

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

DIGITAL MEDIA



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Unit 2 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 Unit 2 series overview

Centres had used the online resources provided by OCR to support the teaching and learning of Unit 2. Candidates were mostly clear about the requirements of the unit, understanding that they were working to a brief, and were prepared in the main for the vocational case study nature of the exam. However, in this session candidates displayed varied success when answering questions about the types of resources that would be needed to create a multimedia game, often confusing resources with assets (Q2). A number of candidates struggled to give answers to demonstrate they understand the key elements of a wireframe document (Q4a). Some candidates would have benefited from developing a more secure understanding of the difference between primary and secondary research (Q7) which is a key area of synopticity on the specification. However the responses to the extended response question were better than in previous series', with clear evaluations made about the usefulness of user testing (Q10).

Section A overview

In this series it was clear that many candidates were able to understand the brief and were clearly well prepared for the structure and style of the examination. There were some excellent responses in relation to how a production team share work, and candidates' understanding of pre-production documents such as storyboards and scripts had improved. However, while some candidates gave excellent answers to questions that tested understanding of research methods, it is still clear that not all candidates understood secondary research methods in the context of both the brief and its importance in the pre-production process.

Question 1 (a) and (b)

- 1 (a) Identify **four** client requirements that LiveWire must take into consideration when planning the game.

1

2

3

4

[4]

- (b) Explain how the LiveWire team could meet **one** of the client requirements identified in part 1(a).

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[2]

Question 1 (a) was mainly answered extremely well by candidates, with very few responses not gaining 4 out of 4 marks. In Question 1 (b) candidates were able to choose one of their Question 1 (a) responses and clearly link this to creation of assets, teamwork or the creation of pre-production documents.

Question 2

2 Identify **two** resources that the LiveWire team must have in order to be able to produce the game. Explain why they will need each resource.

1

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2

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[4]

As discussed in the introductory overview, answers to this question were not always successful, with some responses confusing resources with assets. Answers that discussed specific equipment and software, including programs such as *Adobe Illustrator* and *Unity*, and production spaces such as a sound recording facility, were credited fully for their clear links to the set brief.

Question 3

3 Laura and Semeion have produced a wireframe design to show their ideas for the game. Identify **three** other pre-production documents that could help demonstrate Laura and Semeion's ideas.

1

2

3

[3]

Question 3 was mainly answered extremely well by candidates, with answers such as a storyboard, a script, and a visualisation diagram all credited. Pre-production documents such as risk assessments that do not clearly show *ideas* were not rewarded.

Question 4 (a)

4 (a) Laura has asked you to create the wireframe for the main quiz pages of the game.

Identify **three** elements of a wireframe that you will need to include. Explain why each is necessary.

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2.....
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3.....
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[6]

As discussed in the introductory overview, many candidates did not show understanding of wireframe documents.. Correct responses were those that discussed layout, image placement and navigation, with the best responses linking fully to the brief.

Question 4 (b)

(b) Consider the target audience. Identify **two** assets that will need to be created for the game and explain why each is needed.

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2.....
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[6]

Many candidates were clear that the main assets that would be needed were an avatar, sound effects, buttons, and backgrounds. The best responses linked the fact that the children needed to be engaged and educated as suitable explanations in relation to the brief. Answers that cited pre-production documents such as a SWOT analysis, a proposal and a recce could not be credited as these are not assets that need to be created or sourced to produce the game.

Question 5 (a)

5 (a) Semeion has asked you to plan a possible answer sequence for a quiz question that Danesh has written.

Identify **one** pre-production document you could use to do this and explain why you would use it.

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[3]

Candidates understood that a sequence for a quiz question could not be shown by a script or a mood board, and correct responses of a sitemap or mind map were given with suitable explanations as to why. The best answers discussed why their chosen document could show alternative responses.

Question 5 (b)

- (b) Danesh is out of the office but has asked to see your ideas for the answer sequence so he can give feedback.

Identify **one** method of sharing your work and explain why this is suitable.

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[3]

This question clearly demonstrated that candidates understood how to collaborate when team members work in different locations. Many responses referenced email or *Skype*, with the best responses discussing specific collaborative software, such as *Apollo*.

Question 6

- 6 Laura has suggested that a storyboard and a script could be used to plan the different scenes of the astronaut’s journey and tasks on the planets.

Discuss the suitability of a storyboard and script for planning these scenes.

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[8]

As discussed in the section overview, candidates showed clear understanding about the elements of a storyboard and a script and why they would be useful for planning the cut scenes of the game. As this question is an evaluation candidates could reference any other documentation that would be more or less suitable for the set question.

Question 7

7 As part of your role, you have been asked to research the ways children enjoy learning through games.

Identify **three** secondary sources that could be used to find out this information and explain why each source is suitable.

1.....

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2.....

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3.....

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[9]

As with other series this question showed that some candidates are mixing up primary or secondary research. As a synoptic skill, centres need to make sure candidates are clear about the different secondary sources that are available to access when collating research for the set brief. Additionally some correct responses did not reference the question stem about finding research about the ways that children enjoy learning. However, those responses given full marks did show strong knowledge about ways to find this information, even commenting on reliability and validity of sources as part of their explanations.

Section B overview

In this series, candidates were not consistently clear that they are required to justify their ideas through annotations and links to the brief in order to reach the top marks in the questions that test their understanding of the content of planning documentation. However, it was pleasing to see that candidates were engaging with specific instructions, for example many visualisation diagrams had an actual Astronomy question with possible correct answers to show the navigation and outcomes of the quiz question page (Q9). Answers to the extended response question showed an overall improvement in the quality of evaluation and understanding that a pre-production document or process could be tested.

Question 8

- 8** The main avatar character in the game has yet to be designed. You have been given the task of creating a piece of concept art that shows what the main avatar character might look like.

In the space provided, draw the concept art for the main avatar character, identifying any movements, skills and features they could have based on the requirements of the brief and target audience.

Marks will be awarded for:

- content
- fitness for purpose.

[8]

This question required candidates to draw a piece of concept art for the main avatar of the game, and even though this task had not appeared in previous series candidates were fully able to draw appropriate astronauts many of which were creative and engaging. Successful responses fully addressed the requirements of both the brief and the question, showing movement and skills of the avatar; less successful responses were those that had no annotation to explain decisions.

Question 9

- 9** Laura has asked you to develop a page mock-up for one of the quizzes.

In the space provided, create a mock-up of a quiz page showing the content, navigation and interactive features that could be included.

Marks will be awarded for:

- content
- layout
- fitness for purpose.

[8]

This required candidates to create what is essentially a visualisation diagram or flat plan for one of the quiz pages. As discussed in the section overview there were some excellent responses. Less successful responses did not show understanding of navigation and appropriate layout for a game question, and did not demonstrate that they understood how a diagram could show interactivity, such as identification of where the settings, help, home and back and forward buttons would be positioned.

Question 10

10* LiveWire has decided to conduct user testing to gain feedback from the target audience.

Evaluate the advantages and disadvantages of user testing to gain feedback in order to plan the completion of the project. Use the brief to inform your answer.

[16]

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This extended response question tested candidates' ability to evaluate the pre-production process of user testing, making it very specific to the set brief. The quality of evaluation has improved since last series. Centres are clearly giving opportunities for candidates to practice their discussion of pre-production tasks. The best answers demonstrated clear understanding of the limitations of user testing based on the specific age group of the children, and the logistics of arranging the testing. In addition, such responses also placed importance on other methods of cheaper and less time-consuming planning and pre-production that could be used to evaluate the game, such as questionnaires. Less successful answers did not discuss the limitations of user testing or suggest any other planning activities that would be required to make sure that LiveWire produced a working game by the deadline that considered the client requirements.

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