocational paper with the questions framed in the scenario. In this question the mind map is generated in the meeting between the developers and the museum. As a result, the audiences for this mind map would be limited. Most candidates gained 1 mark. However, the second mark was again not given as much as expected despite the question having a low difficulty expectation. A large number of generic answers such as "pre-production team", "staff" and "adults". These were not linked to the context and seen as too vague. There were also a large number of answers seen regarding the audience being children. Again this is mind map which is created in the initial meeting and would not be shown to children due the age of the audience and the setting of the meeting.

Question 2

- 2 At the pre-production meeting, it was decided that large banner posters would be displayed at the sides of the buses and lorries when they are parked and open for the primary school children.

You have been asked to create a visualisation diagram for these banners.

Identify **four** items that could be included in the visualisation diagram.

1

2

3

4

[4]

This question was generally well answered with candidates knowing what items would be included on a visualisation diagram. Marks were lost where candidates were vague with their answers such as “theme” or providing answers more suitable to a mood board such as “materials” or “textures”.

Question 3 (a)

- 3 Below is a section from the client brief provided by Progressive Museums for the new 'Life in Roman Britain' project.

The 'Life in Roman Britain' project is a travelling exhibit that will visit primary schools using a lorry and a bus. At each school the lorry and bus will set up with big banners outside the doors welcoming the school children in. The exhibit will include mannequins and staff dressed in a range of Roman costumes.

Inside the back of the lorry there will be two rooms:

- Roman villa – stone coloured room with plates of food, cushions and couches, sounds of talking and music
- Roman barracks – wooden style building with a bed and weapon rack, include sounds and smells of battle.

The bus will contain two floors with interactive presentations and exhibits:

- Top floor – presentation showing how life was in the Roman Empire including sounds of everyday life
- Bottom floor – video and presentation about life in Rome with senators voting and includes sound of debates and people shouting over each other.

The exhibit needs to start visiting schools in October but needs to be tested before it starts visiting the schools, which will take a month. Each floor of the bus and room of the lorry will take 2 months to develop.

We can only allocate a small team of people to developing the exhibit so each of the floors and rooms must be completed before the next one can be started.

- (a) From the client brief identify **two** design requirements.

1

2 [2]

This question was generally well answered as this is a question that repeats what candidates are asked to do in their coursework units. However, marks were lost either where candidates were too vague in their answer or used time based requirements rather than design requirements.

Exemplar 1

1 Two floors

2 two rooms at the back of the lorry

[2]

"Two floors" was too vague a response whilst the "two rooms at the back of the lorry" was more specific and worthy of credit.

Question 3 (b)

- (b) From the client brief identify **one** time restriction placed on the production.

..... [1]

This question was again generally well answered. However, marks were lost once again where candidates were not specific in their responses i.e. 2 months, October. What took 2 months? Why was October a key month?

Question 3 (c)

- (c) Using the information provided in the client brief, create a work plan for the production of the interactive presentations. Add the relevant information to the chart below (Fig. 1).

Tasks	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct

Fig. 1

[7]

This question saw a wide range of responses which is to be expected as the question was designed to measure the whole range of abilities. This question was once again another question that mimicked the requirements covered in the coursework units. Candidates tended to lose marks where they overlapped the task timescales and so did not consider the workflow of what they were producing. The candidates also lost marks where they did not consider what a task from the brief would actually be i.e. what needed to be done to create the interactive presentation. Where candidates had been taught well, clear and well-structured work plans were seen and full marks could be given.

Exemplar 2

Tasks	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct
Roman Villa										
Roman Barracks										
Top Floor, bus										
bottom floor, bus										
Testing										
Visit school										

Well set out timelines of the project with all required aspects covered. This would allow the project to be completed.

Exemplar 3

Tasks	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct
Create the Roman villa	////	////								
Create the Roman Barracks			////	////						
Exhibits for bottom floor					////	////				
Exhibits for top floor							////	////		
Test the exhibits									////	

The final marks are given as October is clear which by implication means that the development is complete and it is now in centres.

Question 4

Item removed due to third party copyright restrictions		
1. Howling White Hudson Bay Wolf	2. Roman warrior helmet	3. Lipstick alphabet
Item removed due to third party copyright restrictions		
4. Misty beech forest	5. Roman numerals engraved in textured stone	6. Baked tomatoes with rice and sliced potatoes
Item removed due to third party copyright restrictions		
7. Viking with a horn	8. Black and green olives with soft cheese	9. Old road
Item removed due to third party copyright restrictions		
10. Reconstruction of a Roman amphitheatre	11. Viking longship	12. American Black Bear

<div>  </div> <div>Item removed due to third party copyright restrictions</div>		
13. Roman mosaic portraying the autumn season, or 'Fall Character'	14. French croissants	15. Antique photograph of Queen Victoria

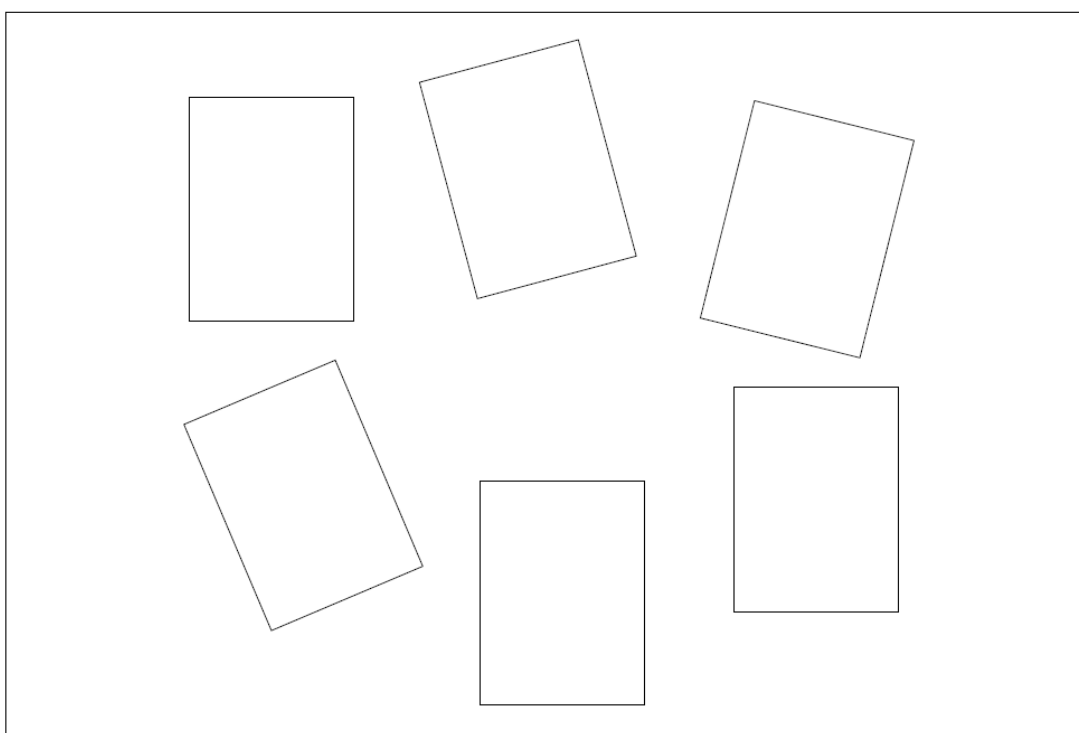
- 4 Choose 6 images from **Fig. 2** to create a mood board for the 'Life in Roman Britain' museum project.

You do not need to draw the images. You must show which images you have chosen in the boxes provided and justify your choices.

Marks will be awarded for:

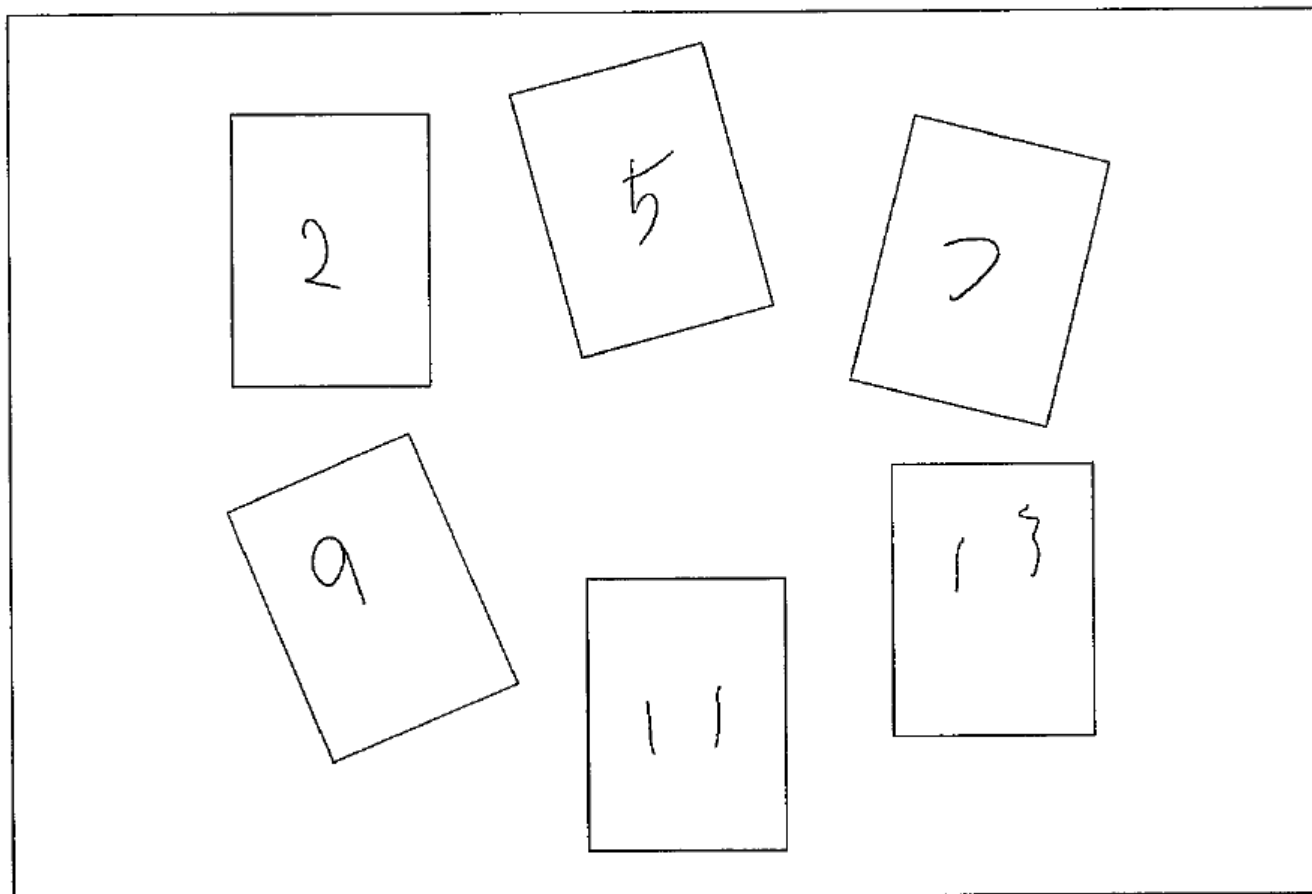
- fitness for purpose
- annotations to justify your choices.

[8]



This question was generally well answered with most candidates selecting at least 4 appropriate images from the selection. However, marks were lost by candidates who just described the images or repeated the name of the images rather than justifying their inclusion. When full marks were given, candidates clearly explained the reasoning for the image's inclusion e.g. "to paint on the floor (roman road) like the romans built to travel", "showing the artwork (mosaic tiles) that decorated the roman homes" or "could be food on the bus for the kids to try".

Exemplar 4



Four appropriate images are selected (2,5,9,13) however there are no descriptions or justifications for the images selected for any further marks to be given

Exemplar 5

This image relates to how a Roman would dress. I chose this image as it relates to the museum theme. I chose this image instead of image 7 as image 7 is of a Vikings object instead of a Roman object therefore, it doesn't relate to the subject.

Roman warrior helmet

Roman numerals engraved in textual stone.

This image relates to the subject as it is how the Romans wrote. I chose this image as it will teach an audience about Roman writing. I chose this image instead of image 3 as image 3 doesn't relate to the Romans even though it is still taught.

Roman mosaic portraying the autumn season or 'fall character'

This image relates to how the Romans displayed art & what their culture was like. This image was chosen instead of image 14 as image 14 shows French culture instead of Roman culture.

Black and green olives with soft cheese

This image relates to Roman life. I chose this image instead of image 3 as image 3 doesn't relate to the Romans even though it is still taught.

Reconstruction of a Roman amphitheatre

This image relates to how the Romans travelled & that they created the first roads.

Old Road

I chose this image instead of the 6th as the 8th image relates more to Roman lifestyle and Roman food.

Turn over

Six appropriately selected images, all of which have been well justified. In fact, the detail of the justifications goes above what would be expected in the examination. With the Roman mosaic the candidate even explains why it was chosen in comparison to image 14. The justification for the Black olives and soft cheese was a suitable level of justification.

EXT: Front of a Roman Villa

Roman Commander walks out of front door towards viewer
CLOSE UP of Roman Commander

Commander Vespasian:

Welcome young Briton, I am Commander Vespasian, Commander of the Roman garrison in Britannia.

(Pause)

So you want to become a member of the Roman Empire?

Good choice, life is so much better in Rome.

Come and let me teach you my young friend about life as a member of the Roman Empire.

Commander Vespasian turns and walks back to the villa
CAMERA FLY BEHIND

INT: Large room with cushions on floors and a couch
Commander Vespasian sits on couch
Servant pours wine into a goblet

Buttons appear on screen, so the user can choose what they want to look at to make their decision.

(VOICE OVER) Commander Vespasian:

Your first decision is to choose what role you want to have in our great empire.
Touch one of the buttons on the screen to choose one of the options.

BUTTONS have images and text for:

- Centurion
- Gladiator
- Senator
- Priest
- Maiden of the Gods

Fig. 3 Script for Interactive Presentation

Question 5 (a)

5 (a) Using the script in **Fig. 3** identify the following:

- (i) **One** location:
- (ii) **One** camera movement:
- (iii) **One** non-speaking character:
- (iv) **One** user interaction:

[4]

Most candidates gained at least 2 marks for analysing the scripts for various technical aspects. However, marks were lost for vagueness in the answers, such as “Roman Villa” rather than “front of Roman Villa” or confusion over technical terms such as “Close up” rather than “camera fly behind”.

Question 5 (b)

(b) Create a storyboard from the script in **Fig. 3** for the interactive presentations that will be used on the buses and lorries.

Marks will be awarded for:

- content
- layout
- fitness for purpose
- scene information.

[9]

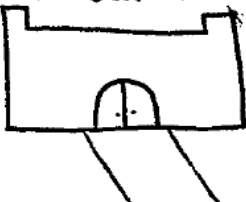
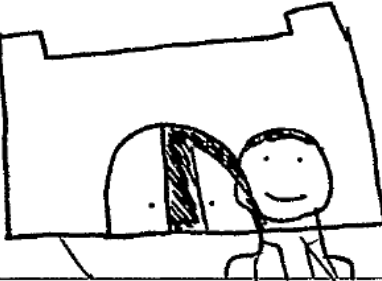



The storyboard was generally well answered with a majority of candidates getting into MB2 by including at least one technical aspect such as “close up” or “camera fly’s behind” from the script itself. Candidates who have been taught the content of the R081 separate to coursework units scored well as they clearly understood the technical aspects that needed to be included on a storyboard and so scored highly in MB3.

Exemplar 6

- content
- layout
- fitness for purpose
- scene information.

Scene 2, 5 seconds,
close up camera

Scene 3, 5 seconds,
medium shot camera
[9]

<p>Scene 1, 5 seconds, long shot camera</p> 	<p>Scene 2, 5 seconds, close up camera</p> 	<p>Scene 3, 5 seconds, medium shot camera [9]</p> 					
<p>This is a Roman Villa!</p>	<p>This is the Roman commander, Commander Vesulasion!</p>	<p>"So you want to become a member of the Roman Empire?"</p>					
<p>Scene 4, 5 seconds, camera fly behind</p> 	<p>Scene 5, 5 seconds, medium shot camera</p> 	<p>Scene 6, 5 seconds</p> <table border="1" data-bbox="981 996 1300 1209"> <tbody> <tr><td>Centurion</td></tr> <tr><td>Gladiator</td></tr> <tr><td>Senator</td></tr> <tr><td>Priest</td></tr> <tr><td>Maiden of Gods</td></tr> </tbody> </table>	Centurion	Gladiator	Senator	Priest	Maiden of Gods
Centurion							
Gladiator							
Senator							
Priest							
Maiden of Gods							
<p>He walks back to the villa!</p>	<p>Servant pours wine into a goblet!</p>	<p>Buttons appear on the screen for the user to make a decision.</p>					

Consistent use of three technical aspects for the storyboard of the provided script

Exemplar 7

- (b) Create a storyboard from the script in **Fig. 3** for the interactive presentations that will be used on the buses and lorries.


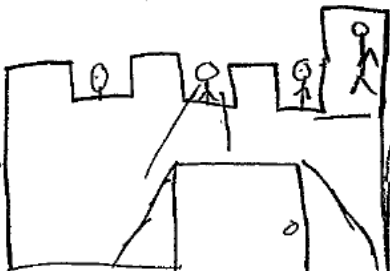
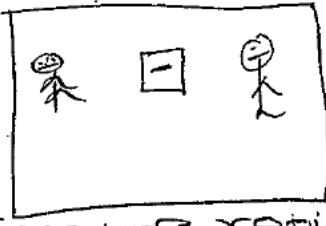
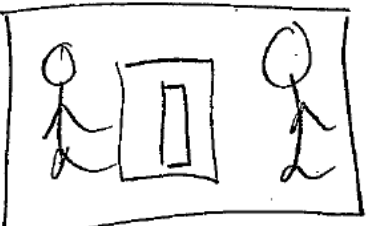
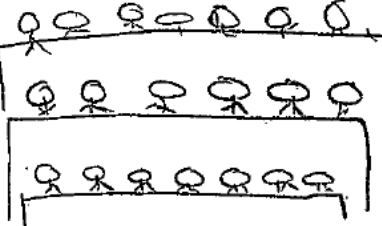
Marks will be awarded for:

- content
- layout
- fitness for purpose
- scene information.

[9]

22 secs

20 secs Answer 10

 <p>Viking Sound</p>		<p>Interactive</p> <p>A B C</p> <p>a) up to how many people sleep in a bed</p>
<p>Presentations how how many people sleep in a bed</p> <p>Ariel shot</p> <p>20secs</p>	<p>Roman Empire</p> <p>Arrows being shot</p> <p>At castle Empire</p> <p>Long shot</p>	<p>A Question</p> <p>rocks being smashed - sound</p>
 <p>Senators rating</p>		
<p>video</p> <p>pan shot</p> <p>30secs</p>	<p>Question</p> <p>Why were only senators allowed to vote</p> <p>22 seconds Answer</p>	<p>A debate</p> <p>close up shot</p> <p>Sound! All shouting</p> <p>Time 45 seconds</p>

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Turn over

Good use of technical aspects of a storyboard; however, the content of the scenes does not come from the script but from the client brief idea earlier in the paper. So this does not answer the question regarding the content.

Question 6

- 6 Progressive Museums will be visiting primary schools around the country.

Explain why the ability of the target audience to access the content must be considered when designing and creating the interactive presentations.

.....

.....

.....

.....

.....

..... [3]

This question was designed to assess the higher end understanding of how audience requirements need to be considered when designing a media product. Marks were lost when candidates answered about accessibility to the vehicles themselves. This was not what the question was concerned with, rather it was the ability to access the presentations content and referred to how age or disability needed to be considered when designing and creating the presentation. Where this was answered well, candidates considered the complexity of language that was used in the presentation or other wider issues such as how pupils with visual disabilities needed to be catered for with audio descriptions.

Question 7

- 7 The school pupils will be guided around the mobile museum using a static map and audio recording on tablet computers supplied by the museum.

Identify the most suitable file types for the final versions of the:

- (a) audio recording:
- (b) static map: [2]

This question saw most candidates gain 2 marks and built on work carried out in various coursework units.

Question 8

- 8 Describe **two** health concerns that should be considered for the staff creating the interactive presentations.

1

.....

.....

.....

2

.....

.....

.....

[4]

This question saw a wide variety of correct responses with candidates not only referring to health issues from using computers to create the presentation but also from wider issues in the production of the interactive presentation. These included health and safety issues from filming the script such as ensuring that the costumes worn did not irritate the actors or that lights were secured so that they did not fall over and hurt staff. Marks were lost however by many candidates where they did not read the question correctly and their answer were related to the health of the audience i.e. primary school pupils. The question was concerned only with the health of the staff creating the presentations.

Question 9

Fig. 4 is a draft visualisation of the mini cards that pupils can collect when going around the museum. There will be several different cards for different people in the Roman Empire. The visualisation will be given to a freelance graphic designer to create the different mini cards.

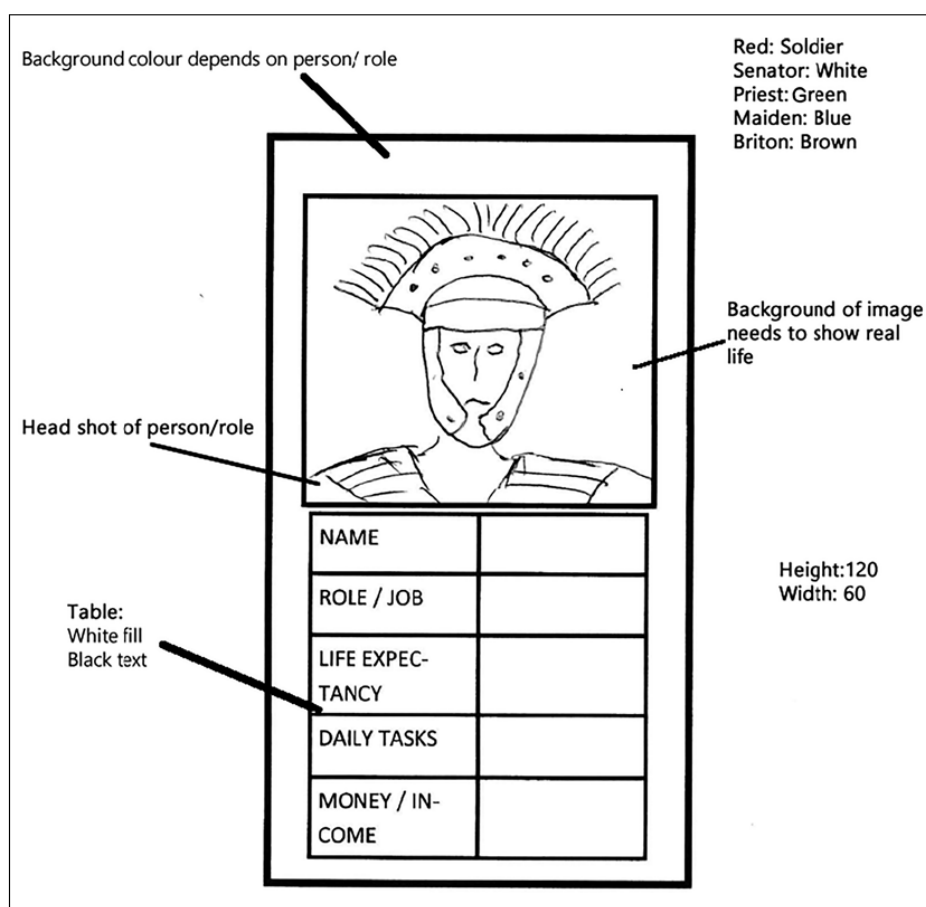


Fig. 4

- 9* Discuss the suitability of the content of the visualisation in **Fig. 4** for the freelance graphic artist. You should include strengths, weaknesses and suggest possible improvements. **[12]**

This session once again saw a wider range in responses which is reflecting the increased entry this session. Where centres have prepared candidates specifically for the exam using previous marks schemes, papers and reports, candidates produced clearly explained answers that showed a good understanding of the use of visualisation diagram in the pre-production process. Where poor performance on this question was seen, it demonstrated that candidates only know how to produce a visualisation diagram and that they do not understand why and how they are used. They were also not clear about what should be included to make the visualisation diagram more effective.

It should be noted that this question is the only place in the whole specification where quality of written communication is assessed. As a result, bullet pointed answers are not appropriate and will lead to marks being restricted for this question.

Exemplar 8

At a first glance, the visualisation diagram isn't too bad. The first strength of it is that they gave the dimensions of the card (120 x 60). However, it would've been useful to know the units. The next advantage is that there is some basic annotations to give the client some idea on what's happening. The final advantage is that there's a basic drawing of what one of the characters should look like. On the other hand, there are quite a few weaknesses to the visualisation diagram. The first one being the lack of info for the ~~background~~ text in the table. It gives info on box fill and text colour but it gives no info on what font type or size the text will be. The next weakness is the layout of the annotations. ~~At the top~~ At the top, there is two annotations which you only realise are connected after reading both of them a couple times. The next weakness is the lack of information on the annotation for the 'background of image'. The annotation is just a bit vague and doesn't really say what is wanted. The next weakness is the lack of info in the table. I understand that the ~~info~~ info would vary for each person but it doesn't tell us what it'd be for each person. The final weakness is the

detail in the drawing. Areas of improvement for this visualisation diagram is just annotations. None of the annotations give a great amount of detail which is bad because that can be the most important part of the visualisation diagram. Overall, this visualisation diagram ~~it~~ could be very effective with another attempt, but in its current state, it wouldn't do the job properly.

The candidate has clearly linked the points made to the target audience of the document by exemplifying the effect of the points of the role of the freelance graphic artist.

Exemplar 9

~~In the draft a positive could be that the~~
 size. Although a measurement is clearly given, it
 doesn't say what should be that size or if
 it's centimetres or ~~with millimetres~~ ^{which could confuse the artist}. To improve
 this, an exact measurement label should be given.
 In this draft, ~~we~~ there are colours listed for
 the table, text, and background. However, there
 is no specification of shades for the background
 as it just says 'red'. There is also an
 inconsistency as it says "Red = Soldier" but then
 goes on to list "Senator = White". To improve
 I suggest adding shades (e.g. light or dark red)
 as well as keeping the roles to one side and
 the colours to the other. There is a clear
 layout with short descriptions of what is shown
 which can quicken the amount of time it takes
 to read and understand. Despite this, specific sizes
 for each box is not given and neither is a
 specific font (and font size). To improve this,
 the creator of the draft visualisation would
 just need to add the listed negatives.
 For example, 'Arial font, size 12'. There is a
 mention of the background of the image
 of the person needing to show a real
 life ~~scene~~ ^{scene}, but there is no mention

of whether the actual image
of the role of person has to
be real life. This could confuse the
graphic artist into ~~doing~~ choosing the
wrong option, upsetting the client.

This candidate describes and explains in some parts the role of the visualisation diagram. However, it is not really until the end of the response when they link it to the correct audience (freelance graphic artist) that this moves into L3.

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