

CAMBRIDGE NATIONALS

Examiners' report

**CREATIVE
iMEDIA**

J807, J817, J827

R081 January 2021 series

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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. A selection of candidate answers are also provided. 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 and the mark scheme can be downloaded from OCR.

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R081 series overview

This session was due to be one of the largest January sessions to date, however the actual sitting of the paper saw a significantly reduced number of candidates. Continuing from the January 2020 session, despite the gap in school provision, a sound knowledge of the specification was demonstrated in the areas that appear in the moderated units. However, this paper did reinforce the picture that R081 is not directly taught in a number of centres with the same weighting of time as the moderated units. Aspects of the unit specification were assessed in this session that required the candidates to understand the theory behind the application of the skills and techniques. This understanding was lacking in many cases.

There was again a further increase in the number of generic answers seen, however these were less than could be expected with the disruption faced over the last year. It must however be reiterated that this is a vocational qualification, and the candidates are expected to apply their knowledge to the scenario set.

There was a further increase in candidates not reading the questions properly and answering what they thought it asked not what actually it asked. This was especially clear on questions 1a, 4b, 5a, 6b and 8. Hence marks were dropped.

Question 1 (a)

“School23” is a role playing mystery storybook by J. R. Harpley set on the moon. The story is based in a school with human pupils called ‘Terras’ and alien pupils called ‘Others’. In the mystery story the reader has to make decisions as they read the short chapters in the story, with each choice leading to a different storyline developing. “School23” is now being developed into a multimedia interactive book that can be read and used on a tablet computer.

1 You have been asked to develop some ideas for the interactive book and how it will look.

(a) Identify **four** items that could be included on a digital mood board for the new multimedia interactive book.

- 1
- 2
- 3
- 4

[4]

Most candidates gained at least two marks on this question. However, marks were lost due to three main issues, all of which have been seen in previous sessions and still need to be rectified going forward. The first aspect is that the question asks for ‘items’, these are objects that can be clearly be seen on the mood board i.e., annotations, images of moon, images of alien, fonts, colour swatches. Lots of answers were seen that were not items such as ‘themes’ and ‘layout’. These were not credited.

The second reason was a vagueness in the answers which led to repetition or no credit being given at all. Examples of this are ‘alien’, ‘moon’, or ‘red’. Are these images, photographs or graphics on the mood board? The examiners do not make the decision for candidates as to what they are meaning, candidates need to be clearer in the answers.

The third aspect is where the candidates did not read the question fully, the question this session referred to a digital mood board. Hence items such as ‘material’ or ‘textile’ were not appropriate while ‘video of moon’ or ‘sound of rocket’ were this session.

The answer below was given full marks.

Exemplar 1

- 1 *Fonts*
- 2 *Images of aliens*
- 3 *Colours*
- 4 *Images of the moon*

[4]

Question 1 (b)

(b) The digital mood board will be shared with different members of the production team.

Identify **one** file format, other than PDF, that would be suitable to use for the digital mood board.

..... [1]

This question saw marks being dropped for candidates providing answers that were more linked to software used to create the mood board such as PowerPoint or Word. Some candidates showed a good understanding of the vocational aspect of the course by taking the theme of a digital aspect of the mood board through and providing file formats such as MP4 and GIF which contain video, sound, images or text.

Question 2 (a)

“School23” Multimedia Interactive Book.

Client Brief

World Reading Day takes place on March 6th and the multimedia interactive book will be released on that day. This means that there are 12 months to develop the multimedia interactive book.

The new multimedia interactive book will contain more images than in the original story by J. R. Harpley. There will be five different animations in the multimedia interactive book which will take six months in total to create. The company only has two animators working for them. The animations can only be created after the small team of three graphic artists have drawn the five main characters and the five locations on the moon for the story. It will take two months to draw all the characters and a further two months to draw all the locations.

Characters:

- Arkle (Male Terra)
- Sarah (Female Terra)
- Nakkav (Male 'Others')
- Prafmix (Female 'Others')
- Bellater (school receptionist)

Locations:

- School reception
- Science lab
- Landing pad
- Student bedroom
- Canteen

Animations:

- Introduction
- 'Terra' solve mystery
- 'Others' solve mystery
- 'Terra' wrong decision
- 'Others' wrong decision

The first animation will be a “Welcome to School23” introduction to the school by Bellater and it will explain how to use the book. This will end with the reader making their first decision, do they read the interactive book as a “Terra” or as an “Others” character. Then the reader will need to choose between a male or female character. This then leads into the first part of the story which starts with the disappearance of a rare moonstone from the science lab.

The multimedia interactive book needs to be tested and proofread which will take two months.

2 (a) Identify **three** design requirements from the brief.

1

2

3

[3]

Most candidates gained at least one mark from this question, showing candidates are clear in the main what design considerations are. However, marks were lost for vague answers such a ‘characters’ or for including time constraint answers.

Question 2 (b)

(b) Identify **two** time constraints from the brief.

1

2

[2]

Most candidates gained at least one mark on this question. However, marks were once again lost for vague answer such as '4 months'. This is not clear enough regarding what the time constraint refers too and so was not worthy of credit.

Question 2 (c)

(c) Using the information in the brief, create a work plan for the creation of the multimedia interactive book.

Tasks	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar

[8]

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 mimicked the requirements covered in the coursework units. Candidates tended to lose marks where they overlapped the task timescales. 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 multimedia interactive book. Where candidates had been taught well, clear and well-structured work plans were seen, and full marks could be given. The exemplar below was given full marks.

Exemplar 2

Tasks	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
Drawing characters	///	///											
Drawing locations			///	///									
Creating animation					///	///	///	///	///	///			
Testing & Pregrading											///	///	
Release Date													///

[8]

Question 2 (d)

(d) During the planning of the production of "School23" workflow needs to be considered.

Explain what the term workflow means.

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

This question once again demonstrated that candidates are taught in the main how to create work plans when carrying out their coursework units. This question highlighted the lack of understanding behind the work plan, indicating a lack of direct teaching of work plan theory. As a result, the marks given for this question were in the main, on the low side. The teaching of the more theoretical aspects of the unit is one area where candidate performance could be readily improved.

Question 3 (a)

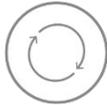
3 (a) Create a visualisation diagram for the digital cover of the new "School23" multimedia interactive book.

Marks will be awarded for:

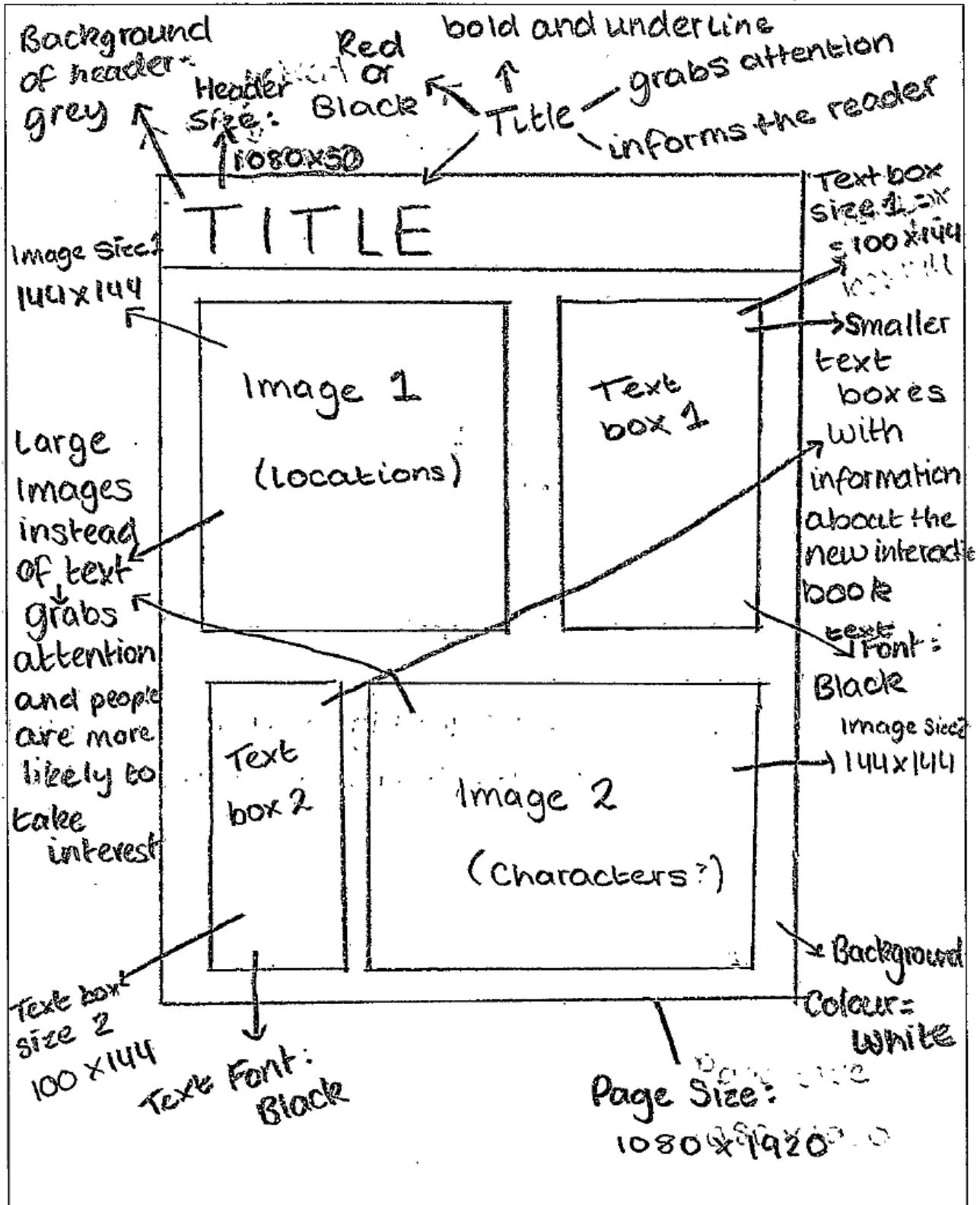
- content
- layout
- fitness for purpose.

[9]

This question was generally well answered by candidates, as expected, due to this being a synoptic skill used in several of the moderated units. It was also easy to see where centres had looked at past mark schemes together with examiner reports and had taught this aspect of the course directly. This was evident where candidates included the technical aspects required for a visualisation diagram such as annotations regarding sizes, fonts, colours etc. Candidates lost marks where these technical aspects were not included, and the response was then only a 'drawing of' a digital cover. For access to the highest marks the diagram needed to be suitable for a third party to create the final digital cover, with minimal difficulty. This is shown in the examples provided here.

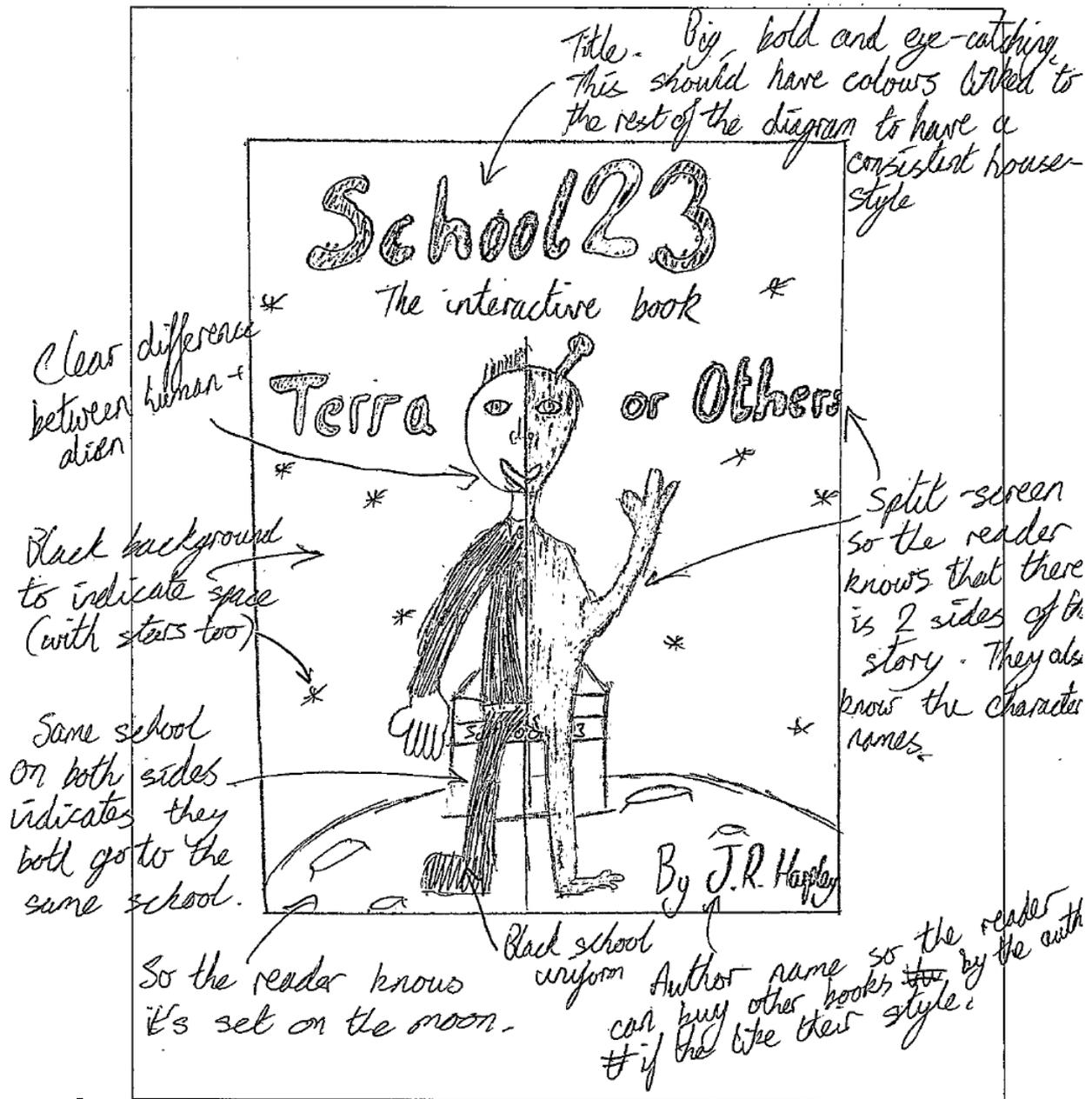
	<p>AfL</p>	<p>When creating visualisation diagrams candidates should think about who will use the diagram and for what purpose. They need to include enough detail in their annotations so that a third party could use the visualisation diagram and create the product it refers to. This detail should include content, fonts, colours, sizes etc. Candidates should not focus on the quality of the drawing that they produce in the exam.</p>
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Exemplar 3



This candidate has used wireframes to create the diagram and has a good level of annotation including sizes and colours. The use of wireframes is appropriate as this is not an art/drawing exam.

Exemplar 4



This candidate has drawn the digital cover and content which is all appropriate. There is a good level of detail included however lack of specific details on styles, fonts and sizes prevents the highest marks being given.

Question 3 (b)

- (b) Identify **one** suitable file format for the digital cover of "School23" to be used as an online advertisement.

..... [1]

Most candidates gained full marks on this question.

Question 3 (c)

- (c) Identify **one** suitable file format for the final "School23" multimedia interactive book.

..... [1]

This question saw a range of responses due to candidates not considering the interactive nature of the final product. As a result, many candidates lost marks for identifying unsuitable static image files formats.

Question 4 (a) (i)

INT: CANTEEN
 In background Cook is getting lunch ready banging oven doors.
 Prafmix moves waste container away from wall.

PRAFMIX
 Gasp!

She bends and puts her hand into a small hole in panel wall.

PRAFMIX
 Have here an object do I.

Prafmix stands up and looks at object in her hand and shows it to Bellater.

BELLATER
 Well done, you have found the moonstone.

Silence then takes over the canteen (Air conditioning in background).

BELLATER
 Who did put it here though?

Prafmix starts walking away into corridor passing a teacher in the doorway.

PRAFMIX
 Come.

INT: STUDENT BEDROOM
 Prafmix presses a panel on the wall.
 Click.
 It opens to show a bag with three other objects in.

PRAFMIX
 Saw Qeetass I did, putting bag in wall and by the waste container at first meal also.

BELLATER
 (looking out of window portal)
 We must find Qeetass fast.

EXT: LANDING PAD
 A small pod took off with Qeetass at the controls.

4 (a) (i) Identify **two** sound effects from the script.

1

2

[2]

Most candidates gained at least one mark on this question. Marks were lost for identifying dialogue examples such as 'Gasp!' as a sound effect.

Question 4 (a) (ii)

(ii) Identify **two** locations from the script.

1

2

[2]

Most candidates gained at full marks on this question.

Question 4 (a) (iii)

(iii) Identify **one** non-speaking character from the script.

..... [1]

Most candidates gained full marks on this question.

Question 4 (b)

(b) Explain why the lack of camera angles on the script makes it difficult to create the animation.

.....

.....

.....

..... [2]

Marks were lost by candidates on this question by being too vague in the answer or not answering in the context. This question is based on an animation and not a filming situation, hence answers related to camera crew positioning were incorrect. However, answers related to virtual camera positions and the lack of knowing perspectives of the scene were appropriate answers. Candidates who did perform well on this question took on board both factors.

Question 5 (a)

5 The script for the final scene needs to be converted into a storyboard before it can be given to the animators to create the animation for the multimedia interactive book.

(a) Explain the purpose of the storyboard for the animators.

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

This question was answered well in the main with most candidates gaining at least one mark. However, where marks were lost was due to candidates describing or explaining what a storyboard is and contains. Candidates did not explain the purpose i.e. why animators use the storyboard. This lack of understanding the key words in the question did result in fewer full marks being given than expected. Exam technique is on aspect that can be rectified easily for future sessions.

Question 5 (b)

(b) Explain the purpose of scene numbers on a storyboard.

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

This question was again answered well in the main. However, unlike 5 (a) marks were lost on this question for incorrect answers showing a lack of knowledge about the scene numbers purpose. Responses were seen that stated that the scene numbers showed the end of a scene or when a transition takes place, which are incorrect.

Question 6 (a)

6 A podcast containing an actor reading the introduction to the story will be created to advertise the new multimedia interactive book.

(a) Identify **one** suitable file format for the final podcast.

..... [1]

Most candidates gained full marks on this question. Where marks were lost it was due to candidates not considering what a podcast is and the information that it would contain.

Question 6 (b)

(b) Explain the term lossless compression.

.....

.....

.....

..... [2]

Most candidates gained at least one mark on this question. However, marks were lost when candidates did not read the question correctly. The question asked for the term to be explained, it did not ask for lossless compression to be compared to lossy compression. Hence answers related to larger file size were incorrect. The answers for this question were again another example of poor examination technique.

Question 7

7 When creating the multimedia interactive book there are legal issues that need to be considered.

Draw a line to match each definition to the correct legal issue.

Definition
Independent verification of an accepted level of content
Protection of a name, phrase, symbol from use by others without permission
Creative work which is seen as an asset/property of the creator

Legal issue
Intellectual property
Classification
Trademark
Certification

[3]

Most candidates gained two marks on this question. Marks were lost where candidates drew more than one line from a definition box. Examiners did not decide which of the lines was the answer from the candidate resulting in that attempted response being marked as too vague. Candidates must make sure that in future sessions these questions are drawn clearly.

Question 8

Question 8 is based on Fig. 1

Fig. 1 is a mind map created during a planning meeting. The mind map will be given to the content editor of the book to create the interactive aspect of the book.

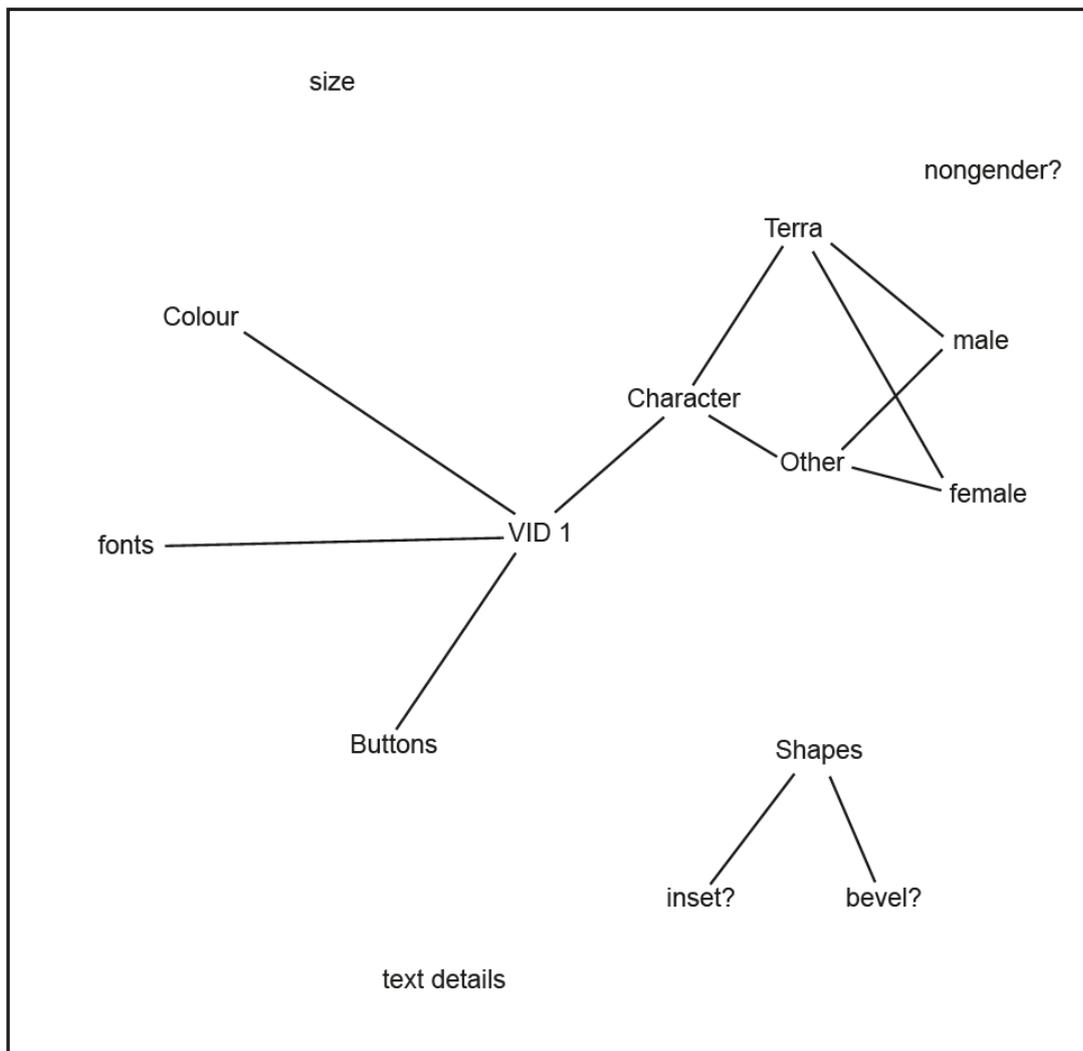


Fig. 1

- 8* Discuss the suitability of the content and layout of the mind map in Fig. 1 for the content editor. You should include any areas for improvement. [12]

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

The number of responses that were given marks in the highest mark band were less than in previous sessions. This was due to poor examination technique where candidates did not explain their answers fully. Most of the answers seen were descriptions of the mind map and the content that it contained. There were few examples of responses seen where candidates had made a point regarding the mind map and then explained its impact on the correct target audience for the document, the content editor.

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

	AfL	Focus should be placed on clearly explaining how the document quality affects its audience. This should allow candidates to explain the impact of any improvements on making the documents audiences job easier when creating the final product.
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