

CAMBRIDGE NATIONALS

Exemplar Candidate Work

CREATIVE iMEDIA



J817

R081 Summer 2019 examination series

Version 1

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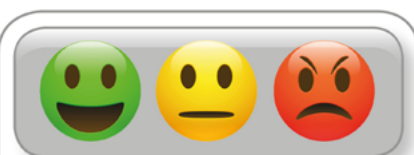
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Introduction

These exemplar answers have been chosen from the summer 2019 examination series.

OCR is open to a wide variety of approaches and all answers are considered on their merits. These exemplars, therefore, should not be seen as the only way to answer questions but they do illustrate how the mark scheme has been applied.

Please always refer to the specification <https://www.ocr.org.uk/Images/115888-specification.pdf> for full details of the assessment for this qualification. These exemplar answers should also be read in conjunction with the sample assessment materials and the June 2019 Examiners' report or Report to Centres available from Interchange <https://interchange.ocr.org.uk/>.

The question paper, mark scheme and any resource booklet(s) will be available on the OCR website from summer 2020. Until then, they are available on OCR Interchange (school exams officers will have a login for this and are able to set up teachers with specific logins – see the following link for further information <http://www.ocr.org.uk/administration/support-and-tools/interchange/managing-user-accounts/>).

It is important to note that approaches to question setting and marking will remain consistent. At the same time OCR reviews all its qualifications annually and may make small adjustments to improve the performance of its assessments. We will let you know of any substantive changes.

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]

Exemplar 1

1 mark

A mind map will contain lots of ideas and then one final idea can be made up with a mixture of different ideas. It also allows people to create new ideas and a variety of ideas. [2]

Examiner commentary

This question assessed LO1: Understand the purpose and content of pre-production. Candidate has shown an understanding of how a mind map can be used by identifying how it can be used to create/record lots of ideas. However, they have not gone on and expanded on this point and developing the answer. The candidate has only repeated the same point, by using a different phrase.

Exemplar 2

2 marks

Because all of the ideas can be collected and linked, as the client is there, which will help to show links between ideas easily. [2]

Examiner commentary

This question assessed LO1: Understand the purpose and content of pre-production. The candidate has shown an understanding of this question. This candidate has clearly identified that a mind map can be used to collect ideas together. They then go on to expand on this point by explaining that these can then be linked together. This shows a good understanding of how the mind map can be used to record the ideas and then develop them further.

Question 3 (c)

- 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.

- (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 |
|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | | | | | | | | | | |
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| | | | | | | | | | | |
| | | | | | | | | | | |

Fig. 1

[7]

Exemplar 1

3 marks

- (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 |
|----------------------------------|-----|-----|--------------|--------------|--------------|--------------|--------------|-----|-----|-----|
| Bottom Banner outside | ✓ | | | | | | | | | |
| Bottom Floor | | ✓ | ✓ | | | | | | | |
| Ramen Villa | | | ✓ | ✓ | ✓ | | | | | |
| Ramen barrels | | | | ✓ | | ✓ | ✓ | | | |
| Top Floor | | | | | ✓ | | | ✓ | ✓ | |
| Sound System | | | | | | ✓ | | | | ✓ |
| Seat System | | | | | | | ✓ | | | ✓ |

Fig. 1

[7]

Examiner commentary

This question assessed LO2: Be able to plan pre-production. The candidate has taken the information from the client brief and then placed it into a work plan as they are expected to do in the coursework units for this qualification.

This candidate correctly identified the four tasks regarding the creation of the actual exhibits, as shown in the left-hand column. This gained them 1 mark.

The candidate then allocated each of these two months to complete as stated in the client brief. This gained them 2 more marks.

At this stage they could also be awarded a 3rd mark for no overlap, as in the client brief it stated that each section of the project had to be completed before the next one could be completed. This was due to a small team within the company performing different roles.

However, this mark is lost as in the bottom rows of the work plan in Oct, they have two tasks running at the same time, hence overlap is seen, and the mark is lost.

These tasks in Oct also mean that the work would not be completed in time for the exhibit to visit the schools in Oct, so another mark was lost.

The candidate also did not identify that testing would need for a task, hence and mark was lost for this. In turn they then did not allocate a month to testing so another mark was lost.

Exemplar 2

7 marks

- (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 |
|---------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Roman villa | | | | | | | | | | |
| Roman Barracks | | | | | | | | | | |
| Presentation of Roman life | | | | | | | | | | |
| Presentation of Roman life | | | | | | | | | | |
| Presentation of Roman life | | | | | | | | | | |
| test on an audience | | | | | | | | | | |
| Final release to schools | | | | | | | | | | |
| | | | | | | | | | | |

Presentation
of life
in Rome.

Fig. 1

[7]

Examiner commentary

This question assessed LO2: Be able to plan pre-production. The candidate has taken the information from the client brief and then placed it into a work plan, as they are expected to do in the coursework units for this qualification.

This candidate correctly identified the four tasks regarding the creation of the actual exhibits, as shown in the left-hand column. This gained them 1 mark.

Each of these were allocated two months to complete leading to 2 more marks being awarded.

The candidate then identified that testing was a task that needed to be completed and that in the client brief this was allocated one month to complete. This gained 2 more marks.

The candidate then showed that the project would be released to schools in Oct, meaning that the whole development would be completed by then. Hence 1 mark is awarded.

The final (7th) mark is awarded as then awarded as no tasks overlap another.

Question 4

Original images can be seen on the question paper.

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

Fig.2

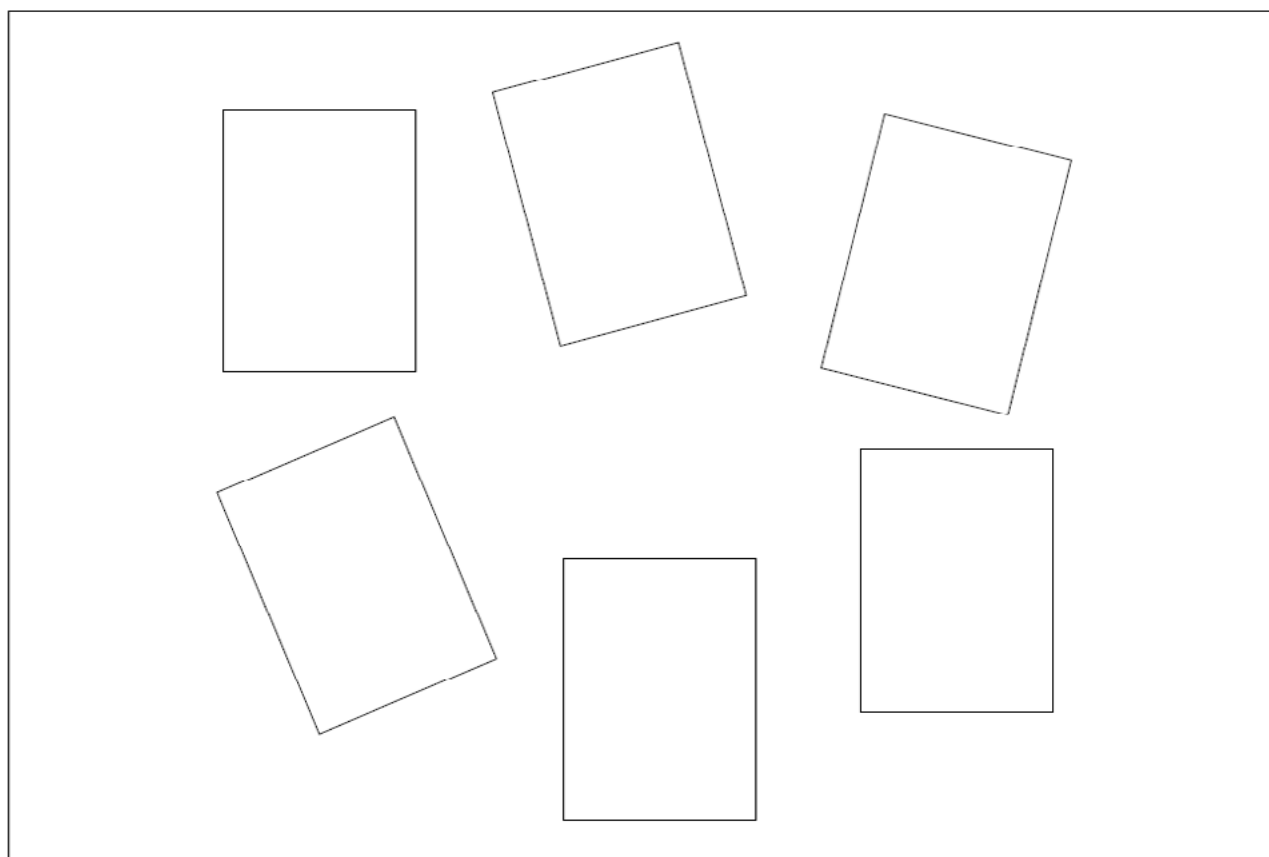
- 4 Choose 6 images from **Fig. 2** to create a mood board for the 'Life in Roman Britain' museum project.

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:

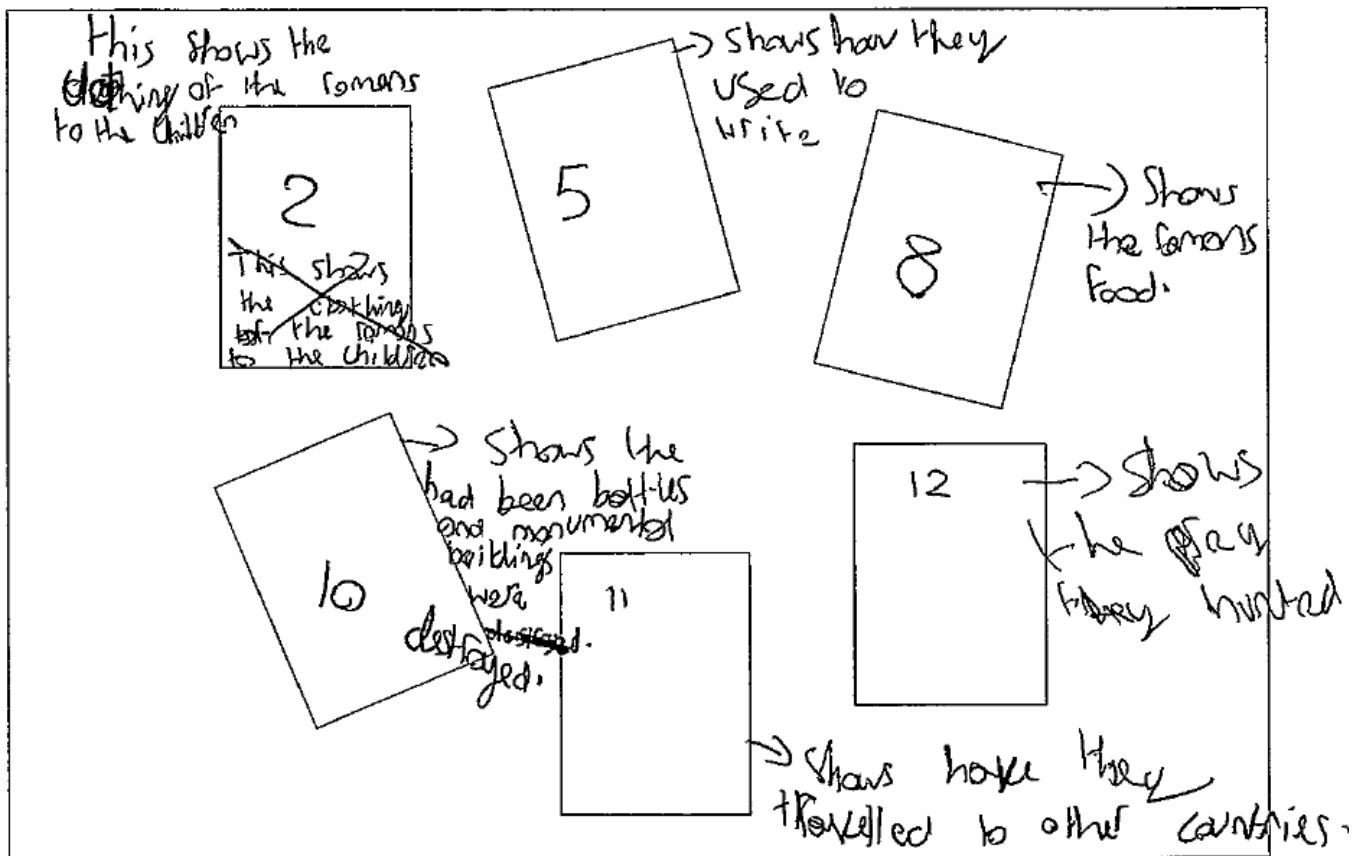
- fitness for purpose
- annotations to justify your choices.

[8]



Exemplar 1

4 marks

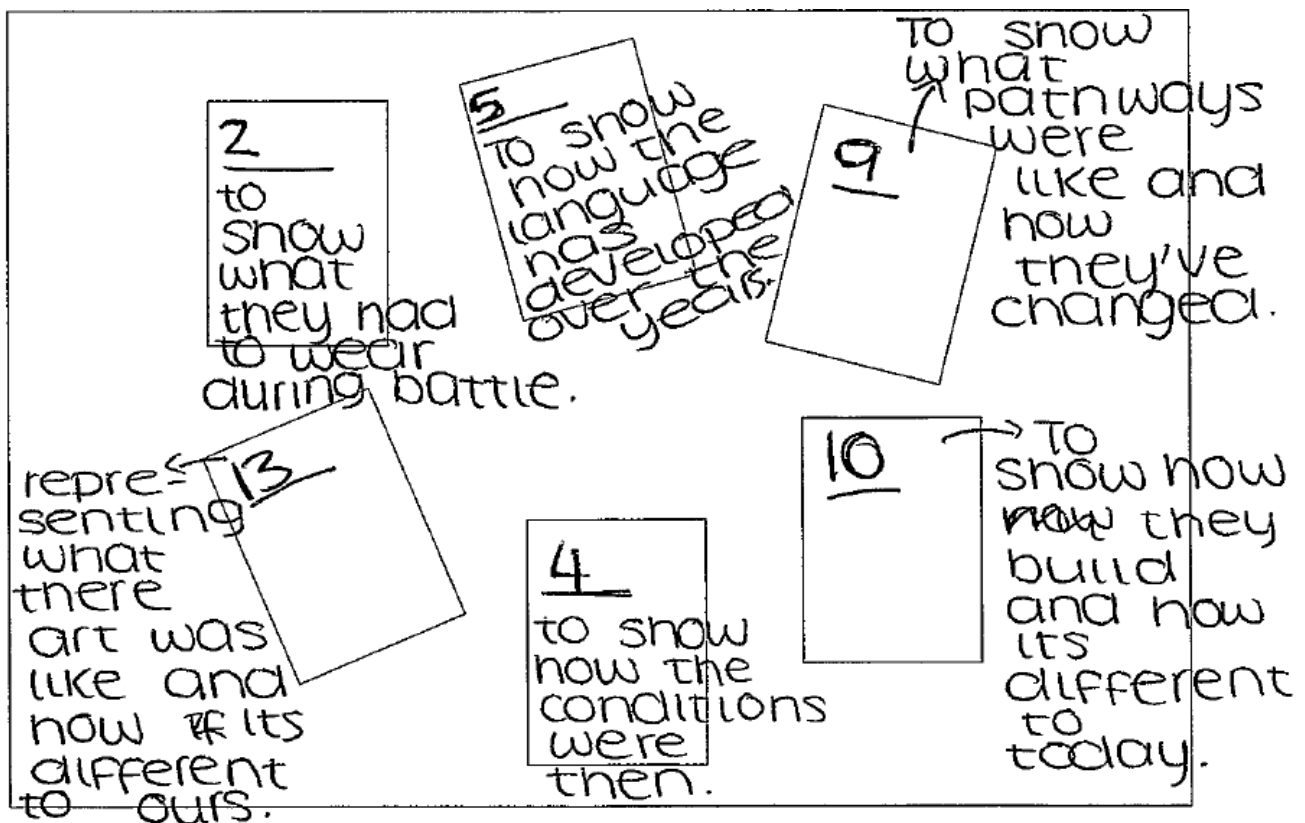


Examiner commentary

This question assessed LO3: Be able to produce pre-production documents. The candidate has selected 5 suitable images, images 11 was not relevant to the context of the paper. Hence the candidate was awarded 3 marks for these. A further mark was given for the justifications. They were very weak and only descriptions of what the images showed. All of them only state that the image 'shows' with no expansions on 'why' to justify as the question asks.

Exemplar 2

8 marks



Examiner commentary

This question assessed LO3: Be able to produce pre-production documents. All images selected by the candidate were appropriate, so 4 marks were awarded for these. The justifications were then awarded a further 4 marks as all were sound justifications as they explained why they would be used, e.g. 'what they had to wear to battle', 'how language has developed of the years', and 'how pathways have changed over time'. These showed a good understanding of how/why the images could be used in the mood board for this project.

Question 5 (b)

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

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

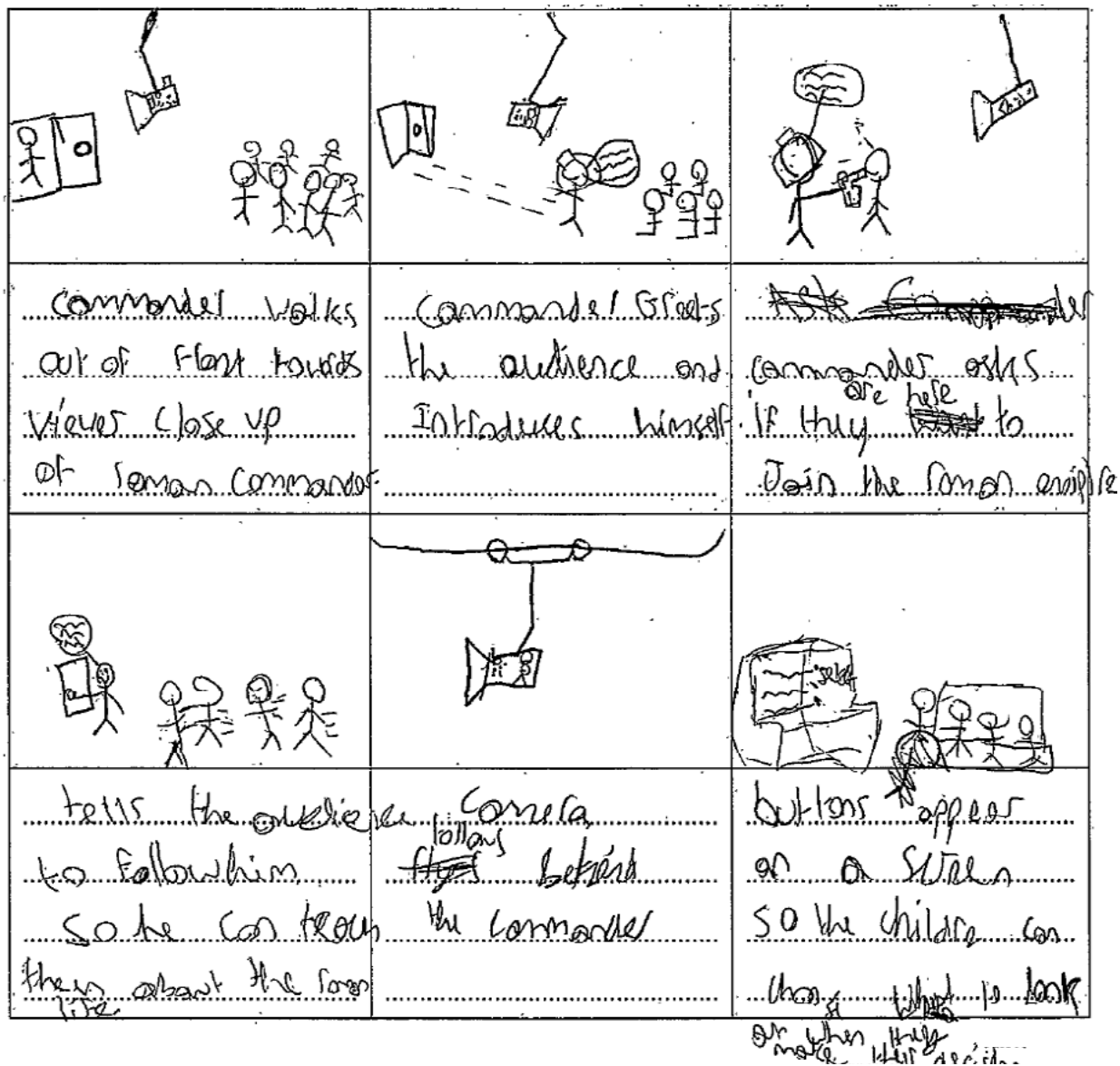
Marks will be awarded for:

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

[9]

Exemplar 1

4 marks


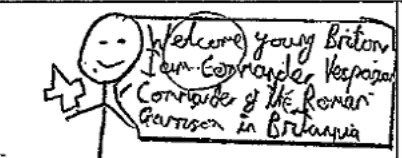
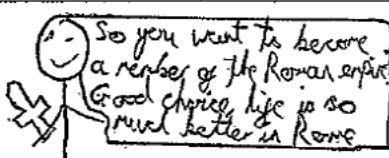
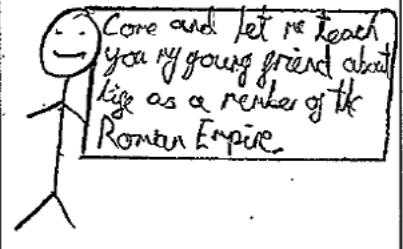
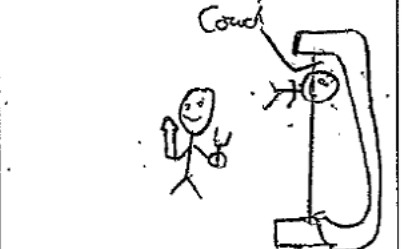



Examiner commentary

This question assessed LO3: Be able to produce pre-production documents. The candidate has drawn a good storyboard for the script provided. The quality of a candidate's drawing is not assessed. To make the storyboard a useful technical document it needs to contain several technical aspects that would aid the creation of the interactive presentation. The candidate has only included the camera position/motion in several scenes. There are no other technical aspects included in the storyboard. As a result, the work is placed at the bottom of mark band 2 and is awarded 4 marks.

Exemplar 2

9 marks

| | | |
|--|---|---|
|  |  |  |
| Scene 1 - Long shot - 5s Roman Commander Location - Roman villa. Roman Commander walks towards cam | Scene 2 - Close up - 5s Roman villa visible in background | Scene 3 - Close up - 5s Roman Villa visible in background |
|  |  |  |
| Scene 4 - Close up - 5s Roman villa visible in background. First 3s - Speech. Last 2s - Commander walks to villa | Scene 5 - 5s - Mid shot Inside villa. Commander sat on couch, servant pours wine | Scene 6 - 7s Buttons on screen as voiceover happens |

Examiner commentary

This question assessed LO3: Be able to produce pre-production documents. The candidate has drawn an effective storyboard that covers the whole of the content from the script provided. Each of the scenes also contains several technical aspects which make this a technically useful document.

Scenes 1 to 5 all contain scene numbers, camera shots and timings thus providing the camera crew, director etc. with technical information allowing them to create the interactive presentation.

Scene 6 shows only a scene number and information regarding the 'buttons on screen when voice over happens'. This is relevant technical information for this scene, as there would be no camera shot and the timing on screen would depend on the length of time taken by a user to make their selection.

This answer shows that the candidate clearly understands the purpose and use of storyboard and also what it must contain to make is a useful pre-production document.

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]

Exemplar 1

1 mark

So that the audiences know what to do and what
for them, designing and creating the interactive
presentations will engage the audiences
and will be more easier for them.

.....

..... [3]

Examiner commentary

This question assessed LO2: Be able to plan pre-production. The answer contains a number of points that are not developed into an explanation. The candidate in this response has stated that the 'engagement of the audience' needs to be considered when designing the content of the interactive presentation. This was credited with 1 mark. However, there is not enough detail in the answer for any further marks to be given. The answer is too vague in what is said. 'So audiences know what to do' is an expansion mark with no detail as to what this means. This is also the same with the final part of the response where the candidate mentions 'more easier for them'.

Exemplar 2

3 marks

Primary school age is 3-11 this would limit the amount of complex language. It must be simple ~~and English~~ language for younger children to understand and small amounts of written writing with key information so they can understand. [3]

Examiner commentary

This question assessed LO2: Be able to plan pre-production. The candidate provides a fully developed answer to this question. The candidate clearly makes the point that due to the age of the target audience the complexity of the language used needs to suit their age. This would mean that the audience then understand what the presentation is saying. The candidate also provides brief guidance on how this can be done with small amounts of writing for the key points.

This answer shows that candidate clearly understands the different aspects target audiences that need to be considered, in this case age, and has applied the knowledge to the context of the question and exam paper.

Exemplar 3

3 marks

accessability must be taken into account as some of the kids could be deaf or in which case they could use subtitles on the presentations or colour blind so the designers would make sure not to use colours that can't be seen. [3]

Examiner commentary

This question assessed LO2: Be able to plan pre-production. The candidate has identified an aspect of disability that would prevent access to the content of the presentation, in this case deafness and has provided an example of how this can be addressed with the use of subtitles. They have then gone onto talk about colour blindness and how this should be considered. This gained the final, third mark.

The question asks the candidate 'explain why the ability' should be considered, it does not ask them to 'explain one reason' as a result the whole answer is read and marked. The candidate has explained more than one aspect so is given the credit for this.

Question 8

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

1

.....

.....

.....

2

.....

.....

.....

[4]

Exemplar 1

0 marks

presentations.

- 1 ~~The~~ ^{staff in charge of the} interactive presentation should take awareness of children with epilepsy. If the presentation has flashing imagery will cause the child to have an epileptic fit which is extremely dangerous for the child.
- 2 The staff should also be aware of the children with ~~asthma~~ asthma because the presentation could be fast ~~when clicking~~ during certain activities which could lead to an asthma attack.

[4]

Examiner commentary

This question assessed LO2: Be able to plan pre-production. The candidate has misread the question and this has resulted in them being awarded zero marks. The response of the candidate refers to the health and issues that would need to be considered for the children when they are using the presentation. This is incorrect.

The question refers to the staff creating the presentation and the health issues that should be considered.

Exemplar 2

4 marks

- 1 Eye strain can be caused if they are looking at a screen for too long. They should take regular breaks, adjust the brightness of the screen and sit a suitable distance away from it.
- 2 RSI can be caused by repeating the same movements using the hands. To reduce the pain, staff should take regular breaks and use a mouse pad with wrist support.

[4]

Examiner commentary

This question assessed LO2: Be able to plan pre-production. The candidate in this response had clearly identified two health issues for staff, eye strain and RSI and for each has described their cause. Hence the response gains full marks. This question did not ask for explanations but just descriptions and did not ask for how these could be prevented.

Question 9

Question 9 is based on Fig. 4

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.

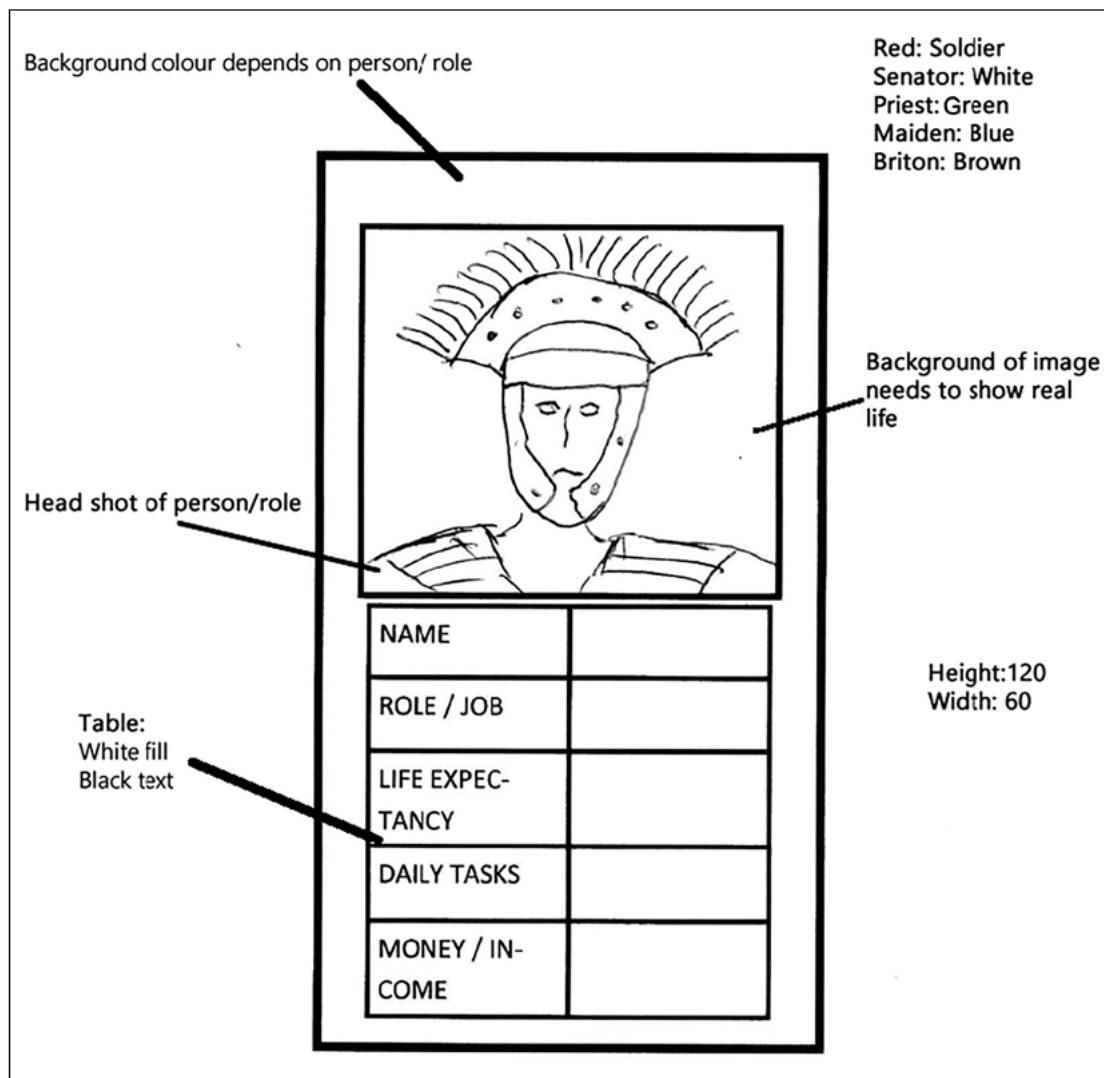


Fig. 4

- 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]**

**The quality of written communication will be assessed in your answer to this question.*

.....

.....

Exemplar 1

4 marks

The suitability of the content of the visualisation is good, but does have a few negative points.

Firstly, the card is good because it shows what they look like, gives some description about them and different colour ^{on} ~~of~~ each card. So, it is a pretty good card. ~~with~~

However, on the other hand, some of the colours are basic like the white and it's going to look plain because the table fill is white, so you need something that is eye-catching. Also, ~~it would be the~~ information is pretty basic.

~~I~~ I would say for improvements have a fact or something that is interesting or funny.

Examiner commentary

This question assessed LO4: Be able to review pre-production documents. This response was awarded Level 1 and placed at the top of the mark band gaining 4 marks. The candidate shown little understanding of the pre-production document (visualisation diagram) and how it is used. The candidate comments on the strengths and weaknesses of the diagram briefly regarding its content, not its use as a pre-production document. This shows limited understanding of the use of a visualisation diagram, thus placing it in the lowest mark band. The answer is well written however so is placed at the top of the mark band.

Exemplar 2

7 marks

The card needs to have a background to show the realist of the card. And also needs colour on card to make the card ~~appe~~ appear more interesting. The card needs less space from the top of card to the picture. Could make the card another shape. Strengths are the card is a good size and easy to read. The card could have clearer headings and more detailed image. You could change the front size and front type. The Fig. 1 has good notes on what is happening with certain parts of the card. And shows what details need go where. But just need more detail. Also has a key in top right hand corner on what colours the card is going to be, for each character. And also gives you width and length of card to make, so they are all the same size. Could have more information on card about the person / role. To help the player understand the role of person. And gives more information on how to play.

Examiner commentary

This question assessed LO4: Be able to review pre-production documents. This answer is placed towards the top of the middle mark band and is awarded 7 marks. The candidate has described the visualisation diagram. Commenting on several aspects. In some places they have gone on to comment on how the points made make the diagram effective such as how the sizes used make it easier to use. There are also suggestions made on how to improve the diagram such as adding more details about the people on the card. However, this is aimed at the wrong audience for the document, the example provided would be aimed at the users of the final product not the pre-production document.

Exemplar 3

12 marks

The visualisation diagram contains annotations explaining each part of the diagram. ~~This~~ These will be useful to the freelance graphic artist as they provide extra information on how the final mini card should look like. To further improve these annotations more detail should be added. For example, font and font size would be useful information for the 'Block text' within the table. Another aspect that is shown on the diagram is the colours that are going to be used for each of the five ~~characters~~ roles/characters. This is useful information for the graphic artist as it informs them of how to correctly design each card. To further improve this, specific colour codes should be added to make sure the card looks as it is supposed to. Using a coloured diagram instead of a black and white one would also help. The order in which the names and colours are listed should also be consistent as this could confuse the artist (instead of 'Red: Soldier' it should be 'Soldier: Red'). The diagram also includes a sketch of one of the characters. This is useful as it gives the artist an idea of how big the drawing of each character needs to be. To further improve this, a more detailed drawing with colour should be provided ~~with~~ as well as an example for each of the characters. The diagram also states the ~~height~~ height and width for each mini card which is useful information for the designer so that they can make the card the correct size. However a unit of measurement has not been included. This should be added in so that the ~~designer~~ ^{artist} does make the cards the correct size (e.g. instead of just '120', it should be '120mm'). The

diagram does not give any other measurements for the image of the character or the table. This information is critical as it informs the ~~designer~~ artist makes the card in the correct proportions. One of the annotations

9 states that the background must 'show real life'. This gives the ~~designer~~ graphic artist a rough idea of what to draw, however the meaning is still unclear. The diagram needs to specify as to whether they want the artist to use a photograph or whether they should draw a realistic image.

In conclusion, ~~this~~ the content of this visualisation diagram is not fully suitable yet. More detail needs to be added to both the drawings and annotations to make it suitable for a freelance graphic artist.

Examiner commentary

This question assessed LO4: Be able to review pre-production documents. This answer gained maximum marks for a fully developed answer that showed excellent understanding of how and why a visualisation diagram is used. Throughout the response they related the comments made back to how the freelance graphic artist will find the aspect identified useful when creating the final product. The candidate starts by commenting on how the annotations provided on the diagram provide the artist with information about what should be added to the final product enabling them to create what is required. Later in the response the candidate refers to how the annotations for colours and characters needed to be consistent so that the artist does not become confused. The candidate also suggests valid improvements such as adding the correct unit of measurements so that the correct sizes are used when creating the final document.

All of these comments show an excellent understanding of the purpose and use of the visualisation diagram with the correct target audience for the document being referred to and the impact of the document on them being explained. The answer is well constructed and written.

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